

MANAGEMENT IMPLICATIONS OF THE MOVEMENT OF CHILDREN

FROM TOWNSHIP TO SUBURBAN SCHOOLS :

A STUDY OF SELECTED SCHOOLS

BY

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(i)

DECLARATION

I declare that:

MANAGEMENT IMPLICATIONS OF THE MOVEMENT OF CHILDREN
FROM TOWNSHIP TO SUBURBAN SCHOOLS : A STUDY OF
SELECTED SCHOOLS

is my own work, and all sources used and cited have been indicated and
acknowledged by means of a complete reference. I further declare that this
study was not previously submitted by me for a degree at any other university



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(ii)

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OPSOMMING

Onderwys in Suid-Afrika is in 'n proses van transformasie. Die oopstelling van openbare skole vir alle rasse het tot gevolg gehad dat daar 'n uittoeg van leerders vanaf die townships na die voorstedelike skole was. Ouers het hulle kinders oorgeplaas om redes waaronder die gebrek aan 'n onderrig-leerkultuur, 'n gebrek aan kwaliteit onderrig, 'n gebrek aan hulpbronne en geweld in die woonbuurte.

Die beweging van leerders vanaf die township-skole na voorstedelike skole het 'n nuwe bestuurstegniek genoodsaak waardeur die unieke kenmerke van leerders uit diverse kulturele, taal-en sosio-ekonomiese agtergronde geakkomodeer moes word. Skoolhoofde en opvoeders behoort 'n benadering te ontwikkel wat lei tot die transformasie van die totale skoolomgewing, asook tot die skepping van gelyke onderwysgeleenthede vir die leerders wat 'n geruime tyd nie kwaliteit onderrig ontvang het nie.

Skoolhoofde en opvoeders moet bewus wees daarvan dat onderwys wat deur die Staat aan Swart leerders voorsien is, nie van die dieselfde standaard as Wit onderwys was nie. Daarom is verdraagsaamheid, empatie en begrip noodsaaklik vir die probleme wat hierdie leerders met hulle saambring.

Opvoeders behoort toegerus te word met die nodige kennis om leerders uit uiteenlopende kulturele agtergronde te bestuur. Hulle benodig kulturele geletterdheid en sensitiwiteit wat deur middel van indiensopleiding verkry kan word.

Om aan alle leerders 'n gelyke geleentheid te gee om in die klaskamer te presteer, moet multikulturele onderwys beoefen word. Die uiteenlopende aard van kulture moet erken word, en onderrigmetodes behoort aangepas te word om die verskillende leerstyle en leerders met verskillende leerbehoefes te akkomodeer.

Soos aangetoon deur Bernstein in Blackledge en Hunt (1985:56) kom daar verskeie veranderinge in die onderwys voor, en die kurrikulum is een area waarin verandering noodwendig sal plaasvind. Die kurrikulum in voorstedelike skole is ontwerp vir 'n monokulturele gemeenskap, maar dit behoort nou te verander om die multilulturele aard van die skool te weerspieël. Kurrikulum 2005 is ontwikkel deur die Department van Onderwys onder leiding van professor Sibusiso Bengu om aan hierdie behoefte te voldoen aangesien dit gebasseer is op volledige toeganklikheid en demokratiese deelname. Indien hierdie kurrikulum behoorlik geïmplementeer word, sal dit die probleem van meertaligheid, lae prestasie en rassisme in voorstedelike skole aanspreek en verbeter.



SUMMARY

Education in South Africa is in a process of transformation. The opening of public schools to all races has resulted in the exodus of learners from township to suburban schools. Parents have transferred their children because of, among other reasons, lack of culture of learning and teaching, lack of quality teaching, lack of resources, and violence in township schools.

The movement of learners from township to suburban schools has necessitated a new management technique that will accommodate the unique characteristics of learners from diverse cultural, linguistic and socio-economic backgrounds. Head masters and educators need to develop an approach that will lead to the transformation of the total school environment, and the creation of equal educational opportunities for learners who have for a long time been deprived quality education.

Headmasters and educators need to be aware that education provided by the state to African learners is not of equal standard to white education. Therefore tolerance, empathy and understanding of the problems these learners bring with them is essential.

They need to be equipped with the necessary knowledge in managing learners from diverse cultural backgrounds. They require cultural literacy and sensitivity which can be acquired through in-service training.

To provide all learners with an equal opportunity to achieve in the classroom, multicultural education should be practised. Diversity of culture must be acknowledged, and teaching methods ought to be altered to accommodate the different kinds of learning styles and children with different learning needs.

As Bernstein in Blackledge and Hunt (1985:56) highlighted that there are numerous changes that are occurring in education, the curriculum is one of the areas where change is inevitable. The curriculum in suburban schools was designed for a monocultural society, but now it has to be changed to one which reflects the multicultural nature of the school. Curriculum 2005 developed by the Education Department under the leadership of professor Sibusiso Bengu seem to be the ultimate curriculum since it is based on equality, open access and democratic participation. If properly implemented it will promote and address the question of multilingualism, low performance and racism in suburban schools.



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CHAPTER ONE

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

Prior to the opening of previously White Model C State Schools to all population groups in the late 1990's, South African State Schools had been segregated according to race. Squelch in Dekker and Lemmer (1993 : 51) points out that separate education systems had been instituted for the four main population groups since the early foundations of education in South Africa. Racially mixed state schools were prohibited. Africans, Whites Coloured and Indians remained segregated in state schools until recently.

Private Schools were an exception. As Coutts (1992 : 6) noted, many Catholic Church Schools, supported by Anglicans and Methodists in particular were desegregated as early as 1976. They had adopted a policy of integrating their previously Whites - Only Schools. But the number of other racial groups especially Africans remained extremely low for most parents could not afford high fees at private schools. As Coutts (1992 : 7) indicated that the limitations placed on entry by the fee structure of White private schools seem to be a major factor hampering the entry of blacks.

Although education was supposed to be "separate but equal", equal educational opportunities were never implemented. As indicated in *Brown vs Board of Education*, separate educational facilities are inherently unequal and unconstitutional (Squelch in Dekker & Lemmer, 1993 : 39).

This was evident in South Africa because Africans, Indians and Coloureds were discriminated in the distribution of resources, finances and received inferior education. On the contrary White children received educational privileges such as more finances, sufficient and quality resources and qualified teachers (Squelch in Dekker & Lemmer, 1993 : 51)

TABLE 1.1 Presents teacher qualifications by race:1994 (South African Survey 1995/96:122)

	AFRICANS	COLOUREDS	INDIANS	WHITES	TOTAL
UN-QUALIFIED	24 567	8	5	1	24 581
UNDER-QUALIFIED	85 404	10 875	970	494	97 743
QUALIFIED	131 556	26 456	12 287	49 280	219 579
TOTAL	241 527	37 339	13 262	49 775	341903

Although Africans are in the majority, the table suggests that 46% of African teachers were un - and under-qualified in 1994.

To eliminate and redress the injustices and indignities that deprived and disadvantaged the majority of African Children, State Schools had to be opened for all irrespective of race. As Freer (1991 : 4) contends, it was only by opening all schools and teaching children as equals would there be hope of creating a more egalitarian and just society. Thus the movement of township pupils to suburban schools in search of Quality Education.

1.2 STATEMENT OF THE PROBLEM

Desegregating Schools in South Africa led to the opening of previously White State Schools to all racial groups. Since then there has been an exodus of pupils from township to suburban schools. Therefore, the purpose of this study will be to examine the educational factors that cause the movement. The effects and implications of the movement on principals and teachers in suburban schools will be examined. The examination of the management implications emanating from the exodus of township pupils to suburban schools is essential. The issue of Multicultural Education needs to be addressed to determine if there are equal educational opportunities in suburban schools.

1.3 AIM OF THE RESEARCH

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In view of the problem formulated above the aims of this study are to examine:

- The Management techniques of principals in dealing with pupils from diverse backgrounds
- The classroom management techniques of teachers in dealing with children from different racial and cultural backgrounds

The problem under study can best be clarified by investigating the following questions:

- Is cultural diversity and multicultural education acknowledged in suburban schools?
- Has the curriculum been revised to accommodate diverse racial and cultural groups?
- Is multilingualism practised in cultural suburban schools.
- Have the teaching styles been altered to accommodate children from different cultural and racial groups?
- Is racism a cause of conflict in suburban schools?

1.4 ASSUMPTIONS

Assumptions guiding this study are:

- Township pupils must not be assimilated into the mainstream culture, cultural diversity must be acknowledged.
- The management techniques of principals and teachers in suburban schools must be transformed in order to meet the needs of pupils from diverse races.
- Instructional material that reflects biasness, inaccuracies and omissions about other racial and cultural groups must be eliminated.

1.5 THE METHODOLOGY

Due to the nature of this research project, review of literature will be conducted in order to determine and investigate the historical background of the problem. The literature review is also essential to highlight what has been said about the problem internationally and in the South African Context, and to develop a conceptual framework.

The literature review will be used as a basis to formulate interview guides and questionnaires which will be administered to principals and teachers. A qualitative research methodology is appropriate because it allows the researcher to relate and interact with the respondents in a natural setting. It allows the researcher to investigate the topic by taking into account the current realities of the respondents. The qualitative research methodology is essential because during the research process, the researcher is subjective and closely related and interact with respondents.

1.6 SIGNIFICANCE OF THE STUDY

The establishment of a single non-racial education system and the opening of previously model C state schools to all racial groups resulted in some parents transferring their children from township to suburban schools.

