LEARNERS TRANSITIONING FROM TOWNSHIP TO EX-MODEL C SCHOOLS: AN INVITATIONAL EDUCATION PERSPECTIVE

BY

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DATE OF SUBMISSION: 3rd DECEMBER, 2018

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2. This thesis has not been submitted for any degree or examination at any other university.

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Firstly, I am most grateful to God Almighty, for I owe it all to Him who granted me the wisdom and ability to complete this dissertation. Dear Lord, I am truly grateful and still rely on you for my upcoming PHD studies.

RABBI ZIDNI 'ILMA (My Lord! Increase me in knowledge) [Quran: Surah Taha: Verse 114]

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DEDICATION

I dedicate this dissertation to my parents Mr Juma Nongwa and Mrs Lucy Kanyopa. You are the reason today that I'm a young educated and independent woman. I value your inspiration and unconditional love. To my dad, your perseverance and continuous motivation have enabled me to strive for success and to be the best I can be. To my mum, I thank you for your tolerance and patience throughout my study. You have truly been my pillar of strength throughout my study.

LIST OF ACRONYMS AND ABBREVIATIONS

SASA	South African School Act
DOE	Department Of Education
LOTL	Language Of Teaching and Learning
PAR	Participatory Action Research
CDA	Critical Discourse Analysis
UK	United Kingdom
USA	United States of America
DBE	Department of Basic Education
ISASA	Independent Schools Association of South Africa
SGB	School Governing Body
SMT	School Management Team
T1	Teacher Number one
T2	Teacher Number two
P1	Parent Number one
P2	Parent Number two
L1	Learner Number one
L2	Learner Number two
L3	Learner Number three
L4	Learner Number four

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ABSTRACT

This study proposed ways in which schools could enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education perspective. The study was conceptualised within the theoretical framework of an Invitational education theory of practice, which was introduced in the late 1970s by Dr. William Watson Purkey and Dr. Betty Siegel (Purkey, 1992). This study aimed to elicit the learners' learning experiences from both schools' environment and to propose ways in which schools can enhance the learning by employing the critical paradigm with the qualitative approach. The study also adopted the purposive and convenient sampling method to select eight participants which comprises of two female and two male grade six learners, two male and female grade six teachers, and two parents (female). The focus group discussion and drawing methods were used to generate data for the study. The data was analysed using the Critical Discourse Analysis (hereafter CDA).

Four themes emerged from the data of the study; the findings revealed that the learners' behaviour and learning were influenced by several situations in their school environment. The findings also revealed that the learners' learning experience in Ex-model C school environment is complex. This indicated that, they experienced both inviting and disinviting factors in the school environment. In addition, the participants identified the school as inviting because they experienced it as a safe and conducive learning environment; the environment provided opportunities to engage in different sport activities and enabled them to develop computer skills. Factors such as language issues, lack of formal orientation, difficulty in establishing relationship with peers and teachers, as well as lack of cultural integration policy were identified as disinviting (constraint) in their learning environment. Furthermore, the third theme that also emerged from the study depicts the significance of enhancing the learning in schools which showed that enhancing the learning environment will enable learners to develop a sense of participation, become highly motivated to learn, and able to overcome their learning anxiety and fears. The last theme that emerged from the study showed several strategies identified by the participants which could be used in enhancing the learners' learning experiences, which includes the development and implementation of programmes and policies that are intentionally inviting, creating good learning environment, as well as the school adopting and using good teaching strategies that would help to enhance the learners' learning experiences.

Therefore, the study concludes that the whole process of school transitioning normally disrupts the learners' learning abilities. Hence, the study recommends that the Invitational education theory (people, places, policies, programs, and process) should be established in every school environment in order to contribute to the academic success of the learners.

Keywords: Learners; The Learning experiences; Township schools; Ex- model C schools; School transition; Invitational education.

CHAPTER ONE

INTRODUCTORY BACKGROUND OF LEARNERS TRANSITIONING FROM TOWNSHIP TO EX-MODEL C SCHOOL: AN INVITATIONAL EDUCATION PERSPECTIVES.

1.1 Introduction

This introductory chapter presents the focus and purpose of the study. It also foregrounds the background, context, and rationale of this study. In addition, this chapter discusses the aim and objectives of the study, the significance, delimitation, and key research questions. It also briefly explains the overview of the other chapters and concludes with a succinct summary.

1.2 Background

The South African School' Act (SASA, thereafter) no 84 of 1996 revealed that their country was not going back to a segregated education system and proclaimed the right to education for all learners. Moreover, the policy indicated that schools in South Africa would become open for every learner, regardless of their race, background or status (De Kadt, Fleisch, Richter & Alvanides, 2014; Van Wyk, 2004). In addition, the focus of this policy is to ensure the right of access to ones' school of choice and to redress the previous unfair educational practices during apartheid in order to strive for equality (Hammett & Staeheli, 2013; Spaull, 2013). However, SASA challenged all South African schools to establish school governing bodies that will abolish the school boundaries that restricted certain race from attending school (RSA, 1996; De kadt et al., 2014). Therefore, learners can transit from one school to another of their choice, although most of the transition is based on moving from the Township to Ex-model C schools. Lemon (2004) and Engelbrecht, Nel, Nel and Tlale (2015) concurred that learners transit from Township schools to Ex-model C schools because most of their parents perceive the public Township schools as dysfunctional and poorly resourced.

Drawing from the above policy, SASA has placed new demands on the teaching profession because in several schools, classrooms now contain a more heterogeneous mix of learners from different backgrounds (Engelbrecht et al., 2015). De Kadt et al. (2014) and research by Van Wyk (2004) revealed that learners transitioning from Township to Ex-model C schools is based on two factors: firstly, parents are choosing private education due to the fact that their demands

for quality schooling in Township schools has remained unmet by the state; and secondly, there is a demand by the 'elite' for private education.

Furthermore, some research affirms that, learners transitioning from Township to Ex-model C schools are faced with diverse challenges as they try to adapt to the new school environment (Machard, 2015; Coetzee, 2013; Banks, 2014). Knowing this, learners transitioning from Township to Ex-model C schools also required to transform their thinking, attitudes, behaviours and even change their perceptions of competence because at the new schools' environment, there's development of tasks to be mastered and language acquisition (Kotze, Van der Westthuizen & Barnard, 2017; Lu & Anderson, 2014; Heystek & Terhoven, 2015). This view is supported by Jacoby (2016) as he reveals that learners become less self- conscious with lower overall self-esteem, less confident in their academic abilities, as well as less stable in their self-perception as they transition from the Township to Ex-model C schools.

On one hand, Neluvhola (2007) and Hill (2016) also point out that in Ex-model C schools, during the admission process, the school management determine the selection procedure on how to accommodate learners from Township schools, but fail to create an inviting environment in which these learners will be empowered by effective learning experiences. This is because learners' learning experiences can either be enhanced or destroyed by the school environment (Purkey & Novak, 1996; 2008; Purkey, 1992; Cain, 2013). However, Machard (2015) and Neluvhola (2007) explain that Ex-model C schools seemed not well prepared in creating conducive environments for the population of learners transitioning from Township schools. Therefore, this study aimed to propose ways in which schools can enhance the learning experiences of learners transitioning from Township to Ex-model C school through an Invitational education approach.

1.3 Rationale to the Study

The researcher's interest in conducting this study is drawn from three fundamental dimensions, namely personal, professional experiences, and contextual perspectives. As a foundation phase teacher at one of the Township schools in Pietermaritzburg for two years, the researcher observed many learners of different grades from the school transitioning to Ex-model C schools due to several reasons. Among these, is that the Township schools are characterised with low quality education compared to those schools in Ex-model C schools; for this reason, parents in Township schools seek for an alternative of better education by sending their children to Ex-model C schools. Moreover, as it is commonly accepted that the quality of education includes amongst other things school location, discipline and size of the school, therefore, it is true that

to offer quality education, Township schools need to have sufficient human resources (teachers and support staff), material resources (equipment, textbooks and stationery), and financial resources. The researcher also observed that the learners from the Ex-model C schools were very confident, with different talents which they exhibited through sports and quiz participation.

However, once the learners' transition to Ex-model C schools, they are confronted with so many challenges like isolation, language issues, and decrease in their abilities, as well as low self-esteem. In addition, the researcher's discussion with some of the teachers indicated that the Ex-model C schools may not be conducting orientation for the learners from Township schools in order to be familiar with the school environment. These issues prompted the researcher to conduct research that seeks ways in which schools can enhance the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective.

Contextually, Coetzee's (2014) research, and Ncontsa and Shumba's (2013) highlight that the transitioning from Township to Ex-model C schools is due to two historic policies. Firstly, there is the policy of geographic segregation of population groups that was introduced by the apartheid legislation which caused the spatial distribution of households within the country to be divided along racial lines and which limited the economic opportunities available to black families. Secondly, there is the policy of institutional segregation under apartheid, which translated into racially segregated education where by Township schools were operating by department of education, under which they received considerably less funding, leading to schools of inferior quality (Coetzee, 2014; Van Wyk, 2004; Moses, Van Der Berg & Rich, 2017). The result of these two historic policies is that the Township schools are characterised by low quality education compared to white schools; for this reason, parents in Township schools seek for better education by sending their children to Ex-model C schools (Machard, 2015; Moses et al., 2017; Van Wyk, 2004; Ncontsa & Shumba, 2013).

Radebe (2015), Spaull (2013), and Graven (2014) claim that the determining factor for school choice is quality education which includes amongst other things: school location, discipline, and size of the school. However, recent studies (Coetzee, 2014; Banks, 2014; 2015; Byun & Kim, 2010). have shown that learners transitioning from Township to Ex-model C schools go through different challenges that affect their learning experiences. It was noted that these learners experience a high level of uncertainty, instability, and inconsistence and feel isolated in their new school (Coetzee, 2014; Banks, 2014; 2015; Byun & Kim, 2010).

In contrast, Sonn (2013) and Hammett and Staeheli (2013) assert that, the learners feel confident and become more competent in their learning as the new school creates a conducive environment for them. Meanwhile, different practices have been identified by scholars to enhance the learning experiences of learners transitioning from Township to Ex-model C schools. For instance, the study by Bailey (2006) and Micklesfield, Pedro, Kahn, Kinsman, Pettifor, Tollman, and Norris, (2014) showed that engaging learners in sports might help them develop social skills and social behaviours, as well as academically and cognitively.

However, gaps in literature reveal the relevance of this study. Most studies for example Radebe, 2015 and Spaull 2013; conducted on this issue have failed to show how the learning experiences of the learners transitioning from Township schools to Ex-model C schools can be enhanced through an Invitational education perspective.

1.4 The Problem Statement

Despite the suggestions from some scholarly works, there remains a gap in literature pertaining to how different stake-holders and schools can enhance the learning experiences of learners transitioning to a new school through an Invitational education approach. Invitational education is an approach that seeks to sustain a welcoming learning environment for people in the educational institution to increase their learning outcomes and professional growth (Purkey, 2005; Haigh, 2011; Shaw, Siegel & Schoenlein, 2013; Steyn, 2013; 2016).

Therefore, as a teacher, the researcher observed that learners transitioning from Township to Ex-model C schools experience challenges in their new schooling environment, where by the major issue seems to be language related, as well as lack of a sense of belonging.

Consistent with these observations is findings from a research done by Phala (2013) that reveals learners were confronted with the problem of English word recognition. Additionally, the use of English as the language of teaching and learning (LOTL, thereafter) leads to the problem in word recognition as well as reading. Therefore, learners transitioning from the Township to Ex-model C schools also face language issues since Ex-model C schools use English language as a LOTL. In addition, it has been discovered that Ex-model C schools do not conduct any formal orientations for these learners during the period of their transitioning from Township schools. Hence, studies have shown that the process of transitioning normally disrupt the learners' learning abilities (Heyneman & Stern, 2014; Hill, 2016; Hunter, 2015). This is

because the learners struggle to adjust to the new school environment and to develop new social networks and roles (Mojapelo, 2014; Inyama, Williams, McCauley, 2016).

Therefore, these various issues identified above, warranted the researcher's decision to conduct this study to propose ways in which schools can enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education approach. More specifically, an Invitational education theory aims to summon people in the educational setting, to realise their full potential (Shaw et al., 2013, Purkey & Novak, 1996; Ford, 2015).

1.5 Aims and Objective of the Study

The study aims to propose ways in which schools can enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education approach by ensuring that the following objectives are met:

1. To explore the current situation regarding learners transitioning from Township to Ex-model C schools from an Invitational education perspective.
2. To explore the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective.
3. To examine the need of enhancing the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective.
4. To explore how learning experiences of learners transitioning from Township to Ex-model C schools can be enhanced from an Invitational education perspective.

1.6 Key Research Questions

The main research question of this study is;

How can the learning experiences of learners transitioning from Township to Ex-model C schools be enhanced from an Invitational education perspective?

While the sub questions are:

1. What are the current situations regarding learners transitioning from Township to Ex-model C schools from an Invitational education perspective?
2. What are the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective?

3. Why do learners transitioning from Township to Ex-model C schools' learning experiences need to be enhanced from an Invitational education perspective?
4. How can we enhance the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective?

1.7 Significance of the Study

Findings from this study will equip stakeholders in the educational sector with the knowledge of the current situation of learners transitioning from Township schools to Ex-model C schools and resources and support needed to assist schools in enhancing the learning experiences of these learners. The results will also assist the teachers of learners who face challenges in a new school environment to adopt coping mechanisms that have worked for others in alleviating such challenges. Aside from these, the findings from this study will add to the body of knowledge available on the phenomenon.

1.8 Clarification of the Key Concept

In order to ensure a clear understanding, I operationalize the key phenomenon within the context of the study.

- **Learning Experiences**

The concept 'learning experiences' does not have a homogenous definition. This is because it has been defined in different ways by different scholars. However, the notion 'learning experiences' is best described by Kolb, (2014), De Houwer et al. (2013) and Arnett (2014) as how learners think, what they can do and cannot do through their learning, what they believe is true and not true, and what they value. Engestrom (2014) also highlights that it is when a learner acquires learning experiences from the different interactions, he/she faced during the learning, the course itself, and the programs. Therefore, in the context of this study, the term learning experiences will be used to describe the different academic and social experiences that the transitioning learners faced and how these factors impacted on their learning negatively or positively in the Ex-Model C School. This implies that learning experiences can either be positive or negative (See Chapter 3 in Section 3.2.2).

1.9 Theoretical Framework

The Invitational education theory was used as a frame work to guide this study. The theory emphasises on concrete practices, safety and successful democratic solutions for problems that

routinely harm organisations and the people in it (Purkey, 2005; Shaw et al., 2013; Haigh, 2011). Additionally, an Invitational educational theory provides ways of recognising why certain learning processes, such as fieldwork, successfully engage learners (Shaw et al., 2013; Purkey & Novak, 2015; Cain, 2013; Haigh, 2011).

Furthermore, an Invitational education theory provides a methodology for the successful construction of learning invitations and explains how the impact of these may be evaluated (Steyn, 2013; 2016; Egley, 2003; Ford, 2015; Cain, 2013). On the other hand, an Invitational education theory is a new lens for research in educational psychology that constructs itself on four principles namely, respect for people and their differences; trust expressed through cooperation; a sense of community; and optimism about the potential contained within each learner, which requires creating a learning invitation for each learner (Purkey & Novak, 2008; Steyn, 2016; Purkey, 1992; 2005; Purkey & Siegel, 2003). In addition, this theory also addresses five basic areas (the 5P's) that make every school which include People, Places, Policies, Programme, and Processes, to build up the fundamental interdependence of human beings and their wellbeing (Purkey & Novak, 2008; 2015; Purkey, 1992; 2005; Ford, 2015; Steyn, 2013). Therefore, in order to enhance the learning experiences of the learners transitioning from Township tchools, this study implies that the schools' management should develop a sense of cooperative, collaborative learning culture through meaningful involvement and participation of people to influence inviting learning experiences to staff members and learners (McKnight & Martin, 2013; Steyn, 2016; Purkey & Aspy, 2003; Shaw et al., 2013).

Overall, this theory was used as a lens for this study since it provides ways and means in which schools and other stake holders can enhance the learning experiences of transitioning learners. This study highlights that learning enhancement can be done only by creating effective inviting learning environments and maintaining it successfully within and outside the school environment. Moreover, this study ensures all the five essential elements of Invitational education theory which are respect, trust, care, optimism and intentionality are included in schools' practices where the study will be conducted. This is to bring awareness to all educational stake holders that everyone is able, valuable, responsible and should be treated accordingly (Purkey & Novak, 1996; Juhnke & Purkey, 1995; Ford, 2015; Haigh, 2011). On the one hand, the principles of Invitational educational theory in this study gives the guidelines and procedures needed to be followed by schools in ensuring that they create an inviting and conducive environment for their learners. On the other hand, the five essential elements of

Invitational education theory present the positive attributes that is needed to be created by school managers and teachers in order to enhance their learners learning and developments.

In particular, this study is based on the assumption that intentional inviting learning environments have a central part to play in learners' growth and development. Drawing from the theory that frames this study, the assertion is that learning environments with the help of the 5Ps, should work systemically to eradicate disinviting factors that restraint effective learning in the school. The underlying assumption in this study is that, creating an intentional inviting school environment contributes to the development and growth of learners socially and academically (Steyn, 2013; McKnight & Martin, 2013; Purkey, 2005).

Although Invitational education theory is strongly based on humanist approaches in educational settings (Purkey & Novak, 2008; 2015; Shaw et al., 2013; Cain, 2013), these approaches have been praised for recognising the individuals' uniqueness by highlighting the importance of self-concept (Shaw et al., 2013; Berg, 2008; Ford, 2015). However, Welch and Smith (2014) provide a critical review on the application of Invitational education theory indicating its weak structure that leads to weaker academic outcomes.

Incidentally, Duchesne, McMaugh, Bocher and Krause (2013) state that, Invitational education provides people in the school with principles of practicing good behaviour that can strengthen integration to build an inviting climate for everyone. Therefore, the theory cannot bring a meaningful effect if it is implemented on its own (Welch & Smith, 2014). Therefore, in order for Invitational education to have meaningful effects, it needs to be implemented with principles of social, behavioural, and cognitive approaches (Lynch, 2012; Welch & Smith, 2014). Furthermore, Invitational education theory has also been criticised by McLaren (1988), an economist who poses that, since the school consists of people with different backgrounds and different economic status, one cannot understand how the classroom can be truly humanised when there is greater existence of social and economic inequality. Similarly, Duchesne et al. (2013) and Lynch (2012) criticised the theory by saying it provides a structure that is too focused on human beings rather than the system that runs the school as an educational institution.

1.10 Overview of the Research Design and Methodology

1.10.1 Paradigm

A paradigm gives direction to what is to be researched in a field of study. A paradigm consists of the following components: ontology, epistemology, methodology, and methods (Cohen,

Manion, & Marrison, 2013; Flick, 2014; Mackenzie & Knipe, 2006). Each component has direct relationships with what has to be explored in a research. Ontology is the study of being; assumptions are concerned with what constitutes reality, and in other words, what is (Scotland, 2012; Mackenzie & Knipe, 2006; Lewis, 2015). This implies that, researchers need to take a position regarding their perceptions of how things really are and how things really work. Epistemology is concerned with the nature and forms of knowledge (Cohen et al., 2013; Creswell, 2014; Creswell & Clark, 2007). Epistemological assumptions are concerned with how knowledge can be created, acquired, and communicated, in other words, what it means to know (Wahyuni, 2012; Scotland, 2012; Punch, 2013). In addition, the methodological assumption of the critical paradigm is also concerned with gaining a deeper understanding of the phenomenon through engaging the participants in a dialogue (Bertram & Christiansen, 2014; Creswell, 2014). Thus, the participatory engagement is used by the critical researchers as a method of data generation which acts as a means of transforming and making the participants more conscious of their historical and political nature in the society (Bertram & Christiansen, 2014). This shows that every paradigm is based upon its own ontological, epistemological, methodological and methods of assumptions, since all assumptions are connected to the philosophical underpinnings of each paradigm. Consequently, Scotland (2012) and Flick (2014) and research by Creswell, Hanson, Clark and Morales (2007) highlight that paradigms inherently contain differing ontological and epistemological views; therefore, they have differing assumptions of reality and knowledge which underpin their particular research approach. This is reflected in their methodology and methods.

The critical paradigm has been chosen as the world view in this study, because of its relevance to this study. The ontological position of the critical paradigm is based on historical realism, thus, historical realism is the view that reality has been shaped by social, political, cultural, economic, ethnic, and gender values of reality that was once deemed plastic has become crystallised (Scotland, 2012; Mackenzie & Knipe, 2006; Creswell, 2014). Therefore, realities are socially constructed entities that are under constant internal influence (Punch, 2013; Wahyun, 2012). Moreover, "in critical paradigm epistemology, knowledge is one of subjectivism which is based on real world phenomena and linked with society ideology" (Scotland, 2012, p. 13). In other words, knowledge is both socially constructed and influenced by power relations from within society (Merriam & Tisdell, 2015; Lewis, 2015; Cohen et al., 2013).

Furthermore, the critical research has an agenda of change; therefore, it is often attempting to reconstruct procedures with the aim of addressing practices into a new critical development (Scotland, 2012; Punch, 2013; Yin, 2015). According to Cohen et al. (2013) the aims of critical paradigm research is to emancipate or transform society since it is often not supporting an existing regime. Likewise, the critical researcher explores the social world, critiques it, and seeks to empower the individual to overcome problems (Scotland, 2012; Atkins & Wallace, 2012; Punch & Oancea, 2014). Since critical paradigm views are normative, then this study explores the research questions that are related to the participants' beliefs, and perceptions concerned with Invitational education practices at school. Additionally, the participants were asked to share how they will deal with the advantages and disadvantages of the Invitational education practices in the school environment. This helps them to be critically aware of their situation during the discussions on how things ought to be, as the results of this study highlighted how to enhance the learning experiences of the learners transitioning from Township to Ex-model C schools from an Invitational education perspective.

1.10.2 Research Methodology

This study employed a qualitative research approach which involves examining and reflecting on the less tangible aspects of a research subject, e.g. values, attitudes, experiences and perceptions (Rajesekar, Philominathan, & Chinnathambi, 2013; Creswell et al., 2007; Atkins & Wallace, 2012). Moreover, a qualitative approach is very helpful in exploring and gaining a broad understanding of the issue, as well as getting rich and detailed information (Creswell & Clark, 2007; Creswell, 2014; Taylor, Bogdan & DeVault, 2015). Similarly, Merriam and Tisdell (2015) define qualitative research as a method of inquiry that is employed in different academic disciplines to engage participants with in-depth interviews and discussions in order to gain an understanding of the underlying issue.

Moreover, Struwig and Stead (2013) and Creswell et al. (2007) argue that the qualitative research approach uses interactive methods like words, pictures, drawing, paintings, photographs, films, videotapes, music, and sound track in gathering information. Hence, the researcher is able to understand the phenomenon being researched from the perspectives of the research participants. Therefore, in this study, the qualitative approach was used to explore the current situation of school environments, which provided insight and motivation on how to develop critical ideas to uncover the trends in thought and opinions; hence, gaining solutions to the problem of enhancing learning experiences of transitioning learners from Township to

Ex-model C schools from an Invitational education perspective. Several researchers (Struwing & Stead, 2013; Padgett, 2016; Punch, 2013) reveal that qualitative methodology approach provides essential techniques in conducting a research. Therefore, as a qualitative researcher, one should ensure that drawing and focus group discussion methods are current with the pace of technology change by utilising the creativity and flexibility of the qualitative methodology.

1.10.2.1 Participatory Action Research (PAR)

Action research is the qualitative research design that was adopted for this study to solve a certain problem (Merriam & Tisdell, 2015; Wahyuni, 2012; Creswell et al., 2007). It is also referred to as a comparative research that uses a spiral of steps in which composed planning, actions to be taken and the fact finding about the results of that action (Hancock & Algozzine, 2016; Wang, 1999). Likewise, Scotland (2012) writes that the purpose of an action research is to solve a particular problem and to produce a guideline for the best practices. In the same way Cohen et al. (2013) argued that action research is an approach of conducting a research that aims to take action on unsuitable conditions and creating theory that will unfold the situation. Hence, this study chose an action research design because the main underlying aim of this study was to find out how schools can enhance the learning experiences of transitioning learners from Township to Ex-model C schools from an Invitational education perspective. Therefore, this study also adopted the PAR to empower the participants and give them a voice to speak and share their learning experiences. According to Bradbury (2015), and Ferreira, Ebersöhn and Botha (2013), PAR is an action research that has no single actor; it is a participatory research design that is grounded on the participants' perspectives.

In addition, PAR is an action research design which influences conversation and critical debate that in turn gives a clear understanding of the issue being researched (Cohen et al., 2013; Wang, 1999). For this reason, this study is based on PAR where by the focus is on finding ways in which schools can enhance the learning experiences of transitioning learners from Township to Ex-model C schools through Invitational education.

1.10.2.2 Selection of Participants

The context and participants were selected using a purposive and convenient sampling method. The researcher deliberately selected the research site (location of the study) and eight participants because they were easily accessible and convenient. Therefore, according to

Merriam and Tisdell (2015) a purposive sample is a non-probability sample whereby participant's selection is based on their characteristics and objective of the study. It is also known as judgmental, selective or subjective sampling, whilst convenience sampling is a non-probability sampling where by the participants are selected because of their convenient accessibility and proximity to the study (Flick, 2014). It is also known as availability sampling.

These participants are beneficial to this study as they were able to share their ideas and explain how schools can enhance the learning experiences of the transitioning learners. In particular, the sample of this study comprised of two female and two male grade six learners, who for four years have transitioned from a Township to Ex-model C school and were between the ages of twelve and fifteen years; two grade six teachers a male and female, and two female parents of the learners.

1.10.3 Data Generation Method

Data generation methods refer to the ways in which a researcher creates data from the participants in research. In qualitative studies, the major ways to generate data are interviews, focus group discussion, drawings, observation, participatory visual methods, and documents analysis etc. (Merriam & Tisdell, 2015; Flick, 2014; Gee, 2014). In this study two data generation methods were used which are as follows;

- **Drawing**

This study adopted a qualitative participatory action research approach to explore and explain the learning experiences of learners transitioning from Township schools to Ex-model C schools by using drawings. Different studies on visual methodologies like the research conducted by Mitchell, Theron, Stuart, Smith and Campbell (2011) and research by Theron, Mitchell, Smith and Stuart (2011) have identified the importance of conducting research using drawings to generate data. "Drawings are described as a method that creates opportunity for its participants to generate data that is not reliant on language skills and can also provide access to unconscious views and beliefs" (Rule & John, 2011, p. 69-70). Moreover, research by Mitchell et al. (2011) and Theron et al. (2011) also indicate that, the use of drawings as a research method involves more than just engaging participants in making drawings and followed by researchers' analysis of the drawing. Furthermore, visual method entails participants' thoughts by drawing and talking or drawing and writing about the meaning embedded in their drawing (Mitchell et al., 2011; Khanare, 2012; Muthukrishna & Morojele,

2013; Theron et al., 2011). Additionally, Ferreira et al. (2013) argue that drawing is used to activate people's voices and actions linked to agency.

Therefore, the drawing process in this study, which entailed four sessions, lasted one hour. The researcher begun by explaining to the participants (4 learners) how to do the drawings using metaphors and showed them some examples of drawings that were used for a research study in order for them to have a deeper understanding of how the method is done. The second session was the making of the drawing; this session lasted thirty minutes, in which pencils, rubbers and white A4 papers were issued to the participants and they were advised to think deeply for ten minutes about themselves. They were also asked what ways they think the school can adopt to enhance their learning experiences and why do they think they need them enhanced. Meanwhile, in the third session, participants were asked to draw a picture using a metaphor to describe, "Who they are and explain what the picture means to them". The participants were given twenty minutes to draw and add a caption to the drawing. Lastly, on the fourth session which lasted twenty minutes, each of the participants was given three minutes to share or talk about their drawings and questions were asked by other group members, as well as from the researcher. The researcher probed the participants with more questions to gain a deeper understanding of the issue investigated. This session was audio recorded with the consent of the participants.

- **Focus group discussion**

The focus group discussion is a method of data generation that enables a researcher to explore the participant's feelings, thoughts, and behaviours (Cohen et al., 2013; Padgett, 2016). Moreover, the focus group discussions take place amidst a relatively informal and formal atmosphere in which people are encouraged to discuss specific topics to uncover underlying issues pertaining to the research (Scotland, 2012; Padgett, 2016; Taylor et al., 2015). Some research affirms that it is cheap as well as a quick method of obtaining valuable data, since all participants including the researcher have an opportunity to ask questions, share ideas and hence produce more information concerning the study issue (Flick, 2014; Wahyuni, 2012; Punch, 2013). In this study, participants (Teachers and Parents) were engaged in focus group discussions since they had something in common concerning the issue of learners transitioning from Township to Ex-model C schools. In-depth ideas, knowledge, and strategies on how schools can enhance the learning experiences of transitioning learners were obtained from the views and perceptions of teachers and parents.

1.10.4 Data Analysis (Critical Discourse Analysis)

The data generated from the drawings and transcribed focus group discussions were analysed by using Critical Discourse Analysis (CDA), which is a problem-oriented approach that is trans-disciplinary and consists of sets of theories and methods which are used in education research (Han, 2015; Fairclough & Wodak, 1997).

In addition, Van Dijk (2006) and Gee (2014) argue that CDA is a multidisciplinary approach that focuses on understanding the social problems that seriously threaten the lives and well - being of people in the society. Furthermore, Van Dijk (2006) postulates that CDA is primarily motivated by the endeavour to understand social issues. Most importantly, some research revealed that CDA is an analytic tool which systematically explores unclear relationships of causality and determination under critical studies in the humanities and social sciences such as psychology, sociology, and mass-communication (Fairclough, 2013; Fairclough & Wodak, 1997; Gee, 2014). Methodologically, CDA entails working with the past and present social context in dialogue with other disciplines and theories which address contemporary processes of social change (Van Dijk, 2006; Fairclough & Wodak, 1997; Fairclough, 2003; 2013).

