The challenges of multicultural education and the promotion of a culture of learning and teaching

BY

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Abstract

As South Africa emerges from the years of struggle against apartheid, the education system is characterised by fragmentation, inequity, racism and a culture of intolerance. This study tests the experiences and challenges of learners, educators and relevant stakeholders in a multicultural setting: The study was conducted at five multicultural schools in the Ethekwini Region in the province of KwaZulu –Natal in South Africa.

Literature is based on historical background of multicultural education and sketches the concept of culture, equality and multiculturalism. The methodology of choice was an empirical research. The first stage involved the gathering of information through questionnaires, observations and interviews. In the second stage: the analysis indicates the roles played by principals, educators and learners in multicultural schools.

The findings of this study reveal that learners, educators and principals face serious problems in multicultural schools and are unable to deal with learner diversity.
Firstly, in a multicultural country like South Africa it is important that learners reach high levels of proficiency in at least two languages. Secondly, the Constitution of the Republic of South Africa (Act 108 of 1996) provides the basis for curriculum for transformation and development. Lastly, there is a need for educator training so that educators can handle diverse learners.

Religion and education brings about moral values and contributes to create an integrated community that affirms in diversity therefore religious diversity needs to be facilitated by trained professionals.

This study seeks to build on the new direction in education and proposes numerous strategic recommendations for a new approach in multicultural education in South Africa. Finally, the study provides useful insights and guidelines to the general public, educators, policymakers, lectures and managers of the institution of learning.

Dedication

At a metaphysical level, I surrender my life and work to God.

At a physical level I dedicate this work to my wonderful husband, Preggie and my two gifts from god, Trevin and Lisa.

At an intellectual level, I dedicate this work to my supervisor Prof. J. A. Smit.

At a spiritual level, I dedicate this work in memory of my late parents and my only brother.

Declaration

The Registrar (Academic)

University of KwaZulu- Natal

Dear Sir/Madam

I, Sungeetha Govender

Reg. No: 2002 01 351

Hereby declare that the dissertation entitled:

'The challenges of multicultural education and the promotion of a culture of learning and teaching'

is the result of my own investigation and research and that it has not been submitted in part or in full for any other degree or to any other University.

S. Govender
Signature

12 : 01 : 04
Date

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Appreciation

Praise left unsaid is of no value to anyone.

To my beloved soulmate and husband, Preggie, for the unconditional love, support, space and time to pursue my interest. To my son Trevin and daughter Lisa, this thesis would have remained unrealised. Thanks for being instrumental.

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Finally, I thank God for wisdom, knowledge and understanding for channelling my thoughts into words. (Psalm 119:66)

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List of Acronyms

APEK	Association for Professional Education in Kwa Zulu Natal
COLTS	Culture of Learning and Teaching Services
DOE	Department of Education and Culture
FET	Further Education and Training
GET	General Education and Training
LIEP	The Language in Education Policy
OBE	Out Comes Based Education
PPN	Post Provisional Norms
PRESET	Pre- Services Education and Training
RNCS	Revised National Curriculum Statement
SADTU	South African Democratic Teacher's Union
SAHRC	South African Human Rights Commission
SGB	School Governing Body
SASA	South African Schools
WSE	Whole School Evaluation

CHAPTER ONE

RESEARCH FOCUS

1.1. Introduction and rationale of the study

"A major goal of multicultural education is to change teaching and learning approaches so that both genders from diverse cultures and ethnic groups will have equal opportunities". (Banks 1997:10). At present schools in South Africa are challenged to prepare learners in our new democratic dispensation. Education and training has been identified as a critical priority of meeting the challenges of a prosperous South Africa. Education and training also has an impact on every family and constitute the wealth of the country.

Tremendous changes are taking place in teaching and learning within our schools. This is driven by many situations that affect the social, economic and political situations. The education sphere is one of the most fundamental facets of society. Education needs more attention during the period of transformation. The challenge faced by the new government was to create a system that would fulfil the vision of opening the doors of learning and culture to all. The introduction of the educational policy, which allows state schools to open to all race group, signals the move away from mono-cultural schools to multicultural (non racial) schools and hence multicultural education. However, South Africa at present is still marred by intolerance and what has been termed as culture of violence. Educators are now faced with challenges of teaching and managing learners of unfamiliar cultures, languages and background. Classrooms are undergoing enormous change as school population is becoming increasingly heterogeneous. Educators need to create a suitable learning environment that will meet the needs of learners from diverse cultural, linguistic, educational, and socio economic background.

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1.2. Statement of purpose

Most educators are faced with low morale, increase in absenteeism, stress, large class size, discipline, lack of support from department officials and poor academic performance. The wide range of experience in terms of racial integration make it imperative to conduct a detailed study of this process. The study aims to examine and understand how learners, teachers and principals in multicultural schools experience and manage diversity. "The main aim of multicultural education is to improve academic achievement" (Banks and Banks 1995). Therefore the researcher aims to improve academic achievement. The study aims at providing information that will help multicultural school educators to manage diversity within the classroom situation. Therefore the focus of the study is to identify the problems objectively and foster educators to teach from a multicultural perspective.

"One of the main goals is to change the total education environment so that it promotes a respect for a wider range of cultural groups and experience equal education opportunities" (Banks 1987:29). More ever in addressing issues of education and transformation, the provincial education department has done little to prepare, school administrators and stakeholders to take complex dynamic involvement in racial integration, research of this nature can help to inform provincial initiatives in developing relevant policies and strategies. The researcher believes that the type of education will not be successful if the educators' training is not multi-culturised. The process of integration is likely to continue to be accomplished by difficulties and challenges of various kinds both social and academic. This makes it crucial that studies of this nature are undertaken in order to understand this process. In the context of challenges of intervention, transformation and social change, one need to equally develop plans, processes, procedures and mechanisms to effect desired change. We need to empower educators to view the dangers of racism and provide strategies to overcome the stumbling blocks to progress and equity.

1.3. Methodology

The researcher has restricted her research to five primary schools, based on the former ex-Department of Education in South Africa prior to 1994.

Firstly qualitative research methods will be employed through observations, interviews, audio recordings, and questionnaires. Questionnaires will be distributed to a selected sample of 50 learners, 50 educators and 5 principals from selected schools. The researcher will also interview two different union members, five governing body members and one official of the department of education.

Secondly, the researcher will analyse diversity as perceived by learners from different cultural, social and economic backgrounds. The researcher will also explore and analyse 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.

1.4. The objectives of this study are:

1. To give a brief historical background to the origin and development of multicultural education.
2. To identify the aims of multicultural education.
3. To define multicultural education.
4. To explain the problems that result in an unfavourable social conditions for educators at the five schools in the Ethekwini Region with reference to cultural transmission, teaching strategy method, resources and parental involvement.
5. To investigate the effectiveness of multicultural education in promoting cultural tolerance.
6. To explore the conditions that influence the choice of teaching strategies and resources utilized by educators in emerging and diverse classroom.
7. To promote the culture of teaching and learning in multicultural education.
8. To make recommendation after examining the results emerging from empirical research in an attempt to ameliorate problems which may be identified.

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1.5. In pursuit of these objectives, the researcher addresses the following key questions in research

1. What are some of the multicultural challenges educators, learners and parents facing?
2. To what extent are educators prepared for culturally diverse learners?
3. Why are some learners showing progress whilst others not?
4. What teaching and learning strategies are being used in the classroom and why?
5. How are parents involved in the culture of learning and teaching?
6. What is the government's policies regarding the role of school governing body in resource schools?

After addressing all the above questions it is felt by the researcher that the question of how education can help to overcome the legacy of differences created by apartheid.

1.6. Significance of this study

The findings of this study might be useful to:

• Department of Education in addressing cultural tolerance.

• Affected educators. Educators' training needs to be restructured to face the present situation in South African schools.

• School management and school governing body play a major role in providing teaching resources.

• Parents, promotes understanding among culturally diverse learners.

• Learners developing skills, attitudes and values in a multicultural school

1.7. Limitations of the study

The data is limited in that, the researcher has only chosen five schools in the Ethekwini Region based on the ex-Departments prior to 1994. Schools were also chosen on the basis of convenience and accessibility i.e. the willingness of the principals, educators, learners, and parents.

1.8. Organisation of dissertation

The dissertation consists of eight chapters, a bibliography and 15 appendices.

Chapter 1: Research focus, consisting of statement of purpose, methodology research objectives, delimitation of study and a preview of chapters that follow.

Chapter 2: Literature review, consisting of a description of the historical background to education in South Africa, culture, the relationship between language and culture, multiculturalism, bilingual and multicultural education.

Chapter 3: Research design, outlining issues like research design, population sampling, quantitative and qualitative research, types of interview, observational research and questionnaire-based survey research.

Chapter 4: Presentation and analysis of data, detailing aspects of the research project like a characterization of schools used for the study, cauterisations of the educators' and learners' questionnaires used and the nature of the interviews that were conducted.

Chapter 5: Cultural issues an theoretical considerations, entailing changing approaches to multicultural education, issues around integrated and segregated education, racism and stereotyping, and education as socialization process.

Chapter 6: Multicultural religion and education, dealing particularly with religious education.

Chapter 7: Synthesis of findings and conclusions.

Chapter 8: Conclusion.

1.9. Conclusion

In this chapter the introduction and rationale for the study is presented. The planning stage of the research is highlighted. The statement of purpose and the research questions asked in the study were outlined. This was preceded by a brief description of the research methodology. The sample is the limitation of the study. The design will be implemented to achieve the product of this study. The next chapter provides a broad overview of complex development and the role of education. The chapter reviews literature by using national and international research on the subject of multicultural education.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Chapter one introduced the reader to the context of the study. In this chapter various theories and research on multicultural education are reviewed. Encapsulated in chapter two is introduction and historical background of education, the apartheid education that created the current situation, a move towards change, desegregation in other countries. The literature review later sketches various images of culture and language, which define and challenge apartheid conceptions of multicultural education. The chapter will focus on the issue of equality in education. Attention will be given to defining equality and suggesting ways in which equality can be achieved. The task of defining multicultural education by different educationists will be undertaken and common goals shared by many educationists will be identified. Strategies and policy formulation will be identified. Strategies and policy formulation will be considered for implementing multicultural education.

2.2. Historical background of education in South Africa

During the apartheid era in South Africa, the divisions between communities were based mainly on race and different laws that governed education. The Bantu Education Act of No. 47 of 1953 (Christie 1985:55), promulgated for Africans, the Coloured Persons Education Act No. 47 of 1963 and the Indians Act No. 61 of 1965. According to the Bantu Education Act, all Black schools had to be registered with the Government and only the government had the power to give approval to its existence.

2.2.1. Early education

1652 – 1910

The first slave school was established in 1658 focusing on Dutch Religious Education. The first white school opened in1663.

1806 – 1910

South Africa -in the 19th century was characterized by British Rule and the Boer Republics (Hartshorne 1999: 18 – 19) claim that the education policy during this period was influenced by the following factors:

• The Missionary Societies, Evangelical churches, which contributed to the development of Black Education.

• The Boer Republic, which provided education in the principles of the Dutch Reform Church.

In 1910 South Africa became a union, delineating four provinces, namely the Cape, Transvaal, Natal and the Orange Free State. The four provinces were responsible for education. There were separate schools for Whites, Coloureds, Indians and Blacks. Between the periods 1910 – 1948 "Native Education" was neglected and limited. Hartshorne (1999: 21) argues that "The interest and energies of the two white groups namely the English and the Afrikaner for control of the state, its bureaucracy, its facilities and its patronage", the quest for power, control and domination by both groups led to two central educational issues, namely:

• The position of Afrikaans in White schools.

• Separate Schools for the two groups.

The pattern of segregation, discrimination and the equality became firmly established with all education policies and resources retained by Whites. The Native Taxation and Development Act offered to fund Black Education between 1925 and 1972. Blacks were responsible for their own education. The quality of education offered in the schools was different. Whites had lots of resources in schools. White education relied on the resources of the country, thus enhancing their position in terms of economic and political

privileges. The Indians enjoyed the second best and the Blacks received the poorest education. Teachers were under-qualified. Learners had to travel long distances to schools. Learners were taught under trees. They did not have textbooks: MacDonald and Rogan cited in (Donn 1995: 3) claim that the project highlighted the view that the textbooks and printed syllabus are the only two projects teachers worked with. The schools were not inspiring at all. Many learners dropped out in order to join their parents on the shop floor, which provided cheap labour to white bosses. Wirth Yinger (1994: 21), describes these learners as a group of people who, because of their physical or cultural characteristics, are singled out from others in the society in which they live and who therefore regard themselves as objects of collective discrimination.

2.2.2. <u>Apartheid education 1948 – 1974</u>

Racial discrimination is a phenomenon that has been a major part of South African history. Education in South Africa has historically been marked with unequal provision and segregation along racial class lines (Gilmour and Soudien, 1994) cited in Price 2001. Racial discrimination in education has been prevalent for nearly three hundred years. The emphasis on segregation schooling intensified in 1948. The year 1948 marked the beginning of political power dominated by the National Party, which was to continue until 1993. In 1948 the Education Department was set up for Indians in Durban, Coloureds in the Cape and Blacks in Pretoria. While each province was given legislative responsibility for education, problems arose when provinces wanted to provincialise the National Core Curriculum. The Indian, Black and Coloured Departments were not afforded the opportunity at national level to the planning and development of the curriculum.

According to Donn (1995: 3) " by the 1970's South African schooling was firmly fragmented with apparently appropriate curricula for each cultural and racial group, and a failure to maintain quality education for African education institutions." Re-sourcing became more iniquitous, the possibilities were further reduced for Black students having

access to science equipment, passing standard 10 and reaching matric exemption, which is an entrance to university. Thus teachers in Black schools were poorly qualified.

2.2.3 Christian national education

Behr (1988) argues that each nation had its own destructive educational system. Each education system is unequal. Christian National Education was one of the strong pillars of apartheid. The Dutch Reformed Church founded it. The Dutch Settlers brought with them a tradition of religious education. All teachers were issued a license to teach. All aspects of life, including education, should be regulated in accordance with the law of God.

2.2.4 Resistance to apartheid education

In 1973 problems in education were at the boiling point when education was put decisively on the political agenda by the uprising of school students in Durban. They demanded equal education. The Sharpville Revolt of 16 June 1976 against the teaching of Afrikaans at schools marked a turning point in the history of South African education. African learners were forced to have Afrikaans as their medium of instruction (Truscott 1992: 5). During 1976 to 1986 education was characterized by resistance, violence and boycotts which made a tremendous impact on schooling in South Africa (Bot 1992; Christie 1994; Naidoo 1996). As a result of the Soweto Revolt and the economic crisis, the government commissioned the Human Science Research Council to carry out an investigation into the state of education in South Africa. According to Kallaway (1984), in 1981, the government set up the De Lange Commission to conduct an in depth investigation into the education policy for Africa. The report discouraged academic education for Africa, emphasizing vocational education as an alternative. Since the De Lange Commission emanated from this investigation; it recommended a single department for all education of equal quality for all. The government was under pressure. In 1983 the government issued a white paper, accepting the De Lange guiding principles but refused to accept the recommendations. The formation of the Tri-cameral Parliament

established under the 1983 Constitution Act with the White Parliament (The House of Assembly) established a Coloured and an Indian Parliament (House of Representatives and Delegates respectively), which were to administer and considered to be the "own affairs" of the people, which were represented. The Tri-cameral Parliament was met with much opposition as many Coloureds and Indians felt it was an extension of the Apartheid Regime. According to Christie (1990) the Catholic Church became increasingly articulate about the disapproval of the Apartheid Policy in education. This was the beginning of a struggle, which continued right into the1980's. After some resistances Catholic schools admitted their first African students into their schools with much disapproval from the government. White private schools laid down strict criteria for their acceptance. To get to this point, it took twenty years, which demonstrates the "pervasiveness of racial assumptions in South Africa." Christie (1990).

2.2.5. People's education

Dissatisfaction with apartheid gave both parties an alternative form of education, People's Education. Apartheid was rejected because considered inferior and fit for slaves. The exponents of People's Education such as Father Mkathshwa, Zwelakha Sisulu and Lulu Johnson argued that his form of education was not being imposed from above (Gilborn 1995:137). People's Education would encourage thinking about the interests of the whole society. It would allow students, parents, educators and workers to mobilize themselves into appropriate structures. People's Education did not take off as expected by its exponents. Obstacles included issues such as lack of economic power, lack of commitment of the majority, resistance to change and number of teachers produced by the educational institutions who did not have any knowledge about People's Education. It must, however be pointed out that the new curriculum, Outcomes Based Education (OBE) has a lot in common with People's Education.

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2.2.6. Partial desegregation of schools in South Africa

In the late 1980's resistance in education escalated. Black schools had an influx of learners which white schools were threatened by impending closure because of declining numbers. This glut and drought of educational resources existing within the same areas forced the Minister of Education Piet Clase to announce the admission policy for white state schooling (Metcalfe 1991). The Private Schools Act of 1986 stipulated that white private schools were legally permitted to cater for other population groups. In 1990 this act was amended and the government introduced the "Clase Models" which set out the conditions under which white state schools could admit African pupils (Christie 1994; Frederikse 1992). White state schools could choose to either maintain the status quo in their schools or adopt one of the following models, which gave them control over their admissions.

Model A:

These were privatised state schools. The management committee would become the legal owner of the school after purchasing it at a nominal fee. The school received state subsidies from 85% to 45% of operating costs over a period of four years. By 1992 only one school converted to Model A.

Model B:

Model B school stipulated that the school remains a state school under a management committee within the departmental regulations. These schools could admit black students as long as the percentage did not exceed 50%. As entrance tests were required to gain entrance into those institutions the number of black students were small. During 1992, 692 white schools voted to become Model B Schools.

Model C:

Model C school was a semi-privatised. This was a state school converted into a state-aided school and received a subsidy of 75% to cover operating expenses. The elected governing body and the school's parents had to raise funds. Like Model B schools, black

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students were allowed to be admitted. All these schools had to have at least 50% of white children in order to be registered with the white department. The ethos of every school had to remain unchanged. However, by 1992 only 51 schools had voted to convert to Model C from 1992 a further model was introduced.

Model D:

This school allowed for the recruitment of black students. This school belonged to the White Department of Education and Culture. There were a declining number of white students. Model D schools grew from six in 1992 to seventeen in 1993. These model schools encountered numerous problems. They were seen as undemocratic in that they excluded the majority of parents from taking or making decisions. There were many other anomalies including the fact that education for white students was compulsory and free and this was not the case for black children. Metcalfe (1990) argues that white schools had registered funds, which were voluntarily paid by the majority of parents. White children could not be sent home for not paying fees because education was compulsory.

2.2.7. Department of education and culture
House of Delegates (HOD):

- There were three types of schools namely State schools, State-Aided schools and Private schools. The government funded state schools. In 1991, 276 primary and 14 secondary schools were in existence.

- State-Aided Schools: communities and committees owned these schools. A subsidy of 100% was received from the government for running costs, teachers' salaries, repairs and maintenance.

- Private Schools: these schools were registered with the department and the schools also received subsidies. Although this research venture focuses on the process as it has happened in the previously white schools, it is important to acknowledge that racial segregation in education was not only by black and white, but was far more complex. This clearly shows the extent to which education was divided under apartheid laws. The history of South African education demonstrates the segregation,

constraints, and resistances and struggles in schools endured in their attempt to evade racial divisions of apartheid. However, although open schools took their stance against racial segregation, this did not guarantee an automatic end to racial assumptions among students and school staff (Christie 1990; Eyber et al. 1997). Literature suggests that, in fact, the move towards racial integration in schools may have exacerbated racial tensions and mistrust (Bot 1992, Eyber et al. 1997). Changing and challenging these racial assumptions and attitudes is a process, which may still be in its infancy; the racial integration of public schools has a long way to go (Naidoo 1996).

2.3 A move towards change

Due to the fact that the education system in 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. There was a call for a single education system. This call only happened after the government of National Unity came into office in 1994. This marked a change in all South African schools. The new education policies led into integrated schooling. Mda and Mothata point out that with publication and an adoption of the interim constitution (1993) and the final constitution (1996) of the Republic of South Africa came the Bill of Rights; transition from four provinces to nine provinces. The Constitution provided for national, provincial and local government, none based on race and ethnicity (Mda and Mothala 2000:46). The government's white paper on education of 1995 argues that for the first time in South Africa's history a government was mandated to plan the development of the education and training system for the benefit of the country as a whole The government had to create a system that was going to fulfil the vision of opening the doors of learning and a culture to all. This included the need for South Africans to understand each other's history, culture, and values and not turn them away.

Desegregation of all schools appeared to be the answer. Access to education and training opportunities of good quality had to be provided to all learners. A clear admission policy

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was formulated for public schools to avoid the practice of selective admission. Desegregation had to be accompanied by some form of democratisation of schools. This democratisation of education included the idea that stake holders like parent, teachers, learners and members of the community had to participate in the activities of school, in line with this the South African Schools Act of 1996 made it a legal requirement that every public school needed to establish a governing body which represents the school community. The National Education Policy Act, 1996 and the South African Schools Act, 1996 the Language in Education Policy, 1997 and all Policy documents promoted racial integration. This was the first challenge educators were faced with.

2.4 Desegregation in other countries

South Africa has been the last country in the world to end racial segregation. South African society is different from that of America and Europe. The key difference is that America and Europe has majority whites while in South Africa whites represent a minority. In most countries the process of desegregation generates confusion and conflict between different ethnic, racial and socio-economic groups. In America, school desegregation was seen as a step towards equalizing educational opportunities for all children. For example poor black children were bussed to wealthier schools. In the United Kingdom school segregation was never institutionalised. Learners would attend the same schools irrespective of whether they were black or white. The United Kingdom has a legacy of Empire and history of active diplomacy. Most of these studies have reported that integration has been more successful when it has resulted from choice (Bot 1992). The learners in the United Kingdom 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.

In Britain multicultural education developed from ethnocentric education. In 1950's and 1960's migrant children were faced with difficulties in education. Educationists faced challenges due to school population being multicultural. Colleges and universities began

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introducing courses on multicultural education (Squelch 1991). There were policies and guidelines for teaching in a multicultural school. In theory, one may hypothesize that South Africa has had the opportunity to learn from their mistakes, difficulties and successes that other countries have encountered. It has been argued that South Africa needs to learn from other countries because of similar demographics. It is believed that visiting International Faculty Program VIF, USA offers educators the life changing experience of teaching in another country. Since thousands of educators participated in this program and their lives and lives of more than half million of learners have been transformed through culture of exchange (Sunday Times, March 2002).

2.5 Culture

Educators have problems in communicating with learners from different cultures. Different cultures have different styles. Knowledge about learning styles provides insights that move us beyond the rhetoric associated with individual differences and human potential. Learner's exercise power in the terrain of their own social lives and neighbourhood but become silenced within public institution, interpreting school knowledge as a series of tasks to complete for authority figures rather than an instrument for advancing their own interest. One can analyse learners' cultural knowledge that people use to generate and interpret social behaviour. Learners bring to school different religious beliefs and day-to-day living patterns. This provides guidance for the way learners behave at school. The proposed policies do not cater for multicultural learners. South African schools have evolved from a Western European tradition and still function under the strong influence of that heritage. The dominant culture is based on white individualism (Bellah et al. 1985: 23-24).

2.5.1. Nature of culture

There are many definitions of culture, but there is no single definition, which is widely accepted. The term culture is defined as an umbrella term, which covers a wide range of issues. Bullivant (1993) defines culture as a group's program for survival in an adaptation

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to its environment. Culture consists of shared beliefs, symbols and interpretation with human groups. An anthropologist who has defined culture in variety of ways supports this. It was typically defined in terms of patterns behaviour and customs. Levine (1993:318) defines culture as a shared organization of ideas that includes intellectual moral. Clark in a new dictionary of Christian ethics (1986: 140-141) notes that culture is purely descriptive. Understanding culture would embrace at least the three following attributes:

- Firstly, culture is not the result of biological or other natural factors. It is the work of human hands and minds.

- Secondly, culture is not just a collection of interrelated customs and attitudes, it is patterned whole in which various cultural traits are interlocked with and functionally related to one another's continuity in time and comprehensiveness in every society. It takes pain to transmit its culture to succeeding generations through appropriate socialization process. Cultural Diversity in African Embarrassment or Opportunity, P. Wakatoma (1991: 57) cited in Magwaza 1996 states people are ignorant of the cultural dimension in communication. They are ethnocentric. They view other people's way of life through their own cultural glasses. The challenge for educators in multicultural education is to understand ethnocentrism. Ethnocentrism is a significant challenge because primary goals of multicultural program are to encourage and instil an acceptance of other's culture and cultural background.

- Third challenge is to attempt to convince learners and adolescents to realize that while their cultural beliefs are right their perception of other cultural beliefs are also right. Educators' first challenge is to view learners as different and unique individuals rather than homogenous groups. Culture is not necessarily homogenous. It contains variations and differences that can lead to a development of identifiable sub-cultures. Within cultural and religious groups, and upper, middle and lower class groups, cultural constellations can also be formal depending on the existing forms of socialization.

2.5.2. The concept of culture

The concept of culture is very complex. Linton's definition as cited in (Haralambos 1991: 3) which says: "The culture of society is the way of life its members, the collection of members, the collection of ideas and habits which they learn, share and transmit from generation to generation." If people in a society do not share the same culture, then members of society will behave differently and it would be unable to communicate and co-operate. The result will be confusion and disorder. Cross, Mkwanazi Twala and Klein (1998: 40) argued that culture accords its members both individually and as collectively, a sense of authenticity. The researcher accepts and agrees with his statement. A learner who is culturally knowledgeable acquires a sense of security and confidence, whereas one who is culturally deprived has little or no confidence. Through the process of socialization individuals learn the culture of their society. Cultural identity is based on the interaction and influence of membership in that cultural group based on ethnic, origin, race, religion, gender, age, native language, geographic region and abilities (Golnick and Chin 2002: 11-32). Primary socialization is the most important aspect of socialization process. It starts at an early stage, usually with the family (Berger and Luckmann 1967: 150) states that primary socialization is the first socialization an individual undergoes in childhood, through which he becomes a member of society. The researcher believes that an individual can only become a member of society if he shares and internalises the same culture as other members of society. This can be achieved by respect, appreciation and experiences across cultural boundaries. Acquired cultural knowledge is like a recipe for producing behaviour, artefacts and interpretations of one's reality. Having discussed the role of culture, the researcher still holds the belief that the concept of culture is very complex and dynamic. It is therefore important for the researcher to review the nature of the dynamic concept of culture.

2.5.3. Dynamic concept of culture

Culture is universal, culture is the product of human creativity (Valentine 1968: 1). Culture is not a neutral concept. The dominant class or majority group uses culture to

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legitimise hegemony over a centre of subordinate classes or minority groups. Hegemonic cultures are never free to reproduce and amend themselves without contradiction and resistance. Culture is a "way of life" and it is therefore clear that culture is not static. Finally the researcher believes equalizing the learning opportunities for learners becomes more difficult to achieve when learners and educators have alternative worldviews. In South Africa it is a challenge to find out how learners can be taught when we do not understand their language, when we misinterpret their behaviour, when our tried and true methods of diagnosing and motivating fail. Learners bring into the school the different cultures and only to find that the school does not cater for this diversity. Through multicultural education diversity is catered for and cultural intolerance becomes eliminated.

2.5.4. Dynamics of social transformation

Social transformation is always effected through an interaction of the opinions of leaders and followers in every pillar of culture. There are two types of forces namely conservative and transformative force brings about a need for cultural change whilst conservative forces consolidate achievements to convince the majority.

