

***AN AFRICAN CHILD IN SOUTH AFRICAN  
MULTI-RACIAL HIGH SCHOOL:***

***SOCIO-EDUCATIONAL PERSPECTIVE***

***IN EMPANGENI REGION***

*by*

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## **DEDICATION**

I dedicate my work to Mr and Mrs EST Ngubane, my parents and I also thank the relatives and friends who encouraged and motivated me to work hard continually.

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## SUMMARY

In this study the researcher looked at the problems which African learners encounter when they are at the White schools.

The aim of this study is to provide scientifically grounded information about the situation in which an African child finds himself / herself and existence of racism in White schools. It seeks to ascertain what role South African Human Rights ( ) South African South African Human Rights Commission (SAHRC) to fight racial discrimination in South African multi-racial schools can play.

The first aim is to bridge the gap in our substantive knowledge regarding the situation faced by an African child in White schools.

The second aim is to ascertain the reasons why some of the white educators declare African child s colour-blind.

The third aim is the statistically measure, describe and explain the nature and extent racism as a social phenomenon and its negative impact on an African child's future.

The fourth aim is to establish the demographic particulars of the victims an African child of racism with regard to their age, sex and religion.

The fifth aim is to render socio-educational concrete recommendations with regard to what could be done to address pervasiveness of racism.

A questionnaire was compiled and used as an attitude rating scale and the questionnaire was administered to a representative sample of twenty-four white high school learners from six schools at Empangeni Region.

Statistical analysis was conducted to fulfil the aims of the study and to test the research hypothesis stated. This study revealed that the African learners at white high schools had problems with racism, apartheid at these schools.

The African learners move from the African schools to white schools is due to their parents' choice and different perceptions and expectations by African parents are revealed in this study.

The recommendations for this study was that educators be taught about aspects of multiculturalism and also anti-racism training to all education stake holders, including district officials, school governing bodies, educators, learners and clustering of schools to encourage sharing of resources between privileged and under-privileged schools.

The Minister of Education should intervene in the white schools especially in racial representation of educators, governing bodies.

## CHAPTER ONE

### 1. MOTIVATION OF THE STUDY

Children are our most precious assets. A secure, well nourished child who has the opportunity to learn and develop within a family, school and community has the best chance to become a confident adult who will be able to contribute to the happiness and welfare of the society. Moltens, Kibel & Moore (1986:58), refer to the effort directed at satisfying the child's basic need, thus contributing towards replacing an anti-child culture with a suitable child friendly environment:

- Strengthening the child-rearing unit
- Health care for young children
- Education tailored to the specific needs of a black child

The child's basic needs are:

- Love
- Security
- Health
- Education

It goes without saying that many blacks schools (if not all) are without facilities, i.e. inadequate recreational facilities, classrooms, libraries and educators who specialized in particular subjects, e.g. mathematics and science. This compel parents that can afford to send children to white schools where it is believed that these children will receive better education.

This study intends to reveal the problems (obstacles) encountered by black children in white schools and seeks the solutions to the problems.

## 2. STATEMENT OF THE PROBLEM

The researcher is concerned with the problems encountered (experienced) by a black child in south African multi-cultural schools (white schools), most of these problems (if not all) emanate from racism that lurks behind the pleasant façade of our rainbow schools.

The researcher has interviewed a few African children from different white high schools around Empangeni and Richards Bay, namely:

- Empangeni High School
- Empangeni Christian Schools
- St. Catherine Girls High School
- Felixton College
- John Ross College
- Richards Bay High School.

Almost of these children experience different problems in white high schools. The statements of these children are supported by what is happening in other schools in other provinces such as Vryburg High Schools. Some of the problems encountered by black children in white schools are "Black children are declared colour blind", by white educators.

- Some of the children fight about whether black people can play "good guys" in South Africa and those white children are superiors to black children.
- Black learners in these schools feel isolated, i.e. they are not welcome, either by white learners or white educators.
- African children are labelled as slow-learners therefore they are separated from white learners.

- African learners are encouraged to take their subjects in lower grades (standard grades) whilst white children take their subjects in higher grades.
- White learners have the tendency of provoking black learners who end up in fight and at the end; black learners are suspended for bullying the white learners.

### 3. **AIMS OF THE STUDY**

In general, the aim of this study or investigation is to provide scientifically grounded information about the situation in which an African child finds himself / herself an existence of racism in white schools. It seeks to ascertain what role can be played by South African Human Rights Commission (SAHRC) to fight racial discrimination in South African multi-racial schools. Similarly, in South Africa, part of 1994 "Uhuru myth" was the notion of establishing multi-racial schools where black and white students study together but this is ignored.

Against this background, this study aims to:

- (a) bridge the gap in our substantive knowledge regarding the situation faced by an African child in white schools.
- (b) Ascertain the reasons why some of the white educators declare African child as colour blind.
- (c) Statistically measure, describe and explain the nature and extent racism as a social phenomenon and its negative impact on an African child's future.
- (d) Establish the demographic particulars of the victims (black children) of racism with regard to their age, sex and religion.
- (e) Render socio-educational concrete recommendations with regard to what could be done to address pervasiveness of racism.

#### 4. FORMATION OF HYPOTHESIS

The following hypothesis have been formulated for both quantitative and qualitative testing of assessment:

- H<sub>1</sub> :African learner feels more isolated in a multi-cultural school than white learners
- H<sub>2</sub> :African learner is declared as a slow learner compared to their counter parts
- H<sub>3</sub> :White learners are more privileged than black learners in terms of fringe benefits (i.e. financial assistance, sports and so on).

#### 5. RESEARCH METHODOLOGY

The method of research to be used in this study involves the delimitation of study area, the demarcation of the sample and sample size and the techniques for collecting and analysing data. In collecting data methods to be used are self-administered questionnaires and person to person interviews.

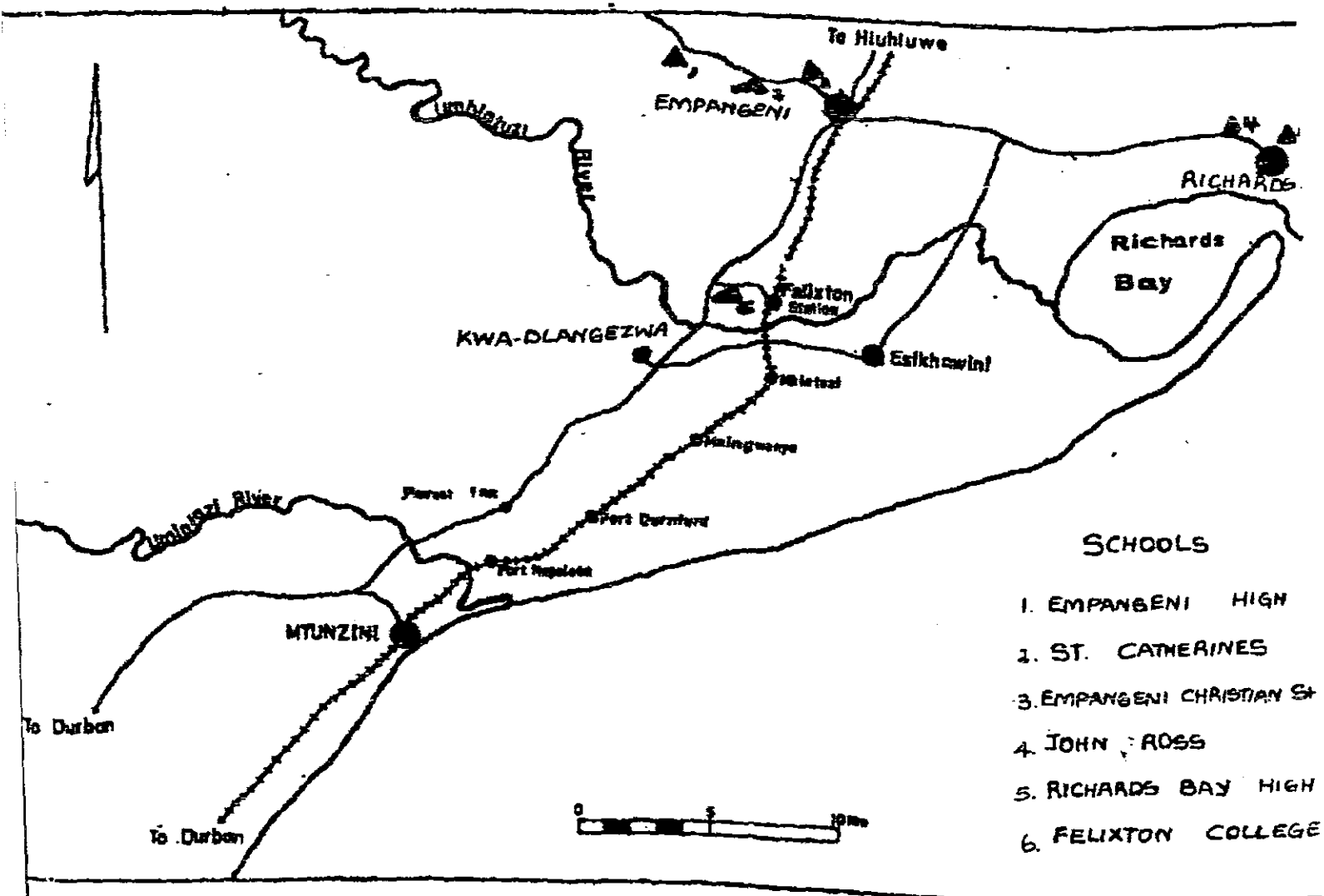
##### 5.1 *Delimitation of study*

This investigation is confided into the following demarcated levels spatial, qualitative and quantitative delimitation.

##### 5.1.1 Spatial delimitation

This study is undertaken within Empangeni region, which falls under Lower Umfolozi district. Geographically, Empangeni region covers Richards Bay, Empangeni and Felixton.

Figure 1.1 : Map of Kwa Zulu Natal, which portrays study area





### 5.1.2 Qualitative Delimitation

Only black learners will be included in this study.

### 5.1.3 Quantitative Delimitation

Quantitatively descriptive analysis of racism, frequency and cross tabulation are used to portray the nature and extent of racism. This is done by means of statistical package for social sciences (SPSS) computer programme.

## 5.2 *Sample size*

Sibaya (1992:60) defines a sample as a subset of a population, which latter, on the other hand being the total collection of people, things or events. A sample can be selected in a number of different ways for the purpose of these study respondents will comprise of learners only.

The total number of black learners in schools under study area:

Empangeni High	=	450
Christian High	=	23
John Ross High	=	49
Felixton College	=	8
St Catherine's	=	265
Richards Bay High	=	5
Total number	=	800

The researcher will arbitrarily select 4 learners (2 boys and 2 girls) from each class from Grade 8 to Grade 12 in each of the above mentioned schools. However, in the view of financial and logistical constraints, the sample size of 800 will be reduced to 120. In order that the sample should be considered representative of black

learners a random sample will be extracted covering the following components of variables : gender, age, religion.

### 5.3 *Data collection*

As mentioned earlier, the collection of data adhered to two types of method namely: self-administered questionnaires and person-to-person interviews.

All questionnaires to respondents will be designed mainly to constitute Likert type of scale of set of statement. The statement will be represented so that the subject must respond to in terms of one of the following five categories, strongly agree, agree, undecided, disagree, strongly disagree. Open and close-ended questions will be included in questionnaires.

Questionnaires will be distributed in person, school to school and will be collected in the same way. Tape recorder will be used in the case where respondent is unable to complete the questionnaire.

### 5.4 *Data analysis*

Data will be analyzed by means of statistical package for Social Sciences (SPSS) programme, which is available at the University of Zululand. The Corel Quattro Pro and the Harvard Graphics spreadsheets will be used to construct the graphs, tables and other statistical data representation diagram.

## 6. **DEFINITION OF TERMS**

### 6.1 *African learner*

The word "African" means "a native of Africa" is an accepted description through Africa, to distinguish the darker skinned

peoples of the continent from the Asians and Europeans. An African is taken to mean any person who is generally accepted as a member of any aboriginal tribe of Africa. In general African people also refer to themselves as "Black" to symbolize their darker skin colour and other common physical and cultural features.

According to Marquard (1952:34) is of the opinion that the term Black as applied to the Africans whose dark skins vary from black to light brown, is only used for convenience and it is not an accurate description that they are "black" and that Europeans are called "whites".

In this study I looked at African learner as not yet an adult, acquire knowledge and skills from the educators who are in a school situation.

## 6.2 *White learner*

White learner is not yet an adult who is at school situation. It is a person with a white colour who is gaining knowledge through reading books or practical participation. In this study a white learner is not an African but grouped under Europeans and their language is different from the Africans. A learner is a person who is guided by the educators.

## 6.3 *Parent*

A parent is the legally recognised father or mother of a person. In its narrowest sense and under the old common law, the term refers only to biological mother and father - people who adopt children and those who have children out of wedlock are also considered to be parents.

According to the Jewish tradition, as a result of the original sin Adam and Eve fell from glory of God but their privilege of parenthood was never taken away. Adam would sweat for his family and Eve would bear children with hardship (Genesis 3:16-19)

According to Joubert, (1972:33-34) the ordinance of creation the father is the head of the household and the highest authority. It is his calling to govern, protect, lead, mould and instruct. The woman as a mother is the heart of the household. She takes care of the child's material, spiritual and physical needs.