The study intends to examine the management technique of principals and teachers in dealing with pupils from different cultural backgrounds. The suburban schools have to teach pupils from different racial and educational backgrounds. According to Squelch in Dekker and Lemmer (1991 :46) teachers are required to work not only with culturally diverse groups of pupils but also with parents from diverse cultural and socio-economic backgrounds.

Same principals and teachers in suburban schools are faced with being involved with illiterate and low income status parents and pupils who have a limited proficiency in the language medium of the school.

The overcrowded township schools are now faced with reduced enrolments and some classrooms remain empty. Due to low registrations, the Gauteng Department of Education was obliged to close a few schools in townships and convert them to community schools. As a result some teachers have been redeployed to schools far from their homes.

TABLE 1.2 Presents the number of teachers redeployed in Gauteng township schools

DISTRICT	NUMBER OF TEACHERS REDEPLOYED
C 1	107
C 2	52
C 3	23
C 4	79
C 5	25
C 6	2
TOTAL	265

Educators in excess (Redeployment) January 1997
(Gauteng Department of Education)

Because of uncertainty about the future, township teachers are demotivated and cannot perform their duties efficiently and effectively. As Maslow stated in his hierarchy of needs that if there is no security in a work situation, workers will not perform to the best of their abilities (Van Der Westheizen, 1993 : 196). And lack of effective teaching in township schools will aggravate the movement of pupils to suburban schools.

1.7 DELIMITATION OF THE STUDY

Due to financial constraints and time limit the research study is restricted to five schools under the jurisdiction of the Gauteng Department of Education. These schools are previously White Model C State Schools found in traditionally White suburbs. The schools have been desegregated since 1990 and have since then admitted pupils from township schools.

1.8 CLARIFICATION OF CONCEPTS

1.8.1 Suburban Schools

Suburban schools are traditionally white schools found in traditionally white suburbs and were meant for educating white children. Such schools have been advantaged in the allocation of financial and physical resources, pupils - teacher - ratio and qualified teachers. Their education has always been superior compared to education in township schools because of the availability of resources and qualified teachers.

1.8.2 Township Schools

Township schools are found in locations where Africans live and such schools have been discriminated and denied equal educational opportunities to learn (Coutts, 1991:3). Township schools were and still are faced with disparities in the allocation of resources and equipment. Their education is inferior compared to education in suburban schools.

1.8.3 Desegregation

Desegregation implies the abolishment of separate education system and opening schools to all racial group. Freer (1991:2) points out that desegregation has provided opportunities in which children of all races can learn together and experience situations which may be valuable in providing some pointers for a rapidly changing South African Education Scenario.

1.8.4 Multicultural Education

According to Coutts (1991 :38) Multicultural education is used to describe the process of educating pupils who are bearers of different cultural heritages in the same positive and enriching class environment. Multicultural education is about changing the environment of the school in order to meet the needs of students from diverse, cultural, linguistic and socio - economic backgrounds (Squelch, 1993 : 36). It refers to diversity of culture in desegregated schools.

1.8.5 Assimilation

The aim of this policy is to absorb ethnic minority groups into the mainstream culture. Cultural differences such as different languages, religions, values, habits and others are almost totally ignored (Goodey, 1989 : 478). Coutts (1992 : 46) also points out that the assimilatory school has a tendency to conserve the mainstream culture, but with a willingness to absorb culturally different minorities.

1.9 PLAN OF STUDY

The background of the problem, statement of the problem, aim of the research, method of research, delimitation of the study and the clarification of concepts were discussed in chapter one. A literature survey will be conducted in the second chapter in order to discover what has been said about the study and to elucidate implications and management of the movement of pupils from township to suburban schools. The theoretical framework guiding the study will be discussed.

Chapter three will focus on discussing the research methodology, while discussions, analysis, conclusions and summary of the conceptual framework and recommendations will be contained in chapter five.



1.10 CONCLUSION

The opening of previously White Model C State Schools to all races resulted in the movement of pupils from township to suburban schools. This has necessitated the investigation of the management implications emanating from this integration. The examination of the management techniques of principal and teachers in dealing with pupils from different cultural and racial backgrounds is essential. And the question of acknowledging Multicultural education and diversity of cultures need to be addressed in order to determine if equality prevail in suburban schools. Chapter two will focus on literature review, and the theoretical framework guiding this study will be highlighted.

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CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

South Africa is in the process of social and economic transformation. Education is one of the areas that need to be transformed in order to eliminate past injustices. Thus the opening of public schools to all racial groups is essential. Christie (1990:126) points out that the opening of White public schools to Africans in 1991 brought to an end an era when church and other private schools were the only South African Schools that were substantially desegregated.

Lack of commitment to the culture of learning and teaching has resulted in thousands of learners leaving the townships to seek better education in suburban schools. In some township schools, both teachers and pupils are undedicated, undisciplined and demotivated. Trevor Manuals in *The Star* (1997 : 5) indicates that teachers in township schools do not teach their classes, they mismanage schools and drink during school hours.

This exodus has also been caused by unending strikes by teachers. Sowetan (1997 : 13) states that by going on strike no effective teaching takes place and educators and learners who report to schools are allegedly threatened with assault. Disrupting classes is not helping African pupils but aggravates the poor standard of education and thus the movement to suburban schools.

Lack of resources and facilities, the low standard of education and high failure rate in African schools are also contributory factors to the exodus.

TABLE 2.1 presents a summary of standard ten results in 1997

Suburban Schools

NAME OF SCHOOL	WROTE	FAIL %	PASS %
Mondeor High	203	4,93	95,07
The Hill High	153	5,23	94,77
S John Adamson	160	6,88	93,12
Willow Crescent	151	15,23	84,77

Township Schools

NAME OF SCHOOL	WROTE	FAIL %	PASS %
Mafores Mphahlele	123	78,86	21,14
Thaba-Jabula	149	82,55	17,45
Letare	113	79,65	20,35
Jabulani	130	78	21,54

Comparison of results between township and suburban schools in District C2 Gauteng Department of Education.

Parents transfer their children to suburban schools because African Schools, Soweto in particular, are becoming unsafe. These schools experience amongst others vandalism of valuable property, violence against students and teachers and carrying of guns. Lack of discipline and order has turned many Soweto schools into hotbeds of violent crime as teachers battle against pupils who carry guns and knives in classrooms (The Star, 1997 : 3).

Opening previously White Model C Schools to all racial groups has management implications to principals and teachers in such schools. Initially these schools were meant for educating white learners, therefore they were monocultural in approach. With the mixing of different racial and cultural backgrounds, the management approach of principals and teachers has to be transformed in order to accommodate the unique characteristics and needs of all pupils.

2.2 INTERNATIONAL PERSPECTIVES OF MANAGEMENT IMPLICATIONS OF DESEGREGATED SCHOOLS

2.2.1 Cultural Diversity

Even though public schools have opened doors for African pupils, equity has not been achieved in terms of accommodating cultural diversity. These schools practice the assimilation approach. According Devillars, Faltis, and Cumins, assimilation implies loss of identification and cultures are incorporated into the majority group. It implies that cultural differences such as values, habits, languages, religions and beliefs are almost totally ignored. Squelch in Dekker and Lemmer (1993 : 54) indicates that assimilation has dominated educational practices for many years and have failed to provide equal educational opportunities for all children and as a result education has remained unequal.

Taylor, Miller and Lachman (1995 :303) point out that denying cultural diverse pupils the uniqueness of their culture will destroy an important part of their identity. In order to pursue equality of educational opportunities suburban schools should acknowledge cultural diversity. The challenge that principals face is to maintain the white culture while respecting and accommodating other cultures. Tobin and Johnson (1994:117) suggested that teachers should view cultural diversity not as an occasional or special topic, but as an always present, necessary awareness that they should consider in every decision they make.

2.2.2 Multicultural Education

Principals in suburban schools can accommodate diversity of culture by incorporating multicultural education in every learning area. Squelch in Dekker and Lemmer (1993 :31) defines multicultural education as an approach which can contribute to the development of equal educational opportunities especially for pupils who have been denied an equal opportunity to learn.

The goal of multicultural education is to create a more just society through major reforms of education, to make it more inclusive and representative of the diverse groups in our nation and to make it more effective , equitable for the culturally and linguistically diverse children in our country (Taylor, 1995 : 6). Coutts (1992:43) defines multicultural education as the presence of learners with diverse cultural heritages learning together in the same classroom and their own cultures being protected while they are exposed to other cultures.

Multicultural education is a restatement of sound educational pedagogy and practice that requires the collective representation of all cultures and groups as significant to the production of knowledge (Grant, 1992:34). Multicultural education implies that there must be changes in the total school environment to create a climate that promotes the appreciation of diversity, reform the curriculum and instructional material to make them more inclusive and relevant.

2.2.3 Curriculum

Suburban schools are white orientated. They were previously white schools where white standards and practices predominate. The curriculum too was developed for white schools. Suburban schools are following the same traditional curricula that was meant for whites only (Christie, 1990 : 131).

Principals are now faced with adopting a new Rainbow curriculum that includes and promotes positive acceptance of all groups in the society (Taylor,1995 :7).

Trueba, Jacobs and Kirton (1990 : 76) indicate that culturally and academically diverse students are now sharing classrooms and they are instructed with the same technique and curricula used for mainstream children. The curriculum needs to be revised in order to reflect the multicultural nature of suburban schools and also to eliminate prejudices and racism.

