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**IMPLEMENTATION OF MULTICULTURAL EDUCATION BY HIGH SCHOOL
TEACHERS IN MULTICULTURAL CLASSROOMS IN SELECTED SCHOOLS-
EASTERN CAPE PROVINCE, SOUTH AFRICA**

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SCHOOL OF FURTHER AND CONTINUING EDUCATION,

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PROMOTER: DR. S. K. LUGGYA

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DEDICATION

I dedicate this research to my late father, Rev Mr Terrence Mahlakaniphana Bandile, Matshikiza and to my mother who is still alive; Rev. Mrs Harriet Nobonke Matshikiza.

Thank you for the values you have instilled in me!!!

To my four children Sive, Siya, Sibabalo and Sihle for your love, patience, understanding support and inspiration “thank you bantwana bam”.

DECLARATION

I, **Siphokazi Matshikiza**, (Student Number 201214280) hereby declare that, to the best of my knowledge and belief, this thesis entitled “***The Implementation of Multicultural Education by High school Teachers in multicultural classrooms in Chris Hani West Education District Eastern Cape, South Africa***” is my original work. The research was approved by the University of Fort Hare Research Ethics Committee (Certificate No: TON011SMAT01). It has not been submitted to any other institution of higher learning for the award of any other degree nor qualification. Where information from the published or unpublished work of other scholars were used towards the production of this work and all the references contained herein have been duly credited.

I also declare that I am fully aware of the University of Fort Hare’s policy on plagiarism, therefore precautionary steps to comply with the regulation have been taken.

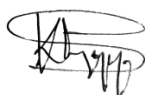
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ABSTRACT

This study deals with the implementation of Multicultural Education by High School Teachers (HST) in multicultural classrooms in selected high schools in Chris Hani West District of Education, Eastern Cape Province, South Africa. The purpose of the study was to explore the implementation of ME by HST in multicultural classrooms. The study was located in an interpretivist paradigm, which enabled the researcher to obtain data directly from the subjects themselves, by sitting with the participants and hearing their views, voices, perceptions, opinions, interpretations and expectations with regard to the implementation of Multicultural Education (ME) in High Schools. Case study research design was adopted in the study in order to get in-depth information about what is happening in schools. Purposive sampling strategy was used by the researcher to select individuals who could offer an authentic account of the phenomenon under study. The researcher collected data, which were qualitative in nature utilising basic semi- structured face- to- face interviews, focus groups, classroom observations and document analysis. The data were collected and analysed inductively for the themes and patterns to be derived.

The study revealed that ME approach is being implemented by some of the teachers in the selected schools however, there were challenges encountered. According to the findings of the study, it was revealed that teachers did not receive training from the Department of Education on how to implement ME approach at the schools. It was also found that teachers were empowered only with different types of prescribed textbooks and the guidelines on the course content in their learning. The study recommends that ME should be part of the curriculum for in-service teacher training. The school policy framework should enforce and regulate the practice of ME by the HST. In this regard, teachers need to be well equipped to be able to implement ME effectively. Therefore, the classroom strategies and interventions need to be created to provide equal learning opportunities for all diverse learners from different backgrounds with different learning needs in the multicultural classrooms. However, the Department of Education should organise workshops and seminars for the teachers to be able to implement ME effectively in the classrooms.

Furthermore, the Department should ensure that the content of the books that the publishers select for the learners do incorporate ME throughout the topics and themes of the books. Adequate resources should be provided for both learners and teachers for the successful implementation of ME. Parents should be involved for new developments and curriculum transformation in the school level as vital stakeholders. This should encourage the ownership of the education process by everybody involved to yield positive outcome. Language policy on the curriculum should be revisited for all the learning areas except the learners' mother tongue. This could make the learners understand the content of their relevant learning areas easily. Therefore, teachers need to shift from old approach to the new approach to meet and be able to address the needs of the learners effectively. Support and monitoring should be rendered by the Department of Education for the successful implementation of ME.

Keywords: Culture, Diversity, equality Ethnic background, gender Multilingualism, New Framework, learners, South African, White Paper.

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Kuwe Ngcwele yengcwele ndithi ENKOSI

*Ndlovu, Mntungwa, Malunga, Mancoba, Gengesi, Ndlovuzidlekhaya ngenxa
yokuswela abelusi*

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ACRONYMS

AMEP	Adult Migrant Education Program
CAPS	Curriculum Assessment Policy Statement
CHWED	Chris Hani West Education District
DoE	Department of Education
FET	Further Education and Training
GCSE	General Certificate of Secondary Education
GET	General Education and Training
HST	High School Teachers
IQMS	Integrated Quality Management Systems
LOAS	Learning Outcome Assessment Standards
MC	Multicultural Classrooms
ME	Multicultural Education
NCS	National Curriculum Statement
NEPD	National Education Policy Documents
NNSSF	National Norms and Standards for School Funding
PQPP	Postgraduates Qualification Policies and Procedures
QFS	Quintile Funding System
RNCS	Revised National Curriculum Statement
RSA	Republic of South Africa
SAC	South African Constitution
SAHRC	South African Human Rights Commission
SASA	South African Schools Act
UFH	University of Fort Hare
USA	United States of America

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Background of the Study

The post-1994 South Africa saw a fundamental reconstruction of the national education system which necessitated a shift from the old educational policies and practices to equity pedagogy. This reconstruction culminated in the desegregation of schools and an exodus of learners from the previously black and disadvantaged schools, to former urban model C schools (Vally & Dalamba, 1999). These model C schools were partially administered, and funded by parents and the governing body. Most model C schools continue to offer exceptional facilities and high academic standards, which explain the learner exodus since the early 1990s. Access barriers to some private schools were removed in the post-1994 democratic dispensation. Chisholm and Wetzel (2001:293-317), state that desegregation in education does not, in itself, lead to quality education or the elimination of racial barriers in education.

The desegregation called for curriculum content and approaches that reflect cultural diversity and inclusivity, hence the birth of Multicultural Education (ME). The ME approach is defined as the global component that seeks to create equal educational opportunities for learners from diverse racial, ethnic, social-class, and cultural groups. It was created to provide educators with a platform for working with such diverse school populations and achieving justice within societies marked by inequalities based on language, gender, socioeconomic status, or religion (Banks, 2008). Multicultural Education is also designed to reform the school and other educational institutions (Parekh, 1986; Nieto, 2009; Banks, 2013a).

Extensive research in the United States, Nigeria, Zimbabwe and South Africa highlights the need for the implementation of the ME approach (Walt *et al.*, 2008; Albers, Hoffman & Lundahl, 2009; Carothers & Hucks, 2014). Despite the adoption of assimilation, a traditional approach involving learners adapting to the existing

character of the school (Meier & Hartell, 2009), debates about multiculturalism in schools still exist (Fante, 2000). Du Toit (1995:212-213) explains that the opening of access to all races in particular schools does not automatically ensure mutual understanding and acceptance between educators and learners and amongst learners themselves. Desegregation of schools without considering teachers as facilitators of the public policies heightens tension and prejudices (Du Toit, 1995:212-213).

The opening up of access to all schools resulted in cultural diversity, as schools had to address the learning needs of a diverse population of learners. Hofmeyr, (2000) observes that the change in the racial and socio-economic composition of learners in former white, Indian, and 'coloured' schools, raises concerns about the capacity of schools to cope with multi-cultural and multi-lingual classes. It is therefore still important to examine the implementation of ME in multicultural schools in a bid to create equal educational opportunities for learners from diverse racial, ethnic, social-class and cultural groups (Banks, 2001a; 2008). Experiences, positive or negative, related to integration among diverse learners within one common environment were explored from teachers' experiences and their capacity to deal with diverse learners.

Despite government policies (e.g. SA Constitution, South African Schools Act, 1996), CAPS – a curriculum which promotes inclusivity and accommodation of diverse cultures in schools, ME has not yet taken root in SA schools. This is because, from time to time, there are reports of racial tensions and clashes of cultures in schools, indicating that the implementation of ME in schools is not yet effective and thus still has some problems.

Teachers are to some extent trained in ME, however, the regular occurrence of racial tensions and clashes of different cultures seems to suggest that the implementation of ME has challenges. There seems to be a mismatch between the theoretical training in ME and the implementation itself. The study, therefore, sought to find out how ME is implemented by High School Teachers (HSTs) in Chris Hani West Education District.

1.2. Problem Statement

Despite government policies and a school Curriculum Assessment Policy Statement which promote inclusivity and respect for diverse cultures, and training, the implementation of ME in classrooms is yet to be effective. Racial tensions in South African schools are still witnessed daily. Learners with special education needs are not adequately attended to in mainstream schools.

Most South African classrooms in public schools comprise of learners from a variety of cultural, racial, religious and socio-economic backgrounds, who speak different home languages and have special educational needs. Meier and Hartell, (2009) note that the increasing cultural diversity in educational institutions necessitates improved abilities in teaching and managing diverse learners. Desegregation of schools without considering teachers as facilitators of the public policies heightens tension and prejudices (Du Toit, 1995:212-213). Gay, (1992) confirms that there is a gap between theory and practice in ME and it is caused by theory development having outpaced development in practice. Teachers are expected to implement effectively all the designed policies and curriculum transformation without considering their potential. Mickelson and Nkomo, (2012), note teachers' varying challenges with multicultural teaching and their diverse perspectives regarding the integration of policies and practices.

Robinson, (2003) sees educators dealing with classroom diversity for which they may not have been professionally prepared. Most South African teachers received training within a mono-cultural context, and therefore, are not adequately prepared for implementing ME (Le Roux, 2000:19-29). Regardless of the context in which teachers are trained, most find themselves in situations where they need to mediate learning in ways that are contrary to their training or teach in environments that are not similar to those they were trained on and as a result of that, the implementation of ME in classrooms has not been effective. The current study, therefore, sought to find out how ME is implemented by HST in Chris Hani West Education District, Eastern Cape Province, South Africa.

1.3 Research Questions

1.3.1 Main research question

- **How is Multicultural Education being implemented by High School Teachers in multicultural classrooms in Chris Hani West Education District?**

The question is phrased to establish the perspectives of HST with regard to the implementation of ME.

1.3.2 Sub-Research Questions

In this study, the researcher sought to answer the following sub-research questions that address the main question.

- a) How is ME approach mediated by HST in a multicultural classroom in the Chris Hani West Education District?
- b) What does HST perceive as challenges in the implementation of ME?
- c) How do learners perceive the implementation of ME approach in multicultural classrooms?
- d) What are the required strategies to empower HST for enhanced implementation of ME in multicultural classrooms in Chris Hani West Education District?

1.4. Objectives

The objectives of this study were to:

- Interrogate the implementation of the ME by HST in multicultural classrooms.
- Explore HST challenges with regard to ME implementation.
- Establish learners' views concerning ME implementation in multicultural classrooms.
- Suggest models for implementing ME approach in multicultural classrooms.

1.5. The purpose of the study

Meier and Hartel, (2009) note that ME accommodates the array of races, languages, traditions, belief systems and attitudes characterising classrooms in South Africa today. Therefore, HST should enhance cross-cultural understanding among children and intercultural learning in schools. Although teachers received training in monoculture context, this kind of education transformation calls for curriculum content that reflects cultural diversity and inclusivity. Therefore, as stated above that multicultural classroom calls for ME content, the main purpose of this study is to explore the implementation of ME by HST in multicultural classrooms. This is stipulated by the Department of Education (DoE, 2006) by prescribing policies that require teachers' knowledge, attitudes, skills and values for the realisation of set goals. Furthermore, the Department of Education DoE, (2006) and the South African Schools Act (RSA, 1996) promote integration across cultural backgrounds through the curriculum. In exploring the teachers' perspectives, the focus was placed on:

- How ME has been implemented and how, according to teachers, its implementation has differed from that of monoculture education.
- The challenges if any, encountered in the implementation of ME by HST in secondary schools, in the CHWED, ECP, SA.
- The required interventions that the policy planners can use to create conditions that enable high school teachers to implement ME in multicultural classrooms effectively.

1.6 Significance of the study

The ME approach is perceived as an essential component of the education system. The researcher seeks to ascertain if the prescribed South African curriculum (DoE, 2006) meant to foster and embrace diversity is being implemented effectively, for teachers and learners' benefit. The study has the potential to help in understanding teachers' practices regarding ME implementation and providing a platform upon which teacher education and teacher professional development can enhance teachers' implementation of ME. The study may also help to empower HST, school administrators and school policy-makers to design programmes to facilitate cross-cultural understanding among learners. Lastly, it may enable teachers to inculcate in

learners the appreciation of diversity.

1.7 Delimitation of the study

The study was limited to HST as the main participants and learners in the Chris Hani West Education District, Eastern Cape of South Africa. Two urban High Schools with diverse cultural profiles of learners were used as it is within such a context that ME can be investigated. The schools embodied a racially and culturally diverse learners and teacher population to ensure representation of diverse cultural groups.

1.8. Definition of terms

In the context of this study, the following terms and expressions were used;

1.8.1 Multiculturalism

Multiculturalism is the state of cultural diversity in a society, and an ideology aimed at legitimising ethnic diversity in the general structure of society, as well as a public policy designed to create national unity in ethnic diversity (Kallen, 2004; Phatlane, 2007). Multiculturalism argues that diversity is a positive force for a society's nationhood. It embodies cultural diversity and includes indigenous people, "racial" or ethnic groups, "forced" and "voluntary" immigrants, within the same community, society, or country (Bhugra and Becker, 2005:18-25; Hugo, 2005:1-52; Anastasiou, Kauffman, & Di Nuovo, 2015:1-10). In this study, multiculturalism is used to acknowledge diversity amongst learners of different racial and cultural backgrounds. The term includes acknowledgement of differences that make up societies, similarities that exist amongst cultures, and how they contribute to the social fabric of society.

1.8.2 Multicultural Education

Multicultural Education (ME) is an approach to teaching and learning that is based on democratic values and beliefs, and that affirms cultural pluralism within culturally diverse societies in an interdependent world (Bennett, 2003). Additionally, ME sets

out to create equal educational opportunities for learners from diverse racial, ethnic, social-class and cultural groups by acknowledging difference (Banks, 2001a; Banks, 2013b). As a transformative approach in education, ME lays a foundation for a changed society. Therefore, ME will be used to ascertain if equal opportunities are created for learners of all cultural diversity in education.

1.8.3 Social Justice

Social justice is a concept used to describe the movement towards a socially just world (Kaur; 2012) where human rights are manifested in the everyday lives of people at every level. Social justice promotes the realization of a world where all members of society, regardless of their background or other characteristics, have basic human rights and equal access to the benefits of their society (Hemphill, 2015). For this study, social justice captures the essence of what it means to teach considering the diversity amongst learners.

1.8.4 Segregation

Under apartheid, South African residential areas were segregated according to racial lines (Group Areas Act, 1948). Like other forms of discrimination, education discrimination is based on ethnicity, nationality, age, sex, race, economic, disability, and religion. Segregation and discrimination are both systematically and brutally enforced apartheid laws. Discrimination involves putting group members or individuals at a disadvantage or treating them unfairly because of their group membership, mainly based on skin colour.

1.8.5 Desegregation

Desegregation is defined as a mechanical process that involves establishing the physical proximity of members of different groups in the same school without interrogating the quality of the contact (Zafar, 1998; Jansen, 2004; Vandeyar & Killen, 2006). According to National Education Policy Documents (NEPD) such as South African Schools Act (SASA) (RSA, 1996) and White Paper on Education and

Training (DoE, 2006; 2008), desegregation is accommodating “the influx of learners” from other racial groups and cultures. In addition, desegregation is the commitment to affirming differences in race, age, gender, ethnicity, economic status, disability, religion, traditions, belief systems, attitudes and social class.

1.8.6 Diversity

The National Department of Education (DoE) in South Africa describes diversity as including differences in race, class, gender, religion, culture, physical and mental ability, talents, sexual orientations, lifestyles, family norms, and languages (DoE, 2008). Grove, (2014a) notes that the meaning of diversity depends on the issues being addressed. This term describes the rainbow nation of South Africa characterized by multiculturalism and integration.

1.8.7 Implementation

Implementation denotes the actions by the public, individuals or groups focussed on the achievement of the objectives outlined in policy decisions (Yaro; Arshad & Salleh, 2016). For this study, implementation refers to how ME programmes in processes of teaching and learning are included in all social reforms within the education system.

1.8.8 Teachers/ Educators

The word “teachers” is used in the National Curriculum Statement (NCS) to refer to those who teach in schools (DoE, 2008). This study used the definition of “educator”, as used in the Schools Act (RSA, 1996). Both terms were used interchangeably in this study as they denote the same meaning.

1.8.9 Prejudice and stereotype

Prejudice is defined as an attitude, opinion or feeling formed without adequate prior knowledge, thought, or reason (Lee, Menkart and Okazawa-Rey, 1998). It is a

feeling towards a person based on their affiliation with a group whereas stereotype is a belief about a certain group of people. Lun (in Baruth and Manning, 2016) defines stereotype as “the prejudicial attitude of a person or group that superimposes on a total race, sex, or religion, a generalization about behavior characteristics.” Stereotypes are harmful and foster prejudice and discrimination. Prejudice and stereotypes are preconceived notions that work together to create and maintain social inequality (Bernard and Kite, 2010; Vincent and Demoulin, 2010). Both concepts explain the ways that people judge without having sufficient knowledge.

1.9 Chapter outline of the study

The chapter outline was as follows:

Chapter One

This chapter included the introduction and background to the study. The research question, rationale for the study, aims and objectives, significance of the study, as well as the delimitation was discussed in this chapter.

Chapter Two

This chapter focused on the theoretical lens of the study and the review of relevant literature. The theories included Laszlo's General systems theory and Critical Theory. The link between the two theories was discussed.

Chapter Three

The chapter focused on the research strategy, the research design, the paradigm, the data generation process and methodologies, data analysis procedure and ethical considerations made in the study.

Chapter Four

This chapter presented and analysed the data.

Chapter Five:

This chapter focused on discussing the findings from chapter four.

Chapter Six

In this chapter, summary, conclusions and recommendations were made.

1.10. Summary

This Chapter outlined the background to the study which highlighted how Multicultural Education came into being in South African education. The reconstruction of the national education system led to a shift from old education policies and practices in order to fight segregation in schools. The background of this research further discussed the ME approach and how the barriers in apartheid were removed to create equal education. There are challenges however, regarding the implementation of ME in schools where teachers are expected to teach and enforce ME without any training from the Department. The statement of the problem that situates the justification on the need to carry out the research study was furnished. The main research question was stated followed by sub-research questions. The purpose of the study was given, explaining the reason behind carrying out the study. The Chapter further explained the definition of terms which are the key terms to be used in the study. In conclusion, the above assisted in navigating the research focus in an effort to answer the outlined research questions. In the next chapter review of relevant literature to the study is given in order to lay a firm foundation on which the rest of the study was built.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

The chapter is divided into two sections, the first section discusses the theoretical framework for the study and the second section discusses comprehensively the relevant literature on key aspects of the study. This study adopted two theories, Laszlo's General systems theory, which was propounded in 1972, and the Critical Pedagogy Theory, which was first published on 8 March 2005 (Horkheimer, 1972:246).

2.2 Research Theories relevant to the Study

2.2.1 General systems theory

Laszlo, (1972) defined systems theory as the transdisciplinary study of the abstract, organization of phenomena, independent of their substance, type, spatial or temporal scale of existence. It investigates both the principles common to all complex entities and models, which can be used to describe them. The theory is relevant because its framework allows one to investigate and describe any group of objects that work together to produce some result (Whitchurch & Constantine, 2009). Additionally, it is relevant to the areas of prevalent enquiry such as structural functionality and society. Aspects of this theory such as its interdisciplinary nature align with the investigation of complex systems like schools and their policies. Moreover, the general systems theory deals with the organised complexity of self-control and application of modern science, which is the main problem in the modern education system.

The theory was advanced in the 1940s by the biologist von Bertalanffy, (1950) and more additional ideas by Ashby, (1964). The theory was a reaction to reductionist and it emphasized the need to unify science (Greene, 2017). The main premise of the theory is actual systems are open, co-operate with their settings and furthermore

they can obtain qualitative novel properties by emergence whose outcome will be a continuous change. The system theory emphasizes on the arrangement of and relations between the parts which connect them into a whole (Hammond, 2010). This specific organization influences a system, which is autonomous of the concrete substance of the elements. Thus, the similar concepts and values of organization underpin the various disciplines and provide the foundation for their unity. Von Bertalanffy (1950) realised the need to have a theory, which, guides numerous academic fields since he recognized apparent similarity among them.

Von Bertalanffy's idea was that if numerous academic fields emphasized their research and theory development efforts, they would be able to recognize laws and values, which would apply to numerous systems (Skyttner, 2005). This would enable scholars and scientists to derive logic from the system characteristics, which include wholeness, differentiation, arrangements, progression and others. With an overriding concept, scholars would communicate their results among themselves and create their principles upon each other's theories (Hanson, 2014). However, it is important to note that the development of systems was diversified and include different theory. This study focused on the systems theory as advanced by Laszlo Ervin. In this regard, the systems theory promotes the idea that unity and knowledge is obtained through the investigation of the natural world.

Laszlo similarly advanced the idea as argued by von Bertalanffy (1950). Laszlo explained the arrangement of the theory as follows;

- The structure of science should be envisaged as created on a horizontal dual dimensional plane and rising above it in the third dimension (Luhmann, Baecker & Gilgen, 2013).
- The basis for the two-dimensional foundation is nature as it is forwarded to science in observation and experiment.
- The organization rising above it is the body of concepts, principles, theories and laws evolved in a specific science.

In connection with this three-dimensional structure, he proposes a system language that allows the linkage between scientific disciplines now separated by specialized concepts and terms (Whitchurch & Contastine, 2009). The emphasis on the natural philosophy of the contemporary system ideas encompasses a contrast with the conventional atomistic, analytical view and the more holistic and synthetic view.

Laszlo asserted that each system has a precise structure that consists of precise substantiated relationships among its parts, and manifests irreducible features of its own. He further asserts that whereas they exist, each system has a precise structure made up of precise substantiated relationships among its parts and consists of irreducible features of its own (Luhmann, 2012). From a particular perspective, a system consists of subsystems; however, the systems perceive the system as united parts of their subsidiary components and contrary to be the mechanistic aggregate of parts in isolable causal relations (Zenko, Rosi, Mulej, Mlakar & Mulej, 2013). Laszlo perspective is the modern perspective of arranged complexity, which openly rejects the Newtonian perspective of organized simplicity and two steps beyond the classical world perspective of imaginatively envisaged complexity.

The initial scientific approach was universal, though based on imaginative principles, the contemporary scientist temper is determined by empiricism, but is atomistic. Both approaches consist of weakness and errors, the initial which is holistic has error since it reduced factual inquiry with faith and insight and the empirical one since it replaces coherence for facticity (Luhmann, 2018). Lazlo further argues that what is being witnessed currently is a change in the manner of thinking; it is a transformation to complex but universal theories.

Systems at each level of integration function as a whole, in relation to their parts and parts with respect to a higher level. One of the features of systems is self-organization; it is a basic property of systems, in spite of their materials and origin (Smith-Acuna, 2010). Contrary to atomism and behaviourism, the system perspective of man associated him with the universe where he lives, for he is

perceived as Laszlo offers the four features of the general system theory (Arnold, 2013). Ordered wholeness alludes to the features of the system contrary to the individual components. Because wholeness is an outcome of the evolving interaction of component elements, they become something other than the simple sum of their parts and their behaviour cannot be predicted since the apparent behaviour of the separated parts. Self-stabilization system obtains an evolving balance between its internal, fixed constraints and the external, environmental forces which tend to disturb its stable configuration (Greene, 2011). When systems change the flow of disturbances from the environment, they are behaving in a constant manner. The self-organizing system presents a more striking and more sophisticated example of adapting to the environment than the self-stabilizing system.

A self-organizing system can reorganize its internal features contrary to merely changing the flow of disturbances from the environment, self-organization results in new steady states which are more resistant to obstacles than previous states (Bernard, Paoline & Pare, 2005). Self-stabilizing systems survive in an environment in which the disturbances are within the range of corrective action, self-organizing systems evolve into more complex and more resilient systems (Porvazník & Ljudvigová, 2016). The fourth feature is hierarchy results when the system which functions as wholes on one level function as parts on a higher level, thus becoming systems of the higher-level system.

General systems theory emphasizes on reorienting thoughts and perspective which results in the introduction of a system as a novel and possibly useful scientific paradigm (Appignanesi, 2017). It intends to conceptualize the interdependence and interconnections of theories formulated within numerous fields of inquiry.