The parent may be defined as the pedagogically responsible adult who has the calling to lead the child from helpless, babyhood to responsible adulthood. The parents make up the first prolonged interaction system, which the individual child encounters. In this system the child discovers humanness and moves from his biogenetic instincts to learned responses.

In this study the parent is a role model to a child and parent lead, motivates, responsible to children. All these lead a child towards adulthood. Parents in home situation provide the dynamic experience for the child to move forward along a goal-directed path towards self-direction (Paine, 1976:10).

#### 6.4 *Culture*

The term "culture" has been defined in many different ways. According to Grove (1992:114) "culture" should not be considered to qualify a particular group of people, nor should it be regarded as a code or system of 'acceptance' behaviour. She states that culture refers to the ways in which one perceives, believes, evaluates and behaves.

Shade (1989:9) defines culture as a process of adaptation to the environment adaptation in this context may be viewed as the behaviour, which results from an individual or a group's ability to selectively meet the demands of a perceived environment.

According to Cage and Berliner (1989:9) culture is the context in which children develop. In that context, surrounded by family and friends, children learn attitudes, values, customs have been passed down from generation of ancestors and have formed an identifiable pattern or heritage.

Luthuli (1985) states that it is through cultural patterns that each group becomes unique to the extent that it can be differentiated from others. In the opinion of the researcher, culture refers to the values and customs acquired by a child from the day he is born. It is ways in which he uses these values and customs to interact with the environment and makes it work for him or her.

#### 6.5 *Educator*

According to Duminy and Sohnge, (1987:6) define educator as a competent person who performs the educative act of teaching educative teaching and learning are guided by the academically and professionally trained educator.

Previously, educator was called a "teacher". Now it has changed. In this study the concept educator refers to a person who is employed to teach at school who is academically and professionally trained to teach that particular level.

## 6.6 *Neglect*

Stevens and Cloete, (1996:63) refers to neglect as general to conditions in which a person is deprived for shorter or longer periods of what is necessary to his or her right by virtue of that existence. This includes those aspects of life that are necessary for sound personality shaping and social development.

In this study I would like to know what causes the African learners to be neglected.

## 6.7 *Curriculum*

According to Zais, (1976) curriculum comes from a Latin root meaning "racecourse" and figuratively the school's curriculum has represented something like that to most people. It is viewed as the relatively standardised ground covered by learners in their race towards the finishing line.

Lewis and Miel (1992) identified definitions of curriculum in the following categories:

- course of study
- intended learning outcomes
- intended opportunities for engagement
- learning opportunities provided
- learners actual engagement; and
- learner's actual experience

The defined curriculum as "a set of intentions about opportunities for engagement of person to be educated with things in certain arrangements of time and space (pp27). The curriculum cannot be as wide and comprehensive as life itself and it does not need to, because a curriculum is only a guide to self-help. However, it

should represent a certain life style that has been organised, systematised, edited and simplified. For purposes of this thesis the term curriculum is conceptualised as a sequence of potential influences, enlightenment and insights that are overt and covert, which are made up from the reconstruction of knowledge and experience. This knowledge and experience are systematically developed and organised under the auspices of an educational system, with the aim of enabling the learner to find for himself a niche in societal life knowledge and experiences are based on theory, research and past professional practice on the part of educator.

#### 6.8 *Racism*

Two key beliefs undergrid the concept of racism. One is the belief that the inherited physical attributes of a racial group strongly influence social behaviour as well as psychological and intellectual characteristics in other words, that these latter characteristics are genetic and distributed differently among racial groups the other essential belief is that some racial groups are inherently superior and others are inherently inferior behaviours and actions based upon these two beliefs are referred to as racism. Hernandez, (1989:30).

Lemmer and Squelch (1993:15) states that racism is the belief that one's own race is superior to another. This belief is based on the false promise that physical attributes of a racial group determine intellectual characteristics as well as social behaviour.

The researcher is of the view that racism refers to discrimination or prejudice against a race based on the belief that a particular race,

especially one's own, is superior to other races. This belief leads to a lot of antagonism between the different races.



## **7. CHAPTER DIVISION**

This study is divided into five chapters as follows:

CHAPTER ONE	:	Deals with the general orientation of the study
CHAPTER TWO	:	Literature Review
CHAPTER THREE	:	Entails research methodology
CHAPTER FOUR	:	Deals with analysis and interpretation of data
CHAPTER FIVE	:	Entails the most important findings, conclusion and recommendations emanating from this data.

## **8. VALUE OF THE STUDY**

The researcher will send the research to the Educational Planners, Human Science Research Council (HSRC) to be kept in database for future reference.

## CHAPTER TWO

### AN AFRICAN CHILD IN WHITE SCHOOL SOCIO-EDUCATIONAL PERSPECTIVE: EMPANGENI REGION

#### 2.1 INTRODUCTION

This chapter concerns reviewing of literature. Literature review assists the researcher in attacking the problem for research when the researcher is investigating what other researchers had done then he / she will know how to tackle the problem.

In the past, cultural and biological traits were the primary variants by which ethnic and racial identities were categorized however, recent contributions (Narall Barth 1985:60) had drawn attention to the social identities that ethnic and racial categories confer upon individuals. In other words, the focus has changed from actual differences among groups to the manner in which individuals so categorized are expected and constrained to behave when interacting with members of other groups. Similarly, in the anthropological study of schools, the focus has shifted from subcultural differences as an explanation of minority students' problems to the social significance of the categories of sex, social race, class and ethnicity. A case study by Rist (1979:16) for example, provides insight into the subtle structuring of student roles in an urban school according to social class.

I the "general cultural theory of education developed by gearing and associates and built upon the findings of Rist and others, social identities are a central feature associated with societal barriers to the flow of information and therefore of learning. Rist stresses the importance of structural constraints on the education provided to and exploited by

minority groups. These developments suggest that the organisation of interaction among people classified by socially significant characteristics such as race reflect the structural position of these groups in society and in turn constraints the education they receive. The concern is about organisation of black-white relations in the southern desegregated school and specifically with the manner in which social race is interwoven in to the fabric of school life and the factors that seem to promote this organisation of social race may or may not be stressed and for conditions such as the political and economical, which have elaborated and maintained social race identity over the long term.

#### 2.1.1 Why parents care so much about choice

Were parents to be found chaining themselves to the railings, or throwing them under the Chief Education Officer's car, it would quite likely be about choice? Choice plays an important part in our feelings about everything, but here are two reasons why it assumes an almost obsession quality in education.

Firstly, parents still feel, despite the improved home-school relationship of recent years, that they do not really have much say once the gates close so it becomes vitally important to choose the right school gates in the first place. If parents had more influence, they could well settle for less choice. Any hope that the school they got through their association with it becomes more like the one they would have chosen, might make more parents willing to throw in their lot with the nearest school. All sorts of improvements could follow from such voluntary education of choice.

In 1944 Act had enunciated in Section 76 the general principle that children should be educated in accordance with the wishes of their parents, subject, however, to compatibility with the provision of efficient

instruction and training and the avoidance of unreasonable public expenditure.

Under Section 6 of the 1980 Act parents have a right to express a preference for a school LEAS and governors must honour this preference unless it would “prejudice” the provision of efficient education or the efficient use of resources, be incompatible with the arrangements for admission made between the LEA and the governors of a voluntary aided school, or unless in a selective school the child has not met the requirements as to the ability and aptitude. Thus there are still qualifications which deny absolute freedom of choice and which protect the power which aided schools have over admissions and selection where it still exists. Disappointed parents may appeal to a Local Appeals Committee. (Section 7).

That is why many privileged parents had sent their children to multiracial school with an aim of better education without knowing the problems, which their children face in white schools.

### 2.1.2 The growing power of government

#### Introduction

In recent years, relations between governments – both sidereal and state- and higher education have been deeply troubled from the academic side, there has been a well articulated and widely heard stream of complaints, much of it directed at “over regulation” and government interference. From the side of government, those responsible for enforcing the cans and applying the regulations have often expressed their disappointment – usually less publicly – at the failures of the academy to obey the rules and have found its complaints self serving.

The growth of federal regulation applicable to and applied to high schools, shifts in the magnitude and character of federal funding for higher education, the end of the enrolment boom. The unfavourable demographic and economic contexts effect all of higher education.

### 2.1.3 The problem facing white teaching in Black schools

The problem in black schools entering the white schools is not the problem of the students alone. Even the teachers who enter the black school experience problems in the new working environment (Parkway: 1983:6).

Parkway (1983:6-7) emphasises that the white teacher experience the problem of behaviour from the students that make them feel inferior. Firstly, there was a lot of chaos caused by the students, that chaos is very disturbing. the black students are like children, they like to play most of their time and they are easily gotten out of hand. that confuses the white teacher as she was knowing nobody and never been around black people before. (le Roux 1993:17).

The problem in the classroom was that the classroom is not structured as in the white school. There is no paper and teaching material and the books are not enough. The students need to share books that resulted to the laziness of the students that show that they do not want to learn anything. (Parkway: 1983:9).

The black students like enjoyment. They show that through their behaviour that comprises dancing, singing, and yelling during class, bucking around the room. Writing on the blackboard and opening and closing the doors that makes it hard for the other students to study with this constant motion and noise going on around them. Walton (1979:12).

Their behaviour also compromises of interrupting my explanations to the class by certain remarks. Sometimes you find a student asking the time to another student that shows clearly that they do not want me in class. At various times they surround the teachers desk as a group and have begun saying some remarks to the teacher like the following remarks you are supposed to teach us something, you are supposed to learn how to talk to us, so that we can understand each other you need to understand that we cannot do this grammar because we do not talk as you do. You are not supposed to fail us when we try. It is impossible for a white teacher to deliver one complete sentence of speech. Without such and irrelevant interruptions and all this behaviour occurs in front of all members of the class present. It does not cause embarrassment to the teacher only but causes general atmosphere, which seems to say that white teachers are less than nothing they are the instrument to be used or abused. (Walton: 1979:43).

#### 2.1.4 The stress on the teachers

This incidence of job related stress among teachers has been found to be quite common and has received considerable attention. The research that was done by National Education Association shows that 16,2% responded the chief sources of anxiety they experienced as received to time demands that they need more time of doing preparation for next class as they need to consider that these pupils are not the same like they need to be slow alike but that make them to take time to finish a chapter that make them to sacrifice the time for them to finish the work of the year before the examination starts.

Difficulties with pupils that also cause stress to the teacher. First like the behaviour of the black pupils is not like the one for white pupils. The black pupils are used to making noise at any time even if the teacher is in class then she is supposed to say you must not make noise repeatedly. The

black pupils have the lot of excuses like they did not do their work. Something that the teacher is not used to fit where she is coming from. Some of them forget their class books at home. Most of the time black students did not want a teacher in front of them because they want to keep most of their time doing unnecessary work and not school work. (Le Roux 1993:22).

Parkay (1983:2) emphasises that the white teacher also has the problem with class enrolments. The black schools have the large class enrolments. That number affects them because they fail to bring all the pupils in their attention and they also fail to see whether they all understand or not like in the white schools. They assume that all pupils understand the day work, but when it come to tests. Only 40% of the students who pass tests. Then the teacher asks all those who failed the test where is the problem the answer is simple. We did not understand the work. Why did you not ask, there is no answer to that question, that also causes the stress to the teacher that she has wasted periods teaching something that student fails to understand that is caused by the large class enrolment. White teachers are not used to large enrolment and that causes them to fail to analyse problems of each and every student in class.

According to Walton (1979:25) the financial constraints also causes stress to the white teachers in black schools like they need to pay for the place where they live. Something that they are not used to because they usually re-enrolling at home or have cars to travel on daily basis back home they need to buy teaching material as in white schools that is provided by the school. They take as the waste of money and that causes stress again to the white teacher.

The lack of educational resources also causes stress to the white teachers. There are no libraries where students can go and search for information. Some black schools have lack of books so how can a teacher that contribute to the stress that a teacher has and the student fail to do the independent work for that reason a teacher does his work for a monthly salary for him or her to survive not that he is proud of what he is doing. He is less concerned about where the students have understood or not that is caused by job frustration and lack of educational resources. (Parkway 1983:5-6).

The real world of the schools violated so many teachers' expectations, like in the survey that has been done. Reveal that emotional problems of teachers revealed that, depending upon their character and personality, teachers experienced varying degrees of psychological buffering those who are the attempt of the students to weaken the teachers' self esteem. Teachers need to cope with the stress of students activism so characteristics that gives an increase of epidemic of violence, vandalism and disrespect for authority that sweeping our nations secondary schools and threatening the very structure of public education. All these are reactions of black students to white teachers. (le Roux 1993:7).

Walton (1979:12) emphasises that the student who causes this are those students who come from disorganised families and communities who have no respect of the old people and barely literate in English. Teachers are assaulted physically that added to being mentally harassed and intimidated that itself shows signs of severe anxiety and depression, to the number of teaches that revealed that their personal and professional lives are severely disrupted by job related stress and their inability to cope effectively. Teachers are becoming aware of the severe limits of their ability to control students' behaviour. The stress created by these factors combined with the lack of academic progress many students display the



depriving many teachers of the reverts. They may get from doing their job well that leads to burnout syndrome.

The final lack of recognition and the lack of appreciation have also identified as stressful thing. The lack of appreciation are the major cause of the job dissatisfaction that resulted in the lack of personal fulfillment that motivates the teacher to change jobs which means a personal job relies to the satisfaction so that a person can do his / her best to his job.