The present Department of education under the leadership of professor Bengu had developed a new education approach known as curriculum 2005. This approach is based on outcomes based education, and is linked to the national Qualification framework (N.Q.F). Curriculum 2005 (1997:8) points out that the new approach is aimed at increasing the general knowledge of the learners, to develop their skills, critical thinking, attitudes and understanding. It is build on the principle of equality , open access and democratic participation. If property implemented it can yield positive end results.

2.2.3.1 Multilingualism

South Africa is a multilingual country with eleven official languages. The South African Constitution States that all the languages enjoy equal status and respect and that everyone has the right to receive education in the official or languages of his or her own choice in public schools and institutions where such education is reasonably practicable (Potgieter, Vesser, Van Der Bank, Mothata, Squelch , 1997 : 54).

In E.L.T.I.C (1997 : 25) it is stated that language is representative of culture and reduction of linguistic diversity will result in the reduction of cultural diversity and thus the cultural wealth of the country will be reduced.

This statement is further supported by Hollins and Etta (1992:23) when they indicate that ineffective practices for learners of diverse backgrounds are those that devalue the home language or dialect. Snelling (1992:27) states that African pupils are deprived a form of reference, and the myth of inadequacy of the African Culture and language is perpetuated, and the inferiority of these cultures compared to the "White" cultures result in an identity crisis.

Curriculum 2005 (1997 : 22) promotes multilingualism and the development of the official language and respect of all languages used in the school. All languages should be recognised and represented while English should be a common language shared by all as the medium of institution in schools. Squelch in Dekker and Lemmer (1993:45) suggests that opportunities needs to be created for various groups to learn their own languages because of its cultural importance.

Pupils home languages ought to be fully acknowledged and utilised throughout education. By the end of secondary education pupils must have achieved full proficiency in at two least two languages, which are English and mother tongue. English must be used for content subjects and mother tongue taught as a subject (E.L.T.I.C, 1997:34)

The teachers need to encourage pupils to take pride in their languages. E.L.T.I.C (1997:37) indicates that pupils should not be penalised on language grounds, a Geography question, for example can be well answered without perfect spelling and grammar. Group work assignments can be conducted in whatever languages necessary to complete the task successfully, but the report can be written in the medium of instruction.

Faleni in E.L.T.I.C (1997:38) states that multilingualism is a resource to be fully exploited to the benefit of learners.

The practice of code-switching should be practiced in suburban schools when learners have difficulties in understanding specific words. Baker in E.L.T.I.C. (1997:68) defines code-switching as when an individual more or less deliberately alternates between two or more languages. Such alternation can range from one word mixing to switching in mid-sentences and to switching in larger speech blocks.

For effective implementation of code switching suburban teachers need to be given an opportunity to study a second or third language. E.L.T.I.C (1997:168) indicates that if code-switching is used effectively, schools will improve learning, which will lead to a better learning of English.

2.2.4 Religion

Learners admitted in suburban schools come from different religious groups, therefore religious diversity needs to be acknowledged. Klein (1992 :234) indicates that no religious group even if the majority of the learners belong to it, can claim that it has an inherent right to use the school system to promote its religious views, therefore all religions must be accommodated.

The constitution right of all learners and staff to have their own religious views must be respected (Potgieter, 1997:56). Therefore learners must not be denied the right to practice their religion or to follow no religion at all. The constitution (1996:15) states that everyone has the right to freedom of conscience, religion, thought, believe and opinion. Learners belonging to different religious communities must not be deprived of their religion.

2.2.5 Racism

In South Africa where the practice of racism and discrimination on the grounds of race had been institutionalised for a long time, racism, negative stereotyping and its accompanying prejudiced attitudes are very prevalent.

(Snelling 1992:72). Coutts (1992:35) points out that racial stereotypes and racism are common in South Africa because the previous education department based education on racial criteria that was used to divide and compartmentalise learners.

Therefore principals must recognise that racism exist in schools where there are pupils from different races. The teachers and schools need to come to terms with the fact that society is not only plural but also has racism deeply embedded within its institutions and that racism should not be seen just in terms of individual attitudes and prejudice, but as a complex set of ideological and political relations (Kowalczewski, 1982:157)

According to Devillar (1997:207) racist name calling, peer exclusion, teasing, threats take on culturally and racially derisive overtones in mixed schools. Racism is fundamentally unjust, morally wrong and evil because it denies people the right to be treated as full human beings irrespective of race and culture.

In schools where there is diversity of culture, racism and bullying are prevalent. Due to integration, schools are becoming casualties of culture obsessed with battle fields and racial hatred (Sowetan, 1997:10). Devillar (1997:163) maintains that bullying is an act which is repeated over a period of time and that can be physical, psychological or verbal in nature. It results in truancy, loss of confidence and self-esteem.

Kowalczewski (1982:57) points out that attempts to define and combat racism should involve both re-evaluating attitudes and an analysis of how society functions. Schools and the Education system should be involved in re-examination of racism and its elimination. A clear and firm policy to deal with racist incidents such as name calling need to be established, and implemented by both the staff and the principals (Trayna & Hatcher, 1992 : 204). The policy must contain firm disciplinary measures, including suspension and expulsion of pupils.

There must be a willingness to listen and understand the social meanings of racist behaviour within childrens cultures. The policy should emphasize the importance of tolerance and respect for other cultures. Pupils need to know the meaning of the word racism and to be able to recognize and challenge examples of racism, and eventually learn about the history and implications of racism in South Africa (Klein,1992:140).

Suburban schools need to involve parents in the elimination of racism, stereotypes and prejudices because they have contributed in instilling attitudes that their children have. Aviram (1987:105) highlights that since the attitudes of parents were found to have contributed to the behaviour and attitude of children, it may be worthwhile to design school programs for attenuating parents attitudes and prejudices

2.2.6 Conflict



Conflict between teachers and pupils is bound to erupt in suburban schools because white teachers have been educated to work effectively with only one cultural group. Gay (1996:86) indicate that interpersonal conflicts are problematic in culturally pluralistic classrooms, especially if teachers and pupils do not share the same cultural backgrounds, social protocols and ethnic identities.

It is logical to assume that conflict can erupt if teachers hold low expectations, embarrass, insult or demean the minority students publicly to show their intellectual or positional superiority. Conflict can be caused by teachers who are culturally insensitive, who are often not aware of obstacles created by cultural conflicts in pluralistic classrooms (Nel,1993:122).

If teachers in suburban schools are prejudice, bias and are consciously or unconsciously unwilling to distribute equitably their efforts and time to all cultural groups in the classroom, conflict may occur.

Lynch, Modgil and Modgil, (1992:34) state that some teachers tend to direct their teaching more to students who belong to the mainstream than those who belong to the "periphery". This may result in conflict and reduces the chances of bringing the different groups closer together.

Conflict leads to disrespect and disciplinary actions which generates distrust and non-co-operative pupils. Teachers can manage conflict by undergoing in-service training where they will learn about ethnicity and cultural diversity. Sheets and Gay (1996:92) point out that teachers need to learn about classroom management skills and developing knowledge for cross-cultural interpersonal interactions in ethnic pluralistic classrooms.

Teachers have to accept all pupils as individuals with unique and cultural differences, to respect and communicate with them openly in order to eliminate conflict. They need to understand cultural heritages of different ethnic groups, how they sanction behaviour, celebrate accomplishment and their rules of decorum, deference and etiquette (Sheets & Gay, 1996:92)

2.2.7 Learning Materials

Books that indicate racial biasness, where whites are supposedly "Superior" and Africans "Inferior" must be eliminated in suburban schools because they perpetuate the unequal distribution of power that holds down people because of their colour.

Klein (1992:169) indicates that teachers have the responsibility what books might be saying to pupils, both white and black, about the superiority of whites and the desirability of black servility.

In some books heritages and experiences of the minority groups is not depicted accurately. Textbooks continued to report ethnic distortions, stereotypes, omissions and misinformation (Gay,1983:561). Clare, Maybin and Swann (1993:152) point out that history books do not celebrate the achievement of Black people as important characters in South Africa.

Teachers need to be sensitive in the selection of textbooks, especially history textbooks because African pupils might be quickly undermined if they encounter racially based materials in libraries. Books selected must emphasize a positive portrayal of cultural groups and show similarities among all people regardless of their cultural background because human beings have the same needs, same capacity for love, hatred and others (Taylor, 1995 : 303).

Even though pupils must be taught to see similarities in books, they also have to acknowledge differences among cultures, their different histories, including oppression and racism. Taylor (1995:303) states that denying cultural differences and the fact that these differences have led to racism only perpetuates racism.

2.2.8 Under-Achievement

Klein (1992:3) points out that the previous government has disabled Africans by denying them equal opportunity to acquire education. Many African pupils in suburban schools are a product of state schools and have a learning history rooted in Bantu Education, generally deemed to be inferior.

Education provided to Africans in townships, was and still is not of equal standard to "White" education, therefore pupils moving from township to suburban schools are bound to be low achievers.

Other factors contributing to low-achievement in suburban schools are believed to be teachers stereotyped opinions and expectations of black learners.

The attitude and expectations of teachers are generally assumed to be of considerable influence on the performance of pupils, especially ethnic minority pupils (Kowalczewski, 1982:154). This implies that factors such as negative attitude towards the potential of minority children held by teachers result in different teaching techniques and classroom treatment which leads to low-achievement of learners. Lack of recognizing the significance of cultural diversity in specific teaching styles is also a contributory factor.