Therefore, in order for CDA to be effective, the researcher should consider the current and past historical context. Research by Gee (2014) and Han (2015) highlight that, unlike other approaches in discourse analysis, the primary aim and interest of CDA is to motivate the society by pressing uncovered social issues in the society. In addition, recent research in educational psychology seem to include a variety of approaches like CDA that deals with the social analysis of discourse that does not rely on unique discipline, paradigm, theoretical framework or methodology (Fairclough & Wodak, 1997; Fairclough, 2013; Gee, 2014). Since the primary aims of CDA is to provide the tools for addressing the challenges in educational sites, systems and practices (Wodak & Meyer, 2015; Han, 2015; Fairclough, 2003), it was used in this study to analyse the transcribed textual and visual data from the drawing and focus group discussion processes. Meanwhile, educational research and CDA are both socially committed paradigms that address different challenges in educational sites through a range of theoretical perspectives (Wodak & Meyer, 2015; Gee, 2014; Fairclough, 2013).

1.11 Ethical Considerations

Permission was sought and obtained from the gate keeper of the school where the study was conducted and from the Department of Education. After receiving the ethical clearance, a consent letter was sent to all the participants and their guardians/parents for their consent to participate in the study. This resonates with the view by Creswell (2014) and Gajjar (2013)

who assert that it is important for ethical issues to be at the fore front of any research and should continue till the end of the study. Therefore, the autonomy of all participants who participated in this study was ensured. Cohen, Manion and Marrison (2013), argue that all participants should be treated with respect and all data collected should be kept in a secure location when considering ethical issues in educational researches (Cohen et al., 2013; Israel, 2014; Gajjar, 2013). Moreover, all the data generated from the focus group discussions and drawing sessions were kept in a secured place only known to the researcher and supervisor. Throughout the research process, participants' rights were respected and not violated, and confidentiality was ensured.

Likewise, Glesne (2015) stipulates that research done with children should improve the childrens' life, and most importantly, their rights should be protected throughout the research process. Therefore, in this study all participation was voluntary, and participants were free to withdraw at any time during the research process. The researcher ensured that any action or questions that could cause physical or emotional harm were avoided. According to Smith (2015) and Nwokedi (2015), in doing a psychological research on experiences, a researcher should primarily focus on the stream of thoughts and elaborate on the meaning of self-respect. Furthermore, anonymity of participants and the school was observed by using pseudonyms. The data generation session was also conducted in a venue that was convenient and familiar to participants, which made them feel comfortable to speak freely. Ethical aspects were considered that permitted the study to ensure trustworthiness. Full details of the research design and methodology are provided in detail in Chapter four of this study.

1.12 Delimitation and Limitation of the study

This section discusses the delimitation and limitation of the study as revealed in the study.

1.12.1 Delimitation of the study

This research study is situated in Educational Psychology which focuses mainly on how learners learn and develop (Nwokedi, 2015; Muribwathoho, 2015). It also focuses on how learning is influenced by the social cultural context of the classroom and school environment (Smith, 2015; Duchesne et al., 2013; Jacob, 2016). From the Educational Psychology perspective, this study is an action research which proposes ways in which schools can enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education perspective. Therefore, one of the delimitations of this study was the sample size, which consisted of eight participants, comprising four grade six learners,

two teachers and two parents. Thus, due to a small sample size, the findings cannot be generalised to the larger population. Additionally, availability of educators and parents for focus group discussions was also a challenge, since they usually engaged in different activities during and after school time. Therefore, these challenges were overcome by requesting the participants to conduct a focus group discussion during the weekends at a safe and secure venue or even in the comfort of their homes (See Chapter 4).

1.12.2 Limitation of the Study

The study identified the sample size which is the participants used in conducting the study. They were comprised of four learners, two teachers, and two parents (8 participants) and they did not represent the whole population of the learners, parents and teachers in the research context .This implies that the study cannot be generalised. Another limitation to the study was the issue of time. This was due to the unavailability of the teachers and parents for the focus group discussion on several occasion which made the researcher to reschedule the meetings severally. The last limitation was the research methods employed to generate data for this study which is the focused group discussion and drawings (See Chapter 6 in Section 6.5) that is mainly employed by qualitative researchers to produce textual and visual data.

1.13 Outline of Chapters

In determining an appropriate approach to this study, the following structure was used. This study comprises of six chapters as follows:

Chapter One: This chapter introduced the background to the study as well as the motivation for this study. In addition, this chapter provided the overview of the study, the objectives, and critical research questions.

Chapter Two: This chapter presents the theoretical framework which is an Invitational education theory used as a lens to frame this study. In addition to that, the theory guides the study in proposing the ways and means in which schools and other stake holders can enhance the learning experiences of transitioning learners from Township to Ex-model C schools.

Chapter Three: This chapter discusses the relevant literature that provides the contextual framework of the study. This review draws from international and national literatures on enhancing the learning experiences of transitioning learners from an Invitational education perspective.

Chapter Four: This chapter presents and describes in detail the research design and methodology guiding this study. It discusses the qualitative research approach and the critical paradigm which was chosen because of its relevance to this study. The chapter also highlights the research style, sampling procedures used in selecting the eight participants who shared their knowledge and experiences on the phenomenon being researched. Furthermore, the procedure for data generation method and analysis, location of the study, procedure for ensuring trustworthiness, and ethical considerations are outlined.

Chapter Five: This chapter presents the data, analysis, and interpretation of the results of this study that highlight the learning experiences of learners transitioning from Township to Ex-model C schools.

Chapter Six: This chapter provides the summary of the study, discussion of the findings, conclusion, and recommendations, including future research directions.

1.14 Summary

This chapter provided a brief background of the study and discussed the purpose and rationale of the study. In addition, the significance of the study and the key research questions that guided the phenomena under investigation were explored. Moreover, an overview of the research design and methodology underpinning this study were provided. Therefore, the next chapter discusses the theoretical frame work adopted for this study in detail.

CHAPTER TWO

THEORETICAL FRAMEWOK ON THE LEARNERS TRANSITIONING FROM TOWNSHIP TO EX-MODEL C SCHOOLS: AN INVITATIONAL EDUCATION PERSPECTIVES.

2.1 Introduction

In the previous chapter, the focus and purpose of the study was addressed and the background, context, and rationale of this study foregrounded. In addition, it captured the aim and objectives of this study, the significance, and delimitation of the study, and key research questions. This chapter presents the theoretical framework used to guide this study which is the Invitational education theory by Purkey and Siegel, introduced in the late 1970's. The theory assists in understanding and exploring the learning experiences of the transitional learners from Township to Ex-model C schools. The chapter concludes with a succinct summary.

2.2 The Invitational Education Theory

An Invitational education theory of practice was introduced in the late 1970's by Dr. William Watson Purkey and Dr. Betty Siegel (Purkey, 1992). This theory was designed with the intention of creating a safe and inviting school environment that will summon people to realise their potential (Purkey & Novak, 2008; Steyn, 2016; Juhnke & Purkey, 1995). Moreover, some research asserts that an Invitational education theory is the theory of practice in educational settings that overcome tough humanistic psychological challenges (Purkey & Aspy, 2003; Juhnke & Purkey, 1995). In addition, Purkey and Novak (2008; 2015) state that an Invitational education theory is based on creating and maintaining healthy school environment which will be beneficial to peoples' lives within the education setting.

Since the theory is a new lens in educational psychology research that constructs itself on addressing the challenges in educational sites (Ford, 2015; Juhnke & Purkey, 1995; Egley, 2003), it was found suitable for this study. It is used to identify ways in which schools and

other stakeholders can enhance the learning experiences of learners transitioning from Township to Ex-model C schools.

2.2.1 The Origin of Invitational Education Theory

The term Invite originated from the Latin word "Invitare" which means to offer something considered beneficial (Purkey & Novak, 1996; 2008: Purkey, 1992). In Latin language the word "invitare" refers to an action by ban individual that provides comfort and a sense of warmth and friendliness (Purkey & Siegel, 2003; Purkey & Novak, 2015). Although, this theory originated in the USA, it is now popular throughout the world in the educational settings and other human service organisations (Purkey & Siegel, 2003; Juhnke & Purkey, 1995; McKnight & Martin, 2013). This theory was propounded by two American scholars namely Dr. William Watson Purkey and Dr. Betty Siegel in the late 1970's.

Dr. William Purkey was born on the 22nd of August 1929 in Shenandoah Virginia, United States. He started his career as a teacher in a public school in 1955 to 1961, and then became a professor of educational psychology at the University of Florida from 1964 to 1976. Currently, he is recognised as a member of American psychologist association and is a professor emeritus of counsellor education at the University of North Carolina (Purkey & Siegel, 2003).On the other hand, Dr. Siegel was born on the 24th of January 1931 in Cumberland Kentucky, United States. She is an author and the former president of Kennesaw State University from 1976 to 1981. She was a dean in the school of education and psychology in Western Carolina University, and is currently in the board of directors of education partnership (Purkey & Siegel, 2003; Purkey, 1992).

This theory was developed after a number of researchers and scholars that worked on the educational fields failed to develop an understanding on certain issues that seemed to influence human failure or success in educational settings (Haigh, 2011; Purkey & Novak, 1996; 2008). In addition, the theory also intentionally summons people to realise their potential by trying their best to eliminate things that shun peoples' abilities in the organisation (Purkey & Novak, 2008; 2015; Juhnke & Purkey, 1995).

More specifically, the theory highlights that all people in the school environment are valuable, able and responsible (Haigh, 2011; Purkey & Novak, 1996; Juhnke & Purkey, 1995). In essence, this theory advocates that schools must cultivate respect, optimism and trusting school ethos that will allow everyone to develop their full potential (Cain, 2013; McKnight & Martin, 2013; Ford, 2015). Similarly, Purkey and Novak (1996; 2008) assert that the focus of this

theory is to address the entire nature of human existence and opportunity in organisations, knowledge, and to make life a more exciting, satisfying, and enriching experience (Purkey & Novak, 1996; 2008). Furthermore, their research point out that, an Invitational education theory is unlike any other theories that have been presented in the professional researches because it provides a critical framework for a variety of processes, programs, places and policies that suit the basic components of the theory (Purkey & Novak, 1996; 2008; Juhnke & Purkey, 1995; Haigh, 2011). Therefore, with this view Purkey and Novak (2008; 2015) and McKnight and Martin (2013) believe that, the theory can be adopted and implemented not only in educational sites, but also in other organisations like in public offices, health facilities, etcetera (Shaw et al., 2013; McKnight & Martin, 2013).

2.2.2 Foundation of an Invitational Education Theory

An Invitational education theory is grounded on three overlapping theories named democratic ethos theory, the perceptual tradition theory and self-concept theory (Purkey & Novak, 1996; 2008; Ford, 2015).

2.2.2.1 The Democratic Ethos

According to Haigh (2011) and Purkey (1992) Invitational education theory has a root from John Dewey's (1916) democratic ethos theory. This foundation emphasises that people are able, therefore they can take care and be responsible with their duties without any force used (Haigh, 2011; Purkey & Novak, 2008; 2015). The democratic ethos theory states that letting people experience the freedom will influence the self-governance which always brings about a meaningful dialogue and mutual respect (Purkey & Siegel, 2003; McKnight & Martin, 2013; Purkey & Novak, 1996). Therefore, an Invitational education theory indicates the respect for people in the educational sites or other human service organisations; to value their abilities and consider them responsible in confronting different issues that have direct impact on their lives (Purkey & Novak, 2008; 2015).

2.2.2.2 The Perceptual Tradition

This perceptual theory places more consideration on the personal reality of human beings (Purkey & Novak, 2008; 2015; Steyn, 2013; Purkey, 2005). From the perceptual tradition, Invitational education theory ensures that human perceptions are valued due to the fact that people perceive the world differently (Ford, 2015; Shaw et al., 2013; Purkey & Aspy, 2003). Therefore, this Invitational education theory highlights that people's behaviour in educational environments are not influenced by the events that took place, but by their perceptions of such

events (Purkey & Siegel, 2003; Juhnke & Purkey, 1995). Drawing from the perceptual tradition theory in which the Invitational education theory was foregrounded creates awareness to the school management and to the different stakeholders in the educational environments showing them how each individual views the world through their different beliefs, culture and values. More so, it enables them to know that it is important to learn different behaviours and not to reflect on them (Purkey & Novak, 2008; 2015; Haigh, 2011; Cain, 2013).

2.2.2.3 Self-Concept Theory

On the other hand, the self-concept theory is an important concept in the Invitational education practise, since it values the notion of person's belief in knowing who they are and how they fit in the world (Purkey & Novak, 1996; 2008). This suggests that through the self-concept theory, the Invitational education theory was developed to show how people in the educational environment are supposed to be treated, with high expectation, and how to value peoples' uniqueness (Purkey & Novak, 2008; Purkey, 2005).

Drawing from the three foundations of the Invitational education theory, it is evident that the theory follows a holistic point of view that involves everyone in the schools (Purkey, 1992; Purkey & Siegel, 2003). Furthermore, the logic extension of these three foundations offers the five elements of Invitational education that seem to motivate people in educational sites, and also help people see themselves as valuable, able to overcome challenges, and reach their goals (Purkey & Novak, 2008; McKnight & Martin, 2013). The next section explains the elements of an Invitational education theory.

2.2.3 Elements of Invitational Education Theory

Research by Purkey and Siegel (2003), and Purkey and Novak (2015) reveal that in order for schools to create positive attributes that accommodate everyone, they should emphasise on the five elements of an Invitational education theory, which are Trust, Respect, Care, Optimism, and Intentionality.

2.2.3.1 Trust

The research done by Haigh (2011) and research by McKnight and Martin (2013) state that, although it takes time to establish trustworthy relationships, it is important for everyone within the educational environment to be trusted. Therefore, this implies that the interdependence between people in the school environment will be strengthened. However, Steyn (2013; 2016) suggests that trust should be in form of a circular model where the school management trusts its staff and vice-versa; learners trusting their teachers as professionals and the teachers trusting

their learners with the believe that they can achieve their goals to their highest levels (Steyn, 2016; Cain, 2013; Juhnke & Purkey, 1995; Purkey, 2005).

2.2.3.2 Care

The word 'care' means when a person experiences the feeling of being worthy (Cain, 2013; Mcknight & Martin, 2013; Haigh, 2011). It is important for the people in the school environment to take care of themselves and others (Purkey & Siegel, 2003; Purkey & Novak, 2015). Moreover, the study by Purkey and Novak (1996; 2008) argues that when everyone in the school environment has empathy, warmth, and are positive to others, then the school environment will be beneficial to their life and to the lives of others too.

2.2.3.3 Respect

The research by Ford (2015) and Cain (2013) seemed to concur with the research done by Purkey and Novak (2008) that it is important for everyone in the school environment to be respected, valued, and treated accordingly. Therefore, mutual respect should not be based on race, age, ethnicity, income, culture, position or the background of the person (Ford, 2015; Cain, 2013; Purkey & Novak, 2008).

2.2.3.4 Optimism

This requires high and positive expectations to all people in school environment regardless of their differences (Purkey, 2005; Ford, 2015; Purkey & Novak, 1996). It is important that everyone in the educational sites are appreciated and involved in the education process (Purkey & Siegel, 2003; Purkey & Novak, 2008).

2.2.3.5 Intentionality

This is the heart of an Invitational education theory (Juhnke & Purkey, 1995; Purkey & Novak, 2015; Shaw et al., 2013). The school environment should intentionally be inviting to people so that will be able to realise their potentials (Purkey, 1992). Additionally, Purkey (1992), Purkey and Novak (2008; 2015) and research by Cain (2013) highlight that all other elements like respect, care, optimism and trust should be intentionally practiced by every individual in the school environment so that they can develop a sense of belonging. The next section discusses the aims and objectives of the theory.

2.2.4 Aim and Objectives of an Invitational Education Theory

Furthermore, some research asserts that, the main aim of developing an Invitational education theory is to set up systematic ways that will enable a good communication process in the school environment, which will result in effective teaching and learning processes (Purkey & Siegel, 2003; Purkey, 2005; Cain, 2013). Research by Ford (2015) and Shaw et al. (2013) suggest that to ensure this aim, the school should fulfil the following objectives. Firstly, they need to create a school management system that will encourage a cooperative and collaborative learning culture through meaningful involvement of all staff and learners (Ford, 2015; Shaw et al., 2013; Purkey & Siegel, 2003; Steyn, 2016). Secondly, the school should consider the five elements of an Invitational education theory (respect, trust, care, optimism, and intentionality) in their daily school practices to create awareness school that each person is able, valued, responsible, and should be treated accordingly (Purkey, 1992; Ford, 2015; Shaw et al., 2013).

In addition, an Invitational education theory suggests that the school should create, maintain and enhance the school environment by having more options and not relying on one policy, program, process, place or people, and developing school activities that are more satisfying, exciting, that enrich knowledge and create a positive experience (Purkey & Novak, 2015; Steyn, 2013; McKnight & Martin, 2013). Last but not least, the theory also highlights that, schools have to choose school management members who are enthusiastic in reforming and restructuring the school governing body to transform the fundamental character of the school, which is being centred with trust, care, respect, optimism, and intentionality (Purkey & Novak, 1996; 2008; Steyn, 2013; 2016; Haigh, 2011).

2.2.5 Assumptions of Invitational Education Theory

The Invitational education theory is based on the assumption that in order for the school to create an inviting school environment, there should be awareness that people are able, valuable and responsible and should be treated accordingly (Purkey & Novak, 1996; Shaw et al., 2013). In addition, the theory adds that people possess untapped potential in all areas of worthwhile endeavour and that education should be administered in a collaborative and co-operative manner (Purkey & Novak, 2008; Cain, 2013; Juhnke & Purkey, 1995). This indicates that people have potential that could be realised by the process, places, policies, and programmes that are intentionally inviting (Purkey & Novak, 1996; Shaw et al., 2013; Purkey, 2005).

2.2.5.1 Theory and Epistemology

Some research affirms that theory epistemology is concerned with how knowledge is created, acquired, and communicated (Cohen et al., 2013; Mackenzie & Knipe, 2006; Wahyuni, 2012). The Invitational education theory sees knowledge as a subject of change (Ford, 2015; Purkey, 1992; 2005) and stipulates that knowledge is based on material things, and their existence (Steyn, 2013; Juhnke & Purkey, 1995; Haigh, 2011). In addition, it also views knowledge as dialectic, changing from one person to another in the educational environment (Shaw et al., 2013; Purkey & Siegel, 2003; Purkey, 2005). Moreover, research by Purkey (1992) and Berg (2008) highlight that knowledge in an Invitational education theory is grounded from social and historical practices that seek to address issues within the educational sites.

2.2.5.2 Theory and Ontology

Ontology refers to the study of philosophy of ones' views of reality and being (Cohen et al., 2013; Glesne, 2015; Struwing & Stead, 2013). Therefore, the theory posits that people are able, valuable, and responsible in reality (Purkey & Novak, 2015; Stanley, Juhnke & Purkey, 2004). Moreover, research by Purkey and Siegel (2003) and Stanley et al. (2004) also note that the reality of people in the school environments are not confined to one particular program, policy or process; therefore, they should change from time to time. Consequently, through the element of optimism, an Invitational education theory considers that people have the ability to exercise and act at different levels in school activities (Purkey & Novak, 2008; 2015; Berg, 2008; Purkey, 2005). This suggests that everyone should be accountable.

2.2.5.3 Theory and Logic

Logic refers to the study of philosophy which is concerned with the reasonable way of thinking (Cohen et al., 2013; Punch, 2013; Scotland, 2012). It tells us how people come to their understanding about something. Therefore, an Invitational education theory attempts to reveal the relationship within the educational sites that seemed to have influence in human failure or success (Purkey & Novak, 2008; 2015; Shaw et al., 2013; McKnight & Martin, 2013). This implies that through the views of democratic ethos, the Invitational education theory enables the people in the school environment to have full awareness of their life and responsibilities.

2.3 The Application of the Invitational Education Theory

The major purpose of an Invitational education theory is to create safe and inviting school environment that will summon people to realise their potential (Purkey & Novak, 2008; Steyn, 2016; Berg, 2008; Ford, 2015). Therefore, this theory seemed to concur with the underlined aim / purpose of this study, which is to propose ways and means in which schools and other stake holders can use to enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education approach.

Moreover, the theory was found suitable for the study since it guides the researcher to be aware of the five essential elements of Invitational education theory (respect, trust, care, optimism, and intentionality) with the participants during the research process. It also enables the researcher to conduct the research under an encouraging environment, considering every participants' contribution because they are able, valuable, responsible, and should to be treated accordingly (Purkey & Siegel, 2003; Stanley et al., 2004; Juhnke & Purkey, 1995). Therefore, the next sections present the domains of the Invitational education theory that tends to influence the success and failure of learners within the school environment.

2.3.1 Domains of an Invitational Education Theory

The Invitational education theory offers five power Ps (5Ps) that influence the success or failure of the people in any organisation that deals with human beings (Purkey & Novak, 2008; Haigh, 2011; Cain, 2013). In particular, these 5Ps are processes, policies, programs, places, and people. Moreover, an Invitational education theory uses a starfish analogy to illustrate how these 5Ps work. According to Cain (2013) and Berg (2008), in order for a starfish to have its meal, it has to locate itself on top of the oyster shell that fits tightly together, held in place by a powerful muscle. He further emphasises that, "when a starfish is on top of the shell then by using its five arms, in turn a starfish gradually, gently, and continuously keeps steady pressure on one oyster muscle" (Cain, 2013, p.19). Therefore, while one arm of the starfish pulls, the other four arms rest; this activity causes the single oyster muscle not to rest and as a result the oyster shell opens and the starfish has its meal (Cain, 2013; Purkey & Novak 2015; Stanley et al., 2004). Furthermore, using this starfish analogy illustration, an Invitational education theory shows the comprehensive transformation of any challenge or complex situation within the educational environment. In other words, in order for the school environment to meet its challenges successfully, they should pay close attention to the 5Ps; the current study suggests that, in order for the school to meet everyone's needs, the 5Ps should reflect the following:

- **People**

  People in the school environment should be viewed as being able, valuable, and responsible and are to be treated accordingly (Purkey & Siegel, 2003; McKnight & Martin, 2013). Additionally, the environment should cultivate trust, caring and respect for everyone and these elements should be practised intentionally.

- **Places**

  Some research postulates that, the physical environment of a school is an excellent point to start and maintain Invitational education (Steyn, 2016; Stanley et al., 2004; Purkey, 2005). Therefore, it is important for the school environment to be clean and spacious, because the school environment plays a significant role in student safety and success (Shaw et al., 2013; Berg, 2008; Egley, 2003).

- **Policies**

  This refers to the regulations, procedures, rules and codes which can be either written or unwritten and has a big influence in the day to day school functions (Ford, 2015; Purkey & Apsy, 2003; Purkey & Novak, 2015). Therefore, it is important for the policies in school to take into consideration the learners' and staff's racial or ethnic culture in order to promote care, fairness and respect (Steyn, 2013; Berg, 2008; Purkey, 2005).

- **Programmes**

  Additionally, schools need to take a closer look at their teaching and learning programmes. It is important for all programmes in the school, both curricular and extracurricular to emphasise community engagement (Haigh, 2011; Egley, 2003; Cain, 2013; Stanley et al., 2004). Moreover, the schools' programmes should work for the benefit of everyone in the school environment by promoting well-being and enrichment of knowledge, as well as positive experiences (Purkey, 1992; Juhnke & Purkey, 1995; McKnight & Martin, 2013).

- **Processes**

  Furthermore, the processes simply refer to the way in which things take place in the school environment (Cain, 2013; Purkey & Novak, 2015; Egley, 2003). Therefore, schools' processes should be characterised by a democratic ethos as well as cooperative and collaborative procedures through meaningful involvement of parents, staff, learners and the community (McKnight & Martin, 2013; Ford, 2015; Purkey & Siegel, 2003).

2.3.1.1 Aligning the Five Ps to the study

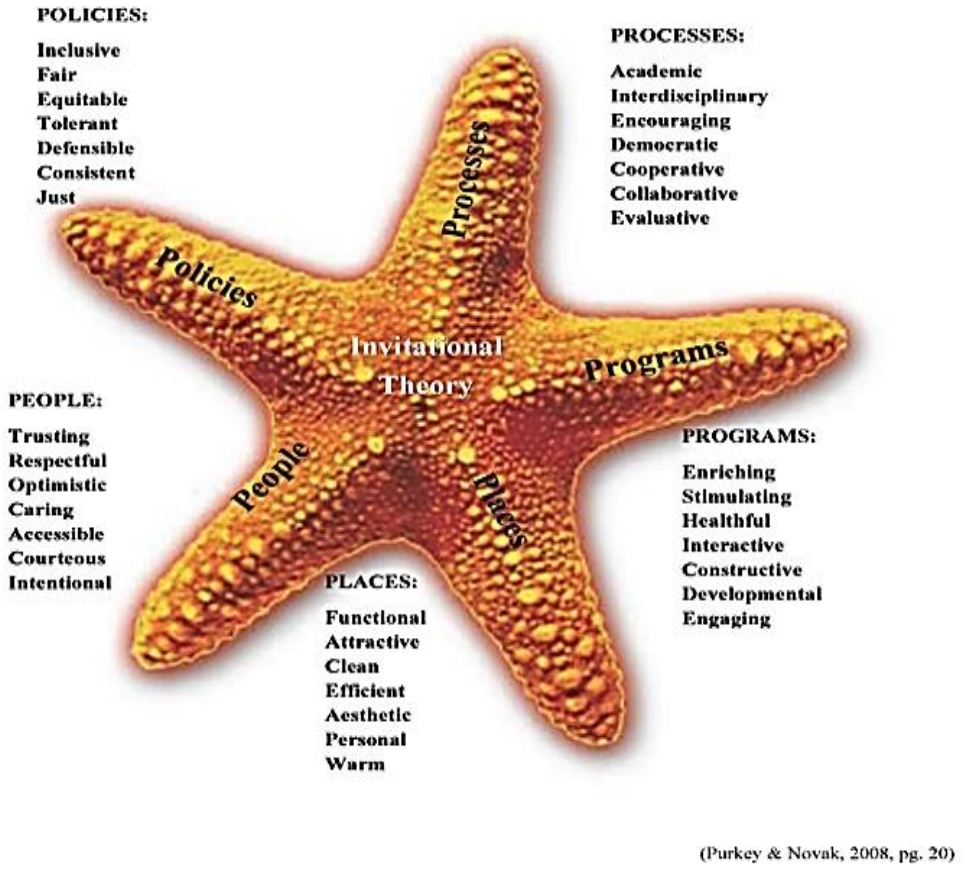

Figure 2.1: Functions of five power Ps by a starfish analogy (adapted from Purkey & Novak, 2015, p. 20)

The diagram above illustrates and shows that, in order to enhance the learning experiences of new learners in Ex-model C schools have to modify and adjust their 5Ps to equip the learners transitioning from Township schools through an inviting learning environment. Furthermore, an Invitational education theory fits well in this study because it provides Ex-model C school teachers and management team with the proper strategies in striving to improve the quality of education and reinforce the confidence and self-esteem of their learners.

Moreover, in order to enhance the learning experiences of transitioning learners from Township to Ex-model C schools, the learners recognized as people must be valued, respected, and treated fairly and justly. Additionally, research by Stanley et al. (2004) and Ford (2015) stipulate that, it is important to understand peoples' challenges and support them to overcome them.

Nevertheless, this study also concurs with other studies which revealed that the physical environment of a school is an excellent point to start maintaining Invitational education (Steyn, 2016; Stanley et al., 2004; Purkey, 2005). Therefore, in order to enhance the learning

experiences of its new learners, the Ex-model C schools' environment should be made attractive, safe, caring and conducive to motivate transitioning learners. In addition, classrooms also must value the cultural differences of learners and help them develop a sense of belonging (Purkey & Siegel, 2003; McKnight & Martin, 2013; Egley, 2003).

Third, Ex-model C schools have to develop policies that accommodate and retain cultural differences (Berg, 2008; Purkey & Siegel, 2003; Juhnke & Purkey, 1995; Cain, 2013). Hence, in order to enhance the learning experiences of transitioning learners, the schools' policies have to be inclusive and inviting to enable the learners feel comfortable, develop holistically and reach their learning goals.

Fourth, to fully equip the new learners, the programs in Ex-model C schools have to be collaborative and co-operative to encourage full engagement of transitioning learners (Steyn, 2013; Shaw et al., 2013; Ford, 2015). This will contribute towards their development and growth.

Finally, the process is important for both learners and teachers in Ex-model C schools to be fully supported academically and socially to help them develop, learn and adapt easily to the new school environment (Okaya, Horne, Laming & Smith, 2013; Purkey & Siegel, 2003; Steyn, 2013).

2.3.2 Levels of Invitational Education Theory

Equally important, in responding to the underlying aim of an Invitational education theory, schools should not only focus on five domains but also the levels of the theory. Scholarly works have revealed that there are four levels of an Invitational education theory that work hand in hand with the 5Ps to determine personal and professional activities in creating and maintaining an effective school environment (Purkey & Novak, 2015; Okaya et al., 2013; Egley, 2003). Furthermore, in order to realise peoples' potential and human endeavour, these levels act as systems to monitor each of the five power Ps (people, places, policies, processes, and programs) to reflect the Invitational education theory in daily practices (Okaya et al., 2013; Stey, 2013; Purkey, 2005; Juhnke & Purkey, 1995).

2.3.2.1 Intentionally Disinviting

The intentionally disinviting level occurs when the school environment focuses on powerful tools of control to run a school. In return this level tends to demotivate people, making them lose their confidence and their self-concept (Haigh, 2011; Purkey & Novak, 2015; Okaya et al., 2013). Research by Shaw et al. (2013) and Berg (2008) pose that the intentionally

disinviting level includes all policies and programmes that are designed to defeat, disempower and discourage people in the school environment. Moreover, Okaya et al. (2013) and Stanley et al. (2004) postulate that, intentionally disinviting activities always destroy one's ability and creates a feeling of fear and discomfort. In addition, such activities make people and the community view the school environment as unsafe (Purkey & Siegel, 2003; Ford, 2015; Haigh, 2011; McKnight & Martin, 2013; Purkey, 1992). Therefore, in order to enhance the learning experiences of new learners, the Ex-model C schools have to modify and update all the places, policies, processes and programs that are deliberately meant to devalue, shun, or diminish the learning and development of their learners. This includes all the policies that are based on discrimination, attitudes of some educators who are racist, homophobic or sexist, and programs that are demeaning and not supportive, as well as dirty and insecure places.