#### 2.1.5 The effects of stress on teachers' behaviour and attitudes

Parkay (1983:7) said the job stress led to the change of behaviour and attitude of the white teacher in black schools. He also emphasised that the transactions with the cultural community in which the school is embedded. The culture of the school and the larger culture of the community are more or less compatible with each other and with the teachers' values. This the teacher can function without undue conflict so that he simultaneously satisfies his own professional needs and the needs of students, school and community. The disparity between the schools espoused policies and the culture of the community can be overwhelming and this difference may have a profound effect on the teacher, attitudes and behaviour. The white teachers are experiencing a high level of anxiety and stress when confronted with cultural and behavioural patterns that differ radically from their own. Some of the teacher feel threatened by their teaching environment and maintain a high level of anxiety.

#### 2.1.6 Black students speak for themselves

The Black faced a crisis situation in the intercity education. This becomes common place to chase the educational system which fail to meet the needs of the minority groups students that the black students. There is no doubt that the majority group will respect for a change, which reflect the subtonic, yet powerful and the basis of the larger student society. In

such schools not all students fail to make adequate academic progress. The instructional programmes fail to facilitate maximal student learning and varies greatly from pupil to pupil within the same school and among students. Students have equal potential of achieving academic excellencies success, other experiences failure to such differences in achievement is caused by what the learner brings to school setting in the way of values, habits, expectation and personal dispositions is one if not least important determinant of academic performance (Parkay: 1983:57-58).

Mcnific (1996:17) emphasises that if the black student perceives that his own value and the life style are more or less congruent with school expectations of the student, he is able to function with the little conflict and can meet simultaneously his own and the school requirements.

### **2.1.7 BEYOND DESEGREGATION : MULTICULTURAL EDUCATION IN SOUTH AFRICAN SCHOOLS**

#### **Introduction**

In response to the numerous post 1994 policies and legislation that mandated desegregation in South African schools, different institutions are responding to the diversity in the learner population and transforming the apartheid legacy in many ways. However, research evidence (1990) suggests that most attempts at providing equitable quality education for all learners from diverse backgrounds interests and abilities are falling short. One reason for the failure of multiculturalism in our schools may lie in their inability or unwillingness to validate the identities and worth different learners bring to the teaching and learning environment. Thus this article first reviews the different ways in which schools are responding to the diversity in the identities of the learner population. The extent to which those responses are adequately addressing the learning needs of all.

Secondly, the article highlights the multiple identities or cultures learners and other educational stakeholder bring to any teaching and learning situation in South African schools to address the issues, the article argues that in an attempt to readdress the imbalances of apartheid education and to adequately address the learning needs of all learners, schools should develop a curriculum framework that is holistic and inclusive of all identities and cultures.

The need for multicultural education in South African schools.

The need and mandate for transformation in our schools have been demonstrated in widely reported racial violence and the failure African learners in desegregated as well as monoracial schools in the media,

research findings (Zafar, 1998, Jansen, 1998 and National Education Policy Document not only is there a need for racially desegregated schools to change in order to accommodate what they refer to as "the influx of learners" from other racial groups and cultures the monoracial institutions have to respond to new demands as well. These demands for change in all school contexts include:

- (i) socio-political context of the school, the country and the international; or
- (ii) differences in individual and groups identities; and
- (iii) changing curriculum policy and practice to address the learning needs of all learners.

The need for multicultural education in South African schools is firstly demonstrated by the rapid changes in our socio-political context.

#### 2.1.8 THE SOCIO-POLITICAL CONTEXT

National and global demands are once again being made on schools and educators to transform by the apartheid system. This transformation is taking place within the context of the more publicized national and international debates on nation building. African Renaissance and globalization. These debates have implications for the role schools and other educational institutions should and can play in realizing the vision of a transformed South Africa. On the one hand, to count questions of many years ago "dare the school build new social order?" One is tempted to answer with an emphatic "yes, they must". For no other human agencies are more important than education and educators for achieving integration in our society. If the schooling system fails, this will impact on the whole system. This implies that the education system should be able to offer a peaceful, open and constructive multicultural avenue for change.

On the other hand, the current discourse regarding the transformation of the South African society is fraught with silences and contradictions about and from certain groups and identities in the country. In her review of research literature on schools desegregation, Zafar (1988) identifies an absence of African researchers' voices, especially women. Most of the research is done at formerly white liberal institutions by white researchers. Research from India and Coloured researchers, mostly at these universities is also emerging. The silence also includes an absence of research on mono-racial township and rural schools. What is happening in these schools? How are power relations and issues of internalized oppression mediated in them? The silence regarding these and other questions is contributing to the perception that since these schools are non-racial. They are therefore, mono-cultural and problem free. In these schools, acts of violence against women gives foreigners or mark where crime, poverty, HIV, Aids and other social ills are largely ignored. If our education system aims to address issues of unequal power relations and to afford social justice for all, then multicultural education is as much a necessity in these schools as it is in desegregated ones.

Secondly, nations building African Renaissance and globalisation also been to represent a contradiction. In terms of nation building conjures up images and visions of developing a "South African". Identity or nation for some, by definition, this excludes anything that is not South African some sectors of our society have attributed the recent rise in cases of xenophobia or hatred for foreigners to this concept.

This is further compounded by internalised oppression, for it is mostly foreigners from African countries who are victims of discrimination and violence and to a large extent by their fellow blacks. So, the question for educators in this regard is what kind of a nation should we be building one

in which the human rights of all people are respected, or on or in which climate of intolerance and entitlements without responsibilities dominates?

In turn, nation building seems to be at odds with the current discourse on African Renaissance. According to this discourse, African Renaissance aims to build a new African world, in which there is democracy, peace and stability, sustainable development and a better life for the people, non-racism, non-sexism, equality among the nations and a just and democratic system of international governance address by Thabo Mbeki at the African Renaissance Conference, September 28, 1998. If we answered affirmatively to the question regarding whether schools can and should transform society, we should examine effective ways of addressing our own needs and multiple identities as South Africans. These include living in harmony as South Africans and together working to transform our country towards a competitive member in the continent as well as the global arena.

#### 2.1.9 THERE ARE TWO APPROACHES

##### 1. *The assimilationist approach*

Firstly, most of the schools adopt an assimilationist approach to educating diverse learners. In this approach, learners are expected to adapt to the existing ethos of the school, curricula that were developed for a different learner population and to succeed. Obviously, this is pedagogically inadequate if genuine transformation of the curriculum is envisaged and education that aspires to validate all identities is envisioned.

Teacher perceptions and theories about teaching and learning also pose a problem against effective multiculturalism in South African schools. The assimilationist approach they adopt to respond to the change in learner population indicates a certain view to the question "what knowledge is of most worth". In these schools, certain "regime of truth and knowledge"

remains unchallenged, while other views are neglected. To illustrate a major piece of the public schools; semantic territory, as the assimilationist approach suggests, has been the transmission of common ways of perceiving the world, common modes of thought and attention in order to maintain social cohesion, common history, culture schools teach us how to see. That is, we learn to organize our perceptions into patterns that make sense and meaning. Those ways of seeing or perceiving that does not have meaning in the context are either neglected or denied.

So, on the one hand schools have, for a better or for worse, become commonly accepted nurtures of literacy and on the other, they have taught us generally sanctioned ways of seeing the world.

One need not ask whose way of seeing the world children are taught in our schools in South Africa. This suggests that a multicultural education framework developed for South African schools should place emphasis on recognising different ways of seeing, thinking and learning, speaking and meaning making. Thus, the curriculum should not be multi-historical, multi-linguistic and multi-perspective.

## 2. *The colour-blind approach*

A second way in which school continues to maintain the status is the "colour blind" approach to curriculum in which teachers claim not to see race or colour and refuse to consider it in their dealings with diverse learners. According to research report in this area, teachers who respond to learner diversity in this way often try to suppress their negative images they hold of students from diverse racial groups by professing not to see colour.

Proclamations of, "In my lass I do not see colour, I do not notice any one's race". It is just not important to me because I try to treat everyone the

same way”, are often reported. The problems with such views are obvious and numerous first, to these teachers I often want to retort.

Hey, I'm black. That is important to me and it needs to be important to you, too. It is not impolite for you to notice that I have very dark skin and I talk with a Sotho accent. Those are realities, and I am not feeling to be offended if you notice them. I will be offended if you pretend I do not exist, which I think is one of the results of colour blindness. Secondly, this colour blind and raceless notions emanate from liberal discourses and theories that equate treating people the same with equality. How can we benefit equally from the same treatment if we do not have similar backgrounds, histories and needs?

In addition, implied in these colour blind policies is the belief that we “new comers” into the school come from culturally and educationally inferior backgrounds and that changing the curriculum to meet their needs is tantamount to lowering the otherwise high standards in these institutions. The question is, with standards and whom are they benefitting? Although they have not received much attention in the research agenda, despite increased migration, HIV AIDS / poverty, violence and crime in an around schools, the mono-racial schools also seem to be doing “business as usual”.

### 3. *The Contributionist Approach*

A third approach that is popular in South African schools is what Banks (1995) cited by Sheperd (1999) has called the contributionist approach or teaching learning about other “cultures”. How many of us have gone to our daughter's or son's school's “cultural night day”?



### 2.2.1 SCHOOLS IN BLACK AND WHITE

By Karen MacGregor

Sunday Independent are educational standards dropping. In white middle-class schools, probably not standards in poor black schools are already so low that it is difficult to imagine them declining further. Policies to improve black education are sound, but so poorly implemented that they are likely to take decades to take effects.

The future of the state schools is a hot topic for middle-class South African parents. The consensus, among whites and Indians at least, seems to be that a rapid decline in standards is inevitable. There is a vendible litany of woes growing class sizes, the exodus of top teachers, poor matric results, lack of discipline, educational decay and lack of funding and resources.

Government policies are interpreted as lowering standards at state schools. The fear is that the redistribution of resources will cause centres of "excellence" to be neglected, while failing to improve impoverished African schools. Is this really the case? While there is room for concern over the future of middle-class state schools, there is little evidence that educational standards are seriously threatened. Unfortunately, African schools remain poor, chaotic and sub-standard, with government effort to improve them hamstrung and likely to take decades rather than years. For the purpose of this article, it will be assumed that standards are acceptable in schools which operate efficiently, have the necessary resources, well-qualified teachers, parents who are supportive and pupils who learn in ways that improve their knowledge, skills and ability to think. All these things continue to happen in wealthy state schools.

African schools are mostly in a mess, but unfortunately, they have been for decades, standards are generally so low it is difficult to imagine how they could decline further.

### **2.2.2 TWO TYPES OF SCHOOLS**

Four years into democracy and an African National Congress led government, meaningful comparisons between African and formerly White, Indian or coloured schools are still not possible. Resources have been directed from the latter towards the former but this has only occurred recently, has been hamstrung by budgetary constraints and has not yet made a discernible difference.

In any case, the resources available to be redistributed are minimal after teacher salaries which gobbled up around 90% of the R40 billion 1997-98, have been paid with formerly privileged schools largely making up subsidy losses by charging fees, the gap between the formerly privileged and disadvantaged sectors remains huge and is likely to remain so for the foreseeable future.

In Sunday Tribute (1997), Jonathan Jansen noted growing disparities between privileged and poor schools. He believes that ability to draw an expertise and assistance is what is widening the gap. Privileged schools have been able to employ teachers, draw educated parents to help private resources and find ways to do better with fewer resources. Meanwhile in poor schools pupils' numbers are increasing at the same time as the system is losing teachers.

### **2.2.3 DISADVANTAGED SCHOOLS**

South Africa had 12 053 266 pupils in 1996, according to the government's school register of needs survey (1997). The highest

enrolments were in Kwa Zulu Natal (2690950), the Eastern Cape (231865) and the Northern Province (1934 101). There were 27 864 schools, 69,9% of them primary, 19,6% secondary, 9,4% combined and 1% special schools.

By far the largest number of pupils are in African schools, so far the vast majority of South African children, the school experience remains one of crowded classrooms, lack of books and basic facilities, 111-qualified teachers, missed lessons and rote learning. Quality varies greatly between schools but is generally very low, with achievement depending largely on the abilities and commitment of a few senior teachers and the school principal. The preconditions for quality education simply do not exist in many African schools.

The need survey revealed that one in four of the country's schools have no water, only 43% have power and one in three have flush toilets. There is shortage of 67 499 classrooms, more than a million children need a desk and chair and 17 000 telephones are needed nationally. Many school buildings are in a weak or very weak conditions, while 62% of schools have adequate stationery, only 49% have adequate textbooks, 73% have no learning equipment and 69% have no materials.

#### **2.2.4 FORMERLY PRIVILEGED SCHOOLS**

There has been a noticeable and predictable demographic shift in formerly privileged schools upward social aspirations have translated into educational musical chairs, since the early 1990's, when state schools began admitting children of all races, formerly white, Indians and Coloured state schools have turned into solidly middle class institutions catering for any body who can afford them.

Nobody wants to talk about it but education observers have noticed an accompanying trend many formerly coloured schools are filling up with African pupils, Indian schools with coloured pupils and white schools with Indian pupils white children especially, but not exclusively, are trekking into a burgeoning number of private schools.