Under achievement among African students needs to be reversed. Maintaining the status quo spells disaster for the culturally different pupils. Nel (1993:124) is of the opinion that educators may be the crucial agents to affect the necessary change that may reduce low performance and lead to the empowerment of the disadvantaged learners.

Grossman (1991:164) argues that learners who are empowered by their teachers believe that they can achieve and succeed because they themselves have the power to shape their futures. To empower students, teachers should demonstrate their convictions that students can and will succeed. And they should assist them to do so without accustoming them to rely on excessive or unnecessary teacher praise, assistance or supervision (Grossman, 1991:154).

Nel (1993:123) further argues that educators should make an effort to assist the culturally different students to fit into the existing social structure. Educators need skills in managing the special problems the Africans bring to school, they need to maintain a high degree of tolerance as pupils adjust to their new educational environment (Grossman, 1991:162).

Teachers should plan to build on students individual learning style and teach as effectively and efficiently as possible to enable students to reach appropriate academic levels (Nel, 1993:123). Colleges and Universities must play a role in educating teachers to deal with under-achievement of the culturally different learners.

2.2.9 Teacher Preparation

Historically, white teachers were educated to work effectively with only one cultural group, but now they must be committed to cultural pluralism (Nel,1993:121). Teaching culturally diverse pupils implies that suburban teachers need to develop an awareness and understanding of the backgrounds of all pupils and this can only be achieved through in-service training.

Teachers should be educated in such a way that they have a sound knowledge and insight in other cultures in order to convey it to their pupils (Goodey,1989:482). Snelling (1992:67) points out that teachers should be equipped with the necessary knowledge and skills in dealing with pupils from diverse backgrounds. Snelling (1992:68) further indicates that teachers must attend workshops where negative stereotyping which exist within textbooks and other material could be identified, and problem areas experienced by different cultural groups could be analyzed and strategies development to counteract this problem.

Squelch in Dekker and Lemmer (1993 :46) points out that the need for both pre-service and in-service training is essential in order to acquire in-depth knowledge about other cultures. In South Africa, with its very complex culturally different society, a course on multicultural education would provide a valuable and useful part of teacher preparation (Coutts, 1992:58). University and Colleges should offer these courses.

2.2.10 Teaching Methods

Learners from different cultural backgrounds have different learning styles, therefore teachers in suburban schools need to use different teaching methods. Squelch in Dekker and Lemmer (1993:44) contends that a variety of teaching strategies need to be utilised in suburban schools to accommodate the different kinds of learning styles.

Teaching methods are to some degree culturally influenced and certain methods work more effectively with some students than others, (Squelch in Dekker & Lemmer, 1993:44). Grossman (1991:162) states that the difficulty many learners experience is learning in classrooms taught in foreign languages and unfamiliar teaching styles which can cause them to act out or withdraw.

One method known to be effective in working with pupils from diverse cultures is co-operative learning. Lynch (1992:35) states that co-operative learning involves dividing the whole class into small sub-units of four to six learners and transferring to a larger extent the task of teaching and learning process from the teacher to the learners. Learners work together to maximise their own learning and that of their classmates.

Co-operative learning results in reduced cultural and language barriers, improved positive relationships and improved social interaction (Squelch in Dekker & Lemmer 1993:44) . The teacher newspaper (1997:9) states that some of the attitudes that will be promoted by the new outcomes based education will be building and creating a carrying feeling of helping, working and learning together through co-operative learning.

Co-operative learning has been effective in raising academic achievement levels as well as positive interpersonal, interracial and inter-ethnic relationships and it improves a strong personal identity and self-esteem (Taylor,1995:192).

2.2.11 Classroom Management

Many of the classroom management techniques that work with Euro-America students are often less effective with African American students (Grossman, 1991:160). The same holds for South Africa. Techniques used for white pupils may not work with African pupils due to cultural differences. Teachers should adopt management techniques that will accommodate the unique characteristics of their diverse students. They must be culturally sensitive, they must be aware of ways in which cultures differ and the effects of those differences (Grossman 1991:161).

For effective classroom management teachers in suburban schools have to be culturally literate, they need to have knowledge about the specific cultures represented in their classrooms. Cultural literacy can help educators shun many kinds of problems in class. And uninformed teachers may misunderstand pupils behaviour (Grossman, 1991:150).

Teachers need to know how pupils respond to praise and criticism in certain situations. They must not reprimand African pupils who do not look straight into their eyes during a conversation because to them it is a sign of disrespect. Grossman (1991:162) indicates that teachers must not think that learners brought up not to volunteer their opinions unless encouraged to do so by adults are insecure or lack self-confidence, it is because they have been brought up like that.

2.2.12 Role of Parents

For effective education to take place in suburban schools, all parents need to be involved in the education of their children. Teachers are required to work not only with culturally diverse groups of pupils but also with parents from diverse cultural and socio-economic backgrounds (Squelch in Dekker & Lemmer, 1993:42).

Teachers should be able to co-operate and communicate with all parents, including illiterate and low income parents. Unfortunately most parents of township learners are not involved and supportive in the education of their children. This is confirmed by Gibson and Ogbu (1991:362) when they state that parents, especially if they themselves have little formal education and lack proficiency in the medium of instruction, are hesitant or unwilling to intervene and be involved in school affairs.

It is stated in curriculum 2005 (1997:27) that parents are required to share the responsibility of the education of their children with the state. They are encouraged to further their studies so that they can be able to communicate with the teachers and help their children in their demanding school work.

2.3 THEORETICAL FRAMEWORK

The theoretical framework that guided this study is based on Bernstein's functionalist theory. This theory was developed from some of Durkheim's ideas. Bernstein in Blackledge and Hunt (1985:44) deals with the changes that are occurring within education, and many of the changes that he predicted seem to be happening today. Bernstein believes that there is a change evident in some parts of the educational system, which can be seen as a move from education in depth to education in breadth.

Bernstein in Blackledge and Hunt (1985:56) further argues that with the mixing of diverse groups in schools changes in curriculum and in the roles of teachers and principals as people who form the authority structure within the schools is inevitable.

Indeed there are changes that are taking place in education. For the sake of according township pupils the same opportunity to achieve in suburban schools there must be changes in the management of the school. This is confirmed by Bernstein in Blackledge and Hunt (1985:46) when he points out that control in open schools should be based on the recognition of differences between individuals.

We are seeing a change from the "purity of categories" to the "mixing of categories", that is, we are seeing a shift from the school having a clear-cut set of values which is transmitted to the pupils, to one where values are more ambiguous and more open to the influence of diverse values from outside. (Bernstein in Blackledge and Hunt, 1985:47). Suburban schools must shift away from monocultural education to education that acknowledges ambiguity of values. In order to accommodate pupils from different racial and cultural groups, diversity of cultures and values must be acknowledged and incorporated into all learning activities.

2.4 CONCLUSION

In this chapter the researcher has delved into the literature review in order to ascertain International and South African perspectives on management implications of the movement of township pupils to suburban schools. Issues in suburban schools including matters relating to multicultural education, cultural diversity, under-achievement, racism and others were dealt with. As Bernstein in Blackledge and Hunt (1985:44) highlighted that there is a change evident in some parts of the educational system, the management technique of principals and teachers must change in order to accommodate pupils from diverse racial backgrounds. The next chapter is going to focus on the methodology used to gather data.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the previous chapter literature survey was conducted in order to investigate the problem, to develop the theoretical framework and to draw a questionnaire and an interview for the study. The aim of this study was also highlighted. The main aim of this study is to investigate the management technique of principals and teachers in dealing with pupils from different racial and cultural backgrounds. In the light of the main aim, the qualitative and the quantitative paradigms will be contrasted for the purpose of elucidating and selecting the most suitable paradigm.

3.2 METHODOLOGY

3.2.1 Qualitative and Quantitative Paradigms

Quantitative paradigm uses a deductive form of logic wherein theories and hypothesis are tested in a cause and effect order - concepts, variables and hypothesis are chosen before the study begins and remain fixed throughout the study (Creswell,1994:7). According to Slavin (1992:11) researchers in a quantitative design collect numerical data from people and subject them to statistical analysis to determine if there are relationships among them or whether the predictive generalizations of the theory is true.

Qualitative design focuses on naturally occurring, ordinary events in natural settings so that we have a strong handle on what real life is like (Miles & Huberman, 1994:10). Creswell (1994:45) indicates that qualitative research is descriptive in nature because the researcher is interested in process, meaning and understanding obtained through words or pictures instead of numbers.

In a qualitative methodology inductive logic prevails, rules and procedures are not fixed but are open and emerging from informants. These emergence provides that rich "context-bound" information leading to patterns of theories that help explain a phenomenon (Creswell, 1994:7-8). Yin (1993:57) describes qualitative data as data that cannot be converted to numerical values. Researchers are interested in understanding how things occur in their natural settings.



3.2.1.1 Ontological Assumptions

Ontologically the qualitative research study is concerned with the nature of the real world. It examines issues of existence or being (Dzvimbo 1995:7). For the qualitative researchers, the only reality is that constructed by the individuals involved in the research situation (Creswell, 1994:4). According to Dzvimbo (1995:7) the quantitative paradigm method has over the years rested on the belief that reality operates according to immutable natural laws.

3.2.1.2 Epistemological Assumptions

Creswell (1994:5) defines epistemology as the relationship of the researcher to the researched. The qualitative researcher has contact with the researched, there is interaction between the two. The qualitative research paradigm asserts that it is impossible to separate the inquired from the inquirer (Dzvimbo 1995:20). The researcher is subjective in order to understand the real world of the researched (Creswell, 1994:5). In a quantitative method the researcher is objective and independent from that being researched.