2.5.5. The pillars of culture

Figure 2.5.5. (Adapted by Mugambi 1996)
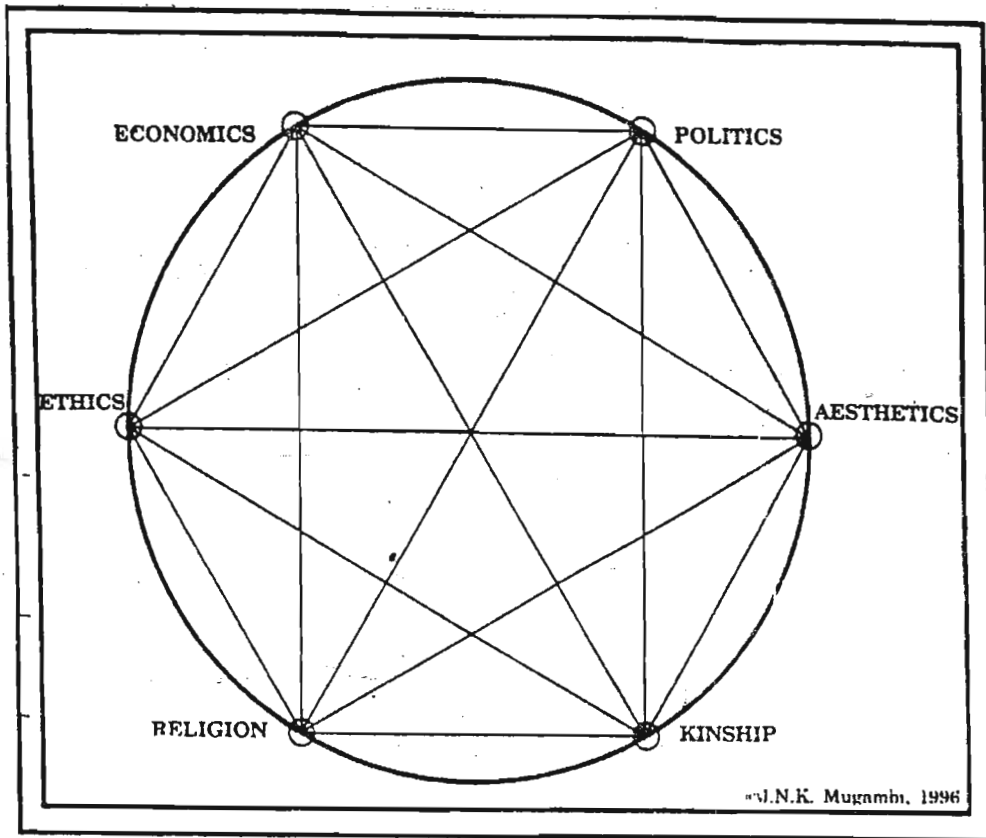
Culture has six pillars. We need to appreciate that religion, as a social phenomenon is an important pillar of culture (Mugambi 1996: 31).

• Politics: The personal level of politics is what you do with your sociability. It is a distribution of social influence.

• Economics: It relates to resources and opportunities.

• Ethics: It is the regulation of conduct values, morals and judgments.

• Aesthetics: it regulates beauty, art and creations.

• Kinship: It regulates marital and family involvement, commitment and relationships within the community.

• Religion: Religion sums up one's being into the world.

Each of these pillars has many aspects.

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2.6. Relationship between language and culture

A language's symbolic status is also important in language vitality. A heritage language may be an important symbol of ethnic identity, of roots in the "glorious past". In Ireland for example, the Irish language is sometimes regarded as a mark of nationhood, a symbol of cultural heritage and identity (Baker1996: 53).

Culture is partly created from its language. Culture is enacted and transmitted verbally. The songs, hymns, and prayers of a culture its folk's tales, its appropriate forms of greeting and leaving, its history, wisdom and ideals are all wrapped up in its language. The taste and flavour of a culture is given through its language, its memories and traditions are stored in the language.

A language symbolises its culture. A language tends to symbolise the status of that language e.g. to speak English in Kuwait following the victory against Saddam Hussein of Iraq was to be symbolically associated with status, power and victory (Baker 1996).

2.7. Equality in education

Achieving equality has become an elusive goal and remains one of the greatest challenges in education. Many educationists regard the concepts of "equality" and "equality of opportunity" as misleading and unattainable in practice by Coleman 1975; Warnock 1975 and Wilson 1991 cited in (Dekker and Lemmer 1996: 31). It has being argued this is largely due to other factors such as socio-economic, geographic and political factors, which increase the difficulty of achieving equality in education. The researcher believes that these complex factors that impede the process of achieving equality can be addressed. To realise this it would be necessary to ensure that the education system is free from discriminatory practices, which reduce the chance of educational success, and to provide all learners with similar educational resources. This means the removal of covert and overt discriminatory structures, which might hinder access and progress through the educational system. It may require support structures for

some individuals whose access is restricted due to other barriers such as finance and geographical location.

The quality of resources used in the educational process has a direct influence on the level and quality of pupil achievement. This implies for a fair allocation and distribution of resources. This includes physical facilities, financing, instructional materials and environmental settings. Equal educational opportunity also implies providing all learners with an equal chance to achieve in the classroom and to develop their fullest potential by (Bennett 1986: 52).

The issue of equality in education also concerns learning outcomes by (Bacchus 1991: 86) cited in (Dekker and Lemmer 1996). Bacchus argues that this has a direct influence on learner's post-school life. Therefore Bacchus states that all obstacles are to be removed which adversely affect the academic performance at primary and secondary level. The researcher believes that increasing efforts to improve learning outcomes, attention should be given to the ways in which education can increase its employment outcomes.

There are many barriers that can hinder achieving equality in education including poverty, gender and race whilst the goal of seeking equal educational opportunity has come under several criticisms. The problem of achieving equality in education is compounded by the fact that there are different perceptions among educationists as how to equal education opportunities especially in cultural diverse societies where sources of inequality are greater.

The growing awareness of inequalities in education and the concern for equality of educational opportunity has prompted the need for alternative approaches to education and has provided the impetus for multicultural education.

2.8. Multiculturalism

Multiculturalism originated in the liberal pluralist approach to education and society and was a new form that attempted to address black radicals demands for the restructuring of school knowledge. In South Africa, multicultural education was the best solution to problems encountered as a result of desegregation. Lemmer and Squelch cited in (Naidoo 1996) hailed in multicultural education as a sound approach based on pedagogical rather than political concerns, which can contribute to development of equal educational opportunities. The notion of multicultural seems to have been embraced by the South African Education Department. Professor Bengu in his introduction of the government White Paper (1995) also shows support for multiculturalism. South Africa as a whole appears to be attracted to multiculturalism. The symbols used, such as the "Rainbow Nation" capture unity in diversity prevalent in the South African Society. The researcher believes that a multicultural society is one in which different groups adhere to different ways of life. Multiculturalism has been criticized for evading the question of race and racism and going for a hazy concept "culture". Other scholars have identified another problem with multiculturalism. The educators are not multi-culturalised. Educators have been consistently blamed for being racist, ethnocentric and unsympathetic towards the cultural plural society. In South Africa multiculturalism has been conceived as the celebration of lifestyles that will magically achieve the goals of cultural tolerance. The researcher believes that apartheid education did not at any stage promote cultural tolerance among culturally diverse people. (Naidoo 1996) argues that in South Africa, multiculturalism allows for acknowledgement of differences among learners. Multicultural education is an alternative to apartheid education. The researcher believes that different children in multicultural schools represent or reflect different social religious and cultural groups. Therefore the challenge lies with teachers to liberate children mentally thus making them aware of the differences and respecting their differences are imperative to good teaching.

2.9. <u>What is multicultural education?</u>

Squelch (1991) argues that multicultural education is one of the critical issues facing educationists in culturally diverse societies like South African Society. The researcher believes that multicultural education can improve the level of equality in education. Squelch further argues that multicultural education is an option for equality, especially for learners who have been denied equal education. Most educationists argue that there is no single definition of multicultural education, since different people view it from different perspectives. Most definitions in the literature review on multicultural education as an educational approach, which is ongoing and involves:

- Recognition and acceptance of cultural diversity

- Development of equity in education

- Development of cultural awareness

- Transformation of the school environment in order to meet the needs of students from diverse cultures, linguistic and socio-economic background. Christine (1995: 13) defines multicultural education as an approach to teaching and learning that is based upon democratic values and beliefs. Firstly this seeks to foster cultural pluralism with culturally diverse society. The researcher believes there is a conception on multicultural education in South African education, which is referred to as anti-racist education; this perspective challenges the segregationists' conception of race and identity in educational practice. Schools in this view should actively challenge racism as part of a project to eliminate discrimination and inequality within school and society. In South Africa the demand for multicultural education has risen out of the struggle against segregation and apartheid education. What apartheid has done is to alleviate cultural differences to a primary principle for organizing society. 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 and religion should experience education equality in schools. In the South African context, concepts such as culture, race and ethnicity are important. Squelch views multicultural education in South Africa context. It has a

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complex issue, where South Africa is faced with many unique challenges. Therefore for our education system to be effective race and culture needs to be taken into consideration. In the case of multicultural education, different culture needs to be taken into consideration before developing the curriculum Freer (1995) cited in Price 2001 argues about schools need to look at their broad and hidden curricula to ensure that it reflects the cultural, ethnic and linguistic diversity of its population. Educators should look at the personal and social education programmes to ensure that they enable all learners to explore their own identities in a positive way. According to Squelch (1993:42-46) the condition for successful implementation of multicultural education include:

• Early integration of learners.

• Design of appropriate, balanced and unbiased curricula.

• Multilingual teaching.

• Regular and varied forms of assessment.

• Healthy home-school relation.

The researcher believes that school's curriculum, admission and assessment policies, need to be taken into consideration. Educators are change agents and schools should be seen as an instrument to change. Learners must be taught to interact with different cultural groups. The researcher fully agrees 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 rich source for learning. The researcher further agrees with what multicultural education aim to achieve, can be done by training educators, the curriculum and all other school activities, like teaching methods and strategies to be multi-culturalised to meet the needs of all learners.

The researcher believes the following core values within the constitutional framework should be promoted.

• Equity

• Tolerance

• Diversity

• Openness

2.9.1. <u>Goals of multicultural education</u>

The goals of multicultural education are complex and wide-ranging and relevant to all education decisions (Ramsay 1987: 186). Common goals can be identified which serve as a unifying factor and provide the rationale for multicultural education.

Equal educational opportunity is a cornerstone of multicultural education; the primary goal of multicultural education is the creation of equal educational opportunities (Bennett 1986: 52; Sleeter and Grant 1988: 144) in (Dekker and Lemmer 1996: 41). Multicultural education addresses inequalities and discrimination. On this basis no learners may be denied access to education because of race or culture.

Multicultural education is aimed at helping individuals gain and understand and appreciate of their own and other cultures.
Cultural identity forms an integral part of one's total self-concept and it is important for learners to develop positive attitudes, feelings and perceptions. The aim is to develop cultural awareness.
Multicultural education aims to reduce the discrimination which members of cultural groups experience in school and society because of cultural characteristics. It aims to counter racist attitudes.

Multicultural aims to empower pupils by providing relevant attitudes, skills and knowledge that will prepare them for meaningful participation in a culturally diverse environment.

Every society needs its members to have a minimum core of shared values in order to function well. Multicultural education aims to impart common and diverse values.
Parents are important partners in education process. Learners come from backgrounds with knowledge, values belief and attitudes, which they have acquired from their parents

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and the community. Communication and co-operation between the school and home are vital for the well-being and education.

One of the greatest challenges facing teaching is the realisation of these goals in practice.

2.9.2. Opportunities and dangers in multicultural education

Critics contend that multicultural education may divide society by emphasizing ethnic separation rather than developing citizens who will work together to accomplish common goals. Some believe that multicultural education will fragment and overload the school curriculum, reinforcing tendencies for teachers to stress (Levine 1989: 476). Multicultural concerns may be misused to justify second-rate education for economically disadvantage learners. In line with this point of argument the researcher believes that the diplomas or degrees are viewed as worthless or second-class.

Despite these potential dangers, systematic steps must be taken to ensure positive and useful guidelines for implementing and evaluating multicultural programmes.

2.9.3. Language policy at school level

As mentioned, schools need to design a policy for handling each important inter-ethnic issue. The policy approach may be essential in providing fair education language policies across the curriculum are viewed as an integral and necessary part of the administrative and curriculum practices of schools. The researcher argues that very few schools have tackled the problem of introducing language policy. One reason being that schools did not consider themselves very autonomous institutions. Their management accepted direction and control in decision-making in important curriculum areas, from outside bodies within the wider educational system. Furthermore, schools as organisational are only now beginning to recognise the close link between the organisational arrangements that they create and the style and quality of the curriculum.

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A policy sets out guidelines that provide a framework for action and achieving some purpose on a substantive issue (Baker 1995: 73). The policy needs many aspects of the organisation and management of school: such as staff development, supervision of language teachers, school based research, support and advisory services from the department of education, the role of parents, participation of minority groups in school governance, the avoidance of racial discrimination, bilingualism and first language maintenance.

2.10. Bilingual education

Schools often play a major role in the maintenance and development of home language, literacy and culture awareness. The report by UNESCO (1953) entitled " The use of vernacular language in education" provides the basis for the use of the home language in school. The researcher agrees to the report. The best medium for teaching a child at foundation phase is his mother tongue. Psychologically, it is the system of meaningful sign that in his mind works automatically for expression and understanding sociology, it is a means of which community he belongs. Educationally he learns more quickly through it than through an unfamiliar language. In South Africa majority of the black or African learners speak Isizulu. Teachers do have communication problem and speak kitchen language. Sometimes teachers cannot pronounce learners names correctly. However through pictures and objects learners do understand the message. A child's home language develops when it is cultivated, encouraged and promoted in a purposeful way in all curriculum areas. The researcher believes that it may be valuable to involve a strategy for heritage language development. From experience it is also noted that learners who are literate in their heritage language, progressed significantly more in oral and written. The first language enables relative ease of learning and learning through a second language by the transfer of knowledge, language abilities (e.g. Literacy strategies and communication skills) and the learning process (Baker 1996: 228). With respect to learning a third language, there is a belief that bilinguals are relatively better at learning a new language. The researcher agrees this point of view. Bilingualism appears to give an advantage in learning a third language.

A common scenario in South Africa is where the Black or children attend schools where Afrikaans became their second language. The learners do cope with assistance. Learners have greater sensitivity to communication and also the transfer between language of phonological and pragmatic abilities. Learners need to attain skills, knowledge and understand from an early stage. Some of the speaking and listening skills are as follows:

• Participate as a speaker and listener in a group.

• Describe a real or imagined event to someone.

• Listen attentively to stories and poems. Talk about likes and dislikes.

• Respond appropriately to complex instructions by the teacher.

• Convey accurate message home.

Speaking, listening writing and reading are basic language skills. It is a language taught without its attendant culture, like presenting a body without a heart. Language and culture are entwined in the healthy functioning of a body.

2.11. Why is multicultural education essential?

2.11.1 School curriculum

A well-planned curriculum must be relevant for all learners irrespective of their cultural differences. The curriculum must promote respect for cultural diversity, social justice and also understand that people living on earth have interconnected fates (Banks 1994). It should prepare learners to apply their education in society. The curriculum is also an indicator of the school's commitment to prepare its learners for global society. The language policy needs to cover many aspects of teacher approaches to languages such: as cultural awareness, providing for special case diverse learners, attitudes to language use and gender. The researcher believes in addressing areas such as oral language. Use language awareness, assessing and learning proficiency in a multicultural school with a revised document might be a long way down to the road to true effectiveness. Knowledge in the school curriculum is usually viewed as objective, neutral and immune from critical analysis. When learners are empowered they have the ability to influence their personal,

social, political and economical world. Learners need specific knowledge, skills and attitudes in order to have the ability to influence the world they live in. A good education cannot be based upon one culture only. It should therefore be multicultural.

2.11.2 Education for empowerment

Sleeter (1991:110) defines empowerment as bringing into a state of mind in one's ability to act with effect and also individuals power to achieve his or her own goals. (Giroux and Laren 1986: 209) cited in Price 2001 refer to empowerment as the process whereby learners are able to critically evaluate and select appropriate aspects of dominant culture. Education for empowerment means teaching learners how to advocate effectively for themselves as individuals as well as collectively. Education serves as an effective vehicle for social change and emancipation.

2.11.3. The need for academic excellence and equity

Educational excellence cannot be achieved without equity. Equity in education means equal opportunities for all learners to develop to their fullest potential. This depends on educator's knowledge, attitudes and behaviour. The educator must provide equitable opportunities for learning changes. Multicultural education contributes to excellence in a second important way. It builds knowledge about various ethnic groups.

2.11.4. The existence of multiethnic society

About 25% school age children are ethnic minorities. 20% live in economic poverty, some are school dropouts, some are achieving far below their potential. Educators are faced with tremendous challenges. If these patterns are to be reversed then schools must foster cultural pluralism.

2.11.5. The existence of an interdependent world

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There is certain urgency about the need to foster global awareness among today's learners. The human race faces a number of critical concerns that is left unresolved, one likely to result in the destruction of life, for example the destruction of the ozone layer, environmental pollution, poverty over population, nuclear arms, famine, world hunger and most of all, the spread of Aids and other diseases. The resolution of these problems as well as participation in global trade and economical development require global co-operation. This co-operation requires human beings who possess some degree of cultural understanding.

2.12. **Conclusion**

Multicultural education has evolved in the gradual shift of society based upon the melting pot view to that of cultural pluralism. A study of various perspectives of multicultural education reveals that a great deal of interest in this kind of education is related to the concern for achieving equality in education. Multicultural education has been presented as an alternative approach to education of culturally diverse learner populations. Multicultural is viewed as an important vehicle for enhancing educational quality and equity in multicultural societies. In order to illuminate the meaning of multicultural, education various goals were discussed. An overview of the historical development on multicultural by various authors was given in order to show social origins to multicultural education. The discussion of multicultural education in other countries serves as an illustration of the practice of multicultural education in different societies and highlights some of the accompanying problems. In order to ensure the future status and position of multicultural education there is a need to find creative innovative and unconventional ways to develop and promote multicultural education. Moreover, much will need to be done to gather empirical data to support the value of multicultural education.

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

CHAPTER THREE

METHODOLOGY AND RESEARCH DESIGN

3.1. Introduction

In the previous chapter the researcher presented a critical review of the existing literature on multicultural education. This chapter examines the context of the research and methodology used. An exploration is offered of the type of research undertaken and a brief history is provided.

3.2. The research design

The study reported on in this dissertation forms part of a larger collaborative investigation into issues of race and challenges in schools. This research focuses on both qualitative and quantitative. The process of data collection, the types of sample used were also brought into spotlight. The quantitative data was gathered by means of questionnaires, case study, interviews, non-participant observations, photographs and reflective diaries gathered the qualitative data. Merriam (1988) provided a reason for combining qualitative and quantitative methods. "This is in fact a form of triangulation that enhances the validity of one's study"(Merriam 1988). This is supported by Cohen and Manion 1980.

3.3. Population and sampling

A number of subjects in a study are called a sample size. The general rule in determining the sample size is to use the largest sample possible. At the time of the research the Department of Education was in the process of re-structuring. The Empangeni region had moved offices to the Etekwini Region. There are five main schools geographical areas within the Etekwini Region in Kwa Zulu Natal. The target populations for the larger investigation were the schools in the Lower Tugela District. This district was chosen, as it

was accessible to the researcher. The principals of these schools displayed a very positive attitude and an interest in the research findings. The sample consisted of a total of 128 respondents, which included 5 principals, 50 educators, 50 learners, 2 union representatives, 5 governing body members and one official from the Department of Education. (Refer to table 3.3.1. below)

Table 3.3.1. The Sample

Sample	A	B	C	D	E	SADTU	APEK	GB	Dept. Official	Total
Principal	1	1	1	1	1					5
Educators	10	10	10	10	10					50
Learners	10	10	10	10	10					50
Union Rep.						1	1			2
Governing Body Members								5		5
Dept. Official									1	1
Total										128

3.4. Methodological approach

The researcher explored the literature for methodological options before choosing an appropriate methodology to guide the investigation. After gleaning through the available literature the researcher decided to employ both quantitative methods to validate the research programme.

3.5. Quantitative research

In quantitative studies there is an established set of procedures and steps that guide the researcher (White 2003:27). In quantitative research the researcher formulates a hypothesis. This hypothesis is subjected to empirical testing to be verified.

In terms of research the purpose of quantitative studies are based on a positivist philosophy, which assumes the existence of a single objective reality that is constant and independent of human beliefs and feelings. Research is directed towards observing or measuring the fixed reality. Quantitative researchers attempt to keep themselves from influencing the collection of data. Statistical methods are used to analyse the data and draw conclusions. Quantitative researchers attempt to be objective. Quantitative measures employed are to achieve the statistical techniques. Descriptive statistics used to describe the data collected from research questionnaires.

3.6. Qualitative research

It is difficult to explain what qualitative research is without conjuring up quantitative research. The best way to explain qualitative research is to see how it differs from quantitative research. A common definition of qualitative research is that it is anything that is not quantitative, that is any research where findings are not arrived at by statistical or other quantifiable means of measurement or comparison. The most important difference between quantitative and qualitative research is the way in which each tradition treats data. In quantitative methodology variables and variable categories are isolated and defined. These variable are linked together to frame hypothesis before the data are collected.

Qualitative researchers view themselves as a primary instrument for collecting data. They rely on their feelings, impressions and judgments in collecting data. Their findings are often reported in the form of verbal descriptions (Borg and Gall 1989). The qualitative methodology is interpretative and dialectual. During the process of interaction between

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the researcher and the subject, the subject's world is discovered and interpreted by means of qualitative methods (Schurink 2000:242) cited in White 2003.

Qualitative research seeks and understands human behaviour by observing and interacting with people in order to be able to construct the social world as they construct it. Qualitative research seeks to predict behaviour by identifying the meanings and interpretations on people, place, relationships, events and institutions in which they occur. Qualitative approaches have been argued to be more ethnical and informative when researching people's life experiences (Miles and Huberman 1994; Strauss and Corbin 1990) cited in Price 2001. In such circumstances, one would not derive the true meaning of their participant's unique experiences if they were to be quantified before researchers gain a sense of what issues are for participation (Leedy 1993:139) cited in White 2003. The various qualitative measure employed were interviews and audio-visual recording. Qualitative research methods were used more appropriate to the aim and purpose of the study. Qualitative research has its strengths and weakness.

3.6.1. The strength of qualitative research

Qualitative research is significant both socially and educationally because it deals with real social and educational issues, which are important to society or the participation in the research project. Culture, meanings and processes are emphasized rather than variable, outcomes and products. Qualitative research aims at being holistic. Research is directed towards observing or measuring the fixed reality.

3.6.2. The weakness of qualitative research

Qualitative research relies on subjective interpretations of social reality held by individuals and groups. Different people draw different meanings from different social contexts and experiences. Therefore it makes it difficult to formulate rules, regulations and laws. Qualitative research can be unreliable subjectivity is directly responsible for the lack of reproducibility in qualitative research.

3.7. Approach – case study

Since the focus of this study is based on promoting the culture of learning and teaching in a multicultural school, the researcher sees this as a contemporary phenomenon; a proper research design is required. One case school was chosen from the Lower Tugela District. The researcher is currently based at this school. It is a primary school with grades (0-6). It is an open school with both genders. Since the focus of this study is based on quality education in a multicultural school, the researcher believes that for the success of the study the case study method is appropriate and its characteristics are discussed below (Merriam 1988: 11-13).

3.7.1. Particularistic

The case study focuses on a specific instance, it can illustrate a general problem or situation. It examines a particular event.

3.7.2. Descriptive

The case study is descriptive and makes use of prose and literary techniques instead of numerical data. The end product is rich with photographs, newspaper articles and visual material.

3.7.3. Heuristic

Case studies contribute to a reader's understanding of complex social situations by discussing and providing insight into the problem under study. According to Merriam (1988: 13) "They can be about the discovery of new meaning, extend the reader's experience, or confirm what is known".

3.7.4. Inductive

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Concepts, hypothesis and generalizations are desired from an examination and analysis of data collected. There is a discovery of new knowledge and understanding.

3.7.5. Advantages of the case study

A case study is an empirical inquiry in which multiple sources of evidence are used Yin (1984: 23). It deals with real issues and can provide a deeper understanding of the issues that are being studied. The issue of desegregation is real and so are the challenges of multicultural education. Case studies are intensive and reports can incorporate visual material, for example photographs and articles. Case study allows the researcher to gain insight into people, values, behaviour and attitudes.

Using the case study method it complemented and strengthened the questionnaires as it incorporated various data sources, for example, observations, interviews and reflective diaries. This process increased the validity of my case study.

Furthermore, a case study is "the observation of an individual unit, a child, a class a clique or community. It is undertaken to probe deeply and analyse intensely the phenomena which constitutes the life cycle of the individual unit so that generalizations can be made about the population to which the unit belongs" (Cohen and Manion, 1989).

3.8. Focus group interviews

The nature of my enquiry is orientated towards the understanding of multicultural and human interaction and negotiations in situations. The research content was the primary school environment. Qualitative data was obtained by means of semi-structured and focus group questions. The reliability of the data is based on the fact that the responses are tape-recorded and also expressed in the questionnaires. Semi-structured questions enabled the researcher to collect information from a number of respondents, with flexibility. Responses were sometimes opinionated and subjective. Open-ended questions allowed the researcher to cover all aspects of the research topic. A group of five respondents was obtained from the researcher's school for face-to-face focus group

interviews. Each interview session lasted 20 minutes and a maximum 40 minutes to administer. These questions allowed the researcher to gain insight into respondents needs and gain clarification on their responses. The researcher used the probing interviewing skill to allow respondents to provide in-depth information and throw more light on the questionnaire responses.

3.9. Semi-structured interviews

(See Appendix M, N, O)

Three interviews were conducted with each of the observed participants. The interviews dealt with the observed participants experiences in multicultural education and the challenges they were faced with.

3.9.1. Strengths of the interviews

The interviews provided extra information to the interviewer. Interviewing is the more desirable method of collecting data. In the interviews that were carried out, the interviewer not only obtained verbal responses from the interviews but also got a chance of interacting with interviewer and observed how they behaved towards each other. For the present study the researcher will use unstructured interview with the school governing body members.

In the unstructured interview the conversation is naturally, unless the respondent fails to cover an area in which the researcher is interested (Haralambos 1995: 839). The interviewers tends to accommodate everyone because some respondents cannot read or write but are willing to talk like most black learners and school governing body members were found to be willing to talk to the researcher. In the interviews that were carried out, the conversation flowed as in normal daily life and the respondents were not too conscious of the process that was taking place. Interviews yield a holistic and rich account of a phenomenon and are very useful in investigating complex social units consisting of multiple variables. For instance, in the study that was conducted, factors

such as democratic participant bodies, curriculum changes and admission principles were investigated and linked to multicultural challenges.

3.9.2. The weakness of the interviews

Most weakness of interviews arises from the fact that interviews are face-to-face encounters. This becomes more complex in a situation where the subject under study is as sensitive and difficult to handle as race is. It was also inevitable for the respondents to avoid questions, which were racially sensitive especially in South Africa. Race has been important factors in policy formulation and also that there have been extravagant media reports about conflict and violence following after school desegregation. Sometimes the interviewers tended to talk at the same time especially when the questions were interesting and it became difficult to hear when playing back the tape.

The use of tape recorder tends to create suspicion. In this study the respondents might have suspected that the investigator wanted to spy on them. They even avoided using one another's name. Interviews are time consuming and expensive. For instance the interviewer had to travel to two union members and also conduct an interview with a member of the department. Audio recording can authenticate the research findings presented in this dissertation, which is available to the reader.

Research suggests that asking sensitive questions earlier in the interview interferes with the establishment of trust and rapport (Rosnow and Rosenthal, 1996). Finally, the respondents were asked more personal questions about the process of opening the schools to all races. They were asked open-ended questions about their experiences, observation, expectation and attitude towards the culture of learning and teaching.

3.10. Non participant observation

" Gathering observational data is more essential since it provides a more accurate record of what actually occurred, relying as it does on an outsiders observations rather than on what the tutorial should occur Richard and Rodgers (1986:29). Classroom observations

centred on the current school where the researcher is based. It was a problem negotiating days to observe classroom practice. However the researcher drew up roster for the school. The investigator observed three grades in her school. Observation studies provide data based on first hand experiences of investigations. Observation of selected sites helps investigations to discern ongoing behaviour as it occurs (Cohen and Manion 1994: 110) The longer the researcher observes, the more likely those being studied are to forget about his/her presence and are more likely to act naturally.

In the context of the current study the interaction between learners and educators will be observed. During observations nothing will be changed and teachers will be given an assurance that these observations has nothing to do with the culture of learning and teaching in a multicultural classroom.

3.11. Photographs

Photographic evidence was vital as it captured visually, the context in which the research participants interacted in a multicultural school. The photographs were taken with the permission of the principle. Some of the photographs were taken of parents participating in cultural and read-a-thon programmes. The photographs were used only to assist me to reconstruct the context for writing this report.

3.12. Questionnaires

The general aim of the questionnaire was to elicit perceptions about the topic from each of the stakeholders. Each of the key stakeholders identified were 60 in total. The questions were self-administered. In the current study principles, educators and learners will administer the questionnaires. The questionnaire was completed individually and anonymously in around half an hour, which is the duration of periods in most schools. Problems were experienced with certain schools completing questionnaires by deadline, but a 100% response was recorded. The information obtained from principles, educators and learners would enable the researcher to form a more holistic picture of the

experiences of a multicultural school. All stakeholders were asked to express their opinions, attitudes and experiences about a multicultural school. The questionnaire will be used as a tool to get all the relevant data for the present study. Information gathered will help to deduce the challenges and problems in a multicultural school. In order for the school to run efficiently and effectively problems relating to culture, racism, behaviour will be resolved.

