CHALLENGES EXPERIENCED BY AFRICAN EDUCATORS IN DEVELOPING THE SCHOOL CURRICULUM OF THE NORTH WEST PROVINCE

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by

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DECLARATION

I **MAMASHABA CHRISTINA RATLEBYANA** declare that all sources used or quoted in the dissertation "Challenges Experienced by African Educators in developing the School Curriculum of the North West Province" have been indicated and acknowledged by means of complete references and that this dissertation was not previously submitted by myself for a degree at another university.

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Mamashaba Christina Ratlebyana

DEDICATION

I would like to dedicate this dissertation to my uncle (Mr G.S. Skoaila), whose remarkable talents as an inspector at Lenyenye circuit (Limpopo Province) and also as a lecturer at UNISA gave me my first glimpse of my own potential success and whose equally remarkable qualities and invaluable support gave me courage through my struggle to complete this studies. I also like to dedicate this thesis to my other uncle, Mr Simon Mailula, (Limpopo Province) a remarkable politician. A special dedication is also directed to my beloved daughter, Thato Sharllord Rebecca Ratlebyana, for her moral support.

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ABSTRACT

The aim of this study was to identify problems experienced by African educators in developing the school curriculum. The kinds of attitudes and beliefs of African educators in developing the school curriculum are also determined.

The study indicates that African educators experienced problems in developing the school curriculum. Learners in urban areas had more advantages than those in rural areas such as availability of facilities and well qualified staff. Schools need adequate resources in order to be effective.

The implication the study suggested was that, ***building schools was not a guarantee for society's success.*** The advantages of multicultural institutions are caused by the socio-economic backgrounds of various learners of diverse cultures. The differs from the environment of public schools of the rural area where learners had the same background and same culture and have many things in common. Educators at public schools need more training and workshops. African educators should become so confident that they could produce good results at the end of the year.

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LIST OF ACRONYMS

COLTS	-	Culture of Learning and Teaching Services
DOE	-	Department of Education
GNU	-	Government of National Unit
HOD	-	Head of Department
ITUSA	-	Independent Teachers Union of South Africa
LO	-	Life Orientation
OBE	-	Outcomes-Based Education
PEU	-	Professional Educators' Union
SAQA	-	South African Qualifications Authority
SGB	-	School Governing Bodies
SSPS	-	Statistical Package for Social Services
UNISA	-	University of South Africa

CHAPTER ONE

BACKGROUND ORIENTATION

1.1 INTRODUCTION

After the liberation of South Africa from oppression, the democratic Government introduced a constitution, which gives the right to human dignity, the right to cultural diversity, to education, the achievement of human rights, freedom and non- sexism (Potgieter, Visser, Van der Bank, Mothata & Squelch, 1997: 5).

Karodia and Tolo (1996:14) indicate that the constitution of South Africa also made provision for multicultural institutions to come to existence. This afforded parents an opportunity to take their children to these institutions because they believed that there are adequate resources, which promote quality education for learners from diverse groups.

Stoltz and Broodryk (1983:1) show that African educators take their children to multicultural institutions as parents not as educators, believing that their children will speak English fluently. These educators forget that the progress of their children depends on their efforts not on multicultural institutions (Mwamwenda, 1995:297).

African educators and parents believe that their children will benefit from multicultural institutions. This shows that they believe that cultural diversity brings changes; broaden one's mind (Legotlo, Teu & Matshidiso, 2003 : 14).

The Limpopo Province matric results of 2003 show that there is a belief and attitude that multicultural institutions perform better, which is totally wrong. For example 100% of grade 12 results at ordinary public schools outperformed multicultural institutions in grade 12 results. It is worth nothing that if a learner commits an offence at multicultural institutions, management

call his/her parents and dismiss him or her immediately unlike at ordinary public schools. African educators' attitude is that multicultural institutions have the skills of controlling children while ordinary public institutions call parents and discuss about their performance (Bengu, 1997: 8).

The belief that educators as parents have towards multicultural institution is not true because it proved them wrong (in perspective of grade 12 results) where the ordinary public institutions have outperformed the multicultural institutions. Teaching at ordinary public institutions but sending their children to multicultural institutions shows a sign of self-denial(Mashamba, 2004 :19).

The Government has a responsibility to derationalise, to make sure that institutions are for all. During the apartheid era, there were schools for Indians, Whites and Blacks. Government has done away with the divisions and introduced multicultural diversity to all the spheres of the spectrum (Dougie, 1986: 7).

The Department of Education should integrate the educators of various race into Government in which race shall form no part of reference. The Government must make sure that there should be White educators in ordinary public institutions and all races of educators (Biko, 1978: 16).

Mwamwenda (1995:265) states that White men are dedicated to their work; such a belief is a threat to Black educators.

1.2. STATEMENT OF THE PROBLEM

1.2.1 Which problems are experienced by African educators in developing the school curriculum of the North West Province?

1.2.2 What is the attitude of African educators in developing the school curriculum of the North West Province?

1.3. AIM AND OBJECTIVE OF THE STUDY

The aim of the study was:

1.3.1 To identify problems experienced by African educators in developing the school curriculum of the North West Province.

1.3.2 To determine the attitude of African educators in developing the school curriculum of the North West Province.

1.4. SIGNIFICANCE OF THE STUDY

The significance of the study is:

- To emphasise curriculum development in schools.

- To encourage African educators to do an introspection, to help educators (African) of ordinary public institutions and Black educators teaching at multicultural institutions to check if they self-confidence this will enable them to teach effectively.

- The beliefs that Whites are the only race dedicated to their work and such beliefs may encourage Black educators to be victims be in self-denial, not trust themselves (Chamber, 1993 : 16).

A study of this nature would contribute to a better understanding of what influences African educators' belief and attitude towards multicultural institutions. It would also make the Government aware that there should be White educators in ordinary public institutions (Bengu, 1995:6).

This should be an eye opener to White educators or Black educators that such awareness is not a threat to the ordinary public institution and also a threat to African educators. As a result they must check themselves whether they depend on Whites or cease to depend on them. Blacks should lead in cultural diversity while Whites should learn to live with that (Biko, 1978: 5).

1.5. RESEARCH METHODOLOGY

This chapter focuses on methodology, interviews and questionnaire. Interviews will be structured. The respondents would not be given the liberty to consider options that was originally thought by the researcher.

The interview would be consisted of an open-ended question and the respondents would be given the opportunity to give any variety of possible answers. The interviewer would only interview African educators at ordinary public schools and at multicultural institutions.

1.6. RESEARCH DELIMITATION

The study was conducted at ordinary public institutions of further education and training institutions and at multicultural institutions in the Mafikeng area of the North West Province.

1.7. RESEARCH LIMITATION

It is not possible for a person to conduct research for the whole province of South Africa because of time factor, physical and financial resources.

The issue of physical and financial resources had passed constrain on the researcher's effort to cover as many institutions as possible. The researcher will conduct research at two further education and training institutions and at two multicultural institutions.

1.8. DEFINITION OF CONCEPTS

1.8.1 Challenge

Bengu (1997:15) defines challenge as a difficult or demanding task. Challenge could also mean a problem.

1.8.2 Curriculum

Bengu (1995: 21) defines curriculum as the subject in a course of study in a school. The schools offer curriculum to enable all learners to develop and realise their potential. The principal objective of the school is to provide all learners with broad, balanced educational experience (Karodia & Tolo, 1996: 17).

1.8.3 North West Province

North West is one of the nine Province in South Africa. The North West Province is next to Botswana boundary. On the south of North West is Northern Cape Province, and the Eastern side is Gauteng Province. Mafikeng is the Capital City of North West Province. From Johannesburg to Mafikeng is +/-270 km to the west of Johannesburg. Kimberly is the Capital City of Northern Cape Province and +/- 450km to the North of Kimberly is Mafikeng. Mafikeng is 25km from the Botswana Border (see appendix A).

1.8.4 Attitude

According to Mwamwenda (1995:1), an attitude is an opinion or behaviour reflecting posture. Attitude is a fascinating, challenge. It is very important aspect of merit for without it, it is impossible to envisage what man would be. An attitude is based on observation of behaviour.

According to psychologists, attitude is what appears to influence or contribute to aspects of human behaviours. The attitude of human behaviour is studied

by means of administering psychological tests, interviewing those who know him/her, family members, relatives and friends (Mwamwenda, 1995:9).

1.8.5 Belief

Munroe (2004:16) defines belief as the understanding of vision and it is when one does something with all one's heart.

The belief that African educators have about the multicultural institutions is that "their children will get exposure and not depend on White learners.

Belief is when a person accepts something as conveying the truth (Mandela, 2004:7).

1.8.6 Non- White

Biko (1978: 107) indicates that Non-Whites are Africans, Indians and Coloureds. Gandhi (1996:16) regards Non-White as murderers; because of the Zulus who fought against White. During the apartheid era, Africans were described as those in unclean dresses or in drunken state (Alixe, Lowenzherz & Heese, 2005 :5).

1.8.7 Culture

Culture is the way in which people communicate with each other, which is not forced by authority but is inherent in the make up of African people (Bam, 2004 :10).

People without culture are like a vehicle without an engine. It is further stated that "South Africa is a dynamic society that does not cling to cultural heritage, but also utilises foreign contributions in the field of science and technology" (Mwamwenda, 1995: 356).

Cultural distinction accounts for different ways of teaching and may affect classroom behaviour and participation. Cultural misunderstanding on the part of the educators and fellow learners may cause conflict (Stevens & Wood, 1992:91).

1.8.8 Multicultural Institutions

Biko (1978:18) defines multicultural institution as institutions in which Blacks should lead and in which Whites should learn to live comfortably with others. Biko (1978:5) also views multicultural institution as a movement to defeat racism, and the balancing mutuality of dependence on a non-racial basis in national life. The author further states that an institution is the process of integrating Blacks into the mainstream of education in the democratic South Africa (Hubley, 1993 :15).

Mbeki (2001:12) states that in multicultural institutions Blacks and Whites will accept and understand each other and learners from cultural diversity will share information, a common destiny from which none can escape because together are human, are South Africans. Multicultural institution is the institution in which learners, educators, parents, community, political parties, School Governing Bodies have to work together, to agree together that they will transform common institutions into institutions of democracy, peace of equality and of prosperity (Holdstock, 1987 : 19).

1.8.9 African Educators

African educators are educators from Africa, especially Black educators. An educator is a person who teaches learners to become responsible adults. He/She devices a way to communicate with learners. Educators of a good quality are characterised by inspiration, his or her empathy, and dedication to help learners to overcome problems of learning. They have intense love for learners. Educators are probably aware of this reality although there are some educators who often overlook opportunities to learners (Sullivan, 2002:24).

Sullivan (2002:24) defines an educator as a person who has empathy feeling "to suffer with learners" or to have compassion.

An educator is also perceived as a professional person who has a love of bringing parents and community together (Makeba, 2004 :25).

Holdstock (1987:8) states that an educator is a person who is professionally trained to facilitate and encourage the initiative of the learners.

1.9 CHAPTER OUTLINE

This study is composed of five chapters.

1.9.1 Chapter one

This chapter deals with background, orientation, introduction and statement of the problem.

1.9.2 Chapter two

This chapter focuses on literature review, which includes current journals about challenges experienced by African educators in developing the school curriculum of the North West Province. This review determined how far research on challenges experienced by African educators regarding the school curriculum of the North West Province has gone.

1.9.3 Chapter three

This chapter deals with research methodology.

1.9.4. Chapter four

Chapter four reflects data analysis and interpretation.

1.9.5. Chapter five

The final chapter presents the summary of the findings and conclusion.

1.10 SYNTHESIS

In a nutshell, this chapter outlined the problem identification, aims and objectives of the study and organisation.

The forthcoming chapter will focus on literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reflects on the literature review for challenges experienced by African educators in developing the school curriculum of the North West Province.