3.2.1.3 Axiological Assumptions

Concerning the axiological issue of the role of values, Creswell (1994:6) contends that the researchers values are kept out of the study in a quantitative paradigm. Statements about values are omitted from a written report. Whereas the qualitative paradigm admits the value-laden nature of the study and reports values and biases.

3.2.2 The Qualitative Methodology

In order to investigate the cause and the implications of the movement of pupils from township to suburban schools the qualitative research methodology will be utilised because the researcher needs to interact with the researched in their natural settings for the sake of researching the problem. As Berg (1995:7) stipulates that qualitative techniques allow the researcher to share in the understandings and perceptions of others and to explore how people structure and give meanings to their daily lives.

Ethnography and its qualitative design variants provide educational and other social researchers with alternatives for describing, interpreting and explaining the social world and the operation of educational phenomena. It conveys to teachers, administrators and parents the diversity to be expected from pupils and school communities and encourages those educators to respond more flexibly and appropriately to their changes (Lecompte & Preissle, 1993:28)

Researchers subjectivity is essential to establish and build the intimate relationship with the researched, that allows openness, confidence and trust-worthiness which (Locke, Spirduso and Silverman in Creswell (1994:147) considers as useful and positive.

The qualitative methodology is appropriate because the researchers contributions to the research setting can be useful and positive rather than detrimental due to the identification of personal values, assumptions and biases at the outset of the study (Creswell, 1994: 163).

3.3. POPULATION

The term population is commonly used to refer to potential human respondents or participants in a study, but non-human phenomena and inanimate objects also are potential populations (Lecompte & Preissle, 1993:60).

The population of this research project consist of 15 primary and high schools under the Gauteng Department of Education. The population comprises of Gauteng public schools that were previously meant for "Whites", and have opened doors for other races since 1991.

3.4 SAMPLING

Sampling makes it possible to estimate the characteristics of a larger group (population) by examining the characteristics of a smaller group (sample). A sample is a special subset of a population observed for purposes of making inferences about the nature of the total population itself (Babbie, 1992 : 232).

Sampling refers to the strategies that enable us to pick a subgroup from a larger group and then use this subgroup as a basis for making inferences about the larger group. Babbie (1992:232) further contends that the chief criterion of the quality of a sample is the degree to which it is representative of the population from which it was selected.

Multistage cluster Sampling was used to sample the respondents. Babbie (1992:232) points out that multistage cluster sampling is a more complex sampling used in cases in which a list of all the members of a population does not exist. It may be used when it is either impossible or impractical to complete an exhaustive list of the elements composing the target population (Babbie, 1992:218).

3.4.1 How Cluster Sampling Was Conducted

Firstly a sample of groups of members of the selected clusters are listed and sub-sampled to get the sample. 15 schools were listed into 15 clusters, 5 schools were randomly chosen. From these 5 schools teachers were listed in each school, and finally 10 teachers were sampled. Therefore the sample comprise of 50 teachers who answered the Questionnaire and 5 principals from the same schools, who were interviewed.

Cluster sampling is advantageous in terms of time and money because the researcher will travel to few schools instead of many. Babbie (1992:219) indicated that cluster sampling is highly recommended for its efficiency which is based on the ability to minimize the listing of population elements. It is relevant in this study because the researcher is dealing with many suburban schools but only a sample of 50 teachers and 5 principals is required.

3.5 THE INSTRUMENT OF RESEARCH

Data was collected through the use of a Questionnaire for teachers and an interview guide for principals.

3.5.1 A Questionnaire For Teachers

The Questionnaire was drawn up and completed by teachers in suburban schools. A questionnaire refers to any data-collection instrument, other than an achievement or ability test, where the respondent directly supplies his or her answers to a set of questions (Vockel, 1995 : 78). Slavin (1992:251) points out that a questionnaire consist of a list of written questions whereby respondents are requested to make written responses.

The questionnaire was open-ended so as to allow the respondents to provide with their own response as far as their management technique in dealing with pupils from diverse backgrounds is concerned. The major advantages of the open-ended format over the structured format is that in the open-ended format it is the respondent himself or herself who takes the initiative in deciding what answers to supply, whereas with structured formats the respondent merely selects from among answers supplied by the writer of the questionnaire (Vockel, 1983:82).

The questionnaire was used because it is reliable and economical. If well constructed a questionnaire permits the collection of reliable and reasonable valid data, relatively simply cheaply and in a short space of time (Anderson, 1990:105). The questionnaire was administered to teachers because it is useful in obtaining information about reasonably large groups. Since the questionnaire is anonymous the respondents are honest when giving answers.

3.5.2 An Interview For Principals

Kvale (1983:174) contends that the qualitative research interview implies gathering descriptions of the life world on the interviewee with respect to interpretation and understanding on the meaning of the described phenomena. An interview is a specialized form of communication between people for a specific purpose associated with some agreed subject matter (Anderson, 1990:222).

The interview was used to gather information because respondents are able to describe their own life-world, their opinions and acts in their own words. It enables the interviewer to obtain information in great depth by probing for answers. Babbie (1992:264) points out that the interviewer can clarify matters if the respondent misunderstood the question.

The interview was also used because it yields a higher percentage of answering. Interviewing enables the interviewer to pick up non-verbal cues, including facial expressions and tones of voice (Anderson, 1990:222).

3.5.2.1 Types of Interviews

Anderson (1990:222) state that there are two types of interviews, the normative and elite interviews.

- * Normative Interview is an interview that is meant for large numbers of respondents and are used to collect data which is classified and analysed statistically.
- * Elite Interview is an interview whereby the interviewer is interested in probing the opinions of a small number of elite individuals

The researcher has used the elite interview because the respondents interviewed are small in number, and the researcher wanted to probe for answers.

Open-ended questions were asked because these open-ended questions are the major types used in elite interviews (Anderson, 1990:235). Open-ended questions allow the respondents to decide which answers to give, the respondent is not restricted by structured questions. Open-ended questions were used by the researcher because they help discover the respondent's priorities and frame of reference. They give recognition to the respondent and satisfy a communication need by letting the individual talk through his or her ideas while you listen (Anderson, 1990:234).

3.6 VALIDITY AND RELIABILITY

3.6.1 Validity

According to Vockel and Asher (1995:205) validity implies that the data collecting process or content analysis contain the information that the researcher thinks they contain. Validity addresses the question of whether a data collecting process is really measuring what it purports to be measuring (Vockel and Asher, 1995:99). And Babbie (1992:127) describes validity as an extent to which a particular measurement provides data that reflect the real measuring of a particular concept under study.

Maxwell in Vockel and Asher (1995:206) has identified five general types of validity in qualitative research. And these types were used by the researcher to ensure validity.

3.6.1.1 Descriptive Validity

Descriptive validity refers to the overall accuracy of the descriptions making up a study. All the descriptions making up this study, including the results of the interview and the questionnaire are accurate.

3.6.1.2 Interpretive Validity

Interpretive validity refers to the degree to which the researcher correctly interprets the activities and feelings of the people in the study. The researcher ensured validity by interpreting the responses of the teachers and principals accurately and correctly.

3.6.1.3 Theoretical Validity

Theoretical validity refers to the degree to which the researcher's explanations represent a legitimate application of the concepts or theories that the researcher thinks they represent. To ensure validity all the explanations provided, including the conclusions drawn from the data gathered through interviews and questionnaires are legitimate. The questions were formulated within the relevant field of study and were based on the content the researcher intended to investigate.

3.6.1.4 Generalizability

Generalizability refers to the degree to which an account can be extended to situations or populations not directly studies.

The research was conducted in five previously White Model C State Schools, but the conclusions made also applies to other previously white schools that are desegregated.

3.6.1.5 Evaluative Validity

Evaluative validity refers to the degree to which judgements based on the study are legitimate. Conclusions made on the management techniques of principals and teachers in suburban schools are legitimate in the sense that they were deduced from the opinions and interviews of educators and head masters themselves.

3.6.2 Reliability

Reliability addresses the question of whether the results of a measuring process are consistent on occasions when they should be consistent (Vockel & Asher, 1995:88).

Babbie (1992:129) describes reliability as a likelihood that a particular measuring procedure will yield identical results if used repeatedly. To ensure reliability a tape recorder was used during the interview and thereafter played to the respondents in order to verify consistency.

Babbie (1992:125) points out that the researcher should ask only about matters the respondents are acquainted with, and about things that are relevant to them. To ensure reliability questions asked in the questionnaire and interview were relevant and the educators and head masters had knowledge of the content because they manage and teach in suburban schools. The questions were about their management techniques in dealing with learners from diverse cultural and racial backgrounds.

Vockel and Asher (1995:92) state that reliability can be increased by using technically correct, unambiguous items. Questions asked by the researcher were clear and unambiguous and the respondents were able to provide with answers they really wanted to provide. Had the researcher asked ambiguous, tricky and confusing questions it would have been difficult for respondents to be consistent because they would not have known what was expected from them.

Vockel and Asher (1995:92) further maintain that reliability can be ensured by constructing items of an appropriate level of difficulty. Questions asked were neither difficult nor easy. If the questions were difficult they would have promoted guessing. And if they were excessively easy the researcher would have accomplished nothing.

To increase reliability the researcher must be certain that items or aspect of the data collection process focuses on the same outcome or set of outcomes (Vockel & Asher, 1995:93).

