HOW MULTICULTURAL SCHOOLS MANAGE DIVERSITY

BY

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Abstract

The purpose of the study was to understand how teachers, pupils and managers experience and manage diversity in multicultural schools. The study was conducted at 3 successful multicultural schools in the Durban region in the Province of KwaZulu Natal in South Africa (Merebank District).

Literature based on the United States of America and the United Kingdoms' experiences on multicultural education was reviewed and its relevance or applicability to the South African schools also presented. This study regards multicultural education as an education approach that incorporates the idea that all students, regardless of their gender and social class and their ethnic, racial or cultural characteristics, should have an equal opportunity to learn in school, which could enhance the achievement of students in a more positive way. The study was conducted through interviews, classroom observations and questionnaires. Teachers, pupils and managers were surveyed to find out how they deal with issues of identity, how they manage diversity and what role they play in bringing about harmony and effective learning in a multicultural school. The findings of the study were also analyzed in relation to the roles played by the principals, students and teachers in a multicultural setting.

This study found that pupils, teachers and managers face serious problems in these 3 multicultural schools and are unable to deal with and manage diversity, especially cultural diversity. Finally, the study has revealed that if all the people involved i.e. pupils, teachers and managers can combine their roles into a solidified whole, they can bring about change, good human relations and effective teaching and learning in multicultural schools. The study makes suggestions and recommendations that could be considered when dealing with diversity. It is hoped that this study together with other studies on multicultural education, would provide the necessary help to educators, education authorities and other stakeholders to be able to deal effectively with issues of identity and diversity in multicultural schools and in a multicultural society as a whole.

Dedication

This work is dedicated to my beloved parents Muzikayise and Thandiwe Mthembu, my grandparents and all my relatives for always being there for me when I needed both emotional and moral support. A special dedication goes to all those people who have dedicated their whole lives in educating children of this country.

In memory of the following people:

- Prof. S.A. Naicker whose guidance and help I cherished and will forever be grateful for his inspiration.
- Aunt Sibongile for always encouraging me to go to school.
- My grandparents (MaPhewa, MaNgwekazi & MaNyathikazi) for giving me strength and protecting me all the time.

Acknowledgements

Declaration

I _____ do hereby declare that this dissertation, which is submitted to the university for the degree of Master of Education, has not previously been submitted by me for a degree at any other university and that all sources I have used or quoted have been indicated and acknowledged by means of a complete reference.

T.W. Mthembu

Researcher

Supervisor

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List of Acronyms

M.E.	Multicultural Education
DTI	Durban Technical Institute
GHS	Glenwood High School
RPC	Ridge Park College
DHS	Durban High School
ILEA	Inner London Education Authority
COSAS	Congress Of South African Students
CES	Centre For Educational Statistics
US	United States
USA	United States of America
UK	United Kingdom
SA	South Africa
KZN	KwaZulu-Natal
SSRC	Soweto Students Representative Council
BED	Bachelor of Education
DES	Department of Education and Science
NCATE	National Council for Accreditation of Teacher Education
NED	Natal Education Department

CHAPTER ONE

An overview of the research plan

1.1 Introduction and Rationale for the study

South African society has been changing very rapidly and the changes that are taking place also affect the social, economic and political situation or the context of our society. The education sphere is one of the most fundamental facets of society, where more attention needs to be paid during the period of social transition and transformation.

It is due to this importance of education in society that this study seeks to explore issues of identity and diversity in multicultural schools. It also aims at dealing with racism, stereotyping and cultural teaching in institutions of learning, thereby providing teachers, managers and different stakeholders with information or knowledge on how to deal with diversity within a learning situation and in the community at large. Although this study will not deal with each and every aspect of diversity, the results will be of great use to various individuals who have dedicated their lives to the education of all children and adults of South Africa.

During the apartheid era, schools were not seen as centres of diversity. They were also not regarded as institutions of learning whose primary goal was to educate all children irrespective of their differences. Schools promoted one culture, which led to the education of blacks in South Africa to be in a state of crisis. Segregated schooling led to a number of misconceptions about other racial groups, e.g. the thinking of African pupils that white pupils have better schools because they are clever and superior to them. It is true that our understanding of other people is shaped mainly by our experiences.

According to Burgess (1986), equality of educational opportunity is a basic right or is a prerequisite for school development, which immediately leads to individual development. In South Africa this has not been the case with black students in public schools. Education of blacks was deliberately prepared to be what it has been for decades and still

is in most black communities, i.e. education that has been designed to produce manual work labourers.

Since the late 1970's changes have occurred in black education, when there was an influx of black students in secondary schools. In fact more black students started to attend schools than there were in the early years of Bantu education (Christie 1990). During this period black students were involved in many forms of resistance and what most educationists refer to as continued resistance to apartheid education. Students started to voice their grievances in many ways, e.g. " we shall reject the whole system of education whose aim is to reduce us mentally and physically into hewers of wood and drawers of water " (Soweto Students Representative Council, 1976).

Since black students became aware that the South African schooling system was segregated and prepared along racial, ethnic and social class lines, resistance organisations such as COSAS (Congress of South African students) was formed in 1979 to fight against apartheid education and try to voice the needs, interests and aspirations of black students. Furthermore, in 1979 the Education and Training Act was passed to replace Bantu Education Act of 1953. South African education was then under the DET (Department of Education and Training). More time and money was spent on African education and teacher upgrading and more schools were built. But education for Africans remained segregated and unequal (Christie, 1990 :68). In 1986, the Private Schools Act was passed and this act officially allowed racially mixed private schools to be in operation. In 1990, the government put forward the `Clase Models' which set out the conditions under which white state schools could admit black students. These white state schools were initially referred to as `Model C' schools and recently referred to as multicultural and ex-model C schools. This study, therefore firstly explores what happens in these schools when children from diverse cultural backgrounds experience schooling in close proximity with each other. Secondly the study will explore how teachers and managers manage this diversity.

Th research project took as its starting point the identification of schools that had been (over the past eight years) trying to manage diversity in a multicultural society. These schools serve markedly different student populations and surrounding communities in terms of ethnic, religious, gender and social class profiles.

The schools in this study were eventually selected after a research project which was submitted as part of an honours degree (B.Ed) in the 1995 B.Ed class, which focused on the admission policies of three multicultural schools. It was evident from the responses of the teachers interviewed in the B.Ed study that they were experiencing some difficulties, especially with children who came from previously disadvantaged schools. They also emphasized that the curriculum in their schools did not cater adequately for pupils from different backgrounds and they themselves were not equipped with the skills to manage diversity effectively. As a researcher, I then felt that there was a need to research further and examine teachers, learners and principals' understanding and their experiences of multicultural education. These schools have been described in detail in Chapter Three.

1.2 Research Questions

Due to the number of critical issues and problems experienced by learners, teachers and managers with regard to diversity, e.g. communication problems between teachers and pupils, communication problems between pupils themselves, the research aimed to explore the following:

- **What are learners' perceptions of diversity in multicultural schools and how do they cope with such diversity?**
- **How do teachers and managers experience and manage diversity in multicultural school?**

Furthermore, the research will try to:

i)   identify problems experienced by teachers when teaching culturally different learners.

ii)   Examine human relations in multicultural classrooms

iii)   Examine whether teachers have adequate skills and knowledge to deal with children from diverse backgrounds.

Given the above, the following statement of purpose is presented in the next section of this chapter.

1.3 Statement of purpose

The study aims to examine and understand how learners, teachers and principals in multicultural schools experience and manage diversity. An examination of these experiences provides information which could, if found applicable, be used in future restructuring of diversity management in multicultural schools and at other education institutions.

The study also aims at providing information that will help multicultural school teachers manage diversity within the classroom situation. The study will respond to criticism and growing attacks on how such schools manage diversity.

The study is also just one contribution in the continuing pursuit of social and racial justice and in bringing about equality in all spheres of education and that in our schools there should be equal opportunity accompanied by cultural diversity in an atmosphere of mutual tolerance. The study will provide some recommendations as to how our schools and our education system can provide all South African children with equal opportunity.

In its recommendation, this study also aims at informing teachers that when they are faced with children from diverse cultural backgrounds, they must try to remedy poor performance and alienation of black students by improving their self images. This could be accomplished by showing respect for the different cultures, e.g. blacks, in white dominated schools.

As Troyna and Williams (1986) state, "the curriculum policies in South Africa should be like the DES (Department of Education and Science) document of Britain during the early 70's which acknowledged the diversity of cultures as a permanent feature of British society. The different cultures here in South Africa are here to stay, so it is imperative that the schooling system, teachers, principals and all the stakeholders should take note that our society is a multicultural and multiracial one and the curriculum should reflect a sympathetic understanding of the different cultures and races that now make up our society" (in DES 1977:10-11), so that all our children can contribute equally to the economy of this country and become good South African citizens.

In the next section the methodology used in this study is presented.

1.4 Methodology

Firstly, data will be analysed both quantitatively and qualitatively. The researcher will embark on an in-depth literature reviewing which will be of immense help in developing focus and show how it benefits the research.

Secondly, the researcher will analyze diversity as perceived by students from different cultural, social and economic backgrounds. This will be done through questionnaire administration. The researcher will also explore and analyze the whole concept of diversity which seeks to unpack issues of multicultural education in schools as well as in a classroom scenario, since multiculturalism has become a burning and contentious issue in a democratic South Africa.

Thirdly, the researcher will also analyze teachers' perceptions of diversity and the impact it has on their teaching through a questionnaire. The researcher has also designed the study to inform on current issues with regard to diversity by looking at the emerging ones as well as recent experiences.

In short the information that will give direction to educators and other stakeholders will be gathered in three high schools in the following manner:

- questionnaires will be distributed to a selected sample of 120 learners and 9 teachers from three selected schools.
- data from survey questionnaires will be analyzed through appropriate statistical measures
- personal interviews with 3 principals from the same secondary schools will be analyzed qualitatively

A more detailed description of the research method is presented in chapter three.

1.5 Significance of the study

It has been argued by Verma (1982) that education research generally is an incomprehensible jargon ridden activity that has little to do with the everyday problems and practices of all the individuals concerned. This study is mainly aimed at understanding how teachers deal with diversity in a multicultural classroom and it puts emphasis on the teacher's and learner's experiences within the classroom scenario.

The study will also contribute to the debate on issues of diversity (in multicultural school), through the analysis of the experiences of learners, teachers, parents and managers in multicultural schools. It serves as an attempt to consider what happens when learners from different backgrounds find themselves within a common setting. In a situation of that nature, it is clear that the maintenance and management of cultural identity is of high priority for all concerned, to enable different race groups to better understand one another.

It is therefore believed that the information that will be gathered in this study will engage the readers' interest at both a theoretical and a practical level.

1.6 Limitations of the study

Multicultural schools in this study only refer to those schools that had been previously white schools only, and had opened their doors during the late 80's and early 90's to children of other racial groups other than white. These schools have been selected to understand how teachers and learners cope with integration and how do they communicate with people of other race groups.

For this reason the study is only limited to those schools that were strictly white schools during the apartheid era. Only three schools out of all the multicultural/multiracial schools in the Durban South and Central regions are examined in this study. The study is also limited to secondary schools and only includes grade 11 learners and teachers.

Another important limitation of this study is that mostly white teachers and principals are going to be surveyed from these schools and the findings cannot be generalized to all multicultural schools. There is also no information about what actually happens in multicultural primary schools and in those schools where the teaching personnel reflect the race groups of the entire student body.

1.7 Organization of the dissertation

The dissertation is divided into five chapters. Chapter One gives a brief historical background of black education and some information on the integration of other race groups into previously racially exclusive schools. A brief insight into the aim of the study including critical questions is provided. The methodology used in this study is briefly explained and a few limitations of the study is presented.

Chapter Two is based on an extensive literature review and explores various perspectives about multicultural education. A background history of multicultural education is provided and different definitions of multicultural education explored. Associated concepts are also included, e.g. multiculturalism, integration as well as learning theories related to this study. A national as well as international perspective is also provided.

Chapter Three examines the methodology and research design of the study which covers issues of access and acceptance to the schools, problems encountered, description of the schools, piloting etc. Chapter Four is the presentation and analysis of data which responds to the critical questions presented in this study.

Chapter Five presents the significance of the findings in understanding multicultural education and its implications in the classroom situation and within the society as a whole. Recommendations and concluding thoughts are also provided in this chapter.

1.8 Conclusion

In this chapter the introduction and rationale for the study was presented. The statement of purpose and the research questions asked in the study were also presented. The methodology used in the study and the chapter breakdown were described and significance and limitations of the study presented.

The next chapter reviews the literature by using national and international research on the subject of multicultural education.

CHAPTER TWO
Theory and research on multicultural education:

A review of literature

2.1 Introduction

In Chapter One the organization of the study was presented. In this chapter the theories and research on multicultural education are reviewed. The chapter starts with the presentation and analysis of different definitions of multicultural education and the origins of multicultural education, followed by a review of international perspectives on multicultural education. Multicultural education in South Africa which includes issues of race, attitudes, stereotypes and prejudice is finally presented.

A literature survey reveals that the following issues have been researched around the area of multicultural education:

- definitions of multicultural education (Freud, 1984;Squelch, 1991;Moletsane, 1999)
- issues of identity (Jansen, 1995; Joshua, 2001)
- racism at schools (Duncan and Lynch, 1986)
- cultural differences (Banks and Banks, 1989; Moletsane, 1999; Garcia, 1991)

It is with this in mind that the following discussion on multicultural education takes place in this chapter.

Recent research on diversity has shown that learners come with a number of different identities to institutions of learning where these identities will be engaged and confronted in one way or the other. The institutions of learning will either suppress, ignore or accept these identities. Embedded within these identities are issues of diversity, i.e. children for example, come to school as unique individuals because of their diverse backgrounds and even students at tertiary institutions also come with different identities, since they come from diverse backgrounds (Jansen,1995; Moletsane,1999). These identities have had an impact in multicultural schools for example, especially with regard to the school's admission, assessment and curriculum policies. These issues also bring to our attention

the whole concept of multiculturalism. This chapter explores various perspectives about multicultural education. A background history of multicultural education is provided and different definitions of multicultural education explored. Associated and related concepts are also discussed as well as learning theories related to this study.

Duncan (1986) argue that there is a demand for education to reflect all races of people in a positive manner and to make a concerted attack against stereotypes, negative and racist attitudes to some races. Several publications in the 1980's on diversity have raised very critical issues. They claim that children find themselves in critical situations where they find it very difficult to interact and communicate with children from other ethnic or racial groups (Lynch, 1986; Bergen, 1981).

Coutts (1992) argued that different children in multicultural schools represent or reflect different social, religious, cultural groups etc. The challenge lies with teachers to liberate children mentally, thus making them aware of the differences and even go to the extent of respecting those differences. Garcia (1991) also argues that for teaching in a pluralistic society such as USA, consideration of cultural differences is imperative to good teaching. Several publications in the 1990's also emphasise that teachers must consider seriously the issue of diversity.

In most cases when teachers are asked as to how do they deal with issues of diversity, they normally say " I treat my students as though they are alike". Garcia (1991) further argues that ignoring differences by pretending they didn't exist served to submerge rather than purge cultural differences in the classroom scenario and ignored the learner's fundamental humanity.

Thus it is imperative to come up with a study that will assist teachers, especially those who argue that in their classrooms they don't see colour, but instead they treat all children alike (Jansen,1995).

The study also takes into consideration the cultural perspectives and explores different views and controversial issues which have emerged as a result of the changed South African education system in part because of the multicultural nature of the South African society.

2.2 What is multicultural education?

Rodgues (1984) argues that the answer to this question has been and continues to be debated widely. He further argues that multicultural education is a separate programme, a unique course or a particular curriculum to be added to the other school offerings available to learners or is it a process, a philosophical orientation, an instruction theory for the delivery of equality education?

Multicultural education has evolved from a number of educational concepts that have fluctuated in popularity over the past years (Freud,1984). These concepts include cross-cultural education, inter-cultural education, human relations, ethnic studies and multi-ethnic studies (Bergen, 1981:1). Freud further argues in the American context that multicultural education is not intended solely for schools with ethnic minority population. Multicultural education is not a recognition of contributions and holidays for ethnic groups. Furthermore, it is not aimed at training teachers to work exclusively with ethnic minority students. According to Freud (1984) the term multicultural education simply implies "cultural" factors and is somewhat a misnomer: what we are really talking about, is "education that is multicultural".

NCATE (National Council for Accreditation of Teacher Education 1974:4), presents multicultural education using an ethnic perspective:

" ...It is preparation of social, political and economic realities that individuals experience culturally diverse and complex human encounters. In this regard ethnicity is viewed as the core of multicultural education. The term is also defined or described as including, but not limited to the ability to confront issues such as participatory democracy, racism and sexism and the parity of power as well as cultural variation".

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Squelch (1991) argues that multicultural education is one of the critical issues facing educationists in culturally diverse societies like the South African society. It is believed that multicultural education can improve the level of equality in education. She further argues that multicultural education is an option or an approach which is firmly committed to the principle of educational equality, especially for pupils who have been denied equal opportunity to learn and receive an education appropriate to their experiences, needs and circumstances, i.e. education relevant to their context. Furthermore, she argues that multicultural education has been surrounded by a great deal of controvesy and this resulted in sharp criticism and sceptism. Over and above this, multicultural education has become popular in a sense that it is based on pedagogical consideration rather than on political concerns. It has been advocated and supported by many educationists as an alternative to both assimilation and separatism.

Squelch also states that critics regard the term as ill defined and lacking a clear philosophical basis. There has also been confusion when it comes to conceptualization and application of the term in relation to its objectives. Suzuki (1984:292) argues that consequently in practice multicultural education appears to have conflicting purposes and priorities. He views multicultural education as having no clear goals. Confusion has been exacerbated or impounded by the failure of educationists to translate policy into practice within a so-called multicultural perspective (Squelch, 1991; Carrim ,1991).

Most educationists argue that there is no single definition of multicultural education, since different people view it from different perspectives. Suzuki (1984) uses a programme orientation and defines multicultural education as `a multiple educational programme that provides multiple learning environments matching the needs of students'. Suzuki's definition puts emphasis on the aim of imparting necessary knowledge and skills which will enable the learner and hence society to move toward greater equality and freedom (Squelch, 1991; Zafar, 1988)).

Hessari and Hill (1989:3) define multicultural education as "that education which enables children to develop the ability to recognise inequality, injustice, racism, stereotyping, prejudice and bias and which equips them with the skills and knowledge to help them challenge and combat these manifestations". Baker (1983:4) defines multicultural education in broad terms as a "process which individuals become aware of themselves and their place in the world at large". Banks and Lynch (1986:201) described multicultural education as a "reform movement that attempts to change schools so that all students from all groups have an equal opportunity to learn".

Ramsey (1987:6) argues that multicultural education is not a set of curriculum but a perspective that is reflected in all decisions about every phase and aspect of teaching. Baptise (1979:15) refers to multicultural education as the "transference of the recognition of a pluralistic society into a system of education".

Squelch (1991) also argues that one of the most comprehensive definitions of multicultural education is the one provided by NCATE (USA) which views multicultural education as a preparation for the culturally diverse and complex human encounters. "[T]his preparation provides a process by which an individual develops competencies of perceiving, believing, evaluation and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and on-going assessment process to help institutions and human condition, individual cultural integrity and cultural pluralism in society" (Benavides, 1985:134).

Most definitions in the literature view multicultural education as an educational approach and that it is something ongoing which involves:
- development of cultural awareness
- recognition and acceptance of cultural diversity which forms a central consideration in the formulation of educational policies
- development of equity in education
- transformation of the school environment in order to meet the needs of students from diverse cultural, linguistic and socio-economic backgrounds.

Furthermore, most definitions emphasise that multicultural education is about self-awareness and recognition of different cultural languages, race and cultures. Squelch further argues that it is clear that multicultural education is not a simple concept, but rather incorporates a wide variety of complex issues. In other words multicultural education must be viewed or dealt with from a wider perspective. For example, in South African schools pupils must be encouraged to recognise and respect the different languages and cultures.

All individuals concerned with the education of the South African society should take note of the definition of multicultural education by Banks and Banks 1997, which views multicultural education as an idea stating that all learners, regardless of the groups to which they belong, such as those related to gender, ethnicity, culture, social class, religion or exceptionality, should experience educational equality in schools.

In the next section an overview of international perspectives on multicultural education is undertaken.

2.3 Background history: International focus
2.3.1 Multicultural education in the UK and England

Various studies in the 1990's on multicultural education have shown that the first countries to experience multicultural education were USA, Canada, UK and Australia. They argued that this was due to various tensions and problems that rose within their educational system and within their societies at large (Graff,1992; Coutts, 1992).

Since such countries are composed of the indigenous majority and many minorities, they first experienced a clash or a conflict as far as culture was concerned and even now scholars argue that the problem or the issue of cultural conflict will always be in existence. This is due to the fact that on one hand cultural groups were not prepared and are not prepared to discard their cultures, let alone disregarding their cultural heritages. On the other hand the indigenous majority wanted to have power over the minorities,

argues Coutts (1992). In other words the indigenous majority were of the idea that the minorities were to assimilate and reject their cultures and take into cognisance the dominant culture.

Children of minority groups in Britain experienced a number of problems in mainstream schools or public schools, hence they were seen as underachievers. For example, Coutts (1992) argues that since there were problems within the British society with regard to education of minorities, West Indian children were seen as underachievers. He further argues that an investigation was taken by the 1977 Select Committee on Race Relations and recognized the extent and complexity of the problems encountered by the minorities. In their final report in 1985 they rejected the approaches of the 1960's and 1970's, i.e. the assimilating policies, criticizing assimilation and integration.

Assimilation was seen as a solution, but it had shortcomings. It was replaced with integration and as a result cultural diversity came to be recognized as a reality. Teachers were forced to acquire more knowledge of the social and cultural background of ethnic minority children and 'black studies' began to appear in the curriculum. In 1977, the Green paper 'Education in School: A Consultative Document' was published and this paper emphasized the implication of the presence of ethnic minority groups for all schools and recommended that all schools should help their learners gain an understanding of the pluralistic nature of the British society. This meant that the curriculum should reflect an understanding of all cultural groups (Squelch 1991:50). Furthermore, the National Committee Inquiry was set to look at the education of the minority groups. In 1981, the Rampton Report published the outcomes of the inquiry and it advocated that all schools adopt a broadly–based multicultural approach to the curriculum and draw on the experiences of the many cultures that make up the British society. In 1985 the Swann Report was published entitled 'Education for all' and it was as a result of this report that Britain had to move steadily towards a multicultural approach to education in schools, colleges and universities.

Coutts (1992) further argues that the SCRR (1977) put emphasis on the following:

- that all children should be educated in multicultural schools,
- and children should get to know the multiracial and multicultural nature of the British society

Furthermore, Coutts (1992) states that there must be equality of opportunity, whereby the curriculum of all schools was to emphasize the contribution of many cultures to the development of human knowledge. In other words, the culture of each and every child within the school situation was to be taken into consideration. Learners were encouraged to respect each others culture, thus developing self-esteem of each individual pupil.

Coutts (1992) also argues that exposing learners to the cultures of other children in a more structured way, results in a valid enrichment of the learning experience. He also argues that learners should be encouraged to seek out common ideas and shared values, while retaining the security of their own home cultures.

In countries like the UK for example, after having taken into consideration the above points all learners were equipped with the necessary skills that enabled them to deal with various situations in a multicultural society. A holistic approach to education was encouraged and cultural heritages were reflected in the curriculum as well as in teaching. She further argues that an atmosphere of empathy and understanding was fostered among learners and various languages of minorities were allocated a place in schools.

It can be concluded that multicultural education is clearly a development more profound than the rather superficial offerings of ethnic studies, celebration of holidays and glorification of heroes that had characterised the integrationist education that had preceded it. It is intended to raise the self-concept of the participants and increase their racial pride. This should also be the case in the South African context, that multicultural education increases the racial pride of pupils.

Various studies, e.g. (Banks,1985) further state that multicultural education gained prominence in different states during the 1970's and 1980's. Since there has been

insufficient literature on multicultural education there has been a lot of confusion going on over its meaning and relevancy, i.e. its philosophical standpoint and its feasibility as a process of bringing about equity in society (Vold, 1989:11).

Sleeter (1999:9) argues that multicultural education emerged in the US as a reform movement responding to social and historical events and situations of inequality. It received its impetus from the growing awareness of the lack of equal educational opportunities for all children, the struggle against racial and cultural prejudices and the growth of self-determination within minority groups.

Multicultural education emerged from educational practices that had developed during the 1960's and 1970's in response to the demands of minority groups for equality in education (Banks, 1985:5). Squelch (1991) argues that although initially multicultural education was largely compensatory in nature and focused on teaching about different cultures it was acknowledged that the emphasis on ethnic studies had little bearing on equal education. This was needed to address both racial and cultural inequalities as well as socio-economic and gender-based inequalities.

The development and implementation of multicultural education in schools and tertiary institutions in the UK has been slow and sporadic, but has become a very powerful force in education. After a survey of about 300 colleges and universities, it was found that multiculturalism was increasing rapidly and had formed an important part of the curricula (Graff, 1992:31). Other colleges were also found to have established multicultural centres (Levin, 1998:4).