South Africa embarked on transforming *apartheid* education after 1994. The Government of National Unity (GNU) also introduced multicultural institutions so that even foreigners and immigrants should have access to education in South Africa. The introduction of multicultural institutions in South Africa gives Black learners an opportunity to change the African attitude and shape the process of the democratic system of education in schools and society. The democratic Government has provided access to quality education for all within a unitary, non-racial and national system (Bengu, 1997:16).

2.2 VIEWS FROM OTHER RESEARCHERS

Eloff (2004:1) believes that there are many challenges experienced by African educators in developing the curriculum in schools. Change of attitude will help African educators, parents and learners, especially from Black communities to shape the process of new democracy and create an ability to see each other as a rainbow nation without any prejudice. The surrounding social context encourages positive attitude. Change of attitude is also influenced by mutual equal status, racial and ethnic attitude. Learners who co-operate with learners from diverse culture change their opinion about the specific learners with whom they interact. Although African educators have a positive attitude towards multicultural institutions, learners do not have to follow the course set out by their parents (Craig, 1992:333).

2.2.1 Choice of right school

Biko (1978:14) points out that African parents have the right to choose the right school, which will meet the interest, career, dream, goal and vision of their children. Some parents are highly concerned about the education of their children. In view of this, they are prepared to send their children to schools where educators are competent and dedicated.

2.3 PARENTAL INVOLVEMENT

Mutual cooperation between schools and homes, are characterised by educators who work with parents for the development of the schools and for the better education of their children. If parents are involved, there could be no negative attitude towards schools, there could be no more dropouts. It is in this democratic country, with a democratic system of education, that African educators are not denied the freedom to say and to do what they like (Bengu, 1995:16).

2.4 CURRICULUM RELEVANCE

According to Mandela (2004:1) curriculum is the powerful weapon which one can use to change the world. Mandela continues to say that the doors of teaching and learning are open. Men and women use education to eradicate poverty and barbaric, unprofessional and unacceptable behaviour. Europeans value education and they are more interested in education as a means to supply clerks and skilled labours (Bray,Peter, Clarke & Stephen,1986:2).

Parents just take their children to multicultural institutions without having full information about the subjects. It is after their children have completed grade 12 that they find themselves in difficult situations when they realise that there is no university, which will admit their children because of the subjects, which they have done at multicultural institutions. For education to be fruitful, it is the responsibility of the parents, community, SGB, principals to make

educators feel welcome. They may also encourage them to work hard in the schools rather than seek transfer (Bray, et al. 1986:15).

Parents can also make education fruitful by making sure that their children do their homework, revise the previous question papers before sitting for examination and being punctual to school. Community support is also vital for both multicultural and public schools. From a philosophical viewpoint, schools exist for whole communities and education is a basic human right for adults as well as children. This implies that anyone who wants to learn how to read or write or who would like to know more about politics, health, agriculture and other fields should be able to attend schools (Khama, 2003 : 13).

2.5 CULTURE AND EDUCATION

African educators as parents have the right to ensure that their children get the highest and relevant education and subjects which will lead their children to the right vocational field and personal interests (Lord, 1997 :18).

According to Mwamwenda (1995:10), South Africa is a country of multi cultures. He continued to say that although Africans believe in their African culture, they mix their culture with Western culture. According to him, educators, high school learners and adults need Western culture for educational technology.

2.5.1 The role of educators

Bray et al. (1986:144) states that it is very important that schools must have educators who are experts in their particular fields requiring no supervision other than the regular principals and the city school superintendents. It is further stated that the objections to the departmental plan of organisation are met by placing learners under a classroom educator for all the regular schoolwork and by keeping each class intact throughout the day.

Educators are not expected to do work of any kind except during that period of the day for which they are regularly employed. Further educators are to do paper work during study period and they are not to take books or papers home. One cannot be a proper educator if he/she does not engage in the many varied activities that are normal for every completely developed human being.

The school environment also serves as shelter and safe place for learners, for learners spend most of the day at school. Parents take their children to schools believing that their children will feel secure and that in school they will find honest educators and principals who are striving to do what is right. Being safe means learners are able to and may approach their educators without fear or doubt (Malcolm, 2004 :27).

High schools need effective educators who love their work. This is because learners at high schools get relevant knowledge and the curriculum is different from what primary school children study. As a result they need educators with listening and communication skills, who know how to approach learners. Talking requires organisation of thoughts and can be an important avenue to learning. Writing even short essays is also conducive to the organisation of thought and learning. Alcohol, drugs and learners' violence are the worst problems in schools. Society has great power in schools; it can strengthen or weaken educators and learners. Positive attitude of the society strengthens both educators and learners, whereas negative attitude destroys schools and the future of children (Mwamwenda, 1995:7).

2.5.2 School climate

A supportive social environment in the schools, strong leadership, respect for others regardless of race and respect for learners serve as a good model for the learners. Administrators and educators are responsible for ensuring that

their peers and school staff treat all educators and learners with respect (Mabanda, 2004 :16).

Unproductive environment discourages educators to love their work. It also discourages learners and they end up in streets. The degree of difficulty inherent in learning will pose a challenge to the learner. If the learning task, are too easy, the learners will get bored. However, too difficult a task may discourage learners. African educators especially Black educators in public schools have a negative attitude towards immigrants. They call them "Magwasa" or "Makwerekwere" (Nxesi, 2004:7).

2.6 THE PROBLEM IN SCHOOLS

Problems in schools are not easy to solve. Much depends on how many educators can be mobilised and how effective they are. In addition, a lot more depends on the flexibility of the subjects. Furthermore learners need to be constantly encouraged in learning because they have the responsibility for working in their classrooms (Louw, 2004 :37).

2.6.1 Financing of schools

The inequalities per capital spending between departments are largely due to the skewed distribution of educators' qualifications in appropriate linking of salary level to qualifications and disparities in learners. Educators' ratio and the absolute shortage of educators in the teaching field will need to be addressed. The African repetition rate in Grade 12 in former education is unacceptably low (Bengu, 1995: 64).

2.6.2 Reforming school financing

There is an imbalance and inequality of school funding between institutions and public schools. The SGB of the multicultural institutions can only address the question of multicultural institutions' fees and expensive fees. Multicultural institutions should be reformed in such a way that Blacks and Whites, poor

and rich can afford to pay reasonable fees. To balance education, the Government must de-rationalise public schools and de-centralise multicultural institutions (Mbeki, 2004: 6).

To improve education for all children requires more than one simple care for all. It requires a set of strategies and parents can improve the education of their children by locating new schools. Certain aspects of public schools must be changed and African learners should stand for what is right. African educators, principals and communities must overcome problems in their respective schools if they want to bring about social cohesion and sustainable development. Moreover better service delivery is necessary to ensure support for schools especially those in rural area (Nxesi, 2004:15).

2. 6.3 Local language

The mother tongue is not inferior, but the fact is that we are living in the new South Africa where people should give their children a good education. The School Governing Body (SGB) has to choose a suitable language for their schools (Tutu, 2004 : 19).

SGB must consider that by using a local language for example, Setswana in North West Province, as the medium of instruction in their school, they will reduce their children's job opportunities. All languages have value and an educator who is only Setswana speaking will experience language difficulties in a multicultural environment. He or she may develop a bad attitude toward his or her learners because of not understanding each other (Craig, 1992:17) .

2.6.4 English

Biko (1978:120) states that English is the global language of communication and business. Black learners may be intelligent but not as articulate and these learners are forced into a subservient role of having to say "yes" to whatever they experience because they cannot express themselves better.

Through her interaction, interviewing parents, Rhanda in Toepfer (2004:31) has discovered that parents' responsibility is to encourage their children to read as many books and newspapers as possible. Bray, et al. (1986:149) state that it is very important for African learners to learn English at school, so that they can be fluent in English. Thus would make it easier for learners to enter into a new democratic world, which is composed of different cultures, ethics, languages and beliefs. The authors state that children from high status families are much more likely to have contact with European languages outside schools.

Environment counts a lot for a person to be able to speak English fluently. For example, a child whose parents are educated and speak English at home will often speak English fluently. There is a feeling among Africans that language death occurs everyday in South Africa and with the death of each language, a world of knowledge is lost to the world of Africa. Language carries its own culture and the heart of higher education in English is the question of power. The control of language enables control of the socialisation process itself. The Department of Education and the government made it lawful to provide South African schools for youth desiring to learn English together (Stevens & Wood, 1992:65).

2.6.5 Individuality and self-confidence

African educators and learners should learn to stand on their own feet and trust themselves by working hard. Although man is not an island, there is a time when a man has to be alone in his or her room or library. Individuality means – a person standing on his/her feet as an active enquirer, rather than a passive receiver of ideas (Shirley, 1989:86).

2.6.6 Examination

Cockayne (1991:117) maintains that examinations are not the best way of assessing what learners at the end of the year can achieve. Evaluation of learners should be an ongoing process and it should not be based only on

examinations. The author further states that evaluation of high school learners should take into account participation in classes and projects which learners write during a course.

According to Reynolds (1989:94) experience helps. Learners need encouragement and assistance, either passive or active. Examinations and tests situations trouble certain learners. Dropout rates in high schools are very high, especially in Grade 12 public schools. What causes the dropout in high schools is that some of the learners claim that they have many other non-academic responsibilities (Karodia & Tolo, 1996:16).

2.6.7 Ubuntu

If "ubuntu" could exist between educators, learners, principals, society, leaders and government, misunderstanding and rejection of people from diverse cultures would be minimal. "Ubuntu" means that educators must love their learners as they love themselves and their own children (Mbeki, 2004:18).

The daily battle against each other affects co-operation, which results in unresolved conflict. African educators endeavor to become concerned about human value. The importance of "Ubuntu" in Africa strongly emphasises the need to place human values first in the classroom (Craig, 1992:12).

The spirit of working together is the only spirit, which can make effective educators. It is through the spirit of working together that African educators can start believing in themselves and see themselves as the agents of development for schools (Cohen, 1996 :39).

O' Day (1982:21) states that teaching relies not upon training in methodology but upon the willingness of the educator to read books of the commitment. They can only help learners discover it within themselves (Paton, 1987 :80).

2.7 CONFLICT

According to Biko (1978:16), conflict is unavoidable and it can only be on a generalised basis among parents, learners, educators, principals and between Blacks and Whites. Conflict often goes together with a situation of oppression, apartheid, racism, segregation, nepotism and favouritism (Biko 1978:18).

Conflict is a dangerous obstacle to learners' performance because where there is conflict there are work related-problems, which lead educators to depression, insomnia and disfunctioning of the mind. Once an educator is in a state of depression because of his or her stress at work, he /she will not plan his or her work effectively (Peterson, 2004 :41).

2.7.1 Causes of conflict

Conflict can be caused by many factors such as cultural diversity and personal self-regard. Conflict can be caused by educators' error or principals' error. Specialists in education believe that both educators and principals can cause conflict if they fail to live by their code of conduct (Jonathan, 2004 :26).

Conflict arises when inequality is being practised. For example giving preference to indigenous as compared to non-indigenous people could result in conflict. Segregation also leads to conflict. Dishonest in principals and in some educators creates room for conflict. Conflict can be marked by positive and negative qualities. It is caused by misunderstanding each other, lack of listening skills, misinterpreting things, gossiping and laziness and by not accepting mistakes or other people's point of view (Shirley, 1989:19).

2.7.2 Conflict resolution

Principals are accountable for maintaining sound relationships and for the development of the schools and performance of the learners. They are accountable for managing the development of schools. One way of

attempting to resolve conflict is to use the partnership process. It is a constructive approach, which enables the parties involved to discover and evaluate all the facts in dispute to build up the confidence and the ability to work together (Biko, 1978:11).

Hubley (1993 :17) states that resolving conflict needs hard work and requires perseverance. Although principals cannot hope to succeed every time, they will have the satisfaction of knowing that they have not ignored the conflicts that already exist or avoided dealing with those that arise. A positive and open attitude to conflict creates similar atmosphere in the principal's office (Karodia & Tolo, 1996: 12).

Differences need to be treated as a boundary. It is also the responsibility of the Department of Education, to bring lasting peace in schools, among principals and their junior and community learners (Manganyi, 1977 :78).