Focusing on multiple outcomes increases unreliability of the data collection instrument, therefore the researcher has increased reliability by focusing on much the same outcomes on each item of the questionnaire and the interview. Reliability was also ensured by making sure that there were no irregularities during the interview, as Vockel and Asher (1995:93) maintain that the researcher can reduce unreliability by being alert for respondents irregularities. If irregularities such as mood fluctuations, lack of concentration and others are present during the data collection process reliability will be reduced.

If there are faulty administration procedures when data collection instrument is administered, there will be inconsistencies. Vockel and Asher (1995:93) are of the opinion that administration procedures should be standardized and the personality of the researcher should not influence the results. The researcher increased reliability by being unbiased throughout the process and made sure that there were no distractions.

3.7 CONCLUSION

This chapter has focused on differences between qualitative and quantitative methodologies. The qualitative methodology was selected for this research project. The instruments utilised in the acquisition of data were outlined. Reliability and validity of these instruments were discussed. The population and sample were elaborated. The next chapter will concentrate on the findings and presentation of data.

CHAPTER FOUR

DATA PRESENTATION

4.1 INTRODUCTION

The purpose of this chapter is to report the findings of the research study.

The aim of this study was to examine:

- * Management technique of principals in dealing with pupils from diverse backgrounds.
- * The classroom management techniques of teachers in dealing with children from different cultural backgrounds

The assumptions guiding this study are the following:

- * Cultural diversity must be acknowledged in suburban schools, assimilation of minority cultures must be eliminated.
- * The management technique of both the principal and teachers must be transformed in order to meet the needs of all pupils.
- * Instructional materials that reflect biasness, inaccuracies and omissions about other races should be eliminated.

4.2 DATA PRESENTATION

Data was obtained through the utilisation of the following research instruments.

1. Interviews for principals (Appendix A)
2. Questionnaire for teachers (Appendix B)

4.3 FINDINGS AND INTERPRETATION OF THE INTERVIEW

4.3.1 Assimilation and Multicultural Education

The respondents pointed out that it is a cultural shock to have pupils from different cultures, but they make them feel accepted and comfortable. On admission, they invite parents in order to find out about the background of the pupils. Some respondents indicated that African pupils have to adhere and adjust to the mainstream culture to ensure that the schools traditions and ethos of the majority of learners, who are white were not too drastically changed.

They highlighted that other races are not assimilated into their culture because diversity of culture and social awareness amongst pupils are promoted during guidance classes. They indicated that African languages are acknowledged by teaching "Zulu" and they do not acknowledge Westernized customs only, but also other cultures.

4.3.2 Multilingualism

The respondents in suburban schools indicated that the only African language offered is Zulu and it is taught as a third language. Out of the five schools selected only one school has an African teacher who teaches "Zulu", in the remaining four schools this language is taught by white teachers. One respondent highlighted that it creates a problem because Zulu speaking pupils believe the teacher is not conversant with the language.

Findings reveal that teaching Zulu is not very successful due to lack of Zulu teachers, and the number of pupils doing Zulu is becoming low. Another respondent indicated that they wish to teach Zulu as a second language but the Department of Education does not have the Syllabus and set works.

They pointed out that it is going to be impractical and illogical to implement the outcomes based principle which states that pupils must be taught their mother tongue if its practically possible. They stated that the majority of their pupils are English speaking and it is therefore impossible to offer more than three languages. They pointed out that there is no money and means to teach all languages since it is not only African pupils that need to be taught their mother tongue, but also Chinese, Portuguese, Greek and others.

They felt strongly that teaching diverse languages meant getting rid of English teachers and replacing them with language teachers. One respondent indicated that it is unfortunate that the structure of the school does not cater for such and it would be problematic to have a class of four pupils in each language.

4.3.3 Low Performance

Concerning low-performance they have problems across the board, but Africans are dominating. Those who cannot cope have problems with language proficiency. Since they are not conversant with English as a medium of instruction, they loose out because it takes about six months to overcome the language barrier and it is frustrating for both the child and the teacher. They manage this problem by:

- Grouping pupils according to their abilities.
- Take some languages away and give them more English lessons because if they cannot speak, read and write well, other subjects suffer.

- Get them to the level that is competent by offering bridging classes, extra and special lessons.

4.3.4 Conflict And Racism

For the fact that pupils are politically orientated, especially in high schools, conflict and racism are bound to prevail. One respondent pointed out that racism and conflict are normal because integration was a cultural shock to everyone. In one school a racially orientated confrontation erupted because some White parents and learners were against Africans coming to their school and the Education Department had to intervene to resolve the conflict.

Different Management of this problem were highlighted.

- Everyone is treated fairly, both parties or individuals tell the version of their story and differences are sorted out in a way that is acceptable.
- In guidance lessons, what should be done, or what should not be done is highlighted.
- They resort to suspensions or expulsions if necessary.
- One respondent stated that they have to work together in some form of community service or detained on Saturdays until they sort their differences. Working together creates an opportunity for pupils from different cultures to understand one another because ultimately they become friends.

Educators pointed out that problems will always be experienced, but there are no special arrangements or policy that addresses this issue.

4.3.5 Curriculum

They strongly felt that there is no need to revise the curriculum because it is decided and imposed by the Department of Education, but different interpretations needs to be brought in.

They all pointed out that History has been revised because other cultures were not portrayed properly. And they teach Zulu as a third language. With other subjects they felt there is no need to change, but whenever there are opportunities they try to show cultural differences.

4.3.6 Instructional Material

History books have been supplemented. Books that portray history on a more objective way are used. Concerning English, one respondent indicated that they do not move away from their own system but other instructional material that relates better to other cultures are brought in.

4.3.7 Behavioural Differences

Behavioral differences has initiated creative discipline, one respondent commented. They pointed out that differences are acknowledged and pupils are introduced to socially acceptable behaviour. They also indicated that although it is difficult, Whites and Aficans learn from each other, respect one another and pupils across the board need to be tolerant.

In one school they purposely got an African parent in their Governing body who clarifies them on African cultures. One respondent indicated that pupils are treated the same way regardless of their behavioral differences. Pupils have to adhere to the code of conduct and if they violate it, rules apply.

4.3.8 Religion

Their motto and ethos are Christian based, but other religions are represented. In some schools different religious groups are given the opportunity to discuss their religion, and pupils from different religious groups are allowed to conduct assembly in the morning.

4.3.9 School Policy

The principals in suburban schools indicated that the school policy has been changed, but to a very minimum extent because they do not want their values embedded in the policy to be drastically changed. They emphasized that their schools do not allow learners to shave their heads but do allow African learners to shave if they come from circumcision schools or if a member of their family has passed away.

4.3.10 Other Problems

Head masters complained that African learners who come from disadvantaged families cannot afford to buy textbooks. Teachers have to sacrifice their time and prepare notes for them. It was indicated that sports such as Rugby and soccer slows down integration because soccer is played by predominately African learners and Rugby by predominately White learners.

4.4 RESULTS AND INTERPRETATION OF THE TEACHERS QUESTIONNAIRE

The Questionnaire examined the classroom management technique of teachers in dealing with children from diverse cultures.

Question 1-4 established if cultural diversity and multicultural education are acknowledged.

TABLE 4.4.1 presents the results of Question 1 and 2

QUESTION	YES		NO		TOTAL	
	N	%	N	%	N	%
1	32	100	0	0	32	100
3	32	100	0	0	32	100

Almost all teachers highlighted that cultural diversity and multicultural education are acknowledged. Pupils in suburban schools are taught to respect different cultures in guidance lessons. They indicated that diverse cultural functions are held by some teachers, and religious holidays are taken into consideration. Cultural rituals are also acknowledged. They pointed out that they do teach a few poems written by African poets. Media centre teachers stock books and magazine that reflect all cultures.

Questions 5-8 investigated how prepared teachers were for teaching culturally diverse pupils.

TABLE 4.4.2 presents the results of Questions 5,7 and 8

QUESTION					TOTAL	
	N	%	N	%	N	%
5	20	62,5	12	37,5	32	100
7	8	25	24	75	32	100
8	20	62,5	12	37,5	32	100

The majority of teachers did not undergo training in preparation for teaching pupils from different cultures. They felt in-depth-knowledge about other cultures is essential because pupils behaviour can be misinterpreted if one does not have a clear understanding of different cultures.

Empathy, cultural sensitivity and awareness were regarded as important. Most teachers indicated that they were mentally prepared to face the demands of teaching pupils from different backgrounds. Some schools held meetings where cultural diversity and their implications were discussed.

Question 9 was an attempt to determine if behavioural differences amongst pupils are acknowledged.

They pointed out that it is difficult to deal with behavioural differences of learners from diverse cultural and racial backgrounds, but they deal with each problem individually in its unique way. Tolerance, respect and understanding of cultures are emphasized to learners.

Question 10 examined if township pupils receive any form of assistance in adjusting and adapting to their new educational environment.

Teachers in suburban schools pointed out that they assist township learners to adjust and adapt to their new educational environment by instilling a feeling of acceptance and initiating discussions about differences amongst culturally diverse groups.

Learners are encouraged to participate in all extra - mural activities. Those who battle to cope are offered bridging classes and extra lessons. Teachers pointed out that learners are grouped according to their abilities regardless of race.

Question 11 - 13 were intended to probe if there are changes in the curriculum and teaching styles to accommodate township pupils.

TABLE 4.4.3 presents results of Questions 11 and 12

QUESTION	YES		NO		TOTAL	
	N	%	N	%	N	%
11	24	75	20	62,5	32	100
12	12	37,5	4	12,5	32	100

Due to township pupils who experience difficulties in the medium of instruction, some teachers have changed their teaching methods to accommodate these pupils. They pointed out that they teach at a slower pace and in simpler terms. They also pointed out that they are more flexible and accommodating.