3.12.1 Advantages of questionnaires

The advantages of questionnaires are a useful method of collecting data, which can be obtained in no other way. A questionnaire allows for uniformity and ensures that answers are more comparable.

3.12.2. Disadvantage of questionnaires

Questionnaires constructing can be time consuming. A researcher when using questionnaires must take several critical steps. These steps are as follows (Anderson, 1993: 202-207).

• There must be a clear understanding of data, which will help the researcher to identify potential sources of data and also in constructing research questions.

• The researcher would be able to obtain more meaningful responses from identifying target groups example learner's classroom activities, interaction from educators rather than from the secretary or a cleaner from the school.

• When preparing questions a researcher needs to exercise care in constructing questions so as to elicit data that is absolutely essential. Vague and ambiguous words should be avoided. Respondents can lie for various reasons and in some cases respondents just decide not to respond to some items. The questionnaires cannot be used for illiterate groups. The questionnaire is impersonal and the respondent may have little interest in a particular problem and may just answer the questionnaire indiscriminately.

3.12.3. Comparing the interview with the questionnaire

Summary of relative merits of interviewing versus questionnaire

CONSIDERATION	INTERVIEW	QUESTIONNAIRE
Person need to Collect Data	Requires Interviewees	Requires Clerk
Major Expense	Payment to Transport	Postage and Printing
Opportunities for Response-keying	Extensive	Limited
Opportunity for Probing	Possible	Difficult
The no. of persons' who can be reached	Limited	Extensive
Rate of return	Good	Satisfactory
Overall Reliability	Quite Limited	Fair
Sources of Error	Interviewer Instrument, coding & sample	Limited to Instrument and sample
Emphasis in writing skill	Limited	Extensive

3.13. Processing for data collection

The following criteria were used for schools to be included in the study:

1. The schools must be in the Etekwini Region.
2. The school must accommodate multicultural learners.

A total of five schools met the criteria for inclusion in the study sample. Before any data collection could take place, permission was sought from Senior Manager Etekwini Region (Appendix A), the district manager of Lower Tugela (Appendix C). Permission was granted. For the first part of the study, short (20-30) minute interviews were conducted with the willing of the respondents. The researcher telephonically contacted the two union members and a department representative of the Lower Tugela District and 5 governing body members. The 5 governing body members were from the researchers'

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school. It was convenient to meet during school hours and during school governing body meetings. A set date was agreed upon, it was followed up by confirmation of the date, time and venue. Respondents were thanked for their time.

The second part of the study required questionnaires to be completed by the principle, educators and learners. The researcher personally distributed the questionnaires with a covering letter to the principle of the primary schools. The principles undertook to collect all completed questionnaires and the researcher was informed to collect them. The deadline for completion of questionnaires was set for a week to 10 days later. Telephonic reminders resulted in all the questionnaires being submitted by due date. There was a full co-operation of the principle, educators and learners. The questionnaires data was then later collected for analysis.

3.14. **Ethical considerations**

Once again, because of the sensitive nature of this research endeavour, there were many ethical issues that had to be considered. Indeed, all research must be carried out ethically and morally. This is especially true in the behavioural science but even more so when researching sensitive topics (Levine, 1993).

As a researcher, I am bound to confidentiality. Confidentiality of the respondents was therefore strictly maintained. One way of achieving this was by assigning letters to each of the schools that participated. These letters referred to the schools. Only the researcher would be able to identify the schools. According to Neuman (1997: 264) researchers can conduct surveys in ethical or unethical ways. A major ethical issue in survey research is the invasion of privacy. The researcher believes that people have a right to privacy. Respondents decide when and to whom to reveal personal information.

It is also important to consider that the findings of this research may be useful to the schools, department of education and to the learners in the school who are the target of this research (i.e. there with difficulties). It is after all, unethical to undertake research of

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this nature just for the sake of doing the research (Lee, 1993). The research report will be available for all interested participants' perusal.

3.15. **Data analysis and interpretation**

Data analysis was done in 3 overlapping stages.

• Firstly after having conducted the interviews all the tapes were transcribed personally by the researcher. This served as a reflective process where important interaction and process notes were also recorded.

• Secondly focus group interviews were analysed according to similarities and new information. The information was to act as a guiding framework for the focus group interviews.

• During the third stage draft questionnaires were sent to the researcher's supervisor for the purpose of wording to detect ambiguity. Changes were made to ensure clarity and purposefulness of the research. Information derived from questionnaires will be used to supplement that obtained in the interview. This is important as it will enable the researcher to obtain a more holistic picture of what the schools experiences and challenges have been. The benefit of this method of analysis is that, one can make references about some of the major issues that are of concern in most of the schools, which may be important basis for future research to pick upon.

At this stage in the research process the task of editing, coding, data capturing and computer programming in analysis (Moser and Kalton 1977) refer to three tasks central for editing-

• Completeness (Answer to each question)

• Accuracy (Questions answered accurately)

• Uniformity (Respondents interpreted uniformly)

Coded data will be transferred from Questionnaires onto data sheets. Data obtained from the research programme was processed through the computer using Microsoft Excel and Statistical Package for Social Science (S.P.S.S) a software package. Through this process,

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tables indicating frequency distribution and percentage of the responses to be drawn up. However, some of the trends identified in this research could be followed by future research.

3.16. Reliability and validity of data

Research suggests that there have been many approaches for evaluating reliability and validity in qualitative research for example; positivists and interactions have long debated issues of reliability and validity particularly in interviews. Miles and Huberman (1994) reported that issues of instrument reliability and validity highly depend on the researcher. Reliability can be seen as an integral part of validity. A good researcher will therefore be valid and will be able to collect reliable data. The most powerful tool used in the research programme was triangulation. Triangulation may be differed as " using several methods to study the same objective". (Borg and Gall -1989:393). The researcher collected the same data from different samples at different times and in different places.

The aim of qualitative and quantitative research is to get and authentic understanding of people's experiences' (Silverman 1995). If the researcher and his/her instruments achieve this aim then the research is authentic and hence reliable. Silverman (1995) suggested that reliable data is neutral and unbiased. The interviewee's cultural beliefs, assumptions background and expectations of the interview versus those of the interviewer come into contact during the interview. The validity of responses depends of the depth of that inter-subjectivity: how much does the interviewer offered or biases the interviewee inter-subjectively?

Other considerations include the variables of the researcher herself (me). The researcher's interviewing approach was one where, although there was a sense of naturally flowing interaction, the researcher tried to avoid showing any signs of the researchers attitude, disapproval and/or approval by maintaining a relatively neutral, objective stance during all interviews. The researcher also avoided making any comments or prompts when respondents made responses or become silent. Instead, the silence was used to achieve this aim. Validity in qualitative designs is the degree to which the interpretations and

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concepts have mutual meanings between the researcher and participants. Qualitative researchers use, as may strategies to ensure validity of the design.

3.16.1. Strategies to ensure validity

Table 3.16.1.

Strategy	Description
Prolonged and persistent field work	Allows interim data analysis and confirmation to ensure the match between findings and participants reality
Participant language	Obtain literal statements from participants
Mechanically recorded data	Use tape records and photographs
Participant researcher	Use of participant recorded perceptions
Member checking	Check informally with participants for accuracy during data collection
Participant review	Ask each participant to review researcher's synthesis for accuracy
Negative cases	Actively search for recording, analysis and report negative case

3.17. Limitations of the study

A general analysis can be made from this case study alone, as primary school contexts may differ, although the questionnaires do provide support for the generalized statements. More ever the demographic elements of those for sample schools may not be representative of most schools. Unfortunately not all learners respond sufficiently to the questionnaires. They were unaware of the answers and this proved problematic. Some key questions were unanswered. This was noticed during analysis process. A group in their understanding of their role in multicultural school was evident and this urgently needed to be addressed, as they are key stakeholders in the school.

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3.18. <u>Conclusion</u>

In this chapter the researcher presented a detailed description of the research methodology and procedures, the data collection, instruments and procedures for data collection was described. An in-dept presentation of the data processing and analysis procedures was made. This research venture was qualitative and quantitative study of the experiences and challenges of the school in the Ethekwini and Ilembe District.

I do believe that this objective was partially achieved after embarking this methodological process. This rigorous process of sorting out the categories and coding makes this study worthy of replication for future research.

Chapter 4 will present data analysis and results thereof.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1. Introduction

This chapter marks the final stage of the research process. In stage one, the researcher gathered data through case study, observation, questionnaires and unstructured interviews. In the second stage the results will be reported on. The results will focus on information derived from the data. As indicated in chapter three, data was to be collected and analysed both qualitatively and quantitatively. It is important to note when reporting on qualitative data, a lot of the discussion usually takes place in the results section (Creswell, 1994). This is because in qualitative research, we are attempting to build a holistic picture, a narrative of people's experiences and views. This cannot be done without entering into some form of preliminary discussion.

Data is presented sequentially as the questions appear. The question on the principal's questionnaire was divided into four categories. Category A required background information. Category B required information on teaching strategies. Category C required list if resources educator's use. Category D required general information.

The educator's questionnaire was divided into four categories. Category A required background information. Category B required information on teaching strategies. Category C required list of resources educator's use in the classroom. Category D required information on integration and teaching strategies.

The learner's questionnaire was divided into three categories. Category A required general information of the learner. Category B required information on classroom activities. Category C required general information.

Interviews was conducted and responses is presented sequentially as the questions appear I now present and analyse data.

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4.2 Response rate

There was 100% participation from five schools in the research, the response rate for the interviews was also 100%.

Table 4.2.1. Shows all the schools that were included in the sample. For the purposes of confidentiality, the schools have been labelled with letters of the alphabet and will be referred to by their corresponding letters from here on. Information about the type of school each school is, and the level of learners they cater for has also been included in the table. The table indicates the number of questionnaires returned from each school.

Table 4.2.1 The summary of response rates- schools

SCHOOL	TYPE	LEVEL	QUESTIONNAIRES
A	State	Primary	31
B	State	Primary	31
C	State	Primary	31
D	State	Primary	31
E	State	Primary	31
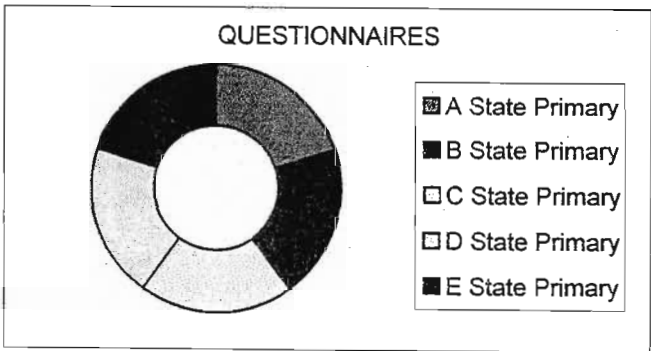
Table 4.2.2. Shows all the participants in the interview sample. Four learner participants were considered as it allowed for in-dept probe and access to personal insights. Therefore the number was limited. The learner participants have been given a pseudonym, as confidentiality was promised. The pseudonyms are Anisha, Bongani, Clinton and Elaine.

Table 4.2.2. Summary of response rate-interviewers

SADTU	APEK	Dept. Official	LEARNERS	S.G.B
1	1	1	4	5

4.3. <u>Description of the schools</u> (Appendix P)

School A is situated away from business areas but close to residential area. This school is accessible to the community and learners. This school is a triple story face brick building. This school is well secured which also house matric papers. Educators and learners enjoy all facilities that are accessible to them.

School B is also situated in an urban area. The school consists of structurally sound buildings with basic amenities and resources.

School C is in the central urban area. It is easily accessible to all learners, and the community. Many workshops are conducted in this school since it is in a central area. The school has a double storey building. The school has new building, which are structurally sound with all the basic amenities.

School D is unlike the above schools. It is 10km from R102. It is situated in a rural area. The roads are in a bad condition. The buildings are old. The classrooms are overcrowded. The school lacks basic facilities.

School E is an ex Model C. It is situated in an urban area, closer to white residential area. This school is accessible to the community and learners. The school also has workshops, department interviews and sporting activities for the district. The school has all the basic facilities.

4.4. Data sources

The following are the data sources for this chapter.

• Non-participatory observation

• Case study

• Questionnaires   (See Appendix F, G, H)

•Interviews   (See Appendix I, J, K, L)

All the data collected through unstructured interviews, non- participatory observation, and case study will be analysed simultaneously with data gathered through the questionnaires.

4.5. Non-participation and observation

The observation that was undertaken at the school helped the researcher to discern ongoing behaviour as it occurs, inside and outside the classroom. The use of observation, questionnaires and interviews, provide data based on first hand experience to the researcher.

In the present study the researcher is an educator, based in school D and manages to obtain reliable data about the challenges of multicultural education, classroom activities inside and outside, resources, teaching strategies and the management of educators to handle diverse learners.

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4.5.1. Management of time

School D was observed. The school had a full programme and managed with half hour time limit. Educators expressed their feelings after their lessons. Some remarks were tired, shocked and exhausted.

It is evident because of large classroom and overcrowding educators get tired and stressed.

4.5.2. Learners and learning activities

Most of the learners do not complete their activities. Some of them do not understand the lesson while some of the learners lack conceptual skills. Some of the learners wait for the bell.

It is evident that most educators had very little knowledge of the learners' background. The researcher managed to obtain reliable data about the relationship between cultural diverse learners and educators of socio-economic background.

4.6. Case study

The values, Educators and Democracy report, an initiative of the Minister of Education, Professor Kadar Asmal, identifies six core values with strong relevance to education in South Africa (Educators Voice 2002).

- Equity
- Tolerance
- Multilingual
- Openness
- Accountability
- Honour

In view of this, schools need to practice tolerance with strong relevance to education.

School D had a problem with an Indian boy aged 12 calling the African teacher and learners "kaffir". This had highlighted a racial tension at the school. It is evident that this is a wake-up call. We must look out for little things that lead to racial violence and intolerance.

Most of the cases reported were on racial incidents between learners. Racial incidents were typically described as derogatory and racial name-calling and various forms of racial harassment, often resulting in physical altercations.

The researcher believes that these racial incidents are as a result of a lack of cultural tolerance. It must be borne in mind that these manifestations of overt and direct racism, expressions of a self conscious and volitional practice. The process of re-socialisation is important to address this problem.

Many schools appeared to be battling to deal with racial integration with out direction and assistance from educational authorities. The South African Human Rights Commission (SAHRC) published in March 1999, report, Racism, Racial and Desegregation paints bleak picture of the level of racial prejudice and racial intolerance in schools. The public need to be conscious so that methods for dealing with racial incidents could be devised (Mda and Mothatha 2000: 14).

4.7. Sealed questionnaires

On receiving the three different questionnaires (principals, educators and learners), the researcher noted the questionnaires were in sealed envelopes. Some respondents gave detailed information about their experiences of racial integration in the school. Educators openly gave racial breakdowns of the learners and also made observations about racial differences manifestations of behavioural problems.

The researcher will discuss very briefly each one of these different questionnaires and analyse data simultaneously.

4.8. Principles' questionnaire

The principal questionnaire was a little different from the educators. The reason been the principal is the one who is overseeing the functioning of the school. The researcher believes that the principal is the only one who keeps records, formulate and implement school policies.

The questionnaires were given to schools personally with a letter of consent. The principal was allowed about a week to complete the questionnaire. The researcher had a slight problem with one principal. He was on leave so the researcher received his questionnaire late. The researcher did not have a problem with the other four questionnaires, it was returned in time. The researcher collected the questionnaire personally from the schools.

4.9. The findings of principal questionnaire

The study found that of all the 5 respondents, 4 principals were male and 1 female. The table 4.9 below shows the principal's gender, teaching experience, and race and home language.

Table 4.9. Principal sample profile

School	Gender	Teaching experience	Race	Home Language
A	Male	26	Indian	English
B	Male	26	Coloured	English
C	Male	26	Indian	English
D	Female	26	Indian	English
E	Male	15	White	English

4.9.1. The gender legacy

It is evident by the principal sample that past practices in education management reflect broader discriminatory tendencies in the society as a whole. The paucity of women in senior management positions in the education system is testimony to the gender discrimination, which has pervaded all levels of the public services. The concentration of women has perpetuated a stereotype that women are not fit to hold top positions in the education system. This means that the education system has not benefited from the joint input of both men and women at all levels. It also poses a particular challenge if the new approach to education were implemented effectively.

4.10. School A

The school enrolment is 858. In terms of cultural diversity the composition of the school population is as follows:

Table 4.10. School population
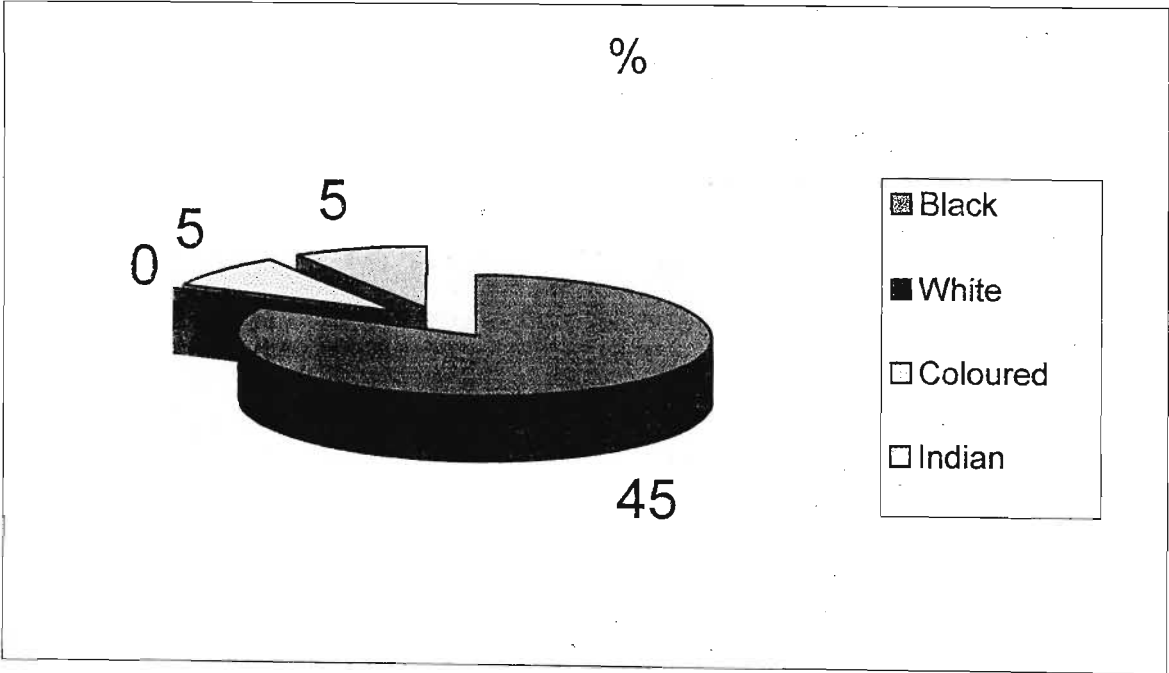
Table 4.10 gives an indication of cultural diversity in this school.

4.10.1. Policy to eliminate racism

The principle stressed, *"During life skills programmes, lessons emphasises on racial/cultural tolerance. When selecting learners for sports, drama, debates, etc. No race group is left out – though selection is on merit."*

It is evident that cultural tolerance is thought during life skills.

4.10.2. Discipline

The respondent believes that, *the school has discipline problem. The behaviour of an individual is analysed and is dealt with by the class educator and if it is a serious offence then the parent is called for.*

It is evident that the school has discipline problems. Schools could develop rules and codes of conduct for their learners (Todd 1994: 99).

4.10.3. Language

The respondent believes that, *Language- communication barriers are the critical impediment. Poor socio-economic background of African learner is an added negative factor. The academic performance of African learners is fair. They don't understand the medium of instruction, which is English.*

The researcher found out that schools do encounter language problems.

4.10.4. Difficulties/problems educators experience

When asked about the constraints educators experience in their daily teaching, the respondent said, *the pupil ratio is about 1:50. Educators are facing with literacy and numeracy barriers. The home language of learners is Isizulu, which is not the medium of instruction. Learners come from poor socio-economic background. The learners tend to mix with their kind. There are stereotypes and racial intolerance.*

It is evident that teachers are teaching big numbers.

4.10.5. Improving teaching-learning situations

The respondent said, *the main objective of the school is to offer quality education. The principal suggests the following:*
- *Talks/Workshops by suitable stakeholders on racial issues to bring about harmony*
- *Community involvement- identifying expertise to assist*
- *SGB members have a pivotal role to play in assisting principal and educators in their professional role.*

The overall view is positive cognisance should be taken by the management and staff to extend the spirit of partnership so that it is on a healthy footing with the external community.

4.11. School B

There are 393 learners enrolled in this school. In terms of cultural diversity the composition of the school population is as follows:

Table 4.11. School population
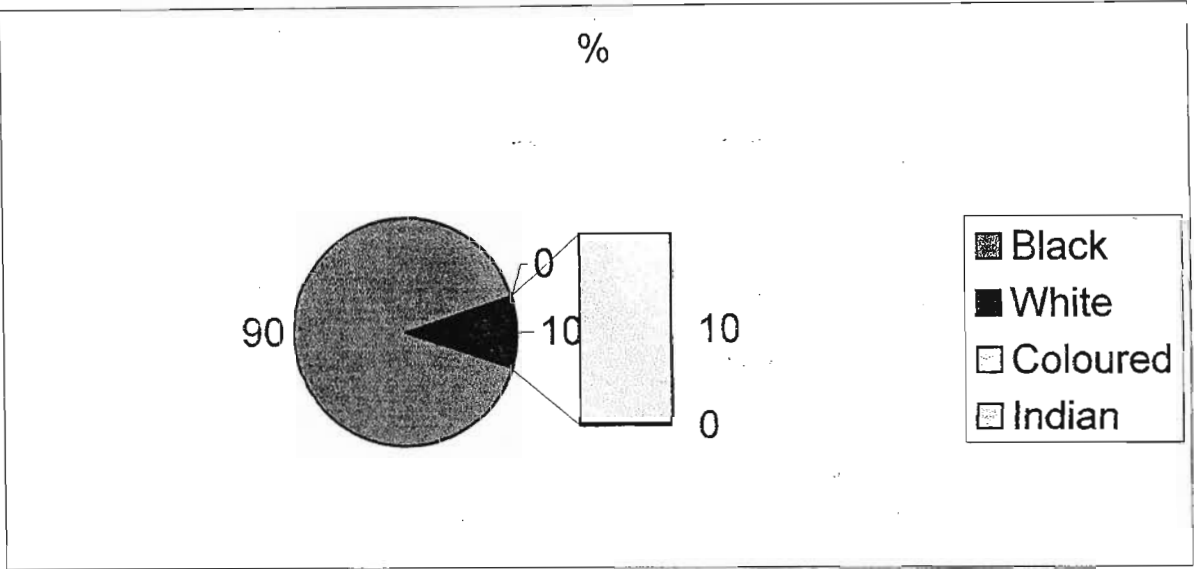
According to table 4.11, only two racial groups attend the school.

4.11.1. Policy to eliminate racism

The principal stressed, " *The policy/ programme will never eliminate racism. There are no incidents amongst the 10% coloured and 90% about racism.* "

It is evident that majority of the learners are black and the school does not cater for Whites and Indians. Therefore this school does not have a policy to eliminate racism.

4.11.2. Discipline

The respondent said *there are minor problems.*

It is evident that this school has minor problems. Teaching mutual respect is a crucial aim of democratic education (Fullinwider 1998: 160).

4.11.3. Language

The principal reported that, *Blacks/African learners have a language problem in English. Their home language is Isizulu. Many of the African/Black learners are seriously disadvantaged because of socio-economic problems.*

It is evident that this school has language problems.

4.11.4. Difficulties/problems educators experience

When asked about the constraints educators experience in their daily teaching the respondent said *language was a barrier to effective learning.*

The researcher also found out that educators do encounter problems when teaching linguistically diverse learners.

4.11.5. Improving teaching –learning situations

The principal suggests the following:
- *Educators must devise simple exercises in English to cater for Black/African learners.*
- *Educators lack communication skill and needs training.*

It is evident that educators need training and developing their skills in handling diverse learners.

4.12. School C

The school enrolment is 749.

In terms of cultural diversity the composition of the school population is as follows:

Table 4.12. School population
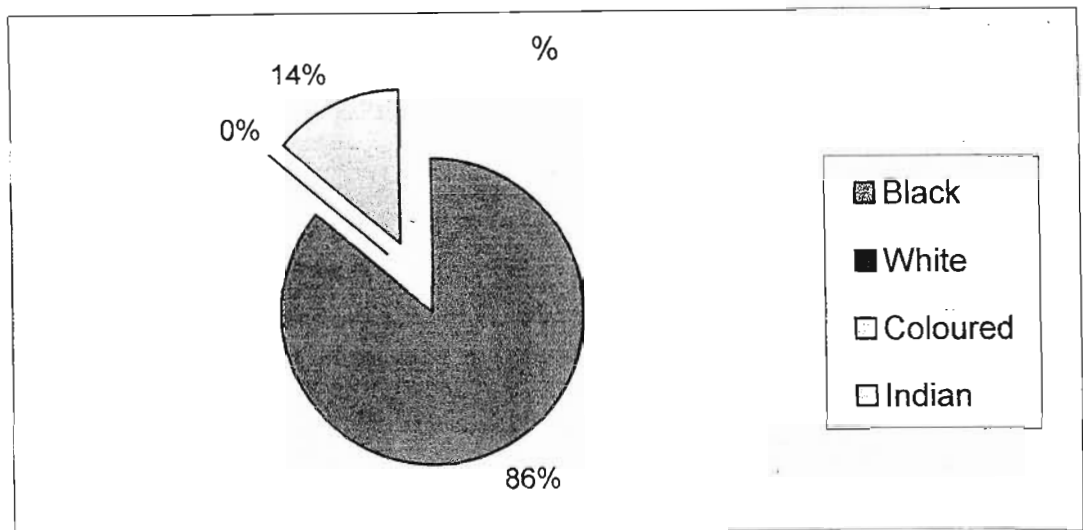
Table 4.12 indicates the cultural diverse learners in the school.

4.12.1. Policy to eliminate racism

The principal did not respond to this question.

4.12.2. Discipline

The principal responded *there are behavioural problems at school. Parents are called to school to discuss learner's behavioural problems.*

It is evident that this school has rules and codes of conduct for learner discipline. Principals who create incentives for learning set goals and maintain discipline (Lynch 87:57).

4.12.3. Language

The respondent reported that, *although educators are strategising and trying out varied methods, the pupils are encountering problems with comprehension and understanding of*

the English language considering that majority of learners 86% come from disadvantaged backgrounds.

It is evident that socio-economic backgrounds have an effect on language and learning.

4.12.4. Difficulties/ problems educators experience

The principal said *a standard of work produced by learners from disadvantaged areas is poor. Learners don't have access to resources. Parental response is poor –many cannot help their children because they are illiterate.*

This school lacks parental involvement.

4.12.5. Improving teaching- learning situations

The principal suggests the following:
•Educator is saddled with the task of giving individual attention; in view of this the DOE need to reduce the staff- pupil ratio in determining the PPN so that classes can be reduced.
• Educators need reskilling to handle the diverse learners.
• Learners need assistance from their parents.

Although the overall view is very positive cognisance should be taken of pupil teacher ratio to be reduced.

4.13. School D

The school enrolment is 468.
In terms of culture diversity the composition of the school population is as follows:

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Table 4.13. School population
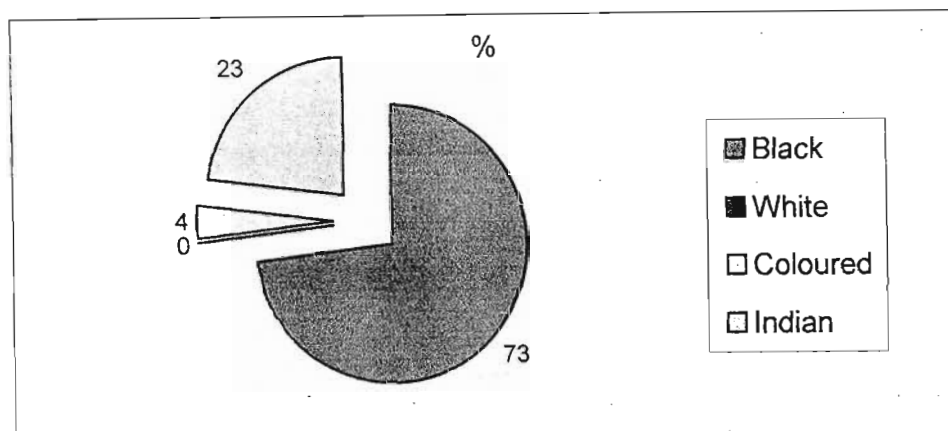
According to table 4.13.1 the school has majority of black learners.