Laszlo builds upon the ideas of Von Bertalanfy who emphasized on the enquiry of social systems through the concrete understanding of sociology as a scientific approach. Banathy also engages Bertalanffy's perspective by focusing on the significance of change as a fundamental axis of progress, especially in the branch of

education (Bridgen, 2017). Laszlo shares similar ideas with Bertalanffy and Banathy. However, he moved from the concrete to the abstract, from the essential nature of system organization to the reality of chaos, from the visible to invisible. Laszlo thus argues that system evolves individually, intrinsically and extrinsically (Stichweh, 2012). The manner in which they increase and mature relates to their role in higher systems. Laszlo thus argues that change is inevitable and should be anticipated. Hence one could argue that the single obstacle to the possibility of evolution, especially those of social systems, is the inability of the system's components to accept and comply with change (Anderson, 2016).

Applied to ME, one could view the education system as and basically a living system and that without people it cannot exist. As a living system, it continuously interacted with its social context. Within education, social system alludes to the internal association and process of education analysed as a rational unit which is different from other aspects of society (Jakuline, 2017). However, one cannot isolate education from its environment hence Laszlo's theory will be suitable for this research in order to integrate the application of ME in multicultural schools. Those involved in education are also the ones who bear with them the symbols and orientations that view them as members belonging to numerous sections of society (Katina, 2017). Therefore, education is an imperative subsystem of a social system. It consists of a well-organized structure and sets of roles which influence other social systems. Furthermore, it has an important influence on society, which possesses it. However, ME as a topical subject has several questions which need to be answered and the most significant guiding principle of systems inquiry is that of giving prominence to synthesis, not only as of the culminating activity of the inquiry (following analysis) but also as a point of departure. This approach of "how do we know the applicability of this framework" contrasts with the epistemology of traditional science that is almost exclusively analytical (Bateson, 1972).

In this context, ME as an approach cannot be viewed in isolation of its education system, as it seeks to ensure that the outcome of the education system that is teaching and learning does reflect the diverse nature of society. Nonetheless, ME is influenced by the whole education system which is a subsystem of the whole society.

It is an outcome evolving dynamic power relationship within the society starting from the marginalization, deprivation of the minority and low-income groups. Therefore, ME represents the need for transformation and progressive integration of knowledge as well as the socialization of individuals. Hence, the image set by Lazlo's theory becomes the basis that initiates the strategy of transformation and progressive integration of knowledge by design (Banathy, 1992). As a social-sub system of the whole society, the education system should be responsible for ensuring positive changes in other social systems. As such, the values and principles of ME represent such an obligation to ensure that education as a system does recognize the different cultures, groups, social class, gender, ethnic individuals within the society.

One of the features of the education system is moulding the society, towards the desired direction. It also seeks to cultivate the respect for social norms as well as values, knowledge, attitude and understanding in an individual to be an accountable and effective member of the society.

2.2.2 Critical Pedagogy

Critical pedagogy draws upon experiences of learners through their cultural, linguistic, familial, academic, artistic and other forms of knowledge. It also takes learners beyond their own experiences and enables them to understand perspectives with which they disagree, as well as to think critically about multiple viewpoints, leading to praxis (Freire, 2000). Paul, (1990) observed that Critical Pedagogy focuses more on institutional settings and relations between individuals. The primary preoccupation of Critical Pedagogy deals with social injustice and; how to transform inequitable, undemocratic, or oppressive institutions, and social relations. Furthermore, the critical systems theory provides critical and social awareness and recognises organisational and social pressures that lead to the popularisation of certain systems theory and methodologies (Giroux, 2018). McLaren, (2015) attests that, Critical pedagogy aims at self-sufficiency, and "a self-sufficient person is a liberated person, free from the unwanted and undesirable control of unjustified beliefs." For this study, critical theory framework is used to offer the conceptual space for a curriculum that encourages the value of diverse practices

in classrooms and schools.

Critical pedagogy emphasizes on transforming the education system focusing on the activities within the classroom, particularly the role of the teachers (Simmons, 2013). This includes instructions and practices. It is argued that it is fundamental to incorporate teachers and learners into a mutual construction of knowledge existing in a dialogic pedagogy. The ideal situation is to create different possibilities for teachers in a manner that will assist them to reflect on their professional development (Breuing, 2011). The central idea of critical pedagogy is viewing the current education system with particular possibilities of transformation.

The classroom reflects the overall society which includes the diverse power relationship between the different groups. The power relationship might include power, discrimination and racism. Therefore, the classroom is an extension and reflection of these dynamic power relationships (Rahim & Sajed, 2014). However, Critical pedagogy provides an opportunity to reflect on current teaching practices and activities. It consists of three ideas, which are: politics, culture, and economics (Boudon, 2016). In addition to this, critical pedagogy can be viewed as an extension of critical theory, since both theories focus on rejecting the prevailing hegemony and paradigms. It differs from critical theory by focusing precisely on the education system (Abednia & Izadinia, 2013). Thus it concerned with ensuring fair opportunities and creating a dialogical model of discourse.

Critical pedagogy is practically immersed in enlarging the sites within institutions where actual, no coercive, dialogue and logical rejection to bureaucratic controls could emerge. It is a different orientation from the conventional framework of education since it engaged numerous principles that are not similar to the ideals of conventional pedagogical systems (Luke & Gore, 2014). The essential feature that isolates critical pedagogy is its recognition of social justice and emancipation. Furthermore, it is critical emphasis focus on dialogic interaction with the aim of providing fair opportunities for all voices (Bohórquez, 2012). It recognises the learners' experiences and situates these experiences at the centre of the learning process. The objective of critical pedagogy is not as simple as it may seem. Its scope includes many pedagogical approaches and practices (Katz, 2014). It focuses

on investigation, inquiry and transforming the relationship among diverse issues in the learning experience.

These issues encompass classroom instructions, the organisation of the school and the interactions within the community. This implies that critical pedagogy has a broad task of considering the wider issues of social and education variables (Pillay, 2014). The starting point of critical pedagogy is a rejection of the prevailing hegemony which seeks to transform the current education system and see beyond. The critical pedagogy emphasizes the significance of integrating social and political critiques within the curriculum (Kim & Pollar, 2017). This is the main reason why it focuses on emancipation as part of its goals. It argues that the learning process should focus on the setting of an authentic dialogue between learners and teachers (Mott, Zupan & Debanne, 2015). This would assist learners to advance toward being cognisant of the subject and may construct interaction with the teacher. It also emphasizes on the fact that the learning process should be cognisant of the social reality in which it exists. According to Mail & Guardian, (2019) the Basic Education Minister Angie Motshekga supported this by saying that “good results are achieved by pupils from no-fee schools and those by progressed pupils were the result of interventions and policies the department has been implementing to improve the quality of learning and teaching in schools”.

Simmons (2013) has come up with an essential approach to critical pedagogy, which he labels pedagogy of possibility. Simmons argues that constructing pedagogy is also similar to moulding a political ideology (Foley, Morris, Gounari & Agostinone-Wilson, 2015). Therefore, this model of pedagogy focuses on capacitating a specific moral project, a specific way of mutual interaction within society. Simmons further, argues that these ideas should be implemented practically within the education context, as opposed to viewing them as abstract ideas (Paudel, 2015). It implies that teachers who implement the ideals of pedagogy of possibilities must not expect a guideline for strategies to be engaged. However, they should adopt this task, systematically, locally and contextually, formulating practice within an integrated moral and epistemological stance (Isaacs, 2015). This would result in possibilities for constructing counter discursive activity that endeavours to stimulate a process

through which people might engage in a transformative critique of their everyday lives.

This theory emphasises that human behaviour is the outcome of particular illegitimate, dominatory and repressive factors: illegitimate in that they do not operate in the general interest. In relation to the current research, Critical Pedagogy tries to highlight the fact that one's freedom depends on others (Cohen, Manion & Morrison, 2011, p. 32), meaning that learners are to accept each other's background. Therefore, implementing ME in schools will bring unity, freedom, and understanding and improve learners' behaviour towards their diverse cultures, ethnic groups, social class and sexual orientation. The relation between ME implementation and Critical pedagogy is that they both have the potential to change the society as they are action-focused. Therefore, how teachers view the implementation of ME in schools will be backed up by this theory in order to fulfil and answer the researcher's main question.

2.3.1 Literature Review on Multicultural Education

The second part deals with the empirical studies relating to the implementation of ME programs. This section reviews relevant literature on major aspects in the field of ME approach of which the focus is on the implementation of ME in High Schools. Literature is reviewed in order to reveal what other researchers have written on the concept of (ME) implementation. The concern is about the organisation of cultural diversity in schools and the manner in which the social race is interwoven into the fabric in school life under the conditions of political and economic factors which have elaborated and maintained social race identity over the long term throughout the apartheid era.

Extensive research in United States, Nigeria, Zimbabwe and South Africa highlights the need for the implementation of ME approach (Walt *et al.*, 2008; Albers, Hoffman & Lundahl, 2009; Carothers & Hucks, 2014). Most of the research on diversity in education comes from the United States of America where the contextual issues are

different from those of South Africa. Banks, (2008); Vally and Dalamba, (1999); Grant & Gibson, (2011); Nieto, (2009); Alexander, (2009); Boler and Zembylas, (2003); Killen, (2006); Tarman and Tarman, (2011) observed the need to reform conceptions of citizenship and citizenship education to reflect home cultures and languages of learners from diverse groups. These researchers concur that teachers have an important role in integrating ME into their classroom, and have influence over the curriculum with their values, perspectives, and teaching styles. They explain how group rights enable individuals to attain structural equality. Furthermore, they acknowledge teachers' influence in integrating ME into their classroom. For example, the South African Human Rights Commission (SAHRC) indicated that the recent protests at schools over black pupils' hair (dreadlocks) should be used as an opportunity to foster diversity. "The recent allegations of discrimination provide an opportunity for the schools concerned and for other schools to review their Codes of Conduct to ensure that they protect the basic rights of learners, deepen understanding, and increase tolerance, respect, and protection for all in the school community," (News24, 2018). Jones and Derman-Sparks, (1992) argue that ME often fails in its mission because of the unexamined beliefs held by teachers and administrators.

Contrary to this, Gay (1992) who argues that a tremendous gap between theory and practice in the field of ME is caused by the fact that theory development has outpaced development in practice, and a wide gap exists between the two. According to Alexander (2009), the researcher seeks to use a different theory i.e. Laszlo's, (1972) General Systems Theory to investigate complex entities of ME at the High School level. Much attention was placed on aspects such as culture, prejudice and ethnicity; which potentially present challenges to teachers and their implementation of ME in their schools. Strategies that teachers apply to deal with diversity were interrogated in the study.

Studies by Banks (1995); Banks, (2001a); Bennet, (2003); Banks, (2013a) reveal that ME is an approach to teaching and learning that is based on democratic values and beliefs. They propose that ME affirms cultural pluralism within culturally diverse societies in an interdependent world. These studies found that ME creates equal

educational opportunities for learners from diverse racial, ethnic, social-class and cultural groups by acknowledging the difference. Basically, ME is an approach that attempts to help all learners to acquire knowledge, attitudes, and skills needed to function effectively in a diverse society. As a transformative approach in education, ME lays a foundation for a changed society. Therefore, the study sought to assess the implementation of ME in order to ascertain if equal opportunities are created for learners of all cultural diversity in education.

Gorski and Covert (2010) support the above argument by stating that ME is an approach that delegates and recognises diverse cultures within a society. They continue to argue that it needs to be incorporated into the society and the education system as well. Therefore, it is the role of the education system to ensure that ME is suitable and compatible, which encompasses all the diverse ethnic groups within a society. Concurrently, research studies by Omar, Noh, Hamzah & Majid, (2015) revealed that ME is a system in which the diverse nature of learners is utilized to come up with an effective school setting and classroom instruction. It is clear from the literature that ME intends to advance a logical strategy for a radical change of an educational system and adopts one that provides an advanced solution to discriminatory policies and practices in education. According to SAHRC, School Codes of Conduct should enable the exercise of diversity to the greatest possible extent especially in a democratic and open society. The conduct should preferably include provisions that recognise the diverse religious and cultural beliefs and allow all religions and cultures to be practised.

Demir and Yuradakul (2015) further explained that ME is based on the principles of social justice, educational equity, critical pedagogy and commitment to providing educational experiences which involve all. These authors argue that ME ensures that pupils perform to their maximum potential and also get acquainted with their local, national and global environment. Ndura (2013) affirms the above sentiment that “ME consists of an ideal and calculated procedure that involves teaching pupils to acknowledge, accommodate and approve the diversity in culture, ethnical groups, social class, sexual orientation and religion”. Likewise, the Department of Education (2002b) indicates that learners need to respect the rights of others and appreciate

cultural diversity and different belief systems, it is vital for the schools if the ME approach has to be implemented according to its aims. Hence, it reinforces the ideals of responsibility and dedication to work in pupils in their fundamental development period and committing to work in a manner that incorporates democratic principles of justice, equality and democracy.

The most recurring interpretation is that ME is a strategy that endeavours to integrate the diverse nature of learners within the education system (Seo & Qi, 2013). These authors indicate that ME prepares the younger learners to integrate themselves in other cultural systems, in an accommodative manner which allows them to obtain a sense of being culturally sensitive. Furthermore, the School Codes of Conduct are important mechanisms through which schools could create a learning environment consonant with constitutional values, in order to cater for reasonable accommodations of deviations on religious or cultural grounds. The SAHRC believes that schools are the primary institutions for the realisation of the right to education for most learners. This is meant to provide a place of learning, social development and social encounter for learners from various ethnicities, religions and backgrounds. Therefore, schools have an obligation to adopt reasonable measures to avoid painful psychological and, sometimes, a traumatic impact on minority learners. In addition, principals, educators, School Governing Bodies, and parents are to provide leadership in developing a culture of respect for basic rights and values at schools.

Banks (1993) has specified five dimensions that form part of ME; these include content integration, knowledge construction, prejudice reduction, equity pedagogy and empowering school culture and social structure. Banks outlined these dimensions to assist conceptualize and organise the topic (ME). The dimensions encompass a useful conceptual tool to explicate how teachers can work towards equal opportunities for all learners to be successful in school. The five dimensions encompass the following:

- **Content integration**

Content integration involves utilizing inferences and themes from diverse cultures and ethnic groups to reflect ideas and theories within a field. This means that it is emphasized with the incorporation of different cultures and ethnic groups and identities to be integrated into the curriculum (Banks & Banks, 2010). The findings of the study by (Banks, 2015; Lee, 2007) reveal that the content that reflects the learners' different cultures including information engage them more in the learning process when teaching ideas in their subject areas. It is in this regard that this study sought to establish teachers' implementation of ME approach.

- **Knowledge construction**

Knowledge construction refers to how knowledge is constructed in different subject areas and the process which involves one's cultural premises, experiences and perceptions. The primary idea is to instil within learners the idea that knowledge is socially constructed.

- **Prejudice reduction**

This dimension emphasizes on assisting the learners to assess their prior perspective concerning other different groups particularly individuals in the minority groups and constructive progressive attitudes towards all human beings (Grant & Sleeter, 2012). Prejudice reduction also alludes to how teachers assist learners to construct progressive and pro-accommodative attitudes concerning individuals from diverse cultures (Aydin, 2013a). They also utilized prejudice reduction which includes the views of minority groups and the creation of an empowering school and social structure.

- **Equitable pedagogy**

Equitable pedagogy is obtained when the teacher reaches the capacity to correspond the teaching techniques with student learning styles. Two forms of learning styles have been identified, field dependent and field independent (Elkader,

2015). This is one of the rare learning styles that has been reasonably well validated; the field dependence/field independence model has successfully predicted academic performance in a number of studies (Hayes & Allinson, 1997; Thompson et al, 1979; Wilson, 1998). Field independent students are more likely than field dependent students to succeed academically. Learning styles are some of the challenges faced by teachers in the classrooms. Consequently, educators should be acquainted with these different learning styles and also integrate them within classroom pedagogy to advance equitable pedagogy; which endeavours to obtain balanced and similar educational opportunities for all pupils, with a special emphasis on ethnic minorities and the underprivileged. Aydin, (2012) supports that;

- Equitable pedagogy embodies the guideline on how learners interact individually
 - School disciplinary practices grouping of learners and instructional approaches
 - It aims to radically change the setting of the school particularly converts to a curriculum that is reflected in teacher expectations for learners learning.
-
- **Empowering school culture and social structure**

The ME approach should necessitate the norm and system of the school to be constructed in a manner which ensures balanced and capacitating for learners from all groups (Banks, 2010). The school environments should be structured in a manner, which is accommodative for all learners from the different cultural background. Wang and Juslin, (2009) have utilized Banks 'five dimensions of ME and have advanced a model that can be followed by Chinese policymakers, school principals and educators. Their approach includes the subsequent aspects; language including culture in the curriculum, the curriculum knowledge which is created from the perception of minority groups and teaching strategies constructed to accommodate the needs of minority learners in a manner which ensures that they succeed.

Adding to the debate, other scholars like Knight, (2015) and O`Grady, (2014) have also constructed a framework whose ideas and main principles are identical to the dimensions of Banks, (1993). These include four dimensions which encompass multicultural competence, equity pedagogy, and curriculum reform and teaching towards social justice (Holm & Londen, 2010). They stated that ME requires the curriculum constructed in a manner which accommodates the diverse nature of learners and their needs. Multicultural Education should integrate the diverse nature of society and reflect the cultures of the learners changed the composition of our society (Condon, 2015). The main purpose is to build a society which exceeds divisions through addressing issues of diversity as stipulated and reinforced in the constitution of South Africa. The works of Yang & Montgomery, (2013) reveal that the presence of different ethnic and cultural groups within specific learning setting does not imply the existence of ME. Additionally, they claim that education provided to learners from numerous cultural groups is not equal to ME out of hand. However, it implies that the diverse nature of cultures is recognized and implemented within the education system which is contrary to a mere existence of various ethnic groups attending a specific school. In support of this, Koppelman, (2016) argues that ME is an approach, which intends to educate all learners in a multicultural community. This includes a broader education programme that emphasizes on appropriate cognitive, affective and social advancement of learners.

Nieto and Bode, (2010) describe ME as a system involving broader schooling transformation and basic education for all learners from different ethnic groups. They further argue that ME deconstructs, rebut the manner of institutional racism within the schooling system and advocate for a more diverse schooling system. In their argument, they continue to explain that ME creates a school curriculum and instructional approaches including individual relations among learners, parents, families and the community. In addition, they attest that ME further permeates how schools perceive the structure of teaching and learning procedures. Essentially, thus, ME aims to substantiate the ideals of social justice since it utilizes critical pedagogy as its underpinning philosophy and emphasize on knowledge, debate and action as the foundation for social transformation. Despite various definitions, ME aims to broaden learners' knowledge concerning the norms of their own cultures, customs and features of their cultures in a multicultural community.

Bennet, (2011) asserts that ideals of ME are based on democratic principles which are not visible in less debatable content areas of the curriculum, which include mathematics, reading or spelling. The four primary ideological overtones within the philosophy which underpins ME are acceptance, and recognition of difference of cultures, respect for human dignity and universal human rights. Thus, a system identified underlying principle is ensuring that all groups within the society are accommodated. Bennet, (2011) concluded that, ME intends to eliminate obstacles for educational opportunities and success for learners from diverse cultural backgrounds. From the perspective provided, one can assert that ME refers to an approach in education which seeks to integrate the history, cultural values, and perspective of different groups within the education system.

2.3.3 Historical development of Multicultural education

ME is an outcome of the significant role played by the Civil Rights Movement during the 1960s. In this decade, African Americans pressurized the then government for the recognition of their right to equality (Takaki, 2012). One of the significant objectives of the Civil Rights Movements during the 1960s was the elimination of discriminative practices in public accommodations, housing, employment and education. Consequently, the pressure from Civil Rights Movements had a recognisable impact on the transformation within education institutions, which redesigned to accommodate the experiences, cultures and perception of African Americans (Spring, 2017). Minority groups also pressurized for the increasing recruitment of more educators of colour within schools, in a manner which constructs role models for minority children.

As mentioned above, these (Minority groups) also pressurized for the increasing control of schools, particularly in the context of their respective communities. They also demanded the revising of textbooks in a manner which would portray the diverse nature of the American society during that time (Ladson-Billing & Tate, 2016). The initial reaction of policymakers to the Civil Rights Movements was

hastened without meticulous consideration. Consequently, courses and programmes were constructed bereft of logical knowledge that would appropriately fit within the educational system (Grant & Chapman, 2013). Other significant reforms were the recognition and creation of public holidays, special days and historical courses that recognized particular icons for ethnic groups. The recognisable achievement of the Civil Rights Movements led to the increasing demand for liberal rights. Also, they encouraged other marginalized groups to eradicate discriminative practices within the educational system.

The subsequent phase saw the emergence of the women rights movement which pushed for changes in the 20th century. In the course of 1960s and 1970s segregation against women in recruitment, the difference in salaries and education was broad and overt (Grant & Sleeter, 2012). The women rights movement demanded the elimination of segregation within public institutions and eradication of sexism within institutions, which were an obstacle to the upward mobility of women (Ghosh & Galczynski, 2014). The main figures within this period, pressurized for political, social, economic and educational institutions to end discrimination and open up more opportunities for women. One of the foremost challenges faced by feminist was how masculinity had influenced the education system (Grant & Portera, 2010). This was reflected in how textbooks and curricula primarily dominated by men and largely disregarded women.

The masculinity nature of textbooks was also reflected by the dominant male areas (Banks, 2013c), in particular military and political areas where men were mainly visible. Hence feminist pressurized for the redesign of textbooks to accommodate the role of women in the development of the nation and the world (Banks, 2013c). Another demand was that more female educators be hired within public schools and also to recognise the achievement of people of colour and feminist movement in demand for a reformed social and education system. Other conventionally marginalized groups were also inspired to be accommodated by the system. Gay and lesbian's groups, the elderly and people with disabilities also voiced their concerns for reforms within the education system (Mclaren, 2018). In 1975 the

Education for All Handicapped Children Act was passed. It necessitated that children with disabilities be educated in a less restricted environment.

With the transition to an international norm of pre-tertiary education; kindergarten through grade 12 (K-12 schools), tertiary institutions and other education institutions rushed to reform their system to accommodate these traditionally marginalized groups. The pre-tertiary education is called K-12 education because of the preponderance of research asserting the long-term learning and social benefits of school readiness programs; and 12 years of primary and secondary schooling due to the time needed to acquire the knowledge and skills sets necessary for 21st century university education, post-secondary training, or decent work (Tugli, 2015).

A series of programs, practices and policies also occurred which primarily emphasized on transforming the conventional curriculum (Sleeter, 2012). The National Curriculum is the core curriculum, which consists of courses where all students are required to complete before they can move on to the next level of education (Armstrong, Armstrong & Spandagou, 2011). Combined, these isolated activities of numerous groups who were disgruntled with the education system corresponding with the response from the educational institutions in the course of the 1960s and 1970s gave a clear platform for the development of ME (Gorski, 2010).

Multicultural Education emerged during the civil rights movement and grew out of the demands of ethnic groups for inclusion in the curricula of schools, colleges, and universities. Although Multicultural Education is an outgrowth of the ethnic studies movement of the 1960s, it has deep historical roots in the African-American ethnic studies movement that emerged in the late nineteenth and early twentieth centuries (Banks, 1995; 2001b; Gretta, 2001). It is expected to contribute to the holistic development of the individual (mental, emotional, physical, spiritual) by imparting general knowledge and skills, fostering healthy attitudes and instilling accepted moral values (Tugli, 2015). The 1980s were followed by the appearance of theorist and scholars who focused on the concept of ME. One of the pioneers of ME was James Banks, who was the initial scholar to evaluate the school system from a multicultural perspective (Banks, 1973).

Banks' premise was that the multicultural school would only be feasible if all elements of the school had to be re-addressed and changed. In particular, the following:

- Policies
- Attitudes of educators
- Instructional materials
- Assessment techniques
- Counselling and teaching styles (Gollnick & Chinn, 2013).

Later in course of 1980s other scholars who had practically taught before, Carl Grant, Christine Sleeter, Geneva Gay and Sonia Nieto advanced additional ideas and concepts within ME. They created novel, broader approaches which were underpinned by the principles of equal educational opportunities and a link between transforming the school and social change (Aydin, 2013b). The aim was to move away from minimum transformation of the curriculum which was perceived by numerous scholars as merely distinguishing between the curricular norm and the marginalized. They based their ideas on the foundation laid by Banks' concepts, assessing other systems within the school's structure and how they created inequalities within a school (Kang, 2010). Furthermore, they examined conventional teaching practices that were oppressive, standardized tests, inequalities in budgets to schools; classroom climate and discrimination during the recruitment process. Other symbols of the marginalizing nature of the education system were also portrayed, deliberated and rejected.

Simultaneously, the cultural system of the United States gradually became more diverse in contradiction to a visible white Christian. It became more culturally, racially and ethnically diverse with a reinforced need for everyone to construct a series of skills and knowledge which reflected how the education system had marginalized other minority learners in favour of the white majority (Manning, Baruth & Lee, 2017). These encompassed innovative, novel thinking skills, intercultural competence, social and global awareness. The education system included the deliberate marginalizing of conventionally oppressed minorities. It also included the failure to

create a platform for the most privileged learners, that a diverse classroom was feasible and possible.