Teachers indicated that it is the responsibility of the Education Department to implement changes in the curriculum. They cannot make drastic changes because the previous Department of Education has always spelled out the curriculum to them. Although changes have been made in History because of its biasness.

All teachers highlighted that it is practically impossible to teach all languages because they would need more teachers, facilities and textbooks to accommodate languages. All schools involved in this study offer Zulu as a third language.

Question 14 - 17 investigated if the forms of racism, stereotyping , prejudices and conflict amongst pupils from diverse backgrounds exist.

TABLE 4.4.4. presents results of Questions 14 and 16

QUESTION	YES		NO		TOTAL	
	N	%	N	%	N	%
14	28	87,5	4	12,5	32	100
16	24	75	8	25	32	100

More than 75% of teachers who answered the Questionnaire encounter racism and conflict. Teachers pointed out that discussions and understanding of differences amongst pupils from different cultures are encouraged. Tolerance is instilled amongst pupils. In two schools guidance teachers are responsible for teaching pupils differences in cultures. Some teachers indicated that the learners involved follow disciplinary procedures.

Question 18 and 19 were meant to establish if teachers experience disciplinary problems with pupils of other races in the classroom.

TABLE 4.4.5 presents results of question 18

QUESTION	YES		NO		TOTAL	
	N	%	N	%	N	%
18	22	68,7	10	31,2	32	100

The majority of teachers pointed out that discipline is a problem across the board.

Disciplinary problems exist from pupils of all races. It is dealt with according to procedures set out in schools code of conduct, and all races are treated equally. They indicated that pupils are taught what is acceptable or unacceptable behaviour and if problems occur again, disciplinary action is taken

Question 20 focused on books that reflect racial biasness, inaccuracies and omissions about other races.

Teachers indicated that racial biasness and inaccuracies in books are pointed out to make pupils more aware of propaganda in printed material. Pupils are encouraged to use different sources and make their own decisions. some schools have replaced History books with material which is more objective.

Question 21 - 23 focused on whether the standard of education was declining, and on the educational performance of the township pupils.

TABLE 4.4.6 Presents results of question 21 and 22

QUESTION	YES		NO		TOTAL	
	N	%	N	%	N	%
21	12	37,5	18	56	32	100
22	26	81,2	6	18,7	32	100

Most teachers pointed out that the standard of education is not declining in suburban schools. Although the majority of teachers complained about low performance amongst township pupils. Lack of proficiency in the medium of instruction is regarded as a problem because it affects the learners performances in all the subjects.

They offer extra lessons and bridging classes to these learners to remedy the situation. They pointed out that more encouragement is provided to these needy learners to motivate them.

Question 24 attempted to find out other problems experienced by teachers due to cultural diversity.

Teachers indicated that the parents of township pupils are not involved in the education of their children. Illiteracy and lack of knowledge of what is expected from them, seem to be the cause. They address this problem by making parents aware of the importance of their involvement in the education of their children.

4.5 CONCLUSION



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This chapter was intended to explore the management techniques of educators and head masters in dealing with learners from diverse cultural and educational backgrounds in suburban schools. Data gathered through interviews and questionnaire indicates that a minimal attempt has been made to change the management approach in suburban schools. Coutts (1992:95), stipulates that the most challenging management approach will be to create an environment where competent learners can progress unhampered, and disadvantaged learners can be exposed to productive learning situations where their full potential will be attained. In chapter five discussions and analysis of the findings, recommendations and conclusions will be tendered.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this chapter is to discuss major findings emanating from the data collected through interviews and questionnaires. Conclusions drawn from the findings will be made. The recommendations as guidelines for the management technique of principals and teachers in dealing with learners from diverse cultural and educational backgrounds will be provided. And recommendations for further research will be stated.

5.2 THEORETICAL FRAMEWORK

The theoretical framework that guided this study is drawn from Bernstein theory. Bernstein in Blackledge and Hunt (1985 : 47) suggested that there is a change evident in some parts of the educational system. The changes occurring in education can be seen as a move from education in depth to education in breadth. This implies that suburban schools should move away from a monocultural education to education which is relevant and inclusive of all cultural groups represented in the school.

He further argues that we are seeing a shift from the school having a clear-cut set of values which is transmitted to the pupils, to one where values are more ambiguous and more open to the influence of diverse values from outside (Bernstein in Blackledge and Hunt, 1985 :47). As indicated in chapter two, the mixing of diverse groups in suburban schools necessitates changes in the total school environment, values, teaching methods , school policy and others in order to accommodate pupils from different cultural and racial backgrounds.

Traditionally suburban schools were meant for educating white children, but with the mixing of diverse pupils, changes in the management technique of principals and teachers is inevitable. According to Bernstein control in suburban schools should be based on the recognition of differences between individuals and groups.

5.3 DISCUSSIONS AND ANALYSIS

5.3.1 Main Themes of the Principals Interviews, The First Aim.

The purpose of the interview was to investigate the management technique of principals in dealing with pupils from diverse racial and cultural backgrounds. Findings reveal that multicultural education is, to a minimal extent practised in suburban schools. Findings from the literature survey indicated that multicultural education is the creation of equal educational opportunities and the celebration and appreciation of cultural differences.

It is evident that cultural diversity is only acknowledged in guidance classes. Teaching one African language and ignoring the others deprives African pupils their culture because culture is embedded in languages. Ensuring that the traditions and ethos of the majority of pupils are not too drastically changed implies that African pupils are assimilated into the mainstream culture.

Suburban schools are still following the same curriculum which was originally designed for segregated schools. Changes were implemented only in History and teaching "Zulu". It has been highlighted that the Education Department has always provided them with the curriculum, therefore drastic changes could not be made. With the introduction of the outcomes based education changes might be implemented.

Generally the school policy has not been altered to accommodate other cultures. But there are isolated cases where schools have changed one or two rules. For instance some schools do not allow bald heads, but do accept cases where African pupils shave their heads due to a death in the family or when they come from circumcision schools.

Racism is prevalent in suburban schools because it had been institutionalised for a long time during the apartheid era. Racist attacks are inevitable in suburban schools because whites were made to believe that they were superior and Africans were inferior. Racism is addressed only when there are racist attacks.

There is no policy that deals with racism. Individuals and groups involved are treated fairly and equally regardless of who is right or wrong. Literature revealed that a clear and firm policy on dealing with racism should be established and implemented.

Township pupils have difficulties in buying textbooks because most of them come from disadvantaged families. Teachers have to prepare notes for them, which is time consuming. Sports such as rugby and soccer were regarded as a problem because they hinder successful integration of township pupils. Whites prefer rugby while soccer is played by predominantly Africans, if not dealt with, such an issue can be a source of great differences.

5.3.2 Main Themes of the Teachers Questionnaire, The Second Aim.

The second aim of this study examined the management technique of teachers in dealing with pupils from different cultural and racial backgrounds.

Even though all teachers who answered the questionnaire indicated that cultural diversity and multicultural education are acknowledged in their schools, not a single teacher mentioned that diversity of culture and multicultural education have been incorporated in their curriculum, except in guidance lessons, and during recreational functions and teaching of a few poems written by African poets. Therefore the teachers have to a very limited extend acknowledged cultural diversity.

Concerning languages most African learners are denied the opportunity to learn their mother tongue and that is culturally depriving. Literature revealed that denying African pupils the right to learn about their culture will perpetuate the myth of inadequacy of the African culture resulting in an identity crisis. This is an indication that the concept of multicultural education is misunderstood. Squelsh Dekker and Lemmer (1993:53) states that in South Africa multicultural education is generally a misunderstood and misused concept due to lack of knowledge and understanding of the theory and practice of multicultural education.

Cultural diversity should be incorporated into every learning area for the sake of equity in suburban schools. The challenge that the suburban teachers face is to maintain their culture while respecting and acknowledging other cultures.

Although most teachers indicated that they were prepared to teach pupils from diverse background, few of them underwent training. They also pointed out that it was essential to have in-depth-knowledge about cultures represented in their classroom. Data collected through literature survey indicates that teachers have to undergo some training in order to acquire in-depth-knowledge about other cultures.

Findings revealed that assistance is given to township pupils who find it difficult to adjust and adapt to their new educational environment. Suburban teachers believe that township pupils perform low due to their lack of proficiency in the medium of instruction.

Literature survey indicates that low teacher expectations and attitudes on the potential of African pupils are generally assumed to be of considerable influence on the performance of such pupils. Teaching styles that do not match with the learning styles of these pupils might also be a contributory factor.

Even if different programmes such as bridging classes, extra lessons are implemented to eliminate low achievement, they will be ineffective if negative attitudes and stereotypes of suburban teachers towards the potential of Africans are not addressed. Through in-service training the colleges and universities have a responsibility to prepare teachers to change the negative pattern of failure.

Data gathered through Questionnaires indicates that pupils are grouped according to their abilities in order to give special attention to those who perform low. This is discriminatory. These pupils will feel isolated and inferior compared to other classes in their standard. Isolating low achievers is likely to impede the process of adjustment. Literature revealed that all children must be provided with an equal chance to achieve in the classroom, and to develop their fullest potential.

Learners should not be divided according to their abilities, instead teachers should understand and be sensitive to the type of education the township learners received from their previous schools. They need to use different teaching methods to accommodate learners from diverse cultural and educational backgrounds.