2.3.2.2 Unintentionally Disinviting

The unintentionally disinviting level normally takes place when people lack knowledge, skills, and information on the Invitational education theory. Furthermore, it is normal for people who lack knowledge and information about the theory to act careless or thoughtless about something or other people in an organisation (Ford, 2015; Okay et al., 2013; Stanley et al., 2004; Egley, 2003). On the other hand, unintentionally disinviting activities occur when a school depends too much on policies and processes that seem to run the school well, but on the other hand, shuts/shuns the people involved (Haigh, 2011; Purkey & Siegel, 2003; Berg, 2008; Shaw et al., 2013; Steyn, 2016).

In addition, research by Purkey and Novak (2008; 2015) persist that unintentionally disinviting activities result from a lack of the guiding theory in the school environment. Therefore, if Ex-model C schools' environment and classrooms are characterised by lack of organisation, they are not attractive, learners are bored, there is no engagement in work and also if educators do not consider the prior knowledge of the learners or teach irrelevant topics, these will result in unintentionally disinviting activities for learners transitioning from Township to Ex-model C schools. Moreover, in order to enhance the learning experiences of new learners, Ex-model C schools provide educators with relevant professional development programmes and seminars on how to equip learners transitioning from Township to Ex-model C schools.

2.3.2.3 Unintentionally Inviting

This level refers to the activities that occur randomly or appear as an accident or fluke but have positive effects on the people or even the school environment in general (Okaya et al., 2013;

McKnight & Martin, 2013; Purkey & Novak, 1996; Ford, 2015). In addition, research by Purkey and Novak (2008; 2015) reveal that, people who are naturally born as teachers are unintentionally inviting because they normally teach in heartfelt and successful ways. Moreover, some literature also affirms that although unintentionally inviting activities occur by chance, they have positive and supportive outcomes (Haigh, 2011; Shaw et al., 2013; Purkey & Aspy, 2003; Cain, 2013; Juhnke & Purkey, 1995). Therefore, in order to enhance the learning experiences of transitioning learners from Township schools, Ex-model C schools should hire staff who bring about motivation and effectiveness in learning as well as learners' growth and development.

2.3.2.4 Intentionally Inviting

This level occurs when a school intentionally creates a conducive/inviting learning environment with the five elements and 5Ps of an Invitational education theory (Purkey & Siegel, 2003; Berg, 2008; Okaya et al., 2013; Purkey, 1992). In support of this view, Ford (2015) and Cain (2013) concur that an intentionally inviting school environment is optimistic, empowering, and respectful. In fact, this kind of environment has people who are enthusiastic, genuine, and caring for themselves and others (Haigh, 2011; Okaya et al., 2013; Stanley et al., 2004; Purkey & Novak, 2015). In order to enhance the learning experiences of learners transitioning from Township schools, the Ex-model C school's management body should intentionally demonstrate cooperation and integrity in their processes, programs, and policies. Additionally, they should create a well-maintained school environment to help learners transitioning from Township schools to develop a sense of belonging and comfort. In other words, Ex-model C schools should intentionally develop elements of respect, trust and optimism to its new learners in daily educational activities.

2.4 The Limitations of Invitational Education Theory

Some scholarly works provided a critical review of the application of Invitational education theory beyond the school environment. Welch and Smith (2014) criticised the humanistic approach for having a weak structure that leads to weaker job performance. Moreover, Duchesne et al. (2013) pointed out that the theory only provides people in the school environment with principles of practicing good behavior that can strengthen integration to build an inviting climate at school for everyone and not better performance. Welch and Smith (2014) concur with Duchesne et al. (2013), arguing that Invitational education theory cannot bring meaningful effects if it is implemented on its own; in order for the theory to be effective, it

should be combined with principles from social, behavioural, and cognitive approaches (Lynch, 2012; Welch & Smith, 2014).

Furthermore, Invitational education theory has also been criticised by McLaren (1988) an economist who argued that, since the school consists of people with different backgrounds and different economic status, one cannot understand how the classroom can be truly humanised when there is greater existence of social and economic inequality. Additionally, Richards and Combs (1993) affirm that the theory is designed specifically to deal with a negative learning environment to seek for the equality of the people who are disempowered, disengaged, and alienated, and forgot that even those in power are humans too.

Despite all these limitations, this theory remains relevant and suitable for this study because of its core concept which is "learning invitation" which brings about meaningful engagement in education sites (Haigh, 2011; Juhnke & Purkey, 1995; Berg, 2008; Egley, 2003). Therefore, this theory provides strategies that emphasise that learning invitations should be intentional and not by chance; thereby, enhancing the learning experiences of learners transitioning from Township to Ex-model C schools.

2.5. The Relevance of Invitational Education Theory in this Study

More important, an Invitational education theory used in this study which entitled as "Learners transitioning from Township to Ex-model C schools: An Invitational education perspectives" because this theory intends to create a welcoming school environment which helps people to realize their potentials (Purkey & Siegel, 2003; Shaw et al., 2013; Ford, 2015; Stanley et al., 2004; McKnight & Martin, 2013). Therefore, the underlying focus of the theory seemed to concur with the main aim of this study which seeks general understanding of current learning experiences of the learners transitioning from Township to Ex-model C schools, and to improve contemporary learning experiences by using an Invitational education perspective. Moreover, an Invitational education theory offered this study a framework to understand deep the learners' learning experiences as well as to propose ways in which schools can use to enhance their learning experiences.

2.6. Summary

This chapter has presented the theoretical framework that guides the study, which is the Invitational education theory. The study has used this theory as a means to explore and propose ways that schools can use to enhance learning experiences of learners transitioning from Township to Ex-model C schools. Furthermore, the theory gives the structure of learning

invitation in any particular school environment. The next chapter examines literature pertinent to the learners transitioning from Township to Ex-model C school from an Invitational education perspective.

CHAPTER THREE

LITERATURE REVIEW ON LEARNERS TRANSITIONING FROM TOWNSHIP TO EX-MODEL C SCHOOLS: AN INVITATIONAL EDUCATION PERSPECTIVES.

3.1 Introduction

The previous chapter outlined and discussed the relevant theoretical framework used in guiding this study. This chapter therefore aims to review current scholarly literature on exploring learners' transition from Township to Ex-model C schools from an Invitational education perspective.

The study was contextualised by reviewing both international and South African literature on the related studies with the view of identifying areas of possible gaps. The chapter begins by defining the main operational concepts related to the study, followed by an overview of different studies done on the learning experiences of learners. In addition, the chapter will discuss the significance of enhancing the learning experiences of learners, and the strategies used in enhancing their learning experiences. Lastly the chapter ends with a brief summary.

3.2 Definition of Operational Concepts

3.2.1 Learning

Learning is the acquisition of knowledge or certain skills through studying, experiences or being taught (Knowles, Holton III, and Swanson, 2014; Davis & Sumara, 2014; Engestrom, 2014). On the one hand, learning through experiences has been explained in the research by Kolb (2014) and Arnett (2014) who posit that, experiences is the source of learning and development of a human being because a lot of things occur randomly through life which gives new experiences. This implies that "when people gain information which is combined with their own perceptions, it turns to a new learning that leads to permanent changes in the individual's behaviour and development" (Kolb, 2014, p. 18). On the other hand, De Houwer, Barnes-Holmes and Moor (2013), assert that learning is the changes in human behaviour that result from experiences of regularities in the school environment. Similarly, some research affirms that, once a learner learns something new, she/he becomes aware and with such awareness the learner can put more attention to gain more understanding of the issue or the subject matter (Drupsteen & Guldenmund, 2014; Arnett, 2014; Davis & Sumara, 2014).

Furthermore, learning can be referred to as advancement in human capabilities that occur after acquiring certain knowledge over a period and a process of human growth (Wong & Candolin, 2015; Engestrom, 2014; Davis & Sumara, 2014). De Houwer et al. (2013, p. 631) also note that, "learning is an ontogenetic adaptation which is the changes in the behaviour of an organism that result from regularities in the environment of the organism". Therefore, learning does not take place in a vacuum, but within an environment where learners learn from one another and from their teachers with pleasure, which in turn transforms their behaviour and perceptions about life and things (Kolb, 2014; Jacob, 2016; Drupsteen & Guldenmund, 2014).

Consequently, there are different learning theories/approaches indicated developed by scholars in the discipline of psychology showing how people learn. These theories are known as behaviourism, constructivism and cognitivism learning theories. Meanwhile, the behaviourist theory claims that people learn through the change in their behaviour and their interaction with the environment (Donald, Lazarus & Lolwana, 2010). The constructivist theory indicates that learning only takes place when people develop new ideas or concepts based on their previous experience or knowledge (Richardson, 2003). Whilst the cognitive theory poses that people learn through the internal processing of information (Weiten, 2016). The next section explains what learning experiences entails.

3.2.2 Learning Experiences

Research by Fink (2013) and Engestrom (2014) highlight that a learner acquires learning experiences from the different interactions faced during learning, the course itself, and the programs. In contrast, some research highlights that most of the education institutions tend to focus on how the learners store the information about their course contents into their memory than what exactly they are going through in their learning lives (Langer, 2016; Davis & Sumara, 2014; Wong & Candolin, 2015). Moreover, learning experiences are connected to how learners think, what they can do and cannot do through their learning, what they believe is true and not true, and what they value (Kolb, 2014; De Houwer et al., 2013; Arnett, 2014). Hence, if learning provides a learner with such learning experiences, it will increase their capability for living life fully and meaningfully (Theron, Liebenberg & Malindi, 2014; Langer, 2016; Fink, 2013). Therefore, learning experiences can be positive or negative depending on three components namely interaction, the course, and the program.

3.2.2.1 The Positive Learning Experiences

This refers to when a learning process is connected to the learners' interest. Fink (2013) and research by Arnett (2014) pose that positive learning experiences result in something that is truly significant and also closely related in terms of learners' lives. This implies that learners will be able to practice what they have learnt in the real world scenario when they have a positive learning experience. However, it should be understood that learning experiences differ from one learner to another; this is because each teacher in the classroom has a unique approach for teaching (De Houwe et al., 2013; Kolb, 2014; Davis & Sumara, 2014). Therefore, a positive learning experience is the good feeling (comfortableness) that one experiences in the school environment with full acceptance from the school community (Dewey, 2013; Drupsteen & Guldenmund, 2014; Engestrom, 2014). A positive learning experience can also be seen as the learners development of critical and creative skills (Naidoo, 2015), having interpersonal skills and developing self-esteem (Fataar, 2013); learning growth (Nieto, 2015); high academic performance (Spaull, 2013); having caring and supporting teachers (Cappy, 2016); feel safe and secured (David &Waghad, 2016); sense of belonging (Vernon, 2014) and to receive good quality education (Motala, 2012).

3.2.2.2 The Negative Learning Experiences

This can be referred to as the results of the learning process that did not address the learners' demands (Ajodhia-Andrews, 2014; Langer, 2016). Moreover, the negative learning experience is connected to the emotions of fear, sadness, and upset, as well as lack of support and bad or hurtful feelings that learners experience in the school environment (Inyama, William & McCauley, 2016; Boafo – Arthur, 2014). Meanwhile, Osikomaiya, (2014) and research by Davis and Sumara (2014) describe these experiences and add that there is a need for strategies to improve them and enhance the learners learning. Examples of negative learning experiences is isolation in the learning environment, bullying experiences at school as well as segregation that occurs due to the common stereotypes about certain groups of people (Kamwangamalu & Tovares, 2016; Boafo – Arthur, 2014; Arnett, 2014).

Furthermore, Ajodhia-Andrews (2014) and research by Banks (2015) indicate that, most of the victims who faced the negative learning experiences at school are the learners with disabilities, learners attending special education classrooms or even those who experience difficulty in the dominant language. Subsequently, some researchers argue that learners from different races, ethnicity, and culture seemed to experience isolation and name calling (Kramon

& Posner, 2016; Inyama et al., 2016; Ajodhia–Andrews, 2014). Therefore, the negative learning experiences always destroys one's ability and creates feelings of fear, discomfort, shame, as well as marginalisation (Simelane, 2014; Langer, 2016; Davis & Sumara, 2014). Some research also affirms that negative learning experiences are the worst experiences which can diminish the image of the school and make it look like an unsafe and imbalanced environment (Heyneman & Stern, 2014; Engestrom, 2014; Kramon & Posner, 2016).

3.2.3 Township Schools

From the South African perspective, Township schools are located in the underdeveloped segregated urban areas; during the apartheid until the end of this era, they were reserved as non-whites areas (Coetzee, 2014; De Kadt et al., 2014; Van Wyk, 2004). In addition, these schools' are populated with learners who English is a second language or third language and their first language is their mother tongue or native language; for example, isiZulu, isiXhosa, isipedi etcetera. Research by Simelane (2014) and Fataar (2013) affirm that Township schools are mostly built on the periphery of town and cities to serve the disadvantaged groups of learners who are Indians, Africans and Coloureds. Furthermore, other research revealed that, Township schools normally experience incidences of poor discipline which impact negatively on the learners' academic results (Heystek & Terhoven, 2015; Ncontsa & Shumba, 2013; Mpisi, 2010; Murnane & Ganimian, 2014). Additionally, Township schools seemed to be characterised with poor infrastructure and lack of resources that result in learners' poor academic performance.

On the one hand, other researchers mentioned the factors that directly and indirectly affect the learners' academic performance and teachers' motivation in Township schools such as violence at school, absenteeism, overcrowded classes, gangsterism, high dropout rates and drug abuse (Simelane, 2014; Van Wyk, 2004; Ncontsa & Shumba, 2013). In other words, Township schools are particularly former black schools which were located in urban areas, and most have not seen much racial mixing and are still under-resourced with numerous administrative problems (Zoch, 2017. p. 3). Additionally, a study done by Fataar (2013) and De Kadt et al. (2014) found that teachers in Township schools spend more time responding to the social needs of learners than teaching because a large number of learners are orphans while others are coming from one-parent households.

3.2.4 Ex-model C schools

The Ex-model C schools are characterised by high academic performance due to the availability of resources and greater parental involvement. In addition, Monageng (2012) and research by Masino and Nino-Zarazua (2016) explains that Ex-model C schools are former whites schools that were located in the whites areas, they were and still are well equipped with educational resources such as libraries, laboratories, big sports fields and open space classrooms. These schools were established in the 1980's and early 1990's by the Apartheid government and were only reserved for white learners who receive a high state subsidy, while some of the staff's salaries were paid on the state scale (Soudien, 2010; Masino & Nino-Zarazua, 2016).

3.2.5 School Transition

School transition refers to learners' schooling process whereby a learner is moved from one school to another. In South Africa, school transitioning started when SASA (1996) made it clear that every child has the right to attend any school of their choice. This gave the black parent opportunity to embark on the school choice program. Furthermore, some studies state that, school transition is an effort that a learner makes to seek better education from a school that perceived to offer learners better access to educational opportunities than their current schools (Hill, 2016; Evans & Cleghorn, 2014; Machard, 2015). Therefore, since SASA revealed that the country was not going back to segregated education system and proclaimed the right to education for all learners, school choice often gives learners and parents the variety of several types of schools to choose from mostly private schools.

However, although school transitioning seemed to cause a large increase in scores for private schools and semi-private schools, it affects the public schools (Township and rural schools) enrolment figures, because most of them show less academic improvement (Simelane, 2014; Steyn, 2016; Ncontsa & Shumba, 2013). Nevertheless, some research revealed that, the transition from public schools to private schools are actually a sign of increasing inequality; this reflects the fact that most learners whose parents are unable to afford to send them to private schools or Ex-model C schools are left behind in public schools (Hammett & Staeheli, 2013; Lemon, 2004; Spaull, 2013).

3.2.6 Learners

Some scholars defined a learner as a person who receives skills, training, and general education at school or any organisation that deals with learning (Fink, 2013; Arnett, 2014; Engestrom,

2014). SASA (1996, p. 3) also defines a learner "as any person receiving education or obliged to receive education in terms of the Act". Furthermore, a learner can also be defined as someone who attends a formal educational institution like a school, university or college with the aim of acquiring acquisition of new skills and knowledge (Thompson, 2013; Van der Merwe, 2011). Additionally, the synonyms for learner are student, pupil, and trainee. Moreover, a learner can also be referred to as a person who is learning. In his research, Thompson (2013) revealed that in most cases, learners at education institutions tend to prefer the learner- centred method of learning because in return they become more responsible with their learning. Consequently, some research confirms that learner-centred methods promote and encourage learners, as well as fill them up with higher learning expectations (Schweisfurth, 2013; Kolb, 2014; Thompson, 2013; Davis & Sumara, 2014).

3.2.7 Invitational Education

Invitational education theory is designed to create, sustain, and maintain safe school environments that will cordially invite people to realise their human potential (Purkey & Novak, 2008; Steyn, 2016; Cain, 2013). The main aim of Invitational education theory is to create an inviting environment in educational settings to improve learning outcomes and professions (Purkey & Novak, 2008; Berg, 2008; Egley, 2003).

3.3 Review of Related Literature

3.3.1 The Current Situation Regarding Learners Transitioning from Township to Ex-model C (Private) Schools from an Invitational Education Perspective

Drawing from international literatures, Miller, Craven and Tooley (2014) identified that in the United Kingdom (UK), the Conservative/Liberal Democrat Coalition Government's Free School policy introduced in 2010, shows that learners' transitioning from state control schools to private schools increased by 58,463 between the year 2011 and 2014, from 479958 to 538421 in England. The reason for this was because of the opening of funding's to new Free schools which was introduced in response to the local people's need to improve their children's education (Miller et al., 2014; Gray, Adam & Owe, 2014). In contrast, some scholars like Ball (2012) and Chapman and Salokangas (2012) in UK pointed out that the policy of free school was introduced under the political influences by the government which run them under diverse

strategic management executive control. According to Ball (2012), since the free school policy was introduced, the country witnessed a significant migration/transitioning of learners from state control schools to independence private schools. The main reason for this was the dysfunctional characteristics of the free schools whereby parents' demands of innovation and sufficient investment in these schools and learners seemed to be overlooked in providing good and quality education (Chapman & Salokangas, 2012; Gray et al., 2014; Bovill, 2014).

In the United States of America (USA), the study by Wolf, Kisida, Gutmann, Puma, Eissa and Rizzo (2013) has shown that learners transitioning from state control schools in the rural areas to private schools in the urban areas seemed to be more popular after the introduction of school voucher under the rule of President George W. Bush in 2004. Since that time, the school vouchers became the most contentious form of parental school choice (Wolf et al., 2013; Bovill, 2014; Lareau & Goyette, 2014). Moreover, some research reveals that, school vouchers were the payments made by USA governments to families to enable them to enrol or transfer their children in a private school of their choice (Miller et al., 2014; Bovill, 2014; Banks, 2014).

Current literature (Lareau & Goyette, 2014) shows that there is, a core debate in the USA literatures on whether race remains an important factor in school enrolment or school choices, and this is because of the segregation history of the country that took place in early 1960's up to the late 1970's which caused disinviting learning environments to certain races, especially black learners. Lareau and Goyette (2014) point out that between 2011 and 2014 about 80 percent of Latino learners and 75 percent of Black learners attended majority white schools. The research also shows that the state control schools which were reserved for the Latino and Black learners from marginalised communities, are lower quality schools with high drop-out rates, and also teachers in these schools are less qualified with less experience, which in turn leads to the poor learners' academic performance (Loreau & Goyette, 2014; Banks, 2014, Boafo – Arthur, 2014).

Scholars like Ball (2012) and Banks (2015) further note that, although segregation in schools had declined in the 1980's, they are yet still witnessing some whites in state control schools, but most of the Latino and Black parents are more concerned about social reproduction for their children. Thus, they mistrust the predominant minority schools, as they believe that by attending these schools, learners' academic performance will be negatively affected (Banks, 2015; Ball; 2012; Bovill, 2014). Moreover, the research done by Lareau and Goyette (2014) supports the view by Ball (2012) that many Latino and Black families seemed to believe that the quality of schools that their children attend influences their abilities to get ahead in their

life. For this reason, they strive to put their children through the transition process into schools with more resources and well equipped to ensure their safety, as well as their social position in the society in the future (Lareau & Goyette, 2014; Ball, 2012; Banks, 2014).

Meanwhile, the situation from East and Southeast Asia seemed to be more similar to that in Europe. In early 2000s, the government of China set new educational strategies to solve all the educational deficiencies that seemed to undermine national education competitiveness (Liu, 2004; Byun & Kim, 2010). Furthermore, the study reveals that the reason for the reform on Chinas' education system is because of the massive increase on enrolment in private English schools for English language proficiency which is regarded as major basis for globalisation. This view is consistent with the research done by Tsang (2015) and Liu (2004) which revealed that, most of China's middle-class families send their children to private English schools because English language became an integral part of global modernisation.

Byun and Kim (2010) and research by Tsang (2015) revealed that in South Korea that private schools became the top priority on the national education agenda which is due to the high demands to produce highly skilled Koreans who could work in government offices as well as help in tackling globalisation issues. They further indicate that private schools provide well skilled Koreans whom the government depends on to run different factories (Byun & Kim, 2010; Liu, 2004).

Drawing from the African perspective, a report from World Bank Sub-Saharan African Countries Education Council Committee pointed out that most of the countries in the region are striving to build their human capital so they can compete for jobs and investment in an increasingly globalised world (World Bank, 2014). The report revealed that an estimated 35 million primary school learners are transitioning from public to private schools within the region due to different reasons, while the main problem mentioned is insufficient education provided by public schools in the region. For example, the study conducted by Mohamedbhai (2014) shows that countries like Zambia, Nigeria, Kenya, and Tanzania have not yet attained universal primary schooling. Therefore, to make sure that learners are learning and acquire the skills needed for life and work, parents from these regional countries seek an alternative solution by sending their children to private schools.

Similarly, Bold, Kimenyi, Mwabu, and Sandefur's (2013) study also revealed that learners in Kenyan public schools are confronted with high drop-out rates as well as transitioning of learners to private schools, and this could be an indication that the type of skills that public schools offer are inadequate or do not meet the expectation and needs of learners and their

parents. Over the past decade, transitioning from public to private schools has grown rapidly in Kenya (Kramon & Posner, 2016; Walford, 2017). Moreover, Heyneman and Stern (2014) argue that this phenomenon existed soon after the abolition of fees in public primary schools in 2003, and the concomitant decline in the perceived quality of public schools (Bold et al., 2013; Akaguri, 2014).

In addition, a study showed that Nigerian schools have experienced a notable growth of transitioning from public to private schools in the period since 2000 due to inadequate funding for government schools and frequent teachers' strikes which is related to the problem of poor teaching in public schools (Harma, 2013; Walford, 2017). At the same time it has been reported that in Lagos there is a massive growth of private schools where by the city itself consist of about 12,098 private schools of different shapes and size (Harma, 2013). Since Lagos is one of the most expensive cities in the world, private schools are categorised between rich families and low income families and fee levels are determined by the social economic status of the learner (Akaguri, 2014; Walford, 2017). For this reason, Harma (2013) reported that transitioning from public to private schools increased up to 35,876 learners per year between 2010 to 2013, because in practices private schools have shown the preference for parents with low income, since private schools often allowed learners to stay enrolled in schools when a parent is experiencing difficulty in paying fees (Harma, 2013; Akaguri, 2014; Walford, 2017).

Looking at the South African perspective, different research conducted on South African education system revealed that, learners transitioning from one school to another can be tracked down from the previously segregated education regulations, which presented a great challenge in achieving equitable education till today (Radebe, 2015; Spaull, 2013; Duchesne et al., 2013). In addition, Robetson and Graven (2015) state that, in spite of relatively high investment the country made in education, the outcomes still seem to be insufficient to overcome the educational problems faced by the education system of the country. Moreover, some studies affirm that, learners' academic performance in South Africa is distinctly bimodal due to the operation of schools (Spaull, 2013; Lemon, 2004: Graven, 2014). For instance, learners who attend the schools that are relatively functional and well-resourced (Ex-model C) seemed to do well in their academic performance, while the learners who attend schools which are dysfunctional in which majority of the learners come from low social economic class (Township) seemed to be victims of poor academic performance (Robertson & Graven, 2015; Zoch, 2015; Hammett & Staeheli, 2013). Therefore, Graven (2014) and research by Spaull (2013) describe that, the gap between the South African poor learners in Township schools and

learners from rich families in Ex-model C schools and their related education performance differentials are actually increasing.

Consequently, some research in South Africa have revealed that, there are situations in school environments that face learners transitioning from Township to Ex-model C schools which is a reason to perform better or poorly in their learning process (Coetzee, 2014; Hammett & Staeheli, 2013; Monageng, 2012). In many cases related to learners transitioning from Township schools, they have been reported to have been confronted with disinviting learning environments; for instance, the effects of poor socialisation, crime, violence, and poor academic performance once they transition to Ex-model C schools (Hammett & Staeheli, 2013; Monageng, 2012; Robetson & Graven, 2015).

In contrast, the research done by Heystek and Terhoven (2015) revealed that currently most of the Ex-model C schools formulate relevant strategies to accommodate and invite learners from Townships. They said that, teachers and other staff in Ex-model C schools work together to make sure that learners' mind is redirected away from things that they experience once they are in Township schools such as absenteeism, feelings of dropout, gangsterism, and drug abuse (Heystek & Terhoven, 2015; Robetson & Graven, 2015). Incidentally, Spaull (2013) revealed that Ex-model C schools are a microcosm of society that deals with the psycho-social problems facing adolescent learners at school. This is because their academic achievement cannot be viewed as being more important than promoting the personal and psychological development of learners (Muribwathoho, 2015; Nwokedi, 2015).

Moreover, schools in South Africa identified that the parents of the learners who attend Township schools that are under resourced and often dysfunctional, send their children to Ex-model C schools which are better resourced regardless the high proposition of their low income (Spaull, 2013; Hunter, 2015; Hill, 2016; Zoch, 2017). Moreover, the research conducted by Reddy et al. (2015) revealed that both parents and learners from poor families have faith in education provided by Ex-model C schools and that they take it as a vehicle to navigate from a poor social status to better social reproduction and well recognised social status.

On the other hand, the report done by the Department of Basic education (DBE) in 2017 revealed that there is a significant increase of learners transitioning from Township to Ex-model C schools in years 2011 to 2016. Research by Radebe (2015) and Hunter (2015) also found that in recent years, the major pull factor for learners transitioning from Township to Ex-model C schools was due to relocation of their schools, poor school management, poor quality education, and the desire to be taught in English. This resonates with other studies which

identified that, learners' motives for transitioning from Township to Ex-model C schools was due to the intentionally disinviting learning environment of the schools, since there are poor infrastructure and insufficient resources that made Township schools offer poor quality education (Simelane, 2014; Van der Merwe, 2011; Hill, 2016). In their conclusion Van der Merwe (2011) and Simelane (2014) posit that learners' transits from Township to Ex-model C schools was to seek quality education that can help them pursue better opportunities in future.

Apparently, in other studies by Hill (2016) and Hunter (2015), it was discovered that currently the school transitioning situation is not only based on learners from Township schools but also learners from Ex-model C schools who are struggling with education inequalities (Hill, 2016; Hunter, 2015). Meanwhile, in both studies, their results reveal that White and African parents are more concerned about their children's future which is the reason they seek a better education that can provide their children with lifelong networks (Hill, 2016; De Kadt et al., 2014; Evans & Cleghorn, 2014). In addition, Zoch (2017) and research by Machard (2015) affirm that, what influences Ex-model C school's learners to transit to another Ex-model C schools is acquiring education which will help them gain access to good jobs and other social benefits. Moses et al. (2017) and research by Hill (2016) also indicate that, parents and learners believe that socioeconomic status has a much stronger influence on educational achievement in Ex-model C schools rather than Township schools. Hence, it is not a strange thing to see learners in South Africa having unequal employment opportunities; this is because their socioeconomic status and their educational outcomes are strongly related (Zoch, 2015; Moses et al., 2017; Evans & Cleghorn, 2014).

3.3.2 The Learning Experiences of Learners Transitioning from Township to Ex- model C (Private) Schools

In this section, the learning experiences of learners will be outlined based on acquisition of knowledge, skills, and experiences during their learning process. This view is supported by Finks (2013) and Thompson (2013) who stipulate that, during the learning process, the experiences gained can be based on the course itself, the programs, as well as the people who the learner engages and interacts with during the learning process, and has much influence on their general learning experiences which might be positive or negative. Therefore, the learning experiences of learners can either be positive or negative depending on three components namely interaction, the course, and the program.

3.3.2.1 The Negative Learning Experiences of Learners Transitioning from Township to Ex-model C Schools

The negative learning experiences can be referred to as the results of the learning process that did not address the learners' demands (Ajodhia-Andrews, 2014; Arnett, 2014; Langer, 2016). These experiences always need strategies to improve them and enhance the learners learning. Mostly, the intentionally disinviting learning environment leads to the negative learning experiences; for instance, isolation in learning environment, bullying experiences at school, as well as segregation that occurs due to the common stereotypes about certain groups of people (Engestrom, 2014; Davis & Sumara, 2014; Wong & Candolin, 2015).

Meanwhile, globally, studies conducted on the integration of students from two different backgrounds revealed that most African (blacks) learners encounter unique disinviting learning experiences with isolation and feeling different in white educational institutions. For instance, Boafo – Arthur (2014) and Banks (2014) investigated the Black African learners in USA and assert that, attitudes exists in many developed nations which are linked to the widely held view that the African continent is marginalised worldwide. This factor greatly influences disinviting learning experiences of black African learners in predominantly white institutions.

Furthermore, learners' learning experiences have often been attributed to existing stereotypes in the dominant culture about the people of the said cultural background (Akaguri, 2014; Bovill, 2014; Drupsteen & Guldenmund, 2014). Likewise, other studies in the USA also describe the feelings of discomfort and disinviting experiences by learners when trying to adjust to life in a new culture. Additionally, such feelings can be experienced by anyone who finds oneself in an environment that they perceive as foreign (Osikomaiya, 2014; Banks, 2015; Lareau & Goyette, 2014).

Moreover, research by Inyama et al. (2016) in the USA also reveals that, adjustment occurs in different ways; for instance, when the learner tries to respond to a new work procedure, a new language or monetary system, a new social group and a new world. Therefore, in order to help a learner, navigate through the aspects mentioned above, schools need to create intentionally inviting learning environments to enable learners go through the adjustment phase, both socially and intellectually when transitioning into a new school environment.