Whilst the 1980s approached the demise of the twentieth century, ME theorists changed the focus to advancing novel frameworks and theories of education whose basis was the principles of social justice, critical thinking and equal opportunity (Hong, 2010). Hence they commenced the deconstruction of conventional approaches in both universities and K-12 institutions from a multicultural perspective. Joel Spring, Peter McLaren, Henry Giroux, and other scholars played a key role in advancing alternative ideas which contradicted with conventional ideals of existing educational institutions within the setting of broader societal and global dimensions of power, privilege and economics and the interconnections of these aspects.

As ME moved quickly into the mainstream of the 21st century, the main emphasis is on shifting to an intercultural model that supports an environment of accommodation where diverse and group differences are validated. Moreover, it is important to acknowledge that the initial aim of the model especially the significant contribution of the civil rights and women movements (Banks & Banks, 2010). These movements provided the impetus for the emergence of ME; its initial objective was to deconstruct institutional racism that prevailed within the education system. For many years, the education system, in America was primarily a monoculture education (DomNwachukwu, 2018). This form of education was one dimensional and forced other learners to assume the dominance of the Eurocentric perspective, whilst, oppressing, disregarding, other groups of learners.

The curriculum in question lacked diversity and did not recognize and acknowledge the different groups within society. Hence the initial phases of ME emerged in the United States of America as an outcome of the achievements of the civil rights movements. However, it also broadened to other countries like the United Kingdom, Canada and Australia (Dolby, 2012). Numerous scholars argue that Canada was the initial country, globally to adopt a policy on ME in 1971 followed by Australia. Moreover, the role of civil rights movements is placed on the forefront of the

emergence of ME due to their deconstruction of curricula, to portray their experiences, historical perspective and culture (Jones, 2014). In addition, it is asserted that ME has followed the subsequent stages, the demand for content that recognizes ethnic diversity, shift from multi-ethnic studies to ME, the transition to broader integration and search for conceptual preciseness.

2.3.4 International Experience of Multicultural Education

Multicultural Education within the United States, United Kingdom, Australia and Canada originated in the context of slavery, immigration, colonization and the marginalization of the natives. Regardless of the prevalence of these systematic and generic aspects, which differentiate cultures, there, is a difference in the manner in which ME is practised (Tomlinson, 2009). In Britain, the wave of ME emerged in the 1970s, where it was a setting in which the issues of deconstruction of white superiority and black emancipation were gradually emerging. Bagley and Al refai, (2017) point out that ME was specified as the focal site of racial oppression in the education system. There was oppression of black identity; significantly, there was the recognition that most African-Caribbean pupils were not receiving a quality education as compared to their white counterparts, particularly in relation to acquiring significant upward mobility.

This situation was so complicated that most African-Caribbean parents had to create extra schooling activities for their children. Consequently, the labour led administration had requested an investigation into the main reason, why most of African-Caribbean pupils were not achieving academically (Resnik, 2009). This investigation commenced in 1979, its primary objectives were broadened to assess the education requirements and achievements of pupils from all ethnic minority groups. It also had to consider an aspect which was not in the context of the education system; its outcome was the Rampton Report of 1981 (Blinder, 2016). This report relied on research conducted from six local education authorities to reflect the primary factors which determined the performance of African- Caribbean learners. This was compared to other learners (Whites and Asians). The report

portrayed that racism was one of the important factors that influence the negative educational performance of African-Caribbean Learners

However, it did not sufficiently present other factors such as income or recognize the inadequate difference in educational performance among and within ethnic minority groups. The main emphasis of the report in the investigation was the existence of cultural biases in IQ testing, the adverse racial stereotyping of ethnic minority pupils, especially African-Caribbean male learners by teachers (Andrews & Mycok, 2007). These scholars further point out that, the emphasis of the report on the investigation was the failure of the education system to prepare teachers for a multicultural classroom. Evidence of the existence of teacher racism stimulated more significant controversy, as the Swann Report, portrayed the following:

- Increasingly complicated the diverse results which reflected that African-Caribbean learners were obtaining significantly poor results than whites.
- Asians and whites were obtaining the same grades.

However, the Swann Report changed its focus from clear antiracist approaches to a type of integrative multiculturalism. This was shown by its formal title, “Education for all” (Andrews and Mycock, 2008). This type of Education continued to acknowledge the influence of individual racism and increasingly inevitable environment of racism. There were particular limitations and universal framework of principles which were simply adopted without consideration or debate. The notion of bilingual education was also criticised and consequently not adopted. This form of education was not well prepared for the dynamics which were to be stimulated by ME (Kiwani, 2011). Multicultural Education emerged in the United Kingdom and was perceived as capacitating all ethnic groups. Both minority and majority were sufficiently being included in determining the direction of society. The difference in languages was recognised as an important aspect.

Kisby and Sloam, (2012) argued against the creation of isolated ethnic minority schools, especially Islamic schools. Regardless of the existence of Anglican, Catholic and Jewish schools, they asserted that bilingual education should be confined to individual homes and to the ethnic minority community. Furthermore, the

establishment of Muslim schools would breed sectarianism, and alienated itself from religious ideologies within schools. Therefore, Education should not play the role of reinforcing principles, values and cultural identity which each individual student brings to school (Koopmans, Michalowski & Waibel, 2012); hence, the notion of ME in Britain was overtly rejected by the Thatcher regime. There were only a few authorities and schools which implemented ME. However, this report had created the platform for consideration or feasibility of ME.

The criticism for the emergence of ME was an outcome of antiracist educators. Multicultural and antiracist education was perceived by antiracist educators as contradiction and antagonistic forms (Munn & Arnott, 2009). Advancing their arguments on the basis of neo-Marxist criticism of multiculturalism, antiracist educators thus viewed ME and multiculturalism more widely as inevitably the deconstruction of racism within the school system and education model which recognised the culture and cultural diversity, and which did not adequately focus on the focal aspect of racism within society. Hence, their argument (ME) especially, emanating from the Swann Report was merely diverting from the political dynamics that were at play, in particular in relation to the marginalization of black learners.

The policy on ME becomes overt in the course of the Conservative government in the period between 1979 and 1997. Two years prior to the Conservative Government gaining power, the Department of Education and Science reiterated the acknowledgement of Britain as a multicultural society and the education system that accommodated the diverse groups and culture (Bloemraad, 2015). In this context, it was postulated that the curriculum should be sensitive and be inclusive of the diverse cultures and race. The policy was substantiated in the initial period of the Conservative government. For instance, student teachers were trained for the multicultural classroom; furthermore, certain courses were also prepared for a multicultural society (Ball & Tyson, 2011). General Certificate of Secondary Education examination boards were made to recognize different languages and cultural difference. The government also committed funding which was meant to support curriculum development inclusive of the diverse ethnic groups.

Regardless of these developments, certain issues rendered ME as rhetoric. Particularly, policies from the National Curriculum weakened the essence of ME (Martin, 2009). The emphasis on providing a fair opportunity for every student regardless of their ethnic and racial groups was eroded by the need for neo-liberal education. In 1997 a Labour administration was elected, which had a shift towards an emphasis on citizenship education. This resulted in the establishment of the Advisory Group on Citizenship (Ameny-Dixon, 2013). The notion of citizenship education became popular in 2002 and an alternative subject in primary schools. Also, it became a compulsory component of the national curriculum for secondary schools that provided new meaning to the notion of ME in Britain.

In the context of Australia, the experience of ME is related to the marginalization of the indigenous aborigines, massive immigration, its relationship with the United States, reconciliatory policies and geographic anxiety (Inglis, 2009). The impetus to ME in the context of Australia is linked to the issue of immigration. In the 1970s immigrants in Australia appealed for an education system which provided opportunities to everyone. These issues gradually transformed Australia into a society which was cultural sensitive where developments were significantly linked to the Whitlam Labour Government of 1972-75. Later they were developed by the Fraser Coalition Government of 1975-83 (Watkins, Lean & Noble, 2016). However, despite a gradual transition to recognizing diverse cultures within Australian society, the issues of immigration and refugees remained a focal issue and created extreme political division in Australia.

One of the early policies related to ME was the Adult Migrant Education Program (AMEP) in 1947, which was developed to teach English to most adult immigrants within Australia. In this context, the multicultural policy was developed from its initial manifestation (Forrest, Lean & Dunn, 2017). However, ME was an overt outcome of these developments in public policy. During the later stages of the 1960s, research reflected that immigrant pupils were also encountering education inequalities. This meant that the emphasis of the AMEP was broadened to include children, in

programs that taught English as a second language (Joseph, 2011). While policies moved gradually towards the features of ME, the broadened recognition of immigration created a shift towards an inclusive education which included a huge proportion of refugees from Eastern and Southern Europe (Arasaratnam, 2014). Thus, ME emphasized the broader acknowledgement of diversity in cultures. However, on the other side, it was meant to appease the outcry from the mainly White Australians on the growing population of immigrants (Banks, 2009). As a strategy to facilitate the inclusion of immigrant adults into the national economy the AMEP provided help to a new immigrant to obtain the national language. However, this was also encouraged by research which reflected that being proficient in English would enhance one's upward mobility, including getting an occupation.

In reviewing the works of Holm and Zilliacus (2009), it is noted that the Indigenous cultural and linguistic rights have a special feature and isolated historical experiences. They argue that there are corresponding developments with policies meant for immigration. Therefore, ME in Australia is also related to the experiences of the indigenous Aborigines. In this context, a significant development was the 1967 referendum which shifted the mandate for Aboriginal policy from state governments to the Federal (Commonwealth). However, educational policies for Indigenous culture and language support were lacking a comprehensive aspect of acknowledging language rights which were linked to the precedent of struggles and demands. It has been strongly emphasised that the struggles were mainly to find support from the various governments. Eventually, these rights were supported by the Whitlam and Fraser governments in the early 1970s (Holm and Zilliacus, 2009).

The recognition for indigenous culture and languages were made feasible by particular legal fights, which include a series of the above mentioned fundamental legal struggles. These fights resulted in the Mabo Decision, which was an important landmark from the High Court of Australia (Price, 2012). The most significant outcome of the Mabo Decision was in stimulating the legal recognition of customary land ownership. Scrymgour, M. Minister of Education and Training, announced in 2008 that all schools should commit to providing four hours of lessons for most

Indigenous learners mainly in English. In doing so this was violating government policy which supported Indigenous languages arrangements in schools (Portera, 2012). All in all, the Whitlam/Fraser period has shaped the manner and direction of ME in Australia.

A study summarised by Wright, Singh and Race (2012), indicates that the ME in Australia focuses on the subsequent aspects which are part of the language policy of Australian multiculturalism:

- Providing precise teaching programs of English as a second language for Immigrants and Indigenous children and adults
- First language maintenance for immigrant and Indigenous children or as mother tongue maintenance.
- Teaching of community/heritage languages.
- Inserting different cultural views among all subject areas of the curriculum, such as history, geography, citizenship studies.
- Parent participation and comprehensive rejection of adverse and racist stereotyping of minority populations.

Lo-Bianco (2010) on the other side proposed that the aspects for a culturally diverse society which are identical to what the literature term as the seven essential features of education include:

- Being antiracist,
- Inclusive of all learners
- Emphasis on social justice
- Consistent action.

Likewise, the language issue is one of the focal issues within Australian ME. This is imperative to practical relevancy and partially due to the manner in which it has been shaped by both conservative and progressive administration in Australia (Kamp & Masouri, 2010). However, the experience of ME in Australia is rhetoric. Evidence shows a sharp contrast between the performance of Indigenous Australian learners, other non-white groups and white learners (Jackson, 2012).

The main reason is that education provided to Aborigine Australians and other non-European groups is influenced by pervasive racism which is within education institutions. Indeed, the insufficient training professional development of the teachers accentuates the integration of the learners in imprudent, presented a Eurocentric curriculum. Moreover, the majority of the teachers who are white Australians present another problem for the non-white learners. In these circumstances, learners from Aborigines and Asian groups are anticipated to be appropriately integrated into the conventional school culture, bereft of sufficient support from the overall education system (Scarino, 2014).

Therefore, it is under these circumstances that most immigrant societies such as Canada, United States, Australia and Britain have accommodated the notion of ME. However, Canada was the initial country to implement policy on multiculturalism at the federal level, which was substantiated by legislation, eighteen years later (Joshee & Johnson, 2011). Nonetheless, the influence of multicultural policy within Canada varies since the legislation is federal but education falls under the responsibility of the province. Although the approach of education in Canada has been monoculture and assimilative, the essence of ME, is to recognize the existence of diverse cultures (Yilmaz, 2016). Whereas multiculturalism policy in Canada emphasize on the society, ME move beyond this and endeavour to eradicate the extreme difference in performances between the dominant race and minority ethno-cultural groups.

Basically, Canada is one of the few democratic societies that have focused on the aspect of cultural and linguistic diversity. This means that it is integrated into its description of Canadian learners with national identity, and developed it as a compulsory national policy of multiculturalism (Howe, 2014). The acknowledgement of the diverse nature of ethnic groups within Canadian society and schooling has shaped the direction and manner of ME. This is supported by Guo (2011) who asserts that in 1971 ethnic studies were adopted the same year the Canadian Ethnic Studies Association was also established. Canada also adopted the state Multicultural policy, created to correspond with the 1969 Official Languages Act

which was situated in multiculturalism within an English-French bilingual context. However, this situation increased the relevancy of English and French whilst deliberately excluding other minority groups in particular, immigrants and indigenous groups.

Canadian education structure reveals numerous similar features with the precedent set in the United States and Australia. However, Native Canadians had their unique education before Europeans arrived (Kim, 2011). Concurrently, there was a shift within the form of this education after the arrival of Europeans in the early years. In addition, some free African Americans also migrated to Canada. Consequently, a major transformation in the Canadian education system was stimulated by the arrival of French-speaking and English-speaking Canadians. Moreover, the aspect of language and Ethnicity has always been a focal point in the course of Canada's educational system (Syed, 2010). The controversy has surrounded the language that is suitable as a medium of instruction in the school system. Although French languages have been commonly utilized in Eastern Canada, especially in Quebec and Montreal and in the whole country, English has been commonly used in Western Canada.

In 1969 the Canadian Parliament passed the Official Languages Act in an effort to encourage harmony and unity within Canada. This effort was meant to support the use of both dominant languages. However, this did not have a significant impact on both French and English and prevented Canadians from abandoning their language and culture for national unity (Joshee, 2009). One of the contentious aspects concerning language debate in Canada emanates from Section 23 of the Canada Charter of Rights and Freedom which states that French and English Speaking Canadians have the right to receive education in their first language (Hammerich, 2014). A prominent example occurred in 1982 when a community mainly French located in significantly English province sued the schools. The issue later went to the Canadian Supreme Court, which later ruled in their favour. Therefore, the notion of cultural preservation and linguistic identities of every country is one of the political

and social issues of today's world seemingly; this will eliminate cultural conflicts within the schools, communities and the country at large.

2.3.5 Success of ME globally

Other states in the U.S.A. had to go back to examine the origin of their education and understand the fundamental purpose of education to their children. The reason behind this entire struggle was due to the diversity of people, different ethnic groups and religions in the United States (Banks, 2004, 2008; Gorski, Davis & Reiter, 2012). The term "Multicultural Education" emerged in order to harmonise the process of providing education to people of different race and ethnic background. Multiculturalist scholars emphasised that ME went through a painful process until the establishment of a well-accepted system for all people which witnessed major developments and significant changes. Multicultural Education is maintaining its journey to becoming more consolidated and widely accepted in the world and especially in the U.S. (Banks, 2004; Gollnick & Chinn, 2012). According to literature, the cultural and racial diversity of the US student population, educators must realize the differences among their students and integrate diversity education into the entire curriculum to implement ME successfully.

ME is a process of comprehensive school reform and basic education for all learners. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism that learners, their communities, and teachers reflect. ME permeates schools' curriculum and instructional strategies as well as the interactions among teachers, learners, and families and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (praxis) as the basis for social change, ME promotes democratic principles of social justice.

In research conducted by Guisinger and Blatt (1994), values of men were more characterized by separation and individualism. The major goal of multicultural education, therefore, is to change teaching and learning approaches so that students

of both genders and from diverse cultural, ethnic, and language groups will have equal opportunities to learn in educational institutions. This goal suggests that major changes ought to be made in the ways that educational programs are conceptualized, organized, and taught. Educational approaches need to be transformed.

Many Whites who have moved from the U.S. mainland to Hawaii have commented on how their sense of ethnic identity increased and they began to feel marginalized. Group identity may also increase when the group feels threatened, when a social movement arises to promote its rights, or when the group attempts to revitalize its culture.

England represents a truly “comprehensive” (in the true sense of the word) school reform in comparison to the selective schools they replaced. As common schools instead of just curricula or programs, they both symbolically and practically represent whole-school reform; to switch from selective schooling to common schooling is necessary to change the character and practices of the school itself. Furthermore, common schools in the comprehensive model both welcome and attempt to serve a diverse body of learners and teachers; they are committed at least in theory to the educational success of all children, not just a select group.

The issue over what is meant by ‘multicultural society’ within the UK, and in particular the UK education system, has been an on-going debate for more than forty years, with different viewpoints, shaped by successive governments and societal events, giving rise to a variety of strategies. Many of the ‘strategies and solutions’ for dealing with these changes have been placed within the education system and landed squarely at the feet of the classroom teacher. But how effective are these strategies, and what is the reality of actually being in the classroom trying to incorporate them? How much do location, demography, social class and citizenship play in this respect? With a changing Europe has come a changing Britain, bringing new meaning to the term ‘multicultural’ within British society. New government legislation, initiatives and advisory bodies are created with a whirlwind regularity, adding to the complexity of the National Curriculum and those that plan and deliver it

Furthermore, common schools in the comprehensive model both welcome and attempt to serve a diverse body of learners and teachers; they are committed at least in theory to the educational success of all children, not just a select group. In the United States specifically, they were founded with explicit civic and democratic purposes (Macedo, 2000; Reuben, 2005) just as ME aims for democratic equality, justice, and common civic membership. In all of these ways, then, common or comprehensive schools (The terms will be used interchangeably) may be understood as working in tandem with ME. And, it makes sense to think of ME as setting the ends for which common schools may be thought of as an instrumental means (Levinson, 2007).

Therefore, South Africa can adopt some of the principles which were employed by these countries in order to deal with multicultural schools. It was mentioned that ME has three core principles dominating the whole system in the U.S which are; diversity, social justices and equality/democracy (Banks, 2008; Gorski, Davis & Reiter, 2012). These three principles lend a basic impulse to the education system. Integrating social justice into a multicultural curriculum is important as it will enable educators to establish a broader context of school within social, historical and political dimensions. It has been emphasized that, if these three become practical aspects of life, there will be a shift from individual and isolated efforts to more collaborative and institution-wide studies. Similarly, equality and democracy are among the building blocks towards improving learners' behaviour in multicultural schools.

Amongst the African countries, Namibia was never colonized by the English, and yet English is now the only official language in Namibia. This was a decision of the new government nineteen years ago, even though barely, a number of learners out of the population could read and write proper English at the time. In 2001, it was the home language of only a few individuals out of the population. The main reason given for this decision was that English is a world language and that it would be difficult to choose any one of the Namibian languages as the official language of the country. However, English was not condemned as the official language of communication, but

only its overhasty implementation in the schools. They recommended the reinforcement of the mother tongues in education and the offering of English as a subject only for the 12 years of education. They criticized resistance against the use of mother tongues as the expression of a colonial mind-set. One has to agree that the future of African children is bleak unless a drastic change in attitude and priorities towards multilingual and multicultural education in the mind-sets and wills of decision-makers whether they are politicians, officials or parents, takes place. There are too many mostly hidden agendas at play that hinder the development of a reading culture in Africa.

2.3.6 Multicultural Education in South Africa

The history of ME in the context of South Africa has to be understood within the marginalization and oppressive nature of apartheid. Schools during the apartheid were structured along racial lines. Education laws which included Bantu Education Act of 1953, the Indian Person`s Education Act of 1965, the National Education Policy Act of 1967 and the Coloured Person`s Act of 1963, marked the aims and ideals which guided the education arrangement for the different ethnic groups during that time. These individual laws were created for an educational structure whose principals were based on the principles of racial discrimination. Apartheid schooling was created to unjustly uplift white people whilst marginalizing other different groups (Vandeyar, 2010a). Hence, white people would obtain a quality education that will ensure that they are recruited into higher positions which maintained their political, economic and social status at the expense of other groups.

Consequently, the education system was created to deliberately marginalize blacks and other ethnic groups in favour of white people. The manner in which blacks received education resulted in them being employed in unskilled, semi-skilled inferior positions, especially in the economy and workplace context (Alexander, 2016). The demise of the apartheid provided the impetus for ME. The liberalisation of the school system for all racial groups saw hastened movement of pupils, particularly black learners to essentially white schools, situated in previously white designated suburbs or areas. Mashau, (2012) asserts that one of the main features of education in the

context of post-apartheid was the movement of formerly marginalized learners especially blacks to essentially white schools. In addition to the increasing movement of black learners to white schools, minority learners had also to endure the issues associated with admitting learners from various ethnic, economic and religious backgrounds.

This issue would have an impact mostly on white educators since they might not have been well prepared with the consequences. Moreover, their teacher education programmes and qualifications did not prepare them for a diversified school (Machaisa, 2014). The transformation to a more inclusive and accommodating schooling system was mainly paved by the constitutional reforms of 1996. The primary aim of the 1996 constitution was to create a nation which upholds the principles of equality, justice, non-racism, and education system included (Bitzer & Botha, 2011). These fundamental changes created the platform for ME in the context of South Africa. The South African Schools Act (SASA) (Act 84 of 1996) is committed to following the example laid by the 1996 Constitution through addressing previous discriminative policies. It was thus concerned with transforming the education system to ensure that it creates the platform for the principles of fair opportunity and equality.

The Schools Act created numerous complications for the education system. Firstly, as pointed earlier, it paved the movement of many black learners to conventionally white and Indian schools for the sake of quality education (Bianco & Bal, 2016). A huge proportion of white and Indian learners shifted to Model C white schools because English was a third or even fourth language for many African learners, the basic assumption that the nature of education would decline. Language is of course, intimately part of one's identity. It is the language of one's parents and their relatives that one mostly dreams, prays and feels most comfortable with. The previously white schools also attempted to create a situation in which there would be no massive movement of African learners into their schools, the most effective strategy was the increasing of school fees (Mpisi, 2010). The aspect of bussing in (transport in a communal road), during the period of apartheid, the residential areas were divided along racial lines due to the residential allocation of the school of choice in most

instances located in previous white and Indian areas. Therefore, this would imply that black learners had to sacrifice through commuting expenses to these schools.

Afrikaans dominant schools had to shift their language policy to dual medium (English and Afrikaans) in an endeavour to assimilate diverse learners. That created an intra-black schooling system and xenophobia as the focus shifted from race to ethnicity. Numerous learners from Zimbabwe, Malawi, Nigeria and Kenya were also assimilated within the education system. The number of spoken and written languages per African country varies considerably, from e.g. four hundred spoken languages in Nigeria to one hundred and twenty spoken languages in Tanzania, to more than twenty written languages in Ghana, to fourteen written languages in Namibia and eleven in South Africa. This massive movement of learners into previous white schools had various effects on the new schooling system. It also influenced a set of response from different stakeholders within the education system (Hibbert & Van Der Walt, 2014). Diverse issues were involved in this transformation from the macro (national education) and micro (school governing bodies) in an effort to resolve the complications that were an outcome of these educational changes. However, the most significant issues were at the lower level (classroom), since this was the practical consequence of the policies really at play (Bagwasi, 2014).

These changes created new complications for teachers since there was a contradiction with their principles and value systems. Majority of the teachers were not prepared for these educational reforms. Most of them had been trained during the apartheid in which education was provided along racial lines (Husén & Oppen, 2014). In this instance, teachers were compromised to utilize their second language. As such some of the new learners were not eloquent in the language of instruction. According to Rubagumya (2003:6-7), education in the colonial language is culturally alienating. African children who grow up speaking the colonial language as their first language can be termed Afro-English or Afro-Saxons, Afro-French and Afro-Portuguese. Elite parents create an artificial environment in their homes, alienating their children from their surroundings.