The explanation is likely to be found in apartheid policies, which separated races geographically as well as generating income disparities whites the richest followed by Indians, Coloured and Africans. Africans families were banished to outer city areas, while Indians and coloured families were parked in buffer suburbs between townships and wealthy white suburbs. Presumably, such racial dynamics will decline as South Africa's rapidly transforming socio-economic profile stabilizes and residential areas begin to reflect.

The demographic shift in formerly privileged schools has enormous social economic and educational implications. Among other things, it is encouraging racial integration. Less public money and more children in middle class schools are placing pressure on resources, leading to fee hikes and a great flow of private money into state schools. New policies and cultural integration are changing the nature of education. Tiny private schools are springing up everywhere.

### **2.2.5 WHITHER THE GOOD SCHOOLS**

It could be argued that the state should try to protect middle-class schools in South Africa. It is, in fact trying though politically rather than financially one hastens to add. Since poor schools, damaged by decades of deprivations and apartheid policies, are generally not producing well qualified school learners and since the private sector is still tiny "although

growing, it will be the established good schools of the state sector that will continue to provide the crucial skills South Africa needs.

Pragmatism persuaded the post-apartheid government to let schools charge fees, thereby allowing a flow of private money into education and it was pragmatism, as much as constitutional obligations or the threat of court challenges, that persuaded the government to continue allowing state schools to employ additional teachers with private money charge through fees.

The decision vital to schools wanting to keep class sizes down and offer a range of subjects was taken last year against strong opposition from within the government, as well as from teacher unions concerned about continuing education inequities and lack of union guarantees for privately employed teachers.

There are many arguments against class-based systems, but they are a reality worldwide. Parents send their children to the best schools. They can afford. The desire for good education, leading to greater economic opportunity, appears to be the main reason why black parents with enough money are taking their kids out of township schools and sending them often long distances to schools in formerly whites, Indians and Coloured suburbs.

The flight of many white and Indian kids to independent schools is more based at least partly on racism, perceptions of declining standards and fear of change. However, for most children independent education is still not an option. Parents are hard pressed to raise the money fees at established schools range from R6 600 to R18 000 years and there are in any case, not enough schools.

Mark Henning, national director of the independent schools councils, points out while the number of private schools was doubled to more than 1 000 in two years, most of the new schools are tiny. He estimates the number of places in the private sector to have risen by only around 10 000 to 240 000 in all and he does not think the sector will grow to beyond 3% of all schools. Thus, most middle class children and virtually all poor children will remain in state schools.

It is too early to judge the overall, impact of political and demographic changes on educational quality in middle class state schools. However, education experts believe it varies between institutions and areas. Some formerly Model C, Indian and coloured schools are thriving, other are not. Henning believes perceptions of declining standards in formerly privileged schools are largely unfounded and that parents will "yally round, pay fees and work actively to make sure schools work".

## **2.2.6 THE MATRIC DISASTER**

Matric results are one measure of standards. Last year 7.6% decline in the pass rate from 54,7% in 1996 to 47,1% in 1997 exacerbated fears that standards are dropping, including those in middle class schools. The proportion of pupils achieving university exemptions was 12,4% down from 15,6% but there are also more "A's" achieved than ever before, mostly from suburbs schools, which implies that their standards are rising. It is more likely that the poor marks are a result of changes and improvements to the matric examinations process itself, that A's reflect long standing qualitative differences between poor and privileged schools and that the matric results tell us little about what is going on in wealthy suburban classroom.

Geen Fisher, education and training director for the national business. Initiatives, believes the 1997 results do not reflect a drop in standards, but at last reflect real performance the way the examinations operated previously masked problems. Henning notes that the suburban state schools copying the best are those affluent areas, which have been able to raise fees, retain good teachers, keep parents involved and employ staff with private funds to maintain class spaces and subjects range. Such schools are confident that they can maintain standards.

### **2.2.7 MORE STUDENTS, LESS TEACHERS**

Some schools have been overwhelmed by increasing class sizes and difficulties collecting money. The greatest problems are being faced by schools where there are dwindling numbers of children from reasonably well off homes, making it difficult to raise fees and rally parental support. Some schools, Fisher says, are also battling to cope with the place of change in terms of student populations and staff turnover where change has been very rapid, schools have struggled to maintain stability and standards.

Changing student population has no other implication, Fisher says. Since many black children in suburban schools are still travelling from townships, schools are no longer drawing only from local communities. The concept of neighbouring school are no longer servicing an identifiable population of parents who share the same values, which many cause problems as yet unknown.

The main pressures on formerly privileged schools in the past five or six years have been growing pupil numbers and at a time of declining state funding, the related need for more resources.

Schools previously funded for classroom ratios of 25 or 30 to one pupils per teacher have had their teacher quotas cut back, in line with the state's intention to aim for ratios closer to 35 to one in secondary and 40 to one in primary schools. This aim was abandoned by the National Department of Education in December 1997, when provinces were given the responsibility for deciding classroom ratios.

Class sizes have been growing fairly rapidly in privileged state schools in the past decade while there is little evidence to suggest that bigger classes lead inevitably to declining standards, large classes do place teachers under considerable pressure. The choice has either been to employ teachers using private funds, or cope with larger classes. The school Act urges schools to raise funds to improve educational quality by among other things employing additional teachers indeed says and the education department it is the duty of school governing bodies to do so.

The department also points out that the classroom ratios are guidelines for teachers' numbers at schools. Not all classes have to have the same number of learners. The department is encouraging neighbouring schools to combine classes in subjects taken by small numbers of pupils.

Formerly white, Indians and coloured schools cost a lot of good teachers in the department's disastrous voluntary severance and redeployment scheme, which aimed, but failed to achieve a balance of teacher numbers between privileged and poor schools. However there are many good teachers left in privileged schools, Henning argues and with flexibility in the teachers they can employ and pay. It remains possible for schools to keep or attract good teachers.



### 2.2.8 NEW INTEGRATION

Resource requirements have been increased in senior schools especially, by the need to support English second language pupils coming from disadvantaged schools. This pressure is easing as more black children enter privileged schools at an earlier age. Some wealthy state schools have argued that rather than standards dropping to accommodate disadvantaged students, the opposite has happened: teachers have had to become better.

After a rapid enrolment of black students in formerly white schools in the early 1990's proportion of African children seems now to be growing much more slowly and can be estimated around 20 – 30 %. Now at capacity and still drawing from local households the government appears to accept that many middle class schools appear to be covertly pursuing (illegal) admission policies that favour black kids whose parents can afford fees and share similar values.

These parents a huge dilemma for a government. On the one hand it is determined to peruse equity in education, on the other it is reluctant to interfere directly in schools, place further pressure on good state schools or encourage a middle-class flight to the private sector. Henning too, discourages a large-scale drift to private schools. He harbours gave doubts about economic viability of many new independent schools, which face huge expenses and some of which may eventually have to close down. He also argues that wealthy state schools inherited assets worth millions of rands, sound infrastructures and strong governing bodies. By contrast, many small new private schools have just been built, lack basic resources such a libraries and achieve uncertain standards.

It would appear, then that despite the decline in funding the major difficulties experienced by middle class schools in the new South Africa have been transitional and are easing. The government could clearly not continue funding policies radically skewed in favour of white pupils while the drop in state funding is being softened by rising school fees, it is likely to remain the single greatest threat to standards in suburban schools in the future.

### **2.2.9 TEACHERS AND STUDENTS**

More depressing are the prospects for many African schools achieving two other preconditions for quality good teaching and learning. The quality of many South African's 350 000 or teachers is a major problem for disadvantaged schools.

The previous government made little attempt to encourage good teaching in black schools. Many teachers themselves the products of poor schooling are under qualified and the qualifications they do have are questionable. The government commissioned national teacher education audit was highly critical of most teacher college.

Teachers are attempting to improve qualifications. A survey by the South African institute for offence education in 1996 revealed that one in three teachers – 130 000 – were upgrading their qualifications on distance education courses. African teachers comprised 86% of these students. The survey found, however, that most courses were outdated and "exceptionally poor" quality generally so bad that teachers emerged no better than they were before. In addition, the report products that the rapid expansion of distance courses would incur enormous costs to the government, which subsidizes public courses and to pay graduating teachers high salaries.

The main post-apartheid education policy is the South African Schools Act, which came into effect in January 1997. In it, the government tries to improve education quality and ensure constitutional rights through two major trusts. The first is devolving educational powers from the state and schools to parents, via governing bodies. The second is enabling schools to exercise greater discipline over teachers and pupils.

These aims are described in terms of partnership between the state, schools, parents, teachers and pupils who are expected to work together in governing bodies to ensure the smooth and disciplined running of schools. A teacher's code of conduct was drawn up by the South African Council of Educators and is enforcing in the Act.

New governing bodies have a wide large range of responsibilities. Among them are running school finances, recommend appointments deciding on admissions, language and religious policies and controlling the school's property and grounds. Governing bodies are also eligible for additional power including paying for services, buying textbooks, material and equipment and deciding the extra-mural curriculum and choice of subjects. If they can show they have the necessary capacity.

Both trusts were aimed primarily at African schools, where parental influence was marginal and poor management and lack of discipline are severe. Answer, governing bodies were only elected last year and begin operating fully this year. They have also impacted minimally on middle class schools where governing bodies already enjoyed substantial powers and discipline is not generally a problem.

Two other major policies are water mentioning. The "culture of learning and teaching campaign" (COLT) is targeted most at poor schools. We campaign aims to instill key educational values discipline application,

determination to succeed, mutual support and community ownership into "popular consciousness in an effort to improve education more directly, COLT trying to involve the private sector, unions, civil society, parents, teachers and learners in projects funded jointly with public and private money that, for example, build classrooms refurbish schools, conduct capacity building, get teachers back into classrooms, combat crime or raise school funds, so far COLT trans had minimal impact.

### **2.3.1 FUNDING**

Lack of money is the major problem for all schools and all provinces. In the middle of last year minister of Finance, Trevor Manuel, predicted an education over spent over R2,2 billion in the 1997 – 1998 financial year. Duncan Hindle, a Chief Director of human resources in the national department of Education, described over-spending on personnel in education as a major crisis for the government.

Important among the reasons for the crisis is an agreement made in the Education Labour Relations Council, which gave schools the right to employ teachers in line with pupils ratio guidelines. This meant, firstly that well staffed schools which lost teachers under the voluntary severance programme were able to employ new teachers up to their number entitlement undermining possible savings from the 15 000 teachers shed in the programme.

Formerly white schools despite racial changes and resources pressures have mostly remained havens of reasonable education for the middle classes. There is little evidence to suggest that their standards are declining; though the potential for decline exists. It will be up to the state teachers, parents and pupils to work together to ensure that the schools

producing the bulk of South Africa's skills remain able to do so in the future.

### **2.3.2 THE FEELING OF BLACK STUDENTS IN WHITE SCHOOLS**

The black students fail to adapt themselves in new environment, which is white schools.

Black separatism is a function of white racism. It represents failure in the relationship between the black individual and white society. The black experience at a white school is a story of hope, frustration and disillusionment. It is a story of acceptance and rejection. It is a story of individual and institutional racism. It is a story that is important to every member of the community.

Catherine learned by direct experience that acceptance as an individual is no guarantee against rejection because of one's race. Rejection by white members of the study group was a decisive experience in Catherine's life. It convinced Catherine that many whites are untrustworthy and insincere. The tension of racial conflict was introduced in the study group by a white member, yet the group decide to deal with the tension by rejecting the black rather than the white member. This was a racist solution. The black student innocent of any wrongdoing or tension producing activity. Its exclusion of a group member was the only way the group believed it could manage racial tension by expressing the insulting remark have been excluded. There were danger signals to Catherine and in large part, were responsible for Catherine withdrawal from frequent integration with Whites.

Campus life of course, is part of the larger society. Hostilities in communities throughout the nation are reflected on campuses when the

opposite of non-violence or Martin Luther King Jr, was murdered, black then knew that some white had no respect for any black person that no black were safe and secure in this society.

### **2.3.3 BLACK STUDENTS AND WHITE TEACHERS: A LACK OF TRUST**

Trust is the main word, said a group of blacks. "Black students need someone they can trust". Probably more significant than anything else in the educational process is the relationship between students and teachers, but black students do not trust their teachers. Black students charge that whites ignore black experience white teachers often fall short of fulfilling the expectations of blacks.

Black and White students have similar expectations about students' rights and similar feelings about the extent to which these rights are respected and assured by the college by and large. The students say that the colleges included in our study do not infringe upon their basic civil rights, such as due process, freedom of speech, freedom to assemble, freedom to petition about grievances and freedom of press.

Most of the black and white students felt that they had opportunities to be heard about curriculum, tuition and other aspects of students' lives. A substantial minority felt there were little or no channels of communication. A similar proportion of students was critical of the due process afforded them and the degree of student representation on committees, such as those concerned with extracurricular activities of the blacks 5% compared to only 25% of the whites, felt that there was not equal access to scholarships.

The quality of the relationship between teachers and students also tend to differ for blacks and whites. Indicators of the quality of the relationship are the kinds of problems with which students turn to teachers for assistance, the kinds of responses that teachers make and the perceptions of these responses by students.

#### **2.3.4 CULTURAL DIFFERENCES**

It is well known that what is considered demeaning behaviour in one society may not be so considered in another or, for that another may not consider matter, what is considered demeaning by one individual.