Similarly, the study by Lareau and Goyette (2014) and Gray et al. (2014) also revealed another disinviting factor in the school environment that, learners in new learning environments

experience greater anxiety, as well as stress for being apart from their peer groups. Banks (2015) and Bovill (2014) affirms that, with these views and states most black Colombians in white majority schools experience sociocultural difficulties in the school environment. Because of this, the learners face too much pressure from their fellow white learners which leads to the failure of adapting to the school environment as well as school culture.

In essence, several recent studies like Inyama et al. (2016), Banks (2015) and the research by Lareau and Goyette (2014) also identified that, private schools employ more qualified teachers and also they have more learning resources which they used to support the different learning styles of their learners. Likewise, Wolf et al. (2013) reported that once the learner transits into a private school they experience different teaching methods like group discussion, group assignments etcetera. They further indicated that, the learners are confronted with disinviting factors from the people in the new schools, as they face acceptance challenges from their fellow learners (Banks, 2014; Wolf et al., 2013).

The study by Ajodhia–Andrews (2014), and MacDonald and Hudson (2012) in Canada also found that, racial discrimination and prejudice have a negative effect on a learner's acculturative strategies. Furthermore, immigrants who transition from their local schools to mainly white schools experience racial discrimination or prejudice in their interactions with members of the host culture (Bovill, 2014). Moreover, it was reported that, learners tend to associate acculturation with rejection, making it more difficult for them to acculturate to their unfamiliar environment (Ajodhia–Andrews, 2014; MacDonald & Hudson, 2012).
Earlier in the year 2000, it was discovered that an Indian private school in Canada experienced a lot of crimes that caused decline in the number of learners transitioning from public to the private schools (MacDonald & Hudson, 2012). This suggests that in the Indian schools, learners suffer from negative experiences of fear, depression, culture shock, as well as lack of self- esteem due to the crimes in schools (MacDonald & Hudson, 2012).

In addition, scholarly literatures from UK also showed that learners transitioning from public schools to private schools experienced a disinviting learning environment by diverse learning and a lot of challenges. For instance, Miller et al. (2014) and Gray et al. (2014) in their studies revealed that, the challenges of adapting to a new school environment and learning issues tend to affect the learners' learning experiences and academic development (Gray et al., 2014; Miller et al., 2014). Additionally, Ball (2012) argues that, once a learner transits to the new school environment, she/he faces difficulties in making new friends and hence fails to develop a sense of belonging. Therefore, this problematic condition affects both parents and learners

since every parent wants the best for their children (Ball, 2012; Bovill, 2014; Gray et al., 2014). Meanwhile, Champman and Salokangas (2012) also revealed in their study that the negative learning experiences of learners transitioning from public to private schools in the UK is influenced by lack of social support from teachers and learners, and lack of formal orientation during the transitioning process.

Drawing from the African perspectives, it was identified in Kenyan literature that, learners during their transitioning from one school to another experience ethnic favouritism (Kramon & Posner, 2016). Ethnic favouritism is the major factor that drives cross- group differences in schooling and education outcomes in Kenya. Hence in most cases it becomes a cause for school transitioning. According to the report by UNESCO (2015), which investigated most Sub-Saharan countries like Togo, Guinea, Mali, Niger and Madagascan schools, it was discovered that majority of learners experience the multi-grades classes which covers two or more grades. This implies the number of learners to be 30 to 40 learners in the classroom.

Furthermore, private schools were found to cater for low income families in six countries like Kenya, Tanzania, and Ghana (Mohamedbhai, 2014; Akaguri, 2014; Kramon & Posner, 2016). Moreover, a study by Heyneman and Stern (2014) find out that learners from low-income families who attend non-government schools (private or semi- private schools) have been excluded from poverty assistance strategies with government, thus making these learners experience more difficulties in their daily lives. However, research by Burn et al. (2013) which is based on education in African developing countries describes how local African students who attend private schools are affected in their performance and social life due to the different learning techniques that are often adopted by private schools (Burn et al., 2013; Walford, 2017).

In addition, some studies which researched about the systematic review of information about schools' quality and the returns of schooling like improvements on learners' attainment and achievement in developing countries, postulate that, more or better resources in schools cannot improve learners' growth and development, as well as achievement unless they change all aspects of intentionally disinviting environments to be intentionally inviting to the learners' daily experiences at school (Masino & Nino-Zarazua, 2016; Coetzee, 2014; Zoch, 2017).

Contextually, Evans and Cleghorn (2014) and research by Phala (2013) identified language as the main disinviting factor that affects learners transitioning from Township to Ex-model C schools in South Africa. Furthermore, some research revealed that, learners who transition from

Township schools where they use indigenous languages to communicate, are shifted completely into using another language, which makes some feel intimidated when using English among African-language speakers even in the informal social gathering (Evans & Cleghorn, 2014; Probyn, 2015; Paxton, 2009). In addition, Monageng (2012) concurs with Evans and Cleghorn (2014) to assert that learners transitioning from Township to Ex-model C schools experience exclusion of their indigenous African languages because all learners are encouraged to speak the English language.

Phala (2013) also claims that learners transitioning from Township to ex- model C schools also have trouble in word recognition, as well as learning although the topic has been romanticised to them. Spaull (2013) and Paxton (2009) reveal that, the use of English as LOTL makes the learners to misunderstand as well as miss some important information concerning the topic being taught. This implies that, with English as a media of instruction in Ex-model C schools, learners from Township schools experience academic discrimination which negatively affects their learning outcomes (Evans & Cleghorn, 2014; Harma, 2013; Kamwangamalu, 2013; Phala, 2013).

Spaull (2013) and the research by Murnane and Ganimian (2014) also identified that learners transitioning from Township to Ex-model C schools experience disinviting situations as they face increasing pressure at the new school environment. In contrast, Monageng (2012) and De Kadt et al. (2014) argue that, although new schooling policies that are introduced in South Africa tend to encourage integration, in Ex-model C schools, they seemed not equipped to deal with multi-cultural and multi-lingual classes.

Coetzee (2014) and research by Sayed and Motala (2012) revealed that, it is normal for a learner from a low-income family not to be able to move to an Ex-model C school, due to a shortage of cash to fund transport as well as pay school fees. Nevertheless, Hammett and Staeheli, (2013) posit that learners transitioning from Township to ex- model C schools experience bullying and name calling from their fellow learners because most of the learners from Township schools are from historically marginalised and underrepresented groups (Kamwangamalu & Tovares; 2016; Hammett & Staeheli, 2013). Consequently, it has been revealed that, Ex-model C schools' culture also affects the learning experiences of learners, since, the school culture expects a new learner to be assimilated into it; as a result, learners transitioning from Township are confronted with neo-pedagogical practices, new assumptions as well as expectations (Kamwangamalu & Tovares, 2016; Robertson & Graven, 2015).

Monageng (2012) also identified that because of a lack of formal orientation during the learners transition from Township to Ex-model C schools, feelings of a disinviting school environment creep up as the learners experience challenges in knowing the school environment and difficulties in adopting to the school culture which are negative impacts on their learning experiences (Monageng, 2012; Graven, 2014; Stuurman, 2013).

Despite this negative learning experiences indicated above, a study has shown that learners transitioning from Township to Ex-model C schools always navigate through all these challenges and learning problems. Thus, at the end of their studies like in matric, they always perform well (Murnane & Ganimian, 2014; Stuurman, 2013). Some research affirms that learners transitioning from Township to Ex-model C schools complete their schooling programme successfully (Bold et al., 2013; Van der Merwe, 2011; Woessmann, 2016). This study concurs with some research which emphasises on the development of effective organisational frameworks, to create conducive and intentionally inviting learning environments, which will influence good management of learners' diversity. Therefore the next section addresses the positive learning experiences of learners transitioning from Township to Ex-model C schools.

3.3.2.2 The Positive Learning Experiences of Learners Transitioning from Township to Ex-model C Schools

This section discusses the positive learning experiences of learners transitioning from Township schools to Ex-model C schools. The concept of positive learning experiences can be referred to when a learning process is connected to the learners' interest (Arnett, 2014; Engestrom, 2014; Bennett, 2014). Additionally, the positive learning experiences normally come as the results of an intentionally inviting learning environment to the learners.

Moreover, Fink (2013) and research by Drupsteen and Guldenmund (2014) pose that, positive learning experiences result in something that is truly significant and closely related in terms of learners' lives. Hence, some research suggested that, teachers should make sure that tasks in the classroom are not too difficult, explain the curriculum in detail to make learners understand as well as to encourage learners to be creative in the classroom (Cappy, 2016; Novelli & Sayed, 2016; Davids & Waghid, 2016). This will enable the learners to practice what they have learnt in the real world. However, it should be understood that learning experiences differ from one learner to another, and this is because each teacher in the classroom has a unique approach for teaching (De Houwe et al., 2013; De Clercq, 2014; Darling-Hammond, 2015).

Meanwhile, International literature about the integration of learners from two different backgrounds revealed that, learners transitioning from public schools to private schools experience good academic performance due to enough teaching and learning resources (Fink, 2013; Gray et al., 2014; Banks, 2014). Furthermore, McLaren (2015) in his study, indicated that learners from other races like Black Americans and Indians who attend majority white schools experience an inviting learning environment by having a small class size that enables them to interact positively with their peers (McLaren, 2015; Bovill, 2014; Darling-Hammond, 2015). In the same way, Bennett (2014) concurs with McLaren (2015) and claims that, the size of the class in most private schools helps a teacher to deal with learners' individualism. Dincer, Yesrilyurt and Goksu (2010) explain learners' individualism as when individual learner needs. Characteristics and choices are supported during the learning and instruction processes.

Moreover, the report from American Educational Research Association (2017) revealed that 95 percent of parents choose to send their children to majority white schools because they have good teachers. In addition, Darling- Hammond (2015) and Banks (2015) also state that, learners in majority white schools experienced a close relationship with their teachers who often act as their role models.

Similarly, studies in Canada, posit that learners who attend private schools experience a safe school environment, unlike those who go to public schools (MacDonald & Hudson, 2012; Woessmann, 2016). This suggests that private schools have a reputation for maintaining high standards of security, discipline, and respect in their learners. Parent (2006) and research by Ajodhia–Andrews (2014) confirm that, private schools normally discourage violence and dangerous behaviour in their learners.

In the UK, the research done by Bloom, Lemos, Sadun, and Van Reenen, (2015) and research by Bovill (2014) on schooling also revealed that, most black parents choose to send their children to private schools where majority of learners are white because private schools (whites' schools) are enriched with academic opportunities. Consequently, learners experience a positive learning experiences in private schools due to the school curriculum which is known as the competence or performance-based curriculum. The competence or performance based curriculum is mainly used in private schools to provide exceptional and more challenging educational experiences for their learners using international programmes and extracurricular activities (Brooks & Waters, 2015; Bloom et al., 2015; Miller et al., 2014).

In addition, research by Bloom et al. (2015) and research by Miller et al. (2014) also mention that both learners and their parents experience a sense of accountability due to a full parental

involvement in their children's academic progress. Therefore, private schools in the UK tend to value the communication between school administrators and parents by hosting parent – teacher meetings, family camping weekend, and parents' breakfast which helps to strengthen parent – learner relationships (Brooks & Waters, 2015; Bloom et al., 2015; Ball, 2012).

Moreover, it has been discovered that in most African countries' parents prefer to take their children to private schools to help them build the ability to face the development and challenges of today's and tomorrow's world (Tignor, 2015; Mohamedbhai, 2014; Walford, 2017). For instance, in Tanzania the private schools always go beyond by offering extra subjects than that required by the national curriculum. Therefore, learners in such schools always experience a wide range of specialisations like athletics, arts, science and maths (Malero, Ismail & Manyilizu, 2015; Akaaguri, 2014; Harma, 2013). Additionally, some researchers argued that, education provided by private schools helps learners from low- income families to focus and think about their own future and decide what they want to become in their life (Malero et al., 2015; Burn et al., 2013; Kramon & Posner, 2016). Some scholars revealed that, private schools' reforms aimed at nurturing the learners' abilities of meeting the challenges of the new world (Tignor, 2015; Walford, 2017).

Similarly, research done by Harma (2013) and Akaguri (2014) from Western Africa shows that, although better academic achievements remain as the first priority for most private schools, there is a high encouragement of participation in extracurricular activities, such as arts, music, and sports. Most importantly, studies indicate that, learners involved in extracurricular activities are more motivated and active in learning (Harma, 2013; Walford, 2017; Inyama et al., 2016).

Furthermore, Kelani and Khourey- Bowers' (2012) study in Benin Republic found that learners who attend private schools (majority white schools) are confident and motivated to learn. The authors also concur with the research by Mohamedbhai (2014) which affirms that, learners in private schools are always encouraged by their teachers to participate actively in debate competition and other challenging activities at school. Moreover, learners who are highly motivated to come up with innovative ideas and participate actively in classroom activities develop high self-esteem and strong self-confidence (Kelani & Khourey-Bowers, 2012; Akaguri, 2014).

In the South African perspective, recent studies on school choice and educational equality in South Africa (Soudien, 2010; Kamwangamalu, 2013; Machard, 2015; Kamwangamalu & Tovares, 2016; Coetzee, 2014) indicate that learners transitioning from Township to Ex-model

C schools are motivated to learn, while they are in Ex-model C schools. Soudien (2010) and research by Kamwangamalu (2013) identified that, learners transitioning from Township to Ex-model C schools improve in their academic performance, since they previously experienced a lack of resources to support them in the learning process. At Ex-model C schools, they are equipped with all important educational resources like laboratories, libraries, and well qualified teachers which increase their morale to learn. Furthermore, research on the impact of school quality in South Africa, found out that, Ex-model C schools produced learners with quality education (Kamwangamalu & Tovares, 2016; Coetzee, 2014). Additionally, Learners who transition from Township to Ex-model C schools seemed to have developed cognitively and have a future success in the labour market (Coetzee, 2014; Machard, 2015; Masino & Niño-Zarazúa, 2016). Meanwhile, research by Hill (2016) states that, when someone compared Township to Ex-model C school classroom size, the fact is, Ex-model C schools have small numbers of learners in the class, which enables the teacher to work under a more relaxed and stress free environment (Hill, 2016; Mojapelo, 2014; Moses et al., 2017). Hence, this suggests that with an intentionally inviting learning environment, Ex-model C schools make it easier for the learners transitioning from Township to develop a sense of belonging and feel more confident while they are in the school.

Therefore, since it is a duty of each school and other educational institutions to promote equality and human rights in the South African education system, Ex-model C school learners transitioning from Townships should experience growth in terms of support from their teachers and other staff members regardless of their backgrounds (Cappy, 2016; Neluvhola, 2007; Nieto, 2015). Of course, inclusivity seemed to take center stage mostly in Ex-model C schools. Moreover, a study by Sayed and Motala (2012) and Spaull (2013) also revealed that, in Ex-model C schools learners experience high academic performance compared to those learners who are confronted with poor quality education. Other studies confirm that, an Ex-model C school environment is safe for both teachers and learners (Radebe, 2015; Stuurman, 2013; Zoch, 2017). It is common for learners and teachers in Township schools to face violence often, which is sometimes caused by the community members or learners. In Ex-model C schools, there are no situations of insecurity and unsafe environments like in Township schools (Davids & Waghid, 2016; Timaeus, Simelane & Letsoalo, 2013). Therefore, Parents feel safe to send their children to Ex-model C schools because they have proper security systems which ensure a safe environment.

A body of literature have indicated that teachers may act as agents of social equality and justice, or as agents of conflict at school (Novelli &Sayed, 2016; Cappy, 2016; Savery, 2015). This implies that, in order to create an intentionally inviting learning environment, teachers in Ex-model C schools should be dedicated and professional; they must always encourage inclusivity of learners so that each can get an opportunity to learn and grow. In addition, some research highlights that, teachers in Ex-model C schools give equal attention to all the learners in the classroom (Davids & Waghid, 2016; Heystek & Terhoven, 2015; Hammett & Staeheli, 2013). For this reason, this makes the learners in Ex-model C schools experience good communication with their teachers, who are polite to them and help them solve different issues in order to learn in a relaxed and peaceful environment.

Novelli and Sayed (2016) and research by Fataar (2013) agree that, teachers in Ex-model C schools tend to work with learners individually to build their confidence. Furthermore, not only are learners in Ex-model C schools monitored independently, but their records are well maintained. In addition, research revealed that, teachers give equal representation and self-expression to each learner which boosts their confidence as well as their self-esteem (Cappy, 2016; De Clercq, 2014; Bertram, 2011). Therefore, with such confidence and an intentionally inviting learning environment, people in Ex-model C schools can easily adjust to school culture and develop individual respect as well as respect for others. Research by Naidoo (2015) affirms that, learners from Ex-model C schools usually get better professional chances in their future life.

With these in mind, this implies that parents whose children transit from Township to Ex-model C schools now experience tough responsibilities and are accountable for their children's academic progress (Hunter, 2015; Bold et al, 2013; Brooks & Waters, 2015). This is because, in Ex-model C schools there are frequent parent-teacher meetings which keep parents aware of their children's academic progress and records. In addition, Ex-model C schools often host parent's evening, family camping etcetera, which brings parents together with teachers and learners, to help them to know the behavior of their children in schools (Hill, 2016; Brown & Shumba, 2010; Engelbrecht et al., 2015). In other words, learners and their parents are fully involved in the school's activities and this helps teachers to formulate policies and plans that seem to work for each learner independently.

3.3.3 The Significance of Enhancing the Positive Learning Experiences of Learners Transitioning from Township to Ex-model C Schools

Some scholarly literature shows that there is a need for enhancing the learning experiences of learners transitioning from Township to Ex-model C schools, especially, when it involves critical considerable situations that confront these learners while they are in their new school environment. in addition, some research suggests that, in the beginning of their transitioning, Ex-model C schools need to create a school environment that will make the learners, educators, parents and other staff become passionate about these new learners to help them develop a sense of belonging, feel accepted and be able to reach their full potential (Vernon, 2014; Steyn, 2016; Okaya et al., 2013; McKnight & Martin, 2013).

Furthermore, different studies have tried to show the significance of enhancing a learner's learning experiences, for instance, research by Dewey (2013) and Arnett (2014) reveal that, enhancing the learning experiences of learners transitioning from Township to Ex-model C schools in many cases turns a learner to be more concerned and value their own learning. Moreover, other research states that, enhancing the learning experiences of learners transitioning from Township to ex model C schools also has a significant impact on building and promoting their intrinsic motivation as well as empowering them to be more responsible for their learning (Midgley, 2014; Davis & Sumara, 2014; Thompson, 2013). In addition, Vernon (2014) stipulates that it helps to create the feeling of capability on the learner and tackle the challenges in new school environments; therefore, by doing so this boosts learners' energy in learning to attain positive learning experiences in any unpleasant situation (Masino & Nino-zarazuo, 2016; Vernon, 2014; Nwokedi, 2015).

Another significance of enhancing the learning experiences of learners transitioning from Township to Ex-model C schools was mentioned and discussed by Peterson, Decato and Kolb (2015) and Fink (2013). They argue that, the enhancement of learning experiences brings joy to learning and the experiences of success. Peterson e1t al. (2015) further suggested that, in order to enhance the learning experiences of the learners, the teachers must ensure that the tasks given must balance with the learners' ability which will result in the learner considering the task as being meaningful and he or she will take full commitment of that task (Peterson et al., 2015; Loreau & Goyette, 2014; Heystek & Terhoven, 2015).

However, some recent literatures have also shown that, by enhancing the learning experiences of learners transiting from Township to Ex-model C school will enable them to be creative and gives them opportunities to participate in constructing their own learning (Langer, 2016; Fink, 2013; Arnett, 2014; De Houwe et al., 2013). In addition, the findings on the research done by Murnane and Ganimian (2014) reveal that, enhancing learning experiences of learners in a new school environment can lead to improved academic achievement and success in their schooling years at Ex-model C schools. This resonates with the theory of experiential learning which highlights that, learning is the process whereby knowledge and skills are created through the transformation of experiences (Kolb, 2014). Therefore, it is important for a school to create an intentionally inviting learning environment for its new learners to equip them and enhance their learning. Other researchers also point out that, it is important for a school to enhance the learning experiences of their learners transitioning from Township to Ex-model C schools because it improves the learners' ability to engage in school tasks and motivates the learners (Sayed & Motala, 2012; Darling- Hammond, 2015; Malero et al., 2015).

Furthermore, Zoch (2015) and research by Kelani and Khourey-Bowers (2012) claim that, enhancing the learning experiences of learners transitioning from Township to Ex-model C schools create more successful transition experiences for the learners. Therefore, teachers should make sure that class activities are designed and carried out in ways that offer each learner the chance to engage, in order to help them develop skills and understanding (Cappy, 2016; Soudien, 2010; Bertram, 2011; de Clercq, 2014). Some research comments that, if the learning experience of a learner from Township to Ex-model C school is enhanced, this will enable learners to be fully engaged in their learning and make the whole teaching and learning process reach an important academic outcome (McLeran, 2015; Morrow, 2007; Sonn, 2013; Burnett, 2015). Another significance of enhancing learning experiences to the learner transitioning from Township to Ex-model C school, was mentioned in Bloom et al. (2015) that, the learning process will have the potential to change learners' lives throughout their schooling years at Ex-model C schools. This is because enhancing learning experiences is equivalent to enhancing their resilience, wellbeing as well as their confidence (De Houwer et al., 2013; Burnett, 2015; Nwokedi, 2015; Duchesne et al., 2013). In the same way, a study by Woessmanny (2016) and research by Lynch (2012) clarify the issue of enhancing the learning experiences of learners transitioning from Township to Ex-model C schools; it states that, it provides meaningful opportunities to the learners to develop and practice leadership skills.

In fact, the significances explained above made this study concur with other studies like the study by Novelli and Sayed (2016) and research by Sayed and Motala (2012) which suggest that, the process of enhancing the learning experiences for the new learners should be intentionally practiced, because it is a crucial and a brilliant act, which has greater cohesion and raises aspirations of new learners in the new school environment.

3.3.4 Approaches Used in enhancing the Learning Experiences of Learners Transitioning from Township to Ex-model C Schools

Currently, there are numerous researches done that suggest different approaches in which schools can use or adopt to enhance the learning experiences of the learners transitioning from Township to Ex-model C schools. Some of these different approaches suggested are explained in the following sections.

3.3.4.1 Teacher Professional Development

Some scholarly works suggest that, in order to enhance the learning experiences of learners transitioning from Township to Ex-model C schools, proper professional training should be given to the teachers (Sayed & Motala, 2012; Cappy, 2016; Novelli & Sayed, 2016). Moreover, other studies argue that, teachers are the agents of social change in schools, since they can promote inclusiveness among learners and encourage social equality, regardless the learners' ethnic, racial, religious and gender differences (Schweisfurth, 2013; Cappy, 2016; Novelli & Sayed, 2016). Furthermore, research suggests that in order to enhance the learning experiences of the learners into the new school environment, the school administrators must bring motivation to the teachers and should provide them with quality supportive teaching materials, well-prepared lesson plans, and good classroom management skills (Novelli & Sayed, 2016; Robertson & Graven, 2015; Nieto, 2015).

Moreover, de Clercq (2014) and Bertram (2011) also pose that the learners' learning experiences can be successfully enhanced through teachers' professional development. To them, if teachers are equipped with necessary skills to meet the current demands of diversity and multicultural teaching, then learning can be effective for all learners in the classroom (Bertram, 2011; Nieto, 2015; De Clercq, 2014). Furthermore, Morrow (2007) and research by Knowles et al. (2014) indicate that teachers' core instructional work is the practice of organising systematic learning in the classroom. Therefore, this implies that all professional development initiatives that are entitled to teachers must relate to their core instructional work;

by so doing then learning experiences can be enhanced (Knowles et al., 2014; Cappy, 2016; Heystek & Terhoven, 2015).

3.3.4.2 Use of Code Switching in the Classroom

Meanwhile, English is the LOTL in majority of schools in South Africa; however, most learners do not have the opportunity to acquire English language effectively in order to reach the levels for effective engagement with teaching and learning in the classroom (Probyn, 2015; Kamwangamalu, 2013; Kamwangamalu & Tovares, 2016). Therefore, in their studies Graven (2014) and Monageng (2012) suggest that in order to enhance the learning experiences of learners transitioning from Township to Ex-model C schools, teachers must use code-switching. This is because some researchers believe it is a legitimate and resourceful teaching strategy which supports learners to understand the content (King & Chetty, 2014; Kotze et al., 2017; Phala, 2013). Moreover, some research in language for teaching and learning revealed that, it is important for the teachers to use two languages in the classroom as a systematic way of enhancing learning for the learners transitioning from Township to Ex-model C schools (Paxton, 2009; King & Chetty, 2014; Stuurman, 2013).

3.3.4.3 Active Learning

Savery (2015), Knowles et al. (2014) and research by Micklesfield et al. (2014) explained active learning as the type of learning that is based on metacognition. Furthermore, metacognition refers to peoples' ability to act and to predict their own performance on various tasks (Micklesfield et al., 2014; Theron et al., 2011; Savery, 2015). Moreover, Darling-Hammond (2015) and research by Arnett (2014) contend that, learning experiences can only be enhanced if the learners could take responsibility of their own learning by engaging in self-assessment which is transformative, elusive and confronting (Darling-Hammond, 2015; Arnett, 2014; Thompson, 2013). This implies that, by doing self-assessment, learners transitioning from Township to Ex-model C schools will be involved in assessing their own learning goals, in engaging activities, as well as judging their own learning outcomes (Kolb, 2014; Thompson, 2013; Theron et al., 2014). In addition, Savery (2015) and Mohamedbhai (2014) concur by saying that, learning experiences can be enhanced once the teacher leaves all the instructions of learning to learners, to take control of their own learning by defining the learning goals, and strategies in achieving them.

3.3.4.4 Importance of Learners' Prior Knowledge

Meanwhile, a recent scholar posed that a good way to enhance learning for learners transitioning from Township to Ex-model C schools, is to respect the knowledge that a learner has (Theron et al., 2014; Thompson, 2013; Schweisfurth, 2013). Furthermore, some research on psychosocial issues that seemed to affect learners in school environments revealed that, learners' prior- knowledge has direct impact on the learning experiences (Jacoby, 2016; Knowles et al., 2014; Muribwathoho, 2015; Micklesfield et al., 2014).Likewise, the learning experiences can be enhanced only if the teacher pays good attention to the knowledge and belief that learners bring to the learning task (Vernon, 2014; Jacoby, 2016; Sonn, 2013). Therefore, to enhance the learning experiences of the learners transitioning from Township to Ex-model C intentionally, it is necessary for the teachers to use the prior knowledge of these learners as a starting point for new instruction. Consequently, this will assist learners to change their conceptions as the instructions proceed (Theron et al., 2014; Smith, 2015; Richards & Combs, 1993).

3.3.4.5 Peer and Teacher Support

Social learning is one of the effective learning methods in which the learners learn from one another through observation, imitation, as well as modelling (Bandura, 1985; Duchesne et al., 2014). Therefore, learning experiences of a learner transitioning from Township to Ex-model C school can be enhanced through learning support that a learner will get from both teachers and peers at school. In support of this view, Jacob (2016) and research by Moses et al. (2017) state that, social learning is a continuous process within the school environment, thus, learners should use their fellow learner's experiences as well as their teachers' experiences to enhance their learning experience in their new schools. In the same way, Theron et al. (2014) and Stuurman (2013) agree that, learning experience can be enhanced through a daily collaboration between learners and their peer groups which is the easiest way of engaging in social learning and it does not need any set of formalities. Additionally, this will enable the learners to adapt easily to a wide variety of schools' tasks within the new school environment. Therefore, this implies that, the learning experiences of learners transitioning from Township to Ex-model C schools can be intentionally enhanced by acquiring new knowledge from their day to day inviting contacts with their fellow learners and teachers (people) in Ex-model C schools.

3.4 Summary

This chapter has discussed the current literature on learners transitioning from Township to Ex-model C schools. Moreover, the chapter reviewed international and national literatures on the learning experiences of learners when they integrate with other learners from different back grounds. Therefore, the chapter defined the main concepts related to the study by exploring the different studies done on the learning experiences of learners. In addition, a review of the significance of enhancing the learning experiences of learners transitioning from Township to Ex-model C schools was conducted, and the approaches in enhancing the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective was also discussed. Therefore, the next chapter presents the research design and methodology adopted for this study.

CHAPTER FOUR

RESEARCH DESIGN, METHODOLOGY AND DATA GENERATION ON LEARNERS TRANSITIONING FROM TOWNSHIP TO EX-MODEL C SCHOOLS: AN INVITATIONAL EDUCATION PERSPECTIVES.

4.1 Introduction

The previous chapter focussed on the review of literature related to learners transitioning from Township to Ex-model C schools from an Invitational education perspective where by, the key concepts framing the study were also discussed.

This chapter discusses the research methodology and design which was adopted for the study. Therefore, this chapter began by providing a description and explanation of the research paradigm and design that was employed for the study in order to answer the research questions presented in the introductory chapter (1.6). Furthermore, it also discussed the appropriate data generation methods and their justification for being used in the study, the sample, sampling methods, and how the data was analysed. In addition, the issues of trustworthiness together with the significant ethical considerations that relate to the participants' rights were outlined. Finally, the chapter concludes with a summary.

4.2 The Research Paradigm

A paradigm is a set of beliefs or worldviews that give direction and guide the researcher in a field of study to choose a particular framework of theory in order to get answers to what is being researched in the study (Creswell, 2014; Wahyuni, 2012; Taylor et al., 2015). In addition, Punch (2013), Lewis (2015) and research by Struwig and Stead (2013) also reveal that, a paradigm is a collection of values and beliefs that is a dominant way of thinking and doing things in order to make sense in the world. Furthermore, Creswell (2014), Mackenzie and Knipe (2006) and research by Yin (2015) reveals that, there are four types of paradigms that are relevant in doing the research in social science studies namely interpretivism, positivism, critical and pragmatism. Moreover, some research highlight that, each paradigm has major components named ontology, epistemology, methodology, and methods that have close relationships with what have been explored in a research (Cohen et al., 2013; Mackenzie & Knipe, 2006; Merriam & Tisdell, 2015). In addition, epistemology refers to a study of philosophy that is concerned with how knowledge is created, acquired and communicated

(Scotland, 2012; Padgett, 2016; Punch & Oancea, 2014); while, ontology is referred to as the study of philosophy of ones' views of reality and being (Mackenzie & Knipe, 2006; Rajesekar et al., 2013). Thus, it implies that, a researcher needs to take a position regarding his or her perceptions of how things really are and how things really work.