2.4 Purpose of the ME in Education

In the body of literature, many scholars agree that a new approach is necessary for the integration amongst learners in desegregated schools. Thus, ME becomes an educational programme and an area of focus for effective teaching and learning to occur. As it has been highlighted in previous paragraphs that the ME creates equal opportunities for all learners, it assures that no population amongst learners dominates other population. Therefore, the homogeneity that predominated the education system is addressed through ME. It is noted that there is a continuous increase of culturally diverse learners in South African schools, hence the need for ME to promote respect, understanding and appreciation amongst learners. Banks (1995), argues that ME should endeavour at ensuring that different ethnic groups are acquainted with specific cultures of other ethnic groups. This view is shared by Likeschova and Ticha, (2013) who emphasize that ME attempt to assist ethnic groups to view different cultures in the same respect they view theirs. Additionally, ME is viewed as stimulating positive attitudes towards other cultural groups, ensuring that learners are also acquainted with their cultural identity. For ME to remain relevant to teachers, learners need to develop attitudes in which the value of other ethnic groups are appreciated and understood. Furthermore, it is also suggested that ME focuses on reducing stereotypes and eliminate personal and institutionalised discrimination of other cultures within our schools and in society.

Gafu and Trifan (2013) argue that ME expands the ability to have sympathy towards other cultures, accepting other cultures' norms and customs. They further assert that ME transform schools in a way that they reflect the diverse nature of the society and stimulate the ability to participate comprehensively in a diversified society. Multicultural Education allows flexible interaction among different cultures (Premier & Miller, 2010). However, factors such as lack of significant interaction among different ethnic and cultural groups may strengthen prejudice and results in a decrease of trust among these groups. Therefore, eradication of these attitudes concerning other different cultures through educating learners particularly, with regards to ensuring that all groups are integrated and ensuring equality is pivotal. Zaldana (2010) noted that in spite of the existence of democratic ideals and principles in countries like

South Africa, the existence of negative attitudes, discrimination and inequalities defeat this purpose.

Given the above sentiment, it is clear that ME seeks to combat these negative attitudes by helping the learners with the ability to exist and interact with other different ethnic groups. Its main purpose is providing equal opportunities for pupils from the diverse cultural background and allows them to co-exist with learners from numerous backgrounds (Basbay, 2014). Multicultural Education motivates learners to recognize that an inclusive multicultural view is broader and is applicable in the actual universe. The process of offering an opportunity to pupils inspires them culturally and provides them with the capacity to adjust to significant transformation.

Multicultural Education consists of ideas, concepts that aim to reform the structure of the education system to be reflective of the diverse nature of society. This does not imply surrendering one's culture of values (Alismail, 2016). However, this does require one to isolate himself from the cultural boundaries. This will ensure that there should be equal education opportunity for every student, notwithstanding one's race, ethnic group, income level (Cheng & Davis, 2017) since there are certain learners who are well-positioned to receive better educational opportunities. Multicultural Education does acknowledge this inequality and thus attempt to ensure the transformation of the school environment to be accommodative of learners from a diverse background (Hall & Theriot, 2016). It is a process of consistently attempting to eliminate discrimination within the society which will extend to the school environment.

Multicultural Education aims to transfer the diverse nature of society into the education system. It intends to endeavour to utilize the different cultures to construct comprehensive school environment and classroom instructions (Arifin & Hermino, 2017). This is a dynamic strategy that aims to effectively respond to previous and current discrimination within the school environment (Hopkins-Gillispie, 2011). The ME approach seeks to create an environment where learners are obliged to

recognize the different cultures within society. It is also concerned with the creation of culturally responsive teaching (Gillispie, 2011). Furthermore, ME aims to instil an effective dedication to recognizing distinguished groups both in the classroom and society. This alludes to an instructional strategy that utilizes the cultural knowledge, previous experiences and style of learning to create a learning environment which is accommodative for them.

The process of culturally responsive teaching consists of numerous dimensions and accommodates different issues. These aspects include the content of the curriculum and the learning environment (Alghamdi, 2017). It also emphasizes the importance of the interaction between the teacher and the student in a manner which will assist learners to perform within the classroom context. Culturally, responsive teaching accommodates the ideals of ME (Abdourahamane, 2010) mainly, by acknowledging the need to accommodate the learning style, culture, transforming the content of the curriculum for the sake of minority learners. In this context, ME ensures that teachers have prior knowledge concerning different learners within the classroom (Yun & Zhang, 2017). The task for them will be to transfer this knowledge into the classroom context. This will assist learners to find the significant link between themselves, the subject matter and the task teacher provides them. However, the task of handling different learners within the classroom is not an easy one; hence teachers should be well prepared for the challenges accompanied by this task.

It is necessary therefore, to ensure that learners are cognisant of the circumstance that allowed unequal relations within the society. Thus, ME aims not to merely reform but also transform the relations and meaning within education and to embed the learner's different way of thinking and living as symbolising their diverse groups. It also ensures the transmission of the normative heritage of diverse groups of people from one generation to the next (Taylor; Kumi-Yeboah and Ringlaben, 2016). This is mainly through ensuring that their culture is incorporated within the central curriculum. Eventually, be integrated into the ethos and daily activities of teachers. This validates one's diverse culture and accentuates an attitude of right to

differences by the entire society (Yusof, Abdullah & Ahmed, 2015). The ultimate aim is to extend the scope to minority groups through ME.

2.5 Curriculum Implementation in Multicultural Schools

The National Curriculum Statement (DoE, 2008) identifies two important areas for the effective implementation of curricula. These included namely; pedagogy and content, which form the pre-selected categories on which this study focuses on. It is within the confines of the school as a microcosm of society that the seeds of a socially just and democratic society are planted, germinate and are nurtured to blossom into a healthy and flourishing tree that would weather any storm and provide magnanimous shade against the harsh rays of the sun (Abrams & Gibson, 2007). Schools, as microcosms of the society at large, are challenged to transcend institutional and educational racism and be seen as centres of opportunities.

Furthermore, the comprehensive implementation of ME needs a sufficient emphasis on numerous curriculum aspects and issues which encompass the following:

- Knowledge construction, language policy, selection of curriculum content, textbooks and instructional materials
- The school environment and community participation in school-related aspects.

Therefore, the curriculum has to be changed to depict and integrate the different cultures within a society (Banks, 2013a). In this regard, the postmodernist accentuates the diverse form of knowledge in addition to concise feature. This implies the construction of knowledge is socially constructed and differs from society to society. This means the type of knowledge valued in a particular society will not automatically be relevant in another society (Schoorman & Bogotch, 2010). During the colonial period, particular in Africa, Eurocentric knowledge was unquestionably portrayed as the conventional, acceptable and universal form of knowledge, whilst native and local knowledge was rejected and emphasized as primitive.

In this context, teachers should acknowledge the different and several forms of knowledge. To do this, teachers need to attend and assess knowledge structures in

the school curriculum to understand how these are linked to power (Zirkel, 2008). Therefore, educators and the curriculum must recognize the form of knowledge that relates to learners if the objective of accommodating diversity is to be made possible. However, minority learners necessitate open-minded educators who place relevancy on providing the platform for them to learn. In addition to this, they need educators who perceive them as the relevant component of the society (Logvinova, 2016). In this regard, the most appropriate solution is ensuring that learners comprehensively participate in the learning situation.

The dimensions of ME accentuate the significance of selecting curriculum content underpinned by a form of teaching culturally sensitive pedagogy (Banks, 2010; Maasum, 2014). The above-mentioned scholars argue that a curriculum that emanates from dominant groups has adverse outcomes for minority learners. They further claim that it accentuates the feeling of dominance and reinforces the perception of being superior. Also, it does not provide them with the platform to accrue knowledge, views and inferences from experience that can be obtained from being acquainted with different cultures and ethnic groups (Carjuzaa *et al.*, 2010). Hence, the ideals of ME demand the need for adjusting the curriculum. The transformation of the curriculum should emphasize a shift from conventional course content which is mainly mono-ethnic.

However, the South African government developed a policy akin to multiculturalism and although information about how well the policy has been implemented is not revealed enough. This emanated during the late apartheid years, after pervasive political violence which were deeply marked by racial and ethnic cleavages (Bekker and Leildé, 2003). The essence of changing the curriculum is not merely to reflect a diverse society in a manner that could benefit the learners; rather it is its importance since the ideals that all individuals should be equal. Creating the necessity of ensuring that minority groups are not portrayed as inferior by the curriculum and school environment (Kusá, Sladová, Kopecký, 2014). Mono-cultural education does not sufficiently reflect the groups within society. It does not provide learners with the platform to fully understand the experience of other different ethnic groups. This implies that individual subjects must be taught from a multicultural angle (Banks & Banks, 2010). That is why ME should be integrated amongst subjects in the school

curriculum. In addition to this, the manner of selecting curriculum content ought to be conducted in a way that recognizes the diverse groups within society.

The process of implementing ME also includes the role and nature of textbooks, in this context, particular content should be reflected by the textbooks. More specifically, textbooks should portray the diverse nature of society. Textbooks play a key role in defining the dominant or acceptable culture (Schoorman & Bogotch, 2010). This implies that textbooks should be multicultural and accentuate the cultures of different groups utilized by learners. Therefore, it is possible to integrate the ideals of ME through textbooks especially in one of the relevant subject such as Social Studies, Religious and Moral Education.

Consequently, textbooks should include multicultural issues that depict the diverse nature of society. Learners will only recognize the relevancy of curriculum or academic content if it does reflect their experience as individual groups. However, selecting neutral and objective textbooks that comprehensively portray the different groups within society is a challenge for educators (Henson, 2015). The content contained relate to those groups that have been marginalized and have been historically oppressed. It is argued that the deliberate exclusion of the experiences of minority groups accentuate and reinforce the idea that they are inferior (Smith, 2009). The issue of language is controversial in formulating a curriculum for ME. This relates in particular to language that should be utilized as the formal language in the classroom context.

This is further worsened by the possibility of utilizing native language, at the macro level. In addition to this, the discontinuity that exists between the language of learning and teaching is critical to the implementation of ME. In this study, this means that the linguistic capacity learners bring with them to school stimulate complications in relations to accessing curriculum for most learners (Wang & Phillion, 2009). One of the ideals of ME is that it has to recognize the different languages. This implies that mainstream language should not be forcefully implemented as an official language since it will overtly contradict with the ideals of

ME (Sleeter & Carmona, 2016). In the African context, the language issue was problematized by colonization that forcefully imposed a dominant language for instruction in a mixed classroom. Usually, this was a Western language perceived as more acceptable and civilized than the other language. Hence, marginalising and dominating local cultures was regarded as primitive (Vang, 2010). Providing instructions in the mother tongue within the education context consist of numerous advantages since learners will have the ability to comprehend and express themselves.

In the South African context, the National Education Policy (Act 27 of 1996) authorizes the Minister of Education to create a national policy of language in education. Hence, the Language in Education Policy was adopted in 1997 (Menken & Garcia, 2010). The Language in Education Policy states the following ideals:

- The choice of language can be determined by the parent of the child.
- Learners must also have the option of choosing their preferred language once admitted into the school.
- Governing bodies of schools have the authority in stipulating how they will create multilingualism by utilizing more than one language of learning and teaching, by offering more language comprehensively.
- In the absence of particular language, it is within the rights of learners to request the provincial education department to provide instruction within the context of the preferred language (Brock-Utne, 2015).

One of the most crucial issues in the implementation of the curriculum in the context of ME is the issue of teacher attitudes and expectations. These attitudes and expectations will determine, their view on the meaning and relevance of ME including the various approaches that exist in the implementation of ME (Liggett, 2011). The relation that exists between the educator and learner is vital in the process of education within a diversified environment. This interaction is fundamental because teachers are a major component of the whole process (Mayo & Larke, 2011). Therefore, it is under these circumstances that the duty of teachers to

accentuate relevant attitudes and behavioural patterns that accommodate fair opportunities for all learners is investigated.

Teachers should integrate learners from different cultures within the classroom. They should recognise each learner as a fundamental component of the classroom; this is one of the main principles of ME. Consequently, this will create a learning environment that may be accommodated by learners, who achieve (St. Denis, 2011). This situation requires that teachers surrender their conventional beliefs that they had before engaging children from various cultures, including stereotypes and prejudice. One of the major goals of ME is to develop the intellectual ability of the student Banks (1995). To attain this purpose, the role of the teachers is very important; hence they have to change their negative attitudes and behaviour (Miao, 2015). Their view on ME is also very relevant to implementation. Multicultural and sensitive teaching materials are not important if they are handled by educators who have adverse negative attitudes towards other ethnic groups.

The ideal multicultural educator should have important knowledge, capacity and attitudes. In relation to knowledge, teachers should be acquainted with the learner's culture. This necessitates that educators be competent in terms of how they perceive multicultural groups. Furthermore, they should have appropriate attitudes to the different nature of learners and recognize the diversity within the classroom context (Milner, 2010). Viewing learners as inferior contradicts with the principles of ME. This could be an outcome of a circumstance where teachers' views, attitudes and individual's experiences may significantly contradict with history of learners who emanate from a diverse background (Willis *et al.*, 2014). Educators should be able to teach learners from diverse background. This needs them to review their attitudes, perspective and an honest commitment to coordinate and manage student diversity. This situation requires that educators have a broad acquaintance about the different ethnic cultures and experiences.

2.6 Challenges involved in dealing with ME in schools

The continued transformational dynamics and evolution in education is a reality that affects the future. This is related to the uniqueness of the South African fabric and its educational mosaic (Niemann, 2006). Teachers are faced with the challenge of teaching increasingly culturally diverse classes in multicultural societies. They must understand the mutual interdependence of the members of the class, their roles, and what is most important to each member (Sellers, 1994). Peters-Davis and Schultz, (2015) point out that, there is a large cultural gap between minority learners and educators that belong to the dominant cultural group. As a result, some teachers hold low expectations of minority learners.

According to Banks, (2008) one of the significant aspects about the challenges encountered by ME is the notion that all learners should be provided with fair opportunity to learn. This encompasses eradicating all forms of racial prejudice and various types of discriminative practice (Alexander, 2015). In this regard, a comprehensive acknowledgement of diverse ethnic and racial groups of learners by the teachers in the classroom is key. Therefore, teachers need to adapt themselves to a diversified school environment. Alternatively, Kim, (2011) argues that there is a necessity to equip educators with the skills that will enable them to comprehensively manage the diverse nature of cultures, race and numerous needs related to learners. In the South African context, many changes occurred consistently. This may lead to more complications in managing a heterogeneous class. Consequently, the diverse nature of the learners and educators presents a challenge to the essence of ME.

Contrary to Banks (2008), Phahlamohlaka, (2017) shares a different argument that ME is a complicated concept with various dimensions. However, teachers usually emphasize and focus on a single dimension. He claims that certain educators only perceive it as merely a strategy to accommodate content related to ethnic groups within the curriculum, whereas others perceive it as an attempt to reduce prejudice. Keengwe, (2010) argues that part of the challenge that continuously features in ME is the propensity of educators, school principals and the society to generalize the notion of ME. Keengwe (2010) further views it as the celebration of minority icons. He continues to argue that, this definition diverts from the genuine purpose and

scope of ME. The lack of a precise definition presents a challenge for ME from the perspectives of postmodernism which should be interpreted as acceptable. Consequently, various descriptions have been advanced for this notion.

However, the literature argues that ME is a sophisticated aspect due to the absence of a universal definition that educators, policymakers and administrators could work on. Due to the lack of a specific definition, numerous educators perceive ME as ill-defined and bereft of validity (Kirova, 2008). They do not have confidence in implementing what they perceived as an ill-defined concept. As such, there is evidence of a rupture between theory and practice in the concept of ME. Critical pedagogy scholars have identified this discontinuity between gap and theory as a significant challenge for ME (Valdés, Capitelli & Alvarez, 2010). The formulation of theory in ME has broken away from the actual practice of ME, hence the existence of a division. The main reason is that ME is usually presented and practised artificially. This is a consequence of educators not comprehensively implementing ME. This is supported by Sharma, (2009) who suggested that teacher preparation programs incorporating a balance of multicultural theory and practices are more comprehensive. Thus, teachers are not equipped to teach culturally diverse learners successfully.

For instance, the model formulated by Banks (2009) which is viewed as ME continuum approach might lack comprehensive implementation. Most of the stages on this continuum might not be implemented; hence a rupture might occur as a consequence of this gap (Wells, 2008). There is a difference from the approach as defined and conceptualised by theorists and the practical implementation within the school context. As a result, some of the one-dimensional approaches end up as mere contributions or celebratory phase (Croco, 2017). One of the challenges of ME is that it does not present comprehensive scrutiny of the prevailing power dynamics within society. These power dynamics are imbalanced that since power is not equally diffused within society (Cohen, 2013). This is because ME places a more focus on the diverse cultures whereas disregarding other important issues. It has been realised that ME does place significance on culture and reduce its political significance in the process.

There is a propensity for ME to place more emphasis on culture at the expense of more pertinent issues like racial prejudice and inequalities. The criticism placed on ME is that it overemphasizes on culture. Also adjusted to adapt to multicultural notions, the validation of the concepts of personal, ethnic, or national cultural identity that is confined, and viewed as normal (Alsubaie, 2015). However, Parrish and Linder-VanBerschoot, (2010) further argue that ME also requires the presence of educators and school principals who are acquainted with the diversity of their learners, in addition to the history of the different ethnic groups in the classroom context. This is critical for social welfare, justice and equality which seemed to inform the willingness of the teachers in this study to accommodate their diverse learner populations.

However, in a certain situations, teachers and administrators might not be well informed about the cultures of their learners. The response of parents to the presence of diverse groups also poses a challenge to ME; in other instance, parents might view the existence of different cultures and the racial group as eroding their homogeneity (Gupta, 2012). This is common among dominant groups; this situation might weaken the capacity of dominant learners to interact with a minority in the classroom context.

A similar situation occurred in South Africa after the demise of Apartheid, as most learners moved in numbers to schools that historically served white children and produces educational achievement closer to the norms of developed countries. This second system serves mainly white and Indian children, although black and coloured middle-class children are increasingly migrating to these schools and mainly white and Indian school (de Wet & Wolhuter, 2009; Radebe, 2015). According to Metcalfe, (2008) and Radebe, (2015), schools back then were categorised as Models A, B, C and D (Table 2.1)

Table 2.1: Categorisation of schools before apartheid

School model	Function
A	were state schools that became private schools and received a government subsidy
B	Model B schools were schools in which the state-funded teachers' salaries and the management of the school and parents decided on admission policies
C	Were schools in which the state only paid the salaries of permanent teachers and the school governing body ran the finances of the school; setting their fees and admission requirements. They were required to keep the majority of learners white
D	were completely state-funded with no race restrictions on admission; these schools belonged to the White Department of Education and Culture but were allowed to admit an unlimited number of black learners

Sources: Pampalis (2002); Metcalfe (2008) and Radebe (2015).

Model schools were to decide on their admission requirements, allowing the schools to admit learners from different racial and cultural background and lifting the ban on racially mixed schools. In model C schools, certain measures and strategies were designed to make it difficult for black learners to be admitted into these schools. These include increasing school fees to levels that could not be afforded by these learners. In other situations, the lack of sufficient resources might make it difficult to fully implement ME. Furthermore, in some instances, there could be a need to bring new books which reflect the experience of minority groups. However, schools might lack the funds and resources to adjust to the increasing diversity of society.

Given the aforementioned discussion of ME, in most instances, the challenge might not be the lack of funds and resources. It might be the outcome of a publisher who deliberately refuses to change to the current needs of ME. This stimulates a

complicated situation where the content of curriculum instruction material continues to reflect the experience and culture of the dominant groups (Chouari, 2016). Such situations require effective teachers and administrators who can appropriately implement the ideals of ME. This is a challenge since they might lack the capacity due to weak preparation, or they might deliberately sabotage due to negative attitudes. Despite its ability to combine learners from various cultures and put them in a single classroom context, ME does not comprehensively develop its theories and programs from the perspective of minority culture and language. In certain situations, it might ignore minority learners (Subedi, 2010).

Particular challenges might emerge at the school level. Therefore, ME must depend on the capacity and will of educators surrendering and altering their individual's beliefs, to fully function in ME. Secondly, it also necessitates the school and educators to be acquainted with blatant curriculum and latent curriculum present in the context of school (Davidovitch, 2012). Latent curriculum refers to the norm of the school which is not comprehensively advanced, fully known and anticipated. However, it should be noted that the school also depends on the capacity of teachers to educate learners to become globalized learners. This also is dependent on the extent to which educators are willing to adopt other cultures for them to instil a mind-set of open-mindedness within their learners.

2.7 Perceptions of learners regarding the implementation of ME

Education is widely seen as essential to advancing development, democracy, and human rights throughout Africa, but twenty years after the end of *apartheid*, South Africa is still one of the most unequal countries in the world (Gebremedhin & Joshi, 2016). This implies the challenges regarding multiculturalism are still eminent and need serious attention. Historically, the SA education sector has been used to 'discriminate against people on the grounds of colour alone and against the poor, weak, and the oppressed, instead of being used to throw open the doors of opportunity' (Hartshorne, 1992; Gebremedhin & Joshi, 2016). When Nelson Mandela came to power in 1994, newly democratic South Africa sought to reverse this trend. However, the education system still faces many of the same challenges which

include declines in student enrolment, a large shortage of trained teachers (Van Der Berg, *et al.*, (2011) racial disparities in examination scores (Fleisch, 2008), and low quality mathematics and science education (World Economic Forum 2012; 325).

In this country (South Africa), different people of different races, culture, background, religion and different beliefs interact with one another, having positive and negative ideas towards education. Consequently, in the globalized world, the relationship between a learner and a teacher has created a different and a new meaning (Grant & Sleeter, 1986; Aydin & Tonbuloğlu, 2014). Their relationship has improved due to the changing world and sharing of ideas such that a teacher is no longer knowledge transmitted but a friend. This has led to an open and interactive association where learners can voice out their views about the likes and dislikes, and their perceptions about a certain subject or aspect of their life. Learners do not want to act as consumers of facts rather they strive to be creators of knowledge. This leads to a new series of expectation from students. Learners respect teachers not because they provide information, rather because of the fulfilment of their expectations from their teachers. According to Merten, (2012), learners in higher education are able to resist concepts within Multicultural Education while still experiencing school success. For example, learners may openly resist or not agree with certain multicultural teachings but still work hard and receive high grades. However, K-12 students who openly resist teachings may be punished for their resistance by receiving lower grades or disciplined by teachers and administration (LaDuke, 2009). Nowadays, teachers are expected to continually improve and adapt themselves according to the learners' needs, which are not easy to understand. The tasks assigned to teachers have gradually expanded and become more demanding due to the diversity of their classrooms yet the learners believe that ME is not the way to go. They want to cleave to their "isolated corners" without embracing diversity. Besides, most learners nowadays grow up in a culture of being neglected, especially where violence is seen as normal. Mabatha, Magano and Sedibe, (2014) indicated that learners feel safe at times when they have some teacher whom they can trust to report what they are going through. They believe that, these are the teachers they think will take the relevant steps to solve their problem, especially when being bullied.

Diversity and Multicultural Education are issues that make many people uncomfortable. Studies revealed that, as a result of this assumption, many students who are enrolled in Multicultural Education courses experience resistance. Furthermore, the continuous shift in societal activities increases the need for cultural acceptance. The opportunity for learners to gain a better understanding of the individual's difference and their perceptions is available although they feel like they need some silver spoon on a silver platter. Teachers should create an environment that is conducive to learning about cultural differences. Gaining learners' perceptions of diversity for learners enrolled in Multicultural Education courses has never been as important as it is today. Learners' perceptions can, therefore, be used to provide feedback for teachers on how to best structure their classes so that learners can actively engage in discussion related to diversity (Merten, 2012).

Education is globally regarded as significant in addressing social ills, and in promoting social justice. Within the South African (SA) context, this is particularly dominant as education aims to not only "redress past injustices ..." and "contribute to the eradication of poverty and the economic well-being of society", but also to "advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination and intolerance ..." (Teise & Alexander, 2017). Therefore, the goal of Multicultural Education is to prepare learners for the world with an ever-increasing diversity (Aydin & Tonbuloğlu, 2014). However, researchers who oppose Multicultural Education have, even though none have a rigid attitude, pointed out that, some problems are arising from Multicultural Education (Coddington & Bergen, 2004). The most criticized point of Multicultural Education by researchers in literature is the lack of an agreed definition for future curriculum development. The most definition by the proponents of Multicultural Education is Banks, (2008) definition stating that it is a notion, a reform movement, and a process. Since this definition is overly general, it creates a weakness allowing the practitioners to interpret it as they see fit. Some negative results arising from the practice instead of the positive objectives (Ho, Niles, Penney, and Thomas et al., 1994).

2.8 Strategies required to empower teachers to enhance the implementation of ME in multicultural classrooms

The classroom setting and the classroom instruction in a multicultural classroom should be conducive of the learner characteristics (King and Ladson-Billings, 1990).