4.13.1. Policy to eliminate racism

The principal stressed *all activities are all inclusive. Learners are always chosen on merit and not on discriminatory ground. Racial intolerance is part of life orientation on the curriculum.*

An appropriate curricular could more appropriately educate learners for life in a multicultural society (Todd 1994: 98).

4.13.2. Discipline

The principal mentioned learners *made certain remarks not fully understanding its connotation. Learners come from homes or background where these racial remarks have not been fully eradicated in the sense that they are used without implications or serious thoughts.*

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This school also experienced racial intolerance, namely name-calling and violence. An inclusive multicultural society encourages learners who identify with different cultural groups to respect each other as equal citizens (Fullinwider 1995: 161).

4.13.3. Language

The principal reported *literacy is a major problem. The school lacks basic resources. There is inadequate communication at home.*

It is evident that the school lacks resources.

4.13.4. Difficulties/problems educator's experience

The principal mentioned *about the classes are too big and does not allow for the desired individual attention. The school lacks parental involvement. School fees are not paid. The school lacks adequate resources. Discipline is not emphasised at home. Some parents don't interact with their children in a particular way.*

The researchers also found out the teachers do encounter problems when teaching linguistically diverse learners. An important goal for culturally diverse background is the development of bicultural competence. Teachers should enlist the support of parents. Cultural groups emphasise the development of different norms to behaviour. Parents can be a valuable resource in helping teachers understand and identify important norms related to behaviour (Taylor 1995: 362).

4.13.5. Improving teaching and learning situation

The principal suggests the following:
* *Learners should be state funded.*
* *Teacher: pupil ratio to be reduced.*
* *Provide resource centres with computers.*

● SGB must fund raise because this falls on the shoulders of the educators.

Although the overall view is very positive cognisance should be taken to promote the best interest of the school and strive to ensure its development.

4.14. School E

There are 430 learners enrolled in this school. In terms of cultural diversity the composition of the school population is as follows:

Table 4.14. School population
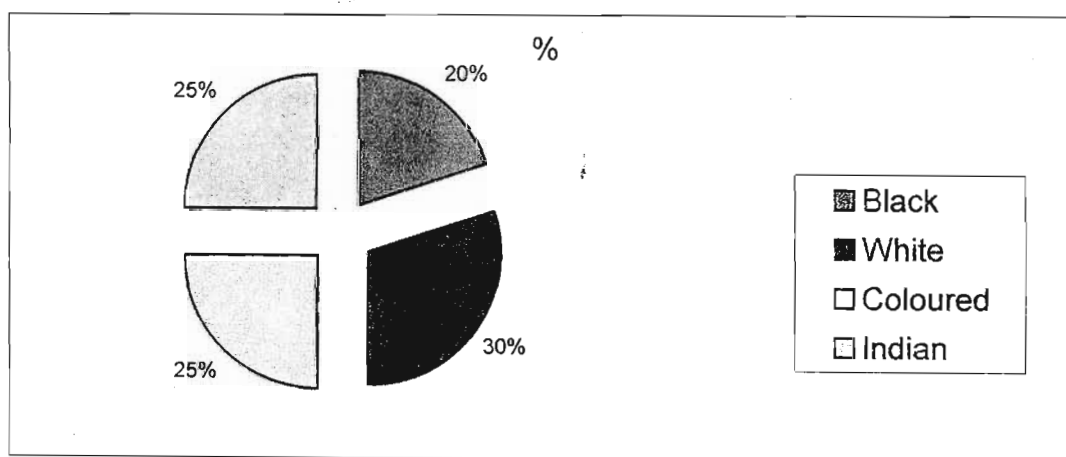
In terms of cultural diversity the school is considerably diverse.

4.14.1. Policy to eliminate racism

The principle responded *the school has a policy to eliminate racism.*

It is evident that this school has a policy to eliminate racism.

4.14.2. Discipline

The principle mentioned *the school maintains a high profile and minor behavioural problems are encountered.*

It is evident that this school has minor behavioural problems.

4.14.3. Language

The principle stressed, *some do experience problems with comprehension. Many experience problems with Afrikaans being the 3rd language.*

It is evident that learners are experiencing problems in the third language.

4.14.4. Difficulties/problems educators experience

The respondent said *some learners do not submit efforts on time.*

The roles of learners are important in education and achievement.

4.14.5. Improving teaching and learning situations

The principle suggests the following:
- *Be dedicated to ensure success of teaching and learning.*
- *Keep work of high standard.*

It is evident of an effective school, which emphasises basic skills and a conducive to learning.

4.15. Educators' questionnaire

The educator questionnaire was given to the principle of each school. Educators were also allowed about a week to complete and return the questionnaire. The researcher telephoned the principle to check if the questionnaires were completed. The researcher collected the questionnaire personally. The response from the 5 schools was 100%.

4.15.1. Educators' profile by race

The diagram below indicates the percentage of educators' profile by race.

Table 4.15.1 Educators' profile by race
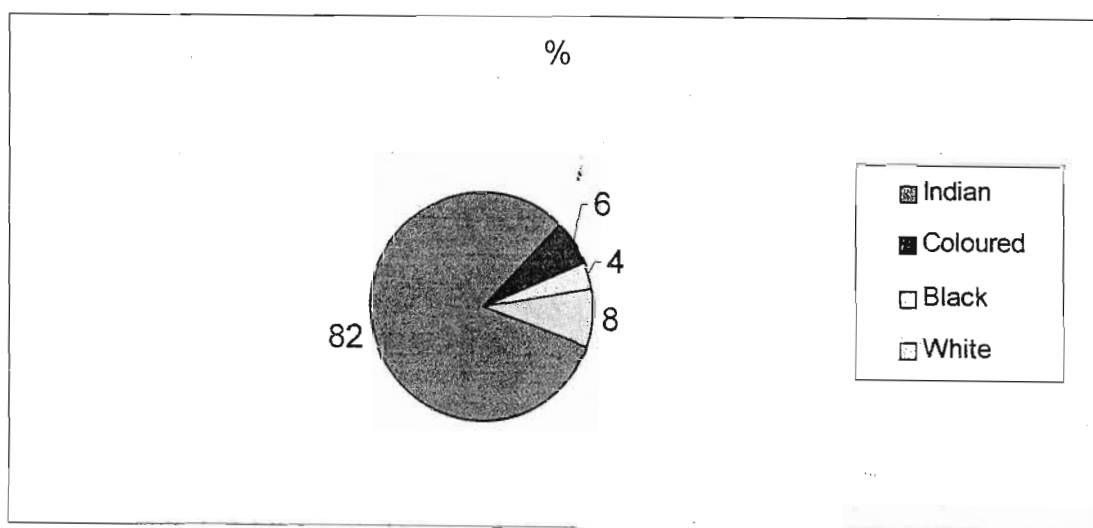
It is evident that the majority of respondents in the sample are Indian Educators since it constitutes 82%.

Research reveals that there has been very little change in redress in spite of rationalization and redeployment.

4.15.2. Educators' home language

Table 4.15.2.

Race	Language	Number	Percentage
Black	Isizulu	2	4
Indian	English	41	82
Coloured	English	3	6
White	English	4	8
Total		50	100

The above table shows that majority of the educators use English as their home language, (82%) and only (4%) educators use Isizulu as a home language. It is evident from Table 4.15.2. that the Indian educators have advantage over the 2 Black Educators. Therefore those who share similarities with the school language of instruction achieve better results than others.

4.15.3. Educators' teaching experience

The following table indicate the teaching experience of the respondents.

Table 4.15.3.

Years	Number	Percentage
0-5	9	18
6-10	8	16
11-15	10	20
16-20	12	24
21-25	5	10
26+	6	12
Total	50	100

It is evident from the table 4.15.3 (previous page) that the majority of the respondents are experienced. The question is the educators are not experienced in dealing with culturally diverse learners.

4.15.4. Composition of educators' profile by gender

Table 4.15.4.

Gender	Number	Percentage
Male	12	24
Female	38	76
Total	**50**	**100**

It is evident from table 4.15.4 that majority of the educators in the sample are females (76%) with (24%) male.

4.15.5. Professional training for educators who deal with culturally diverse classrooms

Table 4.15.5.
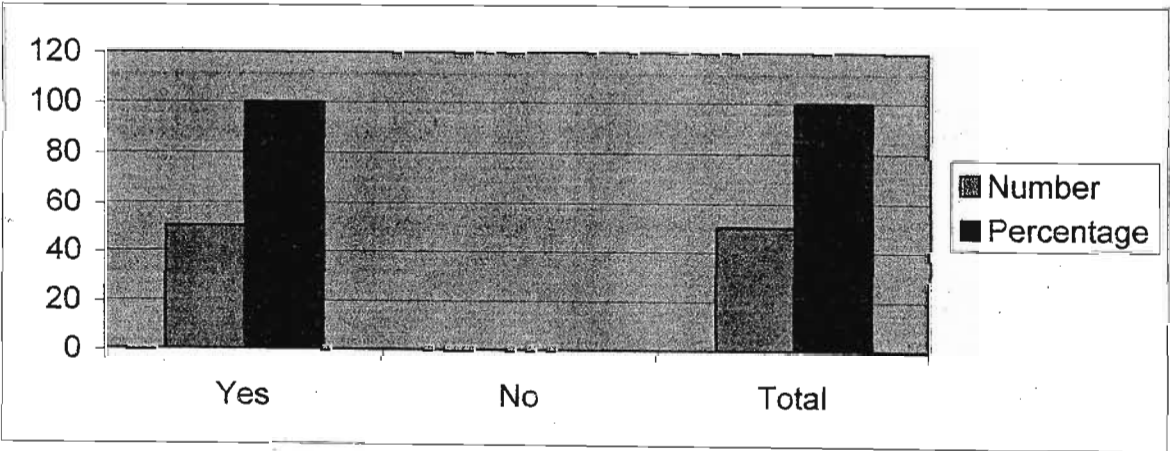
It is evident from table 4.15.5 that majority of the respondents 50 (100%) are not professionally trained to deal with culturally diverse classrooms. Educators lack acquiring knowledge and skills to cope with diversity.

4.15.6. Average size of classes educators' teach

Table 4.15.6.
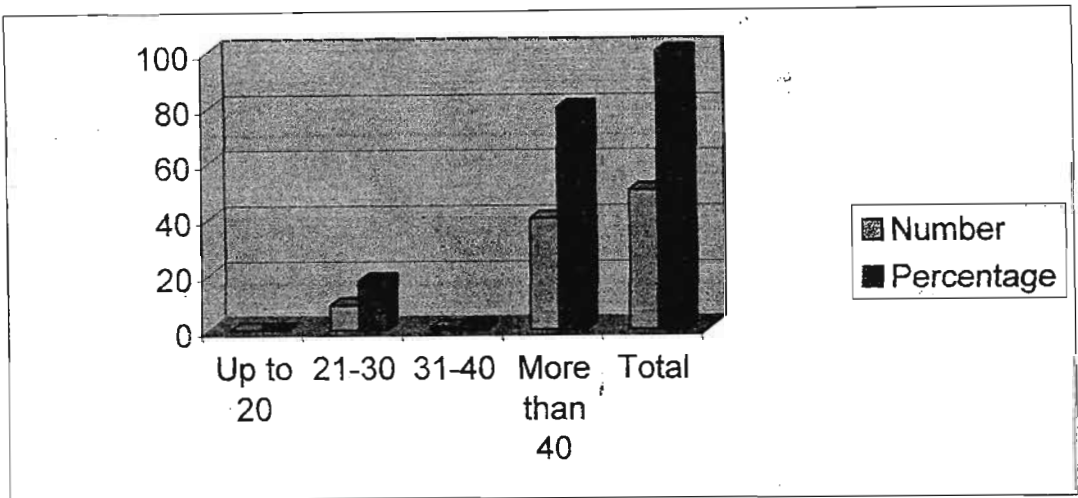
Table 4.15.6. Indicates that majority of the educators 40 (80%) teach more than 40 learners per class. It is evident that educators find it difficult to cope with large numbers. Therefore educators cannot provide individual attention and have discipline problems.

4.15.7. Teaching strategies (Questions 1,2 and 3)

When asked about teaching strategies educators utilize, it was apparent from the response that majority of the educators employ group instructions and whole class teaching. Only 4% of the educators utilised all three teaching strategies namely group instruction, whole class and individual instruction. Educators cite the large numbers of learners per grade as

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a main reason for using group instruction and whole class teaching. The incorporation of discussions, recitations and the frequent use of questions are making lessons more interactive. Video presentation, radio or television broadcasting are seldom used. The researcher believes that Black learners will cope well if educators utilize peer tutoring, role-playing individualized worksheets and projects. Co-operative learning and group discussions promoting different reading to learners from different backgrounds is the key to success.

4.15.8. Teaching resources

It is evident that educators use the chalkboard and worksheet often. All the educators claim that the resources that they utilize are effective and available. The researcher suggests that more resources, especially those that provide visual stimulation, educational tours and use of technology will be of interest to the learner.

4.15.9. Languages and race

Educators, further, cited that language and race are the main problems at school. Schools are using English under the banner that is an English medium school. By doing so, the school supports the hegemony of English. The researcher believes that the school has to adopt a language policy that reflects and accommodates every learner. Furthermore, South Africa's new constitution recognizes that the country's culturally diversity is a valuable national asset, (Language Policy Section 3 (4) of the National Education Policy Act 27 of 1996).

The findings were that although many schools offer Zulu as a subject, there is little evidence that any effort is being made to encourage Zulu speakers to develop literacy in their mother tongue. The researcher believes that black learners should be given an accelerated or enriched educational support from the mainstream. The accelerated classes are seen as family oriented, involving parents in a head start programme where the children learn the basic skills.

4.15.10. How to resolve conflicts amongst diverse learners

Some of the typical responses were:

- *Understand each other*
- *Explain about racism*
- *Guidance counselling*
- *Motivational talks*
- *Call for parents*

It is evident that schools are trying to resolve conflicts in a harmonious way.

4.15.11. Promote tolerance through diversity

Some of the respondents suggested the following:

- *Accept all races.*
- *Lessons encourage good qualities and values.*
- *Awarding for good behaviour.*
- *Being a role model.*
- *Cultural celebration*
- *Group activities.*
- *Promote co –operation.*
- Whole school policy.
- *Involve music, dance, food, and clothing- programme.*

It is evident that schools are promoting tolerance though inter personal relationships and interactions (Taylor 1995: 91).

4.16. Learners' questionnaire

An arrangement was made with the principal and educators with regard to the completion of the questionnaires. Educators assisted learners during the lunch break.

The rationale behind the learners' questionnaire was to ascertain the classroom activities that learners engage in.

4.16.1 Composition of learner sample by colour

Table 4.16.1

Race	Number	Percentage
Black	20	40
Coloured	8	16
Indian	15	30
White	7	14
Total	**50**	**100**

The above table reflects learner population diversity. The sample is made up of 20 (40%) Black; 8 (16%) Coloured; 15(30%) Indian and 7(14%) White.

4.16.2. Learners home language

Table 4.16.2

Race	Language	Number	Percentage
Black	Isizulu	20	40
Coloured	English	8	16
Indian	English	15	30
White	English	7	14
Total		**50**	**100**

The above table reflects two languages, Isizulu and English. Majority of the learners are Blacks. In most schools English is the medium of instruction. The researcher believes that Black learners cannot cope and understand English and they do not perform well. They have a language barrier.

Valley and Dalamba (1999:43) state that because of the admission of Black Learners, who are speakers of an African language, and the lack of corresponding change in the educators' profile have resulted in a mismatch of language and knowledge between educators and learners.

4.16.3. Home environment of learners

Table 4.16.3.

Home	Number	Percentage
Rural	15	30
Township	20	40
Urban	15	30
Total	**50**	**100**

The above table reflects that majority of the learners come from the township. Only 15 (30%) of the learners come from rural and urban areas respectively. Home environment is very important for successful learning to take place. The researcher believes that socio economic background of learners has an effect on teaching and learning. Furthermore, the researcher believes that learners coming from townships and rural areas have a problem to cope with in a former Indian school. The schools need to change their ethos in order to be trained or reskilled to deal with diverse learner population.

4.16.4. Parental involvement in learners' education

It was revealed in the study that 80% of the parents do not check and help learners with their schoolwork. The researcher believes that some learners live with their grandparent. Their grandparents are illiterate. 20% of the learners stated that their parents check their

work on daily basis and speak to the educators about the learner's performance. It is therefore clear that there is a lack of parental involvement in schools.

4.16.5. Resources learners prefer

The most common resources learners would like educators to utilize are television, video recorder, overhead projector, charts, computer, worksheets and models. This information reveals that learners are only interested in lessons that are more practical.

4.17. Learner focus group interview (Appendix L)

The nature of my enquiry is orientated towards the understanding of human interactions and negotiations.

When asked how they came to know of their school, some of the respondents gave the following reasons:

The school is popular- lots of cultural activities. (Anisha)

My friends go to this school. (Bongani)

Although the school fees is high but the teachers are excellent. (Clinton)

I live near by the school. (Elaine)

It is evident from these learners' responses that they have to come to know about the school in different ways. Some of them were informed from other learner's academic work.

When asked about teachers' perceptions of their teachers, the responses were as follows:

- *Some have bad attitudes.*
- *Some are good and we are happy.*
- *Some are racist.*
- *New teachers need to learn more because they do no like the Blacks.*

With respect to the above responses, it is evident that some learners are not happy and some feel educators treat them unequally because of colour. Some learners wished they had experienced teachers.

The following are some of the responses regarding approaches used by the educators.

Anisha

I don't like OBE. Teachers make us to do projects. Our parents help us with resources.

Bongani

Some teachers use good methods that we understand.

Clinton

The standard is high, some times we have a problem understanding the language.

Elaine

We do badly in the tests, because we find it a problem to read.

This implied a belief that some of the learners don't have the resources to meet with teachers' teaching outcomes. One learner felt the methods used by the teachers are of a high standard. Some learners felt that teaching approaches used by teachers failed to assist them in understanding the context.

When asked about their needs catered for in school some of the learners said the following:

Clinton

We need more sporting activities.

Bongani

We need to choose our own subjects.

Anisha

Ma'am, I think we need to have access to many facilities.

Elaine

No, our needs are not catered for. We need more sports and facilities.

It is evident from the above responses. Some learners are not allowed to do subjects of their choice because some subjects are compulsory. It is believed that the school doesn't offer enough social and cultural opportunities.

Learners cited different reasons when asked about the challenges and difficulties they experienced in the class.

- *Some learners distract other learners who are engaged in work.*
- *The teachers' language is high for our level. I find it difficult to understand.*
- *Most of the Black children find reading a problem.*
- *There are two many children getting absent.*
- *Too much workload.*
- *Noisy, boredom and sleepiness.*
- *Limited concentration span*

It is evident from the above responses that learners indeed do experience specific difficulties in school. Black learners are experiencing difficulties in reading and communication. The learners are unable to concentrate for a prolonged period of time.

When asked about their participation in cultural events. Some of the learners cited the following reasons:

- *Some teachers favour the learners to participate.*
- *Some items are cultural day.*
- *Religious leaders are invited.*
- *We dress up in our cultural clothes.*

4.18. Semi- structured interview -SGB (Appendix M)

When asked about the cultural composition in the SGB, the respondent gave the following response:

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We are a democratically elected SGB- comprises of 2 Indian males, 2 African males and 1 African female.

In this study the SGB of School D has 5 members. It is evident that this school has both genders. The researcher realized that it is true what Mead (1934) / Burger and Luckman said about the importance of socialization.

The respondent cited the following reasons when asked about the barriers in a multicultural society.

- *Religion*
- *Language*
- *Poverty*
- *Level of education amongst people in the community.*
- *Diseases*
- *Sexual abuse*
- *Teenage abuse*
- *School drop out*
- *High school fees*

The researcher agrees with the respondent. Some parents are illiterate and therefore they cannot assist their children with work. Poverty is also becoming increasingly important issue that affects quality of education. The inequality between the rich and the poor is increasing.

When asked how the SGB promotes a culture of learning and teaching, the responses was:

We assist education in advising them how to cope with learners coming from all walks of life. Different languages are learnt in school. Teachers try to teach in both Isizulu and English to make learners understand clearly.

When asked about some of the fundraising projects the SGB were engaged in. The responses were as follows:

To improve the resources in school, the SGB undertook mini debs, golf day, and community fun run.

With respect to the above response, it is evident that the SGB are improving the resources in this school.

The respondent cited the following reasons when asked about promotion of educators.
It has a positive effect due to the fact that learners learn about different issues about different cultures and religion. This should not affect promotion of educators.

The researcher believes that there should be a balance of educators at management level.

When asked about what the future holds for the learners, the response was:
Provided quality education is delivered in our school, learners have a future if they grasp what is done in the classrooms.

It is evident that providing quality education is the overriding goal in the Ministry of education.

The respondent cited the following reasons when asked about parental involvement.
Parents must get involved personally in other aspects of their child's education and follow it up at school level. Parents must visit schools to check on their children's work.

The researcher believes that parental involvement can help in bringing about stability in the school. The lack of parental involvement has negative implications for the functioning of the school because learners tend to respect their parents more than educators. Problems like latecomers, non-payment of school fees and violence in general can be eliminated because parents as a unit will take decision against these problems.

4.19. Semi-structured interview- DOE OFFICIAL (Appendix N)

The Senior Educational Manager (SEM) of the Lower Tugela was interviewed on the 1 September 2003. Prior consent to interview the DOE official was sought from the Chief Educational Manager (Appendix D)

The first question, which asked
How has your experience influenced your future direction in education? The respondent cited the following:

Experience allows one to gain skills and knowledge during the transformation of education in dealing with DOE officials, communities and other role players, which lead to an improved education. Experience enables one to better manage educational institutions and arrive at meaningful decisions in education.

From the response, it became evident that experience helps to conquer decisions that would result in an improved education.

In respect to the question with regard to communication and disciplinary measures the following was outlined.

In the foundation phase mother tongue should be used. The second language should be introduced gradually. In respect of disciplinary measures the code of conduct should be revised.

Another concern was learner behaviour- learners ignore the bell and much of actual teaching time was spent on waiting for latecomers, the researcher belies the code of conduct should be developed with all role-players including the learners.

The respondent cited the following reasons when asked about educators, teaching large numbers.

• *There should be heterogeneous groupings.*

• *Link learners' backgrounds to lesson presentations that would promote appreciation and understanding of cultures.*

• Promote generally the standards and norms of behaviour by respecting the cultural backgrounds of learners.

• Encourage educators to attend cultural functions to obtain a better understanding of the background in multicultural schools e.g. Heritage Day, Diwali, Eid and Ascension Day.

It is evident that homogenous group should not be encouraged.

When asked about strategic plans for future workshops for educators. The responses are as follows:

• Strategic plan to include the teaching of mother tongue instructions from Grades 1,2and 3 as per DOE circular.

• Non-Isizulu educators to attend a course (Lets learn to speak Isizulu)).

• Arrange educators from different cultural background to interact with each other in specialising learning areas.

• Transformation of schools in a phased in basis- balance of integration at schools.

With respect to the above responses it is evident that non-Isizulu educators will be trained to teach Isizulu in the foundation phase.

Mac Curtain (1997:170) maintains… requires well-qualified and experienced teachers, flexible methods and knowledge of African languages. When educators' work in cluster groups in specialised areas e.g. (Mathematics) educators can brain storm to resolve problems in diverse schools.

The respondent will provide the following support service for educators

• Teacher support material

• Workshops and seminars- Revised curriculum

• Workshops to be conducted by subject advisors and outside agency (e.g. consultant) in learning areas

• Engage publishers to run displays to expose educators to a wide range of teaching and learning material.

• Engage the unions to provide support services in areas such as Teacher Development and Appraisal and Whole School Education (W.S.E)

It is an overwhelming response from the respondent, as workshops will improve the skills of educators on the Revised National Curriculum Statement (R.N.C.S). The researcher believes that educators should be encouraged to form support groups within districts and circuits to discuss skills on teaching and learning in a multicultural school.

The respondent cited the following in promoting a culture of teaching and learning.

• Monitor learner attendance.

• Monitor educators' attendance.

• Ensure teacher support material available.

• Ensure teaching and learning environment is conducive.

• Promote involvement with community and councillors.

• Parental Involvement.

With respect to the about responses it is evident that parental involvement is important. Parent meetings should empower the role of parents in education. Schools should have a transformed learning environment e.g. classroom and toilets. Educators must ensure there is sufficient learner support material to improve the quality of education. Educators and learners should view institution as an authentic work environment. With regards to learner absenteeism procedures must be formulated to guide educators to deal with problems.

Some of the additional comments made by the respondent were as follows:

• Budget for school governance. The capacity building for school governing bodies is urgent.

• Appropriate personnel to drive governance trainers in governance. Trainers in governance must be able to facilitate the practice of democracy whole respecting the needs of our cultural beliefs of communities they work with.

• Language as the transmitter of culture, values and belief system becomes important in that transfer. In the South African school context, the teachers values, culture and belief systems that are promoted.

• Role of the psychological services. The role of counsellors will be to assist learners in learning barriers, victim of abuse, violence, absenteeism, HIV/ Aids or health problems. The district education support co-ordinator will, in consultation with principals determine the utilization of deployed support personnel.

• Teacher training and support are document throughout reports on international experiences in building inclusive education system. Teacher training in past has been inadequate. Emphasises must be placed on equipment student who are training to be teachers at universities and colleges with necessary skills and awareness.

With respect to the above responses, it is evident the respondent highlighted issues in an attempt to chart the very way forward. In addition there is a need to invest leadership at all levels in the education system with a vision and the values that support transformation and equality. This is a challenge for school governors and managers. Therefore it is important to embark on systematic and comprehensive training of governing bodies, especially for those areas where experience of governance is essential.

In some school women are involved in school governance, the suppression of their rights by male dominated governing bodies is bound to adversely affect their potential as governors. The problem could impact negatively on the role of school governing body.

The researcher believes that before teaching and learning takes place in the classroom issues of language patterns and cultural values must be addressed. Furthermore, the differences in language and culture between groups and the school contribute significantly to society. The article " Integrated schools must face issue" (Ntshakala, 1975: 5) cited in Mda and Mothata 2000 reports that while, culturally, language is central as an agent of socialization and learning. English is a problem for the African learners. Studies of South African classrooms have reported the non- existences of cultural alienation are some of the problems cited by black learners. In Soudien's 1997 study of

African children in coloured schools in Cape Town, it is reported that the experience of African learners in school where Afrikaans is the medium of instruction, is an alienating as the experience with English in the former white schools. Moreover, when the IsiXhosa – speaking teachers made it clear that this was not acceptable. The teachers did not speak the language.

The needs and concerns of today's learners are different from those of the past. Learners are now faced with an accelerating crime rate, increasingly school drop out, unemployment, poverty drug abuse and lack of family support and continuing lack of quality education. In addition, there are rapid advances of technology to meet the needs of learners to achieve maximum intellectual, personal, social career and physical development. The school guidance councillor will serve as an integral part of the educational process.

It is important in training teachers to meet a great diversity learning needs. Training programmes must emphasis a changing teacher attitudes, knowledge and teaching methodology Naicker 1995 cited in Mda and Mothata 2000, emphasises that we must "equip teachers on the ground, empower them, let them believe they can deliver." (Naicker 1995: 170)

4.20. Semi structured interviews- Union (Appendix O)

Two union representatives were interviewed. SADTU member holds National Intelligence Portfolio and APEK member is a principal of a high school. The respondents answered the following questions.

The first question, which asked, what are your union involvement in education?

SADTU: Total Involvement
APEK: Involved in sports and workshops

It is evident that both the union representatives are involved in education.

The respondents cited the following with regards to teacher morale.

SADTU:

Ensure proper training for educators. Changes play an important role in different aspects of transformation. Implement policies to benefit conditions and services of education.

APEK:

Provide stability and security for education. Involve educators in facilitation of workshops.

The morale of educators is low because of large classroom and teaching diverse learners with no training.

The respondent answered one of the key critical questions. Training is critical for development and growth.