The point is that people learn what is considered demeaning or inappropriate. In a period where the status of a group of people is changing, or in a situation where there are cultural or subcultural differences, members of one group may not be aware of what the others consider demeaning without access to this knowledge. They may continually offend without recognizing that are doing so, unbelievable as it may seem to those who they are offending because of the culturally determined nature of race related symbolic encounters, individuals may not recognize the overtones of their actions or may diorate the attribution of racism to their act.

The proportion of white students who wold turn to their teachers for positive academic guidance, such as registering, choosing classes or instructors, buying books and soon is always larger than the proportion of black students.

Probably one of the greatest differentiators between black and white students with reference to their instructors, as we have noted, is the lack of trust that black students have in white teachers. This is indicated by the

fact that only 36% of the black students believe that the teacher is the appropriate person with whom to register a complaint about an academic problem like grades, compared with a majority of the white students. In fact, black students tend to turn to the Dean and other administrative personnel to register a complaint about grades as often as they would turn directly to the teacher. A frequent complaint of black students is that white teachers ignore them. Other complaints are that white teachers do not comprehend the black experience from discussing and researching their racial heritage as an educational exercise. A few complaints charge outright discrimination.

Many students believe that the Faculty of Administration try to pacify black students rather than respond to their demands and needs. As Joseph puts it, "they use a lot of trickery". Others interpret any elusive action as "conspiracy" lack of trust in white schools was clearly revealed in these remarks of George.

### **2.3.5 CULTURAL DIVERSITY**

The interaction of the black and white students will cause cultural diversity. One of them can cost his culture because of their interaction that resulted to the social change. The most group which is vulnerable in cultural diversity are the blacks who like to follow whites' culture by abandoning their way of doing things trying to accept white culture. That is coupled by financial constraints cultural diversity.

That interrupts the classroom progress for the Blacks. They appreciate everything done by the whites (David A Goslin 1965:101-102).



### 2.3.6 MINORITY LANGUAGES IN THE CLASSROOM

The language of minority dismantled because they are compelled to use the majority language as a medium of instruction when a child goes to the multiracial without the knowledge or background of a particular language. (English or Afrikaans).

Most school administrators and teachers regard standard English as the only "correct" form of English consequently. They treat the linguistic patterns of black children "as a structureless, unexpressive, incorrect version of what arrogant cultural elites are pleased to call standard English".

The black children are labelled as non-verbal deficient and their use of non standard English is viewed as a serious barrier to their cognitive development and classroom success.

The Black dialect appears to be a language pattern more closely associated with the black lower middle class than the middle class did. Studies suggest that higher academic performance is more positively correlated with higher social class, thus, the lower academic achievement by poor black children may be a function of social class rather than language. (Schacter: 1979).

The perspective on teaching standard English to ethnic minority children is particularly importune when we consider the fact that "youngsters" learn the content of their ethnic cultures through their parents' dialect and that it also serves the youngsters in the formation of their perceptions, attitudes and values about their physical and human environment (Banks, 1981:164) for this reason, the dominant group's view of Black English is likely to have

a significant impact on how black children see themselves and their culture.

It is a handicap for a French speaking child if he has to do all of his schoolwork in English. It is also a disadvantage for an English-speaking child to function in a French speaking school. Similarly, just as it is a handicap for black children to be able to speak only their own dialect in the "standard speaking" community. It is equally disadvantageous for them to speak only Standard English in the streets of Harlem.

(Kochman 1985:230) points out that black social workers, news reporters and others find that knowledge of black dialect is an invaluable asset in communicating with indigenous community people, a factor that puts white workers in these and other professions at a clear disadvantage" this suggest that "education for culturally different children should not attempt to destroy functionally viable processes of the subculture minority cultures. The goal of such education should be to produce a multicultural child who is capable of functioning both in his submitting and in the mainstream (Baratz & Baratz 1970:42 – 43).

The most pernicious effect of assimilating all minority children into a single linguistic, behavioural and value orientation towards the dominant culture is that these children learn to regard themselves and their ethnic community as bad, ugly and inferior when the linguistic forms that they have learned spontaneously and that have served them so well, so well, are associated with a low status rejected culture, children become alienate from the teacher and his or her culture as well as from their own ethnic heritage. This then becomes a basis of hostility towards and rejection of the whole educational process and the mainstream culture a racist and culturally imperialistic (Young Pai 1900:90 – 95).

Culture as a political phenomenon refers to the power of specific meanings, message system and social practices in order to "lay the psychological and moral foundations for the economic and political system they control" within the dominant culture, meaning is universalised and the historically contingent nature of social reality appears as self-evident and fixed. Young (1990:96).

According to Lois Weis (1988:170-172) the cultural reproduction and resistance theory.

A more useful approach to the class analysis is that of the cultural reproduction school which emphasises the element of resistance of opposition in the dynamic relationship between the culture of the schools and those of the student. This approach, like the correlational approach, sees the situation as one involving essentially lower class and underclass children. As formulated by Willis in his British study and adopted class youths and minority youths consciously or unconsciously reject the meaning and knowledge taught by the schools and turn to working class adults or to street people as a source of materials for resistance and exclusion. That is, it is said that they repudiate the schools by forming countercultures, which eventually impede their school success and employability in the more desirable sector of mainstream economy. Why do they reject school knowledge and meanings. Working class and minority students reject school knowledge and meanings because they seem to understand that kind of education they are receiving because it cannot their collective problem of subordination.

Willis in his research shown that black youth do not consciously reject school meaning and knowledge they have emphasis that school is important to them and that they want to get an education in order to escape from poverty and other problems but if it is true that black

educational aspirations and their collective struggle for equal education development as a part of their opposition to the dominant whites, since education did not work for them in the same way as it did for the whites.

### **2.3.7 THE BLACK CHILD IN WHITE SCHOOL IN UNITED KINGDOM**

In the United States, is concern about the relatively poor performance of black youth and the almost uncritical acceptance of these two group assumptions have provided the rationale for educational initiative which in their broadest sense, claim to take account of the "racially mixed and culturally varied" nature of British society. It is important to point out that concern about poor performance is not a recent phenomenon, it has a history, which can be traced back to the 1960's. Yet, despite repeated demands for the re-appraisal of curricular, organizational and pedagogic procedures along multicultural lines and the decision by a growing number of black parents and community groups to establish their own "supplementary schools" to provide their children with the skills presumed to be lacking in formal educational institutions, the DES, LEAs and their individual schools stubbornly resisted any changes at least until very recently.

The United States education system retained its answering commitment to assimilation approaches to the education of minority group pupils. An approach which demanded the suppression ethnic and cultural differences in the classroom, characteristics assumed to have the potential to inhibit assimilation.

Although the relatively low academic performance of black pupils had been identified as far as the late 1960's, educational researchers tended to explain the phenomenon in relation to theories of cultural disadvantage and disadvantage or, in the case of a little research in the ILEA, in terms of

the immigrant child's unfamiliarity with the United Kingdom education system. In other words, factors, which had been habitually invoked to explain working class failure to schools were now readily applied to black pupils; language deficiency, inadequate pre-school socialization. Single parent families, lack of parental interest in education and soon. Against the background, questions about the legitimacy of the state education system's ideological and policy response to the presence of black pupils were routinely avoided. Instead, the claim that the "successful assimilation of immigrant children" was dependent on "a realistic understanding of the adjustment they have to make" was tacitly agreed by most concerned.

Research carried out by Christine may be showed that the relatively poor performance of black youth deteriorated, rather than improved as they progressed through their school career. The research shows a strong trend to under achievement of pupils of West India origin on the main indicators of academic performance. At the same time, the development of black supplementary schools in the United Kingdom symbolized the black communities growing disillusionment with the failure of the state system to reappraise its routine practices in relation to the changing ethnic composition of its pupils population. It is an important step to realise that the supplementary school exists to help children not because they failed to achieve through the system, but because the system is racist and has failed the children.

Overt and far-reaching political considerations put simply the emergence of a "moral panic" over black youth in the 1960's and 1970's was, in some cases seen to be closely related to the failure of young blacks to secure academic qualifications and hence a job.

The problem of coloured school leavers, had typified the youth as a social time bomb which could be detonated by the onset of prolonged and widespread unemployment. The committee assented that these youth may be fewer patients in surmounting the difficulties that confront them continued absence of "equal treatment" the seeds of racial discord may be seen.

The community relations commission pointed out in its report to the item secretary that the educational system was not providing a substantial number of "young black people with qualifications adequate to meet either than own expectations or the actual demands of adult life". Many schools have not adjusted to the needs of West India pupils, but were carrying on as if nothing had changed from when all pupils were indigenous white.

In all, the CRC highlighted the vital role assumed by education in contributing to the high incidence of unemployment, homelessness and disaffection among black youth.

A curriculum, which draws positive advantage from different cultures, may help to prevent the alienation from school and society in general of some minority group pupils.

In a period when jobs are becoming increasingly scarce, the credential bias of the labour market seems to have been thrown into even sharper relief and educational qualifications are conventionally ascribed with a determinative role in facilitating access to first and subsequent jobs and lack of credentials, or the possession of a devalued credentials tends to bar an individual from any hope of social mobility or promotion insisted no less than authority than the OEDC.

Is this common sense view of the relationship between success in education and employment spheres which provides the ideological framework within the multicultural education is espoused not only is it concerned as the catalyst that would reverse the under achievement of black school children.

Many West Indians are under achieving in relation to their peers, not least in obtaining the examination qualifications needed to give them equality of opportunity in the employment market.

The curriculum in the multicultural school should encourage each pupils to succeed whatever he or she can and strive for competence in what he or she should be lessened by mutual experience and understanding. The curriculum in the multicultural school should allow these experiences to happen on the face of it, multicultural education would seem to have much to offer. After all, the available evidence points to black educational "under achievement" and even if we accept that many of the relevant studies are flawed, both conceptually and methodologically the overwhelming emphasis on difference along ethnic lines. The performance of black pupils in public examination was lower than all other groups.

On the other side of the coin, we find that while the changes of any school leaver finding a job are uniformly black irrespective of background – the chances for young black people are even more remote.

In some part of London and Birmingham, black youth unemployment constitutes around fifty percent and above of those registered unemployment at the local careers office. Len Barton and Stephen Walker social crisis and educational research 1984 Great Britain by Biddles Ltd, Guildford and King's Lynn.

### **2.3.8 ADDRESSING RACIST EDUCATION PROBLEMS: THE BRITISH EXPERIENCES**

The problem of racism in South Africa is at a number of levels. Structurally in the many racially defined Education Department and at the level of human agency bolstered by apartheid. British society is different, for although it suffers from racism, its population composition is different, and its structures are different too. In this situation, the approach of multiculturalism has been adopted to address the problem of racism.

Historically, there have been different emphasis within multicultural education. The assimilationist approach, the integrationist approach, the cultural pluralism approach and anti-racist approach have been developed at various times to tackle educational racism.

Asmal to tackle issue of racial discord in schools. Education Minister Professor Kader Asmal has promised to intervene in the spiraling incident of racial discrimination in South African schools. Addressing delegation at the national racism conference held at the Sandton Convention Centre this week, Asmal said his department was in the process of developing intervention strategies aimed at dealing with the ongoing crisis.

The Minister's pronouncement follows a series of racial rows at Bryanston High School. Hoerskool Pretoria West and lately Rosebank Primary School where only black pupils were allegedly accused of being contaminated with lice.

The Gauteng Department of Education is still investigating the latter incident. Asmal and the Gauteng's MEC for Education, Ignatius Jacobs, visited Bryantson and Pretoria West on Thursday, urging both schools to put in place structures that will encourage racial harmony. He said all



levels of education institutions should assist in building non-radicalism by working on winning programmes that will connect mainly black schools in townships and traditionally white schools that enjoy better resources.

Furthermore, there should be programmes that would help students to learn and understand their different backgrounds. Cultures and languages and team building specifically aimed at integrating students and teachers. In addition we need to use our rich cultural diversity to unite ourselves. By each of us learning our different songs our various dances and our art, we will be taking an important step away from our racist past towards a unified future", said Asmal.

Asmal told City Press the department was going to establish units in different provincial departments of education in schools. The units would also develop plans on how best to implement the recommendations contained in a report drafted by a committee headed by Professor Wilmot James on values, education and democracy earlier this year. Police spokesman inspector Willem de Villiers confirmed that assault charges had been laid, but could not say whether any arrests had been made. Attempts to obtain comment from Bryanston High School were unsuccessful.

#### **2.4.1 AN EXPERIENCE OF MULTI CULTURALISM**

The South African Government in their formulation of the policy of apartheid had exactly such a view of culture that it was something contained and tangible, that needed to be protected from the threat of being "bastardized".

In South Africa we have inherited a way of life which forces many to believe that culture is somehow defined in terms of a looking back over

our shoulders to see where we came from what was valuable in "our roots". Culture is a system of exchanging and developing value systems.

Culture should therefore not be confined only to looking into the past where we came from or merely analysing the present where we are at, but more importantly, also preparing for the future where we are going to. In their present climate of social evolution, it is not surprising to see different groups clinging to only one of these.

The priority within the education system of a NEST school and attempting to create a climate of mutual respect for all the different racial, cultural and religious groups present within its influence. You may say that this is the goal of many other private schools as well but the difference lies in that uThongathi school does not present an ethos of favouring one particular cultural groups definition of 'culture' and thereafter allowing other differing groups to co-exist with in such an environment.