2.8 SYNTHESIS

It became evident from this discussion that today's generation in the classroom situation is different from that of the past in that this generation is more curious about things taking place day-in-and-day-out. This generation wants to understand what is happening outside of its immediate context. Educators ensure that learners at school understand the importance of English and they speak the language fluently as if they are British by birth. Learners also understand the importance of participating in cultural diversity. Standards of education depend on one's socio-economic background.

The following chapter is about research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter three outlines the method of the study and the rationale behind the methodology employed, how the research was conducted and what steps were taken to ensure the validity and reliability of the study. The primary aim of this study was to identify problems experienced by African educators in developing the school curriculum of the North West Province.

3.2 RESEARCH INSTRUMENTS

Denzin and Lincoln (1994:19) are of the opinion that a research instrument refers to any plan of action that helps the researcher in gathering relevant data. The questionnaire is the most common instrument for data collection in a survey research. In the investigations of this study questionnaires were employed as instruments for collecting data (Bulmer & Warwick, 2001:231).

3.2.1 The questionnaire as a research instrument

The questionnaire is commonly used as a tool for data collection. The most important aspect of this type of data collection device is that it is the only means of communication between the respondents and the researcher. It is a device, which enables respondents to answer questions. The analysis of a questionnaire provides feedback on a number of levels of groups and individuals. A questionnaire tends to be more reliable than other instruments because it encourages greater honesty. However, the questionnaire has its own problems. The effectiveness of a questionnaire depends on the reading and comprehension abilities of the respondents (Legotlo, 1996:7).

3.2.1.1 Questionnaires' development

The measuring instrument has the greatest influence on the reliability of the collected data; therefore, great care was taken in the development of the questionnaire used in this investigation.

The strategies used in the development of questionnaires included taking into account Grade 12 results. The researcher looked at both higher-grade results and standard grade results. The researcher considered the total number of those students who wrote the examinations, that is those who passed and those who failed.

The researcher looked at the results from the examinations centre in Mafikeng Area Project Office. The Grade 12 results in public schools and in multicultural institutions starting from the year 2001 to 2003. They were studied to compare multicultural institutions and public schools. The researcher looked at the number of those who wrote the grade 12 examinations and considered the number of those candidates who had passed and those who had failed.

Learners of multicultural institutions and students of public schools in Mafikeng Area Project Office of the North West Province were considered. A comparison between achievement at multicultural institutions and public schools was drawn for the purpose of proving whether African educators' belief toward multicultural institutions was a true belief or a false belief.

The Mafikeng Area Project Office in the North West Province consists of 18 schools; each school has its own headmaster. The researcher designed and administered instruments for data collection. Qualitative approach, which is an approach, characterised by the collection of data took into account the following:

* Challenges experienced by African educators in developing the school curriculum of the North West Province.
* Validating the questionnaire developed by having it checked for clarity, relevance and appropriateness by three subject advisors and University lecturers.

3.3 RESEARCH APPROACH

Both quantitative and qualitative methods were used in the form of a questionnaire and an interview schedule. Data collection methods used were observations and questionnaires supplemented by structured interviews.

3.3.1 Administrative procedures

3.3.1.1 Principal's questionnaire

Research was conducted in schools by means of questionnaire, aimed at assessing the problems experienced by principals of multicultural institutions and public schools (Black institutions).

3.3.1.2 Educators' questionnaire

Two different questionnaires solicited information about the challenges experienced by African educators in developing the school curriculum of the North West Province.

3.3.2 An interview as a research instrument

Legotlo (1996:12) shows that interviews are goal directed attempts by an interviewer to obtain reliable and valid measures in the form of verbal responses from one or more interview. An interview is a distinctive research technique used to verify observation, in conjunction with other data gathering techniques. In this study, interviews were conducted to find out challenges experienced by African educators in developing the school curriculum in the

North West Province. Interviews provided access to what is inside a someone's heart and made it possible to measure what a person knew (knowledge) and what a person thought (attitudes and beliefs).

3.3.3 Observation method as an instrument of research

This research method is important because the researcher will move from one place to another focusing attention on the observation issue in the study. Through the use of observation method a researcher was able to obtain data about the challenges experienced by African educators in developing the school curriculum of the North West Province.

3.3.4 Advantages of observation method

It enables the researcher to study a group in its natural setting. It is easy to control South Africans identities as a researcher.

3.3.5 Disadvantages of observation method

It is difficult to achieve external validity. It is very tiresome and time consuming

3.4 CHANGES OF ATTITUDE AND BELIEFS

Central to this study is responding to challenges experienced by African educators in developing the school curriculum of the North West Province. This calls for a flexible approach to change attitude and beliefs by gaining confidence in order to bring changes in Black and White schools. The researcher adopted the approach called Generative Teaching Model as a basis for changing false beliefs and attitude and replaces it with positive attitudes. The model suggests that African educators need to be aware of learners progress. One way of finding educators' attitudes and beliefs is to ask educators through a seminar (Cosgrove & Osborne, 1985: 17).

3.5 POPULATION AND SAMPLING

Lumadi (2005:06) defines population as the totality of persons, events case records with which the research is concerned. 18 educators were randomly selected for the study. This includes educators and principals of multicultural institutions and of public schools (Black institutions). Three ordinary public schools (Black institutions) and three multicultural institutions were randomly selected in the Mafikeng Area Project Office of North West Province for the survey. Six high schools were randomly selected. This includes six educators of public schools (Black institutions) and six educators of multicultural institutions. Three principals of multicultural institutions and three principals of Black institutions (Public Schools) were included in the sample. They were sampled from different high schools in Mafikeng Area Project Office.

3.6 DATA ANALYSIS

The analysis of data was carried out using the Statistical Package for Social Science (SPSS). The SSPS – Programme was used to compute descriptive data for each respondent in the study.

3.7 SYNTHESIS

In this chapter the research approach, research methods, respondents, research instruments, trustworthiness of the study were dealt with.

The following chapter addresses data presentation, analysis and interpretation.

CHAPTER FOUR

DATA ANALYSIS AND INTREPRETATION

4.1 INTRODUCTION

The analysis and interpretation of data is presented in this chapter. 18 educators were randomly selected. The population included school managers and African educators. Interviews and questionnaires were administered in respective schools. Challenges experienced by African educators in developing the school curriculum may be detrimental to both multicultural institutions and public schools or can be beneficiary to both multicultural institutions and public schools.

In order to ensure that the study was relevant the researcher gathered the information and organized the data. The aims of the study as well as the use of a particular methodology were taken into account. The interpretation addresses the issues, which form the core of the research problem. The analysis involves *"breaking up"* the data into manageable themes, patterns, trends and relationships. The aim of analysis is to understand the various elements of data through an inspection of the relationships between concepts, constant or variables.

4.2 ANALYSIS AND INTERPRETATION OF RESPONSES TO THE QUESTIONNAIRE FOR SCHOOL MANAGERS / PRINCIPALS OF MULTICULTURAL INSTITUTIONS OF THE NORTH WEST PROVINCE

SECTION A: Personal Information

Table 4.1: Gender

Variables	No of Respondents	Percentage
Male	1	6%
Female	17	94%
Total	**18**	**100%**

Table 4.1 Shows that only 6% (1) is of a male respondent, while 94% (17) were female. This implies that in most multicultural institutions female principals were in majority.

Table 4. 2: Marital status

Variables	No of Respondents	Percentage
Married	18	100%
Single	0	
Widow	0	
Divorced	0	
Total	**18**	**100%**

Table 4.2 shows that 100% (18) were married; probably they have children at school. The table further shows that there were no single, widow or divorced respondents.

Table 4.3: Age group

Variables	No of Respondents	Percentage
25-30 years	2	11%
31-40 years	14	78%
41-50 years	0	0
51 years and above	2	11%
Total	**18**	**100%**

Table 4.3 shows that 78% of the respondents were between 31-40 years of age and 11% of the respondents were over 51 years.

Table 4.4: Highest qualification

Variables	No of Respondents	Percentage
Teacher certificate	0	0
Professional Diploma	0	0
Post graduate Degree	18	100%
Total	**18**	**100%**

The statistics in Table 4.4 shows that all the respondents (100%) had postgraduate degrees in teaching.

Table 4.5: Teaching experience

Variables	No of Respondents	Percentage
3-5 years	6	33,3%
5-10 years	0	
11-15 years	6	33,3%
16-20 years	0	
21 years and above	6	33,3%
Total	**18**	**100%**

The statistics in table 4.5 shows that 33,3% of the respondents have 3-5 years of teaching experience. They further indicate that 33,3% of the

respondents' experience ranges between 11-15 years and, lastly, 33,3% of the respondents have 21 years and above of teaching experience.

Table 4.6: School location

Variables	No of Respondents	Percentage
Reside where the school is	18	100%
Total	**18**	**100%**

Table 4.6 shows that 100% of respondents (18) were not residing where their school is.

Table 4. 7: School location

Variables	No of Respondents	Percentage
Urban	18	100%
Rural	0	
Peri-urban	0	
Total	**18**	**100%**

An analysis of the above table indicates that 100% of multicultural institutions were found in urban areas. This implies that there is no multicultural institution in rural and peri-urban areas.

Table 4. 8: Types of school

Variables	No of Respondents	Percentage
Multicultural institution	17	94%
Public schools (Black Institution)		
Private school	1	6%
Community school		
Total	**18**	**100%**

Table 4.8 shows that 94% of respondents were principals of multicultural institutions (public schools) while 6% of the respondents were of principals in multicultural and private schools.

Table 4. 9: Learner enrolment

Variables	No of Respondents	Percentage
100-150		
200-250		
300-500	17	94%
700-900	1	6%
1000 and over		
Total	**18**	**100%**

The statistics in table 4.9 shows that a large number of respondents 94% enrolled learners whose total numbers range between 300-500 and 6% enrolled learners whose total number range from 700-900.

Table 4.10: Education

Variables	No of Respondents	Percentage
Agree	15	83%
Disagree	3	17%
Total	**18**	**100%**

Education is based on Western culture

An analysis of the data in Table 4.10 above shows that the majority of respondents, 83%, agree that education is based on Western culture, while 17% disagree.

Table 4.11: Multicultural Institutions

Variables	No of Respondents	Percentage
Agree	14	78%
Disagree	4	22%
Total	**18**	**100%**

Multicultural institutions do things in a European way

Table 4.11 shows that the majority of the respondents, (78%), agree that multicultural institutions do things the Western way, while 22% disagree.

Table 4.12: Principals and SGB

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	
Total	**18**	**100%**

Principals and SGB are inclined to trust learners' educators

Table 4.12 shows that principals trust their juniors.

Table 4.13: The Introduction of Multicultural Institutions

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	
Total	**18**	**100%**

The introduction of multicultural institutions has given Africans, Blacks, White, Indian, Europeans and Coloureds the opportunity to live side by side, to share ideas, to accept each other, to understand one another's culture

The results in table 4.13 reveal that there is integration of all people living in the country.

Table 4. 14: A Child from an Educated Background

Variables	No of Respondents	Percentage
Agree	13	72%
Disagree	5	28%
Total	**18**	**100%**

A child from an educated background speaks English fluently and is highly motivated by his or her parents

Table 4.14 proves that 72% of the respondents agree that children from educated background speak English fluently, while 28% disagree.

Table 4.15: Cultural Diversity

Variables	No of Respondents	Percentage
Yes	18	100%
No	0	
Total	**18**	**100%**

Multicultural institutions are based on cultural diversity

Table 4.15 shows that 100% of the respondents agreed that multicultural institutions encourage diversity.

Table 4.16: Barriers

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	
Total	**18**	**100%**

Barriers can be broken down if individuals are willing to change whether they are of any colour

Table 4.16 proves that all respondents agree that multicultural institutions are based on cultural diversity.

Table 4.17: Respect

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	
Total	**18**	**100%**

Africans should accept and respect each other in a diverse cultural environment

Table 4.17 shows that 100% of the respondents agree that Africans should accept and respect each other in a diverse cultural environment.