Educationists in countries like Canada, UK and Australia focused their attention mainly on the development and implementation of multicultural education and it was supported both directly and indirectly by legislation and schools (Squelch, 1991). Schools were forced to take appropriate action in order to meet the needs of learners from diverse backgrounds. Squelch (1991) also states that the cornerstone and a primary goal of multicultural educationists is the creation of equal opportunities.

In England during the 1950's and 1960's migrant children were faced with quite a number of difficulties in relation to education. Multicultural education developed over a period of time from ethnocentric education (as compared to US which developed as ethnic studies) as a response to the problems that were experienced by the immigrants (Hessari and Hill, 1989:9).

After the Second World War, The British Nationality Act of 1948, permitted refugees, people from Europe and immigrants free entry thus increasing an already culturally diverse society (Graff, 1992:77-78). Educationists were presented with a challenge due to the change of character of the school population. Initially immigrant children were required to abandon their own cultural heritage and acquire the Anglo-Saxon culture, which is a complete denial of human rights.

Several policies were revised, setting guidelines for teaching culturally diverse groups of learners. Most of these policies emphasized anti-racist education. Colleges and universities began introducing courses on multicultural education (Squelch, 1991).

2.3.2 The American experience

The US is comprised of culturally diverse indigenous groups of people who have been there long before the arrival of the first Europeans or slaves from Africa. When the 'Negroes' and other minorities came, they came with several languages as well as several cultures.

As a result of what the American society changed rapidly, especially during the 19th and 20th centuries. It was becoming a complex society each day because of a large number of immigrants who had different cultural backgrounds. Some groups dominated over others. There was an introduction of slavery which led to no respect at all for cultural diversity. Slaves viewed themselves as culturally deprived as well as subjects of cultural oppression. They reacted strongly against the system and segregated schools. Coutts (1992) argued that during the period between the 1940's and 1960's racial clashes

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occurred as the so-called 'Negroes' who had fought in World War II asserted their rights. They fought against segregated schools and the Court of Law saw them as unconstitutional. They also reacted strongly against the ' Melting Pot' policy (i.e. they disregard their own culture and adopt the dominant culture). Racial conflicts broke out in cities like Harlem and Philadephia. Due to such confrontations 'minority study programmes' were introduced which emphasised the concept 'culture' and also considered the importance of cultural diversity within the broader American society.

There was then a shift from assimilation towards integration where the issue of multicultural education came into being. Various cultural groups embarked on a 'mission' that is to respect each others culture. This was also fostered in schools and children were expected to grow up being aware of different cultures and to be tolerant of each other.

One of the most important issues raised by most studies is that one of the major aims of education has been the provision of education for all as a basic human right. But the question that has been raised by most educationists is what exactly should constitute education which is rightfully due to each individual. This has been a subject for debate long before 1945, argued David, (1986). Condocert, one of the French revolutionary thinkers once said that the major function of the schools was to select the talented elite, and ensure that they received a suitable preparation for high office in the state (David, 1986). Since he was against this kind of attitude, he said that all children should have equal access to all levels of education, regardless of their origin or colour of skin, subject only to their ability to benefit from education beyond primary level. The prime concern of Jefferson Condorcet, argues David (1986) was that all children should be at liberty to develop their talents to the fullest extent, and that education should prepare all children to become good citizens of the country. John Dewey cited in David (1986), argued that the education and the curriculum should be geared towards addressing the needs of the individual child, thus stressing the freedom of the individual to develop at his or her own rate.

2.3.3 South Africa and multicultural education

Multicultural education is a relatively new phenomenon in South Africa, unlike in other countries like US, UK, Canada etc. where it has been part of the education debate for decades. When focusing our attention on the South African education system, one sees an education system that has been in crisis for a very long time and one which is largely segregated despite of the recent opening of the state schools in the 90's to all race groups. After 1948, when a number of Acts placed emphasis on the policy of separate education, the education system in South Africa was in crisis in that it did not and still does not offer equal opportunities to all South Africans. Since there has been a disparity between policy and practice in South Africa, the policy of `separate but equal' education clearly failed during the De Lange Commission. There have been inequalities in the education system and this has been obvious or evident in the distribution and provision of financial resources, allocation of resources, pupil–teacher ratios, high drop-out rates among disadvantaged groups and poor quality of education and access (Pillay, 1990:31). Pillay further argues that inferior qualification of black teachers, overcrowded classrooms, understaffed schools and resource or equipment shortages have all contributed to growing inequalities.

Due to the fact that the education system of South Africa had failed to meet the needs of all groups, steps had to be taken to reform the education system so that there should be a provision of education to all groups in South Africa, irrespective of race, ethnicity or class. As the basis of the reform process, the De Lange Report came into existence in 1981. The report put emphasis on the provision of equal education for all. Since the 1970's there was a call for a single education system. This call only happened after the Government of National Unity came into office in 1994, 27 April. Educationists argue that most things have not changed, e.g. classrooms in the Townships are still overcrowded and have insufficient and underqualified teachers.

Private schools were amongst the first primary and secondary institutions to respond to the unequal policy of separate education. Immediately after the 1976 Soweto riots, the Roman Catholic Church also voiced its condemnation of separate education and adopted

a policy of multiracial schooling (education). As a result all Catholic schools were opened to all race groups and other religious denominations, such as the Methodist and Anglican churches also opened their schools (Christie, 1990:23-24).

In the 1980's literature on the origins of multicultural education in South Africa, state that the introduction of the new education policy which allowed for the opening of the mainstream schools to all race groups and a move towards the creation of a single education system were the first major steps towards desegregation of South African education.

Squelch (1991) argues that it is naïve to assume that desegregated schooling will automatically improve equality in education by simply equalizing access. Furthermore, many schools remained monocultural largely because of population numbers and distribution and because of cultural consideration (Squelch, 1991:51).

Many educationists and critics of multicultural education argue that comprehensive reforms throughout the education system needed to be considered including equal access and participation in order to achieve equal educational opportunities. They also argued that a different approach to education was necessary to guide reforms, thus multicultural education was advocated as one possible approach to meeting the educational needs of students from diverse cultural, educational and socio-economic backgrounds.

Until recently, argues Squelch (1990) multicultural education has received little attention owing to the policy of separate education. Pioneers or proponents of multicultural education view it as an important approach to the education of culturally diverse pupil populations and one that can make a valuable contribution to improving educational opportunities. However, in the South African context, multicultural education as viewed by Squelch, is generally misunderstood and a misused concept and is therefore rejected by many. This has been due to the fact that there has been and still is a lack of knowledge and understanding of the theory and practice of multicultural education. According to Squelch a school can be opened on a non-racial basis, but still adhere to a policy of

assimilation, as has been the case with most open state private schools, and passive discrimination which precludes equal educational opportunities. She further argues that to refer to a school as a "multicultural school" because of the presence of many cultures does not imply multicultural and that the terms multicultural, multiculturalism and multicultural education are not mutually inclusive.

In the South African context, concepts such as culture, race and ethnicity are indeed important to multicultural education and cannot be ignored (Bernnet, 1990; Lemmer and Squelch, 1991:63). In other words multicultural education in South Africa has to be viewed from a wider perspective in terms of cultural activities, and in terms of the transmission of cultural knowledge and cultural reproduction.

Banks and Banks (1989) argue that multicultural education does not embrace a narrow traditional view of culture, nor is it separate from related issues as gender, class, race and social inequality, cited in (Lemmer, et al 1993). Squelch views multicultural education in the South African context as a complex issue, where South Africa is faced with many unique challenges. However, it could be that many schools will move towards a multicultural approach to education as a reaction against assimilation, and as teachers become more aware of the needs of all their pupils as they realize the inability of current policies and practices which fail to meet these needs.

It is obvious that for multicultural education to be implemented and to become effective in the South African context, the various conditions mentioned above must be taken into account and also more open debate is needed in order to understand meaning, technology, goals and educational practice. In other words all the stakeholders must be fully equipped with all the relevant information on multicultural education, i.e. policy and practice, and how to deal with multicultural education within the South African context.

The South African society is very pluralistic in nature and in the 1990's multicultural education was accepted by various ethnic groups and it is viewed as a solution to the unequal and unjust educational system, that has been in the country for decades.

Coutts (1992) pointed out that if multicultural education is to be implemented in South Africa, a number of problems need to be taken into consideration (e.g. different ideologies, cultures, different races, classes, ethnic groups etc.). He further argues that multicultural education in South Africa must make provision for the protection of values that are dear to each community. I agree with Coutts when he asserts that multicultural education is a mechanism whereby pupils will be developed mentally, morally as well as spiritually. It must reject segregation or the separation of pupils on the basis of race or ethnicity within the school situation and in the community as a whole. Multicultural education must make children view themselves as of a single race, that is, human race, at the same time respecting each others' values, beliefs as well as their language. It must also encourage children to ignore colour differences and to respect cultural diversity.

Tomaselli (1991) argues that South African education has been based on race rather than need. He also argues that in the South African context, separate education has always been synonymous with inferior education for all children other than whites. Freer (1992) argues that mainstream schools in South Africa had been segregated according to specific racial determinants. Due to a new set of provisions made in 1990 by the Department of Education and Culture and other stakeholders, schools which were meant for whites only or exclusively white in their racial composition were to admit children classified as African, `Coloured ' or Indian. Parents, as part of the governing body were to be involved by designing and developing the admission policy of the school. Gajendra (1988) cited in Freer (1992: 2) argues that the different ethnic, cultural and religious groups, which make up any society must have equality in every political and economic sense and that if that does not apply then any form of ethnic differentiation becomes a form of racism.

In discussing multicultural education, Atkison (1984:16) makes a plea for a form of education that is "comprehensive, penetrating and integrating and not narrow, restrictive or supplementary". He further points out that he is against the notion or the idea that multicultural education is a distinctive form of education. Verma and Atkison (1984) point out that even though there can be "multi–anything" there is always a room for conflict. For example, in South Africa the question of culture, which is discussed in detail

in this chapter, has long been viewed or misconceived as a characteristic of race and this has been viewed as a misconception by most scholars. Conflict will always arise between two or more parties where there is no agreement or consensus.

Moulder (1988) cited in Dave (1991) argues that culture is something that is always created and learned through observation. Freer (1992) argues that in South Africa cultural identity has had long term racial implications and has become visually synonymous with racial identity. In other words there is great relationship between the concepts culture and race and this also brings about conflict in a setting with children from various race groups.

In South Africa the majority of people have been denied the benefits of a good education and in the allocation of resources alone the minority white population at state schools has enjoyed extreme preference, argues Freer (1994). He further points out that in future, we must adopt a strategy that will be aimed at the eradication of both material and perceived differences. Children should become aware of the differences, but accept those differences and respect each other. As part of such a strategy, it will be a necessity to develop a policy of non-racial education rather than to profound differences in children's needs related to the notions of multiculturalism or multiracialism (Freer, 1994:4).

It would appear that the crisis in the education system of South Africa will continue and riots in schools will escalate, unless there are no more injustices and indignities of apartheid that were aimed at maintaining educational privileges for white children and continue deprivation to the vast majority of black children. As an educationist and having witnessed all the injustices in the South African education system, I suggest that all schools must serve all children of this country, teach them as equals, thus creating a more egalitarian and just society.

2.4 Teaching for diversity in South Africa

In the newspapers of the early 90's in Durban, there were quite a number of complaints raised by whites seeing black pupils as inherently inferior and unable to cope in a school environment designed for white people.

These correspondents were arguing that if blacks will be allowed access to white schools, that would be the destruction of white 'education'. This opinion or assumption by the complainants was taken from the plight of the United States school education system, argued Tomasselli (1991). Most of the newspapers between 1985 and 1990 raised issues of great importance and sometimes very touching and sensitive ones concerning the incapability and inferiority of black children in white schools. In other words, teaching for diversity in South Africa has been viewed as a difficult task by white people, especially since they regard black people as inferior and incapable. Tomasselli cites Parker in the Natal Witness (27/03/91) that the United States debate on one hand states that it is very clear that all children should be educated in mainstream schools as far as possible. On the other hand it states that disadvantaged children who historically happen to be predominantly black and Hispanic should be given an accelerated or enriched education separate from the mainstream schools.

Tomasselli further argues that the separate education for the Americans is not the same as separate education in South Africa. In the US context, it is seen as an opportunity to provide more intensive specialized education, i.e. remedial education for children who have come from education – deprived backgrounds or for whom English is not a home language. As I have mentioned earlier on using Tomasselli's argument that the US context differs a lot from the South African context in that in the South African context separate education has always been synonymous with inferior education of all children other than whites. Tomasselli (1991) also raises a very interesting point when he asserts that unlike in South Africa, in the United States ethnicity is viewed and understood in positive terms and as sites of empowerment of groups rather than disempowerment as occurred in South Africa with respect to anyone not classified as white. In teaching for diversity within the South African context, parents need to be part and parcel of the

whole process and school - based programmes to bring them and their children together again, to re-establish family and community life, and to adjust to the universally accepted or to normalizing patterns of behaviour.

What made most people assume that it is impossible to teach to diversity within the South African context is the fact that the education of this country has been based on race and culture rather than need. Education has been for decades viewed as a privilege rather than a human right. Coutts (1992) argues that the South African society has been described as a cultural kaleidoscope or a cultural microcosm of the world, since the period of our ancestors, different cultures between different ethnic groups have caused a problem, due to some fear and rejection of other people's ideas, values and beliefs. Teaching to the culturally different appears to be a very difficult task because different groups have been ignorant of other people's cultural practices, e.g. killing of one twin baby by the Zulus, circumcision by the Xhosas, etc.

In order for our education system to be effective, race and culture needs to be taken into consideration. In the case of multicultural education, different cultures need to be taken into consideration before developing the curriculum, for example, schools should be prepared to deal with diversity whereby the school's curriculum, admission, and assessment policies need to be taken into consideration. In other words special attention should be paid to different cultural experiences that will be brought about by children from diverse cultural backgrounds.

Schools should be seen as an instrument for change, i.e. learners will be taught to involve themselves in issues of diversity and to interact and communicate with children of other cultures. I fully agree with Coutts (1992) when he says that different cultures in the South African context should not be viewed as a problem, but as a strength and a rich source for learning. Proponents of multicultural education put emphasis on the fact that the entire curriculum should be reformed so that it reflects the multicultural nature of our society and meets the needs of all learners. Multicultural education in essence recognises and accepts differences and similarities and endeavors to accommodate both dimensions,

without emphasizing one or the other. Furthermore, multicultural education is regarded as a balance between assimilation, which ignores differences and separatism, which emphasizes differences (Squelch 1991:47).

In the next section two sociological theories which are related to multicultural education are presented. These theories are the conflict and symbolic interactionism and are related in the sense that within any school scenario where there are learners of varying cultural groups there will always be conflict and interaction. People within such setting need to be aware that conflict may arise at any time when people interact with one another.

2.5 The Conflict and Interactionist Theories

On one hand conflict theorists argue that the social structure consists of many different groups with different interests. Ian Craib (1990) cited in Garcia (1991) describes a conflict theory in the following way, "society is like a more confined battle, so is a multicultural school. If we watch from on high, we can see a variety of groups fighting each other, constantly forming and reforming, making and breaking alliances".

On the other hand the interactionists are concerned with explaining social actions in terms of the meanings that individuals give to them. However, they put emphasis on small – scale interaction situations rather than large – scale social change. Garcia (1991) further argues that everything that occurs within the school environment (i.e. all classroom activities) and factors (e.g. classroom management techniques, instructional strategies and self – concepts) operate on the assumptions one makes, i.e. they are based on one's cultural perspectives. Likewise, students' learning and behaving are influenced by their cultural perspectives. What students learn and what teachers teach argues Garcia (1991), are ultimately filtered and strained through their cultural sieves.

In most societies where there are people of diverse cultural backgrounds, it is believed by most sociologists and scholars that conflict is likely to occur. Although there can be consensus in society, conflict can occur at anytime. Conflict theories view conflict as being the result of contemporary disturbances, which are usually quickly corrected as

society evolves. In a multicultural school where there are children from different backgrounds, it is also believed that conflict is likely to occur. But as time goes on and because of the help of teachers and all the stakeholders, multicultural schools can be conflict free or have less conflict. Unlike functionalists who argue that integration is based largely on value consensus, that is, on agreement about values by members of society, conflict theorists believe that there are fundamental differences of interest between social groups. These differences result in conflict being a common and persistent feature in society.

Since each and every culture has its own unique patterns of behaviour, which seem alien to people from other cultural backgrounds (Giddens,1993:38). Lack of respect of other peoples culture and ignorance always leads to conflict. Society is seen as essentially full of tension, even the most stable social system represents an uneasy balance of antagonistic groupings. According to the conflict theory, the values different groups possess and their objectives often reflect a mixture of common and opposed interests.

Giddens further argues that power, ideology and conflict are always closely connected. For example, if it is the white ideology or white culture that is dominant in a multicultural school, children of other racial groups with different cultures are likely to act against the dominant culture. Consequently conflict arises in a situation of that nature. The interactionists focus on small – scale rather than society as a whole. In this study, this theory views or is dealt with in relation to what takes place within a classroom situation and within the school at large when children of diverse cultural backgrounds find themselves in close proximity. Interactionism is primarily concerned with interaction which means action between individuals. The interactionists perspectives begin from an assumption that action is meaningful to those involved. It therefore follows that an understanding of action requires an interpretation of the meanings people give to their activities.

Giddens (1993) also argues that when we interact with others we constantly look for `clues' about what type of behaviour is appropriate in that particular context and about

how to interpret what others intend to do. When interacting with other people, we are likely to make sense of what others say and do. If we don't interact with people, we are likely to criticize what others say and do, because of ignorance and wrong perceptions.

Interactionists, thus argue that in a situation where there are people of diverse cultural background, e.g. in a multicultural school, interaction should prevail so that learners must be encouraged to be tolerant, thus understanding each others culture and/or behaviour.

It is with these theories in mind that issues of racism in multicultural schools, multicultural school curriculum, attitudes, stereotypes and prejudice are selected for indepth exploration.

2.6 Racism in multicultural schools

Most studies on racism emphasise that racism, prejudice and stereotyping are deep-seated social problems which are supported by economic and political inequality between races which the school alone cannot hope to change. Consequently, in this section race is dealt with in its socially constructed sense. Valley and Dalamba (1999) also view racism in schools as a critical element of diversity.

It has also been pointed out in many studies (Squelch 1991, Tomasselli 1991, Singh 1994) that racial stereotypes are common in South Africa, especially more visible and explicit in multicultural schools and in tertiary institutions, such as Technikons and Universities. This is due to the previous education system, where learners were divided and placed in different schools on the basis of individual conduct and achievement as Coutts points out in his discussion on racism in multicultural school (Coutts, 1992).

Ramsey (1981:188) points out that multicultural education makes no claims to being able to produce people devoid of prejudice but rather aims to challenge discriminatory practices in society and to provide individuals with the skills and knowledge to counteract racism and stereotyping.

Klein (1993) argues that race in education has long been the subject of intense and extensive debate and this has also been evident in South Africa where learners of different race groups experience education that differs within the same school. Education that discriminates against specific groups of people on grounds of their race, gender, class or any category into which individuals can be categorised and then differentially treated, is unacceptable. Valley and Dalamba (1999) also explore race as a category of multicultural education in which schools continue to engage.

Race refers to socially imposed categories of human beings in terms of ethnicity, skin colour and other visible differences, and such matters as language, religion, customs and cultural heritage, by which people can be perceived or perceive themselves as part of a racial group (Klein, 1993). According to Squelch et al (1991) racism is a belief that one's own race is superior to another and this belief is based on the false premise that physical attributes of a social group determine intellectual characteristics as well as social behaviour. We find that in South Africa, this has also been the belief or false premise that if you're white, you're definitely intelligent and to be educated is a privilege. On the other hand if you're black, you don't deserve to be educated because you are not capable, in keeping with the Verwoedian notion since 1956.

In many societies racism became institutionalized by way of established laws and practices. In addition to this, Bennet (1993) also talks of cultural racism, which is referred to as the belief that the customs, art, music, literature, economics, language, traditions and religious beliefs of particular groups in the multicultural schools are inferior to those of another culture. In short, race is a socially determined category that is related to physical characteristics in a complex way.

2.7 Multicultural school curriculum

The schools must be seen as the one-shared experience for all South Africans and the curriculum in multicultural schools should be appropriate to the education of all learners, whatever their background by reference to diversity of cultures. In other words the

curriculum must be relevant to the context of all learners irrespective of their colour differences.

Duncan (1986) argues that a variety of cultural and social groups must be evident in the visual images, stories and historical, geographical or whatever type of information disseminated within the school. Furthermore, the selection should not be made in such a way as to reinforce stereotype of lifestyle, occupation, status, human characteristics or one particular culture.

In a situation where there are learners of different colour within one classroom, teachers should not focus only on blacks or whites, but rather should take responsibility of selecting not merely from a pre-selected collection but also from a rich and wide variety of resources available in the classroom and in the community (Duncan, 1986). In other words teachers should first take note of different cultures and never ignore the differences because pupils will not learn about each others' experiences if nothing is said about them in a classroom situation. He further argues that a 'good' education cannot be based upon one culture only and should therefore be multicultural. It should enable a child to understand his/her own society and to know enough about other societies to enhance that understanding (Duncan, 1986). Most studies argue or emphasise that everyone must respond positively to the changing educational needs of our multiracial, multilingual and multicultural schools.

The individual teacher has a responsibility to eliminate the ideology of racism from the structures and procedures of education itself, both inside and outside the classroom. (Davis, 1984). Multicultural education should not be viewed as aimed primarily at teaching blacks because that will create a false premise or a belief that blacks are inferior, not capable and that they need a special education in the form of multicultural education.

Mukherjee (1998) in the article " Blacks response to white definitions ", describes how black children in the UK have been and are still imprisoned by white definitions as the "cause and victim" of the failure of the English educational system. He explains how

multicultural education offers a "liberal racist" version of reality by concentrating on interpersonal relationships and the provision of information on backgrounds.

Duncan (1992) argues that education is more meaningful when it is seen as a total community affair. In other words multicultural education is not only about teaching blacks, but is an education of race, ethnicity, gender etc. Ranjit (1996) in her focus on multicultural education and primary school curriculum argues that for a change within the school curriculum to be effective and even possible, it is vital that changes are initiated within the teaching personnel, therefore it is vital to consider Duncan's message when he says that the challenge lies with the teachers and the teachers must accept it with commitment and desire to learn and teach.

In the classroom teachers are the key agents of change, it is therefore vital for them to be aware of their personal positions with regard to race and culture and to question their assumptions, attitudes and expectations. Teachers also need to step down from the role of authority in a classroom to share experiences with all children and allow them to create their own learning experiences and evaluate these by sharing with others. Collicott (1998) believes that teachers should start where the pupils are when dealing with diversity within a classroom situation. Teachers must not view multicultural education as an alternative education for black pupils. She believes that history has an important role to play in developing local, cultural, religious and national identities. She also suggests that history should be taught through a whole curriculum approach and that each child's family history can be a starting point for a spiral curriculum in history, followed by themes in the communities from which they come.

Each and every child's background is unique and it must be respected by the teacher. Consequently, the child will enjoy learning when the teacher constantly reflects on the child's background (Ramsey, 1987:4).

2.8 Attitudes, Stereotypes and prejudice

In this section the notions of attitudes, stereotypes and prejudice are presented with the view to clarify these terms. Research indicates that problems that are experienced by multicultural schools are due to pupils' attitudes, prejudices and stereotypes they hold towards or against each other.

2.8.1 Attitudes

Research indicates that children come to school with many negative attitudes towards and misconceptions about different racial and ethnic groups. (Phinney and Rotheram, 1987). Research indicates that an awareness of racial differences can exist as early as the age of two and a half. Children are aware of racial differences and categories and have developed different attitudes toward different racial and cultural groups by the time they enter school. Cole (1989) argues that racist attitudes of students in multicultural institutions are extremely worrying, and highly inappropriate for their profession. In colleges of education student-teachers need to be professionally competent to teach all children, whatever their race. Generally students were encouraged to be tolerant and to accept differences. Students in multicultural schools need to address their own prejudices with the help from their teachers. Multicultural education was originally used to describe practices in schools that sought to provide a suitable education for a multicultural society and still understood in this way in the USA and much of the world. In Britain, however, the term has been contaminated in the way that many of these school practices were simply a "celebration" of cultural diversity and totally failed to address the central issue of power inequality.

To counter this and denote an approach that does not see power and prejudice as central, the term 'anti-racist' was coined, (i.e. against racism in any form). The literature remains confusing because while some spell out 'anti-racist multicultural education' to describe an approach which concerns itself with issues of power as well as cultural diversity, others still use 'multicultural education' as the umbrella term to refer or describe similar approaches. However, in this study the latter term is used.