What in essence really happens is that the individual of the token minority group admitted to such school learns to survive by assimilating the value systems by the dominant groups? This becomes most evident in the pronunciation, accent and dialectical variation of language that such a child emerges with after a dose of such education. Such a development of cultural assimilation is often ironically used as examples of the success of these so-called multi-cultural groups" see how good our white education is for some black kids."

What in essence is happening here is "cultural replacement" and has little to do with multi-cultural education. The product of such an education system is that the black child no longer perceives himself as part of the community from which he emerged. He is transformed into a white man in

a black man's skin. Creating white black men is certainly not the goal of a true multi-cultural educational experience.

The NEST philosophy on the other hand aims at establishing a school in which there does not exist a system of hierarchies as far as cultural heritage is concerned. Pupils from a varied range of backgrounds are admitted to the school to be educated and to educate each other interactively. Initially its philosophy is practically constituted by regulating the ratio of the four different racial groups to approximately 25%.

However, the aim is to prevent a dominance of any one cultural group and to develop an ethos of a variety of cultural values. This, of course, is a contrived regulation of the intake of learners, which deserves the criticism of getting it being a disproportionate representation of the country's present or future population. However, in the South African context it is necessary to create this kind of contrivance because of the nature of our many of its people have come to interpret culture. Many see some cultures as hierarchically more powerful, in fact even perceived of as being threatening, others see their culture as something that deserves protection we do not blame people for these values.

They are merely the victims of the successful inoculations of colonials, conquests, control and more recently the convenience of apartheid.

uThongathi is therefore a kind of "comforter" for those who do not want to see their culture disappear, but at the same time they realize that culture is also a progressive dynamic product of human interaction. These parents perhaps the first true "multi-culturalists", are thus more confident to allow their children to participate in a process of mutual cultural exchange and borrowings without the hang-ups the previous generations have been guilty of what emerges is that learners themselves begin to

fashion a new vocabulary of cultural values which is often far more free, open and relaxed and this often has parents amazed. The groups of learners who emerge from uThongathi therefore have one of the most valuable assets of multi-culturalism. lack of fear of the beliefs, values and traditions of others. It is by removing this fear, which may present day adult.

South Africans possess that we can forget ahead to developing a qualitatively better South Africa. Pupils are not afforded an experience which attempts to inherit a system of hierarchies of cultural value systems, but instead they are allowed to develop an extend a continuum of relative cultural values within which they recognize their own system of values.

One has to suggest a common thread running through the construction of different subjects in their syllabus design perhaps it can be said that teachers place *n the forefront the concept of knowledge as a human product*, which is constituted socially with particular agendas in mind. The uThongathi teacher therefore given the freedom to examine “these hidden agendas which constitute traditional syllabus content, make them available for criticism within the classroom and there after refashion different methods of constructing knowledge. The child is therefore made to become involved in the process of discovering ways of interpreting and contributing knowledge of the world. This process is certainly more easily tackled in my subject, English Studies, but has also found application in the fields of history, geography, accounting and the Sciences. The degree of flexibility in each subject varies, but learners are provided with the opportunity of not only being receivers of knowledge but of creating knowledge as well.

When the producers of knowledge emerge from the diversity of backgrounds, as do the learners of uThongathi, the process of creating

knowledge becomes a rich and rewarding experience as different cultural assumptions are being constantly negotiated.

Part of the uThongathi schools philosophy also involves service to the community as part of the formal curriculum in the school experience. Too often in many other private schools, education of the learners is offered as an opportunity to create a breed set apart a group of individuals who see themselves as being able to rise above and beyond their backgrounds sometimes geographically with an emphasis on economic mobility. The child is made to believe that education is an individualistic gift, which affords one the key to personal materialistic rewards.

They look at the education as an opportunity to realize one's self worth and thereafter recognize how one can use one's talents in order to develop the community. It must be remembered that approximately 80% of their learners come from economic backgrounds, which would not afford them the opportunity of a private school education, and hence they have been awarded financial bursary support in relation to their parents' income.

*The learners of uThongathi are doing their campus care for themselves.* They have included the manual in the curricular of the school many people see reconciliation as doing away with conflict, but as long as there are differences in South Africa of colour, culture and language there will be conflict. What they are aiming for is not to try to eliminate conflict but rather to be educated in the skill of handling conflict. In that way we turn their differences from potential destruction to potential creativity. Their differences become their strength rather than their weakness.

The experience, which aims to promote more progress relative view culture, is the comparative religious studies course. As the name suggest

pupils are exposed to experience and learn more about different cultural religious experiences. The greatest resource material in such a course is often the learners themselves.

## **2.4.2 MINORITY GROUPS EDUCATION SOUTH AFRICA: A COMPARATIVE PERSPECTIVE**

**South African Journal of Education: Volume 18, No. 1 February 1998 p. 89**

*One of the major tendencies of the latter half of the twentieth century influencing international education systems, is the tendency of the global paradox. According to the tendency of global paradox, the idea of a global village is promoted as a result of the influence of international economical groups, technological and communication developments, but paradoxically people do not lose their group identification, they seem to find their security in their own group.*

*The tendency of the global paradox is of the major reasons why the educational rights of minority groups are one of the important determinants in educational provision on an international level.*

*Within the context of the educational rights of minority groups, the rights of education and the protection of the child's own identity are, for example, recognized as the main focuses of the United Nations Convention on the Rights of the Child of 1990. In order to implement the acknowledged educational rights of minorities several countries implement specific measures in their respective educational systems and thereby serve the particular religious and / or cultural needs of the minority groups in that country.*

*The Belgium education system is one of the examples where the educational rights of minorities integrally influence the structure of the education system.*

*In 1994, a new political dispensation was established in South Africa, which had important consequences for the South African Education System. The major educational objective of the African National congress, the majority party in*

government and supported by the majority of south Africans, is to promote the National Unity of the South African Nation.

The educational objective is to also eliminate all disadvantages experienced by the victims of apartheid and to establish a just educational system of high quality, *free of all discrimination and to provide in the real needs of the South African Nation*. The new and ambitious government policy is not however, without its own problems. One of the most complex problems had to do with “unity and diversity”.

The South African nation consists of several religious, cultural and language groups. While the South African government is trying to reach equality of education to all the citizens of South Africa, there is a mounting feeling amongst the minority groups that their educational needs are not being served by the sameness of the proposed educational provisions.

The question to ask now is “How will the educational needs of the different population groups be considered, without returning to the previous practice of racial segregation.

This certainly is no theoretical question. Given the actual diversity of the African nation, a burning issue is to find ways and means to effectively provide in the educational needs of the majority and minority groups. Minority groups are distinguished from the majority by means of religion and / or language or cultural differences. This problem is complicated by the request of some minority groups for distinguishable educational provisions and the stipulations of the constitution, regarding the establishment of single – medium schools where possible.



### **2.4.3 LEARNING THROUGH PEER INTERACTION IN A MULTI-CULTURAL SCHOOL**

#### **Introduction**

Recent political changes in South Africa are having profound and far reaching effects in the educational sphere, classrooms are now the site of meeting between two cultural traditions, African and Western and between children who were either advantaged or disadvantaged by the previous apartheid dispensation, previous homogenous schools must now cater for the learning needs of children from different cultural groups could make to each other's learning. In recent years, there has been a shift away from traditional, teacher-centred transmission modes of teaching and an increased focus on learning through peer interaction. Despite or perhaps because of the difference in learners' informal and formal learning histories peer interaction in cross-cultural groups may provide a fruitful vehicle for harnessing the strengths of different learners and enriching the learning process for all.

#### **2.4.4 THEORETICAL FRAMEWORK**

The theories of Freire provide a context for the investigation Freire's position in that effective learning is a democratic process whereby learning takes place through dialogue between equals. He opposes the traditional notion of education as the transmission of facts by an authoritarian figure and holds that experiential learning or "discovery" occurs as learning participates as equals to construct understanding. This view of how learning occurs has had considerable impact on schooling and group work has been advocated and extensively practiced as means of provoking learning at all school levels.

In contrast to this view of learning through dialogue between equals. He proposes that cognitive change occurs as a result of mediation or "other regulation" by care givers as educators or more capable peers. Mediation is

possible in the gap between unassisted and assisted problem solving by a learner. This gap termed the “zone of proximal development by Vygotsky, is a construct for the purpose during which an individual cognitive development is initiated through interaction with and guidance by and experienced other. This zone is therefore of crucial significance to teachers as it suggests that cognitive ability is not fixed or static, but operates within flexible parameters.

It is here that mediation between teacher and learners and between more competent teaches and learners take place. This view has implications for the structuring of peer groups, suggesting that learners might more effectively occur where learners come to a task with unequal knowledge and skill basis rather than simply through an equal dialogical exchange as suggested by a Freivan perspective.

The research programme is Freivan corroborates and expands theory of mediation. He developed a strategy for the cognitive re-development of adolescents achieving poorly in academic tasks. The programme instrumental enrichment is based on the concept of cognitive modifiability, which stresses that a person’s intellectual capacity is not static, fixed entity but a dynamic process, which may be modified through mediation. Mediation learning experience as a specifically constructed interaction between a child and the environment are entailing the way in which the stimulated by the environment transformed by a mediating agent usually a parent, sibling or other caregiver. Inadequate or impoverished mediation leads to deficient cognitive functions, which are in effect underdeveloped, rather than damaged or empowered cognitive functions.

#### 2.4.5 RACIAL INTEGRATION STILL A PROBLEM AT SCHOOLS

Racism is alive at schools throughout the country according to the findings of a survey by the University of Natal’s Education Policy Unit. The survey which included an in depth look at how 26 schools in Kwa Zulu Natal were coping, found an alarming lack of innovation at desegregated schools.

To verify its findings the unit conducted a snap survey of 100 desegregated schools in five provinces and found that only 17% had a written racial integration policy.

This is obvious problematic because racism at schools can foster below the surface and erupt and spill over into the wider community this report by researcher Samlera Zafar. She added there was no policy enabling principals and teachers to cope with racial integration and that on most occasions they were left to take decisions through “trial and error”. Two schools selected for further studies appeared on the surface to be responding imaginatively and positively to the challenge of desegregation.

However, our findings suggest schools are still not responding adequately to the desegregation process and there is little reason to believe the schools in our case studies are different from the majority of integrated public schools throughout South Africa. She said the findings show that there has been little planning at schools to assist teachers to cope with multicultural classrooms.

The report says that teachers claimed that they managed by being colour blind, but this was often contradicted when they were interviewed. A deputy principal at one school said his teaching staff “have gone beyond looking at race”. A teacher at the same school referring to African pupils said there was “sort of a culture of non-learning among them.

Learners come to school sit down and expect you to teach them. Then they close their books and do not open them again. The teacher said Zafar said the study showed that schools had, in a sense been overtaken by desegregation without embracing the changes or opportunities the process had brought. Alleged school racism probed Human Rights Commission (HRC) – follow up report by concerned parents after black pupils is assaulted.

The Human Rights Commission will this week investigate allegations of racism at Bryanston High School following complaints by parents and the assault of a 17-year-old pupil almost two weeks ago.

Members of the Sandton Schools Rugby Team allegedly attacked Lindelani Khanyile after he tried to stop them assaulting a friend. He may lose the use of his left eye as a result of this. HRS spokesman Siseko Njobeni said yesterday that the commission had received two letters last week from parents of pupils who alleged that there was racism at the school.

We have received letters from parents who said they were concerned about some of the things happening at the school. We are naturally concerned about this incident and a part of our mandate will follow up this matter. Once we have made our observations, we will be able to decide whether to launch a full-scale investigation into the school. Njobeni said Lindelani was kicked and punched in a violent attack near the school's field by what he described as the school's notorious and racist gang of white rugby players.

When he tried to prevent them attacking his friend Gontse Mosilo, the only black pupil in the art class, which is also attended by the alleged attackers. According to Lindelani, before he was beaten up, one of the boys warned him to stay away from "matters that did not concern him" and added that Bryanston High was "not a township school".

Lindelani's mother Virginia Khanyile said that a day after the incident, Bevis Rodda, a representative of the school's governing body visited her and warned her not to speak to the press, as the school's reputation would be ruined by what he described as a minor incident.

Gauteng Department of Education spokesman Lebelo Maloka said "an investigation into the incident was under way. According to the South African School Act, the schools governing body should be given a chance to conduct a disciplinary hearing, he added the hearing was scheduled for the following day. Schools must use national symbols like the national flag the code of arms and the national anthem to strengthen unity among pupils in schools.

He also urged former model C schools to include black parents in their school governing bodies similarly; the staff compliment of those schools must also reflect the student population. "It is important that those schools appoint black teachers in this way black children at the schools can approach them to express their satisfaction.

Almost 20% of our schools have changed in composition. So the different traditions and cultures must be taken into account when appointing the management of schools. He also highlighted the importance of language as an instrument to unite pupils from different cultural backgrounds. Generally backs have a fair understanding of both English and Afrikaans.

It is important for whites to break the barrier in terms of communication and learn at least one African language, so they begin to have a deeper understanding of their fellow South African. An investigation into possible racism has been launched at Stanger High School in Kwa Dukuza, north of Durban after allegations by African parents that white teachers are calling children "kaffirs" and blaming them for all the wrongs at the schools.