In respect to the question with regard to retrain educators the responses where as follows:

SADTU:

Unions work the DOE on training programmes. Ensure training for under qualified educators.

APEK:

We have a strategic plan. We ensure policies are implemented

The researcher believes that new policies implemented must be ongoing. Furthermore universities and colleges must provide innovative strategies for training educators.

The respondents cited the following reasons when asked about disciplinary measures.

SADTU: There should be democratic participation the school must involve all parties in maintaining discipline at school. The different form of discipline measurements e.g. physical punishment and detention is undemocratic.

APEK: Corporal punishment is not allowed (Schools Act). Strategies that work to solve disciplinary measures may prove to be the most effective mechanism for reducing suspension. Promote co-operation between educators and administrators, especially with respect to school policies and sanctions for disruptive behaviour.

Research on school discipline is an important issue. Disciplinary problems are a major impediment particularly at the secondary level, to establish good race relations and a satisfactory learning climate. Parent in surveys cited school and discipline problems. The researcher also believes, education must ensure adequate resources for instruction. Develop programmes for team learning, e.g. for improving race relations and learning climate. Lastly applying rules that are firm and consistent.

The respondents gave the following responses regarding racism.

SADTU: Curriculum should address values.

APEK: The modelling of positive interracial behaviour by staff might influence learners.

It is evident racism curriculum will eliminate problems at schools.

The respondent cited the following in promoting a culture in learning and teaching.

SADTU: Learners must understand that the world is changing and these aspects have an effect on economy. Learners must fit in the world to ensure there are prepared for worldwide market.

APEK: The educators and learners need to be motivated. In USA globalisation has power. Global view forms part of the curriculum.

It is evident to ensure changing level of competition there should be human resource to prepare learners for job market.

Some of the additional comments made by the union representatives were as follows:

SADTU

- *As we look forward to 2003, it is with a sense of the massive challenge that faces us, including a revised curriculum in GET and preparations for the launch of a new FET curriculum in 2004. As SADTU, we have been vocal in calling the DOE to provide the necessary training and support to educators. No educators can be unfairly discriminated.*
- *We declare and renew our commitment to the struggle against HIV/Aids pandemic and to build and support campaigns around HIV/Aids education, prevention and treatment and also combats prejudice.*

APEK

- *We support the development of education as a key to unlocking the current education crisis and developing a culture of learning, teaching and services. We seek to address basic infrastructual needs and backlogs in schools.*

- *We target to eliminate gender disparities and support the demand for People's Education.*

It is evident that the unions are thinking globally. The Further Education and Training (FET) Act deals with the establishment of both public and private further education institutions, funding, promotion in further education and training. The Act outlines disciplinary measures and quality assurance.

Training for the Revised National Curriculum Statement is underway. Furthermore it is evident that educators may not be unfairly discriminated against the grounds of race, colour, religion or social origins.

It is evident that SADTU is developing appropriate structures and enabling environment, which support members infected and affected by HIV/Aids which encourages disclosure.

It is evident that APEK has acknowledged that education and training are the central activities of South African society. It has challenged the union to fulfil the vision of opening the doors of learning and culture to all.

It is evident that almost half of South African schools are still without water, electricity, toilets and 80% have no library and no computers (Schools Register of Needs). The union is reassigning the current funding strategies for education and adequate resources to address the Apartheid legacy in education. It is evident that the unions are eliminating gender disparities. Gender can serve as a helpful mediator of racial awareness (Sleeter 1948:17).

4.21. Conclusion

Multicultural education is worldwide. Learners need to expand to common curriculum. It forms part of the programmes to transform South Africa.

The findings suggest that there is a need for all stakeholders in education to explore the challenges of multicultural education in schools.

The response rate was outlined in figure 4.1. Schools were identified by letters because of confidentiality. Schools were briefly described, different data sources were used to gather information. A brief description was given on case study. The findings of the questionnaires were outlined. Extensive information on the interviews was extracted from the interviewees.

The analysis of the data demonstrated many problems educators' manager and learners experienced. In the next chapter, cultural issues and theoretical considerations will be presented.

CHAPTER FIVE

CULTURAL ISSUES
AND
THEORETICAL CONCIDERATIONS

5.1. Introduction

The introduction Chapter One and the literature review Chapter Two provide a brief history of multicultural education. Teaching in a multicultural school is challenging and demanding this research aims at addressing at some of the issues surrounding multicultural education. However theorizing enables the researcher to group, understand and produce a more adequate knowledge so that we may transform our practices (Troyna and Hatcher, 1992-189). Some of the conceptual issues are as follows:

- Changing approaches to multicultural education
- Distinguishing integration and desegration
- Approaches to integration
- Racism, stereotyping and prejudice
- Race and identity
- Language.

Different theoretical approaches are used in implementing educational developments.

5.2. Changing approaches to multicultural education

5.2.1. Assimilation in schools

Cultural diversity, and hence multicultural nature of many nations, has resulted from various historical developments including war and conquest, colonization, immigration of cheap labour. In order to deal with cultural diversity, different socialization policies have been adapted e.g. assimilation, integration and cultural pluralism.

Assimilation places emphasis on minimizing cultural differences. Minority groups are absorbed into the mainstream of the dominant group and are expected to adopt the language. Assimilation initially began in United States of America where the melting pot theory was prominent. Education was seen as the primary factor in helping them fit into the existing white society.

Assimilation has been described by Giddens as "the acceptance of a minority group in which the group takes on the values and norms of the dominant culture" (as citied by Todd, 1993). It is viewed as a one-way process because the ethnic minority passively change and conform while the majority has the power to tolerate, reject or accept the assimilated ethnic minority.

Assimilation is a first step from segregated schooling. A study carried out by Skuy and Vice (1996) on attitudes to integration in South Africa found that 59% of the teachers were favourably disposed to racial integration of schools while 41% held negative perceptions towards the prospect of integrated schools. Some of the shortcomings are identified in this approach.

5.2.1.1. Minority racial groups fit themselves into the majority lifestyle.

5.2.1.2. Assimilation adapts a colour-blind approach. In this approach the focus is on inculcating the dominant tradition and values to the minority groups, Naidoo (1996) observes that in both the U.S.A and U.K, policies stressed the need to assimilate the immigrants or ethnic minorities into mainstream schools. Their values, beliefs and prior knowledge were seen as irrelevant to education.

5.2.1.3. There was no allowance made for language or cultural differences.

The trend in South Africa is similar to some first world countries in Europe and America. In South Africa, the majority are Blacks and they are moving to better-resourced schools.

5.3. Integration and desegregation

Integration and desegregation are generally equated in South African context desegregation involves the opening of racially exclusive schools to members of all racial and ethnic group. Integration is a social process. Integration requires fundamental changes example attitudes and behaviour. It involves the interaction of learners in a multiracial learning environment with equal status.

5.4. Effects of integration on learners

Some white learners don't understand why black learners come to their schools. They feel black learners have their own townships (Freer 1992:68-87). Black learners like shouting and being noisy in general Indian learners' find that to be annoying.

5.5 Effects of integration on educators

Naidoo (1996: 35-46) argues that integration has an effect on educators. Black learners travel away, they come late to school. Some times the transport is not reliable. Educators felt there should be an entrance examination just to see if the learners could at least maintain the standards. They have been language problems. Some learners come to school with braids. They should follow the rules of the school.

5.6. Racism

Racism is often equated with prejudice, attitudes and stereotyping. Valley and Dalamba (1999) view racism in schools as a critical element of diversity. Racial stereotypes are common in South Africa especially in more visible and explicit in multicultural schools in tertiary institution. Some of the problems experienced by multicultural schools are due to pupils' attitudes, prejudices and stereotypes.

Research indicates that children come to school with many negative attitudes towards different racial and ethnic groups. Learners are encouraged to be tolerant and to accept differences.

Racism is not a case of black or white on the streets and in schools racism is still a reality and even in communities that have been its longest suffering victims (Teacher 2001). This is illustrated in October 2000 when a follow pupil at Hillside Secondary School in Port Elizabeth stabbed a 17-year-old Sebastian De Kock to death. The incident ignited racial hatred because the alleged victim was coloured and the alleged perpetrator was a black. Another incident of racism at school in August 2000 where high school learners in Cape Town became the battleground of racial tension when a fight broke out between a white learner and a coloured pupil over racist remarks.

South African Human Rights Commission (SAHRC) questioned about 1729 black and white learners about racism. About 62% said there have been incidents of racism in South African schools. The findings reveal racism still exists. One may ask, how does all this relates to the present study well socialization involves process of cultural transmission, which through the process of social interaction credits relationship between the cultures of the home and the school. The researcher believes that racism is not a transient phenomenon that will gradually vanish over the years. Racism in schools has to be acknowledged and confronted.

5.7. Stereotyping

This is a mental category based on an exaggerated and inaccurate generalizations used to describe all members of a group. According to Squelch et al. (1991) a stereotype is simple, rigid and a generalized description of a person or group. When stereotyped description is attached to a racial cultural or national group, there characteristics are genetically determined and so cannot be changed. People's perception and behaviour towards different groups are influenced by stereotypes.

In using books and other materials, teachers must be aware of stereotyping and must not allow one book to carry the weight of the entire culture. (Baker 1995:382). In

approaching parents, teachers must be sensitive to the personality of the individual and not simply assume a parent will behave in a certain way.

5.8. Prejudice

An inevitable by–product of living in a culturally diverse society is the differential socialization of its children. Socialization procedures lead to the development of particular attitudes and behavioural preferences. These in turn lead to the development of prejudice and discrimination towards different socialization experiences. Prejudice is thus a set of negative attitudes about a group of people. It manifests itself in feelings of anger, fear, hatred, and destruct about members of that group. Squelch (1991) defines prejudice as a

- Pre-conceived opinions.
- A judgement or opinion formed before hand or without due examination of the facts.
- An unfavourable opinion or feeling before hand without knowledge, thought or reason.
- Unreasonable feelings. Opinions or attitudes especially of a hostel nature, directed against racial, religious or national group.

5.8.1 Prejudice reduction

Is a major and indispensable component of any coherent strategy of multicultural education because it is an educational concept, aimed at achieving that greater equality which can be frustrated and destroyed by prejudice and discrimination (Lynch 1987:11)

Some theorists argue that it is only with fundamental changes in the broader society that improvements is likely to be achieved in overcoming those prejudices which are self destructive and inimical to moral basis (Lynch 1987:23). The researcher believes that it is true only education can solve educational problems. The individual teacher and school managers have important role to play, and they have to make moral decisions. What multicultural society is concerned with is 'good' acceptable behaviour. To archive that goal, education has to tackle the overt motivators of discriminatory behaviour by

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concentrating on what is rationally justifiable, acceptable behaviour within our society. The researcher further argues if the behaviour is changed the belief will also change. The following principles addresses for prejudice reduction to be successfully implemented (Lynch 1987).

- Holiest strategies, which include school environment
- Permission of the purposes, values and attitudes of multiculturalism into every facet of the school's functioning, includes examination.
- Multi- disciplinary approaches
- Curricula strengthening the intercultural competence of pupils
- Positive multiethnic interactions

In the context of curricula strengthening, the researcher believes that learning activities and content planning is directly aimed at transmission to the learners as part of the formal process of education. This includes cognitions and intellectual operations. The curricula should be categorised according to disciplines. The researcher further emphasises that the major value changes in the broader society may be expected to result in curriculum change. Learners modify what they intended to learn through their own cognitive processes to fit in with their learning biography including socialisation. The validity curriculum is determined by factors of time, space and culture. Schools should adopt priorities strategies and criteria to fight the war against mediocrity and improve school ethos.

Figure 5.8.1. (Prejudice reduction/ adapted by Lynch 1987)
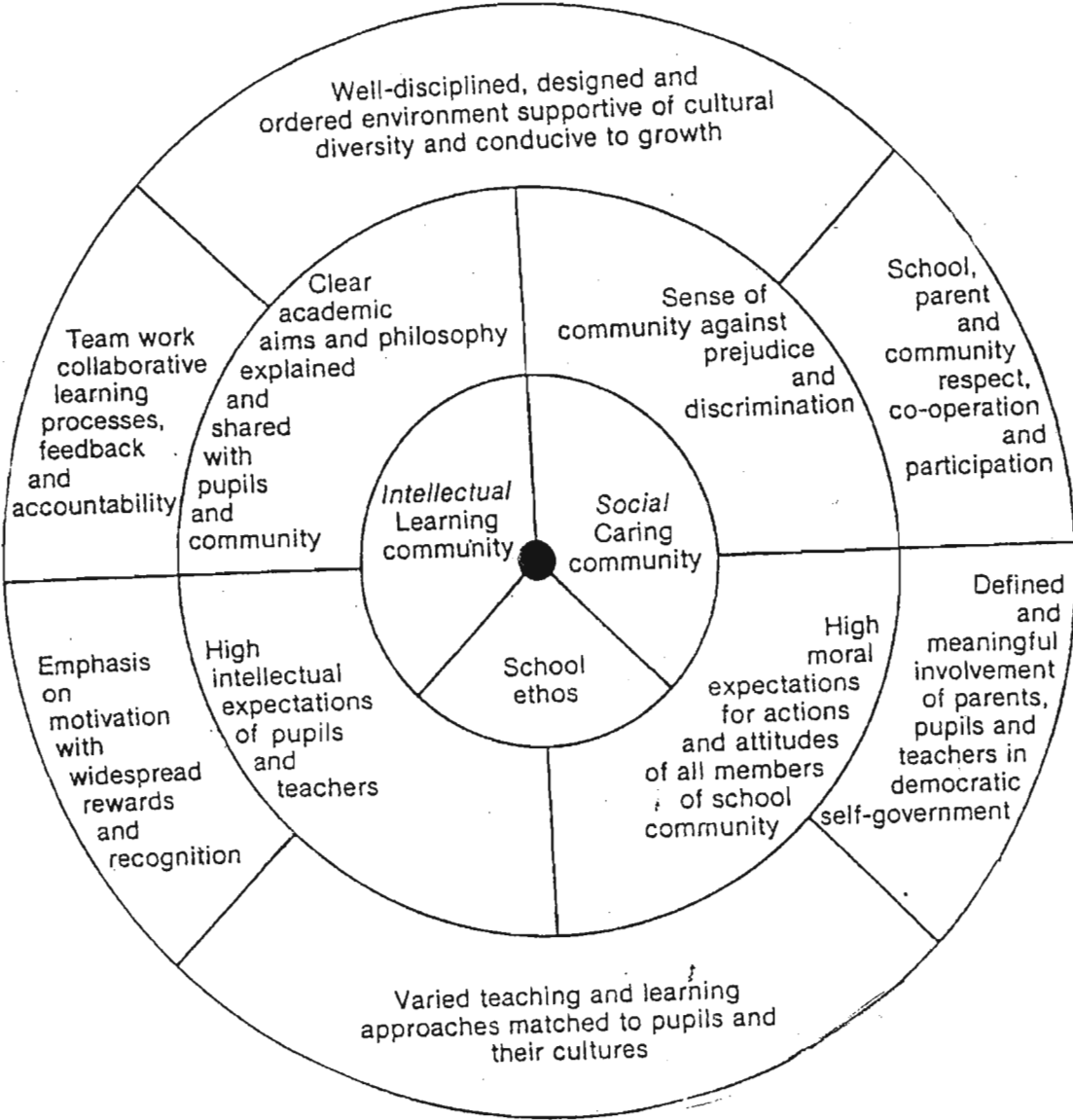
The above figure with ten variables promotes prejudice reduction and at the same time facilitates and improves learner achievements. The researcher believes that a well disciplined and ordered environment that is supportive of cultural diversity and committed to the reduction of prejudice. It is also one that is conductive to both intellectual and social growth within that context the researcher further argues that the attitudes and behaviour of teachers and their learning approaches are a critical variable. In the classroom the ethos of the school must imbue every objective. it is important

teamwork and collaboration one indispensable to the development of healthy modes of transaction, which reflect the aims of the school.

The need for democratic decisions accountability and willingness inducts learners to maturity and this extents the relationship with parent and wider community.

5.9. Self concept theory

As young children are constructing their self-concepts and group identities, an important element is the degree to which they feel that they can influence their environment (Ramsay 1987:126). For most children in society, school is the proving ground. Viewed from a multicultural perspective, self-concept of children relate not only to their racial, cultural, and class identification but also to their feelings of power in the school environment. The task of education is to help the learners from past experiences and to develop confidence in participation in social change.

The perception tradition attempts to understand what makes individuals behave in the way they do. Perceptions teachers have of themselves affect their function as professionals. The professional conduct of teachers determines how they perceive others and this in turn, affects the behaviour of their learners (Purkey and Smith 1990). Self Concept Theory can be the classified to cover three areas of its self.

(1) " The extant self (how the individual sees himself)".

(2) " The desired self (how he would like to see himself)".

(3) " The presenting self (how he shows himself to others)". (Rosenberg 1979:9).

It is not quiet possible to know the totality of the self-concept of any one individual. There are three board areas, which manifest a dialectical process.

(1) The development of self involves a dialectical process between the 'I'; 'and'; 'me' components.

(2) Parental involvement incorporates an ongoing dialectic between the learners, the school and the home.

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(3) Socialization involves a process of cultural transmission which the process of cultural transmission which the process of social interaction creates a dialectal relationship between the cultural of the home and the school classroom.

The researcher believes that socialization plays a major role in preparing learners for life. Researcher (Roux, 2000) has proven that selected game initiatives and cultural activities can change people's attitudes positively towards ethnicity. Learners interact with other learners of other cultural groups thus enabling them to develop the self-concept.

5.10. Development of the self

According to Merrill (1969:105) the infant is the centre of his own universe. The infant may not be able to receive food, warmth, affection or physical attention at the precise moment that he wants. He encounters for the first time the "reality" of the universe. He has to adjust to people and the environment. According to Mugambi (1996:5) the word reality refers everything that actually exists. Each one of us perceive reality through our senses-sight, touch, smell, taste and hearing are processed by our minds. The processing makes it possible for it to perform ideas about reality around us. By interaction with people, the infant is able to develop the social self. The infant becomes increasingly aware of people, as he grows older. Therefore the origin and development of a concept of self lies in the ability to take the role of others.

Symbols are important for human interaction because they invoke interpretation and action, which is what distinguishes human social action from instinctive animal behaviour (Haralambos, 1995:891). Without symbols there would be no human interaction and no human society. Development of the self relates to the present study. It is indeed conceivable during socialization, especially to understand how the culturally diverse learners experience themselves indirectly from parents and educators. Learning and teaching process occurs in a social context.

There are three stages in the development of the self. During the preparatory stages, children imitate the people around them. Children begin to understand the use of

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symbols, as they grow older. Symbols vary from culture to culture and even between subcultures. Therefore in a multi cultural school, learners fight among each other because they bring with them their self, which has been developed according to their cultural orientation. Symbols are the gestures, objects and languages that form the basis of human communication. Children develop their skill in communication.

In the play stage children like to imitate the actions of adults. They like to role-play. Children are able to do things from experiences. They watch what their parents do and therefore learners in a multicultural school do not share the same culture. Some of the Black learners reject what they are being told by educators at school.

In the third stage, the game stage, children consider several tasks and relationships simultaneously. According to Mead (1934) the child can respond to numerous members of the social environment. According to Merrill (1969:109) the game stage in the development of the self is the most complete stage. At this stage the individuals begins to take role of society as a whole learners have socialized with different cultures. Multicultural learners have problems. Some of the Indian learners do not mix. Some Black learners do not respect educators because they do not identify with them. Therefore classrooms need to accommodate cultural differences. This also applies to educators (Cross, Mkwanazi-Twala and Klein, 1998:27) using their ideas, as a theoretical basis the researcher believes that the development of self occurs during primary socialization. This has an effect on learners who are adjusting to one another.

5.11. Socialization

Society is an ongoing dialectical phenomenon. Mead (1934:378) explains that society is a symbolic interaction in which individual take each other into account, and communicate as they act. Educational process and teaching and learning in a multicultural school is related to the conditions of society. Cultural intolerance and racism that exists in multicultural schools reflect the situations that exist in society. All this boils down to socialization. The researcher believes that the development of the self is a key feature in

primary socialization Berger and Luckmann (1967:55) suggest that during primary socialization, the individuals' first world is constructed.

To provide effective education for learners from other cultures, schools must change many basic assumptions and practices. A learner who has socialized in the culture practiced at a particular school has a better chance of succeeding at that school than a learner who has not been socialized in that way. Encouraging learners to socialise beyond cultural lines is not an easy task. If learners are to interact naturally across cultural schools, the total school environment, as well as societal life must change. We cannot expect learners to develop respect, trust and understanding of another if they have only been integrated academically. Socializing across learner groups can be encouraged through activities that promote school spirit. Morning assemblies, sports, pep rallies, competitions can help achieve school- wide goals and in turn encourage camaraderie.

The study of sociology of education is made up of an increasing number of perspectives, ranging from traditional positivism to more recent symbolic interactions and social phenomenology. For the relevance of the study only symbolic interactionism and social phenomenology will be considered.

Symbolic interactions focuses attention on more intricate processes underlying social life. Symbolic interactions is linked with the name of George Mead of the Chicago school (1863-1931). His major work, mind, self and society (1934) describe the principles on which social interactionist rest. He analysed the intricacies of how the human self is created by social process. Social interactionists, account for family background roles. Socialisation of this kind is viewed as problematic and uncertain. This will be illustrated in language and learning theory. Therefore symbolic interactionism concerns exploring the ways in which human being present themselves to one another. The use of questionnaires, tape recorders, participant observation and case study enable the researcher to take a closer look at the culture of learning and teaching. The social theory focuses on social process in which parents and children interact. The family is the major early socializing agent in every society. As such, it is the first medium for transmitting culture to children. Sometime tenders are insensitive to learners and erroneously label as

dull or useless. This leads to the creations of learners' identities and assumptions are taken about their potentials. The researcher believes that once learners are labelled they are re-labelled in the same way. In this labelling process schools play a vital role. Therefore the role of teachers is very crucial in accommodating diverse learners. The social phenomenology is linked with symbolic interactionism. It is with the way individual perceives reality in social situations. It seeks to discover and explain the nature of the social world associated with particular cultures and sub cultures. This approach concentrates on a wide range of strategies examining life. This makes the researcher to see man as a passive recipient of his world but as an active interpreter. It emphasises such individual to see situation differently and each individual constructs his social reality through on going negotiations with others. This stresses the individuals' social world, and especially the roles where he plays in it. In the school context teachers need to look at learners home background instead of imposing preconceived meanings. The development of language and learning is essential.

5.12. **Language and learning**

Language is a complex, multi faceted phenomenon. It is about communication. Language has a number of dimensions oral and aural, writing and reading, verbal and non- verbal. The individuals' perception of the world will be pre conditioned by the language and culture- base of the home. A language barrier takes number of forms. They may represent regioned or class dialects. Language and cultures construct a framework in which individuals come to form their identity. It is a social process, which through the vehicle of language and culture, operates not just, and the individual but also on those around him/her.

Language is at the very case of human experience. It is a public system of agreed signs and symbols, which humans have created in order to communicate with one another and to make sense of their world. (Downey and Kelly 1987:87). Most of the learning that goes on in schools is mediated through language. The researcher believes that all teachers

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should develop a through understanding of processes of language and the ways in which children learn and use it.

The language a person uses has many functions and even one utterance may have more than one meaning. Sometimes a learner may be seeking to establish a relationship with his or her peer, while at the same time conveying information. Long before learners come to school, they begin to use language to bring about changes in their environment to interpret their world, to communicate with others. In this view learners know what it does, they know how language is instrumental in helping them realize their intentions. Downey and Kelly outlines seven main functions of language: the instrumental, the regulatory, the international, the personal, the heuristic, the imaginative and the informative.

The instrumental is the first emerge in the young infant. The infant can get thing done by utterance that are not yet recognizable as words. Later the infant learns to use language to regulate or control the behaviour of others.

Interactional language is used to signify relationships with others and indicates degrees of familiarity. One uses language in a personal way to express ones individuality, feelings and emotions to seek facts and information about the real outside world is to use language heuristically when exploring the world of fantasy requires the imaginative use of language. This also expresses pleasure in the words themselves and can be seen in children's delight in riddles, games stories and role-play. Language functions informatively. It gives more information and express propositions. The researcher believes that learners must be given the opportunities to develop language in all areas. Learners who are linguistically restricted are likely to be those whose personal and heuristic functions are deficient. The teachers' task is still primarily a linguistic one. Therefore it is important when planning a language programme, because need to take into account learner's linguistic background and demands.

5.12.1. <u>Early language</u>

It is important to see how young children learn language and to see how practice can be affected by theoretical approaches to language acquisition. One theoretical approach is imitation. Within this framework, learning is explained in terms of rewarding the child when he makes the correct utterance or ignore the child when he gets it right the correct reinforcement could be used maybe praise him. The researcher believes that reward could satisfactorily explain the learning of vocabulary and naming of objects. The big question is how children come to utter sentences that they have never heard before. Certainly rote learning and the practice of didactics teaching take place. The researcher believes that children have acquired basic language and when they come to school their language and rapid learning is supported. MC Neillis study of language learning is cited (Downey and Kelly1987) in a two year old, shows creative and nature of process. The child builds up a limited store of words, which he or she then uses the words in different combinations to create own meaning. If a child says "more page" means that he wants his mother to continue reading to him because the child has learnt from adults like "more milk" and creates his own simple meaning in a different context. Studies of this nature certainly pointed forward to a deeper understanding of young children's language, indicating as they do the dynamic nature of language learning. The social context of language was pointed out earlier by Harlambos (1995). Communicative competence is nurtured by the social experience, needs and motives of the speaker. There are rules to communicate competence. The researcher believes without rules the grammar would be pointless. Children begin to follow rules very early. They acquire not only knowledge of sentences as grammatically correct but also as socially appropriate. They learn when to speak, how and to whom to speak. The mother and baby studies show quite clearly that infants' begin to develop and use communication skills long before they verbalize. Pre speech communication plays an important role in the competence of young children.

Children frequently initiate conversations. For most of the time parents treat children as equal partners in conversation encouraging them to take the initiative and helping them to take the initiative and also helping them to extend the topics they embark upon.

Conversation is regarded as a joint activity. Support for the validity of these findings is provided by Tizard and Hughes (1984) cited in (Downey and Kelley 1987) who examined the conversation of thirty children from working class parents and middle class backgrounds in their homes and schools. All homes provided a rich linguistic environment, with working class conversations providing to be high. The parents spent time telling stories and got involved in conservations with the children in view of this when the same children enter school, they become subdued in pre-school. The intellectual challenge provided by the home was lacking in school because of the teachers style and teachers did not give the children opportunity to take initiative. Story time became more like a lesson. It would be challenging to extend their own use of language and thought instead of asking questions. Both Tizard and Hughes advocate more leisurely conversations in school, which are open to a greater degree of pupil participation. The classroom context should help children go beyond what they already know.

5.12.2. Language variation

Differences in the kind of speech or language code that children develop are part of the process of socialization. According to Bernstein cited in (Downey and Kelly 1987) families from different social backgrounds have different attitudes towards child rearing. These relationships between parents and children affect the use of language.

5.12.3. Multilingual contexts

In recent years there has been a shift towards the positive benefits of encouraging the use of the children's mother tongue alongside with English. While not denying the practise difficulties faced by teachers in a multicultural school many of those concerned with research and planning in this area see such problems as a positive challenge. Children whose mother tongue is not English and who have to express themselves in their speech. It is an advantage to multicultural classrooms and can also benefit the teacher.

Mother- tongue teaching has proved controversial. Many parents whose command of English is limited would like their children to maintain their mother tongue language. They would also like their children to be taught in that language in school, in order to provide a feeling of cultural identify. The researcher believes it is difficult to satisfy all the learners' needs. Furthermore special arrangements made for learners to learn their own native tongue in school or to be taught in that language is bound to lead to segregation. This can have an adverse social effect on all the learners.

5.12.4. Language and thought

Thought can be conveyed to one another either symbolically through language or through overt behaviour. Teachers should have some understanding of the theoretical background within which observations of children's' thinking have been made. Jean Piaget and Vigotsky examine two different theoretical explanations of thought. In Vigotsky's view thought development is determined by language. According to Vigotsky the child's' intellectual growth is contingent on his mastering the social means of thought that is language. Speech and thought are initially developed along different lines. The researcher believes that speech at this stage is pre-intellectual and is largely emotional in nature e.g. crying. Piagets emphasis is different. She does not regard language is necessary for thought to develop. She believes the child learns about his world though direct sensory motor stage. The researcher used Vigotsky and Piagets concepts to introduce children into school. In school it would be difficult or impossible to teach without language. Children need to have first hand experience so that they can talk about it.