Teachers serve as the guiding force in a learner's life. They mould learners to become responsible citizens in society. In addition to this, teachers also transmit knowledge which is imperative to the dynamic interplay between the cultural context and classroom setting. In this regard the following learner characteristics are envisaged:

- ❖ Culturally Affirming
- ❖ Culturally Responsible
- ❖ Culturally Accommodative

Therefore, the attitudes of professionals such as teachers, towards the success of their learners, are vital. Thus, teachers should believe that all learners can succeed and the sooner teachers start communicating this belief to the learners in the classroom the better the learners feel valued and successful (Ladson-Billings, 1995; Zeichner, 1993)

There are different categories of teachers; some are experienced, while others are not. Some are trained and certified, while others are not. Some are trained to teach either in the FET or GET sector (Obi and Rembe, 2017:130-137). Therefore, professional training of the teachers on intercultural practices and intercultural understanding in education should be developed by DoE. In regard to the collaboration with other schools to promote integration will be promoted. It has been noted from the above-mentioned scholars that the teachers at times are faced with classroom discipline and control that is deteriorating. Hence the current study is of the view that policies should be available even in the classrooms for learners to acquaint themselves.

However, having policies on paper in South African schools alone is not enough to provide what is required of the teacher in the classroom currently (Mabatha, Magano & Sedibe, 2014). According to Alismail, (2016), the emergence of multiple and overlapping identities involving ethnicity, gender, religion, and transnationalism has further complicated the concept of diversity and Multicultural Education and effected how teachers address the needs of children from a widening cultural spectrum. The department is expected to equip learners with necessary skills, experiences, knowledge as well as the values that will empower them to meet the requirements of a future society. However, teachers and learners need to be trained through workshops to facilitate a deeper interchange of intercultural knowledge.

2.9. Approaches to Multicultural Education

Banks (2013c) from the USA, an educator and renowned author on ME, identified the following approaches that teachers can use for integrating ME into their curriculum. These approaches afford a clear knowledge of how the theoretical frameworks discussed in the study could be integrated into ME curriculum and the school programs.

2.9.1 Contributions Approach

Teachers using this approach provide examples of the relevant contributions and heroic accomplishments of people from different races and cultures, without changing the lesson plan or goals of the unit being taught. For example, in a science unit, learners could learn of the contributions of scientists from different countries or ethnicities (Banks, 2010). The contribution approach is not unproblematic as it usually results in the trivialization of ethnic cultures. Also, it may strengthen the belief that ethnic minorities are not integral members of mainstream society. This approach might also reinforce stereotypes and misconceptions about minority groups. In this approach, mainstream curriculum remains untouched. Furthermore, the contribution approach is superficial, as it usually tries to divert from issues like ethnic group's struggles with racism, poverty and oppression. Consequently, it does not allow learners to develop a global view of ethnic and cultural groups.

2.9.2 Additive Approach

This approach requires adding cultural realities that traditionally are phased out of the curriculum. For example, the colour blind approach teachers apply against learners from different backgrounds with the contemporary emphasis on constructive accommodative curricula at all levels. It is much more feasible to put additional knowledge related to numerous groups compared to redesigning the curriculum entirely, enquiring various type of questions (Castagno, 2009). It is for this reason this approach is commonly utilized in diverse educational context despite symbolising a fundamental approach in attempting to construct an accommodative curriculum.

The outcome of this approach is that ethnic content is perceived from the viewpoint of the conventional scholars since it does not involve a comprehensive redesigning of the curriculum (Tabatadze, 2015). This approach cannot also assist learners to perceive society from different cultural and ethnic angles. Also, it fails to comprehend how the histories and cultures of the nation`s different ethnic, cultural, and religious groups are inevitably linked. Furthermore, the Additive approach does not change the overall curriculum. Lastly, the management of religious aspects by teachers in South African Schools suggests the need for transformation.

2.9.3 The Transformation Approach

The transformation approach consists of different features from the contributions and additive approach. It practically transforms the manner in which the curriculum is organized. Pupils are stimulated to perceive ideals, principles, aspects from numerous cultural angles and platform. This means that the conventional view of the curriculum is merely one of the panoramas from which aspects, ideals and complications are perceived (Banks, 2015). The transformation model utilizes the combining of numerous views, framing of references and content from numerous groups. However, the significant complications emanating from this approach is to change the entire curriculum. Therefore, for the teachers to implement this approach in the context of the classroom, it is essential that they have to be flexible with their principles, norms, and debate most issues from various cultural angles.

2.9.4 The Social Action Approach

This approach is the highest phase of integrating multicultural techniques in the classroom. It encompasses all the features of the transformation but it necessitates learners to participate in particular aspects of complications they have studied in the classroom. The main ideas of this approach are that learners have diverse learning styles hence the class consist of learners with numerous learning styles. Integrating ME in the context of the classroom, learners will increasingly achieve both in the context of school and home. It is possible to instil in learners the capacity to function in a diversified environment. Each learner can understand sophisticated materials and perform them at a higher level.

In this approach, learners may participate in an activity which needs them, for example, to investigate ways to reduce racial prejudice and segregation in the school. They are tasked to collect fundamental data, examine their principles, and combine their knowledge and values. They also specify a possible course of action; eventually decide which action is feasible and effective in eliminating racial prejudice. This approach aims to teach learners to respect differences between groups and also allow them to recognise inequality and discrimination in the school and society (Banks, 1995).

2.9.5 Assimilation Approach in the South African context

This is the approach to ME directly linked to the protection of the material interests of the dominant group. Its proponents and advocacy involve the movement from a combination of the marginalised people working with people from the mainstream dominant group. When schools experience its limitations they attempt the notion of the “rainbow nation” to acknowledge diversity among learners (Vandeyar & Killen, 2006). Due to the influence of apartheid in South Africa, the white race became the dominant and influential group, culturally and economically. Most of the privileges were reinforced through the marginalization of black people. Therefore, the end of apartheid stimulated the hope for a multicultural society which recognizes the

diversity of South Africa. Schools were no exception; however, South Africa seems to follow the assimilation approach.

Assimilation is an approach which emphasizes fitting into the dominant system. It encompasses a process where learners who decide to join a certain school setting have to accept completely, the norms and culture of that school. In this manner, the dominant culture does not have to compromise for minority learners. Hence, learners have to fit in totally to the prevailing system, values and norms (Carter, 2012). A common example is the issue of appropriate hair style in South African schools, for instance in 2016 learners at Pretoria High School protested against the decision from the school which allegedly instructed them to chemically straighten their hair. The desirability of assimilation in South African schools is an issue subject to debate with some scholars arguing that it resembles racial discrimination, which is contrary to the ideals of post-apartheid democracy (Moloi, 2007). After the demise of apartheid, there was a mass movement of black pupils into dominant and previously white schools. Therein laid the seeds of cultural conflict and assimilation of the new black and minority learners into South African schools.

Schools serve an important role of socializing children within the boundary of expected forms of norms and culture (Moodley, 2004). In this respect, the intention is to transmit the existing norms and values within generations. Usually, the school setting reflects the culture and norms of those who possess economic and political power. This is done through assimilation of minority groups and the marginalized through subtle coercing of minority children with the cultural values and behavioural norms that are perceived as acceptable within that society (Vandeyar, 2010b). Therefore, what happens beyond the school gates influences the school context and in which the way the school will operate directly or indirectly (Valley and Dalamba, 1999). They further argue that, the school environment and societies where the schools are situated influence what happens in South African Schools today. In this regard, the communities where the schools are in contact play a vital role into a school character which ultimately becomes the teachers and the learners' character.

One of the debates in South African schools is the use of language. Although the South African constitution states that there should be a provision to ensure that

everyone attains an education in an official language of their choice, this is not always the case. The assimilation approach is still dominant pertaining language uses, for instance, most South African schools are either taught in Afrikaans or English of which black learners have to assimilate in these schools. Significantly, these learners are exposed only to a dominant existing culture being handicapped by lack of experience to their own culture. However, learners should be encouraged to recognise the differences and embrace the similarities across all ethnic groups to fight prejudice and stereotype amongst them.

2.10 Summary

The chapter outlined the theoretical framework which informed the study. This framework is based on Laszlo's General systems theory and Critical Pedagogy. This chapter, therefore, reviewed other studies on the Multicultural Education (ME) approach – studies of the historical development of ME, the purpose of ME in Education System, theories, dimensions, strategies and approaches relevant on the implementation ME. The Literature on teachers and learners' perceptions of the ME approach and teaching, as well as the challenges of implementing ME were also reviewed. Critical pedagogy draws upon experiences of learners through their cultural, linguistic, familial, academic, artistic and other forms of knowledge. It also takes learners beyond their own experiences and enables them to understand perspectives with which they disagree, as well as to think critically about multiple viewpoints, leading to praxis. The following chapter discusses the methodology adopted by the study to find answers to the research questions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to investigate the implementation of ME by HST in the CHWED. This chapter provides a comprehensive discussion of the research paradigms, research design, sample and sampling techniques, instruments of data collection, data collection procedures, data analysis, measures to ensure trustworthiness, and ethical considerations. It explains the theoretical foundations of qualitative research as well as elucidating and supporting each method used.

3.2 Research Paradigm

The term 'paradigm' may be defined as "a loose collection of logically related assumptions, concepts, or propositions that orient thinking and research" or the philosophical intent or motivation for undertaking a study (Killam, 2013). Anderson & Montero (2013) defined it rather differently that, it emanated from the Greek word paradigm which implies pattern and was initially utilized by Kuhn, (2012). The paradigm aims to describe how the world functions, how knowledge is obtained from this world and how one thinks, writes and talks about this knowledge (Hays & Singh, 2011).

Johnson and Christensen (2010) revealed that a research paradigm is the category of conventional principles and agreements shared between scientists about how problems should be interpreted and resolved. It consists of the following aspects such as:

- Ontology which relates to what is reality.
- Epistemology -how do you know something
- Methodology - which includes the techniques for investigating a phenomenon

A research paradigm is usually an acceptable model of conducting research within field or discipline. It is a world view, an essential perspective and a way of breaking down the complexity of the real world (Munar & Jamal, 2016). However, a paradigm is an interpretative framework, which is guided by a set of principles and feelings about the world and how it should be interpreted and studied.

3.2.1 Positivism

The term 'positivism' was coined by Auguste Comte who sought to distinguish between empirical knowledge and knowledge derived from metaphysics or theology; he proposed that scientific knowledge was more representative of truth than that derived from metaphysical speculation (Schwandt, 2001; Kaboub, 2008). Positivism emerged as a philosophical paradigm in the 19th century with Auguste Comte's rejection of metaphysics. Auguste explained that positivism was to reflect a strictly empirical approach in which claims about knowledge are based directly on experience. It emphasizes facts and the causes of behaviour (Bogdan & Biklen, 2003). He asserts that only scientific knowledge can reveal the truth about reality. It was later formally established as the dominant scientific method in the early part of the 20th century (Angen, 2000). Positivism today is viewed as being objectivist – that is, objects around us have existence and meaning, independent of our consciousness of them (Crotty, 1998). In other words, positivism assumes that there are real-world objects apart from the human knower which is an objective reality.

Angen (2000) relays that, positivists adhere to the understanding that only “realistic” knowledge gained through observation, including measurement, is honest. Normally, the role of the researcher is limited to data collection and interpretation objectively. This has been observed in other positivism studies. In these types of studies, research findings are usually observable and quantifiable. Positivism depends on quantifiable observations that lead to statistical analyses. It has been noted that “as a philosophy, positivism is in accordance with the empiricist view that knowledge stems from human experience”. It has an atomistic, ontological view of the world as

comprising discrete, observable elements and events that interact in an observable, determined and regular manner.

Researchers warn that “if you assume a positivist approach to your study, then it is your belief that you are independent of your research and your research can be purely objective. Independent means that you maintain minimal interaction with your research participants when carrying out your research.” In other words, studies with positivist paradigm are based purely on facts and consider the world to be external and objective.

The criterion for evaluating the validity of a scientific theory is whether our knowledge claims (i.e. theory-based predictions) are consistent with the information we are able to obtain using our senses (Bryman, 2004). Positivist research methodology (methodological individualism) emphasizes micro-level experimentation in a lab-like environment that eliminates the complexities brought by the outside world such as social, psychological, and economic linkages between unemployment, and crime or suicide. Psychologists have realized the results produced to have internal validity. These include relations observed in the experiment which are valid within the context. Positivists are also associated with challenges which can be readily discerned in the more recent writing on philosophical issues related to social sciences. The attribution of positivist was glibly and indiscriminately by several researchers in the 1960s, of which this became the word of abuse.

Scientific theories are seen by positivists as providing some kind of backcloth empirical research because the hypotheses are derived in the form of postulate causal connections between entities. These enable the scientists to test the theory, however; if the hypotheses are related when submitted to rigorous empirical examination, the theory must be revised. The knowledge when it comes to positivists consists of identifying facts about how and why people behave as they do and eventually try to make connections between different facts to produce theories which explain their behaviour (Bogdan & Biklen, 2003; Livesey, 2006). This implies that the

researcher should not directly interact with the people they are studying as this might influence their behaviour. Positivism adopted David Hume's theory of the nature of reality (i.e., philosophical ontology). Hume believed that reality consists of atomistic (micro-level) and independent events. He believed in the use of the senses to generate knowledge about reality (i.e., scientific method). He thought that philosophical and logical reasoning could lead us to "see" non-existent links between events occurring simultaneously.

3.2.2 Post positivism

The post-positivism paradigm is the modified method for the social sciences and is more interested in connecting theory and practice (Christensen, 2012). The quality of this paradigm in terms of standards is:

- ❖ Objectivity
- ❖ Validity
- ❖ Reliability

These standards can be modified with the use of triangulation of data, methods and theories (Johnson & Christensen, 2010). Furthermore, it uses additional methods such as survey research and qualitative methods such as interviewing and participant- observation (Creswell, 2011). As such researchers are interested in employing multiple perspectives reliably than a single reality when investigating a phenomenon (Cresswell and Cresswell, 2017). They (researchers) believe that human knowledge is not based on unchangeable rock-solid foundations but it is conjectural. In this regard, knowledge is subject to paradigm shifts and renewals since it is a human contrivance (Zammito, 2004; Phillips & Burbules, 2000).

3.2.3 Emancipatory paradigm

This paradigm includes critical issues of social science research, participatory action research, and feminist designs and research with the aim to emancipate. Emancipatory paradigm is also known as a transformative paradigm which denotes a family of research designs that are influenced by various philosophies and theories

with a common theme of emancipating and transforming communities through group actions. This was influenced by a German philosopher, Karl Marx who believed that, those who controlled the means of production (ruling class) were also controllers of the mental production of knowledge and ideas.

This paradigm adopts the stance that social reality is historically bound and is constantly changing, depending on social, political, cultural and power-based factors. Similar to the positivists/post-positivists, scholars within this paradigm adopt the stance that reality is out there to be discovered. They diverge from the positivists/post-positivists; nevertheless, they believe that social reality is constantly changing.

3.2.4 Interpretive paradigm

The study adopted the interpretive paradigm, working within a qualitative approach to answer the research questions. This paradigm emphasized on comprehending the world from the experiences of individuals. The advantage of this paradigm is that it can be used as a lens when investigating individuals or small groups in naturalistic settings (van Rensburg, 2001:16). Therefore, it is suitable for this study because it seeks to understand the participant's different perceptions on the implementation of ME in their natural settings (the classrooms). Denzin and Lincoln (2011) support studying social phenomena in their natural settings and attempting to make sense of or interpreting them in terms of meanings people ascribe to them which is vital in the qualitative approach. Consequently, to derive authentic meaning that will facilitate the construction of a subjective definition of their (participants) reality.

Miles and Huberman (1994) revealed that researchers in the interpretative tradition realized that the social realm is different from that of the natural sciences and cannot be investigated in the same way. Furthermore, they argued that this paradigm is concerned with human actions rather than behaviour. Therefore, in this tradition there are no precise and exact theories rather, they should be interpreted in relation to how interesting they are to the researcher, including those within the similar field. However, the researchers also endeavour to adopt their construct from the field by a broader investigation of the phenomenon of interest utilising methods that include

interviews, participant observation, which usually depend on the subjective relationship between the researcher and the participants (Yvonne-Feilzer, 2010). The goal of an interpretivist research is not necessarily to create novel theories, but on the contrary to examine or assess and refine interpretive theories. Therefore, it is important to comprehend that interpretivism is not a unified paradigm; it refers to a large family of numerous paradigms.

3.2.5 Interpretative Paradigm in this study

This paradigm is relevant in this study on the fact that it enabled the researcher to conduct the study on the lives of the people for understanding and interpret their meaning. The interpretative paradigm focuses on studying and understanding of social life, including among others phenomenology and ethnography (McFarlane, 2000). In this case, the perspectives of the HST as participants in the implementation of ME were described to give meaning through interpretive tradition, (phenomenology) and furthermore, to enhance understanding of the cultural behaviours of people through observation of diversity and their ethnic groups in schools and society at large (ethnographic), (Schwandt, 2007). Therefore, for this study, this paradigm helped the researcher to capture participant's feelings, thoughts, views and their knowledge regarding ME through data gathering and analysis strategies chosen for this study and the implications for this tradition. Furthermore, the strength of this paradigm helped the researcher to listen to the teachers and learners and share the world in the same way as they experience it. Lincoln and Denzin (2000) attest that research located in this paradigm is guided by the set of beliefs and feelings regarding how the world should be understood and studied.

3.3 Research approach

This study utilized a qualitative research approach. This approach looks at how and why things transpire. Creswell (2003) argues that qualitative research explores and understands a central phenomenon which is the concept or the process explored in a qualitative study. This approach is a situated activity, which locates the observer in the world of participants (Smit, 2001; Phatlane, 2007). However, qualitative research

as a practice for conducting research is typically different as compared to other methodologies within social science both theoretically and methodologically. Theoretical boundaries refer to the logical, conceptual and disciplinary tenets from which qualitative researcher's base (Denzin & Giardinha, 2016). These narratives respond to the essential question, what is occurring here. A number of qualitative research designs are projected to address this question. Conversely, this might be based on an aspect that it could be an event or a situation which is complicated for researchers.

The nature of qualitative research is how it focuses on the manner in which events unfold naturally (Taylor, Bodgan & De Vault, 2015). These scholars placed limited attention on the strategies, and how it executed its investigation and rather on the philosophy of qualitative research. Some favours the word interpretive to qualitative (Smith, 2015). Qualitative research is also defined as a form of an organized empirical attempt to understand the meaning behind certain occurrences. This form of research is based on the universe of experience.

Qualitative research is naturalistic, which implies that the researcher investigated practical world circumstances as they occur naturally, there is no manipulation or control of the situation. The researcher is ready for whatever that occurs (Berger, 2015). There is a lack of predetermined constraints on findings. The researcher also accepts adjusting to the investigation as understanding broadens and /or setting evolves (Silverman, 2013). Also, it avoids utilizing inflexible designs that do not allow a reaction to the opportunity of pursuing a novel direction of findings as they emerge (McNabb, 2015). There is a significant difference in how a qualitative research study is structured. Essentially, the qualitative researcher endeavours to provide a description and understand human behaviour, mainly on the words of chosen individuals, alternatively by interpreting their cultural practice or their setting (Denzin & Lincoln, 2011). There is a clear action that is behind each phase of a qualitative study to ensure that the researcher, premises, assumptions, understanding is apparent.

The researcher is closer and has an intimate interaction with the participants including the circumstances and phenomenon which is being investigated (Brennen,

2017). Therefore, the researcher's individual experiences and insights were a significant component of the inquiry and essential to comprehend the phenomenon (Flick, 2014). In addition, the researcher also followed the principles of empathic neutrality. In essence, the researcher attempts to understand the participants without prior-judgement but through reflecting openness, sensitivity, respect (Marshall&Rossman, 2014). Therefore, the emphasis on the process of the assumption is that change is continuous aspects regardless of where the attention is, personal experience, society, institution, or norms are core. Hence the researcher was cognisance and attentive to the system and situational dynamics. This was also essential to avoid biases on the part of the researcher.

3.4 Research design

Denzin and Lincoln (2011) defined research design as "a set of guidelines that connect theoretical paradigms to strategies of inquiry and methods for collecting empirical materials. In support of this, Maree *et al.*, (2007) attest that research design is a plan or strategy, which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done.

3.5 Case Study Design

Bromley (1995) and Harrison, Birks, Franklin & Mills (2017) define a case study as a systematic enquiry into an event or a set of related events, which aims to describe and explain the phenomenon of interest several cases by collecting data from individuals who have shared sufficient common information and experiences, regarding the implementation of ME. The case study design is well suited for a qualitative and exploratory research, like teachers' perceptions of schools' state of readiness for the introduction of grade zero/early childhood education, since it encourages interpretation and allows for complexity and richness of detail (Mangwaya, 2012). It is considered that, any research investigation, which analyses a phenomenon in its real-life context. Yin (2017) argues that a case study design enables a researcher to closely examine the data within a specific context, selecting

a small geographical area or a very limited number of individuals as the subjects of the study. In this regard, a case study is suitable to investigate contemporary real-life phenomenon through detailed contextual analysis of a number of events or conditions and their relationships (Yin, 2017).

3.5.1 Advantages of case study

This study adopted a case study design because it facilitates an intensive investigation of a single individual case study, community studies, social studies, studies of organizations and institutions, studies of events, roles and relationships and studies of countries and nations (Babbie & Mouton, (2001a). The researcher investigated a single case study of two schools on the approaches mediated by HSTs to implement ME in the multicultural classroom to get an in-depth understanding of the prescribed South African curriculum (DoE, 2006) meant to foster and embrace diversity is being implemented accordingly, for teachers and learners' benefit.

Creswell and Clark (2007), note that a case study design offers a richness and depth of information not usually offered by other methods. It is believed that understanding the case study leads to better understanding and better theorising about a collection of cases. The assertion made by Stjelja, (2013) that, a collective case study is the study of a number of cases in order to inquire into a particular phenomenon, population or general condition has inspired the researcher to select the case study as a research design of the current study. The use of a case study design assisted the researcher to carry out a rigorous investigation focusing on a single unit using methods and variables mentioned above. Thus, the researcher had a collection of several cases by collecting data from individuals who have shared sufficient common information and experiences, regarding the implementation of ME.

3.5.2 Disadvantages of case study

Lincoln, Lynham, and Guba (2011) argue that case study design lacks a systematic handling of the data and systematic reporting of evidence. Therefore, it is difficult to

summarize case studies into general propositions and theories; this is due to the properties of the reality studied, not the research method. However, research indicates that it might be difficult to find an appropriate case study to suit to all subjects. Normally, case studies contain the study of observations and perceptions of different people. Chances are high for the person presenting the case study to fully present it in one manner missing other aspects completely (Gobo, 2004; Flyvberg, 2006). In support of this notion Creswell, (2008) argues that the study of more than one case attenuates the overall analysis and the more cases an individual studies, the greater the lack of depth in any single case. The emphasis is to the fact that there is a risk of the researcher being biased that is why the current study adopted a purposive method when choosing the participants who would be in a position of having the characteristics that researcher was looking for. Hence the researcher managed to gather the in-depth information to minimise the risks and critics around the case study. Therefore, the researcher improved on trustworthiness, credibility and generalizability since most case studies are limited by the sensitivity and integrity of the investigator (Stake, 2005).

3.6 Population, Sample and Sampling Procedures

3.6.1. Population

The study was conducted in the Chris Hani West Education District, in the Eastern Cape Province of South Africa. The total number of High Schools in this District was forty-five. The sample size for this study was two secondary schools only. This was based on the fact that; these schools of choice were heterogeneous where desegregation had occurred. The majority of teachers were white and most of the learners were black. Moreover, the schools were culturally diverse in terms of age, culture, gender, race, ethnicity, disability, and sexual orientation where the population sample of the study was drawn. The High Schools were chosen because the learners in this phase were in exit point of the Further Education and Training Band (FET) and therefore have been experiencing the integration and inclusivity in the school (desegregation).

While Strydom and De Vos, (1988:198) argued that population refers to an individual in the universe that possess certain characteristics or trait Babbie and Mouton, (2001) on the other hand claim that population is the theoretically specific aggregation of the study. It was noted that the population refers to all constituents of any clearly described group of people, events, or objects who are the focus of an investigation. The essential factor in defining population involves the units or restrictions that are used to describe the set. Therefore, a research population is a large collection of individuals or objects- that was the focus of a scientific query (Rubin & Babbie, 2007). However, due to the large sizes of population, researchers often cannot test every individual in the population. In addition to this, it is too expensive, strenuous and time consuming for the researcher. Polit, (2004) defined a population as the entire set of objects or events or groups of people, which are the objects of the research and about which the researcher wants to determine some characteristics. However, it is not feasible to use the whole population in a research study, and therefore a sample must be drawn or selected to be representative of the population (Polit & Beck, 2010). This is supported by Kothari, (2004) who stated that most of the time; researchers are not able to study the entire population owing to limitations of time and costs and are obliged to draw a sample.

It is essential to describe accurately the target population. This can effectively be done by clearly defining the properties to be analysed, using an operational definition (Burns & Grove, 2010). Once this was done it should be possible to compile a list of elements of this population, or at least, to determine whether or not an element belongs to the population under investigation. The descriptive characteristics used in defining a given research population must relate to the topic under study. If one is investigating some aspect of measured intelligence, then logically, the population definition includes some unit that reflects intelligence specifications (Grove *et al.*, 2014b). Restrictions in the definition are intended to exclude participants with unwanted characteristics. This is an important factor and should happen before the study begins rather than making hast decisions in the field.