2.8.2 Stereotyping

Stereotyping is defined by Milner (1975) as the attribution of supposed characteristics of a whole group to all its members. Those characteristics will themselves have been constructed by the dominant group and are likely to be very different from the way that the group members see themselves. He further argues that stereotyping is powerful and pernicious. It is perfectly possible for an individual to befriend someone from a particular group and retain the stereotyped view of that group, therefore the friend is simply different. In most cases stereotyping leads to xenophobia which is more psychological than socially acquired and is an irrational fear or hatred of otherness.

According to Squelch et al (1991) a stereotype is simple, rigid and a generalised description of a person or group. When a stereotyped description is attached to a racial, cultural or national group, there is often the implication that the characteristics are genetically determined and so cannot be changed. Stereotypes influence people's perceptions of and behaviour towards different groups. It has also been argued that social conflicts can be generated by racism, prejudice and stereotyping and therefore efforts need to be made to reduce racism and prejudice and correct stereotypes.

Teachers in multicultural schools need to consider ways of dealing with the stereotyping, e.g. more education that bring about contact between the stereotyped and those who form stereotypes and to bring about the accurate portrayal of individuals and groups in literature.

2.8.3 Prejudice

Squelch (1991) defines prejudice as a:

- preconceived opinion against or in favour of a person or thing
- a judgement or opinion formed before hand or without due examination of the facts,
- an unfavourable opinion or feeling formed before hand without knowledge, thought or reason,

- unreasonable feelings. Opinion or attitudes especially of a hostile nature, directed against racial, religious or national group.

In discussing racism, the multicultural school curriculum, attitudes, stereotypes and prejudice, one can conclude that multicultural education is a complicated and seriously contested subject.

2.9 Conclusion

In this chapter the theories and research in respect of multicultural education were presented. An international perspective describing the British and American experiences was also presented. An analysis of the South African experience was undertaken and notions of racism, attitudes, stereotyping and prejudice, explored. It would appear from most studies that learners perceive diversity in terms of race and not curriculum or language. Learners must learn to accept, respect, appreciate and understand that there are differences in learners within any classroom (e.g. cultural, ethnic, religious, linguistic, socio-economic and exceptional populations) and that all of them live in a pluralistic and a democratic country.

In the next chapter research methods used by the researcher in order to facilitate the purpose of the study is presented.

CHAPTER THREE

Methodology and Research Design

3.1 Introduction

In the last chapter an attempt was made to examine the concept of multicultural education, giving a national as well as international perspectives on multicultural education.

The purpose of this study was to understand the experiences of managers, teachers and pupils in multicultural schools. This chapter reports on the research procedures employed by the researcher in order to facilitate the purpose of the study, i.e. methodology that was used to collect data.

3.2 Explanation of the method

Since this is mainly a qualitative study, the researcher tried to describe how he went about the study because a "description is the foundation upon which qualitative research is built", argues Wolcott (cited in Karla 2000). A study was conducted where the aim was to get different opinions, beliefs and attitudes from a group of people after a researcher has asked questions about a particular topic or issue. According to Schumacher and McMillan (1993: 238) the questionnaire is the most widely used technique for obtaining information from subjects. A questionnaire is relatively economical, has standardized questions, can ensure anonymity, and questions can be written for specific purposes. The researcher took cognisance of the disadvantages of the questionnaire. For example, according to Birley and Moreland (1998: 45) the major disadvantages of a questionnaire are that it often has a poor response rate and much emphasis is on writing ability. The questionnaires included a covering letter, which outlines the topic, the purpose of the study and assurances of anonymity and confidentiality. The nature of the questionnaires is described later in this chapter.

A selected sample was surveyed and the responses have been described taking into consideration the three characteristics of survey as listed in Frankeal and Wallen (1993):

- information is collected from a sample rather than every member of a population
- the main way in which information is collected is through asking questions, and answers therefore constitute the data of the research
- information is collected from a group of people in order to describe or understand some aspects or characteristics (such abilities, opinions, attitudes, beliefs and/knowledge of the population of which that group is part).

3.3 Sample

The number of subjects in a study is called the sample size. According to Schumacher and Mcmillan (1993: 163) the reseacher must determine the size of the sample that will provide sufficient data to answer the research question. The general rule in determining the sample size is to use the largest sample possible, since the larger the sample the more representative it will be of the population (Schumacher and McMillan 1993:163). In situations in which a sample is selected, however a sample size that is only a small percentage of the population can approximate the characteristics of the population satisfactorily (Schumacher and McMillan, 1993:163).

In this study the sample consisted of three secondary multicultural schools in the Durban region of the KwaZulu-Natal province in South Africa. The schools are administered by the KwaZulu-Natal Department of Education. The following reasons for the use of a purposeful sampling technique is provided:
- enthusiasm of principals to engage in this research
- these three schools had changed their racial intake considerably
- these schools were accessible to the researcher
- the only 3 previously white schools in the district.

In other words, the three schools were purposively selected because they were easily accessible to the researcher and that the principals of these schools displayed a very positive attitude and interest towards the research and its findings. The schools in this study were Durban High School, Glenwood High School and Ridge Park College.

The sample consisted of a total of 132 respondents which included 3 principals, 9 grade 11 teachers and 120 grade 11 pupils (refer to table 3.1 below). The researcher managed to hand out and administer questionnaires to his sample during free periods, tea breaks, utility periods and after school hours and was able to make sure that all questionnaires were returned, since he was always present when the questionnaires were administered. Grade 11 teachers and pupils were selected because they were available, since they were not writing examinations. All other grades were busy writing examinations and their teachers were always occupied.

Table 3.1 The sample

Sample	DHS	GHS	RPC	Total
Principals	1	1	1	3
Teachers	3	3	3	9
Learners	40	40	40	120
Total	44	44	44	132

3.4 Administrative matters (Access and Acceptance)

Before the commencement of the study, the researcher had to obtain permission of the various authorities and participants.

These included:
- the Department of Education KZN
- the District manager under whose control the selected schools fall
- the principals of the selected schools

The researcher had to first visit the schools to discuss with the principal the main aim and purpose of the research. Times and dates were then arranged in advance so as not to interfere with the normal activities of the school.

- teachers of the selected schools

Discussions were held with teachers during tea breaks and after school hours.

1. The pupils

The researcher had to clarify to the pupils the aim and the purpose of the research. This was done during their free or utility periods.

3.4.1 Problems encountered

Initially I had selected other schools which I was familiar with and were very close to my residence, Westville. Most of the principals in these schools opposed the participation of their schools in the research. They presented the following reasons for their objections:

- busy with tests and exams
- members of the governing body are overseas for funding and therefore could not grant permission
- no problems/ difficulties on diversity experienced by both teachers and pupils in their schools
- the research would encroach on much needed classroom time
- my work might interfere with the smooth running of the school
- participants/ pupils would not respond to the questions since they do not subscribe to any cultural beliefs

I received the objections from these principals with a great amount of surprise, since they were aware that I had received written permission from the:

- Research department at UDW
- Committee of research proposals – UDW School Of Educational Studies
- Chief Executive Director – KZN Department Department of education and culture
- District Director under which their schools were controlled.

Personally, the researcher perceived the principals' objections as having emerged from a conservative culture which dominated many previously white dominated schools. In my opinion, these principals had negatives attitudes towards me as a person and that my presence in their schools as an African probably made them uncomfortable.

I then decided to go to the schools which were located in ' surrounding ' areas relative to the city of Durban in the province of KwaZulu-Natal. Fortunately, after several phone calls and appointments with the secretaries of the principals, I was able to meet with the principals of the 3 schools. They displayed a very positive attitude and genuine interest in the outcomes of my investigation and in order not to disturb the normal functioning of the school, we had to set dates and times for questionnaire administration. Teachers and pupils in these schools gave me support and assured me of their co-operation until completion of the data collection. Given this backdrop, the selection of the schools was purposive.

3.5 Description of the schools

All 3 schools were selected in the province of KwaZulu-Natal in the district of Durban. They are all formerly white schools which had previously been controlled by the Natal Education Department (NED). All 3 schools are now controlled by the KZN Provincial Department of Education and Culture.

3.5.1 The all-girl school

The name of this school is Ridge Park College (RPC) and was opened on 1 January 1991, with 550 learners in grades 8 to 12.

The building houses classrooms, Biology and Physical laboratories, a Computer room, Home Economics rooms, Art rooms, a Team teaching room, Audio Visual room, a very well-equipped Media Centre and a separate Music suite with sound-proofed practice rooms. From the informal interviews with teachers, one teacher argued that Ridge Park College has established itself as a happy school with staff and learners who care about each other, and who care for those less fortunate than themselves. Ridge Park College learners are expected to strive for excellence in all spheres of school life, and to be the best that they can be all the time. Promotion is based on continuous assessment, i.e. the results of all tests, examinations, assignments, etc, are used to compute a year-mark which is used for promotion. Learners are assisted with the selection of subject packages

by the teacher counsellor, career options are discussed are discussed during the Guidance lessons. The researcher also learnt that all subject packages at RPC include English and Afrikaans. Subjects offered are dictated by the number of learners choosing them, and the availability of teaching staff. Physical Education, Right Living, Counselling and Guidance are compulsory and non-examination subjects which are included in subject packages. In terms of extra-curricular activities, learners are encouraged and are expected to participate in order to create and maintain a balance in their school lives, argued another teacher. In respect of the tone of the school, each learner is an ambassadress for her school and by her appearance, behaviour and attitude represents the image of the school.

3.5.2 The first all-boy school

The origins of this school are to be found in the establishment in 1910 of the Day Continuation school for boys as part of the Durban Technical Institute (DTI) which was founded in 1907. The DTI premises were in Russell Street and in 1912 moved to a site in Mcdonald road, at that time a virtually underdeveloped area. There were 28 learners on the roll when the Day Continuation school opened. In 1929 the school transferred to its present premises, and the change in the name to Glenwood High School (GHS) came in 1934.

The researcher learnt that Glenwood is in the forefront of South African schools in the field of Information Technology. In the 1980's Glenwood was one of the first schools in South Africa to introduce computers in the classroom. From the informal interviews, one teacher argued that the school has acquired access to the vast internet-system, an international network linking more than 20 million computer users. This network enables learners to correspond via electronic mail (E-mail) with learners around the world, exchanging ideas on culture, language and scientific matters. In its Mission Statement Glenwood has committed itself to preparing its learners for "life in a changing society".

A system of continuous assessment is followed in all grades. Learners are assisted with the selection of subject packages as well as dealing with problems of personal adjustment by the Counselling department. Learners may select subjects at different degrees of

difficulty and different subject packages or fields of study. With regard to extra-curricular activities, learners are encouraged to participate in the belief that this is an essential aspect of their overall education, and complementary to their academic development, both of these components being essential in preparing our learners for life, argued another teacher.

3.5.3 The second all-boy school

The name of the school is Durban High School (DHS) and was established in 1866. At DHS education goes a long way beyond a sound academic grounding as one of the South African leading schools.

From informal interviews with teachers the researcher learnt that the school provides an opportunity for the individual to meet his future, whatever the course it might take, with confidence and with well established life skills. I received a very warm welcome at DHS and according to the Headmaster, the school has grown and developed within the context of a changing South African society. During this time DHS has established values and sound traditions that have equipped its pupils with the knowledge, ethics and expertise to meet the demands of a society influx. What also emerged from informal interviews with teachers is that the school ethos embraces the best traditions of a broad-based education and combines a spirit of innovation with a stable and balanced environment…a platform from which a young man can step confidently and contribute to the development of society.

Every learner is inspired to lead, serve and excel in his elected pursuits. At the same time parents of boys are encouraged to participate in their sons' education by providing appropriate and broad-based support.

3.6 Pilot Study

The instrumentation was pilot tested at Ridge Park Girls' College with learners and teachers who were not part of the study. What emerged from the pilot study is that most of the respondents were unable to answer all the questions on multicultural education and diversity, since most of the questions initially consisted of textbook language or jargon, i.e. respondents manifested difficulties pertaining to the language usage contained in the questionnaire, e.g. what is multiculturalism and diversity?

The pilot study enabled the researcher to modify, restructure and present his questionnaires and interview schedule, so as to collect the most reliable and valid information from the respondents. According to Best and Kahn (1986:168) the main purpose of pilot testing a questionnaire is to sharpen the research instrument.

There were also no categories in the questionnaires, e.g. biographical details, present school experience etc., thus it was difficult for pupils to respond to the questions. Some of the students could not answer questions on racism, stereotypes and prejudice, since these questions were too direct, provoking and did not fit with the overall aims of my study.

As a result respondents could not give genuine information because, firstly they did not know most of the terms related to multicultural education. Secondly, they were afraid that the information they provide was going to be disclosed, since I had not told them that all information given was strictly for research purposes only and very confidential.

Furthermore, most of the pupils had been in the school for less than one year and they too could not respond to all the questions. As a result I decided to target a group of students who have been in the school for not less than 2 years, because I believe that they would give authentic fresh information in as far as their experiences were concerned. I also believed that since they had been in the school for 2 years, they must have had friends and relationships with other racial groups.

Furthermore, some of the questions were not relevant to the context of the pupils and as a result could not give answers to such questions e.g. what do you think brings about segregated social and play areas in some other multicultural schools and tertiary institutions?

The researcher made significant changes with the help of the supervisor so as to improve the reliability and validity of the findings.

In his research paper Naidoo (1995) cites Borg' (1967) ideas about the value of pilot studies. Borg (1967) lists the value of pilot studies as follows:

- to test the hypothesis of the study
- to provide the researcher with ideas, approaches and insights not noticed earlier
- to check on the effectiveness of the proposed statistical and analytical procedures
- to reduce the number of treatment errors because unforeseen problems revealed in the pilot study may be overcome by redesigning the study
- to save the researcher time and money on a project that may yield less than expected
- to provide useful feedback (from research subjects and other persons) that may be used to improve the study
- to give the researcher opportunity of trying out a number of alternative measures and procedures and then selecting those that are likely to yield the best results (Naidoo 1995:78-79).

In this study the piloting enabled the researcher to modify, restructure and pretest his questionnaire, so as to collect the most reliable and valid information from the respondents.

3.7 Instrumentation

As most researchers would argue, in attempting to answer the research questions the most suitable data gathering technique or instrument is a questionnaire. As Frankeal and Wallen (1993) argue, the questionnaire is usually self-administered by the respondent. It

is relatively inexpensive argues Nzimande (1997) and it allows the researcher to have access to samples that might be hard or difficult to reach in person or by telephone. It also permits the respondents to have enough time to give thoughtful answers to the questions asked (Frankeal and Wallen 1993:347).

For this study two questionnaires were designed: one questionnaire for pupils and a separate questionnaire for teachers. There was also an interview schedule for managers, since the study focused on the experiences of pupils, teachers and principals in multicultural schools. The questionnaires were sent with a covering letter, firstly to one of the schools selected for my research. The main aim of sending the questionnaires was to pilot test them so that they can be valid and be able to give authentic information.

In addition an interview schedule for managers was designed to collect information and to validate the data collected through the semi-structured interviews. The interview also highlighted the role played by parents and their experiences of diversity in multicultural schools.

Respondents were also assured of the confidentiality of the information disclosed in the interviews and questionnaires. Of the 60 questionnaires pilot tested at Ridge Park College, 54 came back and what surfaced from that although there were " difficult " questions in my questionnaires, most of the respondents were prepared to show their sincerity, honesty and integrity in working with me. The questionnaires were analyzed and after a discussion with the supervisor, the researcher re-arranged some other questions, divided them into categories and made minor changes to some questions to give clarity. It was after the analysis of the pilot study that all other questionnaires were dispatched to the other 2 schools selected for the study.

3.8 The pupil questionnaire
The questionnaire was used to elicit pupils' responses in respect of their:
a) biographical details (section A)
b) past and present school experiences (section B).

c) school climate (section C)

In this section the researcher aimed at getting pupils' views about their teachers, i.e. how they feel about the manner in which their teachers cater for diversity in their schools.

Both critical questions, **(a)What are learners' perceptions of diversity in multicultural schools and how do they cope with such diversity?, (b) How do teachers and principals manage diversity in multicultural schools?** guided the nature of the questions asked.

After several discussions with the supervisor on the nature of my questionnaires, the researcher realized that some questions were too sensitive (e.g. my citation of racist acts that have previously been done by whites during the apartheid era). Also, I had used jargon or textbook language (e.g. acculturation, cultural diversity, multiculturalism etc.) which could have encouraged negative attitudes or negative responses towards my questions and jeopardize chances of getting all the responses and information to my work.

This led to the formulation and development of the second draft of the pupil questionnaire. The researcher used very simple language so that it could be easy for pupils to respond to all questions. After having simplified language usage in my questionnaires, I then categorized questions e.g. biographical details in section A, past and present schooling experiences in section B etc.

The second draft was formulated and was piloted among 60 grade 11 pupils selected for the study. Learner's responses revealed that most of the questions were easy to tackle and were able to give answers to all questions. My supervisor and I agreed that all questions were then easy for pupils to understand and were relevant to the study.

Refinement of this questionnaire formed the final questionnaire which was one of the data collection instruments in this study (see appendix E).

3.9 The Teacher questionnaire

The purpose of the teacher questionnaire was to obtain information concerning the experiences of teachers in multicultural classrooms and to understand how they deal with varying identities, cultures, language issue, assessment procedures and teaching methods.

The first draft of the teacher questionnaire was constructed by the researcher and some of the questions were developed from the Inner London Education Authority (1993) document on anti-racism in schools. Some of the questions were too sensitive e.g. how is the level of racist acts by pupils in this school?, Do you display racist attitudes towards children of other racial groups? etc. After some discussions with my supervisor, I then realized that most of my questions were too sensitive which could result in the respondents not giving genuine answers or not answering my questions at all. I had to reconstruct some of my questions and I had to make sure that they are in line with my critical questions which intended to elicit the experiences of teachers when teaching to diversity i.e. when teaching children from diverse cultural backgrounds.

The second draft of the teacher questionnaire was piloted first at the school where the researcher has been teaching during the past three years and secondly at Ridge Park College and within 5 days all the questionnaires were back with useful responses. This questionnaire was then included in the main research as a research instrument, since it had been approved by my supervisor and had been validated during the pilot study (refer to appendix F).

3.10 The Principal – Interview schedule

The purpose of the principal – interview schedule was to obtain perspectives in respect of critical question 2:

How do teachers and managers manage diversity in multicultural schools?
The first draft of the principal–interview schedule was constructed by the researcher after having reviewed literature on the principals' role in managing diversity in a multicultural school. According to my colleague who was also conducting a research on the

experiences of teachers in primary science multicultural classrooms, some of my questions were too direct and sensitive, e.g.

Is the admission policy of this school biased?

Yes	No

If No, why is there more whites than blacks?

After a very lengthy discussion, we came up with questions that were aimed at answering critical question two.

For example, **what criteria do you use when selecting pupils who are to be admitted to your school?**

How does the school curriculum cater for or accommodate children from diverse cultural backgrounds?

Before, I piloted the principal-interview schedule, I piloted a trial interview with my colleague who happened to be a white person. He managed to answer all questions and told me that they were easily understood and informed me that I was going to be successful in gathering data relevant to critical question two of my study. He then advised me to take the principal-interview schedule that has been completed by him to my supervisor for comments. My supervisor came up with some modifications and then I constructed the final draft of the principal-interview schedule.

The researcher proceeded to one of the selected schools, which was an all-girl school (RPC) to do a trial interview with the headmistress who was a white female. She managed to give answers to all my questions without encountering any problems. For example, question 7 which was: **When did the school open its doors to children of different racial groups?** (please refer to appendix G).

3.11 Data Collection

In this study, both qualitative and quantitative approaches have been used. Research argues that two methods or approaches can be employed or they can compliment each other. Pillay (1998) supports this idea when he quotes Vulliamy, Lewin and Stephenson (1990) who argue that some research questions can be carried out by using or employing quantitative and qualitative approaches.

According to Marshal (1997) quantitative research helps the researcher to test data precisely in order to obtain results which will help explain and predict, while qualitative methods will help in getting the results that will assist in understanding why people do things the way they do them. In this study therefore, these two methods provide data which will reveal:

a) the experiences of teachers, managers and pupils in multicultural schools
b) methods/ procedures and strategies employed by teachers and managers to manage diversity within their classrooms and in the school as a whole.

Qualitative data was achieved through providing an open-ended section at the end of questionnaire for teachers.

Data was collected using two data collection instruments namely:

- Questionnaires (for pupils and teachers)
- Interview schedule (for managers)

The choice of these instruments was made in consultation with my supervisor. Yin (1988:91) cited in Nzimande 1997, argues that the use of multiple data collection strategy reduces the possibility of misleading information which might be gathered when using a solitary (one) data collection instrument. In other words the use of more than one data collection instrument enriches the reliability of the findings.

I also feel that it would have been more ideal to have included videotapes, photographs and observation schedule of teachers, pupils and managers interacting within the classrooms and within the school as a whole. Due to time constraints the researcher was unable to do this. I felt that I would have had to spend more time with teachers, principals and pupils.

3.12 Conclusion

In this chapter the methodology used in this study was described in detail. A brief description of the three schools in this study was given. Data collection instruments used in this study were also described.

In the next chapter the findings of this study are analyzed and presented to facilitate a response to the following critical questions:

- What are learners' perceptions of diversity in multicultural schools and how do they cope with such diversity?
- How do teachers and managers experience and manage diversity in multicultural schools?

CHAPTER FOUR

Presentation and analysis of data

4.1 Introduction

This chapter gives a detailed analysis of data received from the respondents with an attempt to answer the research questions as laid down in Chapter One. In this chapter the researcher will answer two critical questions posed in this study:

- What are learners' perceptions of diversity in multicultural schools and how do they cope with such diversity?
- How do teachers and managers experience and manage diversity in multicultural schools?

As indicated in Chapter Three, data was to be collected and analysed both qualitatively and quantitatively. The researcher also had to narrate what was observed, heard and read anecdotately in relation to diversity in the three schools where the study was conducted.

The chapter starts with the discussion of the teacher-questionnaire, thereafter an analysis of the principals' views and concludes with a discussion of the pupil-questionnaire.

Firstly, the sections (questions) in the teacher - questionnaire were divided into categories A, B and C. Questions in category A required biographical data, category B focused on the teaching experiences of teachers in their present schools, curriculum matters and problems they encountered in relation to diversity and in general within their classrooms and category C checked on the goals of these teachers in multicultural schools, the implications of such goals on the individual learner and their comments and suggestions on how to manage diversity in multicultural schools.

Data is presented sequentially as the questions appear on the questionnaire and questions in category B of the teacher–questionnaire respond directly to critical question 2 (How do

teachers and managers experience and manage diversity in multicultural schools?) and category C questions respond to the research sub-issues 2 (i), (ii) and (iii) themes below:

      i)   identify problems experienced by teachers when teaching to cultural different or when teaching to diversity

      ii)   examine human relations in multicultural schools

      iii)   examine whether teachers have adequate skills and knowledge to deal with children from diverse backgrounds.

Secondly, the questions in the principal – interview schedule were divided into nine categories. Category A required information on the background history of the schools and the demographic composition of the schools. Category B questions required information on the schools' objectives. Category C contained questions which checked on the different cultures within their schools. Category D focused on the admission policy of the school. Category E questions required information on how the curriculum of the school cater for children from different cultural backgrounds. Category F required data on assessment procedures the school employs when assessing learners. Category G required information on the cultural activities that the school caters for and category H focused on the medium of instruction in these schools and problems experienced by teachers, if any, in relation to language. Category I required information on discipline and about the views of managers in as far as multicultural education is concerned.

Thirdly, the questions in the pupil–questionnaire were divided into four sections. The first set contained biographical data. The second section focused on the experiences of learners in present school. The third section checked on the learners' perceptions of their teachers and the teaching methods they employ when teaching learners from diverse backgrounds. The fourth section asked questions about pupil–pupil interaction, the level of pupil participation in sports, the difficulties they encounter and people they consult in order to overcome their problems.

Respondents gave the following responses which will be presented sequentially as the questions appeared in the questionnaires.

4.2 Teacher Questionnaire

4.2.1 Biographical Data (questions 1,2,3,4,5,6)

Results show that of the 9 respondents 8 were female and 1 was male. Their race, gender, home language and the number of years they had spent in their present schools is presented in table 4.1 below

Table 4.1   Teacher Sample Profile

Race	Gender	Home language	Number of years	Other languages	School of teachers
5 White	F	Afrikaans	4-6 years	French	DHS=2,GHS=3
2 Indian	F	English	1-3 years	Afrikaans	RPC
1 African	M	IsiZulu	3 years	Xhosa	DHS
1 Coloured	F	English	4 years	Zulu	RPC

It is evident from table 4.1 above that with the exception of Coloured and Indian teachers the home language was English, all 5 white teachers who were interviewed and responded to the questions were Afrikaans speaking and had French as another language. The one African teacher spoke IsiZulu as a home language.

4.2.2 Experiences of teachers (questions 7,8 and 9)

Since all respondents were teaching Grade 11 learners, the study also found that the majority of the respondents taught English and in terms of their years of experience, refer to table 4.2 below.

The following table indicates the teaching experience of the respondents and the subjects taught.