Table 4.18: Barriers in Learning

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	
Total	**18**	**100%**

Educators must be able to identify barriers in learning and apply strategies

Table 4.18 shows that all educators must be able to identify barriers in learning and apply strategies.

Table 4.19: Enrollment of Leaners

Variables	No of Respondents	Percentage
Yes	18	100%
No	0	
Total	**18**	**100%**

Do you accept / enroll students from rural areas?

Table 4.19 reveals that multicultural institutions enroll learners from rural areas.

Table 4.20: Learners and Educators' Conflict

Variables	No of Respondents	Percentage
Yes	17	94%
No	1	6%
Total	**18**	**100%**

Do you experience learners and educators' conflict in your school?

Table 4.20 shows that 94% of schools experience learners' educators' conflict, while 6% experience no conflict.

4.3 ANALYSIS AND INTERPRETATION OF RESPONSES TO THE QUESTIONNAIRE OF EDUCATORS OF MULTICULTURAL INSTITUTIONS

SECTION A: PERSONAL INFORMATION

Table 4.21: Gender

Variables	No of Respondents	Percentage
Male	16	89%
Female	2	11%
Total	**18**	**100%**

Table 4.21 shows that 89% of the respondents were male, while 11% were female. This implies that female are less than males.

Table 4.22: Age group

Variables	No of Respondents	Percentage
25-30 years	0	0
31-40 years	17	94%
41-50 years	1	6%
51 years and above	0	0
Total	**18**	**100%**

Table 4.22 shows that 94% of respondents were between 31-40 years of age and 6% of the respondents were between 41-50 yeas of age.

Table 4.23: Highest Qualification

Variables	No of Respondents	Percentage
Teacher Certificate	0	0
Professional Diploma	0	0
Post graduate Degree	18	100%
Total	**18**	**100%**

The statistics in table 4.23 shows that all the respondents have post graduate degrees in teaching

Table 4.24: Teaching Experience

Variables	No of Respondents	Percentage
5-10 years	0	0
11-15 years	9	50%
16-20 years	9	50%
21 years and above	0	0
Total	**18**	**100%**

Table 4.24 shows that 50% of respondents have 11-15 years of teaching experience. It further indicates that 50% of respondents have 16-20 years of teaching experience.

Table 4. 25: Residence

Variables	No of Respondents	Percentage
Yes	18	100%
No	0	0
Total	**18**	**100%**

Do you reside where the school is located?

Table 4.25 shows that 100% of the respondents reside where the school is located.

Table 4. 26: School Location

Variables	No of Respondents	Percentage
Urban	18	100%
Rural	0	0
Peri-urban	0	0
Total	**18**	**100%**

Table 4.26 shows that all the respondents teach in urban areas.

Table 4.27: Type of School

Variables	No of Respondents	Percentage
Multicultural institution	18	100%
Public school	0	0
Private school	0	0
Community school	0	0
Total	**18**	**100%**

Table 4.27 shows that all the respondents teach in multicultural institutions.

Table 4.28: Diversity and Changes

Variables	No of Respondents	Percentage
Strongly agree	14	78%
Agree	2	11%
Disagree	2	11
Total	**18**	**100%**

Do you agree that cultural diversity bring about changes, development, sharing of knowledge among African learners, African educators?

Table 4.28 shows that the majority of the respondents 78% strongly agree that diversity bring changes, development, sharing of knowledge among African learners and educators while 11% agree and 11% disagree.

Table 4.29: Colour, race, beliefs and religion

Variables	No of Respondents	Percentage
Strongly agree	18	100%
Agree	0	0
Disagree	0	0
Total	**18**	**100%**

Table 4.29 shows that all the respondents strongly agree that the South African democratic government is against those who identity people according to colour race, beliefs and religion.

Table 4.30: Educators Qualifications

Variables	No of Respondents	Percentage
Yes	18	100%
No	0	
Total	**18**	**100%**

Table 4.30 shows that all the respondents agree that Black educators qualify to teach in multicultural institutions.

Table 4. 31: Black and White Leaners

Variables	No of Respondents	Percentage
Yes	18	100%
No	0	0
Total	**18**	**100%**

The statistics in table 4.31 shows that the majority of respondents 100% are happy with the relationships between Black and White learners.

Table 4.32: Racial Group

Variables	No of Respondents	Percentage
Black	0	0
White	0	0
Indian	14	78%
Coloured	2	11%
European	0	0
All of them	2	11%
Total	**18**	**100%**

Table 4.32 shows that 78% of the respondents prefer Indian learners, while 11% prefer coloured and 11% respondents prefer all learners.

Table 4.33: Opinion

Variables	No of Respondents	Percentage
Yes	9	50%
No	9	50%
Total	**18**	**100%**

Table 4.33 shows that 50% of the respondents are happy with the situation where Black learners are in the majority 50% of respondents are not.

Table 4.34: Research and Psychologists Findings

Variables	No of Respondents	Percentage
True	2	11%
False	16	89%
Total	**18**	**100%**

According to the researchers and psychologists, White educators and White learners perform better than Black. Is that true?

Table 4.34 shows that 11% of the respondents supported the belief that White educators and White learners performed better than Black learners and educators. 89% of the respondents do not.

4.4 ANALYSES AND INTERPRETATION OF RESPONSES TO THE QUESTIONNAIRE OF SCHOOL PRINCIPAL OF PUBLIC SCHOOL.

SECTION A: PERSONAL INFORMATION

Table 4.35: Gender

Variables	No of Respondents	Percentage
Female	0	0
Male	18	100%
Total	**18**	**100%**

Table 4.35 shows all the respondents 100% were male. This implies that the majority of the principals in public schools (Black institutions) were male.

Table 4.36: Age group

Variables	No of Respondents	Percentage
24-31 years	0	0
31-40 years	16	89%
42-50 years	0	0
51 years and above	2	11%
Total	**18**	**100%**

Table 3.34 shows that 89% of the respondents were between 31-40 years of age and 11% of the respondents were over 51 years of age and above.

Table 4.37: Marital status

Variables	**No of Respondents**	**Percentage**
Married	4	22%
Single	4	22%
Widow	4	22%
Divorced	6	34%
Total	**18**	**100%**

Table 4.37 shows that 22% of the respondents are married probably they have children at school, while 22% of the respondents are single and 22% are divorced.

Table 4. 38: Highest Qualification

Variables	**No of Respondents**	**Percentage**
Teacher	3	17%
Professional Diploma	2	11%
Post graduate Degree	13	72%
Total	**18**	**100%**

The statistics in Table 4.38 shows that a large number of the respondents, 72%% had post graduate degrees in teaching while 11% had professional diplomas and 17% are teachers.

Table 4.39: Teaching Experience

Variables	No of Respondents	Percentage
3-5 years	6	33,3%
5-10 years		
11-15 years	6	33,3%
16-20 years		
21 years and above	6	33,3%
Total	**18**	**100%**

The statistics in Table 4.39 shows that 33% of respondents have 3-5 years of teaching experience. It further indicates that 33,3% of the respondents' experience ranges between 11-15 years and, lastly, 33,3% of the respondents have 21 years of experience and above.

Table 4. 40: Residence

Variables	No of Respondents	Percentage
Yes	0	0
No	18	100%
Total	**18**	**100%**

Table 4.40 shows that all the respondents do not reside where the school is located.

Table 4. 41: School Location

Variables	No of Respondents	Percentage
Urban	1	6%
Rural	17	94%
Per-urban	0	0
Total	**18**	**100%**

An analysis of the above table indicates that the majority of the respondents, 94%, were teaching in rural areas, while 6% were teaching in urban areas and 0% in peri-urban area.

Table 4.42: Type of School

Variables	No of Respondents	Percentage
Multicultural institution	0	0
Public school	18	100
Private school	0	0
Community school	0	0
Total	**18**	**100%**

Table 4.42 indicates that all the respondents teach in public schools.

Table 43: Learner Enrolment

Variables	No of Respondents	Percentage
100-150	0	
200-250	0	
300-500	6	33,3%
700-500	0	
700-900	6	33,3%
1000 and over .	6	33,3%
Total	**18**	**100%**

The statistics in Table 4.43 shows that a number of respondents (33,3%) enrolled learners range between 300-500 and 33,3% enroll learners whose total numbers range between 700-900 and another 33,3% enroll learners whose total numbers are above.

Table 4.44: Language of Multicultural Institution

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	0
Total	**18**	**100%**

The language of multicultural institutions have been spoken all over the world. Principals, educators and society need to strengthen public schools.

An analysis of the above statistics table shows that all the respondents (100%) agree that principals, educators and society need to strengthen public schools.

Table 4.45: Culture

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	0
Total	**18**	**100%**

By protecting culture, you protect the things that you value.

An analysis of the above statistics shows that all the respondents (100%) agree that by protecting culture, you protect the things that you value.

Table 4.46: Expenses

Variables	No of Respondents	Percentage
Agree	17	94%
Disagree	1	6%
Total	**18**	**100%**

It is so expensive to take a child to a multicultural institution.

Table 4.46 shows that the majority of respondents, 94%, agree that it is expensive to take a child to a multicultural institution while 6% disagree.

Table 4.47: Government Agency

Variables	**No of Respondents**	**Percentage**
Agree	17	94%
Disagree	1	6%
Total	**18**	**100%**

The Government agency, Government finances have to ensure that public Schools are desegregated.

Table 4.47 shows that the majority of the respondents 94% agree that the government must ensure that public schools are desegregated, while 6% disagree.

Table 4.48: Public Education

Variables	**No of Respondents**	**Percentage**
Agree	18	100%
Disagree	0	0
Total	**18**	**100%**

Learners should benefit from public education.

Table 4.48 shows that the majority of the respondents (100%) agree that learners should benefit from public education.

Table 4.49: Public Education

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	0
Total	**18**	**100%**

African educators at public schools must build a better future for learners in rural areas.

Table 4.49 shows that all the respondents (100%) agree that educators must build a better future for learners in rural areas.

Table 4.50: Black Learners

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	0
Total	**18**	**100%**

Table 4.50 shows that all the respondents (100%) agreed that the majority of Black learners are from disadvantage families.

Table 4.51: Importance of English

Variables	No of Respondents	Percentage
Yes	18	100%
No	0	0
Total	**18**	**100%**

Table 4.51 shows that all the respondents (100%) saw the importance of English in their schools.

Table 4.52: Performance

Variables	No of Respondents	Percentage
Yes	1	6%
No	17	94%
Total	**18**	**100%**

An analysis of the above statistics table shows that 6% of the respondents agree that multicultural learners performed better than learners in public schools, while the majority of the respondents (94%) disagree.

Table 4.53: Desegregation

Variables	No of Respondents	Percentage
Agree	1	6%
Disagree	17	94%
Total	**18**	**100%**

Table 4.53 shows that only 6% of respondents agree that desegregation will cause educators to speak English and that the majority of the respondents (94%) disagree.

Table 4.54: Behaviour of Educators

Variables	No of Respondents	Percentage
Yes	16	89%
No	2	11%
Total	**18**	**100%**

Table 4.54 shows that the majority of the respondents (89%) disagree that what is happening in the classroom, depends on the behaviour of the educator in front of learners, while 11% agree.

Table 4.55: Learners Progress

Variables	No of Respondents	Percentage
Agree	17	94%
Disagree	1	6%
Total	**18**	**100%**

Learners' progress and achievement depend on their own effort and Intelligence not on multicultural institutions or public schools.

Table 4.55 shows that majority of the respondents (94%) agree that learners progress depend on their effort and intelligence not on multicultural institutions or public schools, while 6% of the respondents disagree.

Table 4.56: Choice of School

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	0
Total	**18**	**100%**

Everyone has the right to take his/her child to the school of her / his choice, either public school or multicultural institutions

Table 4.56 indicates that parents, have the right to take their children to the schools of their choice, either public school or multicultural institutions.