Therefore, this study has chosen the critical paradigm, because the focus of the study relates with the major agenda of a critical paradigm which is change and attempting to reconstruct procedures with the aim of addressing old practices and systems into a new critical development (Scotland, 2012; Wahyuni, 2012; Rajesekar et al., 2013). The main objective of critical paradigm is to empower people and promote democracy in the society by critically eliminating inequalities and injustice that exist in the society (Cohen et al., 2013; Punch, 2013; Rule & John, 2011). Moreover, ontological position of the critical paradigm is based on historical realism (Mackenzie & Knipe, 2006; Scotland, 2012; Smith, 2015). Historical realism is the view that reality has been shaped by social, political, cultural, economic, ethnic, and gender values of reality that was once deemed plastic and has become crystallised (Struwig & Stead, 2013; Scotland, 2012; Taylor et al., 2015). Therefore, realities are socially constructed entities that are under constant internal influence (Mackenzie & Knipe, 2006; Cohen et al., 2013; Merriam & Tisdell, 2015). Furthermore, "in critical paradigm, epistemology counts knowledge as a subject to change, based on subjectivism which is on real world phenomena that is linked with the ideology of the society" (Scotland, 2012, p. 13). Additionally, knowledge is both socially constructed and influenced by power relations from within society (Wahyuni, 2012; Yin, 2015; Creswell et al., 2007). Therefore, a critical researcher cannot be separated from her/his knowledge, and the issue that influences the study.

Furthermore, in the methodological approach of the critical paradigm, the approach relies on conversation or dialogue (Punch, 2013; Struwig & Stead, 2013; Hancock & Algozzine, 2016) and also allowed the researcher to use methods such as observation, focus group discussion and interviews in order to encourage conversational dialogue and reflections (Cohen et al., 2011; Bertram & Christiansen, 2014). In addition, the reflective dialogue allows the researcher to question the participants' perspectives about the issue and to take action in maintaining the situation (Scotland, 2012; Glesne, 2015; Flick, 2014).

Critical paradigm view enriched the researcher with critical assumptions about what is good and what is not (Glesne, 2015; Punch & Oancea, 2014; Yin, 2015). For instance, people in the society need to have democracy and autonomy; thus, a researcher goes to the field and asks people in the society to reflect and share their current experiences regarding the issue being

researched (Ferreira et al., 2013; Creswell & Clack, 2007; Rajesekar et al., 2013). Therefore, this study was based on actively engaging school learners who transitioned from Township to Ex Model C school, their families and teachers in order to explore their learning experiences and propose ways in which their learning experiences can be enhanced through an Invitational educational theory. The critical paradigm assisted the researcher in actively engaging all the participants in the study as they reflect, expressed and talked about their existing issues and interactions within their schools and homes which is in relation to their transition experiences. Although, this shows that opting for a participatory research to describe the current situation and learning experiences of learners transitioning from Township to Ex-model C schools suits the assumptions of the critical paradigm as it aims to empower the learners, and emancipate them, as well as the teachers and parents.

4.3 Research Design

The research design refers to the plan or structure of the research work, which was found to be relevant together with the research paradigm that guides the research process (Merriam & Tisdell, 2015; Creswell et al., 2007; Creswell, 2014; Lewis, 2015). Furthermore, the research design is the structure that describes and gives the connection between the research paradigm, research methodology, and methods used for data collection (Smith, 2015; Bradbury, 2015; Atkins & Wallace, 2012). Therefore, the following sections present the basic components of this research in order to seek answers to the research questions for this study.

4.3.1 Research Approach

This study was conducted using a qualitative research methodology, since the main aim of this study was to gain an understanding of the learning experiences of learners transitioning from Township to Ex-model C schools. This research approach was found suitable for the study considering the fact that a qualitative research approach is more relevant in seeking the in-depth understanding of the issue being researched (Merriam & Tisdel, 2015; Creswell & Clack, 2007; Lewis, 2015; Padgett, 2016). Moreover, this research methodology approach was useful in describing behaviours, feelings, experiences and perspectives of the participants (learners/teachers/parents). In addition, a qualitative methodology also promotes freedom of expression for the participants; this is because the researcher tends to ask questions that require participants to share their experiences (Smith, 2015; Creswell et al., 2007; Atkins & Wallace, 2012). Furthermore, Yin (2015), Wahyuni (2012) and research by Rajesekar et al. (2013) indicate that, qualitative methodology is an approach that allows a researcher to obtain both

textual and spoken data which explains thoughts, perspectives, feelings, beliefs, and perceptions of people.

Therefore, the qualitative methodology was suitable for this study, since it allowed the researcher to apply the interactive methods that brought a deep understanding of the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective. Moreover, a qualitative research methodology is in line with the paradigm that guides this study (critical paradigm) because it allowed the researcher access more in-depth information about the learner's experiences from participants (Mackenzie & Knipe, 2006; Yin, 2015; Wahyun, 2012 & Creswell, 2014).

4.3.2 Participatory Action Research (PAR)

According to the research by Merriam and Lewis (2015), Tisdell (2015) and research by Bradbury (2015), action research is the qualitative research design that aims to solve certain problems in the society. Similarly, some research highlights that action research is an approach that aims to take action on unsuitable conditions, creating theory that will unfold the situation (Cohen et al., 2013; Brophy, 2001; Krueger & Casey, 2014). Therefore, this is an action research that is based on PAR to seek information on how schools can enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education perspective. According to Bradbury (2015) and research by Krueger and Casey (2014), PAR is an action research that has no single actor and is a participatory research design which is grounded in terms of the participants' perspectives. Moreover, some scholars also postulate that PAR is an action research design that influences conversation and critical debate which in turn gives a clear understanding of the issue being researched (Cohen et al., 2013; Punch, 2013; Smith, 2015).

Hence from this insight, PAR was used as the research design because the main underlying objectives of this study were to explore the current situation of the learners, to examine their learning experiences, to explore the need of enhancing their learning experiences and finally propose ways in which schools could enhance the learning experiences of learners transitioning from Township to Ex-model C schools through Invitational education perspectives. Therefore, with PAR this study managed to seek the participants' opinions, perspectives, thoughts, and ideas on how schools can enhance the learning experiences of these learners. Smith (2015), Lewis (2015) and Taylor et al. (2015) note that, PAR offers multiple methods for researchers and participants to work together.

On the one hand, some research states that PAR is a type of action research that works progressively in cycles, in which the researcher engages with the participants throughout the research process (Bradbury, 2015; Rajesekar et al., 2013; Smith, 2015). In his research, Brophy (2001) argues that, three major principles or components that guide the successful PAR cycle include participation, empowerment, and commitment. On the other hand, Bertram and Christiansen (2014) contend that PAR consists of a cycle of action and reflection. Meanwhile these cycles of reflection consist of the following four steps/stages of PAR such as: strategic planning, implementing the plan, observation and reflection/evaluation (Bertram & Christiansen, 2014). However, in this study, the four steps of PAR were employed by the researcher to engage the participants deeply in the study. Meanwhile, during the first cycle of the four steps of PAR the researcher observed some improvements in her participant which made her not to engage them in a second cycle of PAR. The participants were empowered in this study as they were giving the opportunities to critically discuss the issues and suggest solutions on how their learning experiences could be enhanced. The use of interactive drawings enabled the learners to speak out and interact with one another through dialogue. The teachers and parents were also empowered in this study to speak up and critically discuss their challenges and how the transitioning learners learning experience could be enhanced. Therefore, the use of PAR gave the participants opportunities to critical dialogue and make informed decisions concerning their learning. The following sections present the explanations on how empowerment, participation, and commitment were embraced in this study during the research process.

4.3.2.1 Participation

This is a key component in PAR since it intends to encourage collaborative engagement in the research process for both a researcher and the participants (Smith, 2015; Merriam & Tisdell, 2015; Wang, 1999). Furthermore, Burnett (2015) and research by Micklesfield et al. (2014) reveals that, participation is a component of PAR which is considered as essential for ethical consideration during the research process because it upholds the democracy on operation. However, the component of participation is enhanced with equality as it is evidenced in some research that, equality without an active participation remains a myth as well as participation without equality tends to be endless fallacy in research (O'Neill, 2013; Wang, 1999; Micklesfield et al., 2014).

Meanwhile, some scholars state that, in order to achieve concrete transformation an action research requires a theory of change which links researcher and participants in joint

participation and collaboration in the whole process of social transformation (Brophy, 2001; Smith, 2015; Lewis, 2015). Therefore, this study employed an Invitational education theory to propose ways of enhancing the learners' learning experiences. In addition, by using the Invitational education theory, and by following the four steps of PAR cycle in this study, the researcher first and foremost planned on how she would generate her data and what type of data generation method she would use for the learners, teachers and parents. The researcher however managed to apply the interactive data generation methods such as drawings and focused group discussions to facilitate engagement and active participation with the participants throughout the research process.

Furthermore, literatures on action research has shown that, if the research done is all about the wellbeing of other people then it should not treat those people as objects since it is not a scientific research (Wang, 1999; Brophy, 2001; Micklesfield et al., 2014). With respect to this, the researcher further conducted this study by encouraging and allowing the participants to freely share their thoughts and ideas on how schools could enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education perspective during the research process by using the drawing and focus group discussion methods to generate the data for the study.

4.3.2.2 Empowerment

Brophy (2001) and Wang (1999) argue that, it is relevant to elucidate empowerment on the first stage of PAR within a critical research context. Moreover, Smith (2015) and Lewis (2015) state that, empowerment is a wholehearted component of PAR because it helps the participants to be accountable for what is researched and able to do self-assessment of their inputs (Lewis, 2015; Smith, 2015; Wahyuni, 2012). This is to say that empowerment helps participants to conduct the study on their own bases. Furthermore, some research on psychology and sociology also revealed that, once the participants are empowered, they become capable of evaluating and reflecting on the current situation or practices and able to plan the next steps for their future practices (Burnetty, 2015; Micklesfield et al., 2014; Bailey, 2006).

Therefore, in this next phase of PAR during the research process, the researcher showed the learners drawings to the two teachers and two parent and observed as well as recorded their discussions and interactions around the pictures. The drawings spurred a deeper conversation between the parents and teachers as they talked about the importance of using drawings and photographs as a teaching method in their classrooms. More so, they also realised that the learners have diverse skills and abilities and could express themselves using drawing and

pictures. Furthermore, while engaging the learners in an interactive drawing activity and discussion, the researcher also observed a change in the learners' interaction during the drawing activity and their behaviours while drawing and describing their learning experiences during the transition process. Employing the four stages of the PAR cycle helped the participants to become active, creative, and critical learners and also made them see that value of learning in an inviting school as it will help them excel very well in their learning. Some of them that were shy during the time of introduction were so excited to explain their drawings to their peers. This implies that using this methods empowered the participants to explore and share what they know about the current situation regarding the learners transitioning from Township to Ex-model C schools, as well as who they think can enhance the learning experiences of these learners. By doing so, it helped them actively engage and be well prepared to transform their daily practises in schools. Bradbury (2015) and research by Ryan, Gandha, Culbertson and Carlson, (2014) indicate that, empowered participants normally finished the research process with personal transformation and solutions to some complex practices or problems.

4.3.2.3 Commitment

This is the last component or phase of the cycle employed by PAR. According to Ferreira et al. (2013), PAR studies always value all the people's knowledge and experiences about their lives. Therefore, to ensure this, the current study was conducted under the commitment that all participants are equal, able and ensuring that the participant's views/ perceptions and feelings were valued equally. Moreover, in order to conduct a successful PAR, some scholars suggest that the researcher has to assume that all participants have the ability to develop critical arguments that will end up with the best solution for the research questions (Smith, 2015; Lewis, 2015; Bailey, 2006; Brophy, 2001). Hence, the researcher formulated research questions that enabled the participants to engage in a dialogue and collaborative discussion, as well as interrogating data generation methods to create a research space for every participant *(see appendix 10)*.

Most importantly, some scholars postulate that, any action research changes or transformation is an on-going process of being fully committed to the research plans and motives (Merriam & Tisdell, 2015; Taylor et al., 2015; Lewis, 2015; Smith, 2015). Therefore, in order to ensure commitment, this study was conducted within a reliable context in which both researcher and participants were able to communicate from time to time. Moreover, both participants and researchers are committed while feedback was sent and there was an on-going informal discussion on how to enhance the learning experience of learners transitioning from Township

to Ex-model C schools. Therefore, PAR circle in this study was accomplish and there was no need to engage in a second circle of PAR as the researcher conducted the study with more emphasis on the three major components or phases of PAR which are participation, empowerment, and commitment. Thus, this study used the focus group discussion and drawing methods to facilitate active participation and engagement of the participants in the research process and advocated for the PAR cycle progression which are as follows in the diagram below:

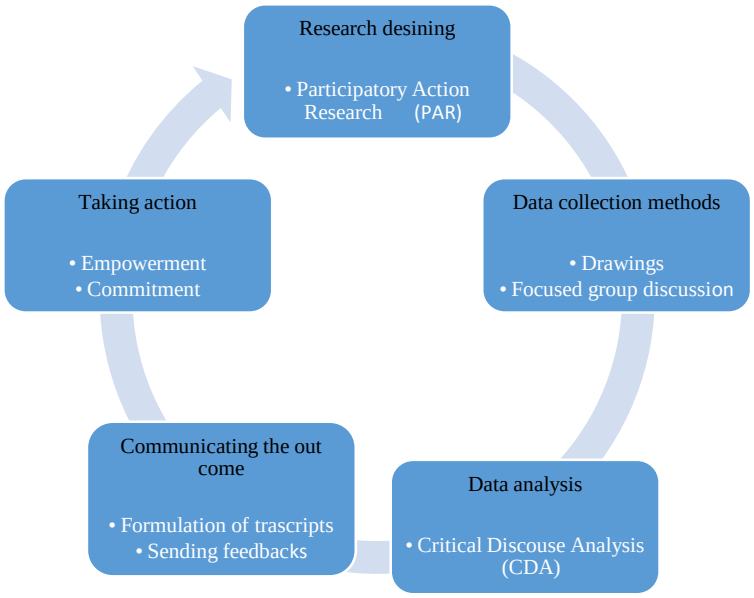

Figure 4.1: The PAR circle progression

4.3.3 Research Context

This study was conducted in the city of Pietermaritzburg which is located in the province of KwaZulu-Natal, South Africa. Pietermaritzburg is known as the capital city of KwaZulu-Natal and is situated at the Southern Eastern part of South Africa with a population of about 750,845, making it the second biggest city in Kwazulu-Natal (Crush & Caesar, 2014). The school in which this research was conducted is a primary school located within the Pietermaritzburg city that was established in the year 1962 and is known as one of the popular junior schools that provide co-educational teaching from grade 1- 7. The school is a forerunner of education in Pietermaritzburg with the enrolment of over 600 learners and 60 staff members which includes teachers, admin, interns, grounds, and aftercare. In addition, the school consists of predominantly white learners followed by black, Indian and coloured learners. Moreover, the school is known as a well-resourced school that has most of the necessary teaching and learning resources at its disposal and facilities such as library, computer room, assembly area, large

sports field and it also offers some of the extracurricular activities like cricket, volleyball, table tennis, and girl guidance.

4.3.4 Sampling and Selection of Participants

Some literature defines sampling as a process selection of a group of people, who are considered as representatives of the larger population which the study intends to research (Punch, 2013; Creswell et al., 2007; Atkins & Wallace, 2012). The context of this study and participants were selected by using a purposive and convenient sampling method. The researcher deliberately selected the research site (location of the study) and eight participants because they were easily accessible and convenient. Therefore, according to Merriam and Tisdell (2015) and Lewis (2015) purposive sampling is a non-probability sampling method in which participant's selection is based on their characteristics and objective of the study. It is also known as judgmental, selective, or subjective sampling (Creswell, 2014; Gee, 2014; Struwig & Stead, 2013). The study by Flick (2014); Yin, (2015) with Creswell and Clack, (2007) concurs with the above assertion and pose that convenience sampling is a non-probability sampling method of where participants are selected because of their convenient accessibility and proximity to the study. In other words, it is also known as availability sampling (Cohen et al., 2013; Creswell et al., 2007; Atkins & Wallace, 2012).

Merriam and Tisdell (2015) and research by Wahyuni (2012) further contend that purposive and convenient sampling involves selection of small groups of people as research participants according to the needs of the study. Therefore, in this study, the purposive sampling was used to select the school. This particular school used for this study was chosen because of their high intake of learners who are majorly from Township schools and I am familiar with the teachers because my children attends there. The convenient sampling method was also used to choose the location of the school because it is close to my house and is convenient and easily accessible to me. The eight participants were also purposively selected based on their knowledge and experiences of the phenomenon being researched.

Moreover, these eight participants comprised of two girls and two boys in grade six, who has been studying in this particular school for more than two years counting from the day they transitioned from a Township to an Ex-model C school and are between the ages of eleven and twelve years old. These four participants were selected because they are in the same class with one of my children and they attend the same swimming lessons. Two grade six teachers (female) who have been teaching these learners right from the time they transition from

Township schools to their schools and are placed in their classrooms were also selected because of their knowledge and experiences of teaching these group of learners and they work with the parents in the school. In addition, two participating learners' parents were chosen by me because they are in the School Government Board (SGB) and they also work closely with the teachers. However, Cohen et al. (2011) argue that in purposive sampling, the sample sizes are small because they are rich information cases which needs to be studied in-depth. Therefore, I chose only these two participating learners' parents because of their experiences and knowledge of the school and as members of the SGB in order to get a detailed understanding of how the transitioning learners learning experiences could be enhanced. However, all the participants were purposively and conveniently chosen by me because of the researcher familiarity with them.

4.3.4.1 Profile of Participants

- **Teachers**

The total number of teachers recruited to participate in this study was two (female and male). These are grade six teachers teaching in the school for more than four years. The two teachers chosen also have experience in teaching the learners who transitioned from Township to Ex-model C schools in their classes. The researcher observed the code of ethics by ensuring confidentiality through use of pseudonyms to protect the identity of participants. Therefore, teachers are recognised as T1 and T2.

Participant T1 is a female educator with 24 years in teaching career; she is 46 years old and teaches Maths in grade six; holds a B.Ed. Honours qualification and is married with two children. Participant T2 is a male educator who is 34 years old, holds a B.Ed. Degree qualification, and teaches Geography in grade five and six. Moreover, participant T2 has 5 years teaching experience and is single.

- **Parents**

The total number of parents recruited to participate in this study was two; these are parents of transitioning learners from a Township to an Ex-model C school. Parents that participated in this study were both women; therefore, to ensure confidentiality the parents are recognised as P1 and P2.

Participant P1 is a mom of three who is 35 years old, married for 9 years, and is a house wife; whilst participant P2 is a single mom of two boys, and a nurse by profession.

- **Learners**

A total number of four grade six learners were recruited to participate in this study, that is, two boys and two girls. The learners represented both sexes equally in order to eliminate gender bias and inequality by providing an opportunity and platform for the perspectives of male and female learners. In addition, the average age of the participating learners was between eleven and twelve years, as per the required age for grade six according to the Department of Education (DOE). Furthermore, in accordance with the geographical race distribution within the demarcated areas of the schools, learners were mixed races and both were able to converse and express themselves well in English. Therefore, in order to ensure confidentiality, the learners are referred to as L1, L2, L3, and L4. Moreover, these learners were deemed as most appropriate for this study because they transitioned from Township to Ex-model C schools. Furthermore, participants L1 and L2 are boys and both thirteen years old, they moved to an Ex-model C school in 2015 when they were in grade three and are both living with their parents. On the other hand, participants L3 and L4 are girls; L3 is thirteen years old, while L4 is twelve years old. In addition, both girls moved to an Ex-model C school in 2016 when they were in grade four; both learners are living with their parents.

4.4 Data Generation Methods

Atkins and Wallace (2012) and research by Struwig and Stead (2013) pose that, data generation is a series of interrelated activities designed to gather information in order to answer emerging research questions. In addition, data generation are the strategies/ plans of action, processes, or design foundation to the choice and implementation of specific methods, as well as the linking of the selection and implementation of desired outcomes (Punch, 2013; Wahyuni, 2012; Taylor et al., 2015). Therefore, this study is grounded on critical paradigm and it is qualitative in nature; thus, the data generation methods used were two focus group discussions and drawings. Hence, the use of two different methods to collect data in this study ensured that sufficient information was obtained with regards to how schools can enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education perspective. Therefore, the following sections elaborate on how two different methods were used to generate data from each participant.

4.4.1 Drawings Session

This study adopted a qualitative participatory action research approach to explore and explain the learning experiences of learners transitioning from Township to an Ex-model C school. Drawings were used as one of the data generating methods with participants (learners). Furthermore, the drawing method was adopted because it is suitable for children and it enables learners who are not good in writing skills (Mayaba & Wood, 2015; Mitchell et al., 2011). In addition, the drawing method allows the learners to talk deeply about their drawings, which gives more information. Khanare (2015) explains that drawing is a form of a participatory visual art base method that enables learners to express, communicate and share their experiences, knowledge and learning using creative techniques. In addition, it is also seen as an important tool used in enhancing learner's active participation and engagement (Khanare, 2015).

Different studies on visual methodologies have identified the importance of doing research and using drawings to generate data (Theron et al., 2011; Wang, 1999). "Drawings are described as a method that creates opportunity for its participants to generate data that are not reliant on language skills and that can also provide access to unconscious views and beliefs" (Rule & John, 2011, p. 69-70). Mitchell et al. (2011) and research by Mayaba and Wood (2015) also indicate that, the use of drawings as a research method involves more than just engaging participants in making drawings which is followed by the researchers' analysis of the drawing. Moreover, this data generation method entails participants drawing and talking or drawing and writing about the meaning embedded in their drawings (Mitchell et al., 2011; Khanare, 2012; Muthukrishna & Morojele, 2013). Additionally, Ferreira et al. (2013), Wang (1999) and research by Theron et al. (2011) also argue that, drawings are used to activate people's voices and actions which are linked to agency. In addition, Mitchell et al. (2011, p. 19) postulates that, "artistic images can help us access those elusive hard-to-put-into-words aspects of knowledge that might otherwise remain hidden or ignored".

Therefore, the drawing sessions took place at the school chosen to conduct this study, during after school hours on Wednesday which is the 7th of June 2018, and the process was in three sessions which lasted for One and half hours. The researcher begun the session by explaining to the participants (4 learners) how to draw using metaphors like pictures and demonstrated using some examples of drawings that were used for a research study in order for them to have a deeper understanding of how the method is done. The second session was learners' opportunity to do their drawings, in which pencils, rubbers and white A4 papers were issued to

the participants; they were advised to think deeply for ten minutes about themselves and what ways the school can enhance their learning experiences and why they think they need their learning experiences to be enhanced. After this, the participants drew a picture using a metaphor to describe, "Who they are and explain what the picture means to them". Thereafter, in the last session which was a show and tell session, each of the participants was given three minutes to share or talk about their drawings, while the researcher and others observed and asked probing questions to gain a deeper understanding of the issue investigated. Finally, the drawing method provided a powerful intervention with active engagement of learners in the construction of their alternative realities (Mayaba & Wood, 2015; Theron et al., 2011; Mitchell et al., 2011; Muthukrishna & Morojele, 2013).

However, the reason for using drawings with the learners and not with the teachers and parents in this study is to enact and elicit the learners views about their learning experiences and to enable their voices to be heard concerning their opinions using the drawing pictures to represent them. Employing drawing as a data generation method helped the learners to translate their learning experiences from both schools, and suggested ways that may help them enhance their learning experiences *(see appendix 6- 9).* The drawing sessions were guided by the drawing schedules prepared *(see appendix 11)* and the fourth session which was a presentation session (show and tell) was audio recorded with the consent of the participants.

4.4.2 Focus Group Discussion

Moreover, this study also employed the focus group discussion method as another data generation method. This is a method of data generation that enables a researcher to explore her / his participant's feelings, thoughts and behaviours (Cohen et al., 2013; Krueger & Casey, 2014; Ryan et al., 2014). Furthermore, focus group discussions constitute a type of group interview amidst a relatively informal and formal atmosphere in which people are encouraged to discuss specific topics in order for underlying issues of the research to be uncovered (Ryan et al., 2014; Merriam & Tisdell, 2015; Lewis, 2015). In addition, Punch (2013) and Creswell et al. (2007) postulate that, a focus group discussion is different from the focus group interview because in focus group discussion, a researcher conveys the participant's thoughts, feelings as well as their behaviour during the discussion (Creswell et al., 2007; Punch, 2013; Atkins & Wallace, 2012). From that insight, the focus group discussion was chosen as the main data generation method in this study to obtain valuable data from the dialogue debate that was employed during the discussion. Flick (2014) also concurs that, focus group discussion is cheap as well as a quick method of obtaining valuable data, since all participants including the

researcher have an opportunity to ask questions, share ideas and hence produce more information concerning the study issue.

The underlined aim or focus of research was on proposing ways which schools can enhance the learning experiences of learners transitioning from Township to Ex-model C schools through Invitational education perspectives. This method enabled the researcher to explore further the above-mentioned phenomenon in detail. Additionally, there are many advantages of applying the focus group discussion in the study, as it was mentioned as an excellent interaction data generation method that helps a researcher obtain comprehensive information from fewer participants who required to generate rich and stimulating data through verbal discussion (Krueger & Casey, 2014; Murnane & Ganimian, 2014; Padgett, 2016). Equally important, Ryan et al. (2014) and research by Punch and Oancea (2014) state that, focus group discussions particularly work well to explore peoples' feelings, perceptions, their thinking as well as their ideas on certain issues. Therefore, the reason the researcher used the focused group discussion method with the teachers and parents and not with the learners is because they have being working closely together and also to make them feel free to express their thoughts, views, perspectives and ideas on how the learning experiences of the learners transitioning from Township to Ex-Model C schools could be enhanced so as to support the learners learning and development. This study employed two grade six teachers and two parents of learners transitioning from Township to Ex-model C schools were selected to participate in the focus group discussion, to gain their perception and their ideas on how schools can enhance the learning experiences for the learners transitioning from Township to Ex-model C schools through Invitational education perspectives.

Furthermore, due to the job responsibilities of these teachers and parents it was difficult to conduct the focus group discussion during the working days; therefore, the researcher and participants agreed to conduct the discussion during the weekend. Hence, on the 16th of June 2018, Saturday, the researcher met with the participants (teachers and parents) at a very safe, quiet, and secured venue which was a park garden; both researcher and participants felt comfortable. The researcher provided lunch and cold drinks before commencing the discussion. Krueger and Casey (2014) and Rajesekar et al. (2014) postulate that it is important for the focus group discussion schedule and questions to be well phrased and sequenced so that it can be easy for participants to understand and to get the logic of the discussion. Therefore, the researcher begun by welcoming the participants and briefly informed them about the purpose of the study which is to propose ways that can enhance the learning experiences of the learners

transitioning from Township to Ex-model C schools through an Invitational education perspective. The researcher explained that they were free to withdraw at any moment once they feel discomfort during the sessions, and permission for using a voice recording was requested from them. The researcher asked questions that were prepared for the focus group discussion; these questions were carefully predetermined and well sequenced according to the objectives of the study *(see appendix 10).* The participants were actively engaged in the focus group discussion since they all had something in common with each other concerning the topic of learners transitioning from Township to Ex-model C schools. Krueger and Casey (2014) and research by Merriam and Tisdell, (2015) highlight that, during the focus group discussion, a researcher needs nothing but attention to understand the feelings, thoughts and comments of participants well, as they discuss the issue.

The researcher jotted down field notes on issues that participants brought up during the focus group discussions without any interruptions as she observed them. With the active participation of participants on the topic of discussion, the researcher was able to obtain detailed feelings, thoughts, and perceptions of both teachers and parents. After all the questions had been discussed, a deeper understanding from the teachers and parents was gained by the researcher, and the focus group discussion ended well. However, it is imperative to note that the researcher only engaged the participants (learners, parents and teachers) in the first cycle of PAR using drawing and focused group discussion methods to generate data for the study.

4.5. Role of Researcher and Participants in the study

Since this study applied the Invitational education theory as a lens, both the researcher and the participants of this study are co-researchers and have played the role of active beings and agents of change which is to change the current situation of the school environment into a sustainable one for effective learning. Haigh (2011), Purkey (2005), Berg (2008) and research by Okaya et al. (2013) reveal that the learning experiences are enhanced when learners are positively encouraged and intentionally invited to the educational sites.

Therefore, as mentioned in the introductory chapter 1(1.10), this study is a qualitative research which adopts the PAR research design to propose ways in which schools can enhance the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective. Consequently, research by Bradbury (2015) and Cohen et al. (2013) assert that PAR is a research design that aims to find solutions to unsuitable conditions by applying the relevant theory effectively. Therefore, this research design

empowered the participants (teachers, parents, and learners) and gave them a voice to speak and share their experiences from two different school environments.

In the same way, Purkey and Siegel (2003), McKnight and Martin (2013) and research by Egley (2003) highlight that, an Invitational education theory is an essential research approach for creating and sustaining an inviting learning environment for the learners in educational environments and increases their learning outcomes as well as their professional growth.

Moreover, this study relied on a participatory process where by both researcher and participants were accountable, valuable, and respected regardless of their contribution (Haigh, 2011; Purkey, 2005; Cain, 2013; Berg, 2008). In addition, the relationship between the researcher and participants was dialogic, transactional and dialectic (Steyn, 2016; Ford, 2015; Shaw et al., 2013; Stanley et al., 2004) which in turn is critical to exploring and questioning the significance of ways schools can enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education approach.

4.6. Data Analysis

Some psychologists assert that, in a qualitative psychology research, data analysis is an inductive process of organising the collected data into themes or categories (Smith, 2015; Lewis, 2015; Lyons & Coyle, 2016). Furthermore, some research suggests that, the process of data analysis should be on-going and non-linear in the research (Flick, 2014; Wayhuni, 2012; Struwig & Stead, 2013). This is to say that the data analysis process should not involve the straight forward steps but should go back and forth during the whole analysis process. Moreover, Taylor et al. (2015) and research by Lyons and Coyle (2016) maintain that, analysis in qualitative studies is inductive, where by a researcher develops concepts and themes to understand the patterns of data generated. Therefore, in this qualitative study the data generated from the drawings and the transcribed focus group discussion was analysed by using a Critical Discourse Analysis (CDA).