Table 4.2   Experience and Subjects taught

Teacher	Number of years	Subjects
1	2 years, 6 months	Home Economics and History
2	3 years, 6 months	English and History
3	19 years	Music, English and Geography
4	9 years	Biology
5	3 years	Biology
6	2 years, 6 months	IsiZulu
7	15 years	History and Counselling
8	3 years	English and History
9	3 years	English and Counselling

It is evident from the table 4.2 above that the majority of the respondents are young teachers and new in the multicultural school setting given that they have been in the schools for 2 – 3 years. Two teachers (teacher 3 and 7) have been in the teaching profession for 19 and 15 years respectively.

When asked how their learners have managed diversity in their subjects, about 85% of the respondents said that learners have done well, 25% of the respondents said that some of the learners are still experiencing difficulties, especially those who come from previously disadvantaged schools. This was asked to understand how learners cope with the subjects taught in the 3 schools, especially African learners, where ther is an apparent language difficulty.

4.2.3 Difficulties experienced by teachers (questions 10, 11 and 12)

The following figure indicates the difficulties experienced by teachers when teaching children from different cultural backgrounds.

Figure 4.1   Difficulties experienced with learners from diverse backgrounds

Figure 4.1 Difficulties experienced with learners from diverse backgrounds
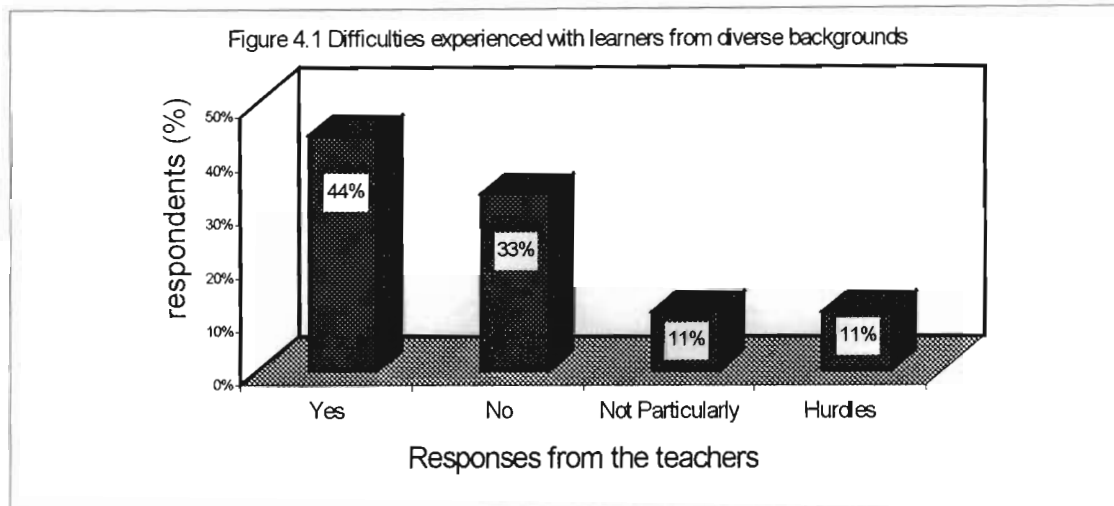
When asked to elaborate, the respondents who said that they do experience difficulties when teaching to children from different backgrounds emphasised language difficulties. They find it difficult to communicate with children whose mother tongue is not English. One respondent said that some race groups appear to have difficulty in showing female teachers the respect they deserve and that makes it even more difficult to teach them.

The teachers who do not experience any problems argued that because they employ a communicative approach whereby they first try to understand social behaviours and correct different mindsets of their learners, teaching to diverse classes becomes a resource to learning.

When asked about how they have managed to deal with their problems, the respondents said that they have been involved more in a process of gradually acquiring the knowledge and skills to cope with diversity even though there are facilities or resources which help teachers deal with the situation in their schools. The following responses are included to illustrate the point that teachers are concerned about what happens in their classrooms.

I mix learners with different abilities in my class (DHS)

I use methods that promote tolerance and understanding (GHS)

I have used different teaching methods and remedial work (GHS)

Although it is difficult to deal with the problem as it is inbred, it is not difficult, things can be changed by creating first a multi – lingual school environment (RPC)

From the responses of teachers, it appears that notions of different abilities, tolerance and understanding, methodology used and language have been adapted to deal with problems teachers encounter in their classrooms.

4.2.4   Teaching methods (questions 13 and 14)

When asked about the teaching strategies teachers use in their classes to cater for diversity, it was apparent from their responses that teachers employ different teaching methods in order to accommodate all learners. Other responses suggested counselling and training in diversity management for some teachers and learners in multicultural schools is needed in the context of diversity for better interaction.

Some of the typical responses were:

I *try to see things as learners see them (RPC)*

Increased group - work where weaker learners are placed with more fluent English speakers (DHS)

A learner–centred approach where learners of various cultures voice out their opinions is necessary (RPC)

Much discussion and Oral work (RPC)

Co-operative learning and group discussions promoting "different" reading to learners from different backgrounds prescribing relevant literature is the key to success (DHS)

I select examples, where necessary, of situations that I know all learners will be familiar with, I also use vocabulary that will be familiar to all (GHS)

Groupwork is the best. Let learners teach other learners their games and cultural activities. I also teach values as well as scientific skills. (GHS)

From the above responses of teachers the following emerged, as critical in diverse classrooms:

- increased groupwork
- learner – centred approach
- oral – work
- co – operative learning

One respondent argued that diversity is actually not a problem, so one does not need strategies, but to treat people equally and discourage those who will feel like they are special. She further argued that since, she teaches Grade 11 learners, they actually don't have much problems to worry about. What this teacher said is also evident from Jansen's (1991) and Moletsane's (1999) articles which argue that when most teachers are asked as to how they deal with children of different race groups in their classrooms, they usually say, "they see learners and not colour". However, this could also be a myth for many teachers.

It should be noted that no observations were made on how teachers use the various teaching methods in order to overcome the problems of diversity. However, the responses reveal that most teachers have been successful to a certain degree in dealing with diversity through the use of different teaching strategies. Some of their responses are:

Very successful, learners become more knowledgeable about their classmate's background (RPC)

It really works except where there are negative attitudes among some learners which one may need to deal with separately (DHS)

To some degree language presents great difficulty where many learners from the Township schools are at an elementary level of understanding and communicating in English. As a result making it difficult in a mixed ability class to stimulate and further fluent speakers and not leave 2nd language learners behind (RPC).

Every pupil has some sort of background information about a topic that I teach in class and becomes a challenge for all learners to find some common ground among all the different ideas (GHS)

It would appear that most teachers feel that they have dealt with diversity quite successfully by using creative strategies, e.g. consideration of learners' background and the use of language of the learners to teach.

4.2.5 Curriculum Issues (questions 15, 16 and 17)

The respondents gave information in relation to the subjects they teach. One teacher from DHS argued that she incorporates the material that relates to various cultures when teaching her subject. She further argued that she prepares simplified worksheets to accommodate the many learners with language difficulties.

Another respondent said that there is no rigid curriculum until learners get to grade 12 where syllabi is prescribed so that some educators have the freedom to work around the general framework. With the teaching of Biology the curriculum is quite stringent and does not allow much flexibility, asserts one teacher. Another teacher said that in English she uses newspapers and relevant texts but sometimes the curriculum does not cater adequately enough for cultural differences. In so doing they cater for black South Africans and white South Africans but not really for any other culture yet, she argued. It is evident that much of the curriculum change has been tokenistic and not substantial.

The following is a sample of responses by teachers on how adequate has the curriculum been in catering for cultural differences in their schools.

I don't think it has done anything, unless I am ignorant, argued another respondent (RPC).

When asked about which subjects they think cater adequately for learner's cultural differences, the following responses from teachers highlight that some of the subjects do cater for pupil's cultural differences.

Almost all, but mostly English (DHS).

Different subjects care differently for pupil's cultural differences (GHS).

Counselling can definitely create an atmosphere of cultural awareness and in English the texts that one use can influence the areas of cultural difference that one covers (DHS).

Biology definitely, we all have bodies which function in an identical way. I cannot say for other subjects as I have not taught any other subject (RPC).

History, language subjects, Arts, Speech and Drama (DHS).

The researcher believed that the subjects taught in schools should reflect on the cultural differences of learners and learners should be afforded the opportunity to bring what they know as a resource to the learning process, e.g. during the Arts and Culture lesson a Sotho or Xhosa boy should be allowed to share his culture with the rest of the class and an Indian girl can teach other learners more about the Indian dance.

One respondent who believed that there is not even a single subject that caters for learner's cultural differences gave the following response:

" None–there is no specific subject that does that. I know that in some primary schools they do offer remedial education where kids are introduced to different cultures and accepted behaviours. I guess if I were to teach Zulu, I'll only prepare learners to at least understand the Zulu culture, but it does not help them to understand other cultures and diversity ". (DHS)

When asked to give reasons one respondent argued that there is a great difficulty to include all learners, discuss their life experiences and cultural differences. Fairly free choice of teaching material allows the teachers to be sensible to learners' needs and to provide material and base lessons on the diverse nature of the class.

Because the syllabus does not cover fixed topics, the texts you can use can influence the areas of cultural difference that one covers, she argues. (RPC)

There are still those subjects that do not cater adequately for learners' cultural differences and teachers argue that this is due to the curriculum, which is not adequately designed to cater for such differences. It would thus appear that teachers feel that the schools must add on the new culture, especially in the curriculum to accommodate all children.

Teachers argued that most of the subjects teach logic and abstract thought, thus failing to cater adequately for cultural differences and most teachers cannot talk about diversity in culture unless they know it. They further argued that there is no balance of literature genres (both African and European).

Some respondents from DHS and RPC stressed that subjects, such as History and almost all languages do try to cater for differences and they argued that the curriculum should try to be more inclusive and sensitive to differences in culture and language.

4.2.6   Suggestions for change (question 18)
The following is a discussion of teachers' suggestions on how to change the curriculum that will cater for the diversity in schools.

All respondents suggested that more material should be developed relating to different cultures in the school. About 80% of the respondents went a step further to also suggest that more oral literature and storytelling approach should be employed by teachers in order to cater for diversity in their classrooms. One respondent also argued that the curriculum should include a balance of literature genres African and European as well as Indian and "coloured" cultures.

One respondent argued that the problem is not with tne curriculum but instead it is the way in which the teacher explores the material. As it is, she asserts, the present curriculum does cater for the diversity in this school. From this response the researcher also learnt that in some other schools teachers are provided with enough material that could be of great help to teachers when dealing with children of varying cultures. For example, a video cassette showing children of different race groups sharing ideas and interacting with one another and a teacher acting as a facilitator.

A teacher also suggested that the experts at the top who develop the curriculum should involve teachers since they are the ones who are aware of the nature of difficulties they encounter in a classroom scenario. She further argued that perhaps there is a need for a specific subject to be introduced which will aim at achieving this task.

In conclusion, it would thus appear that the majority of the respondents feel that the change in the curriculum also means the changing of methodologies, i.e. what the teachers teach will be enhanced by their teaching methods.

4.2.7   Perceived goals of multicultural school teachers (question 19)

When asked about what teachers think should be the goals of a multicultural school teacher, the 9 respondents gave the following responses:

To understand diversities in cultures and also to be able to deal with them. It's a big task but I am sure if we are prepared we will succeed (RPC).

To enable learners to express their ideas, opinions and feelings in the in the best possible way without judgement, fearing or intimidation from their peers in the class (DHS)

To be fair and equal to all learners (DHS).

To allow learners to become knowledgeable about various cultures and beliefs and to allow them the opportunity to assess, discuss and evaluate the experiences of all learners (DHS)

To make learners aware of various cultures (GHS).

To teach all learners irrespective of the differences (GHS)

To seek to understand the learners and promote an atmosphere of healthy learning that all cultures are equal (GHS).

To teach the understanding of all learners equally and ensure that all race groups feel comfortable in their learning environment (RPC).

To find out what the learners know about other cultural groups (RPC).

It is clear that respondents perceive the goals of multicultural education teachers to be largely understanding of different cultures of learners and to interact with the different learners in a fair and equitable way.

4.2.8   Learners' perception of goals of multicultural education teachers (questions 20 and 21)

When asked about the significance of the teachers' goals to the individual pupil all the respondents said that they are extremely vital in the sense that the learners will realise that irrespective of where they come from, race, gender etc., all people are alike. One

respondent stressed that the first thing that teachers need to do is to understand all the learners' cultural backgrounds. Understanding learners, she argues, would maintain their confidence where they would never feel that they are treated differently.

Another respondent argued that these goals are vital in that they develop confidence, pride and an ability to express their real feelings without fear of being ostricised. Each learner will listen to and respect a different opinion, she argued.

It was further argued that teachers must be optimists and be committed to improving their country. She further argued that teachers must encourage their learners to work together, thus promoting understanding among peers and so that the individual pupil does not feel "different" from the rest of the class.

The researcher concluded that all respondents feel that there is a need for all learners to feel that their efforts are being rewarded in the same way as those of other learners.

Schools are often seen as a microcosm of the wider society. They do not operate in a cocoon, but instead within the communities in which they are situated. As a result what happens within schools does not only affect them (schools), but also affect the society as a whole. When asked about the significance of these goals to the society at large, the respondents had the following to say:

Learners develop a sense that each person contributes to the society and diverse cultures can exist together with many various opinions working positively together (DHS).

Hopefully, it will help to build a society of well – adjusted, versatile people (DHS).

Equipping learners for society, therefore able to handle multicultural education.
Change the society as a whole, away from violence, racism, criminality and corruption (GHS)

Learners will become good citizens of society (RPC).

It would appear that when teachers teach in multicultural schools, they teach individuals both knowledge and skills that will enable them to contribute to the society as a whole.

From the teachers responses the following understanding of the importance of multicultural education emerged:

- citizenship
- contribution to economy
- building a well – adjusted society
- building a crime free society

Some teachers emphasized that if people are able to find similarities between themselves and understanding their differences, inter-relationships would be more successful. They further argued that learners will leave school with a positive attitude and self-worth, and feel that they have something worthwhile to offer to the society.

4.2.9 Managing Diversity (question 22)

The following is a discussion of teachers' suggestions on how to manage diversity in multicultural schools which reveals that staff diversity could have an influence on cultural understanding of other learners. Since teachers experience quite a number of difficulties in their classrooms, it would appear that they are the ones who must devise means and strategies on how to manage diversity in their classrooms. In order to do this they must view their multicultural classes not as a barrier but as a resource to learning.

One respondent argued that the composition of staff must change so that each pupil can relate easily to other cultures. He also said that a teacher needs to be sensitive to different cultures and adapt ways of viewing and teaching a subject according to the understanding and different approaches. Teachers need to assist learners in changing their negative attitudes towards each other, she asserts.

Some respondents argued that learners must be treated equally and fairly and myths around cultures (many parent's beliefs that strongly influence the child) need to be conquered. They also said that parents' meetings that represent all learners should be held and that segregated meetings and discussions should not be tolerated. Rossell and Hawley (1983:5) also argue that school desegregation reminds us how separate we are.

The statement above motivated the researcher to obtain more views on how the respondents thought that the management role could be implemented effectively in multicultural schools. One respondent argued that teachers need to educate learners to be against prejudice, racism and discrimination by:

- exposing our history from all perspectives and examine examples worldwide
- using material that encourages respect for various cultures, religious and groups
- by informing learners that it is fear and ignorance that causes prejudice, racism and discrimination
- expose them to various cultures and ways of thinking – possible within our classes where learners are encouraged to discuss and inform other cultures about their own traditions
- through debates, role play, orals and cultural day make learners aware of their own prejudices etc.

One respondent also argued that teachers need to consider the presence of different cultures in class and their influence on the subject, particularly in a subject such as a language because our perspectives to literature are influenced and determined by our cultural experiences. She further argued that teachers need to help learners to be well adjusted to the variety of cultural backgrounds in the school.

One teacher believed that teachers in this country appear to teach "blindly" and continue to make errors along the way. She also said that there should be well–intergrated teaching

staff and student representative councils and that role play can be very effective whereby each learner takes on the role of someone from a different cultural background.

One teacher argued that teachers need to know different cultures because learners are not a "given" any longer and one has to know where they come from. One has to move and change with times otherwise "rot" sets in, she asserts. She further argued that teachers need to be aware of multicultural education, since it is a challenging experience to manage diversity. The key factor to the culture of learning is discipline and if we want to manage diversity effectively, she argues, we need to have disciplinary bodies to sit around tables and negotiate the problems.

Teachers need to be exemplary themselves, teach learners to be against prejudice and racists acts and involve learners in group activities whereby learners will be made aware of different cultures.

All respondents believed that, firstly understanding and tolerance need to be taught by teachers in the classroom scenario. Secondly teachers must treat every pupil the same with fairness and respect. Thirdly teachers must teach attitudes and values that learners will use throughout their lives to deal with diversity rather than ignoring the differences. Fourthly teachers must make their learners aware that diversity exists and understand the differences and be able to deal with them.

In the next section of this chapter the principal's views on multicultural education are presented.

4.3   Principal's views
The data emerging from the principal's interviews are categorized in the following way:
- admission policy
- the school curriculum
- the language question
- discipline

All three principals managed to respond to all questions asked in the interview schedule. The study found that of all the 3 respondents 2 were male and 1 was female. The 2 males headed the 2 all–boys schools and the female is a manager in all–girls school. In respect of their teaching experience and number of years managing their present schools, refer to the table 4.3 below:

Table 4.3   Principal sample profile

School Name	Gender	General teaching experience in years	Years at this school
Durban High	Male	12	2
Glenwood High	Male	21	4
Ridge Park High	Female	29	7 years, 6 months

4.3.1   DHS–The all-boys school

The respondent maintains that the school aims at developing well educated leaders who are capable of adapting to any challenges, hopefully with a strong moral background. This is because, he argues, South Africa needs leaders in all fields equipped with the skills to contribute to the economy and society as a whole. The school opened its doors to children of different racial groups as per Government Statute passed between 1990 and 1991. In terms of cultural diversity the school is considerably diverse, with whites (English and Afrikaans speaking), Blacks (Zulu and Xhosa speaking), "Coloured" group and Indian (Muslim and Hindu).

In this school all groups are recognized as being different whereas school ethos and traditions are based on general principles applicable to all groups.

4.3.1.1 Admission policy

When asked about the admission policy of the school, the principal of DHS said that when admitting or selecting learners who are to be admitted to this school the Governing Body considers the following:

i)   area where the child comes from / live

ii)   age

iii)   academic performance , and

iv)   extra – curricular activities

All learners are interviewed by a member of the management team. The school only has a room for an intake of +/-250 and usually receives +/-600 application letters from all over the Durban district. This shows that in this school teachers have a chance of attending to each and every learner as there is no overcrowding in the classrooms.

4.3.1.2 The school curriculum

The principal stressed that the school has some 23 clubs and societies where various cultural activities take place, e.g. Zulu dance club and Indian dance club. However, this may be considered a tokenistic gesture on the part of the school. No mention was made about how seriously these clubs were taken.

The school adopts the curriculum set by the state and also set life skills classes that cater for cultural diversity. When assessing learners the school employs both continuous assessment (+/-40%) and examination component (+/ 60%). He further argued that the school does experience some difficulties when assessing learners from diverse backgrounds, since it admits learners from some 70 different primary schools with different assessment procedures which are not in line with the secondary school academic standards.

4.3.1.3 The language question

The researcher also found out that teachers do encounter problems, but to a limited extent when teaching linguistically diverse children. The admission policy and placement test after acceptance can highlight problem areas and remedial programmes are followed, thus reducing the problems. The principal also argued that because the medium of instruction in this school is English and some children whose mother tongue is not English do

experience difficulties when expressing themselves, whereas those learners whose mother tongue is not English are as capable of expressing themselves as white children.

4.3.1.4 Discipline/ Behavior problems

When asked how they deal with behavior problems, the principal said that since there are behavioral problems at his school, the behavior of the individual is analyzed and is dealt with by class teachers, subject teachers and management. In some schools certain children face a range of treatment reserved for them because they are seen as members of a particular group e.g. ethnic minority, middle class etc., but the researcher learnt that in this school children seemed to be treated the same way.

The respondent believes that quality education has nothing to do with multiculturalism, but instead it has to do with resources – human and financial and the role of the state. He further argues that multiculturalism is present in South Africa with 11 official languages, however if education follows a multi - cultural and multi - language approach it will have a negative effect on the success of education and disastrous effect on the economy.

4.3.2 GHS The all-boy school

The respondent said that the main objectives of the school are to offer quality education, provide each boy with the education that will equip him for a better future in society whereby learners will play a meaningful role in a future South Africa. The school opened its doors to children of different racial groups during the late 80's and now consists of various cultures where every individual's beliefs are represented.

4.3.2.1 Admission policy

When asked about the admission policy of the school the respondent said that the school caters for all learners in its immediate area. Applications from learners residing outside the Glenwood area are considered and learners are selected strictly on the basis of merit, he argued. The respondent also emphasized that learners admitted on merit from outside the Glenwood area are expected to maintain an acceptable standard of work.

4.3.2.2 The school curriculum

The respondent argued that varying cultures are catered for in the curriculum. He further argued that the school is concerned with the education of all the learners irrespective of the racial differences and which stresses the striving after excellence. This education taken in the broader sense includes an increased responsibility for the learners' social, moral, spiritual and emotional development, in addition to our traditional interest in academic proficiency, he argued. He also stressed that the curriculum of the school recognizes the individuality and worth of every boy within the school. When assessing learners teachers in this school consider learners cultural backgrounds and employ continous assessment, wherever possible.

4.3.2.3 The language question

The principal said that firstly, different cultural groups are catered for e.g. Zulu dance, Hindu dance club etc. in his school. The medium of instruction is English and teachers do not experience any difficulties when teaching linguistically diverse children. He also said that the academic performance of children whose mother tongue is not English is also good.

4.3.2.4 Discipline

The respondent said that there is a counselling department and form controllers that monitor behavior of individual learners. Everyone is unique and each person deals with certain situations differently.

He stressed that in his school there is really only one rule: "use your common sense and do not do anything which will bring you or your school into disrepute" and because of this rule which is emphasized to the boys, teachers don't experience any behavior problems.

4.3.3   RPC–The all–girls school

Results show that the respondent has been in the school for 7 years, 6 months as an educator and has only been appointed at the beginning of 1998 as an acting manager. The

respondent is one of the founder members of the school since it was established in 1991 and was meant for whites only although most white schools had opened their doors the very same year to children of other racial groups.

It was only in 1993 that the school also opened its doors to children of all racial groups and today the school is demographically representative of our country, asserts the manager. She further stressed that they have allowed various religious clubs, cultural evenings and cultural clubs to be formed in the school.

4.3.3.1 Admission Policy

When asked how the school caters for diversity when it comes to admissions, the principal of RPC said that learners are admitted if:

i) *they come from a feeder school*

ii) *they can prove that they live in our `watershed' area*

iii) *parents work permanently within Durban Metropolitan*

This tells the researcher that the admission policy of this school is largely exclusive and marginalizes any learner who does not qualify in terms of the above criteria.

4.3.3.2 Curriculum of the school

The principal said the school follows the curriculum laid down by the department and teachers adapt this to the needs of learners. She further pointed out that the problems they encounter in as far as assessment of learners from different backgrounds is concerned mainly relates to language proficiency and not cultural backgrounds. The school also offers extra - curricular activities and sports according to the needs of the learners and the availability of staff to take them.

With all the changes in staffing over the past years, very few staff in this school have had training that will enable them to cater for diversity in the classroom, however, some have

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had experience in multicultural schools overseas and/ or have done courses, argues the respondent.

4.3.3.3 The language question

Results reveal that the academic performance of children from various cultural backgrounds is not at the same level. Those learners whose home language is English experience less, if any, difficulties and those who speak English as a second language have more problems, she argues.

4.3.3.4 Behavior Problems

The principal of RPC further argued that in this school there are very few incidents whereby a child displays racist attitudes toward children of other cultural groups and counselling would be the first option and each case would have to be dealt with differently, if this was evident or done by most children. At present behavior is not a problem, she asserts, because there is a code of conduct where all role players in the school are involved.

In this school children are treated in the same way irrespective of colour, gender or class. Multicultural education is only part of the whole process, she argues, i.e. of the shift to a more just society where all children receive equal quality education. She further argued that discipline should start at home as well as the society as a whole and education cannot take total responsibility for creating a just society.

4.4   The pupil–questionnaire

The second set of questionnaires was completed by 120 Grade eleven learners (40 learners from each school). The questions were open–ended to allow the respondents to freely express their perceptions of diversity in multicultural schools and also to describe how they cope with such diversity.

According to Margot, et al (1991) open – ended questions help in unearthing valuable information and this information can be utilized by the researcher as a baseline source of

data to permit some generalization. Furthermore, learners were asked to discuss specific difficulties that they encounter within their classrooms and whom do they consult first in order to overcome such difficulties.

The questionnaire was divided into four sections. The first section asked about biographical data. The second section focused on the experiences of learners in the present school. The third section checked on the learners' perceptions of their teachers and the teaching methods they employ when teaching to diversity. The fourth section asked questions about pupil-pupil interaction, the level of participation in sports, the difficulties they encounter and people they consult in order to overcome their problems.