Table 4.57: Problem with African Educators

Variables	No of Respondents	Percentage
Communication skills	2	11%
Counselling skills and knowledge	14	78%
Talking rather than doing	2	11%
Total	**18**	**100%**

The problem with African educators at public school is the lack of:

- communication skills
- counselling skills
- lack of psychological skills
- knowledge
- motto of talking rather than doing

An analysis of the data above table shows that the majority of respondents, 78% agreed that the problem with African educators at public school is the lack of counseling, skills and knowledge, while 11% agree that the problem with African educators at public school is communication skills and 11% of the respondents agreed that problems with African educators is talking rather than doing.

Table 4.58: Desegregation

Variables	**No of Respondents**	**Percentage**
Agree	13	72%
Disagree	5	28%
Total	**18**	**100%**

Desegregation will bring changes in public schools

Table 4.58 shows that the majority of the respondents, 72%, agreed that desegregation will bring changes in public schools while 28% disagreed.

Table 4.59: Opinion

Variables	**No of Respondents**	**Percentage**
Agree	0	0
Disagree	18	100%
Total	**18**	**100%**

Where there are White educators teaching and learning go well?

The statistics in Table 4.59 shows that all the respondents (100%) disagreed that where there are White teaching and learning go well.

Table 4.60: Balance

Variables	No of Respondents	Percentage
Agree	0	0
Disagree	18	100%
Total	**18**	**100%**

We need to balance Western culture and African culture

Table 4.60 shows that all the respondents (100%) agreed that we need to balance Western culture and African culture.

Table 4.61: Inferiority Complex

Variables	No of Respondents	Percentage
Agree	3	17%
Disagree	15	83%
Total	**18**	**100%**

It is self-hate to take your child to multicultural institutions when you are Teaching at public schools

Table 4.61 shows that 17% of the respondents agreed that it is self-hate to take your child to multicultural institutions when you are teaching at public schools, while 83% of the respondents disagreed.

Table 4.62: Race

Variables	No of Respondents	Percentage
Yes	18	100%
No	0	0
Total	**18**	**100%**

Table 4.62 shows all the schools in the North West Province have White, Indian, European educators in their schools.

Table 4.63: Conflict

Variables	No of Respondents	Percentage
Yes	17	94%
No	1	6%
Total	**18**	**100%**

Do you experience learners, educators conflict in your school?

Table 4.63 shows that a large number of schools, 94% experience learners educators conflicts, while 6% schools did not.

4.5 ANALYSIS AND INTERPRETATION OF RESPONSES TO THE QUESTIONNAIRE OF HIGH SCHOOL EDUCATORS OF PUBLIC SCHOOL.

SECTION A: PERSONAL INFORMATION

Table 4. 64: Gender

Variables	No of Respondents	Percentage
Female	7	39%
Male	11	61%
Total	**18**	**100%**

Table 4.46 shows that the majority of the respondents (61%) were male, while 39% were female.

Table 4.65: Age Group

Variables	No of Respondents	Percentage
25-30 years	4	22%
31-40 years	14	78%
41-50 years	0	
51-50 years	0	
51 years and above	0	
Total	**18**	**100%**

Table 4.65 shows that majority of the respondents, (78%) ranges between 31-40 years, and other respondents' (22%) ranges between 41-50 years.

Table 4.66: Marital Status

Variables	No of Respondents	Percentage
Married	14	78%
Single	2	11%
Widow	0	
Divorced	2	11%
Total	**18**	**100%**

Table 4.66 shows that majority of the respondents (78%) are married. Probably they have children at school, while 11% of respondents are single and 11% are divorced.

Table 4.67: Highest Qualification

Variables	No of Respondents	Percentage
Teacher certificate	5	28%
Professional Diploma	6	33.3%
Bachelor's degree	6	33.3%
Post graduate	1	6%
Total	**18**	**100%**

Table 4.67 proves that 33.3% of the respondents have professional diploma, 33.3% of the respondents have Bachelors degree, 6% of the respondents have teachers certificate and 28% respondents have postgraduate.

Table 4.68: Teaching Experience

Variables	No of Respondents	Percentage
5-10 years	17	94%
10-15 years	1	6%
16-20years	0	
21 years and above	0	
Total	**18**	**100%**

Table 4.68 reveals that 94% of the respondents have 5-10 years of teaching experience, while 6% of the respondents have 10-15 years teaching experience.

Table 4.69: Residence

Variables	No of Respondents	Percentage
Yes	9	50%
No	9	50%
Total	**18**	**100%**

Do you reside where the school is located ?

Table 4.69 shows that 50% of the respondents reside where the school is located while 50% of the respondents reside far from the institution.

Table 4.70: Area

Variables	No of Respondents	Percentage
Urban	0	0
Rural	18	100%
Peri-urban	0	0
Total	**18**	**100%**

Area in which the school is located

Table 4.70 shows that all the respondents (100%) teach in public schools (Rural area).

Table 4.71: Types of School

Variables	No of Respondents	Percentage
Multicultural institution	0	0
Public school	18	100%
Private school	0	0
Community school	0	0
Total	**18**	**100%**

Table 4.71 shows that all the respondents (100%) teach in public schools

Table 4.72: Organization

Variables	No of Respondents	Percentage
SADTU	8	44.4%
ITUSA	6	33.3%
PEU	4	22.2%
SAQU	0	0
Total	**18**	**100%**

The above table 4.72 shows that the majority of the respondents 44.4% belong to SADTU organization, while 33.3% of the respondents belongs to ITUSA and 22.2% belong to PEU.

Table 4.73: Future of African learners

Variables	No of Respondents	Percentage
Agree	13	72%
Disagree	5	28%
Total	**18**	**100%**

The above table 4.73 shows that the majority of the respondents (72%) agree that multicultural institutions and public schools play a vital role for future of all South African learners, while 28% of the respondents disagree,

Table 4.74: Grade 12 Results

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	0
Total	**18**	**100%**

The government should do something about public schools that are not performing well, producing poor grade 12 results.

Table 4.74 shows that all the respondents (100%) agree that the government must do some thing about public school that are not performing well that produce poor result.

Table 4.75: Public Schools

Variables	No of Respondents	Percentage
Agree	17	94%
Disagree	1	6%
Total	**18**	**100%**

It seems as if public schools standard has dropped

Table 4.75 shows that the majority of the respondents, (94%), agree that the standard of public schools have dropped, while 6% of the respondents disagree.

Table 4.76: Race

Variables	No of Respondents	Percentage
Yes	18	100%
No	0	0
Total	**18**	**100%**

Table 4.75 shows that all the schools in the Mafikeng Area Project Office of the North West have White, English, Indians, Coloured educators. It means they have educators from diverse cultures.

Table 4.77: Respect

Variables	No of Respondents	Percentage
Yes	14	78%
No	4	22%
Total	**18**	**100%**

The statistics of the above table 4.77 shows that the majority of the respondents, 78%, agree that White and Black educators accept and respect one another while 22% disagree.

Table 4.78: Learners Achievements

Variables	No of Respondents	Percentage
Yes	17	94%
No	1	6%
Total	**18**	**100%**

Learners achievements depend on their effort, confidence, sacrifice, Intelligence and ability.

Table 4.78 shows that the majority of the respondents, 94%, agreed that learners achievements depend on their effort, confidence, sacrifice, intelligence, while 6% disagree

Table 4.79: Intelligence and Heredity

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	0
Total	**18**	**100%**

There is relationship between learners' achievement, intelligence and heredity

Table 4.79 shows that the majority of the respondents 100% agreed that there is the relationship between learners achievement, intelligence and heredity.

Table 4.80: Cultural Diversity

Variables	No of Respondents	Percentage
Agree	14	78%
Disagree	4	22%
Total	**18**	**100%**

90% of African educators, educated people, and government officials believe that Africans benefits more from cultural diversity than in public schools

Table 4.80 shows that the majority of the respondents, 78%, agreed that African educators, educated people, government officials believe that Africans benefit more from cultural diversity than in public schools, while 22% disagree.

Table 4.81: Educators and Government Officials

Variables	No of Respondents	Percentage
Agree	16	89%
Disagree	2	11%
Total	**18**	**100%**

Educators and government officials have negative attitudes towards public schools and positive attitude towards multicultural institutions

Table 4.81 shows that the majority of the respondents, 89%, agreed that government officials have negative attitudes towards public schools and positive attitudes towards multicultural institutions, 11% disagree.

Table 4.82: Beliefs

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	0
Total	**18**	**100%**

People beliefs about race affect learning, teaching and educational policy

Table 4.82 shows that all the respondents (100%) agreed that people's beliefs about race affect learning, teaching and education.

Table 4.83: Beliefs follow the things heard

Variables	No of Respondents	Percentage
Agree	5	28%
Disagree	13	72%
Total	**18**	**100%**

The above table shows that 28% of the respondents, agreed that beliefs follow the things heard, while 72% disagree.

Table 4.84: Misconception and False Beliefs

Variables	No of Respondents	Percentage
Agree	17	94%
Disagree	1	6%
Total	**18**	**100%**

Misconception and false beliefs are the main cause of confusion among African people.

Table 4.84 shows that the majority of the respondents, 94%, agreed that misconception and false beliefs are the main cause of confusion among African people, while 6% disagreed.

Table 4.85: Performance

Variables	No of Respondents	Percentage
Yes	16	89%
No	2	11%
Total	**18**	**100%**

Not all beliefs are true. For example, the belief that multicultural institutions perform better than public schools is false.

Table 4.85 shows that the majority of the respondents, 89%, agreed that not all beliefs are true, while 11% disagreed.

Table 4.86: Attitudes

Variables	No of Respondents	Percentage
Yes	9	50%
No	9	50%
Total	**18**	**100%**

African educators take their children to multicultural institutions because of their attitude and beliefs towards such institutions.

Table 4.86 shows that 50% of the respondents agreed that African educators take their children to multicultural institutions because of their attitude and beliefs towards the multicultural institutions and 50% of the respondents disagreed.

Table 4.87: False Belief

Variables	No of Respondents	Percentage
Yes	17	94%
No	1	6%
Total	**18**	**100%**

Sometimes beliefs can be dangerous. For example believing that one can jump off a high building and fly is dangerous.

Table 4.87 shows that the majority of the respondents, 94%, agree that sometimes beliefs can be dangerous, while 6% disagree.

Table 4.88: Commitment

Variables	No of Respondents	Percentage
Yes	2	11%
No	16	89%
Total	**18**	**100%**

Black educators are not committed to their work

The above table shows that the majority of the respondents, 89%, disagree that Black educators are not committed to their work, while 11% agree.

Table 4. 89: Teaching

Variables	No of Respondents	Percentage
Yes	0	0
No	18	100%
Total	**18**	**100%**

Table 4.89 shows that all the respondents (100%) do not agree to the belief says "where there are White educators teaching and learning go well".

Table 4.90: Intellectual Development

Variables	No of Respondents	Percentage
Yes	1	8.6%
No	17	91.4%
Total	**18**	**100%**

Public schools deny learners their intellectual development

Table 4.90 shows that only 8.6% of the respondents agree that public school deny learners their intellectual development, 91.4% disagree.

Table 4.91: Culture

Variables	No of Respondents	Percentage
Yes	18	100%
No	0	0
Total	**18**	**100%**

Education is based on Western, European culture, not on African culture

Table 4.91 shows that all the respondents (100%) agree that education is based on Western, European Culture, not on Africa culture.

Table 4.92: Inequality in Education

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	0
Total	**18**	**100%**

Level of qualification

Table 4.92 shows that all the respondents agree that inequality in education depends on socio-economic background, status, and level.

Table 4.93: Agents of Change

Variables	No of Respondents	Percentage
Agree	18	100%
Disagree	0	0
Total	**18**	**100%**

Educators are agents of change

Table 4.93 shows that all the respondents (100%) agree that educators are agents of change.

Table 4. 94: Perception

Variables	No of Respondents	Percentage
Yes	15	83%
No	3	17%
Total	**18**	**100%**

The relationship between the educators, principals, and learners depends on how one perceives one's rights.

Table 4.94 shows that the majority of the respondents, 83%, agree that the relationship between the educators, principals and learners depends on how one perceives one's right, while 17% disagree.

Table 4.95: Government Agency

Variables	No of Respondents	Percentage
Agree	17	94%
Disagree	1	6%
Total	**18**	**100%**

The Government agency, Government finances has to ensure that schools are desegregated.