Defining population boundaries is important in research; since it separates who or what researchers are interested in studying from those they are not interested in studying. Narrowing the large population is important in research, this helps define

and further narrow the population (Best, 2014). It is fundamental to fully think through the population boundaries that are set for a study because if the right population is not used it may be difficult to make inferences from the data. After cautiously thinking about the best population to explore, the researchers create a population definition that is used to determine the population frame.

3.6.2. Sample of the study

According to Bernard (2000:178), most studies are based on samples between 30-60 interviews for ethno science. However, the smallest acceptable sample size is 15 (Guest *et al.*, 2006:16). Samples for qualitative studies are generally much smaller than those used in quantitative studies (Ritchie, Lewis & Elam, 2003). Qualitative research is concerned with making meaning not making generalized hypothesis statements (Crouch & McKenzie, 2006). While there may be other factors that affect sample size in qualitative studies, researchers generally use saturation as a guiding principle during their data collection. Based on these principles, the sample size for the study included eighteen participants.

3.6.3. Sampling procedures

The study used purposive sampling strategy; which is the process of selecting individuals who can offer an authentic account of the phenomenon under study and who share sufficient common experiences with others to represent a group (Yin, 2015). The selected sample included six HST; three males and three females, from two urban High Schools in Further Education Training Band (FET). Three teachers were selected purposefully from one school and the other three were selected from another school. The urban schools were preferred because of the large number of immigrant learners reflective of the racial and ethnic diversity the study explores.

The criterion used to choose the teachers and learners was because they represent different ethnic groups in diverse South African schools. Gender equity across the schools was promoted in the selection of the participants; this helped the researcher to obtain information from both genders. The reason for selecting both males and female participants is that the study focused on the diversity regarding ethnicity, age,

social class, race, sexual orientation, culture, gender and disability. Therefore, to enrich education and to get the in-depth information needed regarding the phenomenon investigated, there was a need for diversity in terms of the participants. The racial composition of the sample for teachers was as follows; Whites: male and female two, Indians: male and female two, Africans: male and female two. The number of learners was twelve, selected from two schools (six from each school). There were three girls and three boys from each, representing two White, two Africans and two Indians. Furthermore, the learners were selected to supplement the data that were collected from the teachers who are the main targeted participants of the study for the phenomenon under investigation. Therefore, the total number of participants was eighteen for rich data.

3.7. Data collection procedures and instruments of the study

The adoption of qualitative methods in this study allowed the use of different kinds of data collection instruments to gather the information, namely the face-to-face interviews, focus group discussions, classroom observation and document analysis. Qualitative data is holistic; therefore, the broad phenomenon being investigated is viewed as a sophisticated system that implies more than the individual components that make it complete (Merriam & Tisdell, 2015). However, the emphasis is on the interlinkage of the sophisticated nature of the phenomenon, and the dynamic nature of the system.

3.7.1 Semi-Structured face-to-face interviews

Semi-Structured face-to-face interviews were conducted first, to obtain data concerning teachers' different experiences in implementing ME in their school. The basic individual interview is one of the most frequently used methods of data gathering within the qualitative approach (Van Teijlingen, 2014). Interviews produce direct quotations concerning people's personal views and natural experiences which are usually derived from meticulously researched case studies and assessment of material culture (Glaser & Strauss, 2017). An interview is a method which is manageable and includes interaction with verbal words. However, the ability for an

interview to produce comprehensive data depends on the nature of communication skills of the researcher. This usually entails the capacity to precisely organize questions, and pay attention to the respondent. Therefore, it is important to create relationships with the participants' prior to conducting the interviews. This ensures that the researcher establishes some sort of trust when interviewing the respondents (Rabionet, 2011).

The unstructured interview is similar to observation, whereas the structured interview is closer to some form of a questionnaire (& Sainsbury Irvine, Drew, 2013). Semi-structured interviews are utilized when the emphasis is on obtaining broad data and insight. Low, (2013) argues that semi-structured interviews are usually utilized when there is a need to have participants' response to answer prior prepared open-ended questions. Further to that, it can be asserted that the decision to opt for semi-structured interviews is due to the probability of how the setting is relevant (Galletta, 2013). In the semi-structured interview, the researcher and the participants engage in a formal interview. The interview has some pre-set questions but also allow for open-ended answers and for further probing. However, in this study, the researcher constructed and utilized an interview guide. This included a series of questions and themes that the interviewer focused on when conducting the interview, and followed a certain step.

The interview is a traditional technique for collecting data in qualitative research. The technique, in which certain principles and occurrences are not only noted but also obtained, questioned and further substantiated (McIntosh & Morse, 2015). The interviews could be conducted for about 30 minutes to more than an hour, with a respondent. In this instance, six teachers were selected from two schools from the High School for face to face interviews. The interview was ideal for this study since it enables the production of in-depth data, in this case on the implementation of ME in High Schools. This yielded to more rich data in a non-threatening environment where teachers were free. Moreover, less imposing, more natural and flexible form of interaction was permitted. The researcher probed and made follow-ups to get more information. It is a widely used tool to access people's experiences and their inner feelings, attitudes and perception of reality (Fontana and Frey, 2005). Eventually,

this allowed the researcher to understand the world from the participants' point of view, established the meaning of peoples' experiences. The interviews were audiotaped and later were transcribed. The semi-structured interviews had some pre-set questions which allowed open-ended answers and further probing.

3.7.1.2 Advantages of the Semi-Structured Interviews

Semi-structured interviews are reliable because the participant is the one who has a better perspective or knowledge concerning the aspect that the researcher wants to inquire. However, the ideal situation is that the researcher should shape and control the direction of the interview. These methods are not rigid and do not strictly follow a set of questions rather, they allow additional questions. However, this results in follow up leads that occur in the process of the interview (Doody and Noonan, 2013).

Adams (2010), reports that the semi-structured interviews facilitate the respondents to express their perspective and experiences broadly within a confined engagement or disclosure. Also, a relationship or a rapport between the participant and the researcher is facilitated. One of the tasks within a semi-structured interview is that the researcher should construct an interview guide. In principle, semi-structured interview allowed flexibility in the sort of questions that were asked within the interview, using a constructed interview guide. This stimulated the researcher to think broadly about the sort of information that would be inquired by the interview (Campbell, Quincy, Osserman & Pedersen, 2013). This allowed the researcher to be cognizant of the particular complications that might have been encountered during the interview. Lastly, the semi-structured interviews permitted a less imposing, more natural and flexible form of interaction.

Although semi-structured interviews are normally used in qualitative research, there are disadvantages which may need to be dealt with ahead of time. The researcher requires interviewing skills, the adequate time needed to meet sufficient people in order to make general comparisons (FAO, 1999; Cohen, 2006). Preparation must be carefully planned so as not to make the questions prescriptive or leading and must have skills to analyse the data to avoid a problem, risk of interpreting too much.

Semi-structured interviews are time-consuming and resource-intensive (Finlay & Lyons, 2001). The researcher must be able to ensure confidentiality. To avoid the above challenges, the researcher did thoughtful planning by identifying the respondents, decided on the number of interviews and prepared the interview. Furthermore, the researcher was aware of the fact that a lot of information might surface during the interviews.

3.7.2 Focus Group Interviews

Focus groups are defined as a form of group interview but it is important to distinguish between the two (Hennink, 2013). Focus groups are groups of people who focus on a particular aspect, definition or understanding of an issue. Rather than concentrating on only one perspective, focus group moderators are interested in a range of viewpoints trying to understand the difference between groups or want to see how people interact around a particular topic (Guide, 2016; Nyumba, Wilson, Derrick & Mukherjee, 2018). Information is usually stimulated from a focus group. They provide their perceptions and experiences. It is for that reason that focus group interviews were selected so that the learners would discuss their perceptions of the ME. This study included two focus group interviews from two schools, six learners per school in grade 10, 11 and 12 to gain an understanding of their perceptions on the implementation of ME. The group interviews allowed interaction between participants which highlighted their opinions regarding the phenomenon under investigation. Usually, participants in a focus group comprehend the topic that is being discussed and later provide perceptions that match with the topic (Liamputtong, 2011). The researcher ensured that the environment where the interviews were conducted were conducive and without any threats.

Focus group interview is a group interview which does not have the broadness that is embedded in personal interviews and the depthless that comes when utilizing the personal interview (Boateng, 2012). The language they utilized, what they emphasized, their basic context of comprehending is more spontaneous (Ritchie & Lewis, et.al. 2013). The relevant social setting in focus group discussions provides a chance to view how ideas and language occur in conventional settings due to the

manner in which they are moulded through interaction as contrasted to in-depth interview (Halkier, 2010). Focus groups are a general qualitative research approach that can be utilized in both individual and group interviews (Carlsen & Glenton, 2011). They are commonly prescribed for research which is exploratory, clinical and or phenomenological (Cheng, 2014). The compelling logic for researching in a group rather than an individual setting is to allow observation of how and why individuals accept or reject other ideas (Moretti, van Vliet, Bensing, Deledda, Mazzi, Rimondini, & Fletcher, 2011). Three key elements of the design of focus group research directly affect the nature and quality of the interactions among focus group participants:

- Group composition
- Interpersonal influences
- Research environment factors

Focus groups are a unique method of data collection for three interrelated reasons. Firstly, they are inherently social. Data are generated through the conversations and interactions that take place among participants. As a part of this process, individuals can react to one another's comments (Palmer *et al.*, 2010). It also enables the researcher to capture nuance and tensions surrounding potentially contested or highly contextualized subjects (Cheng, 2014). Secondly, focus groups generated emic data that emerged with little interference or guidance from the researcher or the research setting. Although a set of questions guided focus-groups conversations, participants determined how those conversations unfold. The open nature allowed for spontaneity and a free discussion on specific topics.

Thirdly, researchers can focus on discrete, individual responses to questions, collection of data at the individual level of analysis (Doody, Slevin & Taggart, 2013). This typically involves assessing participant's initial responses to questions. They can assess the extent of consensus within the group, collecting data at the group level of analysis (Farnsworth & Boon, 2010). Finally, researchers may want to explore specific exchanges that take place between individuals, which might spark new ideas or hypotheses that the researcher can explore later. This represents the

interactive level of analysis (Belzile & Oberg, 2012). The focus group's social form allows a researcher to study group processes and dynamics (Wilkinson, 2011).

3.7.3 Transcription of interviews

The data from interviews were collected via audio tape and through taking additional notes, which were later transcribed. Transcription of interviews was done during the interviews and immediately after their culmination. Although it is argued that transcription needs to be very detailed, it is ideally done soon after the interview has been conducted while certain concepts are still conceivable to the researcher. Preparation for transcripts provides a chance to remember the important themes and concepts from the interview. The process of transcription symbolizes and includes the main idea obtained from the interviews (Bucholtz, 2000:20). Transcription involves close observation of data through repeated careful listening which is an important first step in data analysis. This familiarity with data and attention to what is there rather than what is expected can facilitate the realisations during data analysis or ideas which emerge during the process.

Transcription of interviews takes a long time because it allows for project time plans, budgeting and for the researcher to allow a smooth and thorough transcription of data (Bailey, 2008). All transcripts take sides, enabling certain interpretations, advancing particular interests, favouring specific speakers, and so on. The choices made in transcription link the transcript to the context in which it is intended to be read. Embedded in the details of transcription are indications of purpose, audience, and the position of the transcriber toward the text. Transcripts thus testify to the circumstances of their creation and intended use. As long as we seek a transcription practice that is independent of its history rather than looking closely at how transcripts operate politically, we will perpetuate the erroneous belief that an objective transcription is possible (Bucholtz, 2000:1439-1465). The researcher executed the member checking process to validate and explore the credibility of results. This included cross- checking the results with the participants. The raw data were coded from the interview to come up with data sets. Thereof, the researcher referred to the transcriptions and arranged the data listed under each research question.

3.7.4 Classroom Observations

Marshall and Rossman, (2014) define observation "as the systematic description of events, behavior and artefacts in the social setting chosen for the study". Classroom observation was conducted after interviews in order to collect more information on how teachers implement the ME approach in the classroom and how learners respond. There are two main types of observation in qualitative research: simple observation, where the researcher remains an outsider observer, and participant observation, where the researcher is simultaneously a member of the group under study (Sherman & Webb, 1991). In this study, the researcher adopted the simple observation method to collect data from two schools on the implementation of ME by HST in multicultural classrooms. The researcher wanted to remain an outsider observer to be able to watch the teachers while they were doing what they normally do during their teaching and learning process without any interference. In this case, the participants' classroom situation was portrayed as the point of reference to the researcher. Therefore, teachers were observed teaching in the classrooms to find out if they incorporated ME programmes in their teaching, and how learners responded. The researcher listened and observed one lesson per teacher and recorded observations on a specially constructed datasheet.

According to Zaare, (2013) classroom observation is a technique that is used to measure classroom behaviors, consisting of overt behavior and obscured actions. It clarifies the type of occurrences or activities that will be observed and the manner in which they will be recorded. The data gathered from this process emphasized on the frequency with which particular behaviors or forms of behavior transpired within the classroom and examined their duration (Lasagabaster & Siera, 2011). Before the utilization of organized observational techniques, research on effective teaching usually comprised of information that relied on individual and anecdotal accounts of effective teaching.

Classroom observation relies on dynamic coding systems. The dynamic coding process can be divided into several steps: preparing input data, running a test program launch and gathering the necessary parameters, and analyzing the output

data. These include open coding, dimensional position axial and selective coding. These dynamic coding systems permitted the researcher to record most activity or interaction between the teacher and the learners (Pianta & Hamre, 2009). These interactions are reliable and usually do not need the observer to have assumptions or suggestions concerning the behaviors they have observed in the classroom.

Jamshed, (2014) argues that classroom observation is relevant for the researcher in following ways that:

- It can allow the researcher to notice the nonverbal expression of emotions
- Influence who interacts with whom
- Understand how respondents interact
- Investigate the duration of the time spent on numerous activities
- It does not allow the respondent to notice that they are being monitored or being observed.

Furthermore, the researcher was assisted to construct particular questions that had logic in the native language or were culturally significant. Garner and Scott (2013), reveal that observation is objective and should be conducted in a systematic and organized manner. In which, during the process of observation the information should be recorded through writing down or using tape recorder because human memory is not reliable. It could be deceptive and tends to lapse in other situations, as time moves (Holloway & Galvin, 2016). However, it is important that observation be based on a standardized tool of research as it allows the attainment of precise information. This implies that these low-inference observational systems allow particular and easy specifiable interaction that can be observed and be coded.

Certain observation techniques have been utilized that include the Brophy-Good, Dydic interaction system, Stalling observation systems and the Classroom Observation Schedule (Borg, 2015). They have been broadly utilized in research and in teacher development projects meant to enhance classroom instruction (Klette & Blikstad-Balas, 2017). The six teachers were observed in the classrooms to find out how they incorporated ME in their teaching and how learners reacted. Therefore, using this data collection method, the researcher was able to observe the school and

the classroom environments, learners' seating arrangement, classroom management on the part of the HST, and their teaching strategies. Learners' participation and teacher-to learner-interaction were also observed.

3.7.4.1 Advantages of classroom observations

According to Wragg (2012) classroom observation has the following purposes:

It allows and organizes well-validated knowledge base concerning effective instruction; allows researchers to examine the activities of education in a natural context. It also provides broader and exact evidence as compared to other data sources. Classroom observations propel transformation and examine if this change has transpired, improving teaching activities and teacher's classroom instructions. The researcher observed how the high school teachers and the learners related and communicated in the classroom. The appearance of the classroom, the textbooks, and relevance of teaching and learning material used, the lessons taught, classroom environment and the sitting arrangements of the learners were observed.

3.7.4.2 Amelioration of teaching practices

The researcher observed the approach used by teachers to implement multicultural education in multicultural classroom as well as the learning activities of learners. This could be possible through obtaining feedback from classroom observation, assisting teachers to be cognizance of their abilities and weakness, and this subsequently enables them to ameliorate their instruction. Through feedbacks, teachers are acquainted with how the classroom operates and this result in the desirable change (Zepeda, 2014). This usually includes well-skilled observation that monitors the interaction between the teacher and the learners within the classroom and provides the teachers about the outcome of his observation. This method is on the basis that teachers significantly value precise information that they utilize to enhance their instruction (Montgomery, 2014)

Teachers concern in the classroom observation merely emphasises on separate behaviour, bereft on how the later and consequent behaviour that they feel allows

the setting and the significant nature of the behaviour. Another criticism is that usually observational methods are confined to observing covert behaviour (Macrae, 2016). There is also methodological criticism of observation that, include methodological aspects which could interfere with coming up with justifiable findings. An issue, which is recurrently mentioned as a concern for observation relates to the obtrusiveness of the strategy (Bryman, 2004). Observer outcome may transpire because teachers are cognizant that they are being observed.

Classroom or live observations have clear disadvantages indicating that observational coding schemes can act as blinders which may make it difficult to discover unanticipated aspects of instruction (Good and Brophy, 2000; Zaare, 2013). They may also introduce significant training problems when used across large samples or, especially, across cultures. A great deal of effort is required to assure that different observers are recording behaviour in equivalent ways. When working in different cultures, it may be impossible to achieve high levels of comparability (Zaare, 2013). Hence, the researcher opted for fewer participants in order to enhance and record all kinds of behaviours in the classroom during the observation time.

3.7.5 Document Analysis

Document analysis is unobtrusive, non-reactive, and can yield a lot of data about the values and beliefs of participation in respondents' natural settings (Marshall & Rossman, 2014). It is a type of qualitative research which consist of interpreting the meaning from documents and provide them voice and relevancy concerning a topic being assessed. Physical evidence might also be analysed, this includes physical objects found within the study environment, and examples include posters and training instructions. It is important to note that document analysis is a social research method and is a fundamental technique for research. The researcher goes through broad planning procedures so that credible findings can be attained. O'Leary, (2014) has outlined eight stages that a researcher should follow when conducting document analysis. The initial step is creating a series of texts to explore, which might include subjects. The subsequent step is to plan how the texts have been obtained concerning language or cultural obstacles. Thirdly, it is important to

recognize that there is a bias and find a solution. After that, the researcher creates suitable competence for research. This will be followed by developing techniques that will ensure credibility (Love, 2013). It is also important to consider the type of data that one is searching for. Like all studies, it is important to be cognisant of ethical aspects and lastly develop an alternative.

Accessing and analysing document is usually cheaper and does not need more time as compared to interviewing or distribution of survey research questions during the process of research. According to Denzin and Lincoln, (2011) documents can be regarded as stagnant data, which implies that they can be evaluated, read numerous times and remain constant, meaning that the researcher cannot change the meaning of the research process. Nonetheless, in this study, it was utilized in various forms since it could reinforce and substantiate research. Additionally, it can be utilized in numerous disciplines when conducting research, as it is the main technique for collecting data or to supplement other methods (Elo, & Kyngäs, 2008). This method afforded additional data, this means that the document analysis was significant, relevant and encompassed benefits for this research. Documents can include background information and wider coverage of data when locating one's research in its actual discipline (Wach & Ward, 2013). Also, it included particular questions that were asked or circumstances that were evaluated. In addition, utilizing document analysis provided data that were holistic and broad.

The weakness of utilizing document is not necessary limitations since there are probably aspects that the researcher considered prior to utilizing the technique or in the process of utilizing it. The first issue to be cognisant of was the fact that documents are not produced for the purpose of research; hence, they needed some research competencies (Viswambharan & Priya, 2016). This implies that a document might not necessarily include the relevant answers, which are fundamental for the research questions. Particular documents might only include limited information or relevant information; in other instances, they might include no information. Furthermore, documents might not be complete or their data could include errors, impreciseness (Dey, 2003). It is fundamental to comprehensively assess and

examine the subjectivity of documents and how one understands the data intending to preserve the credible nature of one's research. These aspects could be ignored and easily eliminated from document analysis (Wolff, 2004). This could be done by conducting a precise procedure that combines evaluative steps and measures, as suggested before and argued by O'Leary, (2013) in the eight-step process. Hence what is important when commencing the process of document analysis is that, the researcher should acknowledge these issues that could derail the researcher.

The researcher conducted analysis of documents such as teacher portfolios, teacher journals, learner portfolios, circulars, school policies and constitutions to complement interviews and classroom observation in the data collection process. Teaching and learning against the benchmark set out in DoE, (2006) was compared. The information from these documents provided data that supplemented the one that was collected from the interviews, and classroom observations. That helped the researcher to uncover the areas that were not addressed. It was done in a collected systematic manner and all the given information during interviews and classroom observations was done accurately as possible. This was approached with a critical mind to verify issues with the respondents during interviews and observations.

The disadvantages of using document analysis are just potential concerns a researcher should be aware of before choosing the method or when using it. Also, it is important to note that documents are not created with data research agendas and therefore require some investigative skills. Furthermore, a document will not perfectly provide all of the necessary information required to answer your research questions. Some documents may only provide a small volume of useful data and sometimes none at all. Other documents may be incomplete, or their data may be inaccurate or inconsistent with gaps or sparseness, leading to more searching or reliance on additional documents (Bowen, 2009). It is also important to thoroughly evaluate and investigate the subjectivity of documents and the researchers understanding of their data in order to preserve the credibility of the research being undertaken. Moreover, some documents may not be easily accessible and for these reasons, the researcher had to evaluate the quality of documents to be prepared when encountering some challenges or gaps during document analysis (Bowen, 2009; O'Leary, 2014).

3.7.6 Triangulation

The triangulation of data from collection methods and sources ensures trustworthiness (Pillay; 2014). Triangulation was used in the study to confirm data and findings collected from different sources. It was included to capture different dimensions of the same phenomenon. In addition, to confirm aspects from interviews and observations, the researcher augmented or confirmed aspects from the face-to-face interviews by interviewing the learners from the selected schools. Member checking was done to establish the credibility of the study and avoid bias inherent in one perception. The researcher used both types of triangulation: multiple data sources (teachers and learners) and multiple forms of data collection procedures (semi-structured face-to-face interviews, focus groups, classroom observations, document analysis). Thus, triangulation encompasses making use of multiple methods or perspectives to help yield more comprehensive findings (Kuper, Lingard, & Levinson, 2008). In order to obtain validity and be able to substantiate their data, researchers engage in a minimum of two resources through utilizing different data sources and methods. The primary aim of triangulation was to provide a combination of evidence that is credible. Substantiating the results across data sets can eliminate the effect of probable bias through examining data collected through various techniques.

3.8 Data analysis

Data analysis is the final stage of the data reduction, presentation and interpretation (Sarantakos, 2012). Qualitative data comes in numerous forms; it could include data from focus groups, text and documents, media or public documents in the form of a policy. There are no rigid restriction concerns what could be defined as qualitative data. Therefore, it is important to note that qualitative data is not a significant domain of qualitative research. It could allude to any aspect that is not quantitative or that is numerical. However, what differentiates qualitative and quantitative data is that data within the context of qualitative research include a category of theories, ideas and even principles about truth and reality (Sgier, 2012).

The quantitative researcher focuses on discovering the reality within the universe and utilizes scientific techniques as a way to construct a comprehensive interpretation of reality. Though several qualitative researchers also utilize the same philosophical perspective, their point of departure is that human behaviour should be investigated within its natural setting, which is from its subjective (Ezzy, 2013). Hence, they aim to discover knowledge, which relates to how individuals feel about the nature of their context contrary to prior judging and hypothesizing how individuals feel about their environment (Hashimov, 2015). Essentially, qualitative research traditionally depends on the inductive reasoning process to understand, organize the meanings that can be derived from data. Differentiating inductive from deductive inquiry process is a fundamental step to identify what constitutes qualitative research.

Qualitative analysis supposes that individual case is different and special. Commencing by exploring, then confirm the results usually follow analytical tenets contrary to rules (McMillan & Schumacher, 2010). It is cognisance of the setting in which it collects the data. The qualitative researcher does not make universal assumptions but the focus is on establishing detailed comparative case analyses (Silverman, 2013), assuming patterns for probable transferability and adjustment in a new context.

Inductive research utilizes the data to create ideas (it generates hypothesis) whilst deductive research commences with the idea and utilize the data to verify or reject the idea. What makes qualitative research unique is that it adopts the premise that interpretive understanding is the only feasible approach of discovering or deconstructing the meanings of a phenomenon (Miles, Huberman & Saldana, 2013). Since the process of collecting data and analysis are usually similar with novel analytic phases informing the procedures of further data gathering and additional data informing the analytic process, nonetheless, it is fundamental to understand that qualitative analysis process is not usually different from the real data (Grbich, 2012). The framework utilized by the researcher when approaching the phenomenon, the techniques engaged by the researcher to gather or stimulate data including how the researcher comprehend a significant data in responding to the research questions all combine as an analytic procedure that determines the data.