The questionnaire aimed at allowing learners to voice their views about diversity so that their experiences, could be documented.

Since this chapter is the axis of the study, it presents the analysis and interpretation of data collected through interviews and questionnaires. The analysis and interpretation of (pupil-questionnaire) data collected through pupil–questionnaire is presented using seven subheadings:

- Learners' biographical data
- Learners' experiences at present school
- Learners' curriculum
- Learners' perceptions of their teachers
- A discussion of learners on whether they feel that their needs are catered for or not
- A discussion of the specific difficulties that learners face in their classrooms and the manner in which they relate to learners of different cultures
- School climate
- A discussion of students participation in sports and cultural events
- Conclusion

4.4.1 Biographical Data of learners

In terms of the frequency there was equal samples in all 3 schools i.e. 40 Grade 11 learners from each school. In the sample 66,7% of the subjects were males and 33,3% of the subjects were female. This was because out of the 3 selected schools, 2 were the all–boys schools and 1 was the all – girls school (i.e. 80 boys and 40 girls).

The majority of the learners were between the ages 16 and 17 (see figure 4.2 Below).

Figure 4.2 Learners' Age
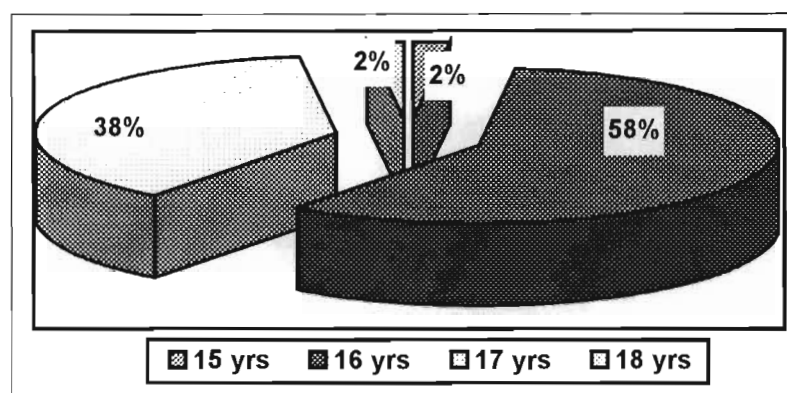
The learners came from different cultural as well as different racial groups with 55,8% White, 20% African, 14,2% Indian and 10% Coloured. It was evident from statistics given above that the 3 schools were predominantly white schools. The majority of the learners have also been in the schools for 4-6 years and were day scholars and many of the learners have come from the suburbs surrounding the city of Durban (see figure 4.3 below).

Figure 4. 3 Residential areas of Grade 11 learners
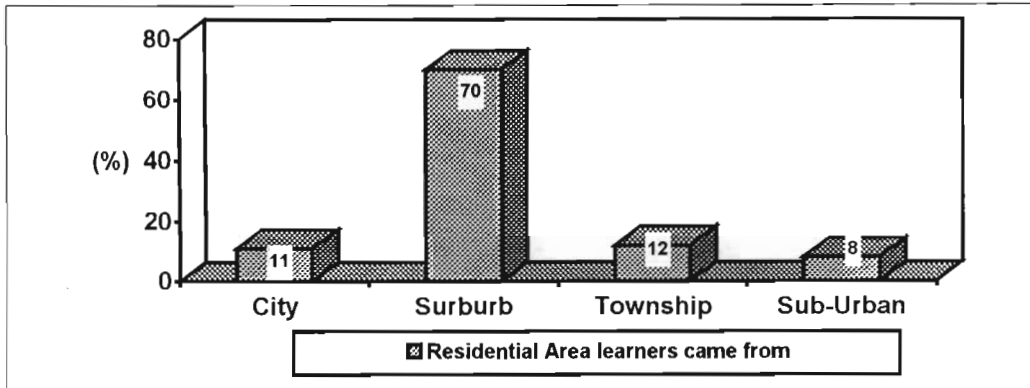
The researcher also discovered that a number of black learners have moved away from the township into the suburbs and it has also emerged from their responses that some of the African learners live in the City of Durban.

From figure 4.4 below another significant finding is that 80% of the respondents spoke English as a mother tongue language, 16% IsiZulu, 2,5% Afrikaans, 0,8% IsiXhosa and 0,8% Marathi.

Figure 4. 4 Home Language of the grade 11 learners
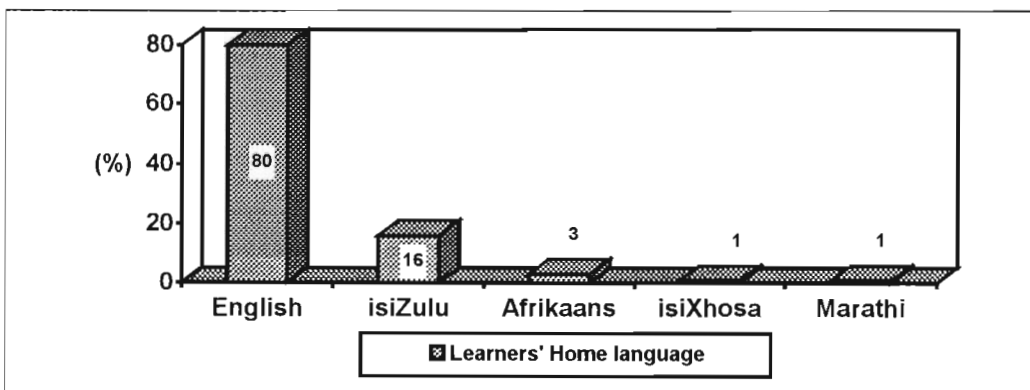
It has also emerged from the learners' responses that learners are also capable of speaking or communicating in other languages, such as French, Gujarati and Portuguese.

The respondents have come from over 70 different primary schools from the Province of KwaZulu-Natal and one respondent had come from Ubombo Primary School (Swaziland) (refer to table 4.4 below).

Table 4. 4 Previous schools of Grade 11 learners

| Previous school	Frequency	%
1. St Theresa Primary	1	.8
2. Ferndale Primary	4	3.3
3. Clarence Primary	6	5
4. Sherwood Primary	5	4.2
5. Milner High	1	.8
6. Clare Ridge Prim.	1	.8
7. Swanvale Prim.	1	.8
8. Barracuda Prim.	1	.8
9. Charles Hugo Prim	2	1.7
10. Gordon Rd. Girls	3	2.5
11. Durban Girls High	1	.8
12. Ubombo(Swaziland)	1	.8
13. Parkview S. Prim.	3	2.5
14. Morningside Prim	3	2.5
15. Addignton Prim	2	1.7
16. PhoenixPioneer Prim.	1	.8
17. Mt. Carmel College	1	.8
18. Lyndhurst Primary	3	2.5
19. LockhatIslam College	1	.8
20. St. Augustines Prim.	1	.8
21. Carmel college	1	.8
22. Durban East Prim	1	.8
23. Rippan Prim	1	.88
24. Spearman Rd Prim	2	1.7
25. Dinwiddie Prim	1	.8
26. Mukelani H.P.	1	.8
27. Avoca prim	1	.8
28. Umlazi Commercial	1	.8
29. Santafrancisca Prim	1	.8
30. Penzance Prim	5	4.5
31. Glenmore prim	1	.8
32. Spriengfield Prim	1	.8
33. Yellow Wood P. Prim	3	2.5
34. Stanger Prim	2	1.7
35. Rossburg High	2	1.7
36. Northwood Boys	1	.8
37. Bechet Secondary	1	.8
38. Newlands East Sec.	1	.8
39. Mtubatuba Prim	1	.8
40. Gitanjali Prim	1	.8
41. Uthongathi Coll.	1	.8
42. Malvern Prim	1	.8
43. Parkside Prim	3	2.5
44. Escourt High	1	.8

Previous school	Frequency	%
45. Alen Glen (JHB)	1	.8
46. Hillary Prim	1	.8
47. Northlands Prim	1	.8
48. Athlone Park Prim	3	2.5
49. Ladysmith High	1	.8
50. Sezela Prim	1	.8
51. Montclare Prim	1	.8
52. Fynnland Prim	1	.8
53. Mthunzini Prim	1	.8
54. Seaview Prim	1	.8
55. Clifton prim	1	.8
56. Kloof S. Primary	3	2.5
57. Michael House High	1	.8
58. Manor Gardens Prim	5	4.2
59. Durban Pre-paratory	6	5
60. Anjuman Islamic	2	1.7
61. St. Anthony's Prim	1	.8
62. Lotusville Prim	1	.8
63. Palmiet Prim	1	.8
64. Clifton Prim	1	.8
65. Hilton college	1	.8
66. Hillgrove Sec	1	.8
67. Warner Beach S. Prim	1	.8
68. Juma Musjid Prim	1	.8
69. Eshowe Prim	1	.8
70. St. Henrys M.B. Prim	1	.8
71. New Germany Prim	1	.8
72. Scottsburg High	1	.8
Total	120	

When asked to give reasons as to why they left their previous schools, the respondents cited the following reasons:

- *the school catered for Grade 1 - 7 only and I had passed for Grade 8*
- *my family relocated*
- *it was my parent's decision*
- *fees got too high and could not afford*
- *gangsterism problem*
- *the school was far away from where I lived*
- *the school was a boarding school and I did not like boarding*
- *for a new experience*

Most of the learners pointed out that they have chosen their respective schools because of high standards, good reputation and parents chose the school for them. About 10% of the learners chose the school because of cheaper fees and one wonders if this is really true. About 20% of learners chose the school because they had fallen in love with the school uniform. About 5% of the learners chose the school because of accessibility (transport wise), see figure 4.5 below.

Figure 4.5 Reasons for choice of school
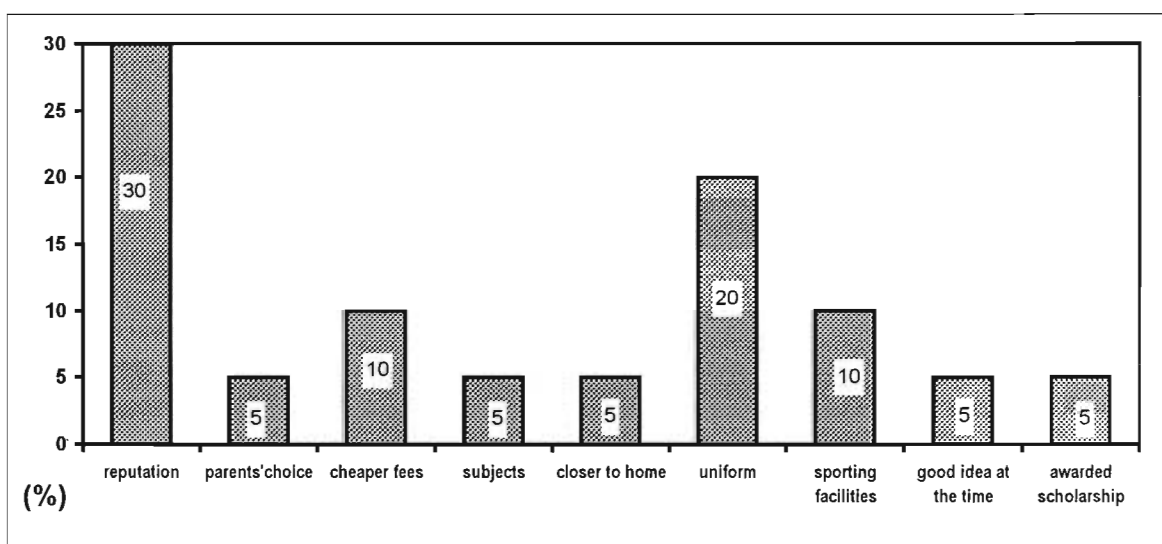
When asked about why they chose this particular school, some of the respondents gave the following reasons:

- *Good, mixed races*
- *I like the school*
- *I heard people talking about the school and I began to like it*
- *My relatives are at this school*

When asked how they came to know of their schools learners gave the following responses:

- *This school is very popular among boys at my last school*
- *My Dad is a Headmaster and he knew about the school*
- *My friends go to the school*
- *My primary school teacher informed me about the school*
- *My sister and cousin (relatives) attend here*
- *I live next to the school*
- *I read the advertisement in the Newspaper*
- *I heard information over the radio about the school*
- *The school had an Open–Day and my parents enquired about admission to the school.*

It is evident from these learners' responses that they have come to know about the school in different ways and that some did not know about the school until they were informed, heard or seen advertisements in the media.

In respect to the question, "how does it feel to be a student of this school", of the 120 learners, 40 learners said that they feel very good, 40 learners said it feels good, 37 learners said its satisfactory, 1 pupil said it was bad and 1 pupil seemed to voice her frustration when she said that it was very bad to be a pupil in this school and 1 pupil did

not respond to the question (see Figure 4. 6 below). Learners who were happy about being a learner in their schools gave the following reasons:

- the school is known as progressive
- the school allows for racial mix
- the school is popular

Figure 4.6 General pupils' feelings
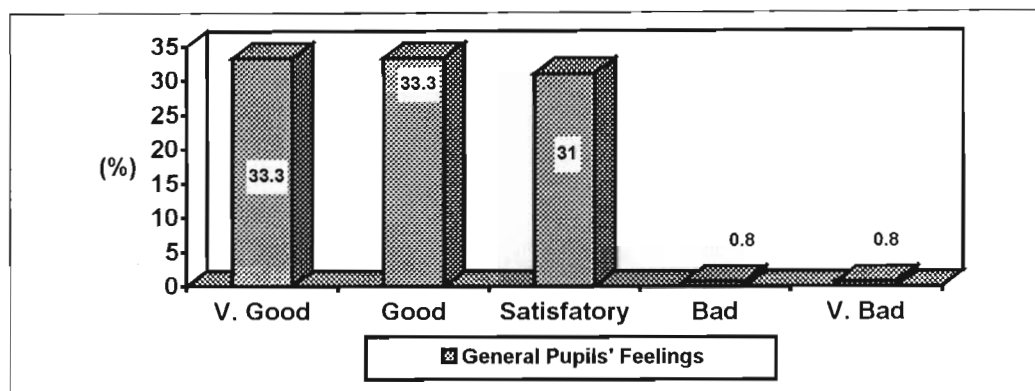
4.4.2 Learners' curriculum

It is evident from the table given as appendix H that learners from all the 3 schools took different subjects from the 3 streams i.e. Science, Commerce and General streams. In some other cases learners chose subjects from more than one stream. For example, one pupil will study Accounting and Geography or Maths and History etc. A comprehensive table of subjects appear as appendix I.

Learners cited different reasons when asked why they chose the subjects. About 45% of the learners said that they chose their subjects because they are good at them, 43% said that they need these subjects for career purposes. The following are some of the responses of learners:

- *I like the teachers who teach these subjects*
- *My parents want me to do these subjects*
- *They are the only subjects I've always liked*
- *I need them for university*

- *My friends are doing them*

Out of the 120 learners , 12 did not respond to this question,. Many learners said that they chose the subjects from the packages (choices) the school offers. Other learners had the following to say:

- *I thought they will help me in further studies*
- *I enjoy the subjects*
- *Advised by teachers at the school*
- *By merit*

The majority of the learners (46,7%) felt that the content of their subjects is good. The following are some of their comments:

- *they are a challenge (African learner)*
- *beneficial and satisfactory(Indian learner)*
- *feel that some are too detailed and a lot of quantity(White learner)*
- *boring and difficult (White learner)*
- *physics and biology interesting (White learner)*
- *History, Maths, Biology requires a lot of hard work (Indian learner)*
- *Some of the work is irrelevant (African learner)*
- *Thought I' ll be good in them (African learner)*

One pupil seemed to express his frustration when he strongly voiced out that:

- *They suck !!!*

It is evident from learners' responses above that their perception of the content of different subjects varied and it has emerged from learners' responses that in terms of diversity management, teachers and principals should first orientate pupils about certain

subjects so that they can have an idea of what to expect when time goes on and which career path to follow.

In respect to the learners' performance in their latest assessment, it was evident from the figure below that only 10 learners, out of the 120 learners, have done very well (see Figure 4.7 below). There is a perception that performance is linked to curriculum and other policies of the school, e.g. language, gender and subject content.

Figure 4.7   Grade 11 learners performance in the latest assessment
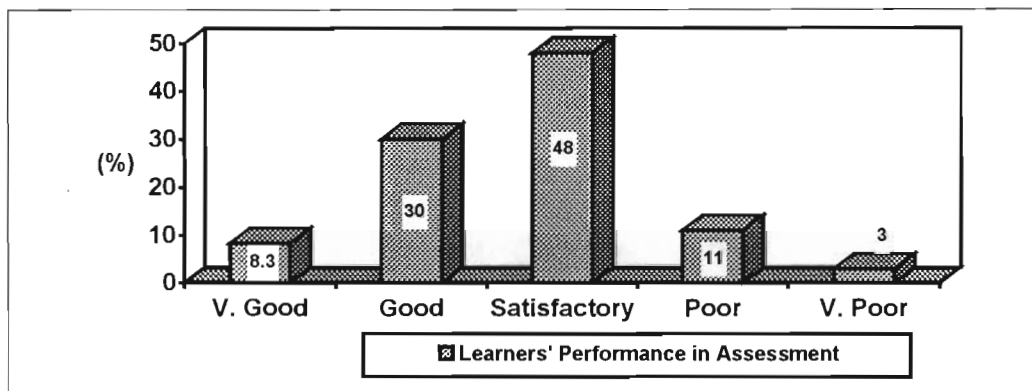
4.4.3 Learners' perceptions of their teachers

Four percent of the learners did not respond to this question. The following are some of the responses of learners who answered the question which was aimed at getting the learners' true perceptions of their teachers:

- *some teachers are good and try their best to help, some don't know what they are doing (White learner)*
- *some have good teaching methods and care about us (African learner)*
- *they are not willing to help, especially if you are new. (African learner)*
- *some are good, some old teachers lose their temper and some are racist and rude (African learner)*
- *qualified and experienced (Indian learner)*
- *some are friendly, some think they know all (African learner)*

One African pupil seemed to express her anger and frustration when she strongly voiced out that:

- *they have a bad attitude toward us.*

With respect to the above responses, it is evident that some of the learners are not as happy as others are about the way their teachers treat them or manage diversity in the classroom scenario.

The majority of the learners 91% said that they are happy about their teachers and that their class teachers are very good and only 4 learners did not respond to this question (see Figure 4.8 below).

Figure 4. 8 Learners perceptions of their class teachers
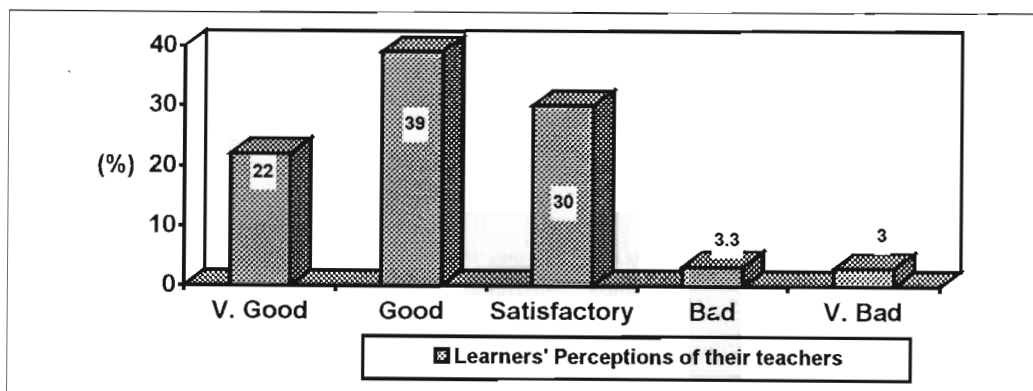
It is evident from the figure above that learners do not feel the same way about their class teachers. The majority of the learners 61% feel good about their class teachers. About 30% said they are satisfied by their teachers and some learners 6,3% feel very bad about their teachers.

Figure 4.9   Learners' views about their subject teacher
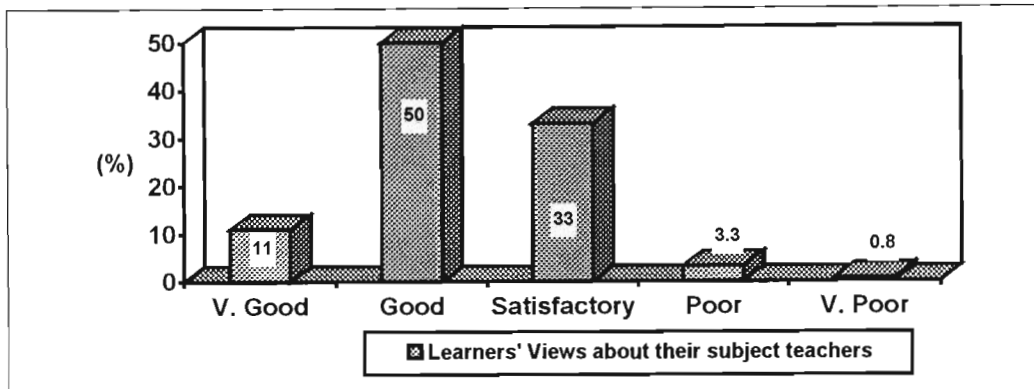
The majority of the learners 94 % said that they are happy and satisfied by their subject teachers and only 5% said that they were not happy about their subject teachers and wished that they could be changed. Some learners did not respond to the question.

Figure 4.10 Learners' views about their specialist subject teacher
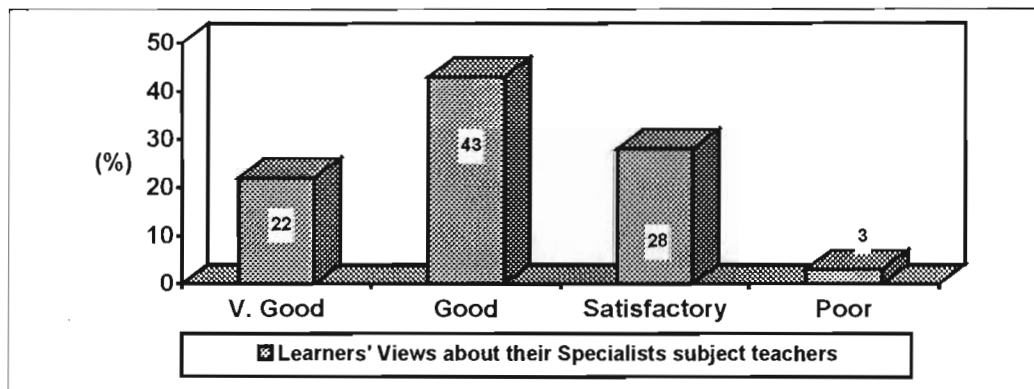
It is also evident from the figure above that the majority of the learners 93% were happy about their specialist subject teachers and only a few learners 3% said that they don't feel good about their specialist subject teachers.

Figure 4.11 Learners' views about teaching approaches of their teachers
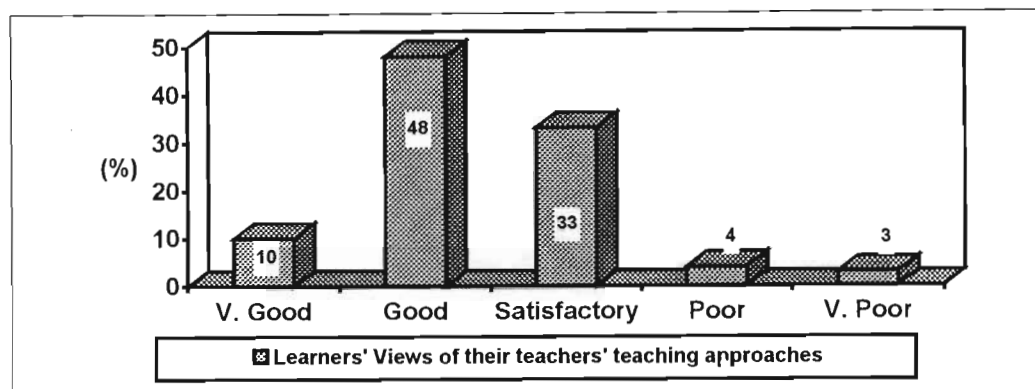
When looking at the above figure it is evident that the majority of the learners 91% felt good about the teaching methods employed by their teachers in class when teaching. They said that they feel this way because these methods enable them to understand clearly what is being taught and learnt in class. Out of the 91% about 10% of the learners said that the methods being used by their teachers are of a high standard and they are doing very well in their subjects.

Some of the learners (7,5%) said that all teaching approaches used by their teachers fail to assist them in understanding what is being learnt in class.

4.4.4 Are learners' needs being catered for

The majority of the learners (80,8%) said that their needs are being catered for in their respective schools. Seventeen percent (17%) of the learners said that their needs were not being catered for in their schools. About 2,2% of the learners did not respond to the question.