Table 4.95 shows that the majority of the respondents (94%) agree that the Government agency, Government finances have to ensure that schools are desegregated while 6% disagree

GRADE 12 RESULTS

FROM 2001, 2002, 2003 MAFIKENG AREA PROJECT OFFICE OF THE NORTH WEST PROVINCE

Years	Mafikeng High School	Danville Sec. School	International School of South Africa	Batswana Commercial High School	St.Mary's High School	Sejankabo High School
2001	Candidates entered 68	Candidates entered 45	Candidates entered 36	Candidates entered 193	Candidates entered 50	Candidates entered 210
	Candidates wrote 68	Candidates wrote 45	Candidates wrote 35	Candidates wrote 191	Candidates wrote 50	Candidates wrote 205
	Candidates passed 63	Candidates passed 38	Candidates passed 34	Candidates passed 177	Candidates passed 40	Candidates passed 66
	Candidates failed 5	Candidates failed 7	Candidate failed 1	Candidates failed 14	Candidates failed 10	Candidates failed 139
2002	Candidates entered 84	Candidates entered 42	Candidates entered 24	Candidates entered 198	Candidates entered 67	Candidates entered 137
	Candidates wrote 81	Candidates wrote 42	Candidates wrote 24	Candidates wrote 196	Candidates wrote 66	Candidates wrote 134
	Candidates passed 74	Candidates passed 31	Candidates passed 22	Candidates passed 185	Candidates passed 58	Candidates passed 64
	Candidates failed 7	Candidates failed 11	Candidates failed 2	Candidates failed 11	Candidates failed 8	Candidates failed 70
2003	Candidate entered 86	Candidate entered 38	Candidate entered 20	Candidate entered 112	Candidate entered 82	Candidate entered 118
	Candidates wrote 85	Candidates wrote 37	Candidates wrote 20	Candidates wrote 111	Candidates wrote 82	Candidates wrote 115
	Candidates passed 81	Candidates passed 33	Candidates passed 20	Candidates passed 97	Candidates passed 63	Candidates passed 34
	Candidates failed 4	Candidates failed 4	Candidates failed 0	Candidates failed 14	Candidates failed 19	Candidates failed 81

Examination Board (2003:1)

4.6 SYNTHESIS

The findings about the achievement of learners in multicultural institutions and in public Black institutions were addressed. In terms of the findings shown by the table above, achievement differs; ability and intelligence as well differ regardless of race too.

The table shows that there is a great improvement in public institutions. Although there are overcrowded classroom, educators at public institutions produce good results. It became apparent from the findings that only few public institutions produce poor results, and this is because of overcrowded classroom, lack of resources, and lack of libraries in rural areas. The researcher has discovered that the public schools which produce good results are those which are in town, where learners have advantages of going to libraries. There are those Black institutions, which perform better than multicultural institutions.

The grade 12 results show that even though public institutions are improving, there is still high failure rate in these institutions, which may be one of the factors that cause educators to enrol their children at multicultural institutions. The researcher has discovered that multicultural institutions produce good results. The government should not only ensure multicultural enrolment of learners but also in public schools. Educators may appear less effective because of inadequate training.

The institutions and races of the learners are not important. Grade 12 results show that situations differ and personalities differ as well. There are White dedicated educators and learners just as there are Black dedicated educators and learners. This depends on the personality, morals and values of individuals. Dedication, hard work, and competence make learners and educators successful.

Chapter five will focus on conclusion and recommendations.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The study established that most respondents complain that the culture of learning and teaching service is tarnished in schools. As such, the study deduced that most respondents perceive the secondary school curriculum differently.

Challenges experienced by African educators in developing the school curriculum varied. Some of the respondents indicated that educators who have taken their children to multicultural institutions while they are teaching at public schools did so because these educators believed that multicultural institutions perform better than public schools. The majority of the respondents agreed that White schools and multicultural institutions are accessible to transport.

This study has discovered that there is a difference in the manner in which Black and White learners express themselves. According to the respondents multicultural institutions have the problems of inadequate resources. Learners still show racial discrimination against Black educators and learners. Multicultural institutions are experiencing problems similar to that of public schools. This study has discovered that there is very little difference between public schools and multicultural institutions. The only difference being the word "diversity" which exists in multicultural institutions, "homogenous" which exist in public schools. The government should not only ensure multicultural enrolment of learners, but also educators in public schools institutions.

5.2 OVERVIEW

The overall aim of this dissertation was to identify problems experienced by African educators in developing the school curriculum of the North West Province and to determine support service and workshop that could assist African educators to do introspection.

Chapter Two focused on the literature review from different authors, and challenges experienced by African educators in developing the school curriculum of the North West Province. The third chapter dealt with the research design, the population, and the sample, sampling techniques, instruments, methods that were used in data collection, interviews and questionnaires. This chapter provided the analysis and interpretation of data.

5.3 SUMMARY OF FINDINGS

5.3.1 Findings pertaining to school managers of multicultural institutions

The study established that the achievement of the learners is boosted by good management, good heads of subjects at schools. The principals indicated that educators' work was checked on briefing session, which was held every morning. This helped them to determine whether educators were doing their work or not. The respondents revealed that conflict is inevitable in their schools because of cultural diversity and personalities.

Participants further stated that the relationship between Black and White educators and learners was sometimes good and sometimes left much to be desired in their respective schools. They indicated that it was rewarding for one to be a principal of a multicultural institution, because one could contribute to nation building and uniting the country. Principals of multicultural institutions and private schools stated that they enrolled and accepted learners from rural areas as long as space was available.

Principals of multicultural institutions recommended that Africans, Whites, Indians and Coloured need to strive to work together harmoniously rather than to cause politicised conflicts. They should come with activities, which would engage learners from a different culture to learn more about one another and in the process emphasised similarities, which exist among them. There should be a conscious effort to instil pride of their citizenry. This can be done through symposiums and seminars. They also recommended that where barriers exist the Department of Education (DOE) should promote diversity through means such as workshops.

5.3.2 Findings pertaining to school managers of public school

Managers of public schools indicated that there was great improvement in public schools as compared to the past in matters of approaching learners and getting resources. In their perception, *the belief that where there are White educators learning and teaching go well is a remnant one of apartheid myths*. School managers indicated that there are public schools, which are doing better than multicultural institutions. They further argued that there are many White educators who are less competent than Blacks.

Managers stated that learners from ordinary public schools compete favourably with learners from other schools in terms of Grade 12 results. The respondents indicated that the problem with public schools was that good educators, who were experts in subjects, got promoted and become administrators. Educators gave learners homework but checking it regularly was difficult because of overcrowded classrooms. As such it was done haphazardly, principals of public schools recommended that the government should concentrate on the professional development of educators, who should encourage good relationships so as to boost the morale.

School management further recommended that the government should develop a scheme of work that covered cultures in Life Orientation (LO). They stated that sudden change yielded conflicts. They recommended that progressive approach would benefit everybody and reduce conflict.

5.3.3 Findings pertaining to educators of multicultural institutions

African educators of multicultural institutions indicated that African educators took their children to multicultural institutions because of their desire for the children to be exposed to and to interact with other learners of other racial groups. They believed that individual children differed regardless of race. There were those who are good academically from all the races. Educators recommended that all learners should be treated the same, as children with childhood problems. Educators indicated that race was not a problem. The problem was the inability of all the races to accept, live, play and study together and to accommodate their difference and learn to live with people from cultural differences. Educators indicated that situations and personalities differ.

The respondents also pointed out that there were White dedicated educators and learners. Success depended on the personality, morale and values of individuals. Educators revealed that most people regarded "language" as hindering proper education but in view of their experience, it was because there were still White learners who performed below average even when they studied in their own mother tongue while there were Blacks who performed above average even despite that they were using a second language as a language of learning and teaching. They concluded that dedication, hard work and competence, would make learners successful and that learning would be easy if the (LO) is in one's first language.

Educators revealed that even though they were teaching in multicultural institutions, they experienced problems such as the following:

(i) Overcrowded classrooms
(ii) Inadequate of resources
(iii) Difficulty in recruiting quality staff
(iv) Contractual appointments
(v) Lack of professional development
(vi) HIV AIDS pandemic

African educators said that there was a need to promote African culture through innovative cultural activities and exposure to African literature. They also recommended that learners and educators who refuse to accept educators and learners from diverse cultures should be expelled from multicultural institutions. They needed to be educated on the cultural environment possible with an open mind.

It was also recommended that learners and staff should be exposed to different cultural activities to enrich their understanding of cultures and respect instead of intolerance for cultures other than their own. They indicated that workshops would help educators to integrate Western and African culture. Participants also highlighted that life skills taught learners to accept and to accommodate diversity and change of attitude. They recommended that resources both human and physical must be available for the learners. Educators recommended that no culture should be viewed as superior or inferior to the other. They should be viewed on equal footing.

5.3.4 Findings pertaining to educators of public schools

Educators of public schools indicated that there was a lot of potential in public schools, but some educators were not allowed to use it. They recommended that the GNU should ensure that subject advisors are well trained because good educators who are experts in subjects are promoted. They revealed that subject advisors' knowledge was relevant to school administration. They argued that subjects were taught in English and disadvantaged many learners.

Subject advisors indicated that those educators who took their children to multicultural institutions, believing that multicultural institutions were performing better than the public schools were deceiving themselves. Educators complained that parents did not check the homework given by educators to their children. Moreover most of the learners' books do not show any parent's signature. Educators recommended that both educators and

parents must work hand in hand harmoniously for the good progress of learners. Parents should sign learners' books. They have stated that if an educator was not committed to work, learners as well will not be. Late coming of educators and unmarked books were signs of not being dedicated, which manifested itself even in learners.

Educators of public schools indicated that there was evidence that educators did not have faith in their public schools. African educators stated that African educators take their children to multicultural institutions, because of the following reasons:

- Failure rate in public schools
- The learners' inability to express themselves in English
- The seeming lack of discipline in public schools
- Culture of Learning and Teaching Services (COLTS) which is tarnished

African educators recommended that the Government should not only ensure multicultural enrolment of learners but also of educators in public schools. Educators recommended diversity. The experience of working with other races is a quick method of dispelling all false beliefs or negative attitudes. Educators also recommended that officials should visit schools that are doing well and those that are not doing well. Officials should also find methods used from schools that are doing well and help those that are not doing well.

Finally, educators recommended that they must be remunerated fairly for the services they render. They emphasized that villages needed to be developed, to be on par with the urban areas. Educators should request parents to cooperate with them on academic matters.

5.4 THE RESEARCHER'S FINDINGS

The researcher has discovered that African educators experienced challenges in developing the school curriculum.

This study has revealed that there is a lot of misunderstanding between Black and White educators and Black and White learners. There are still those White learners who do not accept Black educators and learners. Discrimination still exists in multicultural institutions. It will take many years for Blacks, Indians and Whites to understand and accept each other.

Furthermore, the researcher has discovered that multicultural institutions are dominated by White educators and White principals. There are too few Black educators, too few Black principal or Heads of Department (HOD) in multicultural institutions. Some White educators still believe that they own information. Even though multicultural institutions are dominated by White educators, the researcher has discovered that multicultural institutions experience behavioural problems with learners.

Multicultural institutions also experience problems regarding resources. The beliefs that multicultural institutions perform better than public schools are just a perception caused by the *apartheid* legacy. There are some public schools, Black schools, which have outperformed multicultural institutions. Grade 12 results at multicultural institutions and public institutions of 2001, 2002 and 2003 have shown that achievement of grade 12 learners does not depend on whether or not a school is multicultural or public school but on the dedication of educators and learners.

There are some multicultural institutions that have outperformed public schools and there are those public schools that have outperformed multicultural institutions. There is no race, which was the monopoly of intelligence, or one better than another. There are still White learners who perform below average even when they study in their own mother tongue and

there are Black learners who perform above average even though their language of learning and teaching is not their mother tongue.