This study utilized thematic data analysis, which is a qualitative technique, to analyse and report themes within data. It arranges and structures data into a broad form. Furthermore, it extends beyond this and interprets numerous issues of the research topic (Harding, 2013). The aim of thematic analysis is identifying themes within the data that are fundamental or very interesting and utilize these themes to resolve the research. This is completely different from merely providing a summary of the data; a thematic analysis focuses on interpreting data and deriving sense from the data. There are two types of themes that have been identified, i.e. semantic and latent themes. Semantic themes refer to the apparent or obvious interpretation of the data, (Bazeley, 2013) of which the researcher did not focus on this type of theme. Consequently, the latent level focuses on the hidden meaning from the responses that have been provided by the participants (Woods, Paulus, Atkins & Macklin, 2016). This level consists of the researcher overtly identifying the veiled or obscured meaning of the data, consisting of premises, concepts and ideas that shape or inform the semantic content of the data. Thematic is suitable for subsequent circumstances.

However, it is fundamental to understand that, qualitative research necessitates drawing meanings and be concurrent with the data gathered. In this context, thematic analysis enables detecting and identifying, aspects or variables that determine any aspect generated by the respondent (Noble & Smith, 2014). Hence, the respondents' perspectives are relevant to providing the most important clarification for their interactions, views and behaviours. The flexible nature of thematic analysis implies that this can be utilized in quantitative and qualitative research (De casterle *et al.*, 2012). For instance, utilizing qualitative research, a significant portion of the data collection commenced with specific content and then shift to a more detailed explanation and eventually theory. This guaranteed that there is a link between themes and the data.

Moreover, this flexible nature of thematic analysis allowed the researcher to focus on observational data that were gathered in the course of the data collection. In this circumstance, there tend to be numerous choices to frame the analysis around specific words (Sutton & Austin, 2015). For instance, explanations due to gathering various pattern of data, the thematic analysis could be utilized when analysing two

various forms of data. In other instance, the research might attempt to comprehend the prevailing practices of any individual (Richards & Hemphill, 2017) especially, the effect of any variable which was effectively used by respondents to investigate and identify how prevailing circumstances are determined by their perspective (Sargeant, 2012). This method was suitable when examining the diverse phases of data collection. Thematic analysis is also flexible for coding and categorising data into themes. For instance, how aspects determine the perspective of participants. In this instance, the processed data can be portrayed and categorized in relation to how it links.

Through collecting data with the use of numerous techniques with respondents in a distinguished environment, the thematic analysis resulted in and provided data that were detailed and portrayed the actual nature of data collection. What constitutes as a theme is an important issue to be considered when analysing data with thematic analysis (Joffe, 2012). Usually, there exist diverse themes within data sets; however, this does not significantly imply that they constitute a theme. The epitome of a theme is that, it should significantly capture fundamental issues that are relevant to the essential research questions (Alhojailan, 2012). Because it is flexible, the thematic analysis allowed the researcher to determine what a theme in numerous ways is. The fundamental part is that the researcher should be so consistent in conducting the data analysis (Nowell, Norris, White & Moules, 2017). In addition, it is relevant to decide the form of analysis that one desire to conduct and the claims concerning the data set. For example, the researcher may attempt to portray a detailed description of the entire data, in a manner that will allow the audience to understand the main themes.

A different way of utilizing data, the analysis provides a broader and precise narration of a specific theme or category of themes in the data (Marin *et al.*, 2018). Further to that, the researcher continues sampling and analysing data, until no new data appears and all concepts in the theory are well developed. Therefore, according to Bowen, (2008:16), theoretical saturation of data means researchers reach a point in their analysis of data that sampling more data will not lead to new information relating to their research questions. In this instance, the themes that are identified,

coded and analysed should portray the precise nature of the complete data set. This could be in relation to a precise question or area of interest within the data.

Therefore, the researcher needs to be acquainted with the data. This usually includes consistently reading the data to search or interpret the meaning, category of the data. Also reading through the complete data prior to conducting the process of coding, hence, one's assumptions could also shape the patterns (Vaismoradi, Jones, Turunen & Snelgrove, 2016). Eventually, the process of analysis commences once coding has been conducted. However, one important aspect included is transcribing verbal data, which could be from focus groups, observation, interviews (Maguire & Delahunt, 2017). Although the procedure of transcribing might seem to be time-consuming, it is an important phase in thematic analysis. It retains the main ideas from the verbal account, and in a manner, that reflects the initial meaning. In the aftermath of having being acquainted with data, the next stage was to generate the original codes; this includes the series of ideas concerning what was in the data and their interesting part.

The codes identified a characteristic of the data that seemed to be relevant to the researcher, relating to the most essential segment of an element of the initial data or information that could be evaluated in a significant data concerning the phenomenon (Shkedi, 2015). It was important to note that data that had been coded could be distinguished from the units of analysis, which were usually wider (Anselm & Corbin, 1998). The process of coding to a certain extent relied on whether the themes were data-driven or theory-driven. Data-driven themes rely on the data but in theory-driven the researcher might focus on the data with precise questions, which would be used for coding. It depends on the researcher if the aim is to code the content of the complete data set.

Furthermore, it extends beyond this and interprets several issues of the research topic (Harding, 2013). Therefore, the in-depth data were categorised under the approaches to ME implementation as identified in the literature review and further broken down into specific themes emanating from the data. This follows the theoretical frameworks that informed the data collection process as indicated in the study. Thus, thematic was suitable for subsequent circumstances.

3.9 Trustworthiness of the Study

The trustworthiness of the study is established when the findings reflect as closely as possible, the meanings as described by the participants (Connelly, 2016). In this study, the trustworthiness was checked throughout the process. It entails credibility, transferability, dependability and confirmability, which is the extent to which the findings are transferable to other contexts, dependable and confirmable (Williams & Morrow, 2009).

3.9.1 Credibility of the study

3.9.1.1 Member Checking

Credibility refers to how confident the qualitative research is, concerning the truth of the research study's findings. This relates to how you know the findings are true and accurate. This study conducted member checking as the way to ensure that the findings of the research were credible and trustworthy. The researcher kept notes on research decisions made, data coding, and use member checking to verify findings. The central component amongst the components of findings within qualitative research is that they should be trustworthy (Sinkovics & Alfoldi, 2012). Member-checking is one of the strategies to ensure trustworthiness within qualitative research, which is also regarded as participant or respondent validation. In addition to this, it is a strategy used to explore the credible nature of findings. This includes findings being provided to respondents after analysis to ensure accuracy and relevance with their experiences (Carlson, 2010). It can be conducted formally and informally as member checking might emerge in the course of observation or when conducting an in-depth interview. Harper and Cole, (2012) argue that qualitative research depends on the perspective of the participant. However, this process is regarded as the process of testing hypotheses, data, preliminary categories and meanings with participants. Procedures such as prolonged engagement and peer debriefing ensured the credibility of the study. Besides, results were presented to a panel of peer reviewers to verify the presentation of the data.

There are various dimensions of member checking which encompass the following aspects (Houghton, Casey, Shaw & Murphy, 2013):

- Checking the accuracy of the narrative
- Interpretive validity
- Descriptive validity
- Theoretical validity
- Assessment validity

The essence of member-checking is providing the findings to the participants to examine if the findings are relevant to their perspective. It can be conducted in the course of an interview or after the study has been concluded. Also, it is utilized to expand the credible and validity nature of qualitative research. Lastly, it recommends that the researcher should develop a good relationship with the participants in order to avoid bias. Maree (2007), reports that credibility refers to that which can be readily believed, on the grounds of rigorous evidence or argument and authority.

3.9.2 Transferability of the study

Transferability relates to how the qualitative researcher demonstrates that the research's study findings are applicable to other settings. Transferability can only be possible if a phenomenon in a particular context is well understood so that the findings can be transferred to similar contexts (Trochim, 2006). This might include identical populations. The researcher indicated that it is the responsibility of the researcher to do the generalisation. To ensure transferability, the researcher made sure that multiple data sources were used which could give unbiased and accurate information to allow the researcher to understand how HST implement the ME in multicultural classrooms.

3.9.3 Dependability and Confirmability

Cohen and Manion (1994) reveal that confirmability is a technique used as a means of showing that clean data is collected to overcome method boundedness. Furthermore, it is by which the results can be confirmed or corroborated by others, thus enhancing their dependability. In addition, dependability is similar to reliability. The studies conducted by Lincoln and Guba, (1988) report that both dependability and confirmability can be determined by way of a properly managed inquiry audit in which reviewers examine both the research process and the product of the research for consistency. According to Sinkovics and Alfodi, (2012) dependability is the extent to which the study could be repeated by other researchers and that the findings would be consistent. Confirmability is the extent of neutrality in the research study's findings (Carcary, 2009). This implies that the findings of the study emanate from the subject responded contrary to the individual bias of the researcher. It involves ensuring that the researcher does not change the interpretation of what the participants have said to include a particular narrative (Elo, Kääriäinen, Kanste, Pölkki, Utriainen & Kyngäs, 2014). In order to ensure confirmability, the research might provide an audit trail, which reflects every step of data analysis that was conducted to justify the reason for the decisions.

According to Henning (1995), dependability and credibility of the study can both be achieved by clearly stating research procedures and providing evidence of raw data. In this regard, to ensure the dependability and confirmability of this study the researcher quoted from the data, and systematically store the audio cassettes containing the raw individual and focus group interviews, the typed transcripts and the final draft of the research project for verification by an interested individual.

3.10 Ethical considerations

Ethics are defined as a set of widely accepted moral principles that offer rules for and behavioral expectations of the most correct conduct towards experimental subjects and respondents, employers, sponsors other researchers, assistants and learners (De Vos, Strydom, Fouchie & Delport, 2005). The fundamental rights of

participants including respect for privacy and confidentiality have to be protected through ethical considerations. Moreover, every profession has its ethics which defines its code of conduct (Kumar, 2005). Therefore, when dealing with social issues; ethics are serving as principles of conduct for that profession and specific purpose (Kumar, 2005). Ethical issues involve taking into consideration, the implications of focusing on human beings in the research study (Leedy & Ormrod, 2005). According to Patton, (2002), the importance of ethics in a qualitative study is paramount, because qualitative methods are highly personal and interpersonal, taking the researcher into the real world where people work and live, opening up what is inside people through in-depth interviews, creating the potential of being intrusive, hence there is a need to anticipate ethical issues and actively address them.

When carrying out social research, there are issues which must be considered such as:

- Seeking permission to carry out the research;
- Protection of participants and prevention from harm;
- Informed consent;
- Confidentiality and anonymity;

3.10.1 Seeking permission to carry out the research;

Seeking permission entails, the researcher requesting permission to and be allowed to conduct research in a particular community. It is important to seek permission from the various stakeholders who will be involved in the research. In the process of seeking permission to conduct research, the researcher has to provide stakeholders, the objectives of the study, how the data will be collected and how it will be used, how the issue of anonymity will be dealt with, et cetera.

Therefore, the entire research was conducted according to the Research Code of Ethics as provided in the University of Fort Hare (UFH) Postgraduates Qualification Policies and Procedures (PQPP), Faculty of Education (2010). A request letter was written to the Provincial Department of Education and District office seeking the permission of entry into two schools in the District. Furthermore, the researcher sought approval from all relevant bodies, including school principals of selected schools for conducting the interviews, and teachers prior to the commencement of data collection. The rights, needs and values of the informants were respected (Creswell & Clark, 2007).

3.10.2 Informed consent

The participants were given the option to withdraw from the study at any time since their participation was voluntary. Privacy and the use of participants' time were at all times be respected. Adequate measures were taken to ensure that participants' interests were not jeopardised in any way. All participants signed a consent form provided by the UFH PQPP (2010). The researcher followed full ethical procedures by obtaining permission from the university, the District office and the institutions that were used. The following aspects were narrated to the participants:

- The right of participants to freely participate or voluntarily withdraw from the study at any time – this is important because it leaves room for the participant to decide on the course of action. In this study, respondents were not forced to participate in the research. They had to decide on their own, whether to participate or not (Creswell & Creswell, 2017)
- The central purpose of the study and the procedures to be used in data collection – the researcher made sure that the participants were given enough and relevant information about the nature of the study and the procedures to be followed. The researcher ensured that participants understood the purpose and methods to be used in the study, the potential risks and benefits involved and the integrity placed upon them.

- Assurances of confidentiality for the respondents - In this study, confidentiality and anonymity issues were addressed by not using the real names of the participants in the final report and also keeping the participants' information safe;
- The known risks associated with the participation in the study – in this study, the researcher assured the participants that their involvement in the study would not result into any discomfort or danger in any way for them. The researcher abided by the code of ethics to ensure that the participants were protected;
- The expected benefits to accrue to participants in the study – in this study, the participants were informed that there were no material benefits that would accrue to them because of their participation in the study. According to Babbie, (2007) participants need to be protected from being identified both participants completed and signed by the informed agreement forms. In the context of this study, their names were not identified to guaranteed privacy and confidentiality. Therefore, the researcher ensured the participants information and identity will be revealed.
- The signature of the participants as well as the researcher – once the participants were happy with all the issues in the consent letter, they were then requested to proceed and sign, indicating that they were ready to participate in the study

3.10.3 Protection of participants and prevention of harm

The researcher needed to assure the respondents were protected from any form of harm. If any respondent reveals any information that may be incriminating, the researcher must make sure that he/she is protected. It was necessary for the researcher therefore, to look for any slight danger, which may harm the respondent and guard against it (Babbie, 2007). Hence there was a need for the researcher to be sensitive and tactful in dealing with the feelings of the respondents about some

questions and assured them that the information they gave would be kept safe and treated as anonymous.

3.10.4 Confidentiality and anonymity

Anonymity is a stronger guarantee of privacy (Maree *et al.*, 2007). According to Flick (2014), anonymity is required and the researcher must ensure that it was agreed upon from the outset. It was ensured and guaranteed by the researcher to the participants. The researcher ensured participants' confidentiality by removing all identifying information from reports and transcripts of work gathered from the field. In this study, confidentiality and anonymity issues were addressed by not using the real names of the participants in the final report and keeping the participants' information safe. Participants were given codes – which comprised of their designations followed by numbers to distinguish them. Focus groups (FG1-FG2), the High School Teachers (T1-T6), and the High Schools (S1-S2). The coding of the participants is school-matched, for instance, FG1 and T1 were from school 1 (S1), FG2 and T2 were from S2.

3.11 Limitations of the study

The researcher envisaged that time constraints might be the limitation of the study. Therefore, the study was confined to two schools to overcome the limitation. Although the study was limited by various challenges encountered during the data collection period, the researcher devised a proper plan to overcome these challenges. The scheduled time to meet and interview the school teachers and learners, on reaching the school, unplanned and emergency school meetings and unavailability of learners due to different requirements by teachers prevailed. Furthermore, the study was limited by research funds, which were not released on time by the university to allow the researcher, embark on data collection. The estimated duration for this period was therefore, adjusted which overlapped over the years. However, with proper communication, understanding and managing the participants of the study, the researcher successfully accomplished all research objectives.

3.12 Summary

This chapter discussed the research methodology adopted in this study. The study was located in an interpretivist paradigm, which enabled the researcher to obtain data directly from the subjects themselves, by sitting with the participants and listening to their views, voices, perceptions, opinions, interpretations and expectations with regard to the implementation of ME by High Schools Teachers. Case study research design was adopted in the study in order to get the in-depth information about what is happening in the schools. The researcher selected the individuals who could offer an authentic account of the phenomenon under study for the purposive sampling strategy. The researcher collected data which were qualitative utilising basic semi-structured face-to-face interviews, focus groups, classroom observations and document analysis. The data were collected and analysed inductively for the themes and patterns to be derived.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the data gathered by the methods outlined in Chapter Three, with respect to four major themes: the mediation of the ME by HSTs in multicultural classrooms, HSTs' challenges with regard to ME implementation, learners' views with regard to ME implementation in multicultural classrooms, and required strategies to empower teachers for enhanced implementation of ME in multicultural classrooms.

This study strived to respond to the main research question, which pursued to investigate the implementation of the ME approach by HSTs in Chris Hani West Education District. The data presented in this chapter were gathered through semi-structured face- to face interviews, focus group discussion, classroom observations and document analysis such as the teacher portfolios, teacher journals, learner portfolios, circulars, school policies and constitutions to complement interviews and classroom observation in the data collection process. Teaching and learning against the benchmark set out in DoE (2006) have been compared. The participants were six HSTs, twelve grade 10, 11 and 12 learners, four from each grade in two purposively selected High Schools in the CHWED (two focus groups of six learners each). There are three male learners and three female learners in each group representing White, African and Indian culture.

The participants were identified as follows: Focus groups of learners (FG1-FG2), the HST (T1-T6), and the High Schools (S1-S2). The coding of the participants is school-matched, as presented in the table below. For instance, FG1, and T1 are from school1 (S1), FG2 and T2 are from S2, and so on as reflected in Table 4.1.

Table 4.1 The coding of the participants

School	Focus Group	Teacher
S1	F1	T1, T2 and T3
S2	F2	T4, T5 and T6

4.2 Biographical Data

The chapter begins with the coding of the participants. This provides a picture of the various demographical subgroups represented among the interviewees, such as age categories, qualifications and years of experience. In this study, the biographical data were used as a rough index of the maturity of respondents simply by age and their competency by qualification and experience.

4.2.1 Gender distribution of participants

Table 4.2 below shows that there were six teachers, three males and three females. The data indicate that within the study population of this research, that is, in the selected schools in the Chris Hani West District of Education, there was an equal number of male teachers and female teachers. This is driven by the fact of gender equity which is promoted by the study. Furthermore, the information pertaining to the implementation of ME by HSTs from both sexes was vital to acquire, to reflect their views in the study. The researcher wanted to have a comprehensive understanding of the phenomenon under study to avoid discrimination, bias, and unnecessary assumptions of the information from one gender of respondents. It is noted that the study is about diversity where similarities and differences are recognised, including the gender of the participants. This offers equal opportunities to all the participants.

Table 4.2: Distribution of males and females

Gender	Teachers	Percentages
Males	3	0.50
Females	3	0.50
Total	6	100

4.2.2 Age ranges of participants

As reflected in Table 4.3 below, the majority of teachers interviewed (four) were in the age range of 50-59 years. The other two were in the age ranges 30-39 and 40-49. The teachers were selected purposively based on cultural background as the study focuses on multiculturalism in diverse South African schools.

Table 4.3: Age ranges of teachers

Age range	Teachers	Percentages
20-29	—	—
30-39	1	16.7
40-49	1	16.7
50-59	4	66.7
60+	—	—
Total	6	100

4.2.3 Qualifications and Experience of Participants

The qualifications of the participant teachers were represented according to their professional qualifications and their specialization. Years of experience were presented in terms of length of service and terms of experience in multicultural schools. Table 4.4 below shows the professional qualifications of the HSTs. The study sought to establish the highest academic qualifications of the participating teachers, and it was revealed that one teacher had Bachelor of Education (Honours) degree, two of the teachers had Bachelor of Education degrees and three had a Diploma in Education.

Table 4. 4: Professional qualifications of teachers

Highest Qualification	Teachers	Percentages
BEd. (HON)	1	16.7
BEd.	2	33.3
BA		
CE/STD/ACE		
HED		
DE	3	50
Total	6	100

4.2.4 Length of Teaching Service at a High School

The study sought to ascertain the teaching experience of the interviewed teachers. Table 4.5 below shows that one teacher had teaching experience of 1-5 years. One had worked for 6-10 years. Three teachers had worked for 11-15 years. Lastly, there was one teacher amongst the six teachers who had a working experience of 20

years. The study assumed that the teachers with little experience might be less likely to know the challenges associated with the implementation of ME approach in High Schools. The more experienced teachers might be better equipped to handle such challenges as a result of precedents.

Table 4.5: Teaching experience of teachers

Teaching experience	Number	Percentage %
1-5	1	16.7
6-10	1	16.7
11-15	3	50
20 years and above	1	16.7
Total	6	100

The following data were from teachers' face-to-face interviews:

4.3 Approach mediated by HSTs to implement ME in multicultural classrooms

The researcher used face-to-face interviews, observations and document analysis to collect data on the theme.

4.3.1 Understating of ME by HSTs

The study sought to discover the approach mediated by HSTs in a multicultural classroom. The investigation was meant to understand the approach used by HSTs in dealing with multicultural classrooms. The teachers deal with the diversity of learners from different background in terms of:

- Race, gender, age, culture, language social class, ethnic groups and sexual orientation in their classrooms. When teachers were asked whether they

understood ME, the responses given from both schools indicated that they just understood the term “ME”, but were not trained.

T4 disclosed:

“I cannot say yes because it is the first time for me to hear about this term. It is my first time to even encounter a different name like this”.

In addition to those who claim to understand the term, the following teacher had this to share:

T3 emphasised that:

“It is relevant now in the country where there are diverse students. I think it is very relevant as it caters for different learners in one classroom, schooling together whereas they are from different background.”

T5 disclosed:

The term sounds familiar to me although I cannot explain its meaning.

In addition, the fact that our county is a rainbow nation, this term also represents our school that, it is a rainbow school that represents the nation.

T6 said:

*I do understand the term and I know that our school represent this term as we teach learners from different groups
I can say ME means the different groups of learners that are admitted in our school*

The information from the data above indicated that some of the teachers do understand the term ME although others do not understand it. Therefore, teachers need to be made aware of ME first, in order to be able to implement it effectively. Also, they would have the knowledge of any approach if they are trained by the Department of Education for their benefit and of the learners.

On the same subject, the learners' Focus Groups during interviews with the researcher were asked the same question:

What is your understanding of multiculturalism?

Both FG1 and FG2 largely concurred that:

Multiculturalism is a combination of different cultures coming together to be one.

In their responses, all learners had similar sentiments, meaning that they have some understanding of ME. They even made claims that their schools are such types of schools where multiculturalism does exist. They revealed that they come from different backgrounds and have different cultures to become one nation.

FG1 added that:

*There are five different cultures in our classes.
This means that in our classes there are learners from different cultures. This means that in our school as learners, we should try to understand one another's culture in order to be easier for us to understand when we chat in classes.*

There are indications that the attitudes of some learners towards other learners from different ethnic groups are positive. This indicates that the ME is partially promoted by the learners although their teachers have a role to play in developing these learners. They are willing to understand each other.

4.3.2 Training received by HSTs to teach Multicultural Classrooms (MCs)

HSTs were asked whether they were trained to teach Multicultural Classrooms (MCs). Teachers are expected to be well trained about ME in order to teach in multicultural classrooms. However, some of the teachers indicated that they used the experiences they have in the field to teach MC's. One teacher had to say the following when asked about training in Multicultural Classrooms:

T1 stated that:

"Yes, but I have majored in Afrikaans and English not ME specifically. However, I am to code switch something to IsiXhosa or to Afrikaans and also in terms of articulation".

T5 alluded:

"Yes, but it is not based on ME. Although the workshops are for groups and strand training for the new methods to improve the pass rate of the learner".

Despite the above responses of the two teachers (T1 and T5), the rest of the teachers indicated that they were never invited to attend any workshop on ME to make them ready for the multicultural classrooms. In this instance, both of these two teachers all the efforts that they make to help the learners were part of the training needed for teaching in a multicultural classroom where the implementation of ME is necessary.

Furthermore, it emanated from the interviews that some respondents had no idea of whether the training was conducted although other teachers indicated that they never received any form of ME training whatsoever.

T2; T4 and T6 disclosed:

“We were never trained and at the same time not sure if this kind of training was organised by the Department for other teachers in other schools.”

T3 affirmed:

“Training I received was during my B. Ed studies and “ME training was not done as a subject on its own of which the training mostly focused on case studies.”

Furthermore, teachers were requested to indicate the level of professional training they received to assist them to teach ME. Their responses were all different as stated below:

T1 said:

“All the teachers have a Diploma in Education although others have B.Ed, ACE and Masters.”

T2 and T6 indicated:

“Training was done to the level of the policy document and not on ME.”

T3 mentioned:

“I think and believe that some teachers were all professionally trained. It should be noted that ME is not like a mainstream subject.”

T4 and T5 disclosed:

Although there was training conducted for ME, most of the workshops were for other subject areas not specifically for ME.

The major discovery from the discussion between the researcher and the teacher participants was that teachers have knowledge of some values bestowed in ME. They also equip the learners even in the classrooms that they should indeed tolerate and respect one another

The inclusion of ME in teacher education programmes is essential to equip teachers in this context, however, ME in multicultural classrooms has been treated as an elective or a topic in a particular course. As teachers indicated, ME is not a subject on its own, it is hidden in other subjects. Although ME aid teachers to deal with diversity, programmes dealing with it are very minimal.

4.3.3 Programs used by HSTs to promote ME implementation

The study sought to establish whether teachers do have programs that supported them to promote ME. When teachers were asked whether there were programs to support them to promote ME, all the other teachers except T5 and T3, indicated that they were supported by Life Orientation (LO) teachers.