The following are some of the responses of learners who felt that their needs are being catered for:

- *Teachers care about us (African learner)*
- *I feel I should be sporty, active and young (White learner)*
- *We choose our subjects (White learner)*

- *I am satisfied with the work and activities and how they implement teaching (African learner)*
- *Learners access many facilities, allowed freedom (Indian learner)*
- *Wide variety of choices (Indian learner)*
- *Good teachers and facilities (African learner)*
- *I understand subjects (White learner)*
- *Teacher–learner relationship good and important (White learner)*

The responses of the learners who felt that their needs were not being catered for were easy to differentiate from those who felt that their needs were being catered for by their schools. Some of the reasons given by the learners who felt that their needs were not being catered for were lack of student discipline and unjust rules and regulations by their schools. It was also evident form the responses below that these learners were not happy at all in their schools:

- *Some decent requests are not attended to (Indian learner)*
- *We are not allowed to do some subjects, because some are compulsory (African learner)*
- *Classrooms are big and teachers no longer have time for us (White learner)*
- *We are educated, but could be offered more career guidance (White learner)*
- *Some teachers don't understand certain learners (African learner)*

Some learners seemed very frustrated when they strongly voiced out that:

- *They don't listen (White learner)*
- *Some are bad teachers, school not well equipped for sports (Indian learner)*
- *They don't offer enough social and cultural opportunities (Coloured learner)*

- *Some teachers are here for the money and don't attend us (White learner)*

4.4.5 Specific difficulties that learners face in their classrooms and the manner in which they relate to learners of different cultures.

In respect to the question with regard to the specific difficulties learners experience in class the following was found:

- *dealing with the amount of work one has done (Indian learner)*
- *distractions from learners who don't want to keep quite (White learner)*
- *teachers go too fast and I do not understand (African learner)*
- *Girls talk too much, teachers are not funny and we don't enjoy lessons (White learner)*
- *Teachers don't teach well, have verbal diarhoea (White learner)*
- *Reading (African learner)*
- *Seeing the board from back, hate discussions - don't socialize (Indian learner)*
- *Teachers pace of covering curriculum – unreasonable (White learner)*
- *Few problems with accounting (White learner)*
- *Short concentration due to too much homework (African learner)*
- *Understand some topics (Coloured learner)*
- *Keeping quite and long - span concentration (African learner)*
- *Noisy, trying to pay attention to boring teachers (White learner)*
- *Concentration and temper (White learner)*
- *Remembering things (African learner)*
- *Boredom and sleepiness (Indian learner)*
- *Talking (Indian learner)*
- *Large classes and irresponsible class mates (White learner)*
- *Discipline and maturity (Indian learner)*

- *Racial discrimination (African learner)*

It was evident from the above responses that learners indeed do experience specific difficulties in the 3 schools. On one hand White learners are more concerned with the problem of their classes who are beginning to be overcrowded and their new irresponsible and noisy classmates. On the other hand African learners seemed to be experiencing communication difficulties with their teachers and were unable to concentrate for a prolonged period of time. Indian and coloured learners seemed to be experiencing difficulties with their subjects in particular.

When asked about how have their teachers helped them to overcome their difficulties, about forty learners (33%) said that their teachers had not helped them overcome the difficulties they experience in class. Twenty-six learners did not respond to this question and some of them who felt that their teachers are helping gave the following responses:

- *Some try to make lesson interesting, some don't care (African learner)*
- *I help myself first before going to the teacher (African learner)*
- *They teach slower and break work to understand easily (Indian learner)*
- *They encourage me to sit on front desk and ask direct questions (African learner)*
- *They give extra classes after school (Indian learner)*
- *They encourage us to ask for help (White learner)*

One coloured pupil who seemed to be very frustrated had the following to say:

- *they loose temper when you ask for help. School is not a concentration camp*

When asked about how learners relate to each other in class, only 16% of the learners felt that there was a very good relationship amongst learners in class. Only one pupil did not

respond to this question. About 41% of the subjects said that the relationship is good. About 35% of the learners said they were satisfied and 2,8% of the learners seemed not to be happy about the relationship that exist among learners. (see figure 4.12 below).

Figure 4.12 Grade 11 learners views on how learners relate to each other in class
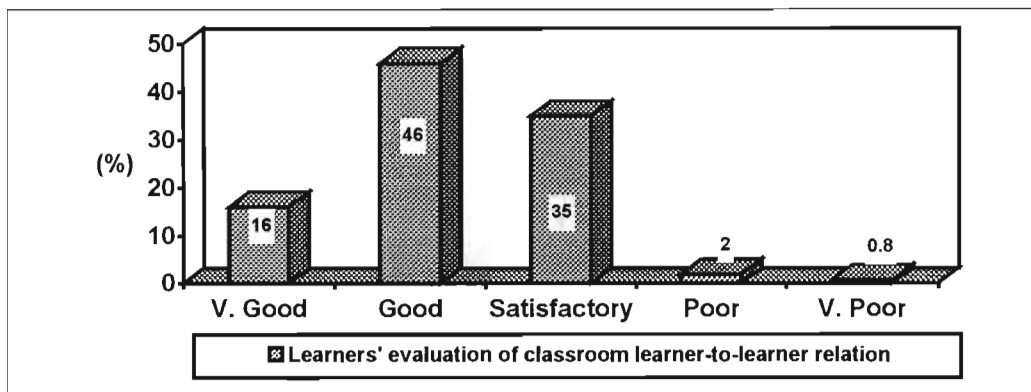
The majority of the learners said that learners of different race groups do relate to each other in their schools and they don't experience any conflicts or confrontation. Only 3 learners said that learners in their schools find it difficult to relate to other learners because some learners won't talk to other learners for the reasons they know, argued these learners.

In respect to the question with regard to how do learners feel they relate to each other at their schools (see Figure 4.13 below).

Figure 4.13   Grade 11 learners views on how learners relate to each other at their schools
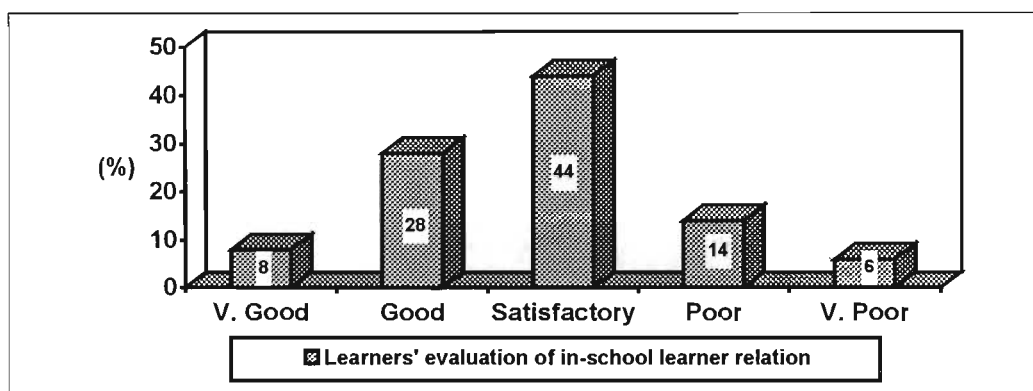
It is evident from the figure above that many learners do relate to each other at their schools, although some of the learners argued that they are not willing to learn about others and understand their culture. The majority of the learners 80% said that they do make friends and 20% said that they don't make friends easily in their schools.

When asked to give reasons as to why they felt that way about making friends, those who felt that they need to make friends gave the following reasons:

- *I am easy to talk to, friendly*
- *People are friendly*
- *Share same interests*
- *I try to be frank and appreciable*

Some learners who felt negative about making friends or who don't make friends at all in their schools gave the following reasons:

- *I am not very good at socializing*
- *Majority very rude and undisciplined*
- *Some stick to each other (whites alone)*

It is evident from the above responses that the grade 11 learners in the 3 schools in this study were aware of the behaviours of other learners from other cultural groups when thinking about making friends or not with them. It is also clear that some learners still possess stereotypes and display certain attitudes towards other children.

When asked about who do learners consult first when faced with problems, the majority of the Grade 11 learners 28% said that they consult their friends first if they encounter problems in their studies. About 23% of the Grade 11 learners said that the first people to consult when faced with problems in their studies are the teachers. Nineteen percent (19%) of the learners said that they consult their classmates first before consulting the teacher. Another 19% of the learners said that they first consult their parents who usually assist them and refer them to teachers. Four percent said that they consult their elder brothers and sisters when they have problems at school. About 5% of the learners said that they don't consult anyone, but instead they try by all means to solve the problems on their own. One white pupil said all her school problems are solved by the tuition teacher (private tutor) which her parents had hired, especially for her. Only one pupil did not respond to this question.

It was evident from the responses given by learners that they consult different people first for a number of reasons when faced with problems and also because of the way they relate to those people. The following are some of the reasons cited by grade 11 learners as to why they consult the people they consult first and not others. The learners who don't consult their teachers first gave the following reasons:

- *Some teachers shout at you if you ask*
- *They are mostly busy and not easily accessible*

Grade 11 learners who have said the people they consult first are their parents had the following to say:

- *My father is a teacher and my mom is a teacher*

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- *One of my parents is a teacher*

- *My parents understand me better than anyone*

The learners who have said that they consult their friends and classmates first cited the following reasons:

- *Its easy to communicate with friends and have similar problems*

- *They are easily accessible*

- *They are easy to approach*

- *We're at boarding school and they are always around*

- *I can confide in they as they don't judge.*

One pupil from those who have said that they don't consult anyone had the following to say:

- *Get independent - don't wanna rely on somebody for help*

One pupil argued that she does not encounter any difficulties in her studies, since learners don't get enough work from their teachers.

4.4.6 School Climate

The three schools in this study had different morning assembly times and held morning assembly sessions in the common area which is the school hall. All 3 schools have huge halls where all school activities, such as Merit Award ceremony, Open day, Assemblies etc. are held. It is believed that when learners involve themselves in organizing such events, they develop a sense of responsibility and gain confidence thus being able to interact with all learners irrespective of their race or gender.

4.4.7   A discussion of students' participation in sports and cultural events

It is believed that participation in sports and cultural events promotes integration.All Grade 11 learners from the 3 schools in this study 100% said that they partake in sports.

When asked to name the specific sport(s) or codes that they are involved in, out of 120 learners, 34 failed to mention the sport they take part in or play in their schools. It is also evident that in the 3 schools in this study, there is a variety of sporting codes available to learners where they have a choice and a chance to realize their dreams and reveal their talents (see appendix J).

The majority of Grade 11 learners felt that the level of pupil participation in sports is good (see Figure 4.14 Below).

Figure 4.14   Grade 11 learners' participation in sports
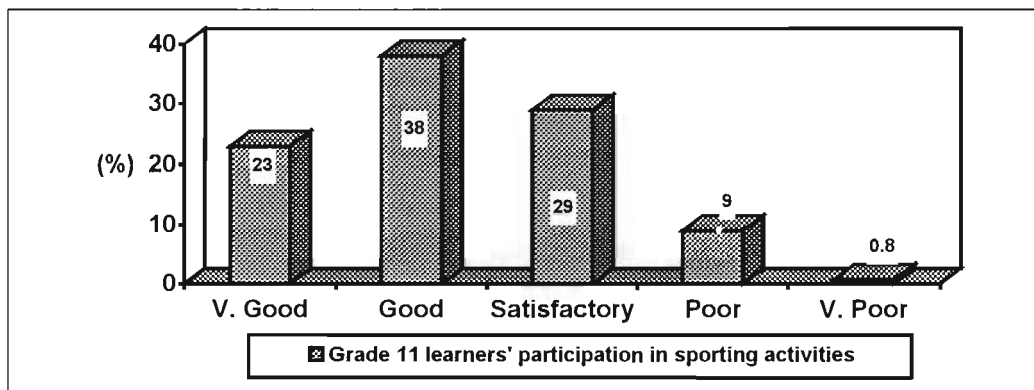
When asked whether learners in their schools do take part in cultural events about 97,7% of the grade 11 learners said that they do take part in cultural events. Only 3,3% of the learners said that they don't take part in any cultural events.

It is evident from the figure below that most grade 11 learners (90%) do take part in cultural events, but the level of participation varies (see Figure 4.15 below).

Figure 4.15   Grade 11 learners' participation in cultural events
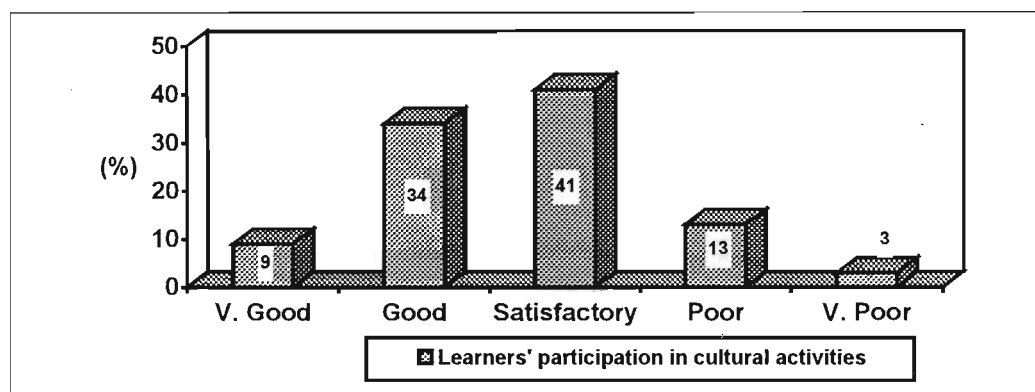
4.4.8   Conclusion

The results of this study suggest that there is a need for all teachers and different stakeholders in education to explore the concepts of multicultural education and diversity in multicultural schools so as to better understand what really happens when children of different race groups are put in a common setting which is the classroom scenario.

On one hand the analysis of the data demonstrated many problems that teachers, managers and learners experience in the 3 schools. On the other hand it demonstrated the successes of managers, teachers as well as learners in trying to deal with and manage diversity in multicultural schools. Data elicited through principal interviews, teacher and pupil - questionnaires emphasized that when children of different cultural groups are placed in a common setting (same school) a lot could happen in terms of teacher - pupil relationship and pupil - pupil relationship.

The schools in this study seemed to be coming to terms with multiculturalism and multicultural education. It was also evident from the principals' and teachers' responses that they are aware of the fact that they need to change their attitudes first towards children of other racial groups before they encourage their learners to change the

stereotypes and attitudes they hold towards each other. It also became clear from the data analysis that educators are aware of the fact that they need to equip themselves with information and more knowledge on how to deal with and manage diversity within their classrooms.

In the next chapter, the synthesis, recommendations and conclusion is presented.

CHAPTER FIVE

Synthesis, recommendations and conclusions

5.1 Introduction

Arising out of the findings in Chapter Four, this chapter emphasises the importance of understanding multicultural education, its implications in the classroom situation and in the society as a whole. Most studies reveal that teachers experience a variety of difficulties in their culturally diverse classrooms, e.g. attitudes, language, stereotypes etc. Other teachers find it difficult to manage diversity because they have a negative attitude towards learners of other race groups. From the findings of this study, it is obvious that teachers need to understand theories about multicultural education and equip themselves with knowledge and skills necessary to convert them into practice within their classrooms. In this chapter, the significance of selected findings are presented. Research in teacher education in a multicultural setting which aims at helping teachers successfully educate all children of this country, is explored in the recommendations. Concluding thoughts are provided, which aims at helping all the stakeholders involved in the education sphere, especially within multicultural schools, deal with and manage diversity effectively.

5.2 Significance of the findings

5.2.1 Cultural Diversity

From the findings it can be said that culture is the talk of the day and for teachers to deal effectively with diversity, it is important to remember that children are individuals and cannot be made to fit into any preconceived mould of how they are "supposed" to act. The question is not necessarily how to create perfect "culturally matched" learning situation for each specific cultural group, but rather how to recognise when there is a problem for a particular child and how to seek its cause in the mostly broadly conceived fashion. Delpit (1992) agrees that knowledge about culture is but one tool that educators may make use of when densing solutions for a school's difficulty in educating diverse children.

It is of great importance that schools understand the implications of placing children from diverse cultural backgrounds in one setting. This research has revealed that learners and

educators perceive diversity mainly in terms of race. It would thus appear from the findings of this study that further research need to be conducted to understand the nature of the attitudes, prejudices and stereotyping held by learners towards other learners and their consequences when displayed by learners of various race groups. The schools in this study have placed culturally diverse children at risk in the following ways:

- failure to recognise and address problems that arise when there is a marked cultural difference between pupils and the school,
- misreading of pupils' aptitudes, intent or abilities as a result of differences in cultural styles of language use and in interactional patterns,
- utilising styles of instruction and/ discipline that are at odds with community norms.

It has been argued in research (Goduka 1999; Valley and Dalamba 1999; Moletsane 1999 and Jansen 1998) that in most multicultural schools it seems as if there are no problems or difficulties pertaining to diversity. This is also true for this study. However, many problems are being encountered by these schools and most of the incidents are based on racism. The following is a profile of the nature of racism present at the schools in this study:

- stereotyping
- assuming that failure of a child to thrive intellectually is due to a deficit in the child rather than a deficit in teaching;
- maintaining ignorance about community values of parenting and child – rearing with a view that schools must save children from their communities rather than work with communities toward excellence. Delpit (1992) refers to this as a "messiah complex";
- making invisible the histories and realities of children and communities of color in the curriculum and in educators' minds.

Valley and Dalamba (1999) also foregrounds racism in schools as a critical element of diversity. Bhana (1999), however believes that issues of race sublimates other categories of diversity, e.g. language, gender and ethnicity. I also concur with the fact that schools have a duty to combat the ignorance on which racial prejudice and discrimination is based. Schools also need to

develop strategies to challenge and avoid racist practices. Lynch (1986) argues that anti-racism will be a radical departure from multicultural education, which attempts to promote racial harmony on the basis of understanding and appreciation of other cultures.

5.2.2 Stereotyping

The study reveals that some teachers in multicultural schools have an attitude problem, I would therefore suggest that it is of great importance that before educators try to deal with stereotyping in children, they do away with it themselves. I believe that you cannot tell your learners to change their attitude towards other racial groups, whereas you as a teacher have not changed. In other words teachers must lead by example whereby they must change first so that their learners can see them as agents of change. Joshua's (2001) text "Heartbeat of Change" is an example of a teacher who is forced to examine her identity as a teacher and explores the stereotyping syndrome. Teachers in this study believed that learners of colour other than white should be expected to achieve less than their "mainstream counterparts". In doing so these learners miss the opportunity to discuss and display the knowledge they bring into the classroom.

5.2.3 Teacher's teaching methods and change

The findings of the study reveal that teachers use a variety of teaching methods to deal with and manage diversity effectively, but most of them cannot affirm how successfully they have been. There is clear evidence that few teachers in their diverse classrooms have employed a variety of teaching approaches. However, many teachers believe that they don't have the necessary skills to identify differences and offer appropriate remediation.

Delpit (1992) further argues that for teachers to appreciate the wonders of the cultures represented before them in their classrooms, they need extensive study and reskilling. It is obvious that teachers cannot appreciate the potential of those who sit before them, nor can they begin to link their students' histories and worlds to the subject matter they present in the classroom, without appropriate intervention. Delpit asserts that if we are to be successful at educating diverse children, we must accomplish the Herculean feat of developing this clear-sightedness, for in the words of a Native Alaskan educator: "In order to teach you, I must know you"; "I pray for all of us the strength to fight to teach our children what they must learn, and

the humility and wisdom to learn from them so that we might better teach". It can be argued that multicultural education is concerned with changing the nature of teaching and learning across the board. Many South African educationists have raised a very serious issue that the present education system is based on representing and perpetuating beliefs, knowledge , values, norms and attitudes which have developed in custom and practice, and which perpetuate racial prejudice and racism primarily within the education sphere. I also agree that it is very hard to achieve change quickly, but if individual classroom teachers can exercise their degree of autonomy within the realm and level of decision making, they can effect or make certain changes. He argues that desire to change is really a matter of the professional intergrity of the teacher. If the principles of equality, fairness and justice are really important, the blame cannot be passed to higher authorities. I also agree that a teacher does not need to seek permission to do what is educationally, professionally and ethnically right. It is however, recognised that advice is needed to enable the teacher to develop a strategy for doing what is right and just.

The goal for the teacher committed to change is to teach from a perspective which is not based on an ideology of cultural (or any other) superiority. A learning environment may thus be created in which learners would be motivated towards successful learning skills, information, values, attitudes and beliefs which will enable them to participate effectively within a multicultural democracy.

They would be motivated to question the inequalities in society and strive for structural changes to promote a fair, just and equal society (David 1986).

When bringing about change the teacher should take note of the following points :
- A teacher with intergrity cannot compromise with any incident of overt racism whether inside or outside the classroom,
- To be silent in the face of overt racism or racist acts is to collude with that racism,
- Covert racism is harder to deal with. The teacher should aim to confront covert racism when the confrontation is likely to lead to meaningful change (David 1986).

According to the responses given by Freer (1992:24), `Towards open schools' multicultural education is viewed as the kind of education that is appropriate to the aptitudes, needs and abilities of all children taking into account their different/ differing backgrounds but which is consciously attempting to lead them into a common community in which people live without prejudice and discrimination. Educators should take this into consideration and use their ingenuity in bringing about change in education.

Another respondent argued that it is not important to accept children of different nationalities, colours and creeds into one school environment, but what is important is drawing out of children what they can bring to the learning process and to the school as a whole. In other words children should be given the opportunity to reflect on their own experiences, thus bringing what they know into the learning situation.

I believe that teachers must encourage children to learn to accept people as they are, not as they would like them to be. Teachers should also teach children not to have unrealistic expectations for other people, but rather develop harmonious relationships, so that they may live together in a well-integrated society with equal education for all.

5.3 Recommendations

To implement and manage multicultural education successfully, we must think of the school as a social system in which all of its major variables are closely interrelated. Thinking of the school as a social system suggests that we must formulate and initiate a change strategy that reforms the total school environment to implement multicultural education. I also feel that it is very much imperative that teachers gain the knowledge about multicultural education before entering the classroom scenario. Teachers must also reform power relationships in a school, verbal interaction between teachers and pupils, the culture of the school, the curriculum, extra-curricular activities, attitudes toward minority languages, the testing program, and grouping practices (Banks and Banks, 1997). Banks and Banks (1997) further argued that the institutional norms, social structures, cause–belief statements, values and goals of the school must be transformed and reconstructed. The first way to do this is to examine the school curriculum.

5.3.1 Curriculum concerns

Major attention should be focused on the school's hidden curriculum and its implicit norms and values. The schools in this study have both a manifest and a hidden curriculum whereby on one hand the manifest consists of factors such as guides, textbooks, bulletin boards and lesson plans and on the other hand the hidden/ latent curriculum has been defined as the one that no teacher explicitly teaches but that all children learn. The aspects of the school environment under investigation are of great importance and need to be reformed to create a school culture that promotes positive attitudes towards diverse cultural groups and helps students from these groups experience academic success. Through a white ethnocentric curriculum, teachers are actively teaching racial superiority and racial prejudice to their white pupils. This is mainly done through a process of omitting and ignoring any significant knowledge and information about black people from the normal curriculum. It is through this omission that the historical myths, prejudices, half – truths and disadvantages are sustained and hypocritical forms of South African racism perpetuated.

Recent research (Moletsane, 1999; Banks and Banks, 1997) reveal that the hidden curriculum is viewed as that powerful part of the school culture that communicates to students the school's attitudes toward a range of issues and problems, including how the school views them as human beings and its attitudes toward males, females, exceptional students and students from various religious, cultural, racial and ethnic groups.

Lynch 1986 states that the task of multicultural education in a democratic society is therefore to assist the individual by means of emancipatory curricular and educational pedagogies which appeal to and extend rational judgement, to reach out and achieve a higher stage of ethnic and cultural existence than is the case initially, so that there exists sufficient cultural and social overlap for society to function and for discourse across areas of crisis and conflict to take place. The findings of this study suggest that the curriculum does not cater adequately for learners' needs. It is therefore significant that curriculum developers develop a curriculum that will cater adequately for all learners' needs. Further research need to be done on how can the curriculum be developed to cater for all the varying cultures of learners in a multicultural school.

5.3.2 Empowering School Culture

Students in the South African context must be socialized within diverse cultures and within the school environment. Acculturation should take place whereby during interaction and communication, various racial groups could come to understand each others culture through assimilation of views, ethos and perspectives of each other. I also believe that students may come to know and understand each other better, if they may go to the extent of teaching each other the games they play and dances they perform in their cultures. In so doing both teachers and pupils will be enriched. Consequently, the academic achievement of learners from diverse backgrounds will be enhanced due to the fact that their perspectives are legitimate within the school environment.

In order to deal effectively with multicultural education, educators, managers, parents as well as pupils, need to take cognisance of the figure 5.1 below:

Figure 5.1 The dimensions of multicultural education.

(Adapted from Banks and Banks, 1997:25)

A.
Content Integration ←→ Knowledge Construction   C.

M.E.

An Equity Pedagogy   Prejudice Reduction
B.   D.