Provincial spokesman for Education, Mr Mandla Msibi, said the education department would investigate the allegations after it received a letter from parents. African parents alleged their children were held responsible for all the wrong things happening at the school.

They charged that African students were punished for speaking "isiZulu" in school and they were called names by white teachers. They had charged that the school governing body was racist because it refused to have African teachers. One teacher was accused of having told African pupils "whenever there is noise at school, I know it is blacks and you can go and tell your parents. I am not afraid of them".

The chairman of the Governing Body, Mr Chris Mattson, denied the allegations and charged that some of the African students were misbehaving.

#### 2.4.6 OTHER PROBLEMS EXPERIENCED BY BLACK LEARNERS IN MULTI-RACIAL SCHOOLS

In assembly Afrikaans is mostly spoken which most of the black learners do not understand but if English is spoken everybody understands. Scholars are not allowed to dye their hair although some white students do this nothing is said to reprimand them. The teachers have a different type of teaching technique and learning a second language as a first language can be difficult to absorb in the limited space of time allocated to this subject.

Trying not to make mistakes in front of other races when speaking English can prove to be a stressful task. This is a difficult situation that cannot be ignored and wished away. If you are a black learner entering a predominantly white school you are almost expected to go back to a lower grade despite the fact that you have submitted a transfer letter which includes a full report on your previous grades plus passing the difficult and sometimes tricky interviews.

I was welcomed with the words "we do not teach English, we teach in English from my arrogant teacher". My complete name is Velokuhle but I have to change it to Veli to suite the arrogant tongues". Some whites often say there is no black in the colours of the rainbow so we cannot live together as one nation. With the

change of schools there is also the change of environment. I had to travel from apartheid settlement system called locations to the suburbs. Sometimes we do not go to school because of bus strikes or even the ongoing taxi violence. If you are a black learner in a multi-racial school you are expected to do extra more. I realized that you have to work extraordinarily hard to be accepted as normal.

One problem that teachers are not allowed sufficient time to engage in the necessary management procedures outside pupil contact time. There are severe constraints imposed on funding at a national level. These have led to low morale within the teaching profession, shortage of resources and many inadequate buildings, but in the realms and hearts and minds much can be done to create good schools. Primarily it depends upon good leadership and management creating commitment and understanding and developing the abilities to work together on a co-operative basis. Raising the level of teacher and student expectations is a prerequisite to raising levels of achievement. A sense of achievement raises levels of commitment.

Good education institutions are like this. There is a high proportion of shared attitudes and values and a general spirit of consultation and co-operation between the head of the institution, the senior management team, the governors, the staff, the learner, parents and the community which the institution is seeking to serve.

Communication systems are free and open, with informal relationship of a higher order.

#### **2.4.7 SOME PROBLEMS ENCOUNTERED BY STUDENTS IN DIFFERENT MULTI-RACIAL SCHOOLS**

According to some of the reports I received the conclusions to be drawn can vary and also interesting because some incidents are repetitive you could basically categorize these into different segments.

One student from a local multi-racial school wrote: "Within the school there is still a lot of prejudice. No matter how hard we try to fight it, it is still an issue at the end of the day". She continues to say: "The main reason being that some teachers also contribute and play a leading role in racism. They are the people who should help solve this problem, but instead of being part of the solution they are part and parcel of the problem".

This problem is actually escalated further and becomes rooted as a normal day to day routine. The impression being there is nothing abnormal about utterances such as "in classes certain teachers still refer to us as the "black bunch" or the "white bunch". We still get categorized according to our skin colour.

During classes we still get "white" learners referring to us as "kaffirs" and when reported to the teacher the matter dissolves in the air. When there is a presentation it sometimes becomes noisy due to students cheering, clapping and shouting and when the teacher tells us to stop she will refer mostly to the so called "black bunch shut up you over there this is not the bush".

The examination marking allocation is yet another problem. If a student has a good essay or project, it is never a simple story of earning 90% or even 100%. Not to say that the project was not good, but because you are of certain colour. The assumption is you are not good enough. If your essay is submitted late it is quite an issue and unacceptable and if another student of colour submits their assignments later than scheduled time, "well this is no problem, just do not do it again".

One student said: "They also steal a lot of our possessions". Not because they do not have their own because they want us to suffer". Even principals and HOD's contribute by not apprehending perpetrators and reprimanding them with the regulatory discipline.



If you report a serious offence it is taken lightly when you are black learner being offended by your white schoolmate. Yet if the contrary occurs, learners' parents are involved and you are harshly reprimanded or even punished. As for sports no matter how good you are it is twice as much a struggle to reach the first team. During trials for sports teachers actually say that they want the people they know first, which are the whites and we, end up feeling discouraged and not participate in sports. There is also the issue of "white sport" and "black sport". On a weekend when we have a hockey, rugby or netball match with other schools, there is full support from the whole teaching staff. The learners taking part in any of these sports are in full uniform.

When it is so-called "black sports" such a soccer and basketball no one comes because it is never really announced. When the cricket, rugby or hockey team have to play away from school they are well organized, they even get a fancy bus to travel in and are accompanied by the school principal and of course the staff no matter how far it is. For the soccer team the school principal does not even bother to come along to offer that moral support. We get a funny old bus and travel on our own with our coach; we do not even have our own fixed soccer kit we have to share. The first team has to borrow their kit to the girls team.

There is no recognition for successful games but the whole school picks up the credit on our performance. During breaks we have fights amongst black and white students. Some reasons for these are the "white" learner pushed the "black" learner or they spit saliva on our hair or even throw us with water bombs. When such offences are reported nothing serious happens.

The principal does not respond when we ask him nicely to introduce Zulu as a 3<sup>rd</sup> language in Standard 6 / Grade 8. Learners have often failed in Grade 11 because they fail Afrikaans and have to repeat the year. The Afrikaans learners get enough explanation in class if they are studying English and do not fail

English as much as we fail Afrikaans because they make it easy for them and explain throughout. If we score high marks the students and teachers do not approve and often say we cheated and are controversial about the whole issue.

The assumption is "blacks" are not good enough and this is very inappropriate. Last year a Grade 10 class consisted of only "black" learners and were given a black registered teacher. When questioned about that it was referred to as coincidence. When decisions have to be made on important matters involving all learners the "black" learners opinion does not count, if eventually does they will have to be substantial input. Afrikaans learners swear at and often beat up black learners for things they do not even know about.

#### 2.4.7 THE GOOD THAT BLACKS ENCOUNTER IN MULTI-RACIAL SCHOOLS

There are some kind of students who are willing to mix with all different races. Learners have a large variety of choices to choose from. Our schools are highly equipped.

Black learners receive counselling and computer classes, which we did not receive in black only schools. Our laboratories are fully equipped. The Home Economics classes are up to standards. We also learn to interior decorate and do many lessons, so we also practice what we learn about.

Black learners are included in the two school choirs this enables us to travel to *mass choirs and competitions* and we get a chance to meet famous orchestras. Unlike other schools we are provided with entertainment. Our schools are fenced off with electrical fencing and this is good safety for all learners. School toilets are cleaned on a daily basis, there are mirrors, benches, hand driers and sanitary bins, and this is good for hygiene.

The school hall is well cared for and classes are cleaned on a daily basis. We get a chance to interact with other races, we get to learn different cultures and foods.

Learners have a cross-racial friendships and an up to date library. Most of the classes are up to standard and of high quality, well organized and quite dignified. There is usually no corporal punishment and the education is of a better and high quality as compared to other rural schools.

There is a comprehensive pastoral guidance and counselling system, which seeks to meet the need of all teachers. There is a comprehensive curriculum, which seeks to meet the special educational needs of all individuals and groups.

Where the institution is a school or is catering for the needs of young people, parents should be actively supporting their own children and the institution in general. Parents are made to feel welcome and properly consulted and involved in the decision making process. The local community feel that the school is making a significant contribution to the quality of life in the area and that in return active and support is given to the school

As all staff feel fully involved in the development of the school and feel that their efforts on behalf of others are properly valued and appreciated. Staff share wide curriculum and social perspective have free access to the senior management team, governors, parents and other important agencies.

## **2.5 CONCLUSION**

The researcher looked at the African child in a white school – firstly the researcher looked at the results of matric, which were good in multi-cultural high schools and were bad in black schools.

The researcher had mentioned the lack of equally education. The Africans were allowed to enter the white schools. All these happened after the elections. There were also problems faced by the white teaching staff in black schools.

The researcher found out the problems, which the African learner encounter and the parents knew nothing about their learners' problems. The professor Kader Asmal has promised to intervene in the spiralling incidents of racial discrimination in South African schools.

## CHAPTER THREE

### RESEARCH DESIGN AND PROCEDURES

#### 3.1 INTRODUCTION

In chapter one the researcher had mentioned that in Research design the researcher would use qualitative delimitation and quantitative delimitation.

In qualitative delimitation only an African learner will be included in this study. In quantitatively descriptive analysis of racism, frequency and cross tabulations are used to portray the nature and extent of racism. This is done by means of Statistical Package for Social Sciences (SPSS) computer programme.

Behr (1983:90) maintains that the descriptive approach precedes other methods on the account that it helps to investigate the present state of events. Before any progress can be made in solving the problem under investigation and facts of the area to be studied. In this study, the researcher will utilise questionnaires to collect data. The questionnaires elicit the feelings, beliefs, perception or activities of respondents.

#### 3.2 RESEARCH DESIGN AND PROCEDURES

- (i) the problem was identified and defined in Chapter One
- (ii) the Literature was reviewed carefully in Chapter Two
- (iii) this step involves decisions on sample size, research instruments, for example, questionnaire.

##### 3.2.1 Questionnaire construction

Sudman and Bradburn (1982:4) point out that questionnaire construction is one of the few activities in which plagiarism is not only tolerated but also actually encouraged. The researcher should feel free to make use of the

questionnaire she comes across in the literature. The language used will be appropriate to the level of the respondents.

#### 3.2.1.1 Advantages of questionnaire in this study

All respondents will receive similar instructions hence questionnaire eliminates bias on the part of the researcher.

The respondents will have enough time to answer questionnaires and they will have self-expression through the inclusion of the open-ended questions.

Slavin (1984) believes that questionnaires are a convenient means of collecting attitudinal and perceptual data. The study aims at finding the feelings of an African child in a white school.

#### 3.2.1.2 Disadvantages of questionnaire in this study

The questionnaire will be answered to their own time, during the absence of the researcher. The respondents may lack interest may not complete all the form.

### 3.2 Pilot study

According to Ary, Jacobs, Razavich (1979:83) said it provides the opportunity to assess the appropriateness particularly of the data collection instrument. It permits a preliminary testing of the hypothesis, which may give some indication of its tenability and suggests whether or not further refinement is needed.

A pilot study according to Borg and Gall (1981:101) has various advantages, which prompted the researcher to use it in the project under study.

- permits a thorough check of the planned a statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data.
- Provides the research worker with ideas, approaches and clues not foreseen prior to pilot study. Such ideas and clues greatly increase the chances of obtaining clear-cut findings in the main study.

Evans (1991:39) states that the pilot work can be administered to a class, which is not going to be part of the main investigation. Sibaya (1992) expresses that if the targeted population is small; people may be involved in both pilot work and actual investigation.

The pilot work will present the researcher with an opportunity to practice administering questionnaire. Instructions to the respondents can be amended if they are found to be incomprehensible. It can detect ambiguity, poor wording of instructions and the area that might be sensitive to the respondents.

The administering of the instrument should not be too long to avoid the respondents to be bored. Pilot work helps to improve the method of recording information. The pilot work questionnaire will be distributed to the learner, one from each and only four learners needed from each school. There were six schools.

### 3.2.3 Administration of questionnaire

The learners' questionnaire was administered face to face with the respondents but for those who were slow to complete. The researcher decided to leave the questionnaire and collected them later. This method is economical in terms of money and time as each school was visited once.

The principals of the schools allowed the researcher to visit in the afternoon when the learners were in sports. The selected learners were grouped in the office and the researcher introduced herself. Learners paid attention to the researcher and she read the instructions.

The researcher emphasised that the learners should be free if there are problems they should ask questions. Questions were well answered and the language used was appropriate.



## **CHAPTER FOUR**

### **ANALYSIS OF DATA**

#### **4.1 INTRODUCTION**

It was stated earlier on that the aim of this study is to provide scientifically grounded information about the situation in which an African child finds himself / herself and existence of racism in white schools.

Another aim is to bridge the gap in our substantive knowledge regarding the situation faced by an African child in white schools; and also to ascertain the reasons why some of the white educators declare African child as colour blind.

The purpose of this chapter is to discuss the data collected by means of the questionnaire from the targeted subjects who served as the representative sample of the population under study. The data is interpreted and some comments are provided.

#### **4.2 RESPONSES AND THE DATA ANALYSIS**

The researcher interviewed a total of 24 learners from 6 different schools, namely, Empangeni Christian School, Empangeni High School, Felixton College, John Ross College, Richards Bay High School and St. Catherine's High school.

Respondents were chosen randomly by the educators of the schools. The sample was equally for each school. The demographics of the respondents in the sample are depicted in Tables 1 – 21. These tables holistically give the breakdown of the respondents by gender, age, education, religion, name of the schools, problems of colour problems at

school, multiculturalism, feeling of isolation, white learners being superiors, black learners as slow learners, language, white learners are more intelligent, number of black prefects, interrelation between blacks and whites, governing body racially represented, educators racially represented, reasons for misbehaviour, education causes conflict, effect of punishment to learners, parents feeling about treatment, problems which learners encounter in white schools.