5.12.5. Language policies

The teacher plays an important role in the class for language development. The researcher suggests that all schools should develop a unified policy to promote and extend the learners use of language in a wide range of different situations. On this context the points are that the Language in Education Policy (LIEP) has its main aims. The first aim is to promote full participation in society, schools and the economy through equitable and

meaningful access to education. Secondly to purchase the language policy, be supportive of general conceptual growth amongst learners, hence to establish additive multilingualism as an approach to language in education. It also has to promote and develop all official languages (11 languages). Fourthly to support the teaching and learning of all language used by the communities of South Africa. Lastly to counter disadvantage resulting the mismatch between home language and language of learning (Mda and Mothatha 2000:14). The researcher believes that the languages of learning and teaching, the rights and duties of the school. Furthermore the researcher argues that the language policy should advance and protect every learners right to be instructed in the language of his or her choice. The researcher believes that the policy approach may be essential in providing fair education. A major goal of multicultural education is to prepare learners from all language backgrounds to participate fully in every aspect of skills in speaking, reading and writing are cornerstones of this effort.

The researcher wants us to be reminded of some of the areas that research and observation highlights useful starting point. At the stage of early childhood education, teachers have much to learn from mothers and their young children at home, where conversation is observed to be highly educational and children are constantly extending their knowledge of world. The school's task is to build on this early intellectual achievement by providing more time to extend learners general knowledge and opportunities for verbal exploration of their environment.

5.13. Conclusion

The assimilation or the melting pot intentions were mainly for different cultural and racial groups to succeed in education. Efforts to devise curricular needs and abilities of diverse learners were criticised of being divisive. There is a need for multiple perspectives for understanding indigenous social, economic and political structures. Underlying education for diversity principles on racism, prejudice was explained. Prejudice reduction was highlighted as a central component for any multicultural education and the achievement of greater equality of educational opportunity. The need

for bilingual education was explained. Language has been seen as a resource, a cultural and economic benefit with a desire to maintain cultural diversity. Education is concerned with the development of an individual as an active social being. An in-depth growth in critical awareness of the self was discussed. Language and learning theories was highlighted as contribution to societies well being. Chapter 6 outlines the need for religious education in a multicultural school and briefly highlights the draft policy of religious education.

CHAPTER SIX

MULTICULTURAL- RELIGION

AND

EDUCATION

6.1. Introduction

In all cultures and in every age men have held and celebrated beliefs about the sources and destinies of human life and about the powers that create and sustain the values that are most cherished. In proportion to the depth and sincerity of these convictions there has been determination to transmit them to succeeding generations. Thus religion is concerned with dedication and commitment to whatever is deemed of fundamental and abiding worth, education with the process of bequeathing this treasure to the young.

The objective of this chapter is to highlight some of the interrelations concerns between religion and education within the framework of modern culture and aspects of religious education policy, which flows from the constitution.

6.2. Importance of the subject

South Africa is a home to a variety of religious traditions, a country that embraces the major religions in the world. Each of the religions is itself a diverse category, encompassing many different understanding and practices. Chapter 2, Act 15(1) of the Constitution stipulates, "Everyone has the right to freedom of conscience, religion, thought, belief and opinion." The state cannot promote a specific religion but the citizens can practice their own faith. Religious freedom is important, as people with different viewpoints have to live together in the same state. Religious freedom is a concept of the law: it guarantees the rights of people. The state's God-given responsibility is public justice or impartial justice for all the inhabitants of the country.

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Therefore in a multicultural school the teacher of religion has the responsibility to lead learners to a true knowledge of what their really mean. It is been argued in the present new democratic dispensation of South Africa, the state provided opportunities to all religions on an equal basis and Christianity dominates many aspects of society such as media, politics and bureaucracy. The researcher believes that pluralism does exist in South Africa. The researcher believes that schools accommodating religion should provide clear guidelines and educational goals in ways that increase understanding, build respect for diversity, value spirituality, and clarify the religious and religious sources of moral values. (South African Draft Policy on Religion and Education 20 June 2003, para 22).

6.3. <u>Religious education</u>

All over the world, as in South Africa, people are becoming aware of the multi-religious world in which we live. The subject religious education is difficult to define. The main reason for this is the different angles from which it can be viewed it can be seen as:

- An educational activity or a religious activity.
- The imparting of knowledge about religion, or an attempt at changing young people's attitudes and behaviour through religion.
- An activity with the subject matter or child in the center.
- It is a specific religion or descriptive, critical and inquiring study of religion in general.
- It is defined broadly to refer to beliefs and practices in relation to the transcendent, the sacred, and the spiritual, of the ultimate dimension of human life.

In fact, religious education includes all the aspects mentioned above. It is multifaceted activity. These different emphasises are illustrated in the following diagram

6.4. Aspects of religious education

(Figure 6.4)
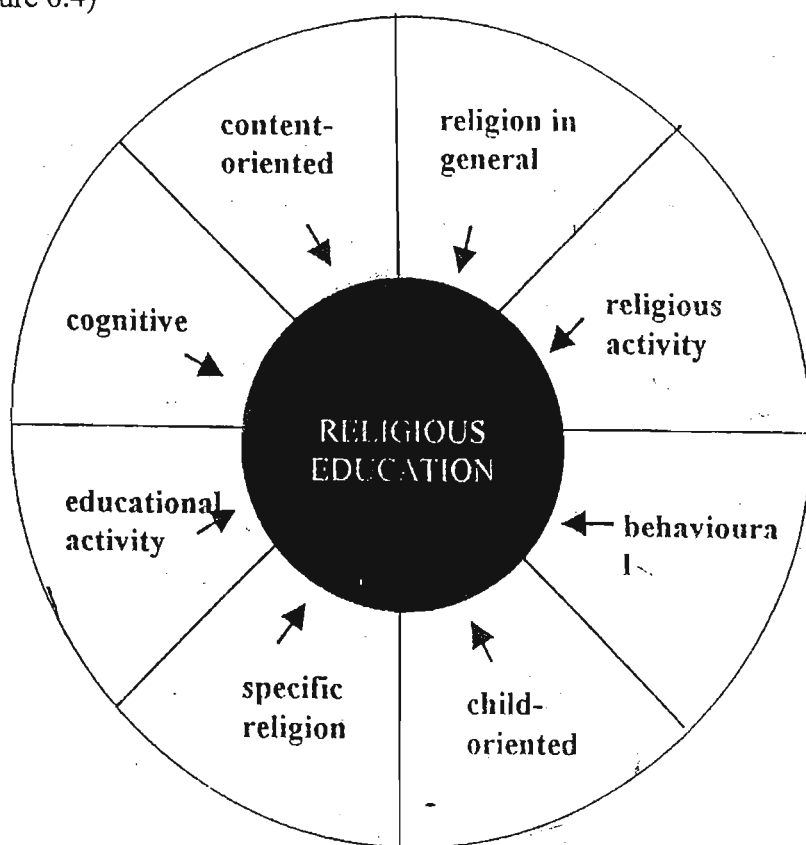
In an attempt to arrive at some description of religious education it is necessary to look briefly at its two components:

- Religion
- Education

6.5. What is religion?

Religion is a form of behaviour expressing the experience of a relationship with a transpersonal being known as God. Some conceptions of religion such as 'belief in God' are definite and affirmative. Brightman's view cited in Phenix 1959: 7 that religion is devotioned to what ever is regarded as a supreme worth together with the beliefs about the power or powers which create and sustain those values. Dewey considered religious experience as an outgrowth and expression on man's idealizing capacity, while

supernaturalists have insisted that religion results from the self- disclosure of the personal God in historical revelation. The researcher views five dimensions of religious experiences, involving the whole person, can be identified:

• Knowing – learners should be taught religious knowledge to enable them to account for their faith and behaviour.

• Feelings- learners should be helped to acquire sensitivity to different aspects of life, for example, human needs, human and values as well as will of God.

• Willing- learners should be assisted to make decisions and choices along religious lines.

• Speaking- learners should be helped to express their religious experiences in words.

• Doing- learners should be assisted to act in accordance with the doing the will of god through worship, social activities and personal choices.

Religion is the realm of feelings values, judgements and opinions. The respect for toleration and freedom emerged from religious ideas.

6.6. <u>What is education?</u>

When thinking about education one must not forget that it has the growing quality of a living organism. While it has permanent attributes it is constantly changing adapting itself to new demands and new circumstances. Educationists have from time to time to come up with various definitions of education. Education is often thought of as a process of enculturation or socialization of the younger generation by the older. Education is a collective technique which a society employs to instruct its youth in the values and accomplishments of the civilization within which it exists. In the context of religious education it is a process, which results in the growth of the intellectual, moral, spiritual and aesthetic conditions of the human personality in the direction of God.

Religion and education has an inevitable and an intimate connection. Education share with religion a position of basic significance in human life. As in the case of religion, many different meanings have been assigned to the term 'education'. Some have claimed all of life as the province of education. Others have designated as educative only those

aspects of experience, which promote learning growth. Some describe education as transmission of culture, others as the moulding of young persons in adult patterns.

Like religion, education has both inner substance and outward manifestations. There is the central educational reality of personal transformation.

The researcher believes that formal education is a system of planned organized and interrelated teaching and learning experiences, which are constructed to bring about desired behavioural changes in the learner. Therefore religious education is viewed as a process whereby a situation is deliberately structured in order to modify learner behaviour described religious lines.

6.7. Religion and culture

There is no religion higher than truth and righteousness. True morality is inseparably bound up with each other's. Religion is to morality what water is to the seed that is sown in the soil, (Gandhi 1957:255) cited in Steyn: 1990.

6.8. Key features of religion education

Firstly schools and institutions deliberately and formally established to provide education. Religion education is educational. Religious education teaches should be conscious of the meaningfulness of religious education. The learning programmes should reflect knowledge, understanding, appreciation and an inspiring rich and textured religious diversity. Learners need to be exposed to a variety of belief systems in a well-informed manner, that gives rise to a genuine respect for adherents of these various belief systems

Secondly the South African constitution points out clearly that the Republic of South Africa is founded on the principles of human dignity, equality non-racialism and non-sexism. The National Anthem clearly involves God. The broad goal of the constitution is to promote respect tolerance, unity among all cultural and religious communities. Schools must create an overall environment that engenders a sense of acceptance, security and respect for learners with different cultural values and background.

Thirdly, one way in which religion instruction can justify itself on a utilitarian criterion is to claim that it gives practical guidance on behaviour and induces moral conduct. (Cox 1966:56) as systems for the transmission of values, religious are key resources for clarifying morals ethics and building regard for others. In the education system, the important process of imparting moral values can be intensified through teaching and learning about religious and other value systems.

6.9. <u>The teacher of religion education</u>

The essential characteristics of teachers of religion are that they are competent specialists in facilitating the modification of learner behaviour along desired religious lines. To fulfil this key role in the instructional environment, much is required of the religion teacher.

- The learner
- The subject matter
- The teaching- learning environment
- Teaching principles
- The methods of teaching
- The process of evaluation

Research suggests that the more a specific learning task enable the learner to solve a particular personal problems the greater the meaningfulness of the learning task. The researcher believes that the teacher should find ways and means of providing learners with religious experiences, which are highly meaningful to them.

6.10. <u>Functional commitment</u>

Undoubtedly, religious commitment is a helpful ingredient in the religion teacher's personality. Since a dedication to God and to one's fellows is the essence of godly living, this commitment should be a strong affective factor and a valuable reinforce. The test of commitment however, is the degree to which it enhances learning. Teachers who are truly committed will manifest the favourable features, which flow from commitment in the

exercise of their teaching activities. However the religion teacher who only has religious commitment does not also possess professional pedagogical knowledge and skills will not be able to teach religion effectively. Commitment should be religious and functional

6.11. <u>The teaching of religion education</u>

As mentioned in religion education requires commitment. The teaching of religion education is to be done by appropriately trained professional educators registered with the South African Council of Educators (SACE). Representatives of religious organisations who are registered with SACE are encouraged to explore ways in which poorly resourced schools could have access to guest facilitators from various religions. This must be done on an equitable basis. The teaching of religion must be sensitive to religious interests by ensuring that individuals are practises from ignorance, stereotypes, caricatures and demigration. Curriculum 2005 and the Revised National Curriculum Statement for schools assume that any education, regardless of his or her personal religious orientation is called upon to teach in a pluralistic public school. Effective teachers of religion should be able to make full use of available tools in preparing themselves for the classroom situation.

Design religion lessons thoroughly and methodologically. Identify and formulate the goals of religious education and the instructional objective of each lesson in order to clarify the meaningfulness of religious activities. The teacher must understand the stage of religious development of the learner. The teacher must apply universal teaching principles effectively and positively reinforce learner reaction and behaviour. Teaching behaviour is a combination of the attitudes and actions of the teacher in a teaching-learning situation (Kitshoff 1996:7). Teachers can be assisted by methods of religion education. International guidelines for meeting the challenges and avoiding the pitfalls of teaching religion education are available which encourage teachers to adopt as a basic principle the distinction between teaching and preaching.

Research has shown that most primary school teachers of religion have a matric certificate. There is a widespread of religion illiteracy found among teachers. Teachers do need in –service training, guidelines, learner assessment and supplementary materials that

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will allow them to build and sustain their professional competence. This major concern in training service teachers for the implementation of the Revised National Curriculum Statement. The researcher believes that higher education institutions should provide appropriate training for prospective teachers by introducing teacher education programmes in the curriculum, therefore co-operation between universities and schools goes well beyond training teachers. There should be greater interest partnership and involvement in teacher education by the departments of religious studies.

6.12. Learning religious education

Learning about religion, religions, and religious diversity serves important educational outcomes. The National Qualifications Framework has articulated a vision for education in South Africa in support of a prosperous, truly united, democratic and internationally competitive country with literate, creative and productive critical citizens. This statement calls for the empowerment of learners through literacy, creative and critical reflection.

In the learning area for life orientation learners should develop the capacity to respect the rights of others and to appreciate cultural diversity and different belief systems. In the foundation phase learners are taught about the differences and similarities in symbols, diet, clothing, sacred space and ways of worship of a range of belief systems, while in this intermediate phase this is taken further through learning about values, festivals, rituals and customs. In the senior phase they learn about how spiritual philosophies are linked to community and social values and practice.

6.13. The learner of religion

In the teaching act, the learner is at the centre. All too often in religious instruction, the subject matter of the teacher is made the centre. The elementary principle of teaching is to start with the learner. This requires knowledge and understanding on the part of the teacher.

Learners at various developmental levels respond differently since, at these varied levels, they feel, think and understand differently. In other words, the teacher who desires to teach meaningfully must be able to grasp and appreciate the development journey of the learner.

In the senior primary learners fall within the age bracket of 9 and 13 years, which includes learners in both pre-adolescent and early adolescent stage.

Religious percept and concepts are not based upon direct sensory data but are formed from other perceptions and conceptions of experience of the material world in which things and people are at first undifferentiated. He then forms general percepts and concepts based upon these experiences, symbolising them, first in images and later when he learns to use language. The whole structure of religious thinking is based on experience. Goldman 1966.

The strategy of religious education is one of the most fruitful concepts in educational thought is that of readiness. It recognises that there is an appropriate moment in the learners' development when he/she is ready to proceed to the next stage of learning. The duty and art of the teacher is to prepare for that moment of readiness by providing the necessary experience, and to recognise when it is reached. (Cox 1966: 83)

6.13.1. **The pre-adolescent stage**

The majority of learners in the senior primary school (those between 9 and 11 years of age) are in the pre-adolescent stage. Their thinking is limited to that which can be experienced or understand through the sense-things, which normally can be touched, seen, heard, tasted or smelled. A child in this stage, for example, might think God as an "old man", but not as "spirit" or as one in the "trinity". This stage of thinking is usually referred to as the stage of concrete thinking.

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Learners in this stage group can readily understand concrete comparisons, for example, how an orange and the sun are alike, but metaphors such as "rock of protection", "bread of life" or door "of the sheep" are better left for a later developmental stage. This fact is illustrated by the answer that a child of 9 – 12 years would give. An example "what did Jesus mean when he said that man shall not live by bread alone". The common answer is, "You should eat something else with it". My point of argument is similarly, parables in which the hidden meaning is not explained in a concrete and experienced-related manner, will often not be understood correctly by learners in this group.

6.13.2. Early adolescent stage

Learners in the final stage of primary school (grade 6 and grade 7) usually fall in the age of 12-13 years. They are in the beginning stage of abstract thinking. They are no longer limited to thinking about things, which are perceivable through the senses. They are moving into the stage where they can use logic, construct ideas, understand symbols, apply principles, use reason and group metaphors. The learners are now reaching a stage where their feelings of awareness or experience can increasingly be grounded in more or less understandable about the truth.

Although 12 and 13 year old learners are in the transitional stage, on their way to abstract thinking, much of their concrete thinking still holds sway. This explains why early adolescents are characterised by much confusion over abstract ideas for example, eternity, reincarnation and God as spirit.

The 12 and 13 years learners are exciting but critical years for teaching religion. The early adolescents are now gaining the ability to understand message on cognitive level. This does not mean that they have to bid farewell to feeling or the affective part of learning. In fact, the early adolescent is very emotional and open to emotional impressions. Some learners in this group might go through a period of questioning beliefs as they seek to develop a personal stand towards religion. These learners must be supported; otherwise their doubts might become scepticism or unbelief.

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6.14. The environment of religion education

The learners' environment is one of the main determinants of school achievement. In this context, environment means the total of all the conditions or stimuli to which the pupil responds. The environments of special interest to teachers are as follows:

• Overall cultural setting
• Home
• Religious connections
• Peer group
• School
• Classroom

The teacher has little control over the aspects of the outer environment that affect the learners. The nature and composition of the classroom environment influence learning significantly. The size of the learning group, for example, affects both the quality and quantity of interaction among pupils themselves and between learners and the teacher. The larger the group, the greater the demands made on the teacher.

The immediate physical environment in which learning takes place exerts a powerful impact on the learning process. Classroom walls decorated with posters and other attractive teaching media stimulate learning. The classroom environment also has a social dimension. Social interaction takes place between learner and learner, and between teacher and learners. The better the quality of these interactions, the better the facilitation of learning. This aspect of the environment can be structured and controlled by the teacher to a large extent. The classroom environment should be attuned to the socio-cultural and religious environment the learner, inviting and affective in climate, rich in stimuli and feedback and carefully and purposefully planned using resources.

6.15. Materials for religion education

Teaching materials for religion education in the GET and FET bands should be developed as a matter of urgency through the collective effort of provincial authorities, learning area committees, tertiary instituting publishers and researchers in religion education. Representatives of religious organisations should contribute to the development and distribution of suitable materials for the use at all ages.

6.16. Religious instruction

Religious instruction should include instruction in a particular faith or belief and it is the primarily responsibility of the home, the family and the religious community. Religious instructions cannot be part of the formal school programme.

6.17. Religious observance

It is important to note the distinction between the promotion of religious observances and provision for religious education. In accordance with the constitution it is more concerned with religious observance. Religious observance is about practice of religious beliefs, rituals and customs. According to reports from the Daily News (June 5, 2003), whereas the original draft stated that a school assembly must not be an opportunity for religious expression, the new draft stated that it might not necessarily be an opportunity for religious expression. The researcher agrees according to the South African School Act, the governing body make facilities available for religious observances such as worship, prayer, religious singing and devotional scripture reading. This must be done on an equitable base. The chief director of education supports this. Religious observances for teachers and learners may be held at any time determined by the school and may be part of a school assembly. When a religious observance is organised, as an integral part of the school day, it should acknowledge and reflect the multi-religious nature of South African society. Public schools cannot violate that freedom by imposing religious uniformity and

a religiously diverse school population. The assembly has the potential for affirming and celebrating unity in diversity.

6.18. Conclusion

The public school has the responsibility for teaching and learning about religion and developing basic skills in observation, listening, writing and thinking (South African Draft Policy on Religion and Education 20 June 2003, para 17). The curriculum must accommodate multi-faith religious curriculum. Most scholars in South Africa have affirmed the need for multi-religious education in recognition of religious diversity (Dreyer et al. 1999, Kgatla 1993/94) cited in Kumar P.2003.

With regards to religious pluralism, there is a need for politicians to ensure national unity and provide for diverse religious, personal and family laws, values and orientations.

In the next chapter the synthesis and recommendations is presented.

CHAPTER SEVEN

SYNTHEISIS OF FINDINGS, RECOMMENDATIONS
AND
CONCLUSIONS

7.1. Introduction

Arising out of the findings in chapter four, this chapter emphasizes the challenges of multicultural education. From the study, it is apparent that the challenges facing education could be viewed as being psychological, sociological, emotional, social and intellectual in nature.

Educators are experiencing a variety of difficulties in their culturally diverse classroom e.g. attitudes, language, discipline and stereotypes. Common sense tells us that expert knowledge is required to deal with the range of learning and teaching obstacles faced by relevant stakeholders in education. It is hoped the findings and recommendation made would result in some improvement in the quality of teaching and learning.

7. 2. Significance of the findings

7.2.1. Multicultural problems

This research indicates that children come to school with many negative thoughts and misconceptions about different racial ethnic group. These schools encounter many problems and most of the incidents are based on racism. We have to confront the challenge of diversity. It is important because the voices that it brings together speak directly to our destiny as democracy and quality of all our future. Breakdown in intercultural communication can further exacerbate some of the problems of racial conflicts and stereotypes. Valley and Dalamba (1999) also foregrounds racism as a critical element of diversity. Bhana (1999) believes that the issues of race sublimate other

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categories of diversity, e.g. language, gender and ethnicity. The study also reveals that some educators are victims of racism. An Indian principal was threatened because of his colour. The learners did not allow him in school. Everyone must change and lead by example. Human relation aims towards sensitivity training and teaching because we are all different (unique). Therefore human relation advocates talk of the power of love, unity, and harmony for individuals to try to change the attitudes and behaviour. At the heart of academic success and regardless of the child's ethnicity or historical backgrounds, an effective learning environment must be constructed in which the child is assisted through a meaning and culturally appropriate relationship in the internationalisation of the mainstream, cultural values embedded in our school system. A learning environment may be created in which learners would be motivated towards successful learning skills to enable them to participate effectively in a multicultural school.

7.2.2. Educators' teaching strategies and change

The teaching techniques used by educators carry ideological beliefs and are thus more than just classroom behaviours. The dominant view of teaching is that effective educators have broad repertoire of skills and techniques, which they use in skilful ways to meet the changing needs of the classroom demands. However some educators need to develop thinking skills and re-skilling. The findings of the study reveals that majority of educators utilized mass instruction- firstly through mass instruction, educators are unable to achieve individual differences. Secondly because of large classroom size educators are unable to transmit large volumes of information in a relatively short time. Thirdly educators use English as a medium of instruction this results in poor performance of black learners. Recommendation will be suggested accordingly later in this chapter.

7.3. Recommendations

Based on the findings in chapter 5, the researcher suggests the following recommendations in an effort to promote the culture of learning and teaching in a challenging multicultural school.

7.3.1. Curriculum and education

Most scholars and researchers argue that for multicultural education to be implemented successful institutional changes must be made including in curriculum, teaching materials teaching and learning styles, attitudes and perceptions behaviour (Banks 1992). Curriculum in schools must be transformed in order to help learners develop skills needed to participate in the knowledge construction process. Transformed curriculum change enables learners to view concepts, issues and problems from diverse ethnic and cultural perspectives. The findings of this study suggest that the curriculum does not cater adequately for learners needs. Further research need to be done on how to develop and cater curriculum for multicultural learners. The curriculum should be viewed as:

• To eliminate all barriers to access, including poverty, race, culture, language, and disability.

• To promote the provisions of sports, arts and culture in schools, as mechanism to enhance integration and ensure funding and facilities for those.

Themes regarding socio-cultural conditions contributing towards leaders, and teenage pregnancy and schooling disruption from learners, and teenage mothers in rural schools were investigated. The interview schedules were to elicit response from governing body members, department official and union representative. Teenage pregnancy and schooling disruption are casually interlocked and secondly the lack of sexuality knowledge, sex education and guidance, poverty and lack of parental illiteracy. In addition life skills educators identified lack of medical advice, poor parental communication an inferiority complex and shame. These themes wrecked guide schools/

community based educators physiological curriculum development and teaching projects towards preventing teenage pregnancy and school disruption.

Educators must be involved in formulating a curriculum that is relevant to the specific needs of learners. Key curriculum elements should be choice, diversity, relevance, learner, interests and community involvement. Although the programming of curriculum is the responsible of educators and schools this should be complimented by specific departmental curriculum support, in service training course, resource centres and incentives for the development of innovative approaches that address the needs of diverse school learner population. In order to successfully engage learners in constructing curriculum, educators have to develop, a trusting relationship with them. This takes time. Planning how to incorporate learners ideas and have to cover prescribed curriculum also takes time, but tailoring bringing instructions to fit learners is worth the time and effort spent.

7.3.2. Empowering school culture

Empowerment for social change is an inextricable component of multicultural education. Empowerment and multicultural education are interwoven. Empowerment defines it as bringing to a state of belief in ones own ability and capability to act with effect and also individual's power to achieve his/her own goals. We also need to transform the way we live so that the social world, better serves the interests of all its members.

In order to view multicultural education as empowerment strategy, one must first take seriously the notion that education can serve as an effective vehicle for social change and emancipation. Learners need to acquire knowledge, attitudes, skills and to participate effectively in social action and social change. Advocates of multicultural education feminist teaching and critical pedagogy have sought the development and amplify the schools power to validate learners experiences and identifies to promote multicultural education is an imperative dimension to empowerment.

7.3.3. Empowerment through media literacy

From the findings of this study the result of learners questionnaire emphasized on media literacy. Learners are literally at the mercy of television, besieged by far greater amounts of information on each screen. We give them no help in sorting and analysing that barrage of data or in defending themselves from high level of stimuli that accompany the barrage. Although several writers argued that television is a powerful reinforcer of the status quo. The researcher argues that the media has a powerful influence on popular group images, including public perceptions of ethnic and racial groups. Often these images become so widespread and reflexive that they achieve the status of stereotypes through their multicultural image making educational power. The media have the capacity for contributing to the empowerment and disempowerment of persons of different ethnic background would have to include structural, personal and content changes within the media for e.g. greater racial ethnic and gender diversity at all levels of media decision making image, greater sensibility in fictional media portrayals of diverse groups. Educators lack these powers to transform these goals. But now we have the power to empower or at least contribute to empowerment within the educational system. Education can help learners learn to analyse the context of a variety of sources e.g. children's stories, photographs, printed cartoon, film strips, drawing animated films advertisements on television, magazines, newspapers, bill boards, bumper stickers can stimulate sources for different age groups. For educators development of their own media analysis skills may be a personal challenge since most have never been exposed to such training. Educators can help a media curriculum journal compiling on ethnicity, foreign cultures, gender, religion, age cohorts and societal groupings. Therefore schools play a critical role in creating opportunities for obstacles to learner empowerment through media literacy. Implementing a good media material enables the educator to do a better job. Media usage also frees the teacher to spend additional time in one to one relationship with learners. The school will face an even greater challenge in moving towards a multimedia curriculum. Media program encompasses all aspects of the curriculum, making it one of the most complex education innovations.

7.3.4. **Information technology**

From the findings of the study, a union representative from APEK suggested, "innovation is here to stay". I agree with the respondent, South Africa needs innovation in education. We need to get up digital village in rural communities. The learner will be educated by using computers.

The rise of information technology introduces the possibility of new, individualized, co-operative problem solving; learner centred learning and flexible learning approaches. Technology is transformitting society e.g. bringing unemployment in high relief and serving the link between certification and opportunities for employment. Therefore it will bring a revolution in teaching and learning just as it has brought a revolution in knowledge.

7.3.5. **Quality education**

The National Education Convention comprising of 400 delegates representing national and provincial departments of the education met in 2002 in order to review progress in the transformation of the education system to map out future priorities. The researcher argues that his group need to work upon agreed goals to develop action plan (Educators Voice 2002). Ensuring quality education is the overriding goal of the ministry of education To relies this goal, manages, parents, educators, and learners need to strive for excellence in their spheres of operation, pursuing it diligently.

The quality of education is influenced by many factors including the conditions for learning and teaching such as an infrastructure and the support provided to institutions. The knowledge, skills, attitudes and practices of education are the other major determinants of quality. Well-trained and committed people are key to achieving quality in education. These human resources comprise of educators, principals, professional support and the administrative staffs is needed during this rapidly changing and constantly challenging educational environment. The pursuit of quality in education therefore requires a consented national leader development strategy as well as integrated

approach for the assessment and evaluation of performance at all levels of the system. The findings of the study reveal resources for education are limited; these should be skewed towards the inequalities in education. Therefore adequate financial resource are essential for the achievement if quality education and there must be effectively used to promote equity and quality.