CDA is referred to as a problem-oriented data analysis approach that is trans-disciplinary and consists of sets of theories and methods which are used in education research (Han, 2015; Fairclough, 2003; 2013; Van Dijk, 2015). Recently research in Educational psychology seemed to include a variety of approaches that deal with the social analysis of discourse (Fairclough & Wodak, 1997; Fairclough, 2013; Van Dijk, 2015), which does not rely on unique discipline, paradigm, theoretical framework, or methodology. Therefore, education psychology researchers prefer more CDA because it brings together social theory and textual analysis

which emphasises on the commitment of addressing the social problems in the society (Fairclough, 2003; Wodak & Meyer, 2015; Han, 2015).

Moreover, some research state that, the primary aims of CDA is to provide the tools for addressing the challenges in educational sites, systems and practices by using its moves from description and interpretation to explaining how discourse constructs itself in the schools social world (Han, 2015; Van Dijk, 2006; 2015). Therefore, this study utilised CDA to analyse the transcribed textual and visual data retrieved from the drawing and focus group discussion processes. Meanwhile, Smith (2015) and Fairclough (2013) postulate that, educational psychology research and CDA are both socially committed paradigms that address different challenges in educational sites through a range of theoretical perspectives.

Additionally, in his studies Fairclough (2003; 2013) further states that, CDA method is concerned mainly with the process of social transformation. Hence, this analysis method appeared to be appropriate for this study, because the focus was to propose ways in which schools can enhance the learning experiences of the learners transitioning from Township to Ex-model C schools. Furthermore, by using the CDA in this study, the researcher was able to understand all the dialogue, semiotic and inter-discursive data from the teachers, parents and learners, which were converted into meaningful data. In addition, Wodak and Meyer (2015) and Fairclough (2003) outlined three levels for accomplishing the CDA in qualitative research which are textual analysis, discursive practises analysis, and sociocultural analysis. Therefore, the following sections explain how this study embraces these three levels of CDA.

4.6.1 Level 1: Textual Analysis

Fairclough (2003; 2013) and research by Van Dijk (2015) indicate that, the first level of CDA is aimed at describing the existing relationships among the texts. Therefore, at this level of data analysis raw data was processed from the focus group discussion and the drawing sessions, and the aim of processing the data was to see if there was any similar data to draw the themes and codes (Atkins & Wallace, 2012; Lewis, 2015; Rajesekar et al., 2013). Therefore, tape recorded data was transcribed to written texts, and raw data was examined by interpreting it in order to get a sense of the relationship between the research questions and the research objectives (Creswell, 2014; Punch & Oancea, 2014). The teachers' and parents' responses were analysed from the focus group discussion transcriptions and finally I managed to select related data and reduced unrelated ones. In addition, this level of textual analysis takes place immediately after the data generation is completed.

4.5.1 Level 2: Discursive Practises Analysis (Interpretation of configuration of discourse practices)

Moreover, the second level of CDA aimed to interpret the configuration of discourse practises in an organisation (Wodak & Meyer, 2015; Fairclough, 2003; Van Dijk, 2006). This is to examine the production, consumption as well as the reproduction of the meaningful data from the participants. Therefore, after the text, imaginative and verbal data are produced; at this level of analysis the researcher was mostly concerned with how the participants interpret their drawings and transform their texts into meaningful data (Gee, 2014; Han, 2015). Additionally, meanings from learners' drawings were formulated and learning experiences from both school environments (Township and Ex-model C) were compared. Text responses from participants from the show and tell session were further outlined and examined which to discover the main ideas and supported ideas on how they think schools can enhance their learning experiences. Hence, both main ideas and supported ideas were then interpreted in order to give the correct answers to the research questions.

4.6.2 Level 3: Sociocultural Analysis (Description and interpretation of current discourse)

The focus of the third level of CDA is to use both data description and interpretation to offer a meaningful explanation of why and how socio practices are constituted (Wodak & Meyer, 2015; Gee, 2014; Van Dijk, 2015; Fairclough, 2013). Hence, at this level the researcher assessed the explanations given by the participants on what is happening in the schools and how discourses operate in the various five domains (5Ps) at school.

4.7 Trustworthiness

Trustworthiness is referred to as a tool to check the appropriateness of data, and to ensure confidence in trusting potentially successful research results (Merriam & Tisdell 2015; Lyons & Coyle, 2016; Glesne, 2015). Creswell (2014) and research by Cohen et al. (2013) concur by saying that, trustworthiness is the term that determines the degree of truthfulness and the value of the study. In qualitative studies there are four principles of determining the trustworthiness of research which are credibility, transferability, dependability and confirmability (Padgett, 2016; Bradbury, 2015; Atkins & Wallace, 2012). These four principles are substantial in evaluating the worthiness of the study. Therefore, the following sections adhered to how this study embraces these principles of trustworthiness.

4.7.1 Credibility

Credibility is similar to internal validity in quantitative research (Atkins & Wallace, 2012; Creswell et al., 2007). Additionally, credibility is the element that allows others to recognise the experiences contained within the study through the interpretation of participants' experiences (Cohen et al., 2013; Ferreira et al., 2013). Moreover, Taylor et al. (2015) and research by Creswell (2014) postulate that, the credibility of the research measures reality and determines the usefulness of the data obtained. Credibility in this study was ensured by selecting appropriate participants, who are learners transitioning from Township to Ex-model C schools, their teachers, and parents in order to obtain useful data. Further, at the end of the study credibility was established by presenting the transcripts to participants to offer each participant the opportunity to read and review their responses to ensure they were accurate before the process of data analysis.

4.7.2. Transferability

This is the ability to transfer research findings or methods from one group to another (Punch, 2013; Flick, 2014; Merriam & Tisdell, 2015). It is also when one determines the extent to which the findings of a particular inquiry have applicability in another contexts or with other subjects/participants (Padgett, 2016; Merriam & Tisdell, 2015). Moreover, Glesne (2015) and research by Lewis (2015) state that, transferability in qualitative research is equivalent to external validity in qualitative research.

This study ensured transferability by providing a dense description of the population, context, sample, and sampling procedures, data generation methods, and data analysis of the study. Nevertheless, the following chapter (5.2) contains the direct quotes from the participants' transcribed text, in order to add to the richness of the findings presented.

4.7.3. Dependability

This refers to the extent to which one`s findings can be found again and the researcher can be able to follow the decision trail used by the previous researcher (Padgett, 2016; Merriam & Tisdell, 2015; Atkins & Wallace, 2012; Wahyuni, 2012). Moreover, some research maintains that, dependability can be achieved by describing the specific purpose of the study, discussing how and why the participants were selected for the study, describing how the data were generated and how long the data generation lasted (Hancock & Algozzine, 2016; McLaren, 2015; Punch, 2013). Hence, in the beginning of this chapter the methods used for data generation and design for the study were clearly stated. Moreover, dependability was achieved

by keeping all transcripts, audiotapes, and field notes in a lockable cabinet in the supervisors' office.

4.7.4 Confirmability

Confirmability is like objectivity in quantitative research (Punch, 2013; Lewis, 2015). It always occurs when credibility, transferability, and dependability have been established in a study (Merriam & Tisdell, 2015; Padgett, 2016; Van Dijk, 2015). Therefore, in order to ensure confirmability, the qualitative research must be reflective, maintaining a sense of awareness and openness to the study to unfold results (Taylor et al., 2015; Creswell et al., 2007; Creswell, 2014). Moreover, during the data generation phase, the participants' explanations were recorded when they shared their opinions and experiences on how schools can enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education perspective. Furthermore, field notes were used to record all observable personal feelings, biases, and all insights. The researcher made a conscious effort to follow up rather than leading during the data generation process. Finally the researcher got enriched information which results from proper directions and explanations given to participants, as well as the deep clarification of definitions, slang words, and metaphors during the drawing session and focus group discussions (Padgett, 2016; Lewis, 2015; Yin, 2015; Gee, 2014).

4.8. Ethical Considerations

Cohen et al. (2013) and research by Gajjar (2013) explain that, ethics refers to the rules or set of principles that a researcher needs to adhere to before and after the research process. The researcher was familiar with all ethical requirements within the qualitative research process. Furthermore, some research affirms that, a researcher has to respect the participants' rights, needs, values, and desires during the research process (Israel, 2014; Cohen et al., 2013; Gajjar, 2013). During the study, the researcher ensured that all the ethical considerations were adhered to by asking for permission to conduct the research from the KwaZulu-Natal Department of Education *(see Appendix 1),* followed by application of the ethical clearance for this study from the Ethical Higher Degrees Committee at the University where the researcher is registered as a Masters student *(see Appendix 2).* Furthermore, permission was sought from the principal of the school and informed consent letter was granted by the principal as gatekeeper of the school *(see Appendix 3).* Moreover, the teachers and parents of learners were issued with consent letters to ask for their voluntarily participation *(see appendix 4).* Nevertheless, the four learners who were participants were under 18 years of age and assent forms which clearly stated the

objectives of the study were given to their parents/guardians requesting for their permission to allow them to participate in the study *(see Appendix 5*). More specifically, confidentiality was ensured by using pseudonyms for the school, teachers, parents, and learners who participated in the study. They were made aware that their verbal responses could be visible since the findings of the study could be shared with other organizations, people and in the written research report.

4.9. Summary

This chapter presented the research methodology that was used in the study. The different sections justify the research design, the sample and sampling procedures, and the processes used to generate and analyse data in order to answer the research questions. The critical paradigm was chosen as it was deemed suitable for this study to explore "how to enhance the learning experiences of the learners transitioning from Township to Ex-model C schools through Invitational education perspectives". The chapter goes further by explaining the issues of trustworthiness of the study by providing detailed information on the principles to comply with. Lastly, the chapter concludes by showing the strategies and steps followed to ensure all ethical considerations were complied with during the process of this study. The next chapter presents the data generated and the interpretation of the research results.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION ON LEARNERS TRANSITIONING FROM TOWNSHIP TO EX-MODEL C SCHOOL: AN INVITATIONAL EDUCATION PERSPECTIVES.

5.1 Introduction

In the previous chapter the explanation about the data generation procedures and analysis were presented successfully. Therefore, this chapter focuses on the data presentation and the discussion/Interpretation of the data that was obtained from the qualitative data generation methods which are drawings and focused group discussion. The purpose of this study was to propose ways which schools could enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education perspective. Moreover, the data presented in this chapter were well analysed using Critical Discourse Analysis (CDA) and common themes/ codes were identified by using the coding procedures and classification of the correct information from the participants. With regards to three levels of CDA this study accomplished data analysis as follows:

The first level of analysis, also known as textual analysis, is based on describing the relationship of texts. The raw data was processed from the focus group discussion and the drawing sessions to identify similar data in order to identify the themes. Meanwhile, level two of the analysis which is discursive practises analysis, was mainly based on interpreting the configuration of discourse practises in an organisation. Therefore, after the text, imaginative and verbal data are produced; the researcher examined how the participants interpret their drawings and transform their texts into meaningful data. Level three of data analysis, which is sociocultural analysis, was mainly based on describing and interpreting how the current discourse operates. Therefore, the explanations given by the participants on what is happening in the schools and how discourses operate in various domains (five power Ps) at schools were examined. Thereafter, both main ideas and supported ideas were interpreted in order to answer the research questions.

This chapter contains direct quotations from the focus group discussions and clarifications from the learners' drawings *(see appendix 6-9)* to present participants' perceptions and their views on how the learning experiences of learners transitioning from Township to Ex-model C

schools can be enhanced through an Invitational education perspective. Taylor et al., (2015) and research by Israel (2014) indicate that, the researcher should enable the reader to follow up the thinking of participants that gives clarity to the reported themes by using the participants' voices. Therefore, the data presented in this chapter are the results of the study that seek to answer the following questions:

How can the learning experiences of learners transitioning from Township to ex model C schools be enhanced through an Invitational education perspective? While the sub questions are:

1. What are the current situations regarding learners transitioning from Township to Ex-model C schools from an Invitational education perspective?
2. What are the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective?
3. Why do learners transitioning from Township to Ex-model C schools' learning experiences need to be enhanced from an Invitational education perspective?
4. How can the learning experiences of learners transitioning from Township to ex- model C schools be enhanced from an Invitational education perspective?

In the next section, the results generated through drawing sessions and focus group discussions are presented, analysed, and interpreted using the participants' verbatim quotations.

5.2 Data Presentation, Analysis, and Interpretations

This section presents the learning experiences, thoughts and perceptions of participants that emerged from the drawings and focus group discussions during the data generation process, as discussed in the chapter 4 (4.4). Therefore, data are presented according to the following themes that emerged from the research findings:

THEME ONE: The influence of the current situation in the school environment on learners' behaviour from an Invitational education perspective.

THEME TWO: The multifaceted experiences of learners transitioning from Township to ex-model C schools.

THEME THREE: The significance of enhancing the learning experiences of learners transitioning from Township to Ex-model C schools.

THEME FOUR: Perceptions of strategies in enhancing learners' learning experiences through an Invitational education perspective.

5.2.1 The Influence of the current situation in the School Environment on the Learners' Behaviour from an Invitational Education Perspective.

During the focus group discussion and drawing sessions, the participants' responses indicated that they all believe there is a strong connection between school environment situations and the way learners behave. However, the responses from the teachers seemed to suggest that if Township schools impose strong rules and regulations as they do in Ex-model C schools that could help learners have high discipline and good behaviour. Parents and learners described the school environment as a place which influences the life of the learners positively or negatively.

Therefore, the participants' responses indicate that, learners show improvement in their behaviour that related to their studies. Participant T1, as explained in chapter 4(4.3.4.1) is a female educator with 24 years in the teaching career; she commented on the place (Ex-model C school) by mentioning that there is a flood of transitional learners' applications.

T1 response on the current situation:

> *"…Since 2012 the numbers of leaners applications from the administration in our schools is becoming big every year….like in our last closing term meeting our principal revealed that we have received about 510 learners application for 2019 admission……".*

Moreover, when I asked about the main causes for the transition of massive learners from Township into Ex-model C schools, P2, a parent who is a single mom of two boys, as explained in chapter 4(4.3.4.1) pointed out that, in Ex-model C schools, they offer curricular and extracurricular programmes which works for the benefit of everyone in the school environment by promoting the well-being and enrichment of knowledge with positive experiences from the learners (Ford, 2015; Steyn, 2013; Haigh, 2011).

Therefore, she mentioned that:

> *P2: "…I think the main pull factor is that…most of we parents, we poses and believe in the holistic education and so many opportunities in academic growth that ex-models schools provides to our children".*

In chapter 4 (4.3.4.1), T2, a male educator with 4 years teaching experience, commented on the fee policies in private schools and Ex-model C schools. He pointed out that the fee policies

posed by Ex-model C schools make it affordable; in most cases according to him, they consider people from low income families. This is captured in the excerpt below:

> *T2 (interrupting): "….I agree with you P2, but also I think parents are not only concerned about the quality of education but also the affordable fees for better education…."*
>
> *T2 further stressed: "…..because if you speak about quality and holistic education, even the schools registered with the Independent Schools Association of South Africa (ISASA thereafter) are providing good and quality education….but I said parents also consider the affordable fees because our schools fees are more cheaper compare to ISASA's fees".*

Furthermore, while exploring the participants' observation of learners during their first days of transitioning, the comments showed that learners like other people should be viewed as being able, valuable and responsible, and are to be treated accordingly (Purkey & Siegel, 2003; Hunter, 2015; Purkey & Novak, 2008). Therefore, this showed that every new learner's perception of their new environment is different. This is viewed from the statements below.

> *T1: "……its normal for every human being not to be sure when facing new environment...new people…..new this…, new that….so, even these learners in the beginning they were not sure about most of everything in our school environment even the things that they learned.."*

T2 noted that:

> *"….for what I saw from these learners during their first days of transitioning was the struggling to cope with our school culture……as we all know how hard is resentment towards a new culture especially our school culture which is mostly based on Britain…".*

Consequently, all the participants' responses indicate that, during the transitioning phase, learners are confronted with some challenges in adjusting themselves to the new school environment. In addition, when the teachers where asked what they do to create an inviting and effective learning environment for these learners during their transitioning phase, T1 said:

> *T1: "…..Hmmmh I normal find a front desk for a new learner in my class, so that I can have closer communication with him or her… and this helps me to identify easily the difficulty the learner is experiencing".*

On the other hand, T2 posed that, in order to create an intentionally inviting learning environment for the new learners, the teachers should emphasise on trusting, caring and respecting learners by creating group discussions in which learners intentionally exchange and share their knowledge to create an inviting school environment. He indicated that:

> *: "…..Mmmmm…. For me I always believe in peer support, that is why when I received a new leaner in my class I used to group him/her with other learners with different abilities so as to serve as helpers."*

Moreover, during the focus group discussion, the participants (teachers and parents) talked about their observations and experiences of change in the learner's behaviour while they were in Ex-model C schools. In fact, the responses indicated that currently learners transitioning from Township to Ex-model C schools have gained lots of achievements which are mainly because of the inviting learning environment created. This makes the learners become motivated and passionate about their studies. It also enabled them to develop skills such as speaking different languages like English and Afrikaans and becoming active in extracurricular activities and sport.

P2 commented as follows:

> *P2: "…..I have noticed so many positive changes on my son's academic progress…but the amazing thing is that my son became so passionate with sports….and especially rugby… (she smiles)….he even joined the rugby school team."*

In agreement with P2 concerning the positive changes in the learners' academic progress, which seemed to be influenced by intentionally inviting situations in the Ex-model C school environment; P1 who was mentioned in the chapter 4(4.3.4.1) as a mother of three, 35 years old and being married for 9 years, concurred by saying;

> *P1: "…….before my daughter was so lazy with school's work…but since she moved to Ex-model C school she become very committed and responsible for her school works….and yep… she improved her marks so much compare to what she was get in Township school".*
>
> P2 also added that, *"…..I think also because in the Ex-model C always influence and maintain the learners' and their teacher relationships….. So, I think this plays a big role in shaping a learner to be more active with school works …"*

Moreover, when asked if there is any serious discipline issues related to transitioning learners from Township to Ex-model C schools, T1 revealed as follows:

> *T1: "……..Mmmmm …I did not experience any misbehaving from these learners in my classroom…. But I think because they are full aware with the schools rules and regulations … and the punishments once they misbehave….. Cause our school is very strictly when a learner misbehave to the teachers or fellow learners".*

In response to the first objective of the study, which is to explore the current situation regarding learners transitioning from Township to Ex-model C schools from an Invitational education perspective, the above responses showed that currently in both schools (Township and Ex-model C schools), the environment is not intentionally inviting/welcoming. This is because all the participants revealed some issues that the learners face in Township schools which are a result of poor academic performance as well as lack of certain important skills like extracurricular activities. This was evidenced when P2 indicated that, immediately when her son transited to an Ex-model C school, she noticed so many positive changes in her son's academic progress. Furthermore, P1 also posited that, before (at the Township school) her daughter was so lazy with school-work, but since she transitioned to an Ex-model C school, her daughter seemed to be busy with her homework. These responses show that, when these learners are in Township schools, they have poor academic progress. Thus, this clearly signifies that in Township schools the learning environment is not an inviting learning environment, which do not motivate the learners and it makes them have a low morale to learn and fail to perform well academically.

Incidentally, this resonates with the study by Heystek and Terhoven (2015) and a study by Spaull (2013) that reveal, Township schools normally experience incidences of poor discipline which leads to frequent violence that impact negatively on the learners' academic performance and development. However, learners transitioning from Township to Ex-model C schools have expectations that their learning situation will be better; although in reality, these learners seemed to struggle when they try to adjust and adapt in their new school environment (Coetzee, 2014; Zoch, 2015; 2017). Additionally, some research postulates that, many cases of learners transitioning from Township schools to Ex-model C schools have been reported to be confronted with the issues of poor socialization, low self-esteem, and poor academic performance on their first days of the transitioning process to Ex-model C schools (Hammett &Staeheli, 2013; Muribwathoho, 2015; Radebe, 2015).

On the other hand, some of the study also identified that Ex-model C schools learning environment is both an inviting and disinviting learning environment (Hunter, 2015; Hill, 2016; Zoch, 2015). Some of the disinviting factors that seemed to hinder these learners to cope easily with the new school environment were evidenced when T1 said, *"all learners are fully aware of the schools rules and regulations and they all behave according to the school code of conducts*". By comparison, research on learners' integration in the USA by Osikomaiya (2014) and research by Chapman and Salokangas (2012) in UK, also described the feelings of discomfort experienced by learners when trying to adjust to their life in a new school culture, rules and regulations. Moreover, some research states that such feelings can be experienced by anyone who find themselves in an environment that they perceive as foreign to them (Osikomaiya, 2014; Chapman & Salokangas, 2012; Bovill, 2014).

From this insight, there is a gap on how the Ex-model C schools involve their learners who are transitioning from Township to Ex-model C schools; this is because by applying their rules and regulations on the new learners who are trying to adjust to the new school environment, it proves that Ex-model C schools' learning environment are intentionally disinviting. Therefore, with strict rules and regulations, the environment does not provide comfort and effective learning.

However, the study revealed that some teachers at Ex-model C schools trying to create an inviting learning environment in the classroom by placing the new learners at the front desk in-order to help them learn. In the same way, Hannah (2013) and Nieto (2015) postulate that, the arrangement of placing a new learner at the front desk helps the learner adapt easily to the classroom environment and achieve a greater focus on the lesson (Hanna, 2013; Nieto, 2015; Bennett, 2014). Additionally, teachers also group the transitioning learners with other learners to help them develop good communication skills, integration and social experience (Kotze, Van der Westthuizen & Barnard, 2017; Lu & Anderson, 2014).

Furthermore, the feelings expressed by both parents indicate that, they are happy with their children's academic progress compared to how they were in Township schools. In reference to their participation in the extracurricular activities at the Ex-model C schools, participant P1 showed excitement when she commented that her son is in the school rugby team. Similarly, P2 also showed how happy she felt when she revealed about her daughter's improvement on her marks compared to her previous performance in the Township school. Therefore, this resonates with the study by Zoch (2015; 2017) who suggests that Ex-model C schools are characterised by high academic performance due to the availability of resources and greater

parental involvement. In addition, the learners' drawings also indicate an advancement in their learning, through their drawings; it was clear for them to use pictures as metaphors to describe themselves and their learning experiences in both schools (Township and in Ex-model C schools), *(see appendix 6 -9).*

The participants' responses concur with the above-mentioned theme which suggests that, there is a strong influence of the situations of the school environment on the learners' behaviours. Most importantly, with regards to the Invitational education theory, the research indicates that, the physical environment of a school is an excellent point to start and maintain Invitational education (Steyn, 2016; Shaw et al., 2013; McKnight & Martin, 2013). Therefore, in order to enhance the learning experiences of the transitioning learners, the Ex-model C School Governing Body (SGB) and School Management Team (SMT) should ensure the school environment includes programmes on inviting educational practices. Furthermore, the Ex-model C schools' environments are well equipped with educational resources such as libraries, laboratories, big sport fields and open space classrooms (Bennett, 2014; Monageng, 2012; Soudien, 2010; Graven, 2014). This study highlights that, when the processes, programmes, people, policies and places in Ex-model C schools are combined with Invitational education practices, it would make the school environment greatly motivate learners to learn and perform well in their academic endeavours.

5.2.2 The Multifaceted Experiences of Learners transitioning from Township to Ex-model C Schools

When exploring the learning experiences of the learners transitioning from Township to Ex-model C schools as the second objective of this study, participants' responses indicate that during the transitioning they experienced both positive and negative learning experiences in the Ex-model C school environment.

Data from the participants' responses indicated that, all of the participants (learners, teachers, and parents) encountered a negative learning environment during the transitioning phase. The following are excerpts from the data:

> *T1: "…..ooh….I remember when they were not able to concentrate on multitasks…. (She touch her forehead)…ooh my God…it was hectic for me as a teacher to spend a lot of time to the one learner…guiding him/her on the one task and make sure the task is successfully …before jump into another one…"*

T2 confirms that: "oh yeah! .....I also encountered the same problem….it is real time consuming and it is so irritating too… (He laughs)".

The teachers also indicated that they encountered another negative factor in establishing and maintaining relationships with learners of different races. This is noted in the excerpts of participant T2.

T2: "…I experienced the challenge on getting close with two new learners…..only because we are not the same ethnic group…"

Participant T1 also concurred,

T1: "…..oh...and I think by having rules and expectations clearly visible in our classroom makes them to see us as…. we are strictly just as those classroom' rules and regulations….maybe that is why they do not get so close to us easily…."

Meanwhile, excerpts from the learners' drawing session as explained in the chapter 4 (4.4.1) also revealed that, they faced some negative learning environments during their transitioning process. With the drawings, learners used metaphors to describe themselves and their transitioning experiences in Ex-model C schools *(see appendix 6-9).* According to some of these learners, they experienced a negative learning environment when adjusting to the culture of the new environment. They also mentioned the lack of interaction and relationship with their fellow peers. In addition, they experienced the lack of formal orientation to the new school during their transitioning process which resulted in difficulty in accessing their classrooms easily.

According to participant L3 who described herself as "a small and confused bird" *(see appendix 8),* expressed the feeling of discomfort and viewed the school environment as negative when trying to learn the new culture; she stated that,

L3: "….in the beginning it was so hard to sit with my leg crossed….my legs was paining…." (She laughed).

Participant L1 who described himself as a Sun *(see appendix 6),* further indicated that as a new learner in Ex-model C school, he was confronted with the issue of rejection and lack of social belonging from his fellow learners. Therefore, this shows that some of the people in the Ex-model C school can create negative learning environment for the transitioning learners. He claimed that,

L1: "…Mmmmm…..learners in this school are so difficult to relate with diverse learners….I only managed to talk and communicate after almost three weeks since my transitioning to this school and hmmm! It was so hard to get new friends".

However, due to the lack of important programmes such as conducting formal orientation for learners during their transitioning period from Township to Ex-model C schools, resulted in the learners experiencing their new environment as disinviting. Participant L2 who described himself as an umbrella *(see appendix 7)* revealed the challenges he experienced in the school environment which impacted on his learning. He stressed that,

L2: "…Mmmh this school is big and all classes are looking the same. I remember I failed to know where my class is. I was late to classes on so many times because I was unable to find my classroom".

Nevertheless, the point of lack of building relationships and interacting with the teachers was described as a disinviting learning experience by participant L4, who described herself as a Tree *(see appendix 9)*. She stated that,

L4: "….ooh it was my first time to be in a school which all teachers are whites…..it was not easy for me to understand the way they talk; so quick."

Additionally, the data also showed that the parents also experienced diverse disinviting experiences during the transitioning phase; for example, when they faced financial constraint and poor guidance on how to deal with their children school work. This was evident in their comments:

P2: "……I remember when I transitioning my son to Ex-model C school on 2015,…few days I was fired from the company where I was working….so I experienced some financial difficulty, then I decided to speak with principal to put my son under the exceptional ….but because my son was new at school…my application was declined….."

P1 also comment on the insufficient support on understanding their children's' education, she said:

P1: "…Hmmm…for me it was very frustrating phase…because I total failed to understand my daughter at all… (She laughs)…..I think she was under pressure because every day she was coming with different stories about her new school…"

Despite the negative learning experiences that learners and their parents face during the transitioning phase, the participants also revealed some positive learning experiences while transitioning from a Township to Ex-model C school. Besides, data depicted several intentionally positive elements in the Ex-model C schools' environment experienced by participants during the transitioning process.

Moreover, the participants (learners) responses showed that there are places in the new school which were attractive, clean and engaged them in doing different kinds of sports. Additionally, they expressed the feeling of happiness, satisfaction with the environment, and they mentioned that the environment was conducive and safe for them. Again, the parents' commented on some schools' policies like parental involvement. More so, according to the parents, Ex-model C schools encourage involvement in their children's education. Moreover, as maintained by the Invitational education theory, the schools' policies should consider the ethnic culture in order to promote care, fairness, and respect of the people (Steyn, 2013; Haigh, 2011; Cain, 2013; Egley, 2003). For instance, the data showed that parents received frequent calls from their children's schools; were invited to school events like parents' evenings, board meetings and received frequent newsletters regarding their children's academic progress. This was evidenced in the following comments:

> *P1: "…on the first days of my daughter's school transitioning …it was so hard for me…. As I had to do many of homework's with her... a lot of activities and a lot of meetings to attend at school."*
>
> *P2: (Interrupting) "Hmmmm… I won't forget the most glorious parental involvement…. When the school offer us with the computer literacy classes for free….so as we can assist our children with online tasks…"*

In addition, the data also showed that the learners also experienced an intentionally positive learning environment which helped them in their learning progress and development. For instance, they received support from people in Ex-model C schools (students and teachers), developed computer skills, and are able to learn other languages, skills etcetera. Moreover, the size of the class and small number of learners in the classroom were regarded as an intentionally inviting learning environment in their new school (Ex-model C) during their transition. According to the drawing of participant L1, the following was highlighted:

L1: "….but here in Ex-model C school I found it easy to focus in the classroom, I play rugby every week, my class has only 20 children and also my teacher helps me when I don't understand some instructions."

Participant L4 also affirmed that,

"…now I know to work with computer….I can speak Afrikaans….and I know to play volleyball".

Participant L2 also indicated that,

"…..in this school I feel secured that is why I become unfolded umbrella…(he smiled)…I have five teachers teach me different subjects…my teachers here are helpful….I learn many things like sport, Afrikaans….and children are not naught like in Township school…".

Participant L3 also noted that,

"…Hmmm in this school all learners and teachers are speaking English, here learners can only argue but not fight as in Township. In our class we are few and we all get equal amount of attention. I thank my mam (teacher) for joining me in a hockey school team and here my friends are nice to me and we always support each other".

In the response to the second objective of the study which is to explore the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective, the result of the study indicates that, the participants' transitioning experiences were complex. This implies that all the participants had negative (disinviting) learning experiences as well as some positive (inviting) learning experiences during and after their transition process. Overall, the responses from the participants showed that the constraints or disinviting learning environment they faced was because of the lack of an intentionally positive (inviting) environment in Ex-model C schools.