An Empowering School Culture

E.
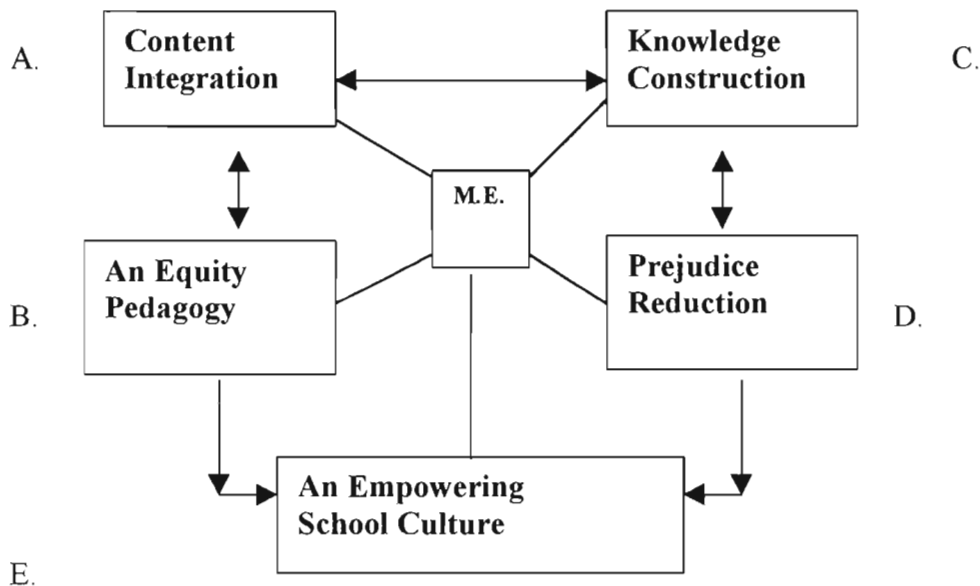
A. Content Integration - deals with the extent in which teachers use examples and content from a variety of cultures in their teaching

C. Knowledge Construction - teachers need to help pupils understand, investigate and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways that knowledge is constructed.

B. An Equity Pedagogy - exists when teachers modify their teaching in ways that will facilitate academic achievement of students from diverse racial, cultural, gender and social groups.

D. Prejudice Reduction - this dimension focuses on the characteristics of pupils' racial attitudes and how they can be modified by teaching methods and materials.

E. An empowering School Culture - grouping and labelling practices, sports, participation, disproportionality in achievement, and the interaction of the staff and pupils across ethnic and racial lines must be examined to create a school culture that empowers students from diverse racial, ethnic and gender groups.

In relation to content integration and equity pedagogy, it was also evident from the teachers responses in this study that some of the teachers do use a variety of teaching methods and draw examples from a variety of cultures present in class. The majority of the teachers do take cognisance of the fact that children come to school with a lot of assumptions and biases and it is the duty of each and every teacher help learners understand how these assumptions and biases can influence the ways that knowledge is constructed.

In respect of an empowering school culture the current demographic composition of the schools, especially in white dominated areas, shows that there is a rapid increase of diversity. As a result of this diversity, the task for advocates of multicultural education is to plan and implement educational systems and programmes that will enable maintenance, development and renewal of political cohesion and the peaceful and creative reform of the social and economic order,

including its value assumptions, its structures of organization and of knowledge, within a contextual commitment to equity and social justice for all.

In a diverse society like South Africa, schools must fulfil their functions of educating children towards maintenance of social cohesion and through prejudice reduction encouragement of cultural diversity. The results of this study reveal that not all learners make friends with learners from other racial groups. The teacher in a multicultural setting needs to encourage learners to make friends with learners of other race groups in order to understand each other better, in eventually reducing prejudice.

In keeping with Banks and Banks (1997) representation of empowering schools, it is apparent that without education towards social cohesion society would disintegrate, yet without an opportunity for cultural diversity, there would inevitably be discontent, alienation and possibly revolution. The dilemma is how to reconcile the often competing aims within these overall goals of social cohesion and to express them in a very core of its cultural transmission, i.e. its schools.

From the findings of this study it is clear that the practical task faced by teachers in South African multicultural schools and indeed by the whole education system, is to reconcile the tension between goals of "social cohesion" and those of "cultural diversity" and to weld those within an overall commitment through the structure of knowledge and organization within the education system or narrower institutional base.

I agree with most studies (Banks and Banks, 1997; Moletsane, 1999; Lynch, 1986) when they assert that multicultural education is necessary for all children in all schools, state, private, denominational and non–denominational, co–educational and differentiated compulsory and non – compulsory. It has also been stated in these studies that the task of educators in multicultural schools is to enable all learners to achieve a higher stage of cultural competence and sensitivity than that at which they entered school so that both cultural and social interaction can take place and recognition of the positive value of cultural diversity may grow.

As a researcher, I feel that it is significant that multicultural schools should take note of the British Swann Report (1985):its title "Education for All", which points out the main recommendations in relation to the management of diversity. The following lessons could be learnt from their recommendations:

- the fundamental change that is necessary is the recognition that the problem facing the education system is how to educate all children irrespective of race and culture.
- a greater understanding of what constitutes a multicultural society for all teachers and learners.
- education has to be something more than the reinforcement of the beliefs, values and identity which each child brings to school.
- it is necessary to combat racism, to attack inherited myths and stereotypes, and the ways in which they are embodied in institutional practices
- multicultural understanding has also to permeate all aspects of a school's work. It is not a separate topic that can be welded on to existing practices.
- approaching the equality of opportunity for all learners which must be the aspiration of the education system.

5.3.3 Participation in the economy

Perfect racial equality in South Africa will persist if and only when black people participate fully in society and the economy and are not disproportionately involved in menial work or unemployment. There will be racial justice in education if and when the factors determining successful learning in schools do not discriminate directly against ethnic minority children in multicultural schools.

Schools must regard learners as being of equal value. Principals should encourage multicultural education that is against racism, sexism and creedism. Multicultural education should be viewed as a multi–dimensional education approach which accords equal recognition to all cultural groups and which provides all pupils with a more meaningful and relevant educational experience with a view to eventually contributing to the economy.

In order for multicultural education to be successful, the total school environment should be modified so that it is more representative of the culturally diverse nature of our economic society. In a supportive learning environment in which diversity is taken as normal the children represent a useful resource in themselves, and learners from the various cultural backgrounds would intuitively feel that their common sense knowledge is valued and respected in the economy of the country.

5.3.4 Language concerns

Most studies assert that, since the early 90's there has been dramatic increase in the total number of black pupils entering white dominated schools. In these multicultural schools one of the major problems is the language question whereby children from disadvantaged backgrounds enter school with little and no competence in the English language (Sookraj,1999). I agree with the above point and I think it is therefore, the duty of all concerned especially teachers to consider the language issue when dealing with diversity in multicultural schools. In this study teachers did not have problems with language.

5.3.5 Staffing

There is a need to take into consideration the diverse teaching force in multicultural schools if stakeholders are really concerned about change. Having teachers of colour will positively affect the achievement scores or academic performance of learners of colour. I also believe that having a diverse teaching force, will also encourage learners to view and accept racial mix as normal where people of diverse cultural backgrounds must develop good human relations. The redeployment process from 1999 – 2000 was part of a process to promote a diverse teaching force.

5.3.6 The role of the teachers

When teachers are asked about how they teach children of "different colour", (Lemmer, 1993; Moletsane, 1999; Jansen, 1995) argue that teachers often respond by saying that they don't notice colour and that they treat children all the same. Generally these teachers have the best interest of the learners at heart. However, ignorance of ones' culture is to deny the child's cultural identity and heritage. In the same view, well–intentioned school managers often adopt

the colour blind approach to school integration whereby they argue that the success of the school integration, is measured by the degree of assimilation and the fact that "they are so well integrated we (managers) don't notice them" (Lemmer, 1993).

Weis (1989) points out that, though, "by ignoring cultural differences and personal individuality, school administration perpetuate an insidious kind of invisibility". By treating all pupils the same and by ignoring cultural and racial differences, teachers run the risk of perpetuating ethnocentrism, prejudice and stereotypes in the education process. In other words the role of the teacher in a classroom scenario is to let learners become aware of the differences so that they can be able to understand each others culture and to communicate easily with each other. If the teachers ignore the differences, s/he is encouraging the learners also to ignore the differences and as a result there will be no interaction between children of diverse culture. This will then lead to certain groups holding stereotypes and attitudes of other groups.

Research suggests that the closer a learner's culture is to that of the teacher, the greater his chance of academic success. In this regard the teacher has an important role to play in bridging cultural gaps which may exist in the classroom. To achieve this, it is necessary to acknowledge and respect the different cultures and know about the learner's cultural backgrounds. Furthermore teachers need to know significant questions to ask about differences, how these differences are manifested in the class, how to find answers to the questions and how to ultimately use the acquired knowledge meaningfully.

This is not necessarily an easy task, given the general workload of teachers. Since it is not possible to provide answers to these questions in this study or to provide a detailed description of all the cultural groups which make up the South African society, the following suggestions are given to assist teachers learn about their learners:

- speak to community leaders
- arrange information evenings (e.g. invite Mr Thokozani Nene of Radio Zulu to talk about Zulu culture)
- invite parents and other members of the community to talk to the school

- invite learners to write about themselves

- arrange workshops

Saville – Troike, in Hernandez (1989) has compiled a detailed set of questions that can guide teachers within their classrooms and help them identify what they need to know during their classroom observation, especially in multicultural schools:

- **Learners' cultural backgrounds**

  What teachers need to know :

  - **Family**

    1. Who is in the family ?

    2. What is the hierarchy of authority in the family ?

    3. What are the rights of each member of the family ?

    4. What is the degree of solidarity or cohesiveness in the family ?

  - **Roles**

    1. What roles within the group are available to whom, and how are they acquired ?

    2. Is the language use important in the definition or social making of roles ?

  - **Communication**

    1. How do people greet each other ?

    2. What forms of address are used between people in various roles ?

    3. Who may talk to whom ? when ? where ?

    4. What languages are used in the community ?

    5. What gestures or postures have special significance ?

    6. What meaning is attached to making and/ or avoiding eye – contact ?

  - **Discipline**

    1. What counts as discipline in terms of culture and v/hat does not ?

    2. What forms of behaviour are considered socially accepted for children of different age and gender ?

    3. Who has authority over whom ?

  - **Religion**

    1. What is considered sacred and what secular ?

2. What religious roles and authority are recognized in the community ?

- **Food**
    1. What is eaten ?
    2. What rules are observed during meals ?
    3. What social obligations are there with regard to giving and preparing food and honouring people ?

- **Traditions**
    1. Does dress have any symbolic significance ?
    2. What holidays and celebrations are observed by the group ?
    3. What forms of Art and Music are most highly valued ?
    4. What media and instruments are traditionally used ?

- **Education**
    1. What is the purpose of education ?
    2. What methods of teaching and learning are used at home ?
    3. Is it appropriate for students to ask for or volunteer information ?
    4. What constitutes a positive response by a teacher or pupil ?
    5. Do parents, teachers and pupils have different expectations of different groups

(Saville – Troike, in Hernandez:1989)

It is imperative that teachers in multicultural schools within the South African context take cognisance of the above detailed set of questions that can guide them deal effectively with diversity in their classrooms. Teachers need to be aware of each and every learners' background in order to teach them better. In her paper Zafar (1988) says that multicultural classrooms have a rich pool of resources that creative teachers can tap into. She believes that teachers and their schools need to make a difference through proactive policies and practices. For teachers to make the difference, they need to consider the following:

- teachers need to take cognisance of the uniqueness of learners in their classrooms
- teachers need to change attitudes and challenge stereotypes, but before they do this they need to begin by confronting and challenging their own stereotypes. Prejudice and

stereotypes need to be challenged within lessons and their roots and validity must be explored.

- Teachers need to encourage the participation of all learners, where they must review their classroom practice to see whether the language used is understandable and the examples and subject matter are relevant and accessible to the individual learners. Furthermore, teachers need to use relevant material which will reflect the reality of all learners

- Teachers need to use creative teaching methods so that all learners will be encouraged to use their experiences. The range of interpretations that come out should also reflect the assumptions that different individuals hold.

- Teachers need to group pupils in such a way that integration of all cultural groups occurs. The teacher should promote co-operation rather than competition whereby individuals can be more confident about expressing their ideas. Zafar further asserts that by working together, learners from different racial and cultural groups can learn to appreciate one another's skills.

- Teachers also need to encourage the different learner groups to socialize through activities that promote school spirit. Morning assemblies, competitions and sports can help achieve school–wide goals and in turn encourage a feeling of togetherness.

In respect of combating racism, Singh (1994) says that in order for teachers to deal effectively with multicultural education and racist acts in multicultural schools, they must consider the following:

- teachers should enable children to understand who they are and where they come from;
- teachers should increase their understanding of the immediate community and the wider society of which they are part;
- teachers must begin to develop an understanding of the experiences of different groups of people across the world.

In the process of achieving these objectives, teachers are also seeking to foster the development of certain 'key' attitudes and concept, e. g.:

a) attitudes:
    self –esteem, curiosity, enjoyment, empathy ,eagerness to communicate, awareness of different perspectives, valuing different perspectives, motivation to find out more etc;

b) concept:
    sequence, continuity/ change, similarity/ difference, agedness, time, chronology, cause/ effect, co-operation / conflict, evidence etc.

Furthermore, teachers should work hand in hand with parents because children are the best source of information about the behaviors and practices found in specific cultures (Siraj 1994).

Reflecting the widest possible range of cultures is an excellent way to develop all children's general knowledge ,vocabulary and curiosity about the world around them. Teachers will need to include a lot of those who have been excluded from the content and ethos of the education enterprise and those of which critical thinking was not encouraged, but memorizing and note-taking was the customary mode of learning.

5.3.7 Manager's role

First and foremost, the principal of any school should be aware that the school does not operate in a vacuum, but it forms part and parcel of the community in which it is situated and of the society as a whole. The principal should therefore, take into consideration that his/ her school reflects the characteristics of a society in which the school operates, in as far as organization and management is concerned.

According to Chapman (1995) school managers should present a justification for building more democratic practices in schools. It is also the role of the principal, that through their leadership, management and organization of schools can exercise a substantial influence on the extent to

which their schools are democratic. He further argues that the principal must make sure that within his/ her school the following exist :

- prevalence of the will of the majority
- tolerance and respect for the rights and values of all, including minorities
- participation and/ or representation in decision – making
- delegation of responsibilities and powers with accompanying account – ability
- checks and balances to prevent abuse of power
- sharing and dissemination of knowledge and information to empower people to make decisions
- concern for equality and equity in decision – making and
- ability and opportunity to make judgements and choices in one's own and other interests (Chapman et al:1995).

Most studies assert that it is the role of the principal to make sure that the elements of democracy are reflected through curriculum subject content and the teaching – learning process. He must also make sure that the curriculum of the school is not a vehicle for indoctrinating children, but rather enable them to become critical thinkers i.e. allow students the opportunity to construct their own meanings. Moletsane (1999) asserts that schools need to adopt a multicultural curriculum framework that will validate and develop all identities and knowledges that exist in our nation, while at the same time preparing us to contribute effectively to life in the continent as well as globally.

The managers must also make sure that teachers act as mediators between knowledge and student understanding and interpretation of meaning. In a multicultural school the principal must allow students some if not all of their democratic rights, especially respect for the rights and values of others, and the opportunity to form judgements. Lastly, the manager must make pupils aware of the differences that exist in a multicultural school and encourage the learners to respect those differences and tolerate other cultures, thus being able to learn successfully.

5.3.8 Learner's role

A great deal of ethnographic research (Toyma,1988; Gilbon, 1985; Moletsane,1999) has revealed the complex interplay of identities at the school level, especially in a multicultural school. Learners are viewed as the agents of change, only if they can be given a chance to make a positive contribution to the development of more sophisticated school policy and pedagogic practice.

Learners have a potential to bring about change and they also have the potential to block change in schools. In other words students can make things worse or better. Toyma (1988) argues that when asked to come up with the initiatives of bringing about change, they fear that they will simply `stir up trouble` by emphasizing diversity and difference.

Learners have a vital role to play. They need to be viewed as critics and not purely as detractors, merely shooting holes in teachers best efforts, but as people with anti – racist sentiments and experiences of their own which highlight limitations or assumptions of which teachers are not aware (Gilborn, 1985). Learners have and still need to acquire the knowledge, attitudes and skills needed to function effectively in each cultural setting. They have the ability to interact with other students from other cultural groups and therefore, have a potential to bring about change.

5.3.9   Parents` role

Most parents seem to see their own ethnicity (whiteness or blackness) as a barrier to understanding, asserts Gilborn (1985): " You can put yourself in their skin, You can empathise with them as much as you like, but at the end of the day, you can walk away from it because you're white".

This is what one parent said to Gilborn (1985) on her professional commitment to engage with the views and experiences of ethnic minority students in multicultural schools. In other words the parents' role in a multicultural school has been the most difficult one to describe, since they also form part of the Governing body or school committee. It is argued that parents (white) tend to set norms and standards that accommodate mainly white students when developing the

schools' policies. Unfortunately, this has not happened successfully in South African schools where the governing bodies largely exclude the parents of learners of other races.

Bernstein (1969) asserts that if the culture of the parent (teacher) is to become part of the consciousness of the child, then the culture of the child must first be in the consciousness of the parent (teacher). Analysing this, Bernstein meant that for parents/teachers to be able to deal with issues of diversity in multicultural schools, they must make sure that there is a lot of understanding between themselves and the children and make sure that children too are aware of the differences that exist within the school situation as much as parents/ teachers are aware.

In this study parents were not included, but one would argue that teachers are parents. Parents have a major role to play in the education of their children. Parents at their homes must also make their learners aware of other cultures and may even go to the extent of inviting children of other cultural groups to their homes to spend a weekend, (e.g. a white family inviting a black pupil, vice versa). During their stay parents must encourage children to communicate and interact, thus learning the basics of a language first e.g. greetings and also play and teach one another games and their cultural activities.

5.4 Teacher Education and Training

Research shows that practising teachers express concern about not being prepared to work in multicultural settings. Cultural differences are threatening and communications are awkward for those who have not had diverse experiences (Banks, 1991; Gollnick, 1994 and Chinn, 1986).

Love et. al. (1990) have reported that teachers often come from isolated ethnic groups, with professional preparation that does not generally include much direct interaction with different cultures. A goal of all multicultural education teachers should be not only to increase cultural sensitivity, but also to help pre-service teachers to learn to create educational objectives and learning environments that facilitate and empower rather than repress and discriminate (Linston and Zeichner, 1990).
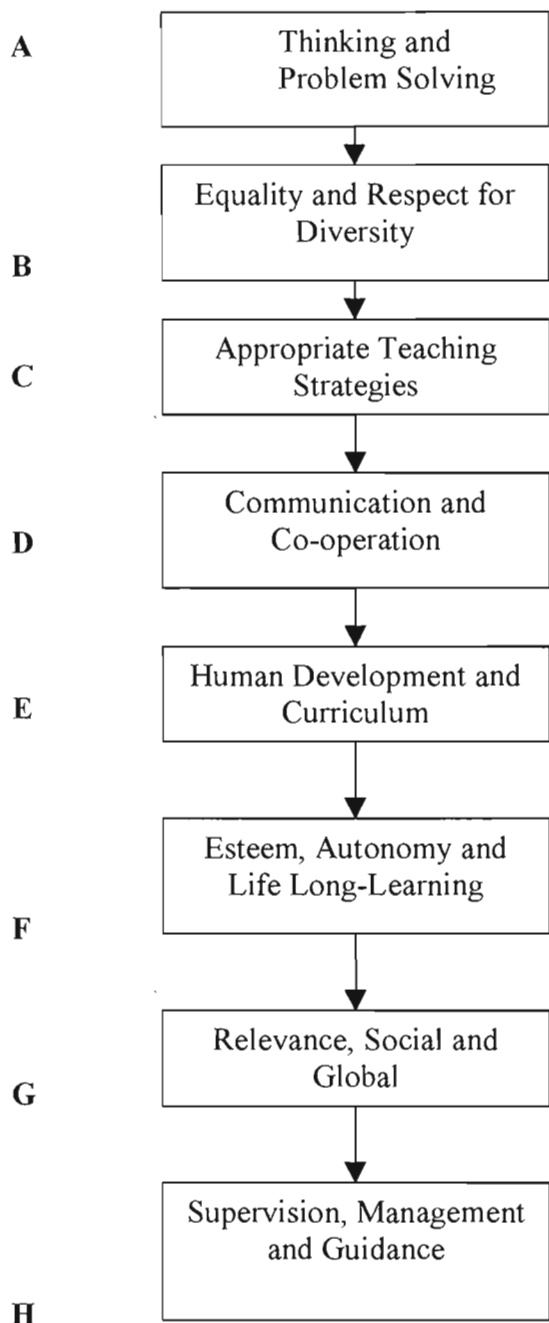
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Howe (1991:202) has also reported that diversity must become a strength upon which our nation's future can depend, rather than being seen as a weakness to be dealt with by society. Teachers who enter a classroom with 30 learners for example, will find that learners have individual differences i.e. they are unique, even though they may appear to be from the same cultural group. These differences extend beyond intellectual and physical beliefs, and day-to-day living experiences. These experiences direct the way pupils behave in school, therefore it is very important that all teachers be able to understand diversity in order to be effective in managing the classroom and meeting the needs of all learners.

A survey was conducted over a three-year period with pre-service teachers at the State University of Mississippi to determine their greatest need or concern in teacher education by Gollnick et al (1994). It was discovered that in their undergraduate program, teachers were never given a chance to participate in workshops, seminars, discuss scenarios and review research related to diversity in classroom management. As a researcher and an educator who has just graduated from university a few years ago, I also feel that very little is said in the undergraduate programs about issues of identity and diversity management in multicultural classrooms. It was also evident from the teachers' responses in this study that they need training pertaining to diversity management and some felt that they need counselling to facilitate interaction better in schools, because of the fact that most of them have never been exposed to programs about diversity management in class.

During the 1994–95 academic year the State University of Mississippi underwent significant change of a non–graded, integrated block of coursework presented through eight methodological strands and the eight themes were fused into all professional programs in the "teachers as a facilitator" model. In recommending the way forward in as far as Teacher Education and Training is concerned, the following model of multicultural education need to be considered. It has the following themes:

Figure 5.2 Model for multicultural education

A	Thinking and Problem Solving
B	Equality and Respect for Diversity
C	Appropriate Teaching Strategies
D	Communication and Co-operation
E	Human Development and Curriculum
F	Esteem, Autonomy and Life Long-Learning
G	Relevance, Social and Global
H	Supervision, Management and Guidance

Source: Adapted from Department of Curriculum (1992:14).

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A. Thinking and Problem - Solving

A teacher uses knowledge of the learning process and fosters thinking skills and complex conceptual learning as well as more basic skills and learning

B. Equality and Respect for Diversity

A teacher develops an understanding of and respect of individual and cultural diversity

C. Appropriate Teaching Strategies

A teacher understands how to effectively use a variety of instructional strategies appropriate to his/ her discipline to maximize student learning

D. Communication and Co-operation

A teacher understands the nature of schools as part of a social system, a teacher communicates sensitively with learners, their families, professionals, and others in a manner which includes an understanding of the special vocabulary specific to his/ her discipline

E. Human development and Curriculum

A teacher understands the continuum of human development and the nature of different discipline structures, a teacher implements an appropriate and conceptually spiralling curriculum

F. Esteem, Autonomy and Life – long learning

A teacher engages learners in active, self–monitoring roles and develops personal standards and career aspirations, a teacher develops in his/ her students expectations of becoming life – long learners and professional educators.

G. Relevance, Social and Global

A teacher relates experiences in school to critical issues in our global society

H. Supervision, Management and Guidance

A teacher effectively supervises and guides learners and utilizes effective techniques for classroom management and behaviour.

The above themes documented in the paper titled: [Department of Curriculum and Instruction 1992:14] are of great importance to teachers within the South African context, if they are to deal effectively with diversity in their multicultural classrooms. I think that if a teacher is to promote a positive learning climate and an atmosphere where all learners are free and eager to learn, it is indeed his/ her responsibility to take cognisance or to have the knowledge of the "teachers as facilitators model".

In respect to theme B (Equality and Respect for Diversity), it could be emphasised in Teacher Education and Training that a teacher must emphasise the significance of all cultures and encourage learners to have respect for one another. When looking at theme three, it becomes apparent that a teacher needs to use a variety of teaching methods to accommodate all learners, since they come with different learning abilities. And theme six focuses on what I regard as the first and the most important factor that educators must do when or before introducing their lessons. It emphasizes that a teacher must engage learners in the learning process by drawing out of the learner the knowledge that the learner brings to class. Furthermore, the teacher must show and tell the learner that whatever knowledge s/he brings to class is of great importance and worth a lot in the learning process. In other words, during Teacher Education and Training, teachers must be encouraged to view their pupils as active participants instead of passive participants and that a teacher must only act as a facilitator.

5.5 Conclusion

In this study I have attempted to show how pupils, teachers and managers experience and manage diversity in a multicultural setting. In conclusion, I would like to place emphasis or focus attention mainly on how we can bring about change in the educational sphere, especially with regard to multicultural education.

I am quite aware that it is very hard to achieve or to bring about change overnight, but I also agree with David (1986) when he argues that if all individuals concerned with the education of all children of this country can exercise their degree of autonomy within the realm and level of decision – making, they can make certain changes.