Grossman (1991:162) contends that educators need skills in managing the special and unique problems the Africans bring to school. Therefore educators need to maintain a high degree of tolerance for such learners while they are adjusting to their new educational environment.

Findings indicates that teachers in suburban schools have changed their teaching methods solely to accommodate township pupils who lack proficiency in the medium of instruction. They have disregarded the fact that pupils from different cultural backgrounds have different learning styles and that township pupils are used to rote and lecture methods of teaching.

Literature survey revealed that learners from diverse cultural and educational backgrounds have diverse learning methods. Teachers in suburban schools must therefore use variety of teaching strategies that match different learning styles because pupils taught in unfamiliar teaching styles may find it difficult to adjust.

Findings revealed that multilingualism is not practised in suburban schools. African languages, except for one, are ignored. Township pupils are deprived the right to learn their mother tongue. Literature survey indicated that all languages should be recognised and represented while English should be the medium of instruction. Opportunities need to be created for all pupils to learn their languages because of its cultural importance

One of the problems experienced by teachers in suburban schools is lack of parental support, and parents lack awareness of what is expected from them in terms of helping their children. Most parents find it difficult to attend parents evenings because of, among other reasons lack of transport. Parents are not involved in the education of their children because most of them are illiterate, and are not conversant with the medium of instruction in suburban schools.

Literature confirms that the parents, especially if they have little formal education and lack proficiency in the dominant language, are hesitant to intervene in school affairs.

Township pupils come from schools where parents do not care about the education of their children. Therefore, some parents are reluctant to be part of their children's education in suburban schools. With the little knowledge or education that parents have, they must be encouraged to share the responsibility of their children's education with the schools. And teachers should be able to co-operate and communicate with all parents, including illiterate and low income parents.

Findings also revealed that there are instructional material such as History textbooks that reflect biasness and inaccuracies. Such books have been eliminated and replaced by books that portray different groups objectively. Some teachers point out in books and other material instances of biasness and inaccuracies to make learners aware of such propaganda.

Literature survey revealed that teachers must be sensitive in the selection of textbooks, especially History books because African learners might feel undermined if they come across racially biased materials in libraries. Materials that portray Africans as inferior and whites as superior need to be eliminated.

5.4 CONCLUSIONS DRAWN FROM THE RESEARCH FINDINGS

In response to the interview and questionnaire, the following conclusions were made:

- Township pupils are assimilated into the white culture in suburban schools. This is evident in the little respect shown for diversity of culture. Cultural diversity is emphasized only in guidance lessons,

when it should be incorporated in all learning activities. And the suburban schools have to a minimal extent altered their school policy to accommodate African culture, therefore the African values are largely disregarded. It is therefore evident that multicultural education is not practised because cultural and linguistical diversity are largely ignored. Literature indicated that multicultural education is about changing the school environment in order to meet the needs of learners from different cultural, linguistical and socio-economic backgrounds.

- Very little attempt was made to prepare suburban teachers in facing the demands of teaching culturally diverse pupils. Few teachers underwent pre-service and in-service training. For the success of effective classroom management in dealing with pupils from diverse backgrounds, teachers ought to acquire knowledge about other cultures and clarify their position and attitudes towards African learners. This can be done through in-service training.
- Teachers in suburban schools have changed their teaching methods to accommodate pupils who lack proficiency in English, not because they wanted to accommodate learners from diverse cultures with different learning style. Therefore they ignore the influence of culture on their teaching methods. Their teaching styles need to accommodate African learners who come from schools where teaching is mainly by rote and lecture methods at the same time edging them to move towards a more creative learning style. Teachers in suburban schools have to change their teaching methods so as to match the diversity of learning styles too.

- Suburban schools have come to terms with the fact that racism is embedded within their institutions, but there is no proper guideline or a clear and firm policy that deals with racist incidents, stereotypes and prejudices. Dealing with racial incidents only when they occur is an indication of lack of commitment in eradicating racism. And this will perpetuate hatred and conflict if African pupils realize that the school is putting very little effort to eliminate racism.

Literature survey revealed that suburban schools must develop a firm and clear policy to deal with racist incidents. The policy must contain strict disciplinary measures, suspension and expulsion. Parents of learners who are racist should also be involved because they have to a larger extent contributed to the formation of attitudes their children have.

- Basically not much has been done to assist township pupils to adjust and adapt to their new educational environment. Instead, they are assimilated into the white culture. Cultural differences such as different languages, values, behaviours are almost totally ignored and township pupils have to adjust into the white culture. And grouping pupils according to their abilities is unacceptable and discriminatory. All pupils must be educated in the same classroom regardless of their abilities, and teachers must use a variety of teaching methods to help these pupils adjust.
- Suburban schools do not acknowledge diversity of languages because only one African language is offered. The African pupils are deprived the right to learn their mother tongue and are expected to be fluent and proficient in English.

5.5 RECOMMENDATIONS

For effective management of implications emanating from the movement of township pupils to suburban schools, the following recommendations are suggested.

The assimilationist approach practised in suburban schools should be eliminated because it had failed to provide pupils from all groups with equal opportunities to learn. It should be replaced by a multicultural education which promotes the appreciation of cultural diversity and make the curriculum and instructional material more inclusive and relevant.

Since the success of desegregated schools and the implementation of multicultural education depends on teachers, compulsory pre-service and in-service training must be provided by the Education Department. It will help suburban teachers develop an understanding of the complex issues they are faced with, and they will learn about cultures represented in their schools.

Suburban schools need to develop a firm policy which indicates effective strategies for prevention and containment of racism. These strategies should be implemented in order to bring about change. Because most pupils learnt racist attitudes and prejudices from home, parents need to be made aware of the policy and its implications. This will help both the learner and the parents to change their attitudes.

Due to different learning styles of culturally diverse pupils, suburban teachers need to use different teaching methods that match different learning styles and address the unique characteristics and needs of all pupils.

All African languages should be offered as second languages in suburban schools. They should be taught by African teachers, and accorded the same status as Afrikaans in terms of time and resources.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

For the past three years, township schools have experienced a reduced enrolment of pupils because parents have transferred their children to suburban schools. Means of retaining township pupils in their schools must be researched. The researcher recommends that further research be conducted on:

"Strategies to improve the marketing culture in township schools in order to attract and retain pupils".

5.7 CONCLUSION

The most significant challenge arising from the management implications of the movement of pupils from township to suburban schools is the management techniques of principals and teachers in dealing with pupils from culturally diverse backgrounds. This movement has prompted the need for an alternative approach to management. For equality of educational opportunities to prevail in suburban schools principals and teachers need to develop a management technique that will accommodate pupils from different cultural and racial groups.

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APPENDIX A

INTERVIEW GUIDE FOR PRINCIPALS

1. Does your school practise an assimilation approach where cultural differences such as different languages, religions and values other races are almost totally ignored?
2. Is multicultural education incorporated in your school? elaborate.
3. Have you adopted a new management technique that accommodates pupils from diverse backgrounds? Elaborate on the following factors:
 - Multilingualism
 - Low performance amongst pupils from different cultures
 - Instances of racism and conflict
 - Curriculum
 - Behaviourial difference
 - School policy
 - Religion
4. Are there other problems that you experience due to diversity of cultures in your school and how have you resolved such problems.

APPENDIX B

QUESTIONNAIRE

Dear Sir/ Madam

Please Note

1. This information is being gathered for research purposes
2. The purpose of this Questionnaire is to obtain information on the management implications of the pupils from township to suburban schools.
3. It is therefore vital that we obtain honest and reliable information.
4. There is no need for you to write your name on the Questionnaire, it remains anonymous.
5. Thank you for your kind co-operation.

QUESTIONNAIRE

1. Is cultural diversity acknowledged in your school?

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2. If so, elaborate

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3. Has multicultural Education been incorporated for the development of equal educational opportunities?

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4. If so, what has been done?



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5. Were you prepared to face the demands of teaching culturally diverse pupils?

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6. If yes, what type of preparations were made?

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7. Have you undergone any form of training (education) in preparation for teaching the culturally diverse pupils?

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8. Do you think its necessary to have in-depth-knowledge about the specific cultures represented in your classroom e.g. values, behavioural norms etc. elaborate.

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9. Cultural diversity may lead pupils to react in unanticipated ways to behaviour management techniques. How do you deal with this problem?

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10. What efforts are made to assist the culturally different groups to adjust and adapt to their new educational environment?

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11. Have you changed your teaching style in order to accommodate the unique characteristics and needs of all pupils?

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12. Has your curriculum been revised and reformed to reflect the multicultural nature of your school?

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13. One of the principles of outcomes based Education is to have pupils learn their mother tongue. How do you intend to implement this change at your school?

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14. Have you detected any form of racism, stereotyping, prejudice amongst pupils.

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15. If yes, what has the school or you in particular done to prevent and contain these manifestations?

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16. Do you experience conflict between culturally different groups?

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17. If yes, how have you resolved it?

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18. Do you experience disciplinary problems with pupils of other races?

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19. How have you dealt with it?

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20. What do you do with books that reflect racial biasness, inaccuracies, stereotypes and omissions about other races (e.g. History books)?

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21. Is the standard of education declining due to the enrolment of other races?

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22. Do you experience the pattern of low performance amongst other races?

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23. What steps are taken to remedy this situation?

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24. What other problem areas do you have, and what strategies have you developed to counteract this?

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SUMMARY OF STD 10 RESULTS 1996 (GAUTENG PROVINCE ; DISTRICT - C2)