It was further discovered that many African educators have positive self concept. They do not believe in White leadership. Those who take their children to multicultural institutions do so for the convenience of accessing resources and because some parents live and work in town. South Africans are now living in a democratic dispensation where education is for all. There is a lot of improvement in public schools as compared to the past but parents are not actively involved in schools activities. Parents are, however, actively involved in multicultural institutions.

Learners in town have cleaners and gardeners, unlike schools in rural areas where educators clean classrooms and the principal's office instead of planning lesson or teaching learners. Learners in urban areas have the opportunity to study. The study has discovered that the failure rates in Black institutions are caused by an excessively high enrolment of learners. The study has identified that there are some public schools which have 192 grade 12 learners, while multicultural institutions have 45 or 80 learners.

In summary, it became evident that most of the respondents especially, Black educators, regard multicultural institutions as the most resourceful institutions not knowing that there is also a lack of resources in multicultural institutions. The researcher has also discovered that the achievement of grade 12 learners depends on the dedication of educators and learners not on multicultural or public schools. Both multicultural and public schools experience conflict. Conflict is regarded by both schools as part of life.

5.5 RECOMMENDATIONS

- Ministry of Education should ensure that a reasonable educator-learner ratio is followed in schools.

- The GNU should see to it that fair labour practice is in place by employing all races in public schools. The aim of this is to dispel all false beliefs or negative attitudes.

- The GNU should pay multicultural institutions visits and ascertain what is not working and form policies. They should also come up with activities which will engage learners from different culture to learn more about other cultures.

- The DOE should train educators on how to deal with diversity through workshops and seminars.

- There must be more African Black educators in multicultural institutions. No culture should be superior to the other.

- The GNU should have a policy in place, which states that multicultural institutions should accommodate both learners from urban and rural areas.

- Africans should know that democracy is not about Black or White.

5.6 RECOMMENDATION TO FURTHER STUDY

The researcher recommends that an investigation of challenges experienced by African educators in developing the school curriculum in other South African Provinces be conducted. Further studies would help Africans to balance Western and African culture and would also break the spirit of inequality which exists in multicultural institutions whereby one culture dominates another. No culture or race should be viewed as superior or inferior to the other.

Furthermore, it will ensure that Blacks are employed in multicultural institutions, and that there should be Black principals, deputy principals and HODs in multicultural institutions. It will help both Black educators, learners

and White educators and learners to accept, respect and understand one another. It would also assist the DOE to train educators, through workshop on how to deal with diversity. Further studies will also help African educators teaching at multicultural institutions and those teaching at ordinary public institutions to check if they are confident about their ability to teach and to bring change in their schools.

5.7 CONCLUSION

From the foregoing discussion, it became apparent that both multicultural institutions and public schools experience problems of overcrowded classrooms and a lack of resources. The study also revealed that Black parents are unable to pay the fees at multicultural institutions. It was also highlighted that Black learners need sponsorship so that they can afford to pay the school fees and compete with learners of other culture.

The study has discovered that African educators are highly Westernized and that they are influenced by the democratic Government of South Africa. This GNU believes that people have to change as Government changes, and that in South Africa, education is for all and the policy of *Batho pele* and *Ubuntu* be promoted . There is a lot of improvement in public schools as compared to the past. The success of Blacks depends on the success of Whites and the success of Whites depends on the success of Black.

Everyone learns better in his/her mother tongue. There are dedicated White educators just as there are dedicated Black educators. There are some White learners who perform below average even though they learn all their subjects in their mother tongue, and there are Black learners who perform above average even though English is not their mother tongue.

Schools in all nine Provinces of the Republic of South Africa need Government intervention. The Ministry of Education led by Naledi Pandor should ensure that both parents and schools join hands in making education a reality.

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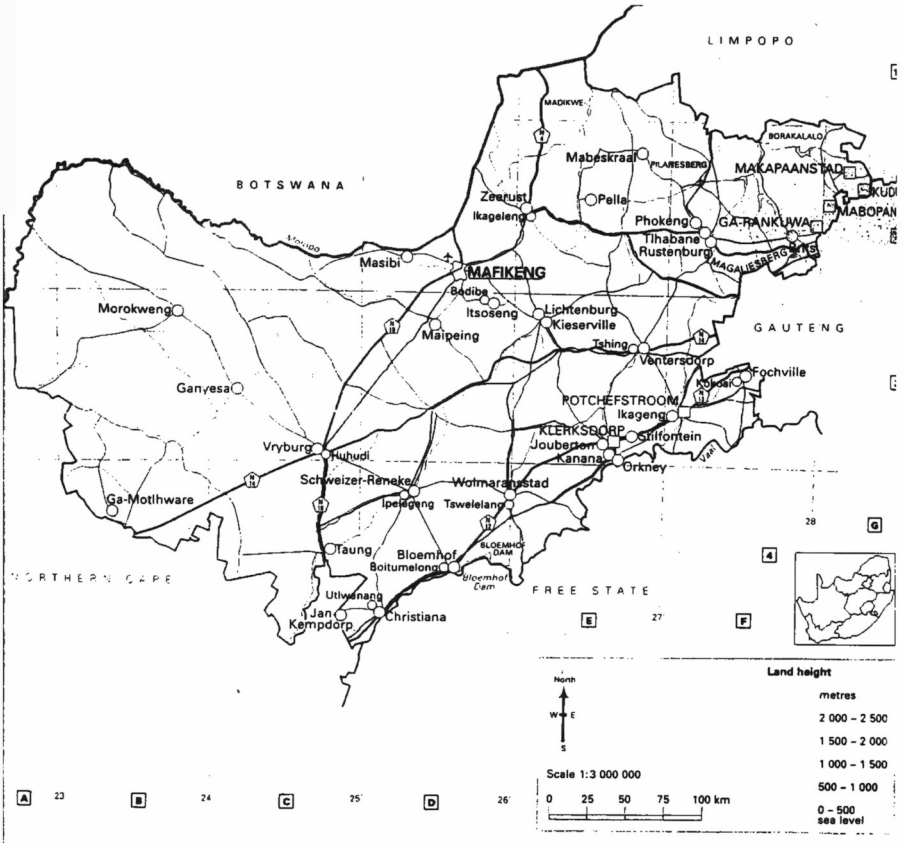
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7.1 APPENDIX A

South Africa's provinces North West



national route
arterial/main road
secondary road
railway
international boundary
provincial boundary
built-up area
river
perennial water
protected area
airport

BOTSWANA neighbouring country
GAUTENG neighbouring province
MAFIKENG provincial capital
Molopo dam/river
PILANESBERG nature reserve
MAGALIESBERG mountain range

Facts about North West	North West	South Africa
Population 1996	3 524 825	40,7 million
Share of national population %	8,3	100
Area in km²	116 320	1 219 090
Level of urbanization %	35,7	53,5
Children under 15 years old %	33,9	34,2
Matric pass rate %	52,1	48,9
Illiteracy: adults over the age of 20 years %	43	38
Earning less than R500 per month %	30,6	26
Living in informal dwellings %	22,1	11,2
Without electricity %	43,9	37
Tap in dwelling %	29,5	41,8
Phone/cell in dwelling %	16,8	38,2
Number of doctors per 10 000 population	1,7	2,9
Motor vehicle theft rate per 100 000 population	102,5	201,6

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7.2 APPENDIX B

Questionnaire for Educators of Public Schools

INSTRUCTIONS:

1. **Use a pen to complete a questionnaire.**
2. **Mark with an X orin an appropriate box of your choice.**
3. **Where space is provided, make a brief explanation.**

SECTION A

PERSONAL INFORMATION

1. **Gender**

   Female ☐

   Male ☐

2. **Age Group**

   25-30 Years ☐

   31-40 Years ☐

   41-50 Years ☐

   51 Years and above ☐

3. **Marital Status**

   Married ☐

   Single ☐

   Widow ☐

   Divorced ☐

4. **Highest Qualification**

   Teacher certificate ☐

   Professional diploma ☐

Bachelor's degree ☐
Undergraduate degree ☐
Postgraduate degree ☐

5. **Teaching experience**

5 – 10 years ☐
10-15 years ☐
16-20 years ☐
21- years and above ☐

6. **Do you reside where the school is located?**

Yes ☐
No ☐

7. **Area in which school is located**

Urban ☐
Rural ☐
Peri-urban ☐

8. **Types of school**

Multicultural institution ☐
Public school ☐
Private school ☐
Community school ☐

9. **To which organization do you belong?**

SADTU ☐
ITUSA ☐
PEU ☐
SAQU ☐

10. Learners' enrolment

100-150 ☐
200-250 ☐
300-500 ☐
600-800 ☐
900 and over ☐

SECTION B

Information about challenges experienced by African educators in developing the school curriculum of the North West Province

1. Would you agree that both multicultural institutions and public schools play a vital role for the future of African, Whites, Indian, and Coloured students?

   Agree ☐
   Disagree ☐

2. The Government should do something about public schools that are not performing well, producing poor grade 12 results.

   Agree ☐
   Disagree ☐

3. It seems as if the standards of public schools have dropped

   Agree ☐
   Disagree ☐

4. Do you have Whites, Indians or Coloured educators in your school?

   Yes ☐
   No ☐

5. If your answer above is "Yes" how many are they?

.....

.....

6. Do White and Black educators accept and respect one another?

Yes ☐

No ☐

If No what is the problem?

.....

.....

7. Learner's achievements depend on their effort, confidence, sacrifice, intelligence and ability

Agree ☐

Disagree ☐

8. There is a relationship between learners' achievement, intelligence, and heredity

Agree ☐

Disagree ☐

9. 90% of African educators, educated people, and Government officials believe that Africans benefit from cultural diversity in public schools

Agree ☐

Disagree ☐

10. African educators and government officials have negative attitudes towards public schools and positive attitudes towards multicultural institutions

Agree ☐

Disagree ☐

11. People's beliefs about race affect learning and teaching and educational policies

Agree ☐

Disagree ☐

12. Beliefs follow the things heard

Agree ☐

Disagree ☐

13. Misconception and false cultural beliefs are the main causes of confusion among African parents

Agree ☐

Disagree ☐

14. Not all beliefs are true. For example, the false belief that multicultural institutions perform better than public schools

Yes ☐

No ☐

15. African educators have taken their children to multicultural institutions because of their attitude and beliefs towards such institutions

Yes ☐

No ☐

16. Black educators are not committed to their work

Yes ☐

No ☐

17. Where there are White educators, learning and teaching go well

Yes ☐

No ☐

Whether you agree or disagree please support your choice above

.....

.....

.....

18. Public schools deny students their intellectual development

Yes ☐

No ☐

19. African educators believe that their children will speak English fluently if they take them to multicultural institution

Yes ☐

No ☐

20. Education is based on Western culture not on African culture

Yes ☐

No ☐

If you said Yes, why?

.....

.....

Also if you said No, why?

.....

.....

21. Inequality in education depends on socio-economic background, status and level of qualification

Agree ☐

Disagree ☐

22. Educators are agents of change

Agree ☐

Disagree ☐

23. The relationship between the educators, principals and learners depends on how one perceives one's rights

Yes ☐

No ☐

24. The Government agency, Government finances has to ensure that schools are desegregated

Yes ☐

No ☐

25. Do you have educators who have enrolled their own children at multicultural institution whereas they are teaching at public school?

Yes ☐

No ☐

If Yes, say what you think about these educators

.....

.....

26. What are the major causes of such attitude and beliefs?

.....

.....

.....

.....

27. Can we determine whether or not parents check and control the homework given by educators?

.....

.....

.....

28. Do you agree that some educators are lazy, not committed to their work, which sets a bad example to learners. If Yes, how?

.....

.....

.....

.....

If No, why?

.....

.....

.....

.....

SECTION C

RECOMMENDATIONS BY EDUCATORS OF PUBLIC SCHOOLS

In your opinion what should the Government do to bring about change in public schools to combat negative attitude and false beliefs which proves detrimental to the future of public schools?

.....

.....

.....

.....