Table 1 Gender

Gender	Percentage
Male	42
Female	58
Total	100

Table 1 shows the distribution of the example by gender 58% of the sample was female and 42% were males.

Table 2 Age

One hundred percent of respondents were between 15 – 20 years old.

Table 3 Religion affiliation

Religion	%age
Christians	96
African Religion	4
Total	100

Ninety six percent of the respondents were Christians and only 4% were believers in African Religion.

Seventy one percent of the respondents said they had no problems with regard to the colour and only 29% respondents said that they had problems.

Table 7 Problems at schools

	%age
White learners swear at black learners	4
Not treated equally	8
Apartheid	4
Total	16

In open-ended questions on problems at school only 16% of the respondents volunteered problems. The problems mentioned were: white learners swear at black learners: 4% "not treated equally: 8%; and apartheid 4%. See table 7. Only 25% of the respondents said that they had said that they had no problems: 84% of the total learners.

Table 8 Multiculturalism

	%age
Yes	46
No	54
Total	100

In reply to the question 54% said there were no multiculturalism and 46% said that they heard about multiculturalism.

Table 9 Feeling of isolation

	%age
Yes	54

Table 4 Present grade

Grade	%age
Grade 8	21
Grade 9	21
Grade 10	21
Grade 11	16
Grade 12	21
Total	100

The respondents in Grade, 9, 10, 11 and 12 were equal to 21% of the total in Grade 11 there were 16%.

Table 5 Respondents Schools

Name	%age
Empangeni High School	1.66
Empangeni Christian School	1.66
Felixton College	1.66
John Ross College	1.66
Richards Bay High School	1.66
St Catherine's High School	1.66
Total	100

Each school had 16.6% of the total respondents.

Table 6 Problems with regard to the color

	%age
Yes	29
No	71
Total	100

No	46
Total	100

Fifty four percent of respondents felt isolated and forty six percent of the respondents did not feel isolated.

Table 10 White learners are superiors to Blacks

Reasons	%age
Strongly agree	8
Agree	46
Undecided	8
Disagree	13
Strongly disagree	25
Total	100

Forty six percent agreed with the statement which says white learners are superior to blacks and eight percent of respondents strongly agreed, eight percent of respondents were undecided about the statement, thirteen percent disagreed with the statement and twenty one percent strongly disagreed.

Table 11 Black learners are slow learners

	%age
Strongly agree	12.5
Undecided	4.2
Disagree	41.7
Strongly disagree	41.7
Total	100

Forty one percent of the respondents disagreed with the statement, which says black learners are slow learners and others strongly agreed with the statement and the percent is 41,7. Other respondents strongly agreed with the statement and they had 12,5%. Other respondents were undecided and they had four coma 2 percent.

Table 12 Language barriers

Reasons	%age
Agree	12
Undecided	12.5
Disagree	12.5
Strongly disagree	63
total	100

Sixty three percent of respondents strongly disagreed with the statement, which says language barriers, other respondents had 12.5% who were undecided, disagreed and only twelve percent out of the respondents who agreed with the statement.

Table 13 White learners are more intelligent

	%age
Strongly agree	8
Agree	46
Undecided	8
Disagree	13
Strongly disagree	25
Total	100

Forty six percent who agreed with the statement, which says white learners are more intelligent, eight percent strongly agreed and eight

percent were undecided, thirteen percent disagreed and twenty five percent strongly disagreed with the statement.

Table 14 Number of Black prefects

	%age
0 – 2	4
3 – 5	17
6+	79
Total	100

Seventy nine percent of the respondents had more than six prefects in their school, other respondents had seventeen percent, between 3 and 5 prefects in their school. Other respondents had 4%, which means they had 0 – 2 prefects in their school.

Table 15 Interaction between White and Black

	%age
Strongly agree	33
Agree	21
Undecided	46
Total	100

Forty six percent of respondents were undecided with the statement, which says interaction between white and black learners and a thirty three percent strongly agree with the statement and twenty one percent agreed with the statement.

Table 16 Racial Governing Body Representation

	%age
Yes	33
No	46
I do not know	13
Other(specify)	8
Total	100

Forty six percent disagreed with the statement which says governing body were not racially represented. The other respondents had a thirty three percent who agreed and with the statement and thirteen percent said they know nothing.

Table 17 Racial educators represented

	%age
Yes	58
No	42
Total	100

Fifty eight percent agreed when the statement, which says educators, are racially represented. The forty two percent respondents said educators are not racially represented.

Table 18

In this table this is an open-ended question where the respondents answered differently.

Table 19 Table 24 reasons for misbehaviour

Reasons	%age
Background	18
Attention seekers	16.7



Not good academic & sports	12.5
Apartheid	12.5
Lack of respect	4.2
Boring	36
Total	100

Thirty six percent of the respondents said they were bored, 16.7 percent were attention seekers and 12.5 percent were not good in academics and sports. Twelve mentioned apartheid. Eighteen percent background and four percent lack of respect.

Table 25 – 27 Educators as the cause of conflict

Reasons	%age
They show favouritism	46
Grouping the learners together	25
Racism / apartheid	21
Total	92

Forty six percent of the respondents said the educators show favouritism and twenty five percent of respondents said grouping of the learners together and twenty one percent of the respondents said racism / apartheid and eight percent of the respondents said nothing that is why we had 92%.

Table 28 – 32      Effect of punishment to learners.

Reasons	%age
Missed transport back home	4
Favouritism	21
Apartheid	17
Lack of confidence	4
Refuse punishment	21
Total	67

Twenty one percent of the respondents said favouritism, twenty one percent refuse punishment, seventeen percent said apartheid, four percent missed transport back home and four percent said lack of confidence and thirty three percent of the respondents said nothing concerning this statement that is why we had 67% as a total.

Table 33 – 35      Parents' feeling about your treatment

	%age
They feel bad about treatment	42
No idea about what is happening	4
OK	46
Total	92

Forty six percent of the respondents said their parents were OK, forty two percent said parents felt bad about the treatment of their children and four percent of the respondents said their parents had no idea about what is happening at their schools. Eight percent of the respondents said nothing that is why the researcher had 92% as a total.

Table 36 – 39      problems encountered in white schools

Problems	%age
Look down upon learners	13
Racism	33
Favouritism	12
Drug abuse / swearing	25
Total	83

Thirty three percent of the respondents said racism is one of the problems, twenty five percent is drug abuse / swearing, thirteen percent of the respondents said they look down upon black learners. Seventeen percent of respondents said nothing concerning problems. This means that there are problems in white schools which are encountered by black learners, which means other respondents did not like to expose their schools.

#### 4.3 CONCLUSION

In this chapter, findings have indicated that white schools are more inclined to white culture than accommodating cultural backgrounds of other racial groups represented in the school. The exclusion of cultures of other cultural groups is reflected in the curriculum, statistics of the teaching staff, learners' enrolment, governing Body representation. These white schools emphasized white culture. In this chapter the respondents emphasized that they encounter lots of problems in the white schools and other parents knew nothing about the behaviour of the white learners to the children.

## CHAPTER FIVE

### 5.1 INTRODUCTION

In the previous chapters the researcher has stipulated the objective of the study, studied all relevant literature. The data has been collected and analyzed. The researcher will make some recommendations based on the conclusions reached after interpreting and generalizing data gathered from the representative sample.

#### Appendix A

Students Questionnaires.

### 5.2 CONCLUSION

The establishment of white schools in South Africa was a good idea for the privileged children. These schools are a positive move towards a dream of a better future of South Africa.

The Department for building these schools were aimed at equality and better education African racial group.

### 5.3 CONCLUSION AND RECOMMENDATIONS

Educators to be taught about aspects of multi-culturalism, many respondents knew nothing about multiculturalism and it was 54% so that they could guide the learners so that the learners could understand it.

Anti-racism training to all education stakeholders, including district officials, school governing bodies, educators, learners and parents. If the

stakeholders are well trained it will be easy for them to handle the difficulties which they encounter.

Clustering of schools to encourage sharing of resources between privileged and underprivileged schools when looking at the matric results for the privileged schools. They got good results for non-privileged their results were bad. There are schools without electricity but they need to do experiments but they could not but if the officials do clustering they will gain the facilities that will improve their education.

Examining education policies and legislation as it relates to racism in schools. All the educators should know the departmental policies so that educators will know their rights and also who to contact when there are problems.

Establishing of racial equity task team to look at issues of racial equality in schools in Table 7 other learners said they are not treated equally by the educators and also in some other schools there is apartheid and that is a problem in some other schools. There should formulate a committee who will look upon the problem who will be far from favouritism.

A critical review of social justice values in Curriculum 2005.

Find the Department should find ways of ensuring that the rich do not maintain a privileged education.

*Curricula must include careful exploration and discussion of attitudes.*

There should be guidance and counselling appropriate supporting services for all African learners in white schools.

There should be the training of all guidance personnel be improved, through more specialized courses.

## **RECOMMENDATIONS WITH REGARD TO CURRICULUM DEVELOPMENT**

Luthuli(1977:140) defines curriculum as a body of content properly selected and arranged in the broad sense to include subject matter, vial experiences and *activities of the people concerned*. *The curriculum constitutes, therefore, another very important means in the educational endeavour of society and with the ultimate objective of education, in view, it must be governed by the fundamental collective philosophy of life. The curriculum is the people's philosophy of life in practice.*

The multicultural schools have to make adjustments in their broad curriculum and school activities not only to enhance the inclusion and academic achievement of children from different groups but also to expose all learners to other cultures and nations. Banks and Lynch (1986:201) assert that multicultural education is a broad concept that encompasses ethnic studies, multi-ethnic education and anti-racial education.

This study recommends a change in the broad curriculum by introducing new subjects like ethnic studies and values education. The broader goal of ethnic studies is to help learners develop the ability to make reflective decisions on issues related to ethnicity and to take personal and public actions to help solve the racial and ethnic problems in their societies. The ethnic studies are designed to correct the distortions and omissions about an ethnic group that prevail in textbooks.

Major rationale for multicultural education is to understand and utilise learner's cultural background in developing educational programmes. This stresses the importance of including cultures of all cultural groups represented in the school.

The school has to move away from teaching knowledge and credentials only. The school in its teaching should also include cultures and values.

Luthuli (1977:34) argues that a concern with education implies and equal concern with the language in which thoughts, beliefs convictions and ideas are expressed. One's command of a language should be adequate for one to be regarded as full adult. Therefore even in the multicultural schools, African language should be included in the curriculum. When change manifests itself in society, it becomes obvious that culture will change and consequently that change will be reflected in education because it is the medium through which culture is transmitted to the next generation.

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## QUESTIONNAIRE

A Black child in South Africa Multi-racial High School: Socio-educational Perspective in Empangeni Region.

Please respond to the questions by choosing the response applicable to you. The information asked is for research purposes only and it will be treated as confidential. Please feel free to express your views correctly and honestly.

### SECTION A Demographic Information

Tick ( ) or (x) your responses.

V.1 Sex

Male

Female

V2 Your present age (last birthday)

15 – 20	1
21 – 25	2
26 – 30	3
31+	4

V3 Your religion

Christianity	1
Islam / Hinduism	2
African Religion	3
Other	4

V4 Your present class (grade)

Grade 8	1
Grade 9	2
Grade 10	3
Grade 11	4
Grade 12	5

V5 Name of your school

Christian High School	1
Empangeni High School	2
Felixton College	3
John Ross College	4
Richards Bay High School	5
St. Catherine's High school	6

## SECTION B

V6 Do you experience any problem to your school with regard to your colour?

Yes	1
No	2

V7 If yes explain further

.....

.....

.....

V8 Is your mother language accepted at your school?

Yes	1
No	2

V9 Has any one spoken to you about multi-culturalism at your school?

Yes	
No	2

V10 Do you sometimes feel isolated?

Strongly agree	1
Agree	2
Undecided	3
Disagree	4
Strongly disagree	5

V11 White learners are superior to Blacks?

Strongly agree	1
Agree	2
Undecided	3
Disagree	4
Strongly disagree	5

V12 Black children are slow learners

Strongly agree	1
Agree	2
Undecided	3
Disagree	4
Strongly disagree	5

V13 If Black learners cannot perform well because of language barriers they must take their subjects in lower grades?

Strongly agree	1
Agree	2
Undecided	3
Disagree	4
Strongly disagree	5

V14 White learners are more intelligent than Black learners?

Strongly agree	1
Agree	2
Undecided	3
Disagree	4
Strongly disagree	5

V15 How many Black prefects in your school?

0 – 2	1
3 – 5	2
6+	3

V16 Social aspect

There should be a thorough interaction between White and Black learners in and outdoors.

Strongly agree	1
Agree	2
Undecided	3
Disagree	4
Strongly disagree	5

V17 Is your Governing Body racially represented?

Yes	1
No	2
I do not know	3
Other (specify)	4

V18 Educators: Are there educators racially represented at your school?

Yes	1
No	2
I do not know	3
Other (specify)	4

V19 What causes black learners to misbehave while the class is in progress>

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.....

.....

V20 In what way the educators may be the cause of conflict amongst the Black And White learners.

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.....

.....

V21 How does punishment affect Black learners?

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V22 How do your parents feel about your treatment at your school?

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V23 What are some of the problems you have encountered in a white school?

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