7.3.6. <u>Resource</u>

It is people who make organizations and structures work. The quality of education the process of exchange and redress therefore depends on the competencies of everyone in education service. The major challenge confronting us is to build capacity to enable everyone associated with education to do his or her best. In so doing, we have to be mindful of, and take appropriate steps to address all forms of discrimination, e.g. on the basis of race, gender and religion. Emphasizes on human resource should be placed on:

• To monitor the supply and demand factors and to intervene where necessary to ensure an adequate supply of qualified teachers in the future.

• Education departments and the proposed national institute should take concrete steps to promote understanding and support of the new version of schooling. This base line for change must store with SGB, school management teams and district officials.

• Education department should encourage to adopt more innovative and creative training and support techniques in order to reach larger and more diverse target groups in a coherent way for example, better use must be made of the potential of both distance and school and cluster based in-service training.

American educator John Dewey (1963) believed that children learn best when they are engaged in significant tasks with real consequences and guided to carefully reflect on their experiences. A careful and critical thinking and imaginative planning could potentially turn their human resource, with all their energy and creativity into a major asset, in the service of the school and larger community. These resources could be channelled to meet a wide range of needs and other challenges in the lives of the learner and school, thereby making a worthwhile contribution to society.

7.3.7. **Educator training and re-skilling**

Education and training has been identified as a critical priority of meeting the challenges. It is one of the rationale of this study. The demands made by educators are high and will continue to increase if they are to work effectively in a multicultural and multilingual classroom. The study reveals that educators are not trained to teach in a diverse classroom. The educator's conventional training is unlikely to have prepared them for what is now expected of them. New skills are required of educators in terms of language and teaching strategies, which is one of the key critical questions. An additional challenge is that they need to develop skills to enable them to form links with parents who are quite different from the parents they have been accustomed to dealing in the past. Educators who are unable to relate to and understand parents from different social or cultural backgrounds can hardly be expected to create effective learning situations for the children from such backgrounds.

From my observation of the study some of the governing body educators are unqualified whilst some are qualified. Some educators are thrown into a deep end riding the crest of a wave exposed to theories of teaching and learning but not to serve in their practicum in a multicultural context. It was also evident from the educator's responses in this study that they need training pertaining to multicultural education. The focus has been tended on the collection of qualifications with little attention being paid to actual ability to transfer newly acquired knowledge to the institutions. South Africa lacks a national strategy for dealing with the development needs in the field of planning. Courses tend to be menu-driven and lack the financial resources. Providers are often isolated from active involvement in meeting training needs. Many programmes are delivered by means of distance education are inappropriate to the challenges of restructuring an education system. There should be an ongoing Pre-service Education and Training (PRESET) and In-service Education and Training (INSET) courses for educators with the skills to teach in a diverse school. Educators should be trained to use appropriate teaching strategies and resources.

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Finally, the researcher considers "training the trainers", teacher trainers bear a heavy responsibility in ensuring that they are equipping future teachers with knowledge and skills which are relevant to the world of today, let alone tomorrow and that they are aware of continuing developments in their own subjects, as well as in the professional sphere. Training the trainers is one of the most neglected yet potentially and is one of the most influential of all future developments. This view is supported by (Lynch et al. 1984: 330). " The profession is to match the demands of the future, it has to lift markedly the quality of the experiences provided to the population. If it is to that it must improve the quality of the experiences made available to those who offer themselves as future teachers".

7.3.8. <u>Teaching strategies and methods</u>

Strategic direction must set the course for schools, institutions and various levels of the education service in order to improve teaching and learning. This can be achieved if learners are provided with a variety of classroom activities. It is recommended that educators use a variety of teaching methods, be flexible in their approach and know the learning styles of their learners and match their methods.

Classroom activities such as discussions, problem solving, analysing situations and self-discovery's are effective ways in promoting thinking and analytical skills. These are some of the strategies to encourage ethnic diversity:

• Display books that are ethnically diverse.

• Display posters-skin tones, hair types and facial factors.

• Include artefacts from other countries.

• Label appropriate items and give background information.

• Make sure mother tongue language is used in labels and notices.

It is recommended to use co-operative group work as a curriculum approach to help to reduce the difficulties and encourage co-operation. Many learners have problems in social relationship at school and experience barriers to integration and friendships.

The researcher believes that these recommendations can be achieved once educator training has been transformed to equip educators with anti-racist education skills.

7.3.9. Use of resources

It is evident in the study that the findings suggest for teaching resources to be utilized in lessons, since it is an integral part of the teaching and learning process. Use of variety of resources will enhance learners dealing with literacy problems. Therefore a greater use of visual resource is essential. The use of chalkboard and textbook makes the lesson boring and sometimes can be the root to discipline problems. Learners are not exposed to resources at home because of the socio background.

Learners show a preference for using computers, television and radio. It is recommended that the SGB approach business houses and NGOS to sponsor these resources. SGB can also embark on a fund raising drive.

Attention must be given to very basic needs like water, electricity, photocopying facilities. SGB cannot be effective without access to telephones and transport. The provinces need to analyse current allocations of material resources and to devise strategies for meeting the most urgent needs and reducing current disparities in the provinces.

"In contexts where schooling has collapsed, the condition of school buildings and facilities makes an incalculable difference to the climate of teaching and learning in a school. The morale of school-goers and teachers alike is deeply affected by the physical environment". L. Chisholm and S. Valley (1996) Witwatersrand.

7.3.10. Language barriers

In addressing to Question 3.
Why are some learners showing progress whilst others not?

Language diversity exerts a powerful influence on the content, instruction and outcomes of schooling in a multicultural society. In these multicultural schools language barriers is a major problem. Since 90's there is an influx of black learners entering white dominated schools. Learners come from disadvantaged backgrounds enter school with little and no competence in the English language (Sookraj 1999). The following suggestions can reduce the barriers to effective communications.

• Listen: Educators must listen to learner's second language and use of verbal and non-verbal message.

• Check perceptions: Clarify perceptions from other person's point of view.

• Seek feedback: Educators must clarify feedback.

Some learners show progress whilst others not. It is recommended that from GR to GR 3 the educator must speak in the learner's mother tongue. A workshop or assistance from neighbouring schools can alleviate the problem to educators of learning the learner's mother tongue or request black educator (specialist in the phase) to teach GR to GR 3.

In Grade 4 onwards there must be a continuation of flash words and phonics. This will help learners to read fluently and overcome language barriers and progression.

7.3.11. Educators' role

Educators have a leading role to play in bridging cultural gaps, which may exist in the classroom. To achieve this, it is important to acknowledge and respect the different cultures. The atmosphere in the classroom plays a major role in contributing to or preventing problems in children. Some classes have problems whilst some classes do not have problems. It is the role of the teacher to ensure that the classroom is a "health promotive". The role of the educator is to understand the dynamics of the class. Furthermore, educators who find they are having difficulties in coping with overwhelming changes should have the opportunity of experiencing support groups where they can discuss some of the issues they deal with, as a group. These could be held once fortnightly depending on the needs of the schools. This may seem like a daunting task but if approached strategically, it may have advantages. One advantage of this

method would be that educators may discover that other schools report similar experiences and they may not only support each other, but they can also learn from each other's experiences. The aim of such programmes would be to build capacity within the school so that educators may become more aware of the learners needs. Since the responses from educators reported a need for training. Training programmes could be initiated with educators, of particularly at risks schools to start with. These programmes should focus on developing conflict resolution skill, behaviour management skills, communication and basic counselling skills. The training programmes should take into account cultural differences. This study reveals that educators are stressed out because of learners' behaviour. Therefore educators could be trained in basic behaviour modification interventions. Literature consistently gests that rewarding learners often for positive behaviour, and being fair to all learners, may have an impact on learners particularly those that exhibit behaviour problems (Donald et al. 1997)

7.3.12. Parental involvement

The schools expressed a need to involve parents more in the life of the school. The findings reveal that parents lack the responsibility of monitoring their children's homework. Pupils come to schools late. Parents need to know the starting time of school. No learners will be allowed in school after starting time except accompanied by the parents. These measures are taken up to improve discipline and to ensure a culture of learning and teaching.

The department supplies fewer resources and the burden lies on the parents to pay higher school fees. With school facing such a daunting future with regards to finances, joint fundraising projects involving a co-operative partnerships between the parents and the school, certainly will provide a solution to the problem in the light of parental involvement becomes more and more necessary where the schools benefit from the support of the parents, thus learners benefit. Parents are encouraged to participate in cultural activities and speak out their minds in a language they feel most comfortable in.

Schools should have 'Open Day' so that parents can come and view their children's work and follow suggestions made by the educator.

7.3.13. School governing body

The South African Schools Act 84 0f 1996 brought about a major reform in education administration by decentralising school governance of a school is vested in its governing body while the professional management lies with the principal and school management team (SMT) Section 16 (1). The national body gives SGB unified voice. The function of the SGB needs to be seen within the broader contact of the struggle for democracy in South Africa. In the 1980s national resistance to apartheid was going momentum and the National Education Crisis Committee (NECC) was established by the broader democratic movement to lead the struggle for an equitable, non-racist and democratic system in education SGB has been given substantial power over the running of the schools. This recommendation was embodied in South African Schools Act 84 of 1996 (SASA). In disadvantaged schools there was a need for an association of SGB so that they can present a unified voice on matters affecting their legislative functions and concerns. The researcher believes the role of the SGB will improve the quality of education. In addressing key critical questions the SGB must spearhead fund raising project, as it is evident in the responses that educators undertake fund raising drives. The researcher argues that the fund raising projects fall on the shoulders of the educators. There should be more active involvement of the local communities and the private sector to generate any increase in the much-needed financial resources (Steyn et al. 1999:17).

The Bill of Rights in particular has significantly impacted on all areas of school governance and management but especially in areas such as school admission and discipline. The researcher believes that a disciplinary committee to be formed. The Bill of Rights now forms the basis for the development and implementation of all school policies in particular discipline, admission, religion, school safety HIV/Aid and language. The researcher believes that training of governing body members to understand and successfully implement there increasingly complex and intricate tasks should be

prioritised. Affirmative action policies should be considered when promotions take place. Furthermore the findings revealed in some schools an increase in school fees has contributed to racial tension, conflict and school drop outs. Therefore school fees model must be revisited. In order to do that a representative school-governing body is necessary.

7.3.14. The challenges that face African learners

According to Naidoo (1996:32) learners of historically disadvantaged population suffer in historically white or racially integrated schools. According to the findings the biggest problem schools encounter with African children in particular is that of language. This is especially problematic with learners coming from African townships. In schools learners also face problems with Afrikaans, which is the third language. During the breaks learners do not mix, Blacks are alone, Coloureds are alone, Whites are alone and Indians are alone. Every thing is in groups. There is no communication between races in there schools. Blacks speak their language. Some of the learners come to school without food. They tend to sleep in the class. Some of the learners' parents are unemployed; some are separated or dead due to HIV/ Aids. The following suggestions will alleviate some of the problems.

- Education should encourage cross culture activities.
- Invite religious leaders to speak to learners on their culture.
- Encourage learners to participate in extra curricular activities
- Ask business houses to sponsor needs for indigent learners.
- Have HIV/Aids campaign or community programme.

7.3.15. School management team (SMT)

Desegregation is a fundamental challenge to the beliefs and structures that sustain racial ethnic and class distinctions. Rossell C.H (1983). The ability to work effectively with members seems to be an increasingly important skill in a pluralistic society that is striving to overcome the history of discrimination in education and employment. More attention should be paid to structuring schools so that they are reasonably pleasant

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environments for learners. This viewpoint emphasizes that in addition to being agencies that prepare learners for future roles. Schools are also the environment in which many people (learners and educators) spend nearly 1/3 of their working hours. This line of argument suggests that even positive or negative interracial experiences do not cause change in interracial behaviour and attitudes. Outside the school situation, positive relationships within schools setting may be of the same value.

The modelling of positive interracial behaviour by staff might well influence learners. Furthermore, it seems unlikely that majority learners will begin to perceive and react to other learners in an equal status manner, if minority members are absent from the staff.

The principal must provide staff in-service training; use human relations materials incorporate black history into the school curriculum. Convincing the staff that an in – service programme on race is important. Many schools have met these challenges. It requires dealing sensitively with the complex problems created by achievement differences. It is simply by telling learners to form teams and then friendships will accomplish a little. Team assignments and activities need a tight structure to prevent the more verbally aggressive learners, those accustomed to being classroom stars, from dominating the group. Ability groups present more severe problems. Ability group has the enormous potential of abuse. It results in unnecessary segregation or stigmatising of lower track learners. Principals should encourage multicultural education that is against racism. Having teachers of colour will positively affect the achievement scores of learners of colour. The school environment should be modified so that it is more representative of culturally diverse nature of our economic society.

7.3.16. Extra curriculum activities

Many educators and administrators see extra curricular activities as incidental to, if not in direct conflict with, the main purpose of the school. As something extra to the curriculum they serve to pacify learners and garner parental support for bond issues. Extra curricular activities seem to be the most effective device for reducing alienation, improving race

relations and boosting achievement scores. There are a number of ways extra curricular activities which might help a school to fulfil its mission.

- Firstly activities provide an alternative means of achievement for many learners who are academically gifted.
- They provide non-academic channels for learners to establish relationships with educators and for educators to establish relationships with parents.
- It provides a bond between learners and school.
- The activities of extra curricular groups help to define the school

7.3.17. <u>Heterogeneity and disruption/ discipline</u>

Discipline and the central of disruptive behaviour have always been the problem for schools. Prevention is the most effective form of disruptive behaviour. Schools can create a climate of prevention by establishing a grading system, which rewards immediate performance rather than general ability, and by encouraging attachment to others through extra curricular and community service activities. Learners should have some share in sharing in setting the schools discipline policy. Once rules are set, discipline is not negotiable. According to this philosophy, the teacher is expected to maintain discipline by displaying gentle, firm and realistic expectations for him and his/her pupils. At all times treat every child with dignity and respect.

It is advisable to have fewer, reasonable rules, which can be enforced. The rationale underlying rules should be made clear to learners. When misbehaviour warrants disciplinary action, the penalty must be humanely and sparingly executed. Rather than resorting to corporal punishment (Schools Act does not allow) denial of privileges maybe a better alternative. Whatever form the punishment takes, the objective must be to encourage the learners to reflect on the offence, recognize why it is considered in appropriate, and ways to correct it.

7.3.18. Bullying and intolerance at school

Just before the World Conference Against Racism the attention of people over the world was focused on discriminatory practices in society. Focus group interviews revealed that although there are success stories and places of hope and transformation, there is still much work to be done before we can really claim a culture of a human rights and inclusivity in over schools. Name-calling is a symptom of intolerance. Bullying is a major threat to tolerance at school, and a moral challenge to education. Bullying may not be the consequence of general prejudice based on ethnicity religion, physical differences and other characteristics of the victim or simply randomly to exert the desire to control and/ intimidate bullying is always or community and a social issue.

Schools should take bullying seriously and put through and inclusive and anti-bullying initiatives in place or part of their whole school approach, everyone in the main and extended school community is involved in all processes from early discussions through the development and implementation stages. There should be an anti-bullying policy for example learners have the right not to be bullied. Intervening in a bullying situation is sensitive but important for both victim and perpetrator. If learners are educated in an environment that ignores or condones bullying by silence... they are not likely to develop the sense of justice and moral responsibility so essential to overcoming the injustices and marginalisation in our local communities, national and world societies. Bullying adolescents may grow into adults who foster intolerance and injustice in the communities.

7.3.19. Attributing gender equality in basic education by 2005

Research shows that majority of girls are being denied the right to education. At the UN Millennium Summit in 2000, world leaders agreed to get as many girls and boys into primary and secondary classrooms by 2005 (Educators Voice 2002). Massive effort is needed in order to avoid an outright failure. 2005 is less than 2 years away; no country is so far off track that it cannot eliminate gender gaps in rural, urban primary and secondary

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school intake rates by 2005. The next challenge is to ensure that completion rates between boys and girls are equalised by 2010.

Achieving gender equality must be accorded the highest priority. A comprehensive strategy for achieving gender equality in education should include the following actions by governments and donors.

• Build enough schools

•Guarantee that a school within safe walking distance for girls serves all communities.

• Remove school fees which guarantee the continuing exclusion of poor rural girls

• Expanding "bridging" schemes developed by NGO to attract home-to-reach children into the school system.

Furthermore there is a debilitating lack of information and understanding of gender education. One in five schoolgirls are raped by her schoolmates at school, but little is being done about the problem (Cape Times, November 1997). Sexual expression in our society is infused with the contradictory and interwoven narratives of intimacy and affection on the one hand and power and abuse, control and humiliation on the other.

It is in schools that sexism, as well as racism and other forms of pejorative differentiation, not only occur but also are also redefined and reinforced. The deeply held ideologies on gender differences that legitimate girls and women subordination can and must be addressed. Schools need to educate girls to fight sexism, racism, girls need to speak up for themselves and tell their stories in their own voices and languages. It is in school that child abuse; sexual harassment, violence and uneven gender power relations can be tackled. A range of strategies, including curriculum provision and development will eliminate the problem. Disabled girls have to face the double prejudice. Some disabled learners have special needs. If these needs are not met they will experience barriers to learning and breakdown. There is widespread of teenage pregnancy. On the issue of sex-based violence in schools, it is fully recognised that legislative measures alone are not sufficient to eradicate to individual basis. Its root causes are found in socio-economic conditions. (The violence on the Cape Flats is a case in point). The following recommendations are important-

- Research on gender equity to be established in South Africa.

- Research to be undertaken by the Department of Education in close collaboration with the human Science Research Council (HSRC), identify basic research into the many problems experienced by girls/ children.

- Subjects that could be covered immediately would include:

- Causes and data on drop- out rates at all levels of education

- Levels of attainment; the relationship between educational attainment, employer opportunities, and rates of violence in schools.

- Schools- based action research to identify practices that perpetuate unequal gender relations.

- A set of guidelines to be produced for specific areas of interest in relation to gender equity in education. There should include data on access to all stages of schooling, regularity of attendance, access to and availability of different course, drop- out rates and pregnancy rates in all levels of education. All data should be desegregated according to gender and ethnic membership.

- Liaison with stakeholders, immediate measures to be adapted to establish relationships with key stakeholder in particular teacher unions, the Commission of Gender Equity, student organisations and Department of Labour.

7.3.20. Religion education

For more than 10 years the question regarding the place of religion in public schools has been debated in many committees and forums of South Africa. The emergence of the new South Africa with its Constitution enshrines human rights among others, the right to freedom of religion.

In response to the outrage, expressed by some religious group regarding the inclusion of religion in education, the Minister of Education Kader Asmal promotes religious education in schools. The aim of the Revised National Curriculum Statement promotes an under standing and an awareness of diverse culture included in religion that inhabit of South Africa. However, the emerging national policy, articulated in the department of

Education DOE Manifesto on values, educations and democracy, espouses religious and education " a programme for studying religion" with the civic function of reaffirming the values of diversity, tolerance respect, justice comparison and commitment in young South Africans. Religion is a key motivation in lives of the learners for sound moral behaviour. Religions through their codes, foster this behaviour, and provide a transcendent reference point that puts our humanity into a correct perspective. Believe it or not, learners should not be denied access to the resources of religious traditions for their personal growth.

The two union members strongly believe that religion will make a difference in the learners' life. The researcher suggests the day should begin with a general assembly singing religious songs and hymns.

7.3.21. Class size

In most of the classes the pupil teacher ratio is 1:60. This causes behavioural problems. Teachers believe that the quality of teaching and their interactions with learners decline with an increase in the size of the class. This is so true, the researcher faces the same problem. Research indicates that teachers experience more positive attitudes to learners and their work when teaching smaller classes (Sindela and Vail 1988:58). It is recommended that teachers can consider recruiting volunteer parents to serve in the classroom as instructional aides (Lemmer 2000: 83).

7.3.22. Absenteeism

Learner absenteeism and truancy continue to be lingering problems for school management. In order to address the problem of truancy a working, acceptable destination is needed. The causes of chronic absenteeism and truancy can be placed on two broad categories: external- related causes and school related causes. The former includes financial and economic problems, familial obligations, peer- group pressures, and socio-cultural and environmental factors. The latter include irrelevant curriculum, poor instructional methods, inflexible school schedules, incentive uncaring teachers, poor

academic or social skills. One of the dangers of truancy is that learners will eventually drop out of school.

7.3.23. School drop outs

Learners who fail to complete school can be divided into two imperfect theories. The dominant theory conceives of early school leaving as dropping out or perhaps of family and cultural failure.

The other theory conceives of non- completes as putouts and focus on unequal economic, political and social structures, Lemmer (2000).

The following variables explain the risk of dropping out of school:
• Socio-economic status: Families cannot afford to pay school fees.
• Race and ethnicity: Research shows that groups that have been disadvantaged tend to leave school early because of racism, including discriminatory practices and attitudes on the part of teacher and peers.

7.3.24. Violence

School violence in a real sense, mirrors the violence of the society, which shapes the school. Learners growing up in a violated society tend to perceive violence as a legitimate vehicle for conflict resolution. The prevalence of crime and violence in and around many schools across the world, an atmosphere of anxiety and apprehension of being criminally victimised often exists. This may result in learners bringing weapons to school, joining gangs for protection, truancy and dropping out. However, the issue is not the degree of school crime but rather the impact it has on the quality of children's education. Teachers are leaving the profession because they are tired of dealing with discipline problems. Educators' quality is diminishing in a climate of violence and fear. Teachers are guilty of violence. Learners continue to be caned or physically abused in spite of the fact that corporal punishment is not allowed (Schools Act). Sexual violence is

also endemic (Lemmer 2000:90) Schools in South Africa cannot improve until communities improve. It is recommended that change require a committed partnership effort with relevant stakeholders.

7.3.25. The impact of the killer disease HIV/ Aids

The HIV/ Aids virus has thrown up many important challenges including the need for an urgent review and regulation procedures and systems in the education sector. This is vital if support for education and learners to be provided. Quarter of the nation is infected with HIV/ Aids. In all respect, something drastic has to be immediately done or our country will be doomed with the virus. This will also lead to the decimation of the children of this motherland. Between 1999 and 2000 there was 7% increase in deaths of females teachers between the age 30 and 34. This is according to figures released by Health Economics and HIV/Aids Research Division (HEARD) at the University of Natal. If these trends continue, projections suggest that 60000 new teachers will be needed by 2010. The illness caused by the virus will result in increase absenteeism and requests for time off, as well increase demands being made on medical aid schemes, disability death benefits and retirement schemes.

HIV/ Aids must be integrated into the curriculum for which educators must be trained. They must be trained to support learners living with HIV/Aids and also deal with challenges posed by the stigmatisation of learners and educators living with HIV/Aids. Learners need to talk to their peers about their problems. Sexual relationship starts at school. For further research it is recommended to design posters and policies regarding HIV/Aids. This can be an awareness campaign for learners.

School should provide information to communities in line with Tirisano making the centre of community life. " We must commit ourselves to supporting and developing our teachers without whom the education the education system could not work." said Minister Kader Asmal. Furthermore the DOE needs to consider the members of different strategies to address the looming teacher shortage. These options could include

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shortening the 4-year pre service training to 3 years, increasing the retirement age. Provide incentives to attract teachers who have left the profession.

7.3.26. The role of psychology in schools

Considering that the country is just coming out of a "vicious and oppressive political dispensation" and the present state of high crime rates, poverty and violence, it is possible that there are millions of South Africans who benefit from psychological help (Pretorius, Heuchert and Ahmed- 2001) cited in Price 2001. The present quo in psychological services actually get treatment. This is especially true in education, where there are a growing number of children being referred for treatment and very few resources to meet the demand. Having said this, the tentative data collected in this dissertation supports the view that the psychology should be in school based. The researcher supports the role of psychology in school. The aim should be capacity building within the organisation not only to facilitate better coping with learners but also to enable the system to develop and adjust to change. It is recommended that research be conducted in schools to identify high- risk schools, i.e. schools with higher rates of acting out behaviour and other problems, which may be linked to adjustment difficulties. Mental health practitioners need to liase more with the school and conduct needs assessment in schools.

7.3.27. Networking

Linking institutions, people, organisations and interest groups inside and outside South Africa in a variety of practical ways, and improving communication with one another, will enable us to make effective use of the technical, financial and professional resources available to educators. The researcher believes that only a strongly woven web of vibrant networks and partnerships has the breadth and depth to nurture, drive and sustain the management of change. Working together, and sharing information and expertise, is consistent with an open democratic education service. It is imperative that urgent steps be taken to develop the capacities of all levels of the education system to communicate effectively:

- The education department assisted by the proposed national institute and provincial centres to support the establishment of:
- Establishment and training governing bodies, developing regulations ad legislation
- Should encourage schools, districts and regions to develop communication strategies, which promote transparency and access to information and enhance informed decision-making.

7.4. <u>Conclusion</u>

This chapter has provided an overview of the key recommendations. These recommendations have been distilled from the suggestions as to a way forward. The researcher has argued that many individuals and structures have a role to play in their implementation, the ministry, department of educational and inclusive network and partnerships involving a wide array of partners from civil society.

This can only happen if the new vision which the researcher hope and helped to develop has been widely shared, and accepted by the most important stakeholders in education. A concerted drive aimed at publicising and advocating this suggestions and approach in multicultural education is crucial, otherwise there efforts will fall on story ground.
Furthermore as witnesses, we have an obligation to be open to change Huilman (1999:26). The way forward requires creative strategies for turning the new approach to education.

The concluding chapter eight seeks to collate the treads of overall argument and development of research process. A brief and coherent resume is given of the content of areas for future research.

CHAPTER EIGHT

CONCLUSION

8.1. Introduction

The journey, which began in chapter one, ends here. In this final chapter the researcher provides an overview of the present chapters, present the conclusion and implications for future research.

8.2. Overview of the chapters

The rationale of the study is presented in chapter one. Over the years, the focus of effective education has gone through reasons for a common education for all. It was necessary for everyone to have access to basic and equal educational opportunities. It is the latter that led to the focus on needs of learners from diverse communities. South Africa has never had a national policy on teacher development and training the needs of learners from diverse communities. Schools are subject to ongoing changes. Moreover, education aims to improve the quality of education through ongoing evaluation of existing structures, policies and processes. In the context of challenges faced by educators, learners, and all relevant role players it is crucial to undertake this study to develop plans for the desired change. The aim of chapter one was to implement successful conditions for multicultural education.

The statement of purpose focused on problems and challenges leading to the study but it is the purpose of statement that established direction for the research. According to (Locke et al. 1987) the purpose of statement provided specific and accurate synopsis of the overall purpose of the study. Qualitative and quantitative purpose statement addressed similar content. Both approaches were based on different ontological method logical, views and researchers role in the context.

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The significance of the study was presented. The study will help to improve schools. The research ability of questions was determined whether the problems can be answered. However, the task in establishing the relevancy of key questions was elaborated It was relevant to the problems. The objective of the study was achieved.

The sample was the limitation of the study. The researcher achieved 100% response.

Furthermore, Chapter Two has provided a detailed background of education in South Africa. From the earliest times education was configured along race, class and geographic lines. Early education began in 1652, which focused on Dutch Religious education. As mentioned in chapter two a powerful philosophy, Christian National Education based on Afrikaner exclusivity began to emerge. Radical scholarship on the history of South African education has emphasised in the study, the degree to which the nature, extent and provision of schooling are driven by complex interplay of political economic and social factors (Kallaway 1995:75). The introduction of apartheid education in 1948 a mass schooling for Africans came in reaction. The rapid quantitative expansion of schooling in the 1970s and 1980s, without quality improvement was demonstrated. The challenge is not to expand schooling but also to address the low standards of existing schooling for Africans and Coloureds.

Multicultural education and desegregation in other countries namely America, Europe and the United Kingdom were briefly discussed. The discussion serves an illustration of the practice of multicultural education in different societies and highlights the accompany problems. Multicultural in South African context is a complex issue. South Africa is faced with unique challenge. The literature review later sketches the concept of culture, equality and multiculturalism.

The relationship between culture and language were identified. Language and cultures are independent and schools must help learners maintain the primary language whilst assisting them to acquire secondary language. It is evident from nature, that the culture can exert powerful influence on learner's attitudes and approaches to learning. In addition, cultures differ in their attitude towards achievement and socialization.

Furthermore the researcher made a representation of the pillars of culture and describes them briefly.