7.3 APPENDIX C:

Questionnaire for Principals of Public Schools

INSTRUCTIONS:

1. **Use a pen to complete a questionnaire.**
2. **Mark with an X or in an appropriate box of your choice.**
3. **Where space is provided, make a brief explanation.**

SECTION A

PERSONAL INFORMATION

1. **Gender**

   Female ☐

   Male ☐

2. Age Group

   24-31 Years ☐

   31-40 Years ☐

   42-50 Years ☐

   51 Years and above ☐

3. **Marital Status**

   Married ☐

   Single ☐

   Widow ☐

   Divorced ☐

. **Highest Qualification**

. **Highest Qualification**

Teacher Certificate ☐

Professional Diploma ☐

Post Graduate Degree ☐

5. **Teaching experience**

3-5 years ☐

5-10 years ☐

11-15 years ☐

16-20 years ☐

21- years and above ☐

6. **Do you reside where the school is located?**

Yes ☐

No ☐

7. **School Location**

Urban ☐

Rural ☐

Peri-urban ☐

8. **Type of school**

Multicultural institution ☐

Public school ☐

Private school ☐

Community school ☐

9. **Learners' enrolment**

100-150 ☐

200-250 ☐

300-500 ☐

700-900 ☐

1000 and over ☐

7.4 APPENDIX D:

Interview Schedule about challenges experienced by African educators in developing the school curriculum of the North West Province

1. Multicultural institutions would like principals, educators and society to strengthen public schools
   Agree ☐
   Disagree ☐

2. By protecting culture, you protect the things that you value, building some strength
   Agree ☐
   Disagree ☐

3. It is so expensive to take a child to multicultural institutions
   Agree ☐
   Disagree ☐

4. The Government agency and Government finances have to ensure that public schools are desegregated
   Agree ☐
   Disagree ☐

5. Learners in public schools should benefit from public education
   Agree ☐
   Disagree ☐

6. African educators at public schools must fight a wise fight, building a better future for students from disadvantaged families in rural areas
   Agree ☐
   Disagree ☐

7. The majority of Black learners are from disadvantaged families

Agree ☐

Disagree ☐

8. Do you see the importance of English in your school?

Yes ☐

No ☐

9. Multicultural learners perform better than public school learners

Yes ☐

No ☐

If No, give reasons in writing

.....

.....

.....

.....

.....

10. Meetings should be conducted in English to influence everyone to speak English fluently.

Agree ☐

Disagree ☐

11. Urban learners have more advantages than rural learners

Agree ☐

Disagree ☐

12. What is happening in the classroom depends on the behaviour of educators in front of learners

Yes ☐

No ☐

13. The progress and achievement of learners depend on their own effort and intelligence not on multicultural institutions or public schools

Agree ☐

Disagree ☐

14. Everyone has the right to take his/her child to the school of his or her choice

Agree ☐

Disagree ☐

15. The problem with African educators at public schools is the lack of communication skills, counselling skills, lack of psychological skills, and the tendency to talk rather than act

Communication skills ☐

Counselling skills ☐

Lack of psychological skills ☐

Tendency to talk rather than act ☐

16. Derationalization will bring changes in public schools

Agree ☐

Disagree ☐

17. Where there are white educators, learning and teaching go well

Agree ☐

Disagree ☐

If you disagree support your statement by giving reason below

.....

.....

18. We need to balance Western culture and African culture

Agree ☐

Disagree ☐

19. Do you have White, Indian, Coloured, European educators at your school?

Yes ☐

No ☐

20. Do you experience any learner - educator conflict in your school?

Yes ☐

No ☐

21. What is the relationship between educators and learners like in your school?

.....

.....

22. How often do you check educators' work during schools hours?

.....

.....

.....

23. How do you feel being a principal in a public school?

.....

.....

.....

24. In your opinion what should Government do to break the barriers in homogenous public school (Recommend).

.....

.....

.....

.....

.....

7.5 APPENDIX E:

Research questions for African Educator of multicultural institutions

INSTRUCTIONS:

1. **Use a pen to complete a questionnaire.**
2. **Mark with an X orin an appropriate box of your choice.**
3. **Where space is provided, make a brief explanation.**

SECTION A

PERSONAL INFORMATION

1. **Gender**

   Female ☐

   Male ☐

2. **Age Group**

   25-30 Years ☐

   31-40 Years ☐

   41-50 Years ☐

   51 Years and above ☐

3. **Highest Qualification**

   Teacher Certificate ☐

   Professional Diploma ☐

   Post Graduate Degree ☐

4. **Teaching experience**

   5-10 years ☐

   11-15 years ☐

   16-20 years ☐

   21- years and above ☐

5. Do you reside where the school is located?

Yes ☐

No ☐

6. School location is in:

An urban area ☐

A rural area ☐

A peri-urban area ☐

7. Type of school

Multicultural institution ☐

Public school ☐

Private school ☐

Community school ☐

8. Learners' enrolment

150-200 ☐

200-300 ☐

300-400 ☐

500-600 ☐

700-900 ☐

1000 and over ☐

SECTION B

INFORMATION ABOUT CHALLENGES EXPERIENCED BY AFRICAN EDUCATORS IN DEVELOPING THE SCHOOL CURRICULUM OF THE NORTH WEST PROVINCE

1. Do you agree that cultural diversity brings about change, development, and sharing of knowledge among African learners and African educators ?

   Strongly agree ☐
   Agree ☐
   Disagree ☐

2. Do you agree with the new democratic government system of education which is against those who identify people according to colour, race, beliefs, and religion?

   Strongly agree ☐
   Agree ☐
   Disagree ☐

3. What influences African educators to take their children to multicultural institution ?

   .....

4. Do Black educators qualify academically to teach in multicultural institutions, in high schools?

   Yes ☐
   No ☐

5. Are you happy with the situation at your multicultural institution where Black learners are in the minority among majority of other cultures?

   Yes ☐
   No ☐

If Yes or No give reason

.....

.....

.....

.....

6. What is your opinion with regard to teaching in a multicultural institution than in a public school. Please state your point of view on the above statement

.....

.....

.....

.....

7. According to researchers and psychologists, White educators and White learners perform better than Blacks. Is that true?

True ☐

False ☐

Please give reasons for your response

.....

.....

.....

8. When you are in class teaching Black and White learners, is there a difference in the manner in which they express themselves in English?

.....

.....

.....

9. What kind of teaching method does your school apply to learners from diverse cultures with different socio-economic backgrounds, status, belief and religions?

.....

.....

10. How often do you check learners' work during school hours?

.....

11. What type of problems does your school experience?

.....

12. What is the educator –learner ratio in your school?

.....

SECTION C

RECOMMENDATION BY AFRICAN / EDUCATORS OF MULTICULTURAL INSTITUTIONS

1. In your opinion what should be done to balance multicultural institutions and public schools?

   .....

   .....

   .....

2. What must be the end result of learners and educators who refuse to accept educators and learners from diverse cultures?

   .....

3. Suppose you were asked to make structural changes at a multicultural institution, what would you like to change?

   .....

   .....

   .....

THANK YOU FOR YOUR CO-OPERATION

7.6 APPENDIX F

EDUCATORS OF PUBLIC SCHOOL

The intention of this interview is to gather information about the challenges experienced by African educators in developing the school curriculum of the North West Province.

The respondents are expected to show their responses by way of a (Tick)	Yes	No
Do you experience parents' educators' conflict in your school?		
Do you experience educators' learners' conflict?		
If yes, How do you resolve their conflict?		
(d) How is your relationship with parents? (i) Good (ii) Bad		
(e) Do you see the importance of having Head of Department (HOD) in your school?		
(f) African educators' attitude and beliefs towards public schools are influenced by the ethnic, behaviour of educators in front of learners		
(h) Have you taken your child to a multicultural institution?		
(i) Educators are agents of change		
(j) English is a problem. Students always think of sentence construction, but they are not forced to master English		
(k) Do you need parental support?		

7.7 APPENDIX G

PRINCIPALS OF PUBLIC SCHOOL

The intention of this interview is to gather information about the challenges experienced by African educators in developing the school curriculum of the North West Province.

(i) The respondents are expected to show their responses by way of a tick	Yes	No
(a) Do you conduct meetings in English in your school?		
(b) Do you see the importance of English?		
(c) Do you experience conflict in your school?		
(d) Does the Head of Department (HOD) support you professionally?		
(e) If not, what should the Government do to bring changes in order to support you?		
(f) Do you have White, Indian, learners in your school?		
(g) Do you have White, Indian, Coloured educators in your school?		

7.8 APPENDIX H

PRINCIPALS OF MULTICULTURAL INSTITUTIONS

The intention of this interview is to gather information about the challenges experienced by African educators in developing the school curriculum of the North West Province.

1. The respondents are expected to show their responses by way of a tick	Yes	No
(a) Do you experience conflict in your school?		
(b) If yes, are you satisfied with the way you resolve conflict?		
(c) Language is a problem learners always think of sentence construction, but are not forced to master English?		
(d) Do you see the importance of Afrikaans and English in School?		
(e) Educators as parents want their children to succeed		

7.9 APPENDIX I

EDUCATORS OF MULTICULTURAL INSTITUTIONS

The intention of this interview is to gather information about the challenges experienced by African educators in developing the school curriculum of the North West Province.

1.The respondents are expected to show their responses by way of a tick	Yes	No
(a) Is it true that students in multicultural institutions come from different cultural backgrounds; different socio-economic backgrounds, and have different beliefs and behaviours?		
(b) Their behaviour change because of the influence of those around them		
(c) Does the behaviour of educators have a great influence on learners, and can it destroy or build learners?		
(d) Educators are unique in terms of physical appearance and their unique capacity to observe things		
(e) Multicultural institution encourages the sharing of knowledge and discourages people from doing things cheaply, and break the barriers of racial segregation		
(f) The introduction, the new education system has helped Blacks, Indians, Whites, Coloureds harmoniously		
(g) Do you see the importance of cultural diversity?		
(h) The democratic system of education has brought many changes in our schools		
(i) Educators as parents want to see their children succeed		

7.10 APENDIX J

YUNIBESITI YA BOKONE-BOPHIRIMA
NORTH WEST UNIVERSITY
NOORDWES UNIVERSITEIT

Faculty of Education

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018 389 2500
Fax: 018 389 2038

TEACHING AND CURRICULUM

Area Project Officer
The Department of Education
North West Province
MAFIKENG

Dear Sir/Madam

Kindly allow Ms C Ratlebjane (Student Number: 10086099) to conduct research on "Challenges experienced by African Educators regarding the school curriculum of the North West Province". Ms C Ratlebjane is a student under my supervision. Please allow her to visit schools and other educational centers that can provide the necessary information for this study as from the 04th April 2005 – 12 April 2005.

.....

Dr MW Lumadi
Supervisor

Office G17/G7 BASE BUILDING
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MAFIKENG AREA PROJECT OFFICE

Enq : Kokong N.M

TO WHON IT MAY CONCERN

SUBJECT : PERMISSION TO CONDUCT RESEARCH IN THE MAFIKENG AREA PROJECT OFFICE

Kindly be informed that permission is granted to conduct the above-mentioned research on **"Challenges experienced by African Educators, regarding the School Curriculum of the North West Province".**

Wish you all the luck.

.....

N.M KOKONG
MAFIKENG APO LEADER

DEPARTMENT OF EDUCATION
MAFIKENG A.P.O
0 4 APR 2005
Private Bag X2047
Mmabatho
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7.12 APPENDIX L

FACULTY OF EDUCATION

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REQUEST FOR PERMISSION TO CONDUCT RESEARCH FOR M ED: IN CURRICULUM STUDIES

I wish to confirm that Ratlebyana Christinah Mamashaba is currently registered for M ED in the Department of Teaching and Curriculum, North West University, Mafikeng Campus.

Mamashaba needs to collect data for her research studies from various schools in Mafikeng district. I therefore request that she be given the necessary assistance in this regard.

Thank you in anticipation of your cooperation and assistance.

Yours faithfully

Dr M W LUMADI,
Head of Department

THE HEAD
DEPARTMENT OF
TEACHING & CURRICULUM
UNIVERSITY OF NORTH WEST

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