For instance, some participants mentioned that learners who transitioned from Township to Ex-model C schools were confronted with challenges like engaging in multitasking. Incidentally, some researchers affirm that new learners' experience new task difficulties in new school environments, and this makes the learners face too much pressure from their fellow learners which led them to the failure of adapting to the school environment as well as school culture (Masino & Niño-Zarazúa, 2016; Banks, 2015; McLaren, 2015).

Meanwhile, some research highlight that many teachers in Ex-model C schools are whites, and most have little or no prior experiences of teaching learners from different ethnic or cultural groups (Dewey, 2013; Brown & Shumba; Banks, 2015). Therefore, this issue was also revealed in the participants' responses which indicated that in Ex-model C schools there is scarcity of teachers teaching in multicultural classrooms. Moreover, this suggests that, Indians and black learners may go through their school years without having a single teacher with whom they share cultural orientations in Ex-model C schools (Bloom et al., 2015; De Clercq, 2014; Engelbrecht et al., 2015). On the other hand, the result from the study showed that the participants' experience intentionally positive (inviting) learning environments. Drawing from the learners' views and drawings which depict that in Ex-model C schools, they received support from other learners and teachers, they developed computer skills, are able to learn other languages like Afrikaans, and engaged in extracurricular skills which enabled them to learn effectively in their new school (Ex-model C) during their transition phase.

Most importantly, research by Stuurman (2013) and research by Brown and Shumba (2010) state that, in any multicultural school or community, cultural understanding is critical for teaching and learning. Therefore, in order to eliminate all the negative (disinviting) learning factors in an environment that the participants experienced during the transitioning phase, the study included the application of Invitational education practices in Ex-model C schools, since the theory suggests that the school environment should be helpful in enriching the knowledge, stimulate learning, and develop a person (Juhnke & Purkey, 1995; Purkey & Novak, 2008; Steyn, 2016; Ford, 2015). Furthermore, from the participants' response it also indicated that Ex-model C school environment should be created in such a way that will promote the well-being and enrichment of knowledge and positive experiences of learners (Berg, 2008; Ford, 2015; Steyn, 2016; Cain, 2013). The participants' responses concurred with the above mentioned second theme, which suggests that there are multifaceted experiences of learners transitioning from Township to Ex-model C schools and of their parents and teachers during the transitioning phase.

5.2.3 The Significance of Enhancing the Learning Experiences of Learners Transitioning from Township to Ex-model C Schools

While examining the needs of enhancing the learning experiences of the learners which are to assist the learners to grow, develop and learn effectively and improve their wellbeing's after transitioning from Township to Ex-model C schools. The participants' responses in this section revealed many advantages which schools and learners will achieve once their learning

experiences are enhanced, in order to learn effectively and develop in their new school. Furthermore, the participants' responses indicate that, the learners developed a sense of participation; self-confidence, sense of belonging, high motivation to learn, independent learning, overcame anxiety and fear when their learning experiences were enhanced. The following are excerpts from the participants.

T1 affirms that,

> *"It will help the learner to develop a sense of participation".*

T2 also states that,

> *"….Mmmm it can significantly increase learners' achievement by making them to be fully involved in the class activities, and also gain support from other learners and teachers during the whole learning process".*

In fact, some of the participants' comments indicated that, the process of enhancing learning experiences, should be conducted intentionally in the first place because it helps the learners feel invited in the learning environment. Additionally, enhancing their learning experience helps the learners to develop a sense of belonging, to become more motivated to learn and it enables them to learn independently. Others added that it will help them develop a sense of belonging, and acceptance while doing their class work/tasks with peers. This was evident in the following excerpts below:

L1 commented that,

> *"……. I think it will help us to be more independent with our schools' works…and also will be able to understand all the tasks"*

P2 suggests that,

> *…this will help them to develop a sense of belonging in school environment which will result to encourage learners to make efforts to learn and to improve all the initiatives."*

P1 also infers that,

> *"…will lead to the motivation of these learners…. and also they will be more concerned and also they will value their own learning".*

L3 also stipulates that,

> *"… I think it will help to create the feeling of capability to do our school work…"*

Furthermore, one of the learners L2 revealed that, if the Ex-model C school intentionally enhances their learning experiences, they will acquire the self-confidence to present in front of their peers and other people; help them to overcome their fears and anxiety, they will be confident and also able to contribute in the class discussion. This was indicated below in the participant's comments:

L2 stated,

> *"Mmmm…it will help us to overcome our anxieties and fear of answering the questions or to give a valuable comment in the class discussions…"*

In addition to that, L3 highlighted that,

> *"Mmmh also able to tackle the challenges we face in the new school environment".*

In the response to the objective 3 of the study which is to examine the need of enhancing the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective. The results from the study indicated that, the intentional enhancement of learning experiences of transitioning learners from Township to Ex-model C schools encourages a sense of participation; learners become actively engaged in the classroom. In other words, an Invitational education theory posits that, the process of enhancing the learners' learning experiences tends to leave the responsibilities to the learners, since they become more accountable towards their academic progress (Okaya et al., 2013; Shaw et al., 2013; Purkey & Novak, 1996; 2015). Additionally, the study by Purkey and Siegel (2003) and Cain (2013) also indicates that, people experience the freedom of speech when their learning is enhanced, thus, implies that the learning enhancement process will enable the learners to become self-governed, engage in a meaningful dialogue and mutual respect with other people in their new school environment.

Moreover excerpts from the participants showed that an intentionally learning enhancement process will help learners to develop a sense of belonging as well as to overcome their anxieties and fear that seemed to confront them. The idea is supported by Purkey (2005), Vernon (2014) and Steyn (2013; 2016) who assert that, enhancing the learners' learning experiences will help them to develop a sense of belonging, to feel accepted and be able to reach their full potential. In the same manner, Sonn (2013), Radebe (2015) and Richards and Combs (1993) pose that the learners develop self-confidence and become more competent in their learning only if the school creates a conducive and inviting learning environment that enables them to learn

effectively. Most importantly, Ex-model C schools' teachers and other staff should intentionally create an inviting teaching and learning environment to engage the learners fully.

Overall, an Invitational education theory views everybody in the school environment as being able, valuable, and responsible and are to be treated accordingly (Purkey & Siegel, 2003; Purker, 2005; Cain, 2013; Haigh, 2011; McKnight & Martin, 2013). Therefore, with the intentional learning enhancement process, the new learners will develop self- and respect for other people in their new school environment; they will value their abilities and consider themselves as responsible and accountable in their own learning (Egley, 2003; Purkey & Novak, 2008; 2015; Richards & Combs, 1993; Savery, 2015). The above participants' responses seemed to concur with the above-mentioned theme that revealed the significances of enhancing the learning experiences of learners transitioning from Township to Ex-model C schools.

5.2.4 Perceptions of Strategies of Enhancing the Learners' Learning Experiences through an Invitational Education Perspective

During the focus group discussion and in the drawing sessions, participants were asked how the learning experiences of learners transitioning from Township to Ex-model C schools can be enhanced from an Invitational education perspective. The participants' responses highlighted several ways in which the school's management could develop inviting programmes and learning activities such as excursions to museums, group work, and creation of cultural awareness, engaging them in dialogue and doing a proper orientation for the learners. With such inviting activities, participants suggest that, Ex-model C schools intentionally engage the new learners daily. Hence, with suggested inviting activities, participants believe they will be equipped, which will enhance their learning and development in their school environment.

According to one of the participants, T1 indicated,

> *"Mmmmh ...I think it is important for a school to conduct a formal orientations for the new learners…..and also we as teachers and other staffs and leaners should acts as instructors and also .by daily contacts with them…inside and outside the classroom we will be able to motivate them to learn".*

While, T2 stated that,

"It is necessary that all activities in school environment to be collaborative and cooperative through a meaningful involvement of all culture that shapes our learners and staffs. Although it might be difficult in the beginning …. But this will bring better and good understanding of other cultures… which will turn to be easy for someone to adjust to another culture."

Furthermore, the parents also had their opinions on why and how to enhance the learning experiences of the learners transitioning from Township to Ex-model C schools. Participants noted that using one on one teaching approaches will make a learner feel welcome, and using the learners' lived experiences will help develop a sense of belonging which results in the learners enhancing their learning experience. Additionally, participants also believed that creating an inviting programme that effectively engages learners in sharing their ideas, thoughts, opinions and perceptions will enable them respond to people's reactions and improve on their thinking ability and understanding of one another. The responses of participants are captured in the following excerpts.

P1 stated that:

"Mmm! I think teachers should apply one to one consultation method to the new learners…this will help them to understand and develop habit to learn early."

P2 also stressed that:

"….Mmmmmh…our children learn so many things in their daily interactions…so I think in order to enhance their learning, they should be given a chance to share, to talk about their different experiences…."

Drawing from the learners' responses through their drawings *(see appendix 6-9)* they reveal different strategies that could enhance their learning experiences. In fact, learners prefer learning processes be carried out in such way that they will feel free and invited to engage in the tasks. For instance, by allowing them to learn in open places rather than inside the classroom will enable them to learn in different ways, learning by doing etcetera. In addition, they also indicated that by creating different classroom activities that would invoke their interest of reading and grouping or by pairing those during class activities will help them enhance their learning and development. Some of the participants commented as follows:

L1 mentioned that:

"Mmmm! For me I really like to learn things from parks, museum, because it is easy to remember and I also like to learn by doing. I like when our teacher gives us a task to do inside or outside the classroom".

L2 also commented on the creative learning; he said he learned more when the teacher asked him to create something, or to draw a picture.

L2: "…..like what we did here….with our drawings…this kind of learning is easy, also it help us to be creative and to think…it also easy to remember."

Participant L3 commented on the people in Ex-model C schools, as sometimes their actions can be perceived to create a disinviting learning environment for learners transitioning from Township to Ex-model C schools; she commented as follows

L3: "Oooh! I think teachers should give us time to choose the groups by our self, because sometimes they group us with learners who are not willing to help or it is better if they assign one peer partner who really wants to help to understand the school environment and other stuffs".

Moreover, participant L4 mentioned that in their school there is scarcity of black teachers; she indicated that all the teachers are whites. Therefore, she suggests that in order for their learning experiences to be enhanced, the schools and teachers should be able to support learners to develop a positive racial identity. This indicates that there are stereotypes that seem to attack certain races especially the black race. Therefore, in order for all learners to learn effectively, the teachers should play a crucial role in eradicating some negative images about certain races (Cappy, 2016; Byun & Kim, 2010; Bertram, 2011; Davids & Waghid, 2016). Participant L4 noted:

L4: "…I have noticed some of our fellow learners do not believe all learners can perform well and also sometimes some teachers and learners connect our past historical backgrounds with our school achievements…. Which is not good; I think it is important to have teachers from different races, so that if the student did not understand something in English…teacher can clarify the concept by using the learners' home language…. This will help learners to learn effectively."

In response to objective 4 of the study which is to explore how we can enhance the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective, participants revealed a number of strategies which schools can use to enhance the learning experiences of the transitioning learners. Drawings from the

participants' responses on how to enhance their learning as presented above indicated that they have diverse learning styles. Hence, it is important for schools to develop a range of inviting learning styles and support to enhance the learners' learning experiences. This view was also supported by the Department of Basic Education (DBE, 2015) which states that, there is a need for a school to have a flexible curriculum which will deal with all diverse learners using diverse teaching and learning styles in order to enhance each of the learner's learning.

Furthermore, the study identified English as the Language of teaching and learning (LOTL) in all Ex-model C schools, which affected most of the black learners who transfer from Township to Ex-model C schools. According to the participants, they revealed that with English as LOTL they are not given the opportunity to acquire English language skills effectively in order to help them engage effectively. However, the research by King and Chetty (2014), Engelbrecht et al. (2015) supported the idea of teachers using two languages in the classroom or do one on one consultation with learners, as a systematic way of enhancing their learning experiences. In addition, Paxton (2009) reveals that, it is easy for the learners to learn when they use their home language, but with English as the LOTL, the learners need to start learning English language before understanding the meaning of the concept (Kotze et al., 2017; Phala, 2013).

Based on these, the participants' responses showed that, in order to enhance the learners' learning experiences, it is necessary for all the teaching and learning activities in the school environment to be intentionally prepared based on all the cultures that shape their learners and staff. This view resonates with the study by Mpisi (2010) who suggests that, the policy on racial integration in Ex-model C schools have big impacts on the learners' academic achievements. Consequently, with regards to the Invitational education theory, the theory claims that the strategies of enhancing the learners' learning experiences should influence self-governance which always brings a meaningful dialogue and mutual respect (Juhnke & Purkey, 1995; Purkey & Siegel, 2003; Cain, 2013; Purkey & Novak, 2008).

Furthermore, Ford (2015), Okay et al. (2013) and Haigh (2011) postulate that, learning experiences will be effectively enhanced by having mutual respect and consideration of people in schools. Most importantly, in order for the learning experiences to be enhanced effectively, the respect for the people in Ex-model C schools should be based on respect and not only race, age, ethnicity, income, culture, position nor the background of the person (Berg, 2008; Purkey, 1992; Purkey, & Novak, 2015; Shaw, et al., 2013).

Therefore, the process of enhancing the learners' learning experiences through an Invitational education theory insists on optimising all the people in the educational environment by valuing

their abilities and considering them responsible and accountable in confronting different issues that have direct impact on their lives (Purkey & Novak, 2008, 2015; Cain, 2013; Steyn, 2013; 2016).

Therefore, by looking at the above participants' responses, they concur with the above-mentioned theme, which reveals that there are different inviting strategies which schools can intentionally use in enhancing the learners' learning experiences through an Invitational education perspective.

5.3 Summary

This chapter provided the presentation of data, interpretation, and analysis of results in relation to relevant literature framed using the Invitational education theory, in order to answer the research questions used in conducting the research. The data suggests that in order to accommodate learners transitioning from Township to Ex-model C schools, the schools must create a safe and inviting school environment that will summon people to realise their potential (Okay et al., 2013; Purkey & Novak, 2008; Ford, 2015; Purkey, 1992; Steyn, 2013; 2016).

The results reveal that the causes of learners not being able to adapt easily to the Ex-model C school environment is because of a wide range of disinviting factors from within and outside the schools. Furthermore, this study proposed pleasant and inviting ways to enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education perspective, as well as recommending the effective implementation of Invitational education practices in the schools. Therefore, the next chapter discusses the summary of findings, conclusions, and recommendations of the study respectively.

CHAPTER SIX

DISCUSSION AND SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS ON LEARNERS TRANSITIONING FROM TOWNSHIP TO EX-MODEL C SCHOOLS: AN INVITATIONAL EDUCATION PERSPECTIVES.

6.1 Introduction

The study sought to propose ways of enhancing the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education perspective. This chapter provides a summary of the study, discussion of the findings, recommendations, and conclusion of the study.

6.2 Summary of the Study

The need of enhancing the learning experiences of the learners transitioning from Township to Ex-model C schools was discussed in chapter 1 (1.4) and in chapter 5 (5.2.2) where the participants shared their multifaceted experiences during the transitioning phase.

Moreover, an Invitational education theory was used as a frame work to frame this study as presented in chapter 2 (2.3). This lens enabled the researcher support the arguments and view the participants of this study as capable human beings, who could contribute to making a difference in their own situations (McKnight & Martin, 2013; Purkey, 2005; Berg, 2008; Purkey & Novak, 2008). An Invitational education approach allowed for a sense of cooperative and collaborative learning experience, through meaningful involvement and participation of all participants in this study (Okaya et al., 2013; Purkey & Novak, 1996; Steyn, 2016; Haigh, 2011). Furthermore, an Invitational education theory provided researcher with an opportunity to play the role of interpreting other participants' thoughts, drawings and feelings (Shaw et al., 2013; Egley, 2003; Haigh, 2011; Cain, 2013).

In addition, the operational concepts were defined comprehensively in chapter 3 (3.2). The related literature was drawn from both international and South African contexts in order to explore how learners' integration takes place. This was necessary in order to gain more knowledge on how to implement learning in a diverse community of learners. This study stipulated the principles of Participatory Action Research (PAR) to seek the participants' opinions, perspectives, thoughts, and ideas on how schools could enhance the learning

experiences of these learners through an Invitational education perspective. Consequently, some research notes that PAR offers multiple ways/ methods for researchers and participants to work together (Smith, 2015; Glesne, 2015; Wang, 1999). Moreover, some scholarly literature revealed that PAR is a collaborative research that stimulates active engagement of participants to evoke the challenges within the education sites; finding the potential solutions is a key feature of action research (Merriam & Tisdell, 2015; Punch & Oancea, 2014; Ferreira et al., 2013). With regards to this, PAR enabled me as a researcher to work together with the participants in identifying the disinviting learning environment in Ex-model C schools and by providing some recommendations to them.

Additionally, in this study, the data were generated through focused group discussion and drawing methods, as explained in chapter 4(4.4). In particular, the Critical Discourse Analysis (CDA) was used to analyse and interpret data as discussed in chapter 4 (4.5). Consequently, some literature argued that, CDA is a problem-oriented data analysis approach that is trans-disciplinary and consists of some sets of theories and methods which are used in education research (Han, 2015; Van Dijk, 2006; 2015; Gee, 2014). On the other hand, other scholars' posed that, educational psychology research and CDA are both socially committed paradigms that address different challenges in educational environment through a range of theoretical perspectives (Fairclough & Wodak, 1995; Fairclough, 2003; 2013). Therefore, this study utilised CDA to analyse the transcribed textual and visual data generated from the drawing and focus group discussion schedules to unfold results of the study as presented, analysed and interpreted in chapter 5 (5.2) .

Therefore, in this chapter, the findings of the study are presented showing how schools could enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education approach.

6.3 Discussion of the Findings

This section discusses the findings of this study that responded to the main key research question which is ***How can the learning experiences of learners transitioning from Township to Ex-model C schools be enhanced through an Invitational education perspective***? To answer the question, the following objectives were clearly discussed:

1. To explore the current situation regarding learners transitioning from Township to Ex-model C schools from an Invitational education perspective.

2. To explore the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective.
3. To examine the need of enhancing the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective.
4. To explore how we can enhance the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective.

The broad findings of the study on the four main themes that emerged as explained in chapter 5 (5.2), revealed that learners who transitioned from Township to Ex-model C schools learning experiences are complex. More specifically, this study affirms that, the Ex-model C schools' learning environment are disinviting and inviting in some ways to their new learners. This study also revealed that people in the Ex-model C school environment are confined to old/conventional programmes, policies, and processes which are some of the factors that caused the learners to have multifaceted learning experiences while transitioning from Township schools. Therefore, the next sections present the four main findings of the study by referring to the main themes that emerged as explained in chapter 5 (5.2).

6.3.1 The Influence of the current situation in the School Environment on the transitioning Learners' Behaviour from an Invitational Education Perspective

During deliberations in the focus group discussions and in the drawing sessions, when exploring the current situation regarding learners transitioning from Township to Ex-model C schools, the study found that learning in an Ex-model C school environment has a big influence on modifying the learners' behaviour. Transitioning learners seemed to be motivated with their new school environment. In support of this, Woessmann (2016), Soudien (2010) and research by Sonn (2013) pose that, learners who attend semi-private schools experience safe school environment situations, unlike those who go to public schools.

In contrast, scholarly literature has indicated that the current learning situation in Township schools is characterised by violence and lack of learning resources which tends to offer poor quality education to the learners (Mojapelo, 2014; Spaull, 2013; Muthukrishna & Morojele, 2013; Ncontsa & Shumba, 2013). This clearly implies that the learning situation in Township schools results in poor discipline to its learners which impact negatively on the learners' academic results. Significantly, the study by Parent (2006) and research by Moses et al. (2017) revealed that Ex-model C schools normally discourage violence and dangerous behaviours in

their learners, which is the reason they are safe and secured unlike in Township schools. Meanwhile, the current situation in Ex-model C schools is that, schools impose very strict rules and regulations that guide learners on how to behave inside the school and outside the school environment (Monageng, 2012; Hammett & Staeheli, 2013; Coetzee, 2014). This seems to help learners learn and develop, as well as shape their behaviour in a good way.

Moreover, the support transitioning learners receive from people in Ex-model C schools (their teachers and peers) enables them to become highly disciplined, highly motivated and to construct their own learning by making informed decisions. This also was supported by scholars who imply that, teachers in Ex-model C schools are dedicated and professional, they always encourage the inclusivity of the learners so that each learner gets an opportunity to learn and grow (Novelli & Sayed, 2016; Robetson & Graven, 2015; Heystek & Terhoven, 2015). The findings of this theme also revealed that the situation within the Ex-model C schools environment is that learners develop self-confidence by being independent thinkers, having their own perspectives, being able to adjust effectively to the school culture, as well as feeling competent.

The finding also showed that transitioning learners improved on their social skills, attitudes, and behaviours to get along with other learners in the Ex-model C school environment. This view was also discussed by Tignor (2015) and Muribwathoho (2015) who affirmed that, mainly white schools build up learners with the ability to face the development and challenges of today's and tomorrow's world. Additionally, learners also strengthen their relationship skills and improved in sharing their ideas with other learners and teachers whom they recognised as helpful to their learning (Tignor, 2015; Moses et al., 2017; Radebe, 2015).

In addition to this theme, a significant finding was that transitioning learners developed holistically and acquired academic skills through their various interactions within the Ex-model C school environment and through their individual experiences. For example, the parents' and learners' responses in chapter 5(5.2.2) indicated that the learners improved in their academic achievements and acquired language skills as they were able to speak different languages like Afrikaans, and developed their ability in participating in different sports activities within their new school environment which promoted their health and made them fit (Micklesfield et al., 2014; Sayed & Motala, 2012). On the other hand, Kimenyi et al. (2013) and Munane and Ganimian (2014) affirm that, despite the challenges they face, learners transitioning from Township to Ex-model C schools complete their schooling programmes more successfully.

Nevertheless, the findings from this section showed the importance of an inviting learning environment in the learning and development of the learners. In fact, the influences of the Ex-model C school environment results in transforming the learners' behaviours, enhancing their academic skills and other social skills mentioned above, as well as enabling the learners to achieve their academic goals.

6.3.2 The Multifaceted Experiences of Learners Transitioning from Township to Ex-model C Schools

When exploring the learning experiences of transitioning learners during the focus group discussion and in the drawing sessions, the findings revealed that the learners' learning experiences are multifaceted, since they experienced their learning environment as both inviting and disinviting.

Meanwhile, the study indicated that the learners experienced their new learning environment as an inviting learning environment. This is because both parents' and learners' responses in chapter 5(5.2.2) showed that, place (school), programmes and processes that take place in a new school environment were engaging, as learners were given the opportunity to participate in different sporting activities. Findings also showed they were are happy, satisfied, and experienced the new school as a conducive and safe environment for learning. Consequently, Brooks and Waters (2015), Hill (2016), Hunter (2015), and Inyama et al. (2016) state that the positive learning experiences in most Ex-model C schools was due to their school curriculum that normally provide exceptional and more challenging educational experiences through international programmes and extracurricular activities.

In addition, the finding from this theme also revealed that the parents became fully involved in their children's learning unlike in the Township school environment. As Bloom et al. (2015); Soudien (2010) postulate that in mainly Ex-model C schools both learners and their parents experience a sense of accountability based on the full parental involvement in their children's academic progress. Moreover, Ex-model C schools highly maintain communication between school administrators and parents by hosting parent – teachers' meetings, family camping weekend, and parents' breakfast, which helped to strengthen the parent – learners' relationship (Brooks & Waters, 2015; Inyam et al., 2016; Lareau & Goyette, 2014). This suggests that learners developed a sense of belonging, while relating with their peers and their teachers who assisted them to gain computer and other skills.

In contrast, the finding of this theme revealed that the learners also experienced the environment as a disinviting learning environment. They identified several disinviting learning

experiences within the Ex-model C schools' environment that hindered their learning experiences and developments. These disinviting learning experiences were identified by participants as challenges in establishing and maintaining relationships with their fellow learners and teachers of different race and ethnicity, language barrier, the lack of orientation, adaptation, and adjustment issues. Research by Boafo-Arthur (2014) and Lemon (2004) confirms that, learners' experiences in mainly white institutions have often been attributed to existing stereotypes in the dominant culture about the people of the said cultural background. Whereas, Stuurman (2013) and research by Brown and Shumba (2010) pose that, in any multicultural community, cultural understanding is critical for teaching and learning. However, in some of the Ex-model C schools there is absence of cultural integration policy, as the participants' responses clearly indicate there is a lack of multicultural education. However, the Indians and black learners may go through their school years without having a single teacher with whom they share cultural orientations (Mpisi, 2010; Nieto, 2015; Paxton, 2009; Osikomaiya, 2014; Brown & Shumba, 2010).

Overall, the finding on this theme revealed that learners transitioning from Township to Ex-model C schools are confronted with multifaceted learning experiences because the Ex-model C schools are viewed as both inviting and disinviting learning environments to these learners.

6.3.3 The Significance of Enhancing the Learning Experiences of Learners Transitioning from Township to Ex-model C Schools

Meanwhile, when examining the need of enhancing the learning experiences of learners transitioning from Township to Ex-model C schools from an Invitational education perspective, discussions with participants revealed many vital elements which focused on enhancing the learners' learning experiences and development in their new school. According to the finding of this theme, the participants' responses indicated that, once the learning experiences are enhanced, the learners developed a sense of participation, self-confidence, sense of belonging, high motivation to learn, independent learning, overcame anxiety and fear.

More so, the study identified that enhancing the learning experiences of the new learners helped them develop a sense of belonging, feel accepted and be able to reach their full potential (Vernon, 2014; Steyn, 2013; Dewey, 2013; Midgley, 2014). Based on this, it is imperative to note that enhancing the learning experiences of learners transitioning from Township to Ex-model C schools enabled the learners to develop holistically. Significantly, this theme showed that it enabled them to develop a sense of agency and achieve their academic goals.

6.3.4 Perceptions of Strategies used in Enhancing Transitional Learners' Learning Experiences

When exploring how to enhance the learning experiences of transitioning learners, several strategies were suggested by the participants in which the school's management and stake holders could use in order to enhance the learners' learning experiences while transitioning from Township to Ex-model C schools. The findings revealed that schools must develop programmes and policies which fully engage the learners and help them to learn effectively daily. Moreover, the programmes and policies need to equip the learners with more knowledge and help to acquire different academic skills to enhance their learning (Haigh, 2011; Ford, 2015; Purkey & Novak, 1996; Okaya et al., 2013). Additionally, the participants suggested that schools must create inviting learning spaces within their environment that should be educative, interactive, and interesting for learners to learn.

In other words, the participants' perceptions on how to enhance the learning experiences of transitional learners mainly focused on the fact that in order to enhance the new learners' learning experiences, Ex-model C schools must create intentionally inviting learning programmes, policies, processes, and places. Consequently, the Invitational theory clearly indicates that people have potential which could be realised by the process, places, policies, and programmes that are inviting and designed by the people who are intentionally inviting professionally and personally (Purkey & Novak, 1996; Shaw et al, 2013; Purkey & Siegel, 2003; Purkey, 1992; 2005).

Findings further revealed that schools should use inviting strategies such as providing the learners with the opportunities of going on excursions to museums, doing group work, and creating an atmosphere of cultural integration and awareness for the learners. This implies that, learners should engage in meaningful dialogues and participate in a proper orientation. Drawing from the findings of this theme above, the activities suggested by the participants could intentionally assist in enhancing the learners' learning experiences in the Ex-model C school.

6.4 Recommendations

Based on the discussion of the findings presented in this study, the following recommendations are proposed:

- This study recommends the invitation educational practices to be functional in all schools. This implies that teachers, school managers, School Governing Bodies (SGB) and School Management Teams (SMT) should make sure the school environment is intentionally inviting.
- Ex-model C schools should develop programmes and policies that are inclusive and inviting to enhance their learners' learning experiences.
- The use of different learner centred approaches such as collaborative and cooperative learning, going on excursions and group work to enhance the new learners' learning and development is necessary.
- The creation of an inviting learning environment so that new learners will feel welcome and able to connect and relate with their peers and teachers.
- Development of good orientation programmes for the new learners.

On the other hand, since this study focused on creating an inviting learning environment for learners transitioning from Township school to Ex-model C schools, other studies should explore the different ways in which learning experiences of transitioning students from Township high schools to university could be enhanced. In addition, other studies could be conducted on the learning experiences of Township schools to Ex-model C using a different theoretical approach. This will give the Ex-model C schools more options to develop more strategies that can be used to enhance their learners' learning experiences.

6.5 Limitations of the Study

The limitation of this study was the sample size, since the researcher worked with four learners, two teachers, and two parents, of which the findings cannot be generalised to the larger population. Furthermore, the time factor which is the availability of teachers and parents for the focus group discussion was a limitation because of their busy schedules during and after school activities. Lastly, based on the research methods used namely the focus group discussion and drawing, there was difficulty in interpreting the learners' drawings in order to get more information which the learners failed to mention or present in their drawings and narration. Meanwhile, during the focus group discussion, the teachers and parents were placed together in one session and this made them not to freely express and engage in the discussion in-depth as was expected.

6.6 Conclusion

The study proposed ways to enhance the learning experiences of learners transitioning from Township schools to Ex-model C schools through an Invitational education perspective. The

study showed that these learners' learning experiences in the Ex-model C schools were both positive and negative. In order to help these learners, enhance their learning experiences, this study suggests that Ex-model C schools need to provide opportunities for interactions between new learners, their peers and their teachers; create conducive school environments, as well as policies and programmes for effective cultural integration. This study also recommended the use of Invitational education practices in Ex-model C to enhance their learning experiences and support them in dealing with all challenges. Therefore, this study concludes by emphasising that learners transitioning from Township to Ex-model C schools are responsible, able and valuable; thus, they do not learn in a disinviting or negative environment, rather their learning experiences are shaped by an inviting/positive learning environment that is conducive, supportive, and caring, and one that improves their knowledge and academic achievements.