The curriculum and language policy was briefly mentioned. The researcher believes that the shortcomings of policy proposals are that they were not deeply rooted in research or practice- based knowledge of the South African dynamics and practises. The researcher argues that policy proposals ideas were borrowed from the international comparative experience and policy literature, which they move into South African local concerns of redress and equity.

A study of the various perspectives of multicultural education reveals that a great interest in this kind of education is related to the concern for achieving equality in education. Multicultural education is one of the major interventionist approaches to teaching diverse learners.

Various authors have developed many definitions and goals for multicultural education. The researcher believes in broad definition and the total integration of multicultural education throughout the school curriculum. The goals of multicultural were identified multicultural goals and ideals can be realized throughout the educational system through recognition of diverse learning styles and family values. Promoting intergroup respect and positive relations among learners in our school population is an important part of this.

A consideration of multicultural and anti racism in the classroom that highlights policies, culture and language are interlinked.

Finally this chapter has illustrated the researcher approach to multicultural education. Education for empowerment is an inexorable component of multicultural education. The schools need to transform society by empowering learners rather than disable them. Globalisation and the need for existence were outlined.

In conclusion approaches to multicultural education range from narrowly focused perspectives to very broad one. The narrowly focus programmes include simple additions to holidays, ethnic heroes, food, clothing and cultural awareness. The broad comprehensive approach, in which the entire curriculum is integrated, when the staff training is provided and community is involved. Teachers will need to become culturally sensitive and prepared to implement training. Knowledge and understanding of diverse culture and languages in our society will allow teachers to plan and implement more effective instruction and can facilitate positive relationships among diverse learners and effective partnerships with parents.

Language does not just exist inside individuals they exist inside group varying in size and strength. One argument for the survival of language has been that as language dies, so does part of totality of human history and culture. Preserving language diversity may also be environmental friendly.

In chapter three the different methods of data collection was outlined. When planning a qualitative research the researcher had to plan a design. The proceeding of the research was based on theoretical assumption. Becoming a researcher means having more than learning specific skills and procedures. Choosing a research proposal was difficult. The proposals for qualitative studies are usually shorter than those for qualitative research. However, both qualitative and qualitative research was undertaken. An extensive detailed description of quantitative and qualitative research was presented. Verification to develop knowledge and design was presented. The empiricism and empirical attitudes required a temporary suspension for personal experience. The empirical research was guided by evidence from the systematic data. Logical reasoning was required. Representative was important to generalise from the sample to the larger population. When drawing the sample cognisance was taken for both genders to be selected, the sample did not have equity of both genders. The sample consisted of 128 participants. The time sampling affected the nature of data collected. The schools are different at the start of the year than the end of the year. The case study explored one incident. The researcher collected detailed data of the case study. This is supported by (Yin 1989, Merriam 198). Data

collection was done by ethnographic interviews. The interview was the dominant strategy for data collection and was also employed in conjunction with participant observation. In the semi-structured interviews the researcher was confident of getting comparable data across the subjects. The interviewers had the tendency to offer quick encouragement to elaborate. However, the researcher displayed patience to achieve the primary goal of collecting data. The researcher took a period of one month to develop a comprehensive view of non-participant observation. Observation was recorded in a diary. Questionnaires were distributed to schools by the researcher. Advantages and disadvantages of the questionnaires were outlined. The researcher accomplished enough data for analysis. Non-participant research should employ team research to enable a group to undertake multi-site evaluation simultaneously

The analysis and interpretation of data is presented in chapter four. The methodology of choice was an empirical research. The sample consisted of 128 respondents. Both quantitative and qualitative methods were used to validate the research programme.

Data was a process of searching and arranging interview transcripts, field notes and categorizing the questionnaires. The analysis's involved working with data, organizing them, breaking them into manageable units synthesizing them, searching for patterns, discovering what is important and what is learned. The data analysis moved from rambling pages of description to the product of the thesis.

The data collection was like a funnel. The first step was to develop a coding system. The researcher searched through data for regularities and patterns and then wrote them down into words and phrases to represent the patterns. After using words and phrases numbers were assigned to data. The codes categorized information at different levels. The researcher used the file card system. The page was numbered and was helpful to make a note to be the card entry. This method was an advantage. It did not require the experience of making multiple copies.

The researcher finally used the computer for analysis. The computer was the research technology to record, sort, and retrieve data. The search and find features helped the researcher to locate key words codes in the files.

The procedures of the questionnaires survey was outlined briefly by classification, gathering data from sources and records, coding, evaluation and interpretation.

When writing qualitative data the fieldwork and analysis produced piles of coded description that provided a starting point. Themes were formulated for suggestions. Finally those elements provided the findings of the research.

The dynamics of interviewing began with the concept the interview is a process of communication (Good 1959:286). Information was secured through face-to-face contacts. The focuses group interview concentrated on the experience of the learners.

The semi structured interviews opened with procedures. Methods of beginning the interview included distribution of forms prior to the interview especially for the purpose of collecting data. Inadequate responses called for probing. Sometimes there was inaccurate responses and irrelevant response. It was noted that the reliability of information obtained from the interview affected the following factors, an attitude of confidence and reluctant to reveal highly personal information. No verbal production was lost in the tape recorder interview. The researcher reconstructed the interview from memory after the interview was completed.

Non-participant observation was illustrated by observing the interaction of learners in a multicultural school. Methods used for recording observations included records of conversations teacher and learner participations. Observation has provided part of the data for the case study.

Transformation of education in South Africa implies a radical break with the past and a reconstruction of educational system within its wider social context. Transformation operates on symbols, frames of reference and behaviour. Educators and learners should

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not be left untouched by educational efforts but ultimately undergo radical change or personal growth. Educational change can be understood within broader social context. The development of a democratic culture depends on values and behaviour in society. The underlying values should be based on tolerance of diversity, fairness, justice for all, peace, mutual respect and human rights. Values and attitudes are inherited through social interaction and learning. Schools can develop and promote these values for example combating racism.

In chapter five (Neuman 2000:49-61) states that theory grew into more accurate and comprehensive explanations about the make up and operation of the social world. Theory and research are interrelated. The anticipated solution to the problem is based on some theoretical construct. However linked to alienation are experiences of assimilation, discrimination, racism and prejudice.

The movement towards assimilation or cultural maintenance is likely to be affected by the economic reward system. Both assimilation and heritage cultural maintenance can be promoted by the need to earn a living. Assimilation is chosen to secure a job. Therefore language planning can be used to ensure that there are jobs and promotion. Being bilingual and fluent is an economic necessity. With this context in mind the researcher outlined some of the cultural issues.

Lynch (1992) suggests that there has been historical development of identity from the family. An in-depth discussion on social theories was highlighted. Languages connected within an individual, and languages in contact in society became fused with multiculturalism as a personal possession and as a focus in schools. This chapter explored the idea of multiculturalism, and then the role of education. This chapter rests on the notion that strong bilingual education is multicultural by educators, learners and the curricular.

To do this effectively future researchers should adopt the approach of the interpretative studies of diverse special learning needs. This should also include micro-systemic interventions, which aims at working with the family.

In chapter six the relationships between religion and educational, thought not symmetrical, is reciprocal, is outlined. Religion in the broad sense is an important factor in human life, and is not a closed sacrosanct domain but a living growing complex of experience to which we may ought to dedicate our best resources of intelligence and emotion. The teacher of religion has to be fully equipped. Key features of religion education have been highlighted. The draft policy on religion education was briefly mentioned.

However, the findings in chapter seven revealed that the educational system is undergoing a problematic phase. The researcher believes that asking more questions is far more crucial than finding instant solutions.

The purpose of the research was to sketch with broad strokes the factors that influence the culture of learning and teaching and challenges faced by all stakeholders in the education system. The need for multicultural education, gender equity, HIV/Aids prevention is transforming people's perceptions for desirable knowledge. All stakeholders need to be involved and committed to education. Programmes and approaches used in education for diversity should offer effective education. It is crucial for a curriculum in teacher education to prepare future teachers for an understanding for all forms of diversity in society.

There is a need to concretise and implement the multicultural ethos expressed in the School Act. Some of the policies, support and directions were highlighted. However, given the past imbalances and neglect of African languages, the promotion of multiculturalism is essential.

Schools have diverse learners with different needs. The needs by learners, educators and parents are shaped by their socio-cultural environment and hence are complex in nature.

Support services for schools are imperative. In light of the many problems discussed in this chapter there is a need for an intervention by the government through the department of education.

8.3. Conclusion

In this study educators, learners and all relevant role players were faced with the challenges in the education system. The researcher attempted to promote the culture of learning and teaching to overcome the challenges. Current efforts towards multicultural education in schools are encouraging. Staff developments, incorporation of other perspectives in the curriculum, co-operative learning and programmes that respect the cultures and languages are promising beginnings. However, a comprehensive approach to multicultural education is the only means for reforming the schools to ensure the empowerment of, participation in, and contribution to the society to of all South Africans.

8.4. Future research

The characteristics of the apartheid education system were particularly apparent in the area of special needs of learners. The vision of integrated strategy as proposed in White Paper 5 is a society for all in which there is an integration of disability. The current movement towards inclusion seeks to educate all learners within the mainstream classrooms. It is important for teachers to understand the issues involving culturally and linguistically diverse learners with disabilities. The focus should be on addressing the different learning needs that exist within the learner population. By critically exploring concepts of special need the new policy in South Africa should involve changes to deal with different learning needs within the education system. The integrated system should meet the needs of all learners in multicultural schools. The structure and functioning of the system must ensure to provide ongoing and appropriate support for teachers and learners. The accommodation of diverse learning needs is therefore a principal and priority for all schools, whatever the nature of the programmes of learning and teaching they offer aims at working with the family.

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Appendix A

P.O. Box 806
Stanger
4450

Fax: 032 – 559 9042

18 June 2003

Executive Director
Ethekwini Regional Office
Dept. of Education
Private Bag x54323
Durban
4000

Sir/Madam

Permission to administer Questionnaires

I am an educator at Radha Roopsingh Primary School. Presently I have enrolled as a Masters student at the University of Durban Westville.

I hereby request permission to conduct my research at 5 selected schools in the Lower Tugela District. 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 challenges experienced by learners, educators, managers and parents in a multicultural school. Please find enclosed copies of the questionnaires. The data or findings of the study could be used by the education department and all stakeholders to promote the culture of learning and teaching and also to improve approaches in managing diversity in multicultural schools.

I have pleasure in assuring you that all the participants will not be disturbed in their normal school activities. I will ensure that questionnaires administration does not disturb the school programme. All information obtained will be strictly confidential and will be utilized 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

S. Govender (Mrs)

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

eTHEKWINI REGION — IISIFUNDA SASETHEKWINI — eTHEKWINI STREEK

Address: Ikheli: Adres:	Truro House 17 Victoria Embankment Esplanade	Private Bag: Isikhwama Sepost: Privaatsak:	Private Bag X54323 Durban 4000	Telephone: Ucinco: Telefoon: Fax: (031) 360-6911 (031) 337-4261
Enquiries: Imibuzo: Navrae:	S.B SINGH singhsb@kznedu.kzntl.gov.za 360 6208	Reference: Inkomba: Verwysing:	RESEARCH MASTERS	Date: Usuku: Datum: 24 July 2003

Appendix B

OFFICE OF THE REGIONAL SENIOR MANAGER

Mrs. S. Govender
Faculty of Education
University of Durban-Westville
Box 806
STANGER
4450

Fax: 032 – 559 9042

Dear Mrs. S. Govender,

RESEARCH PROJECT – MASTERS DEGREE

Your letter dated 18 June 2003 in respect of the above matter refers. Kindly be informed that permission is hereby granted for you to conduct research in schools in the eThekwini Region subject to the following:

1. The schools which participate in the project would do so on a voluntary basis.

2. Access to the schools you wish to utilise in your sample is negotiated with the principals concerned by yourself.

3. The normal teaching and learning programme is not disrupted.

4. The confidentiality of the participants is ensured.

5. A copy of the thesis / research is lodged with the Office of the Regional Senior Manager on completion of your studies.

I wish you every success with your research.

N.L. NTULI (Mrs.)
REGIONAL SENIOR MANAGER

RESEARCH: S.GOVENDER – MASTERS 240703

P.O. Box 806
Stanger
4450

Fax: 032 – 559 9042

28 July 2003

The Circuit Manager
Mrs. L. E. Khoza
Lower Tugela Circuit
Glenhills
Stanger
4450

Sir/Madam

Permission to administer Questionnaires

I am an educator at Radha Roopsingh Primary School. Presently I have enrolled as a Masters student at the University of Durban Westville.

I hereby request permission to conduct my research at 5 selected schools in the Lower Tugela District. 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 challenges experienced by learners, educators, managers and parents in a multicultural school. Please find enclosed copies of the questionnaires. The data or findings of the study could be used by the education department and all stakeholders to promote the culture of learning and teaching and also to improve approaches in managing diversity in multicultural schools.

I have pleasure in assuring you that all the participants will not be disturbed in their normal school activities. I will ensure that questionnaires administration does not disturb the school programme. All information obtained will be strictly confidential and will be utilized 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

Symonds

S. Govender (Mrs)

Appendix D

P.O.Box 806   (032) 5599042
Stanger
4450

28 July 2003

The Circuit Manager
Mrs L.E. Khoza
Lower Tugela Circuit
Glenhills
Stanger
4450

Madam

Permission to Interview Department Official

Your kind consent is sought to interview one Department Official from the Lower Tugela
Circuit office for the purpose of research for my Masters degree. The confidentiality of
both the individual and the information will be strictly endured. An early response is
urgently awaited.

The date and time will be agreed upon with the Official.

I thank you in anticipation.

Yours faithfully

S. Govender (Mrs)

P. O. Box 806   Tel: (032) 5525146
Stanger
4450

28 July 2003

The principal

Sir/Madam

I am an educator at Radha Roopsingh Primary School. Presently I have enrolled as a Masters student at the university of Durban Westville. I am currently conducting research entitled "Challenges of Multicultural Education in South Africa and promoting a culture of learning and teaching". I request assistance from managers, educators and learners to complete questionnaire on challenges of a multicultural education.

The purpose of this study is to analyse the experiences of education and learners in a multicultural school and to resolve issues on racism, discipline, educator training, curriculum and approaches in managing diversity.

The questionnaire together with the interviews form part of the thesis that I must submit to fulfil the degree requirements.

I have assurance that all participants will not be disturbed in the normal school activities. All information will be utilized for research purpose only with no identification of individuals

Your co- operation will be greatly appreciated.

Thanking you in advance.
Yours sincerely

S. Govender (Mrs)

Anonymous Questionnaire for Principal

The challenges of multicultural education

and

the promotion of a culture of learning and teaching

RESEARCHER: Sungeetha Govender

University of Durban Westville

Kindly respond to the following questions in a manner that will reflect your personal and honest opinion.

Your response will be treated with strict confidentiality.

Thank you.

SECTION A.

General information

Please tick off the appropriate block with x.

1.RACE

Black	
White	
Colored	
Indian	

2. GENDER

Male	
Female	

3. HOME LANGUAGE

English	
Zulu	
Xhosa	
Others specify	

4. TEACHING EXPERIENCE

0-5	6-10	11-15	16-20	21-25	26 +

5. PROFESSIONAL QUALIFICATION

University	
College of Education	

SECTION B: TEACHING STRATEGIES

Teaching strategies may be classified into three broad categories.

1. Group instruction
2. Whole class teaching
3. Individual

Which of the following teaching strategies do educators utilize in the classroom?

Place x in the appropriate block

1) Group instruction:

1.1	Group discussion		
1.2	Experimental Methods	1.2.1 Self Discovery	
		1.2.2 Group Project	
1.3	Peer tutoring		
1.4	Role playing	1.4.1 Games	
		1.4.2 Simulations	
		1.4.3 Sociodrama	
		1.4.4 Dramatization	
1.5	Case studies		
1.6	Other (specify)		

2) Whole class teaching

2.1	Lecture method	
2.2	Video presentation	
2.3	Educational broadcasting (radio or Television)	
2.4	Recitation (discussion)	
2.5	Socratic method (use of probing questions)	
2.6	Other (specify)	

3) Individualized instruction

3.1	Discussion (one-to-one basis)	
3.2	Individualized worksheets, projects and readings	
3.3	Other (specify)	

SECTION C: RESOURCES

1) The following is a list of resources that educators could utilize in the classroom. Use the key provided and indicate which of the resources your educators utilize in the classrooms

KEY:

Not used	1
Used sometimes	2
Used often	3

1	Charts	
2	Photographs	
3	Textbooks	
4	Worksheets	
5	Chalkboard	
6	Various types of boards (felt marker, hook and loop, magnetic	
7	Pictures and posters	
8	Flip Charts	
9	Models (e.g. Eye)	
10	Regalia (e.g. rock samples)	
11	Biological specimens	
12	Handouts	
13	Partial handouts	
14	Filmstrips and filmstrip projector	
15	Slides and slide projector	
16	Transparencies and overhead projector	
17	Opaque projector	
18	Film and film projector	
19	Video cassette and video cassette recorder	
20	Audio cassette recorder and tape recorder	
21	Record and compact disc player	
22	Computer	
23	Television	
24	Environmental items (e.g. bottles, cans & waste)	

SECTION D: GENERAL INFORMATION

1) Number of learners enrolled by the school _____

2) Composition of school population
   (Different cultural groups)

RACE	%
Black	
White	
Colored	
Indian	

3) Average size of classes: Grade 1-6

GRADE	SIZE
1	
2	
3	
4	
5	
6	

4) Composition of classes (different cultural groups). Grade 1-6

RACE	GRADE						%
	1	2	3	4	5	6	
BLACK							
WHITE							
INDIAN							
COLORED							

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5) Do you have a school governing body?

Yes	
No	

6) Have there been 'racial incidents' at the school?

Yes	
No	

6.1 Please give reason for your answer

_____
_____
_____
_____
_____
_____

6.2 Does the school have a policy/ program to eliminate racism?

Yes	
No	

6.3 Please give reason for answer.

_____
_____
_____
_____
_____

7) In general, are African learners able to cope adequately with the class work in the same way as Indian learners?

_____
_____
_____
_____
_____

7.1 If not, give reasons_____
_____
_____

8) Do you think that educator's strategies, methods and resources cater adequately for the diverse pupil population at your school?

_____
_____
_____
_____
_____

9) Comment on the difficulties/problems/constraints, if any, that your educators experience in their daily teaching.

_____
_____
_____
_____
_____
_____

10) What regard/suggestions/recommendations would you like to make with regard to improve the teaching- learning situation at your schools?

_____
_____
_____
_____
_____
_____
_____

Thank you for your co- operation

Anonymous Questionnaire for Educators

The challenges of multicultural education

and

the promotion of a culture of learning and teaching

RESEARCHER: Sungeetha Govender

University of Durban Westville

Kindly respond to the following questions in a manner that will reflect your personal and honest opinion.

Your response will be treated with strict confidentiality.

Thank you.

SECTION A.

General information

Please tick off the appropriate block with x.

1.RACE

Black	
White	
Colored	
Indian	

2. GENDER

Male	
Female	

3. HOME LANGUAGE

English	
Zulu	
Xhosa	
Others specify	

4. TEACHING EXPERIENCE

0-5	6-10	11-15	16-20	21-25	26 +

5. PROFESSIONAL QUALIFICATION

University	
College of Education	

6) Average size of classes you teach:

Up to 20	
21-30	
31-40	
More than 40	

7) Composition of classes you teach:

Indian only	
African only	
Predominantly Indian (few African)	
Predominantly African (few Indian)	
Other (specify)	

8) Do your learners generally sit mixed by race/gender?

Yes	
No	

9) Did your professional training equip you with skills to deal with culturally diverse classrooms?

No	
Yes	
Not applicable	

10) Do you regularly read journals of education, education bulletins, periodic magazines, etc

Yes	
No	

11) Do you really attend orientation courses, conferences, meetings, and workshops?

Yes	
No	

SECTION B: TEACHING STRATEGIES

Teaching strategies may be classified into three broad categories.

1. Group instruction
2. Whole class teaching
3. Individual

Which of the following teaching strategies do educators utilize in the classroom?

Place x in the appropriate block

1) Group instruction:

1.1	Group discussion		
1.2	Experimental Methods	1.2.1 Self Discovery	
		1.2.2 Group Project	
1.3	Peer tutoring		
1.4	Role playing	1.4.1 Games	
		1.4.2 Simulations	
		1.4.3 Sociodrama	
		1.4.4 Dramatization	
1.5	Case studies		
1.6	Other (specify)		

2) Whole class teaching

2.1	Lecture method	
2.2	Video presentation	
2.3	Educational broadcasting (radio or Television)	
2.4	Recitation (discussion)	
2.5	Socratic method (use of probing questions)	
2.6	Other (specify)	

3) Individualized instruction

3.1	Discussion (one-to-one basis)	
3.2	Individualized worksheets, projects and readings	
3.3	Other (specify)	

<u>Section C: Resources</u>

1) The following is a list of resources that you could utilize in the classroom

Use the key provided and indicate which of the resources you utilize in the classroom

KEY:

Not used	1
Used sometimes	2
Used often	3

1) Textbooks	
2) Worksheets	
3) Chalkboard	
4) Various types of boards (felt, marker, hook, loop and magnetic)	
5) Charts	
6) Photograph	
7) Pictures and posters	
8) Flip charts	
9) Models (e.g. Eye)	
10) Regalia (e.g. rock samples)	
11) Biological specimens	
12) Handouts	
13) Particle	
14) Filmstrip & film projection	
15) Video cassette and video recorder	
16) Audio cassette and tape recorder	
17) Television	
18) Computer	
19) Environmental items (e.g. bottles, cans and other waste material	
20) Other (specify)	

Do you invite outside persons to address your learners on topics of interest?

No	
Yes	

If yes, give reason for your answer.

_____

_____

<u>Section D: Integration of teaching strategies and resources</u>

Please complete the following table by writing down the resources that you utilize when engaging in a particular teaching strategy (see Section B)

Write down only the numbers that correspond with the resources listed in Section C

Strategies/methods	Resources (numbers only)
1 Whole class instruction	
1.1 Lecture period	
1.2 Video presentation	
1.3 Educational broadcasting (radio and television)	
1.4 Recitation (discussion)	
1.5 Socratic method (use of probing questions)	
1.6 Other (specify)	

1.1 Do you; think that your strategies, methods, and resources cater adequately for culturally diverse pupil population in your classroom?

_____

_____

_____

_____

_____

1.2 If not, what strategies methods and resources do you think would be appropriate for your classroom?

_____

_____

_____

_____

_____

2) Comment on difficulties/problems/constraints, (if any) that you experience in your daily teaching.

_____

_____

_____

_____

_____

2.1 How do you think the difficulties/problems/constraints that you as an educator face can be resolved?

_____

_____

_____

_____

_____

3) How do you resolve conflicts amongst diverse learners?

_____

_____

_____

_____

_____

4) How would you promote tolerance through diversity?

_____

_____

_____

_____

_____

_____

Thank you for your co-operation.

For office use only: Respondent number:_____

Anonymous Questionnaire for Learners

The challenges of multicultural education

and

the promotion of a culture of learning and teaching

RESEARCHER: Sungeetha Govender

University of Durban Westville

QUESTIONS FOR LEARNERS

Kindly respond to the following question in a manner that will reflect your personal and honest opinion.

Your response will be treated with strict confidentiality.

Thank you.

SECTION A: General information

Please tick off the appropriate block with X

1. Grade	
1	
2	
3	
4	
5	
6.	

2. Race	
Black	
White	
Indian	
Colored	

3. Home Languages	
English	
Zulu	
Xhosa	
Afrikaans	
Hindi	
Other (specify)	

4. Gender

Male	
Female	

5. Home

Rural	
Township	
Informal Settlement	
1 Rural	
2 Urban	

6. Where are you currently staying?

Alone	
Parents	
Relatives	
Other (specify)	

7. Age of Parents

	Mother	Father
Under 30		
31-40		
41-50		
51-60		

8. Occupation of Parents

	Mother	Father
Not working		
Unskilled		
Semi skilled		
Skilled		
Professional		
Other specify		

9. Size of Home

Rooms	

10. Who pays your school fees?

Mother	
Father	
Both	
Other (specify	

11. Who are your best friends?

Blacks	
Whites	
Indians	
Coloreds	

12. In general how is your relationship with learners of other racial groups?

_____

_____

_____

13. How is your relationship with educators of your own racial group?

_____

_____

_____

14. How often your parents check and help you with your school work?

Everyday	
Once a week	
Not at all	
Other (specify)	

Section B: Classroom Activities

The table below gives you a list of class activities that learners may engage in. Indicate the activities you participate in. Use the following key.

KEY:

Not applicable	1
Sometimes	2
Most times	3

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1.	Sit positively and listen	
2.	Sit to listen to a video presentation, educational broadcast or radio, TV	
3.	Copy down notes, diagrams.etc from chalkboard	
4.	Write down what your teacher says in classroom	
5.	Write down your own thoughts and ideas	
6.	Work in groups, solve and analyze activities	
7.	Engage in self study of research books	
8.	You shuffle, fidget, mutter to your self and look through the window	
9.	Other (specify)	

Section C

1. What classroom activities would you like to engage in?

_____

_____

2. What resources would you like your educator to utilize in the classroom?

_____

_____

3. What changes/suggestions would you make regarding to improving teaching and learning in your classroom?

_____

_____

Thank you for your co-operation.

SURVEY OF THE EXPERIENCES OF DEPARTMENT OFFICIAL IN A MULTICULTURAL EDUCATION.

Interview : +/- 20 minutes

Department Official :

District :

I am an educator at Radha Roopsingh Primary School. I have enrolled as a Masters student at the University of Durban Westville. I am currently conducting research on challenges of a multicultural education.

The purpose of this interview is to understand the experiences and challenges of a multicultural education in South Africa and promoting a culture of learning and teaching.

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

Your co-operation will be greatly appreciated.

Yours in Education
S. Govender (Mrs)
Tel. No.: 032 5525146

SURVEY OF THE EXPERIENCES OF SCHOOL GOVERNING BODY MEMBERS IN A MULTICULTURAL EDUCATION.

Interview : +/- 20 minutes

SGB Member :

School :

I am an educator at Radha Roopsingh Primary School. I have enrolled as a Masters student at the University of Durban Westville. I am currently conducting research on challenges of a multicultural education.

I request permission to conduct an interview with you. The purpose of this interview is to understand the experiences of school governing body members in a multicultural school and also approaches in promoting COLTS.

I have assurance that all information will be utilized for research purposes only, with no identification of individuals.

Your co-operation will be greatly appreciated.

Yours in Education
S. Govender (Mrs)
Tel. No.: 032 5525146

Appendix K

SURVEY OF THE EXPERIENCES OF UNION REPRESENTATIVE IN A MULTICULTURAL EDUCATION.

Interview : +/- 20 minutes

Union Representative :

Branch :

I am an educator at Radha Roopsingh Primary School. I am currently studying for a Masters Degree at the University of Durban Westville.

I request permission to conduct an interview with you. The purpose of this interview is to understand the experiences and challenges of a multicultural education in South Africa and promoting a culture of learning and teaching.

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

Your co-operation will be greatly appreciated.

Yours in Education

S. Govender (Mrs)
Tel. No.: 032 5525146

Focus Group Interview

- How did you know about this school?

- Give me a true perception of your teacher.

- What is your opinion about teaching approaches used by your teacher?

- What are some of the challenges/ difficulties experienced by the learners in the class?

- Do you participate in cultural events in your school?

Semi- Structured Interview schedule SGB

- What is the cultural composition in the SGB in your school?

- What are some of the barriers in multiculturised society?

- How did you promote COLTS in your school?

- What is some of the fund raising projects you engaged in to prove resourced at schools?

- How does culture has an effect in multicultural schools with regards to learners and promotion of educators?

- What does the future hold for the learners?

- How would you stimulate parental involvement during educational process?

- Do you have additional comments?

Semi-Structured Interview Schedule
DOE official

- How has your experienced influenced your future direction in education?

- What do you think works best for learners with special reference to communication and disciplinary measures?

- What suggestions do you have for educators teaching large numbers in a multicultural school?

- Do you have strategic plans for future workshops for educators to teach in diverse schools?

- What support services are you going to provide educators?

- How will you promote COLTS?

- Do you have additional comments?

Appendix O

Semi-Structured Schedule- Union

- What is your union involvement in education?
- How are you trying to lift the morale of educators?
- Do you have strategic plans to retain educators to manage diverse learners?
- What do you think works best for learners with special reference to disciplinary measures and racism?
- How will you promote COLTS?
- Do you have additional comments?

KWA DUKUZA - STANGER

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