David further argues that multicultural education is primarily concerned with changing the nature of teaching and learning across the board. However, many South African researchers and educationists have raised a very serious and touching issue/ concern, that the present education system is based on representing and perpetuating the beliefs, knowledge, values, norms, way of life i.e. culture of white people on the apparent premise that they are of supreme importance. Furthermore, research evidence (e.g. Jansen, 1998; Goduka, 1999; Carrim and Soudien, 1999; Valley and Dalamba, 1999) suggests that most attempts at providing equitable quality education for all learners from diverse backgrounds, interests and abilities are falling short. One reason for the failure of multiculturalism in our schools, asserts Moletsane (1999) may lie in their inability or unwillingness to validate the identities and worth (knowledge) different learners bring to the teaching and learning environment.

It is therefore our duty as South Africans concerned with the education of all children irrespective of the differences, to change the perspective that David (1986) refers to as the white ethnocentric perspective which serves to perpetuate the notion of racial superiority and supports racism in schools and society. It would therefore, be necessary to challenge, question and critic the established norms, values and attitudes which have developed in custom and practice (apartheid legacy) and which perpetuate racial prejudice and racism primarily within the education sphere, e.g. the Vryburg High School crisis in the North West province of South Africa.

The desire to change is really a matter of the professional integrity of the person. If the principles of equality, fairness and justice are really significant, the blame cannot be passed on to higher authorities. For example, the teacher does not need to seek permission from the management of the school to do what is educationally, professionally and ethnically right. It is however, recognised that advice and more information is needed to enable the teacher to

develop a strategy for doing what is right and just and that which will not only benefit the individual child, but the society as a whole.

All stakeholders must be involved in bringing about change. Collaborative participation is of great importance when it comes to issues of policy and curriculum development for all schools. Parents of different race groups need to be included in Governing Bodies of multicultural schools to increase communication. For example, the co-option of two black parents on the Governing body (Natal Mercury, 15 April 1998), cited in Sookrajh (1999), has been viewed optimistically in the efforts of Vryburg to transform their school. Turner (1997:4), cited in Sookrajh (1999) argues that through building knowledge and increasing communication, citizens will grow to respect one another's culture(s). The schools in this study have Governing bodies that consist of the members from of one race group only, i.e. white parents. I believe that if the Governing bodies can have members from different race groups, different cultures will be represented in the school curriculum and school calender. The curriculum will then address the real and lived experiences that children bring to school. All schools must develop and implement methodologies and curricula which promote understanding of different cultures and encourage racial tolerance. According to Ajam (1987:325), cited in Maharaj (1998:137) teachers are the most vital link in perpetuating the necessary changes that accompany school desegregation and they need to be educated so that they understand the meaning of change and multicultural education. Unlike, the USA and Britain where there was enough planning on multicultural education implementation. There was no planning in South Africa. Opening all schools to all races does not imply multicultural education. A lot of disparities of apartheid still exist and the Government of National Unity is burdened with political and socio-economic transformation. Planning must begin with the involvement of all roleplayers. Teacher-development and teachers employed in multicultural schools must be from all racial groups. Segregated we fall, united we stand and succeed.

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Appendix A

27 Bristol Road
Westville
Durban
4001
19 January 1998

Mr/Mrs................
Executive Director
KwaZulu Natal Dept. of Educ. and Culture
Durban

Dear Sir/ Madam

Permission to administer Questionnaires

I am the co-ordinator of the Computer and Science saturday classes at Christian High School and presently enroling as a masters student at the University of Durban - Westville.

Sir/ Madam, I hereby request permission to conduct my research at selected secondary Multicultural schools in the Durban region. The questionnaire together with the interviews form part of the thesis that I must submit to fulfil the degree requirements.

The survey focuses on the experiences of pupils, teachers, managers and parents in relation to the issues of diversity in multicultural schools. Please find enclosed copies of the questionnaires. The Data or findings of the study could be used by the education department, teachers, managers, parents and even pupils to inform and improve their approaches when it comes to dealing and managing diversity in multicultural schools and within the South African society as a whole.

I have pleasure in assuring you that all the participants will not be disturbed in their normal school activities. I will make sure that the questionnaire administration does not disturb the school programme. All the information obtained will be strictly confidential and will be utilised for research purposes only with no identification of individuals. Lastly, the findings will be available to the department should it wish to be informed of the research.

Your co-operation will be greatly appreciated

Yours in education

T.W.Mthembu (Mr)

Appendix B

PROVINCE OF KWAZULU-NATAL	ISIFUNDAZWE SAKWAZULU - NATAL	PROVINSIE . KWAZULU-NATAL
DEPARTMENT OF EDUCATION AND CULTURE	UMNYANGO YEMFUNDO NAMA IKO	DEPARTEMENT VAN ONDERWYS EN KULTUUR

Mr T W Mthembu
27 Bristol Road
Westville
DURBAN
4001

Sir

RE: PERMISSION TO ADMINISTER QUESTIONNAIRES

Your letter of 19 January 1998 concerning the above subject has reference.

You are given permission to administer questionnaires. Your assurance that all the participants will not be disturbed in their normal school activities and also that the questionnaire administration does not disturb the school programmes is highly appreciated.

I would like to give you the names and tel. nos. of our District Managers and their Districts:

District	Name	Tel. No.
Kwa Mashu	Mr B H Mthabela	031-3606299
Inanda	Mr G Msimango	031-3606206
Maphumulo	Mr N W Mzoneli	0324-812108/9
Ndwedwe	Mr I. P. Dlomo	0322-831015 031-3606308
Merebank	Mr I Corbishley	031-3606222
Phoenix	Mr E S Chetty	031-3606205

From now on you are free to contact any District Head about your task.

DIRECTOR: PROVISION SERVICES

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University of
Durban~Westville

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University of
Durban-Westville

FACULTY OF EDUCATION
Department of Foundations of Education
Direct line: (031) 204-4602
Fax No.: (031) 204-4866

17 April

TO WHOM IT MAY CONCERN

This is to state that MR T.W. MTHEMBU is registered for the degree of Master of Education in the Faculty of Education. The subject of his research project for this degree in this study is "Student's Identities and Diversity in Multicultural Schools". He wishes to study a sample of pupils and teachers in these schools.   Your co-operation in allowing him to conduct his investigation in your school will make a contribution towards an understanding of multicultural education in our new society.

Your assistance with his research will be greatly appreciated.

Thank you

S.A. NAICKER
Supervisor

J. JANSEN
Dean: Faculty of Education

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Appendix D

University of Durban - Westville
P/ Bag x 54001
Durban
4001
April 1998

The Head-Teacher

Dear Sir/ MAdam

My name is Mr T.W. Mthembu, a graduate student assistant (GSA) and master of education student at the university of Durban - Westville.

About the study :

The purpose of this letter is to request assistance of both teachers and pupils in your school to help me complete the questionnaires on issues of identity and diversity in multicultural schools.

As a master of education student I am required by the university to conduct a researched study as part fulfilment of my degree. The topic of my study is issues of identity and diversity in Multicultural schools and the purpose of this study is to analyse the experiences of pupils, teachers and managers in multicultural schools. (i.e. how pupils, teachers and managers experience and manage diversity in multicultural schools).

The study also serve as an attempt to consider what happens when children from different backgrounds find themselves within a common setting.

I developed interest in this issue because there is still an ongoing debate as to what really happens in multicultural schools and how can issues of racial conflicts, stereotyping and prejudice be solved.

My main aim is to contribute to this ongoing debate and to reply to the recent criticism, questions and attacks on the growth and development of multicultural schools.

How can I be helped :
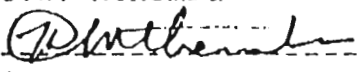
1) to conduct this study, I need to distribute questionnaires to
   10 pupils in your school.

2) to interview 3 teachers from your school for about 10 minutes
   each during their free periods.

3) to interview the Head-Master about the school and to talk
   about some policies of the school and admission policy.

I have pleasure in assuring you that all the participants will
not be disturbed in their normal school activities. (i.e pupils
can take the questionnaires home, complete and return them on the
following day(s).

All the information obtained will be strictly confidential and
will be used for research purposes only with no identification
of individuals. Lastly the findings of the study will be made
available to the school should it wish to be informed of the
research.

Thanking you in advance.

Yours sincerely
T.W. Mthembu

_(204 4232)_

(Graduate assistant)
        UDW

65 St Tropez
4 Ripley Terrace
Durban, 4000

Grade 11 Questionnaire

A. BIOGRAPHICAL DETAILS

1.) Name of your School _____

2.) How old are you?
₁❑ 15 yrs   ₂❑ 16 yrs   ₃❑ 17 yrs   ₄❑ 18 yrs
₅❑ 19yrs   ₆❑ 20 yrs   ₇❑ Other (Specify Age) _____

3.) Gender   ₁❑ Male   ₂❑ Female

4.) Race
₁❑ White   ₂❑ Indian   ₃❑ Coloured   ₄❑ African

5.) Years as a pupil of this school
₁❑ Less than 1 yr.   ₂❑ 1 – 3 yrs   ₃❑ 4 – 6 yrs   ₄❑ 6 yrs and over

6.) Indicate type of your school
₁❑ Day   ₂❑ Boarding   ₃❑ Comprehensive   ₄❑ Technical

7.) Where do you stay/live?
₁❑ City   ₂❑ Suburb   ₃❑ Township
₄❑ Sub-Urban   ₅❑ Informal Settlement   ₆❑ Rural Area

8.) What is your home language?
₁❑ English   ₂❑ IsiZulu   ₃❑ Afrikaans   ₄❑ isiXhosa   ₅❑ seSotho
₆❑ Other (Specify)_____

9.) Other language(s) (if any) that you speak?
₁❑ English   ₂❑ IsiZulu   ₃❑ Afrikaans   ₄❑ isiXhosa   ₅❑ seSotho
₆❑ Other (Specify)_____

B. PAST AND PRESENT EXPERIENCES

10.) Give name of your previous school (i.e. last school attended before this school)

_____

11.) Why did you leave that school?

_____

_____

12.) Why did you choose your present school (this school)?

_____

_____

13.) How did you come to know of this school?

_____

_____

14.) How does it feel to be a student at this school?
   1☐ Very Good   2☐ Good   3☐ Satisfactory   4☐ Bad   5☐ Very Bad

15.) What are your school subjects in Grade 11? Choose from below . . . .

Science Stream [A]	Commerce Stream [B]	General Stream [C]	Other (Specify) [D]
English	English	English	
Afrikaans	Afrikaans	Afrikaans	
Mathematics	Mathematics	IsiZulu	
Physical Science	Accounting	Geography	
Biology/Physiology	Economics	History	
Zoology/IsiZulu	Business Economics	Home Economics	
	Zulu		

Please tick ( ) one that matches your subjects
   1☐ A   2☐ B   3☐ C   4☐ D

16.) Why did you choose these subjects?
   1☐ They are the only subjects offered   2☐ I am good at these subjects
   3☐ I need them for College/Tech/Univ.   4☐ I like the teachers that teaches them
   5☐ My friends are doing them   6☐ My parents want me to do them
   7☐ Other (Specify) _____

17.) How did you choose these subjects?

_____

_____

18.) How do you feel about the content in your subjects?

_____

_____

19.) Generally how did you perform in your latest assessments in your subjects?
₁☐ V. Good   ₂☐ Good   ₃☐ Satisfactory   ₄☐ Poor   ₅☐ V. Poor

20.) What are your views about teachers at your school?

_____

_____

21.) How do you feel about your class teacher?
₁☐ Very Good   ₂☐ Good   ₃☐ Satisfactory   ₄☐ Bad   ₅☐ Very Bad
₆☐ Other (Specify) _____

22.) How do you feel about your subject teachers?
₁☐ Very Good   ₂☐ Good   ₃☐ Satisfactory   ₄☐ Bad   ₅☐ Very Bad
₆☐ Other (Specify) _____

23.) How do you feel about your specialist subject teachers?
₁☐ Very Good   ₂☐ Good   ₃☐ Satisfactory   ₄☐ Bad   ₅☐ Very Bad
₆☐ Other (Specify) _____

24.) How do you rate the teaching methods or approaches your teachers use to teach you?
₁☐ Very Good   ₂☐ Good   ₃☐ Satisfactory   ₄☐ Poor   ₅☐ V. Poor

25.) As a learner, do you feel that your needs are being catered for at school?
                                            ₁☐ Yes   ₂☐ No

26.) Why do you feel that way?

_____

_____

_____

27.) What specific difficulty(ies) do you have in class?

_____

_____

28.) How have your teachers helped you to overcome this difficulty(ies)?

_____

_____

29.) How do you think pupils relate to each other in your classroom?
₁☐ Very Good   ₂☐ Good   ₃☐ Satisfactory   ₄☐ Poor   ₅☐ V. Poor

30.) How do you think pupils relate to each other within the school as a whole?
₁☐ Very Good ₂☐ Good ₃☐ Satisfactory ₄☐ Poor ₅☐ V. Poor

31.) Do you make friends easily with your schoolmates?
₁☐ Yes ₂☐

32.) Why is that so?
_____
_____

33.) Generally if you have problems in your studies, whom do you consult first for help
₁☐ Classmates ₂☐ Subject teacher ₃☐ Friends ₄☐ Sibling
₅☐ Parents ₆☐ Other (Specify) _____

34.) Why is that so?
_____
_____

C. SCHOOL CLIMATE

35.) What time is the morning assembly at your school?
₁☐ Before 07h30 ₂☐ 07h30 ₃☐ 07h45 ₄☐ 08h00
₅☐ After 08h00 ₆☐ Other (Specify) _____

36.) Where is the morning school assembly held?
₁☐ School Hall ₂☐ Assembly Area ₃☐ Classrooms
₄☐ Other (Specify) _____

37.) Do pupils take part in sports in your school?
₁☐ Yes ₂☐

38.) If yes, which sport code(s) do you participate in?
_____

39.) What is the level of pupil-participation in sports activities in your school?
₁☐ Very Good ₂☐ Good ₃☐ Satisfactory ₄☐ Poor ₅☐ V. Poor

40.) Do pupils in your school take part in cultural events?
₁☐ Yes ₂☐

41.) What is the level of pupil-participation in cultural events in your school?
₁☐ Very Good ₂☐ Good ₃☐ Satisfactory ₄☐ Poor ₅☐ V. Poor

SURVEY OF THE EXPERIENCES OF TEACHERS
IN MULTICULTURAL CLASSROOMS

Dear colleague

My name is Witness Mthembu and I am a part-time teacher at Christian High School. I am currently studying full-time for a masters degree in Foundations of Education and Educational Psychology at the university of Durban Westville. My topic looks at the experiences of teachers, managers and pupils in multicultural schools.

I require information about your experiences in a multicultural school which I wish to obtain by asking you to respond to questions in the questionnaire. I assure you that all the information obtained will be treated with confidentiality.

Your co-operation will be greatly appreciated.

T.W. Mthembu
Tel. No: 204 4566

The purpose of this questionnaire is to investigate the experiences of teachers in multicultural schools. It also aims at understanding how teachers manage diversity in their multicultural classrooms.

A) Biographical Details

1. Name of your school _____

2. Gender   Male [ ]   Female [ ]

3. Race (for statistical purposes)

   White [ ]   Indian [ ]   Coloured [ ] African [ ]   Other, specify [   ]

4. No of years as a teacher of this school

less than 1yr.	
1 to 3 yrs	
4 to 6yrs	
6 and over	

5. What is your home language ?

   English [ ]   Afrikaans [ ]   IsiZulu [ ]   Other, specify [   ]

6. Other languages that you may speak ?

   1. [_____]

   2. [_____]

   3. [_____]

B) Teaching experiences in present school

7. (a) What grade do you teach ? _____

    (b) How long have you been teaching in this grade ? _____

8. What subjects do you teach in this grade ? _____

_____

9. How have the pupils fared in your subjects ?

Very good	
Good	
Average	
Bad	
Very bad	

10. Have you experienced any difficulties in teaching children from diverse

    backgrounds ?

Yes	No

11. If Yes, please elaborate _____

_____

_____

12. How have you managed to deal with these problems?

_____

13. What specific methods or strategies do you use to cater for diversity in your

    classrooms ?

_____

_____

14. How successful have you been in dealing with diversity through the use of these teaching methods ?

_____

_____

15. How adequate has the curriculum been in catering for cultural differences in this school ?

_____

_____

16. a) Which subjects cater adequately for pupils' cultural differences ?

_____

_____

b) Why ?

_____

17. a) Which subjects do not cater adequately for pupils' cultural differences ?

_____

_____

b) Why ?

_____

18. What suggestions can you offer for changing the present curriculum to cater for diversity in this school ?

_____

_____

19. What do you think should be the goals of a multicultural school teacher ?

_____

_____

_____

20. How are these goals vital to the individual pupil ?

_____

_____

_____

21. How are these goals important to the society as a whole ?

_____

_____

_____

22. What are your suggestions on how to manage diversity in multicultural schools ?

_____

_____

SURVEY OF THE EXPERIENCES OF PRINCIPALS IN MANAGING DIVERSITY IN MULTICULTURAL SCHOOLS

Interview : + _ 20 minutes

Principal : _____

School : _____

The purpose of this interview is to understand the experiences of principals in managing diversity in multicultural schools. These schools serve markedly different student populations in terms of ethnic, religious, race, gender and social class.

I wish to assure you that your comments will not be personalized and the confidentiality of this interview will not be breached. Data collected will be made available to you should you wish to be informed of the findings of this study.

Thank you for giving me this opportunity to interview you on your experiences on how to manage diversity in multicultural schools.

T. W. Mthembu

Tel. No: 204 4232

A) School Composition

1. When was this school established ?

_____

2. How long have you been managing this school ?

_____

3. How would you describe the demographic composition of the student population?

_____

_____

4. How was the demographic composition of the student population five years back ?

_____

_____

B) School objectives

5. What are the main objectives of this school ?

_____
_____
_____
_____

6. How are these objectives vital to the South African society as a whole?

_____
_____
_____
_____

7. When did the school open its doors to children of different racial groups ?

_____

C) Cultural Diversity

8. How diverse is the school in terms of cultures ?

_____

_____

9. How does this school cater for varying identities ?

_____

_____

D) Admission Policy

10. What criteria do you use when selecting pupils who are to be admitted
to your school ?

_____

_____

_____

E) Curriculum

11. How does the school cater for or accommodate children from diverse cultural
backgrounds?

_____

_____

_____

F) Assessment

12. What criteria or method do you use when assessing pupils in this school ?

_____

_____

13. Have you experienced any difficulties when assessing pupils from

diverse backgrounds ?

Yes	No

Please, give reasons for your answer

_____

_____

_____

G) Cultural activities

14. How does this school cater for varying cultural activities ?

_____

_____

_____

H) Language

15. Do teachers in this school encounter any difficulties when teaching

linguistically diverse children ?

_____

_____

_____

16. What is the medium of instruction in this school ?

_____

17. How is the performance of black learners in tests and exams?

_____

_____

I) Discipline

18. Do you see any need to analyse the behaviour of individual pupils in this school ?

_____

_____

_____

19. In most schools, certain children face a range of treatment reserved for them

because they are seen as members of a particular group, ethnic minority, middle

class, working class or female. Do teachers in this school treat children different ?

_____

_____

_____

_____

20. Would you say multicultural education is one outcome of the shift to amore just

society where all children receive quality education?

_____

_____

_____

_____

I have come to the end of my questions. If there is anything that you would like to add about the school as a whole, please feel free to do so and you may attach that to this questionnaire.

I would like to take this opportunity to thank you again for your time and co-operation

Grade 11 pupils' school subjects

		Frequency	Percent	Valid Percent
Valid	Stream A	10	8.3	8.4
	Stream B	8	6.7	6.7
	Stream C	3	2.5	2.5
	English, Afrikaans, Geogr, Drama, Biology	1	.8	.8
	English, Afrikaans, Biology, History, Drama, Typing	2	1.7	1.7
	English, Afrikaans, Mathematics, Biology, Physical Sc & Hist	2	1.7	1.7
	English, Afrik, Maths, Accounting, BE, Biology	3	2.5	2.5
	Eng. Afrik, BE, Maths, Geog	1	.8	.8
	English, Afrik, Typing, Acc, Geog, BE	6	5.0	5.0
	Eng. Afrik, Maths, Biol, Hist, Speech & Drama	3	2.5	2.5

School subject in grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Biology, Geog, Acc, maths, Afrik, engl	1	.8	.8	33.6
	Eng, Hindi, Acc, Maths, BE & Bio	1	.8	.8	34.5
	Phy scie, Bio, Geog, Maths, Eng, Afr	7	5.8	5.9	40.3
	MAths, BE, geog, Biol, Engl, Afr	2	1.7	1.7	42.0
	Bio, Hist, Geog, Engl, Afrik	1	.8	.8	42.9
	Physics, maths, Bio, Acc, Eng, Afrik	8	6.7	6.7	49.6
	Biol, Acc, Drama, Typing, Eng, Afrik	1	.8	.8	50.4
	Comp Scie, Maths, Scie, Acc, Geog, Eng, Afrik.	3	2.5	2.5	52.9
	Scie, maths, Tech Draw, Geog, Eng, Afrik	3	2.5	2.5	55.5
	Maths, Phys, Acc, Geog, Engl, Afrik	7	5.8	5.9	61.3
	Scie, Maths, Tech Draw, BE, Eng, Afrik	3	2.5	2.5	63.9
	IsiZulu, Geog, BE, Maths, Science, Engl, Afrik	1	.8	.8	64.7
	Eng, Zulu, Afrik, Tech Draw, geog, Maths, Scie	1	.8	.8	65.5
	Phys, BE, Geog, Maths, Eng, Afrik	6	5.0	5.0	70.6
	Art, Acc, Sci, Maths, Eng, Afrik	2	1.7	1.7	72.3
	TD, sci, maths, geog, acc, Eng, Afrik	1	.8	.8	73.1
	Maths, TD, Acc, Sci, Eng, Afrik	4	3.3	3.4	76.5
	Maths, Scie, Bio, TD, Eng, Afrik	2	1.7	1.7	78.2
	Maths, Scie, TD, BE, Eng, Afrik	1	.8	.8	79.0
	Maths, Scie, Acc, Hist, Engl	3	2.5	2.5	81.5
	Comp Sci, MAths, Scie TD, Eng, Afrik	2	1.7	1.7	83.2
	Maths, isiZulu, Engl, Afrik, Geog, Acc	2	1.7	1.7	84.9
	Engl, Afrik, MAths, Sci, Acc, Comp Sci	4	3.3	3.4	88.2
	Maths, Sci, Bio, Hist, Engl, Afrik	3	2.5	2.5	90.8
	TD, Art, Maths, Sci, Eng, Afrik	1	.8	.8	91.6
	Latin, Maths, Sci, Comp Sci, Bio, Eng, Afrik	1	.8	.8	92.4
	maths, Sci, Hist, Art, Eng, Afrik.	2	1.7	1.7	94.1
	maths, Sci, Bio, Hist, Adv. Maths, Eng, Afrik	1	.8	.8	95.0
	Maths, Sci, Hist, Geog, Eng, Afrik	1	.8	.8	95.8
	Maths, Sci, Comp Sci, Bio, Eng, Afrik.	2	1.7	1.7	97.5
	Maths, Acc, Sci, TD, Afrik, Eng	3	2.5	2.5	100.0
	Total	119	99.2	100.0	
Missing	System	1	.8		
Total		120	100.0		

Different sports Grade 11 pupils play in their schools

		Frequency	Percent
Valid	Netball	5	4.2
	Hockey	2	1.7
	Soccer, choir & dance club	1	.8
	Netball and Athletics	3	2.5
	choral music	1	.8
	cricket & squash	1	.8
	Tennis, Hockey, Swimming	2	1.7
	Volleyball	1	.8
	Tennis	1	.8
	Rugby & basketball	4	3.3
	Swimming & athletics	3	2.5
	Field events	1	.8
	Many sports	1	.8
	Cricket, Hockey	5	4.2
	Cricket, Soccer, Volleyball	6	5.0
	Golf and Soccer	1	.8
	Hockey, Rugby, H20 Polo, athletics, swimming	6	5.0
	tennis, H20 polo	1	.8
	soccer	1	.8
	Cricket, Volleyball, Chess, SCA, musketry	1	.8
	Rugby, Swimming, Hockey	3	2.5
	Rugby, Cricket	10	8.3
	Rugby, Cricket, athletics	5	4.2
	Squash	1	.8
	Rugby, Cricket, squash, golf	4	3.3
	Swimming, H20 polo	1	.8
	Badminton, Hockey	2	1.7
	Badminton, Cricket	1	.8
	Squash, Cricket	3	2.5
	Cricket, Hockey, Gymnastics	2	1.7
	Golf, Cricket	1	.8
	Hockey, Tennis, Athletics	1	.8
	Soccer, Rugby, Tennis, Cricket	3	2.5
	Swimming, cross-country	1	.8
	Hockey, Rugby	1	.8
	Total	86	71.7
Missing	System	34	28.3
Total		120	100.0