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APPENDICES

APPENDIX 1: DEPARTMENT OF EDUCATION APPROVAL LETTER

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma | Tel: 033 392 1063 | Ref.:2/4/8/1440

Miss T.J Kanyopa
54 Topham Road
7 Windosor mews
Pelham
PMB

Dear Miss Kanyopa

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"LEARNERS TRANSITIONING FROM TOWNSHIP TO EX-MODEL C SCHOOLS: AN INVITATIONAL EDUCATION PERSPECTIVE"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 26 January 2018 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Islamia Muslim School

Dr. EV Nzama
Head of Department: Education
Date: 31 January 2018

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KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • **Fax.:** +27 033 392 1203• **Email:**Phindile.Duma@kzndoe.gov.za •**Web:**www.kzneducation.gov.za
Facebook: KZNDOE....**Twitter:** @DBE_KZN....**Instagram:** kzn_education....**Youtube:**kzndoe

APPENDIX 2: ETHICAL CLEARANCE CIRTIFICATE

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

24 April 2018

Mrs Theresia J Kanyopa (217060160)
School of Education
Edgewood Campus

Dear Mrs Kanyopa,

Protocol reference number: HSS/0147/018M
Project Title: Learners transitioning from township to ex-model C schools: An invitational education perspective

Approval Notification – Expedited Application

In response to your application received 16 February 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, **Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.**

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Shenuka Singh (Chair)

/ms

Cc Supervisor: Professor Dipane Hlalele
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee
Professor Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
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Telephone: +27 (0) 31 260 3587/3350/4557 Facsimile: +27 (0) 31 260 4609 Email: singhsh@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
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APPENDIX 3: LETTER FOR THE PERMISSION TO CONDUCT RESEARCH AT SCHOOL

9th February 2018

The Principal,

Ex-model C Senior Primary School

54 Topsham Rd, Pelham

PMB 3201.

Dear Mrs Morrel Day.

Request for Permission to conduct a research study in the school.

I humbly request your permission to conduct a study on the learning experiences of learners transitioning from the Township to Ex-model C school (private schools). The title of the study is **'Learners transitioning from Township to Ex-model C schools: An Invitational educational perspectives''**. The study aims to examine how learners transitioning from Township to ex-models C learning experiences could be enhanced. The study will also explore the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education perspective; examine the need of enhancing the learning experiences of learners transitioning from Township to Ex-model C schools and explain the strategies, use in enhancing the learning experiences of learners transitioning from Township to Ex-model C schools. This research will involve focus group discussion with two teachers and two parents of the learners. In addition, it will also involve drawing with four learners (2 boys and 2 girls) from grade 6.

All the participants in the school and the name of the school will be anonymized in the various publications that will result from this study. I will not use the participants' real names or the names of their school. The participants are also free to withdraw at any time form the study during or after the data generation without penalty.

Whilst every precaution will be taken to maintain the confidentiality of the participants in every group, there will be limits of confidentiality. Participants will be informed if there should a disclosure which shows that their well-being is being compromised or at risk, the researcher will seek their consent in addressing the matter.

Thank you for your cooperation.

Sincerely,

Theresia Kanyopa

Cell: 0763361273

Email: theresiakanyopa@yahoo.com

Supervisor: Professor Dipane Hlalele

Tel: (031) 2603858

Email: hlaleled@ukzn.ac.za

You may also contact Research office through:

Mbali Ngcobo

HSSREC Research office,

Edgewood Campus UKZN

Email: ngcobom4@ukzn.ac.za

PRINCIPAL INFORMED CONSENT REPLY SLIP

I ……. (Full name of the Principal) hereby confirm that I have been informed about the nature, purpose and procedures for the study**: Learners transitioning from Township to Ex-model C schools: An Invitational Education perspective**.

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent that the researcher conduct research at this school.

I understand that the participants are at liberty to withdraw from the research process any time should they so desire.

Signature of Principal: ---------- Date----------

Signature of Witness/ Research Assistant: ----------Date: ----------

Thanking you in advance.

APPENDIX 4: LETTER OF CONSENT TO PARENTS/GUARDIANS REQUESTING PERMISSION TO INVOLVE THEIR CHILDREN IN DRAWING AT SCHOOL

9th February 2018

Dear Parents/Guardian

Request for permission for your child/ward to participate in a research study.

I, Theresia J. Kanyopa (student number: 217060160), am a masters student of educational psychology at the university of KwaZulu-Natal. As part of the requirements of the degree, I am required to complete a research dissertation. This letter requests your permission to allow your child to participate in a research project entitles **'Learners transitioning from Township to Ex-model C schools: An Invitational educational perspective''.**

The study aims to examine how learners transitioning from Township to ex-models C learning experiences could be enhanced. The study will also explore the learning experiences of learners transitioning from Township to ex model C schools through an Invitational education perspective; examine the need of enhancing the learning experiences of learners transitioning from Township to ex model C schools and explain the strategies, use in enhancing the learning experiences of learners transitioning from Township to ex model C schools..

In order for this study to be a success, I will require four learners from grade 6 to participate in the research. I would be grateful if you would consent to your child/ward participating in the study.

If you choose to allow your child/ward to participate in this research, he/she will be invited to participate in a drawing session. The completion of the process will take about one hour. This will be done during the sports or art period in school or at times when the learner is available to participate in the study without interfering with their learning in any way. The drawing section will be audio taped with your child/ward s permission. The data generated will then be transcribed and made available to ensure that information has been captured correctly. The data will be kept in a secure location and destroyed after a period of five years.

Participation is completely voluntary and young have the right to withdraw your child/ward and your child/ward has the right to withdraw himself at any time, Confidentiality and anonymity will be maintained at all times in the analysis of the data and the completion of the dissertation. Universal principles such honesty, justice and respect will direct my research.

If you would like further details pertaining to the validity of the study then you are most welcome to contact Professor Dipane Hlalele, my supervisor for the study on hlaleled@ukzn.ac.za or on (031) 2603858.

Thank you for your cooperation

Yours sincerely

Theresia Kanyopa

Cell: 0763361273

Email: theresiakanyopa@yahoo.com

You may also contact Research office through:

Mbali Ngcobo

HSSREC Research office,

Edgewood Campus UKZN

Email: ngcobom4@ukzn.ac.za

PARENTS INFORMED CONSENT REPLY SLIP

I…….. In the capacity of parent/guardian of hereby consent voluntarily to allow my child tom participate in the above mentioned study.

…… ……

SIGNATURE OF PARENT/GUARDIAN DATE

Additional consent, where applicable:

I hereby provide consent to:	**Please tick**
Audio-record my child/ward's interview	**YES**
	NO

APPENDIX 5: REQUEST TO PARTICIPANTS FOR PERMISSION TO PARTICIPATE IN THE STUDY

9th February 2018.

Dear Participant.

Request for the permission to participate in a research study.

I, Theresia Kanyopa (student number 217060160), am a Masters student of educational psychology at the University of Kwa-Zulu Natal. This is a formal invitation to request you to participate in a research study entitled:**" Learners transitioning from Township to Ex-model C schools: An Invitational Education perspective".**

The study aims to seek ways in which schools can enhance the learning experiences of learners transitioning from Township to Ex-model C schools through an Invitational education perspective. The study also will examine the strategies which can be used in enhancing the learning experiences of learners transitioning from Township to ex model C schools.

I will request you to participate in a focus group discussion which will take approximately one hour in a convenient place chosen by you.

The discussion will be audio-taped with your permission, they will be transcribed and made available to you to ensure that the correct information has been captured. The data collected will be kept in secure location, and destroyed after a period of five years. In order to protect your identity, I will use a pseudonym in my transcript and my research report. If you are uncomfortable at any time you are at liberty to stop the participation and you can withdraw from the study. Universal principles such as honest, justice and respect will direct my research.

Whilst every precaution will be taken to maintain the confidentiality of the participants in every group discussion that takes place. If you would like further details pertaining to the validity of

the study then you are most welcome to contact Professor Dipane Hlalele, my supervisor of the study on hlaleled@ukzn.ac.za or on 031 260 3858.

Thank you for your cooperation.

Yours sincerely,

Theresia Kanyopa.

Cell: 0763361273

You may also contact Research office through:

Mbali Ngcobo

HSSREC Research office,

Edgewood Campus UKZN

Email: ngcobom4@ukzn.ac.za

PARTICIPANTS INFORMED CONSENT REPLY SLIP

I…… (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research process.

I understand that I am at liberty to withdraw from the study at any time, should I so desire.

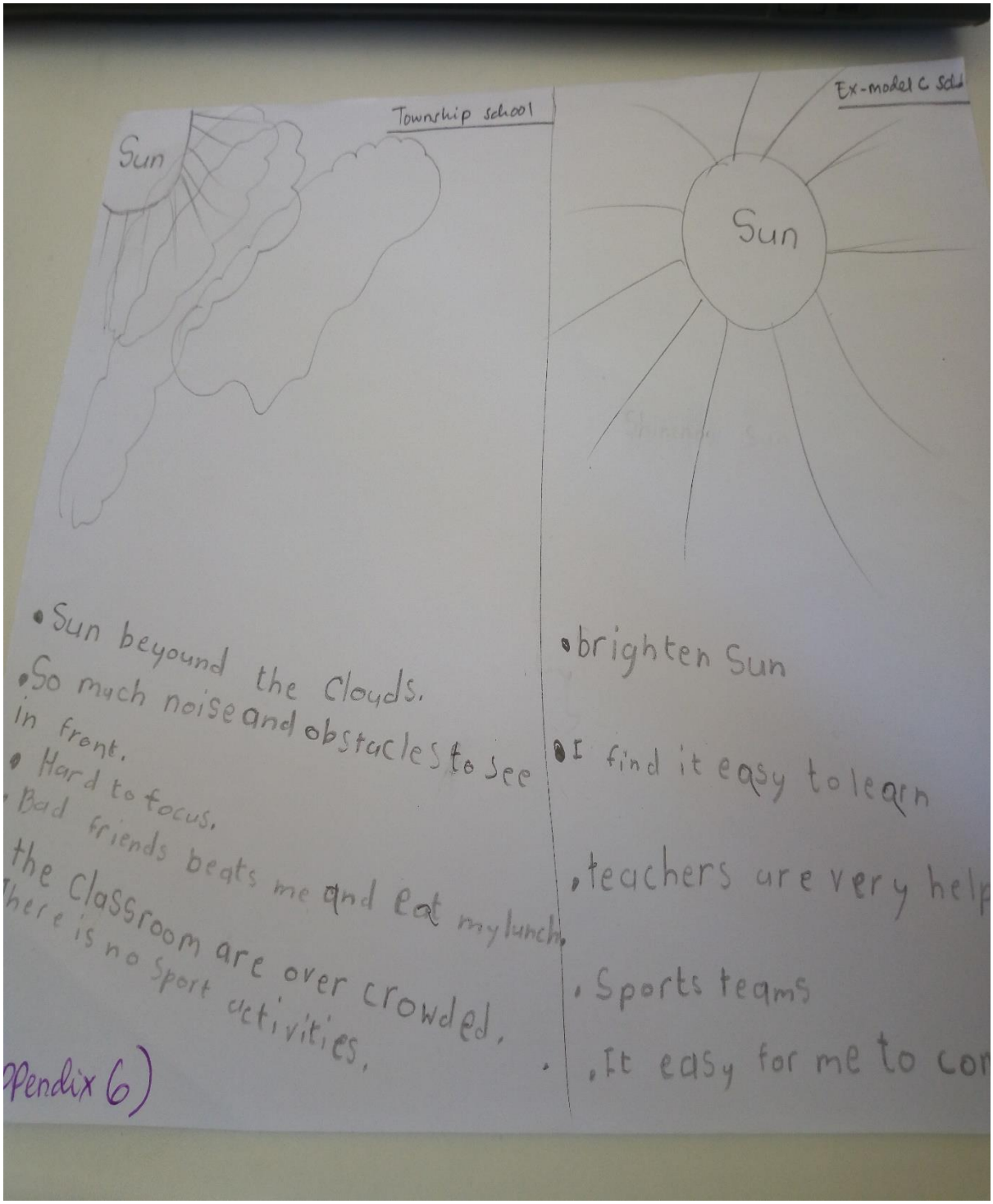
…….. **……**

PARTICIPANT SIGNATURE DATE

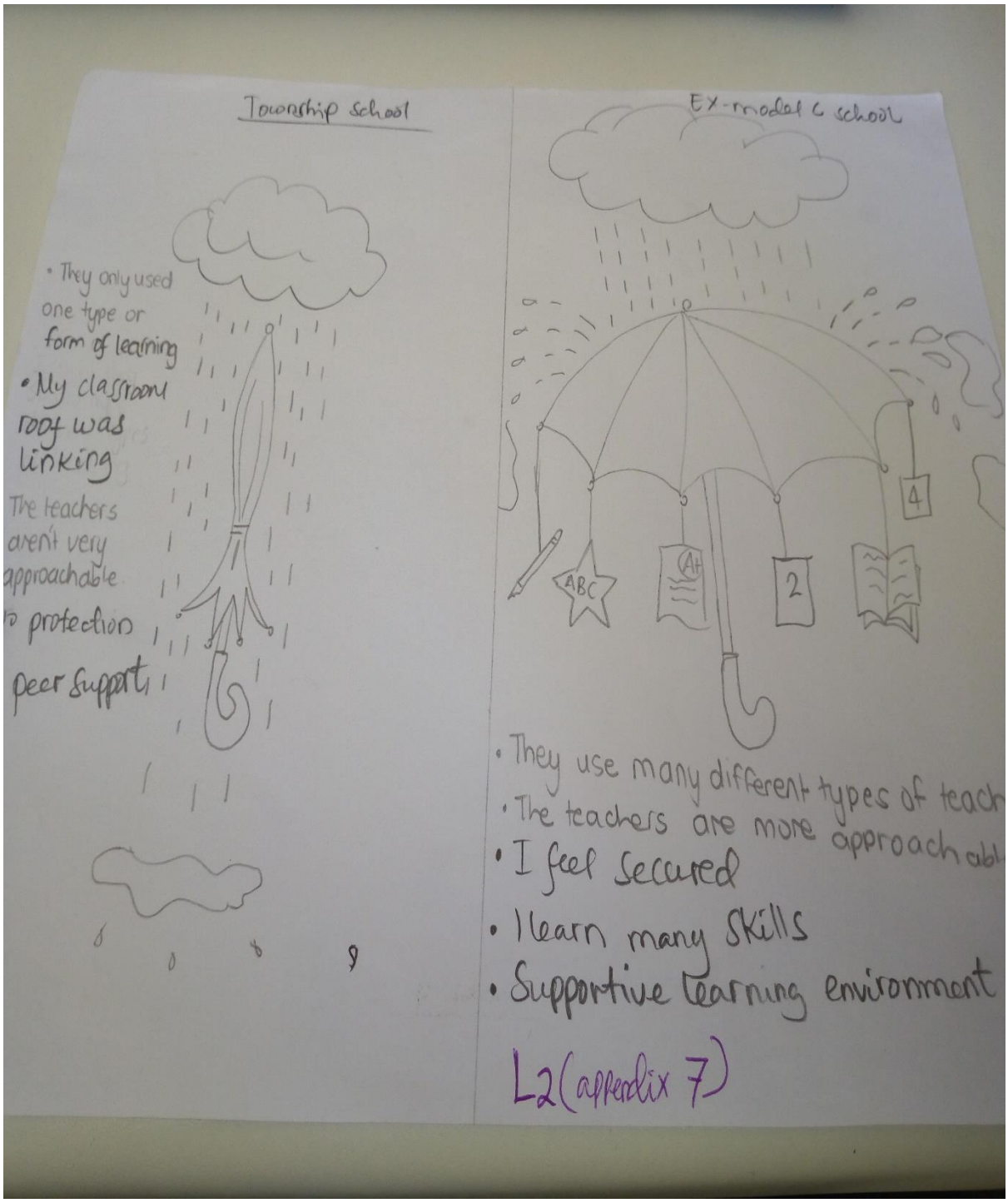
Additional consent, where applicable:

I hereby provide consent to:	**Please tick**
Audio-record my focus group discussion	**YES**
	NO

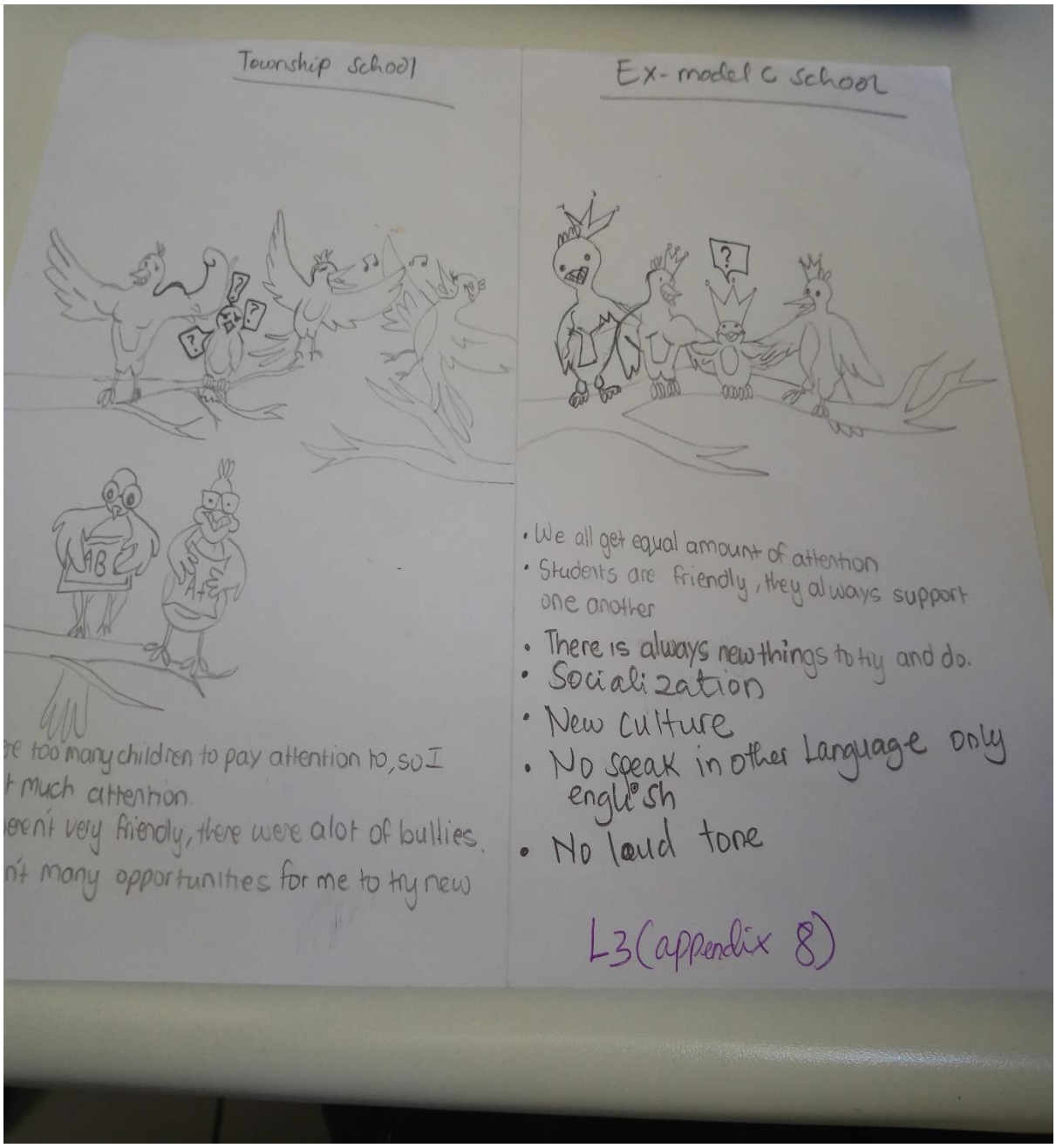
APPENDIX 6: LEARNER 1 DRAWING



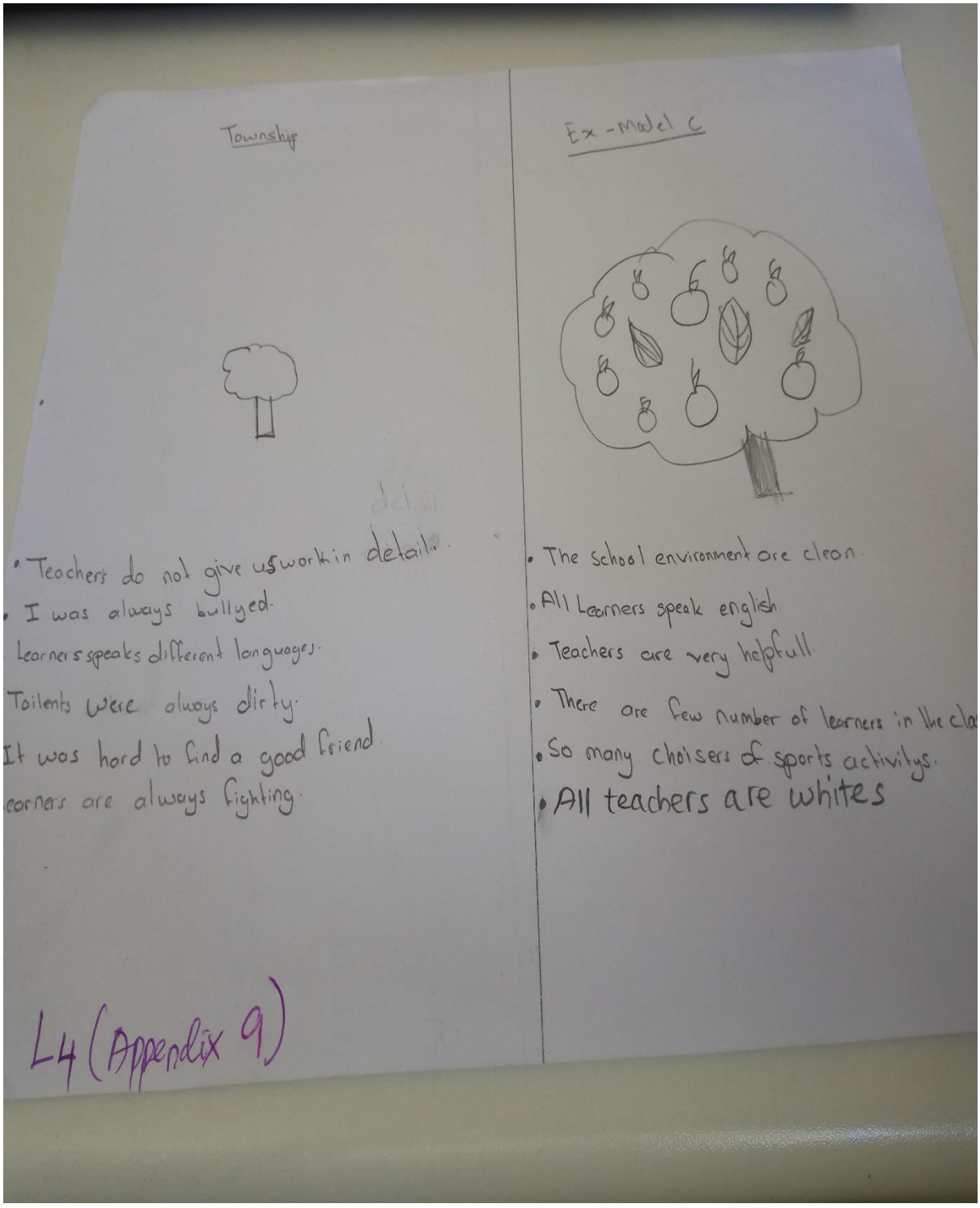
APPENDIX 7: LEARNER 2 DRAWING



APPENDIX 8: LEARNER 3 DRAWING



APPENDIX 9: LEARNER 4 DRAWING



APPENDIX 10: FOCUS GROUP DISCUSSION SCHEDULE

OBJECTIVE 1: To explore the current situation of learners transitioning from Township to Ex-model C school.

QUESTIONS
1.How many learners transitioning from Township to Ex-model C schools per year?
2.What are the push / pull factors that cause learners to transition from Township to Ex-model C schools?
3. What do you do in your class once you receive a learner transitioning from Township to Ex-model C school?
4. What are your observation on these learners transitioning from Township to Ex-model C schools, in their first days at school in academic and socially?
5. Is there any serious discipline issues to these learners transitioning from Township to Ex-model C schools?

OBJECTIVE 2.To explore the positive and negative learning experiences of learners transitioning from Township to Ex-model C school.

QUESTIONS.

2.1. What is your learning experiences in Township school?
2.2. What is your learning experiences in ex-model school?

OBJECTIVE 3: To examine the need of enhancing the learning experiences of learners transitioning from Township to Ex-model C schools.

3.1. Do you think enhancing learning experiences of learners transitioning from Township to Ex-model C school is important?
3.2. Do you think by enhancing learning experiences will bring any academic impact to learners transitioning from Township to Ex-model C schools?

OBJECTIVE 4: To explore how can we enhance the learning experiences of learners transitioning from Township to Ex-model C schools.

4.1. Is there any strategies we can use to enhance learning experiences of learners transitioning from Township to Ex-model C schools?
4.2. Do you think school, staffs and SGB can make it possible for them to enhance learning experiences to learners transitioning from Township to Ex-model C school?
4.3. What is a parents / family role in enhancing learning experiences of learners transitioning from Township to Ex-model C schools?

APPENDIX 11: DRAWING SESSIONS SCHEDULE

SESSION 1

Explaining to the participants (4 learners) how to do the drawings using metaphors and also show them some examples of drawings that was used for a research study in order for them to have a deeper understanding of how the method is done.

SESSION 2

Pencils, rubbers and white A4 papers was issued to the participants and they were advised to think deeply for ten minutes about themselves and what ways can the school enhance their learning experiences and on why do they think they need their learning experiences to be enhanced. After this the participants were asked to draw a picture using a metaphor to describe "who they are and explain what the picture means to them".

SESSION 3

The participants will be given twenty minutes to draw and add a caption to the drawing.

SESSION 4

Each of the participants will be given three minutes to share or talk (show and tell) about their drawings and questions will be asked by other group members and also from me because I will be probing the participants with more questions to gain a deeper understanding of the issue investigated.

APPENDIX 12: EDITORS' CERTIFICATE

Professional EDITORS Guild

Barbara Mutula
Associate member

Membership number: MUT001
Membership year: March 2018 to February 2019

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23 November 2018

TO WHOM IT MAY CONCERN

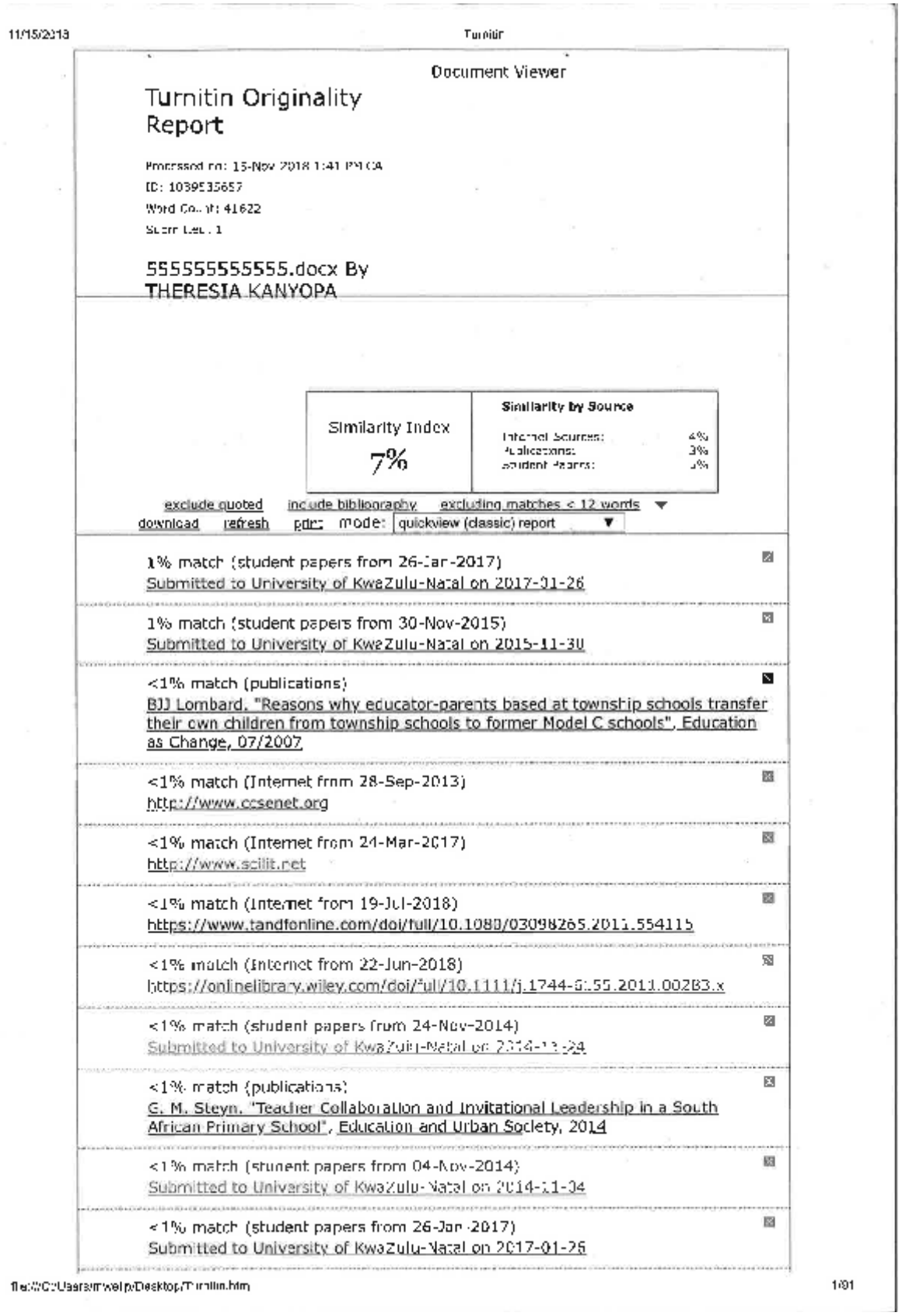
This is to confirm that the dissertation written by Theresia Joakim Kanyopa, titled '***Learners transitioning from Township to Ex-model C schools: An Invitational Education perspective***' was copy edited for layout (including numbering, pagination, heading format, justification of figures and tables), grammar, spelling and punctuation by the undersigned. The document was subsequently proofread and a number of additional corrections were advised.

The undersigned takes no responsibility for corrections/amendments not carried out in the final copy submitted for examination purposes.

Mrs. Barbara L. Mutula-Kabange

Copy Editor, Proof reader
BEd (UBotswana), BSSc Hons Psychology (UKZN),
MEd Educational Psychology (UKZN)

APPENDIX 13: TURNITIN CERTIFICATE



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