T5 in reacting to the same question indicated:

“The programs are normally supported by LO teachers and other teachers do support them. All learners are given equal opportunities to act freely irrespective of their background. We also support and encourage learners even those with different views in the school programs that we introduce to have their debates and discussions in the classroom”.

T3 was not sure of any programs which were developed to support ME in classrooms.

The response given by the teachers indicated that ME is not implemented effectively by the teachers if they claim that LO teachers are responsible to promote ME programs. However, each teacher is expected to serve and fulfil all the diverse learners' needs. The Department of Education should take the initiative of equipping the teachers to be able to deal with learner diversity in South Africa effectively.

4.4 Educational opportunities created for learners

The researcher sought the information on how the teachers offer equal opportunities for the diverse learners in the multicultural classrooms. The teachers responded to this question that: When teachers were asked if they offer equal opportunities for the diverse learners in the multicultural classrooms, they responded as follows:

T1, T2, T3, T5 and T6 highlighted:

Creating equal opportunities brings harmony in the classroom and allows learners to even voice out their needs. Furthermore, learners were allowed to stick to the CAPS document when given activities.

However, the following teacher emphasised that:

T4 said:

At times, learners are required to attend extra classes because of teachers' experience in dealing with learners who need more understanding to close the gaps. No favouritism is allowed in the classrooms and giving them an opportunity to mingle and participate in the classroom is always the best precautionary measure to avoid problems.

Concerning this question the Focus Groups had indicated that:

FG1 remarked:

Teachers involve all the learners when they teach in the classrooms and they handle all learners from different cultures, equally, that, we are satisfied. However, one female learner commented that:

“I have a little information on other cultural issues and our teachers do not go deeper for us to have more understanding.”

FG2 revealed:

Teachers use their language, however, they should try to speak English and not use their language in class because learners feel unwelcomed or excluded and end up failing to understand some chapters and they tend to lose focus on what teachers are trying to say.

They further commented that:

We may not be interested in learning about different cultures sometimes. Also, teachers who are using their language when explaining things. They should try to accommodate other learners by using the official language so that learners will be interested in learning ME (FG2).

Such essential knowledge and understanding must involve the principles that underlie skills, procedural knowledge and information, and must transform the life of the person being educated, both in terms of his or her general outlook and in terms of becoming committed to the standards inherent in the areas of his or her

education. The comments from the participant teachers and the discussions from the learner focus groups indicated that the opportunities offered by the teachers to the learners currently are not equal. Although the teachers are positive that they do offer equal opportunities, learners from FG2 disclosed that teachers use their language to explain things in the classroom instead of using the official language and that made them lose interest during teaching and learning in the classroom.

On the other side, the teachers are positive that they try to accommodate all the learners in the classroom and this is supported by the FG1 learners who indicated that they receive equal treatment from the teachers in the classroom. However, learners especially those FG2 who confirmed that they felt excluded when teachers do this suggested that teachers should stick to the official language when teaching and if there is a need for further clarity teachers should do that using English preferable. This type of education is not beneficial to all learners in the classroom as it supposed to be.

Therefore, the teachers are required to give equal education opportunities to all learners irrespective of their backgrounds. They are the key implementers of the policies from the Education Department. They should be trained adequately in order to be able to deal with and manage diverse learners effectively. Educators' perceptions are located in the individual's psyche (such as beliefs, values, biases, prejudices and generalisations drawn from personal experiences) (Meier & Hartell, 2009).

The purpose was to explore if the implementation of ME does exist and to compare the benchmark set out in the National Curriculum Statement (NCS) lesson plans, teachers and learner's portfolios. From what the teachers and the focus groups have said the data from the classroom observations and the documents analysed by the researcher revealed the following:

The teachers' portfolios confirmed that teachers were satisfied that the learners were performing well according to the records reflected on the recording sheets. The teachers' performance was evaluated after it has been submitted to the subject

advisers. In this regard, the learners' portfolios were analyzed based on the records of the tasks recorded to measure if the ME content was incorporated in their work.

In that, the teachers should consider the unique needs of learners when designing programs and lessons. Therefore, from the classroom observation, the researcher felt that ME was not incorporated into learners work. However, the performance of the learners was the complement of what the researcher has observed during the teaching and learning prior to the document analysis stage has commenced. Specifically, the participation of the learners in all the activities that were planned by the teachers was observed. The researcher has established that not all learners benefit from the lessons planned by the teachers because the lessons did not cover all the topics of different cultures. Also depicted pictures on the teacher and learner portfolios did not cover all the different cultures of diverse learners in the classrooms. Thus, the contradiction of what NCS requires that the teachers have an important responsibility to ensure that learners from all the different backgrounds feel included in the classroom.

The inadequate lesson planned used by the teachers that the researcher has analyzed and the classroom environment observed by the researcher which was not conducive for multicultural classrooms were the factors that affect the proper implementation of ME. The classroom environment for diverse learners should reflect and be accommodative to all the diverse learners in the multicultural classrooms. Learners should feel included in the lesson plans, classroom activities, and classroom environment and up to the medium of instruction used by the teachers.

4.5 Support and encouragement given to learners

The researcher wanted to find out about the support and encouragement that teachers give to the learners in order for them to love ME. Teachers were therefore asked whether they give support and encouragement to learners to love ME. The response provided by the teachers indicated that they do encourage the learners especially those who are learning Afrikaans for the first time.

T1 said:

“Learners are normally grouped to a particular class for specific periods so that they may share their views.”

T6 disclosed:

More time is also spent when it comes to this subject which is Afrikaans, in order to assist learners with more knowledge and understanding of ME.

The response from the teachers revealed that there is a certain attitude which sends a message that race may have an influence on the acceptance and handling of diversity from the teachers in the selected schools. However, if teachers are supported and equipped with relevant and necessary competencies as a major task towards this vision, which is to encourage learners to like ME, this would have more effect toward the non-Afrikaans speaking learners (embrace differences). However, the researcher felt that the implementation of ME is still hindered; the fact that the teachers' efforts and focus are directed to a certain language and an area (Afrikaans) indicated that the teachers need to be developed regarding the ME and its purpose in Education.

4.6.1 Medium of instruction used by teachers in their classrooms

The researcher was interested in establishing the medium of instruction used by the teachers in their classrooms. The question was therefore put to teachers as to what medium of instruction they used in their classrooms.

In their responses, they all responded that they use English as the medium of instruction and sometimes they use Afrikaans. Furthermore, teachers from both selected schools made the following comment which was common in all their responses:

“Language is a basic human right and the opportunity to learn from other ‘cultures’ is fundamental to an education in a democratic society.” (T1, T2, T3, T4, T5 and T6) However,

T1 who was a black male commented:

“I sometimes code switch to IsiXhosa when I feel that the black learners do not understand what I want them to understand during the lesson in the classroom”.

From the responses, it appeared that, this is the reason that led to most black schools remaining mono-racial due to demographical factors and different school policies, which prevented learners from the freedom of speech, and practicing their cultural believes which include speaking their home language. Moreover, black learners do struggle with these two languages as they are additional languages and not their mother tongue. Therefore, this kind of situation hinders the effective implementation of ME. Therefore, there are no equal learning opportunities offered to all learners due to the medium of instruction used in classrooms. Consequently, not all of their needs are met in this regard.

The data from the focus group of learners indicated that learners are not all satisfied with the medium of instruction used by teachers. The following are the comments which were provided by learners when asked about the issues of languages by the researcher:

FG2 disclosed:

Most learners speak Xhosa, Afrikaans and English as the specific languages but this affects other learners and they feel unwelcomed or isolated when they are chatting or playing. Even in the classroom, some teachers do use their language when they explain some difficult lessons.

They even mentioned that other minority learners are affected when teachers try to explain some aspects during the lesson using their languages since the majority are from a teacher's race and ethnic groups. Learners also lamented that when teachers use these specific languages like English, IsiXhosa and Afrikaans they feel isolated because their mother tongue is not considered by the teachers.

The researcher observed that teachers used English as the medium of instruction throughout the teaching and learning process in the classroom. They used lesson plans which were written in English in the classroom. Therefore, the data from face to face interviews with the teachers is in contrary to what the other group of learners have disclosed. Also, the document analysed such as the school policy and teacher portfolios by the researcher recommends that the teachers should use English as the medium of instruction during teaching and learning, However, Afrikaans and IsiXhosa are required to be used by the teachers during their specific periods. Therefore, the researcher felt that the contradiction between the data from the teachers and the data from the learners indicate a challenge around the implementation of ME.

4.6.2 How do teachers ensure that home language is embraced by learners?

The researcher deemed necessary to further establish the teachers' views on how they ensure that learners in their classrooms embrace home language. When the teachers were asked about the way they make sure that home language is embraced by the learners this is what they had to say:

T1, T2 and T3 explained that:

The medium of instruction is English but during break time they speak their home language. We allow them to use their home language when they talk with one another and when there is a cultural event at school. There is no rule that says learners are prohibited from speaking their home language, unlike other model C schools.

T4 and T5 said:

“Learners are not allowed to proceed to another class if they fail their home language. Therefore, understanding their home language is key as they might not develop fully without the missing gap. They should take it serious”.

T6 disclosed:

I try to set an example by using slang so that they may learn. However, I leave it to the language teaches.

Data from Focus Groups confirmed what the teachers had said concerning the above question, the following are the comments:

FG1 and FG2 pointed:

“The learners speak Xhosa at break time.” Although other learners speak Xhosa, Afrikaans and English as the specific languages this affects other learners and they feel unwelcomed or isolated when they are chatting or playing.”

The interviewed responses indicated that the minority learners are allowed to use their home languages in all the selected schools during a break but not in the classroom and when there is a special event like Cultural Day. This is an indication that the learners are only developed in terms of their home language during their Home Language period and during break time when they interact with others.

However, this is only if the school happens to have that particular home language as one of the languages chosen to be on the list of the learning areas in the Curriculum. Therefore, the implementation of ME is being hindered in these selected schools. During Home language period the researcher observed that the teachers were using the Home language in the classrooms for teaching and learning in both selected

schools. Teachers were able to use Home language periods effectively without mixing with the first additional languages.

Therefore, the data from face to face interviews complement what the data from the observation and the document analysis have revealed during Home language period. The researcher observed that the lesson plans for Home language period were in a Home language

4.6.3 The capacity of the school to cope with multi-cultural and multilingual classes

The study sought to investigate from the teachers whether the school has the capacity to cope with multicultural and multilingual classes. Teachers were asked whether they were coping with multicultural and multilingual classes.

All the teachers agreed that the schools have the capacity to cope with multicultural and multilingual classes. The following comments were specially made by these participants:

T1 declared:

Yes, the school has the capacity to cope with multicultural and multilingual classes because most of the teachers are from various ethnic groups.

T4 added:

Even the school end year results show that the school has no problem.

One of the teacher participants emphasised that he applies the knowledge that he obtained from his tertiary education in his multicultural and multilingual classroom and this is what he disclosed:

T3 disclosed:

"I use the training that I received when I was at tertiary and it helps me in this environment that I work in".

From the responses above out of the six teachers interviewed it was clear that all of the teachers were in agreement that the schools do have the capacity to cope with multicultural and multilingual classes. Teachers confirmed that they do consider the diverse type of learners in their school. Considering the data collected from the teachers in terms of the school structure, the culture and the curriculum, diversity is encouraged although it is not fully promoted in the key areas where it is supposed to be promoted and implemented. The fact that various groups of teachers are employed in the school as (T4) has mentioned, indicates that they do try to cope in terms of the structure although they still have a lot to do.

However, the researcher felt that there was still a missing gap in both schools, in terms of the capacity to cope with multicultural and multilingual classes. This was noticed by the researcher during the face- to- face interviews between the researcher and teacher participants and during the observation stage.

The classroom environment in terms of the appearance did not confirm that the school cope with multicultural and multilingual classes. There were no teaching resources displayed in the classrooms such as maps, posters, charts reflecting all the cultures and different languages so that learners could recognise their differences and their similarities in terms of their different backgrounds. The main task was to see if the implementation of ME does exist in this diverse fabric nature of classrooms with different needs of learners to be met by the teachers. The data revealed that ME is not implemented effectively by the HST.

4.7.1 Teachers' views attitudes towards learners of different ethnic groups

In this study, the researcher wanted to establish the teachers' views towards learners of different ethnic groups. Pertaining to the issue of whether teachers' views towards learners were positive or negative, the teachers' responses revealed the following:

T1, T2, T3 and T4 shared similar sentiments:

The learners are the same and therefore should receive the same treatment irrespective of their ethnic group or racial background to avoid those unnecessary attitudes in class and at school.

T6 emphasised:

According to the school policy, no discrimination is allowed in schools.

The responses from teachers about their views towards learners of different ethnic groups in their classroom indicated that they do understand what is entailed in the school policy. The indication, as expressed by respondents is that the crafted school policy has been a guideline that they have been following to improve attitudes of the teachers for diverse learners. This initiative would help teachers in dealing with those characters of different cultural backgrounds.

Educators claim to "see children and not a colour" and studiously ignore race or colour in their dealings with learner diversity. In this regard, teachers do not implement ME effectively in their multicultural classroom as such ME struggles to reach its purpose fully; therefore, training of the teachers is vital for the benefit of the learners.

In the interviews with learners' Focus Groups the following responses were made:

FG1 and FG2 disclosed:

If you treat, respect and being kind to each other, this will help them to understand, care and love each other no matter what culture they belong. We have learnt that everyone has equal rights and people should respect other cultures because this causes a persons' character to change and behaviour towards other people. We all believe in respect.

4.7 2 Values expected to be fostered in ME

The researcher was interested in finding out from the respondents the values that ME implementation is expected to foster in learners. Teachers were asked the values expected to be fostered in ME. The teachers interviewed had the following comments:

T1 said:

ME has the element of unity that bridges the gap which was caused by the Apartheid era also it promotes respect amongst the learners.

T2 added:

ME instil in learners the aspect of respect for the opinions of each other as the constitution of SA suggests so.

T3 disclosed:

ME creates the values of a rainbow nation where learners do not see one another as racists rather see an African race in one another.

T4, T5 and T6 disclosed:

Learners should tolerate each other`s religion and cultural differences.

They should unite in their diversity, be bold, proud and confident of their ethnic groups and cultural backgrounds. (T6)

In reacting to the same question, the focus groups of learners from the selected schools came up with the following comments:

FG1 disclosed:

ME has taught us that everyone has equal rights and people should respect other cultures

ME teaches us to treat other learners the same and not to treat them differently because all of them need respect

FG2 agreed:

“We will gain knowledge on how to treat others whether you know them or not but respect for everyone is equal.

This will help us to consider other people’s feeling and learn how to speak to other people’s language.”

The major discovery from the discussion between the researcher and the learner participants from focus groups was that teachers have knowledge of some values bestowed in ME. They also equip the learners even in the classrooms that they should indeed tolerate and respect one another

The researcher observed that the teachers treated all the learners in their classrooms with respect and learners were respectful during teaching and learning in the classroom in both selected high schools. In addition, the relationship between the

teachers and the learners was positive and learners were ready to learn. Learners showed interest in classroom activities. There was respect amongst the learners as well in the classroom and outside the classroom.

4.7.3 Restoration of learner's culture

The study was interested in finding out about how teachers restore the learners' culture in their schools. During the interviews, teachers were asked how they restore learners' culture in their schools. The following teachers shared similar sentiments regarding the way they restored their learners' culture:

T1 T2, T3 T5 and T6 disclosed:

Learners are given their days to wear clothes based on their cultural background. They bring cooked food and display the food according to their cultural groups especially on the Heritage Day.

T4 response was specific that:

The cultural events hosted nationally in South Africa, which is the Heritage Day. Moreover, individuals of a given race vary in their ethnic and cultural backgrounds.

Their responses revolved around the issue of Heritage Day on both Provincial and Nationally levels specifically on the following aspects:

- ❖ Food they cook based on their cultural backgrounds
- ❖ Clothes they wear
- ❖ Cultural events they perform

FG1 affirmed:

The culture (initiation) for AmaXhosa is exposed to other people of different ethnic groups in details in the curriculum. This should be a private matter and it should be respected. For instance, the cultural norms and values of other ethnic groups are not revealed in details.

FG2 added:

Teachers in our school give us days to wear our cultural clothes in school and bring different types of food that represent our cultures.

We need to be empowered about the cultural values of other ethnic groups.

The cultural events should represent all the cultural backgrounds in the curriculum

The researcher felt that the responses from all the teachers were not enough to restore the learners' culture. There is an indication that ME is not implemented effectively in these schools. The fact that they base everything of learners' cultural restoration on the above-mentioned aspects indicates that.

The increasing cultural diversity in educational institution necessitates teachers to be clear about methods they can use in order to teach and manage learners with cultures, languages and backgrounds that are unknown to them. Teachers are in a position to help end the "culture wars" by activating dual purposes of culturally responsive teaching (Abington-Pitre, 2015).

However, there is a need first to understand and then to explore the underlying cultural and circumstantial diversity within each so-called race (Meier and Hartell, 2009).

From the documents that were analysed the researcher had the following argument:

Although the teachers and learners' portfolios confirmed that the lessons are planned and followed as they are prescribed by the teachers in the National Curriculum Statement. The researcher is of the view that ME is not implemented effectively. Furthermore, the information on some of the teachers' portfolios was not sensitive to other learners' culture - for instance, the exposure of AmaXhosa's cultural practices such as initiation, which the focus groups mentioned as one of the topics to be removed from the curriculum when they were interviewed by the researcher.

4.7.4 Teachers' management practices on religion

The researcher wanted to find out if teachers were able to deal with religious issues of learners of a diverse population. The question was therefore put to teachers about how they managed practices on religion. The following teachers explained how they managed diversity and showed a huge understanding of how to address learning needs specifically the religion of learners.

T1 responded positively:

The rights of learners are promoted in the constitution. One of the things to be observed is the different religions of the learners. In my school, most learners are Christians; therefore I promote Christianity as a religion.

T2 further disclosed:

"I, do not promote nor support any religion at school to avoid being biased towards other religions.

I address the learning needs by being accommodative because learners come to school with different needs since they are diverse. In addition, in our school, we do come across learners from different backgrounds. So, I manage and treat learners

who represent different background by applying the training skills that I have received in my education”.

T3 further emphasised that:

“I checked the school policy and allow the learners to make their own choices. I am able to address their learning needs by using the medium of instruction; English, which will cater to all of them”.

T4 Further indicated that:

“I also teach the learners morals and values which are key in any religion. Every Monday, learners are requested to assemble for prayers although no one is forced to do so as to accommodate those with other religion”.

T4 and T5 indicated:

We treat learners equally irrespective of their cultural background. It is important to teach and encourage learners to support and respect each other’s culture and religion although the majority of learners are Christians. Teachers do respect other religions; we give them space. Also, other learners are encouraged to respect and tolerate other religions as well.

T6 emphasized:

I manage to address the learning needs through teaching experience that I have through pre-planning and also provide extra classes. In addition, I address their needs by knowing the technicalities in teaching and address the problems as they

come. Yes through values and norms I promote by using a policy document. The results also indicate progress and the impact of the CAPS document we have applied.

The religious background of learners differs and this may also affect their behaviour in the classroom, therefore the researcher was interested to know how teachers deal with that. Teachers gave different responses.

Nowadays, schools have become more diverse, therefore, some of the issues that might help to reduce challenges may be included in the policy document to embrace racial, class, gender, religious, culture, linguistic and physical differences.

FG1 disclosed:

There is no specific religion because most of us get to know and understand religious issues although we do not have the information because our teachers do not teach religious issues in our classes.

FG2 said:

There is specific religion promoted by our teachers at school which is Christianity because the majority of learners and teachers are Christians.

Most importantly, the researcher also observed the learner-teacher relationships, the language used in the classrooms and the curricula content and the ability of the learners based on their race, gender, social class and their culture. In addition to this, according to the drafted school policy, assembly of multicultural school is conducted through Christianity form of religion.

The information provided by both focus groups around the methods used by teachers during teaching and learning indicates that learners' needs are not fully met by the teachers. The use of teachers' home language in the classroom that the focus groups revealed indicates a challenge. The learners complain that they become confused when the teachers do this. Therefore, the researcher felt that the ME is not implemented effectively in both selected schools.

According to the literature review, the "Multicultural Education" approach promotes cultural pluralism and social equality by reforming the school program for all students to make it reflect diversity. Teachers need to learn more about ME in order to prepare for the classroom diversity they face daily. Teachers ought to be sensitive when dealing with multicultural classrooms and be mindful of the fact that not all learners have the same mind as teachers.

4.7.5 Teachers' attitudes on Issues of Sexual orientation

In a multicultural classroom, dealing with issues of diversity, social aspects, race, sexual orientation, gender, culture, etc. is challenging for most schools. Therefore, in order to understand how HST, deal with the implementation of ME, teachers were asked about the programs in place to empower learners to deal with issues of sexual orientation.

All other teachers except T6 disclosed that:

There are committees in place to deal with the sexual orientation including LO teachers to avoid teenage pregnancy. Conflict amongst the learners in schools is prohibited.

T6 shared the different sentiments from what other participants disclosed, as follows:

T6 mentioned:

From the school, there are none of the programmes on sexual orientation that I know unless the knowledge is in

the LO learning area. No, I am not aware of those programs if there are any.

Data collected from the teacher participants when they were asked to express their views and impression on the sexual orientation issues revealed that the LO teachers are the ones that are responsible for these issues. The participants indicated that there are committees in place to deal with sexual orientation issues. However, the researcher felt that the information provided by the respondents contradicted what one of them (T6) has revealed that he has no knowledge about the programmes on sexual orientation that are in place. The focus groups shared the same sentiments as teachers when they were asked the same question that follows:

What are the programmes in place for the teachers to deal with issues of sexual orientations?

FG1disclosed:

Life Orientation teachers do tell us about issues on sexual orientation.

They tell us what we should do when reaching a certain age as boys and as girls

FG2 commented:

There are no committees in place for sexual orientation in our school.

We get the information on sexual issues during the Life Orientation period

Therefore, the responses from the respondents indicated that the ME is not implemented effectively in the selected schools.

4.8.1 Challenges experienced by HSTs in implementing ME in the multicultural classroom

The researcher was interested in finding out the challenges faced by HS teachers when implementing ME in their classrooms. The interest of the researcher was to obtain more information from the teachers as they are the ones who work directly with the diverse learners and should be able to give their input in this regard. The researchers enquired from the teachers about they challenges they faced in implementing ME in their classrooms. They made the inputs in their responses below:

T1, T2, T5 and T6 all concurred on the following comments:

No challenges experienced, everything is fine and okay. The ME implementation caters for beliefs and resolves other unwanted issues. There is also mutual understanding at school and this becomes interesting and quite motivating.

However, the responses from the following two participants were different from what the other teacher participants had said. The following are responses from these two participants:

T3 disclosed:

Learners of the same ethnic group sometimes do not want to mix with others; they laugh at each other and also group themselves to their race and gender.

T4 declared:

I have never been to workshops for ME. However, if the problem crops up, I deal with them. Maybe when you hear the hate speeches, you reprimand those attitudes until the learners see one another as human beings, not as monsters.

The teachers interviewed held different positions during interviews with regards to the challenges involved in the ME implementation. From their responses, four teacher participants said there are no challenges but the other two teacher participants (T3 and T4) revealed that they do have challenges on the implementation of ME such as:

- Some ethnic group do not want to mix with other ethnic groups
- They laugh at each other
- Grouping themselves based on gender
- Group themselves in race
- Hate speech

The researcher felt that their responses indicate that other teachers are not satisfied with the way things are in their schools.

Therefore, this indicates that the implementation of ME is not fulfilling its goal in the selected schools.

Furthermore, the researcher observed the classroom environment using an observation guide in both schools visited. During the observation, notes were taken by the researcher.

It was observed that the sitting arrangement was conducive for learning. Although it was not a hundred percent because learners were not mixed and there was a female learner who showed no interest in the subject. The classes and tables for learners were shared, learners of the same gender seated in two by twos. The classroom was

conducive to learning because some students participated in class but it needed some improvement.

The teachers managed the class very well by paying attention to the one who tried to be naughty in class and continued with the lecture moving around the classroom, in between rows talking to all students. There was classroom control and the classrooms were organised. Teachers were interacting well with the learners.

4.8.2 Availability of resources for teachers to teach culturally diverse learners

Teachers were asked about the availability of resources to teach diverse cultural learners. From the respondents, two of the teachers felt positive about the availability of the resources. Four of the respondents from selected schools felt negative about the availability of the resources, which is the contradiction of what the first two respondents have said. However, they all qualified their responses with the following comments:

T1 and T5 Stated:

Some resources are available in our school.

The different sentiments are revealed in the remarks made by T2, T3, T4 and T6 which followed:

T2, T3, T4 and T6 indicated:

There are no resources available to ME.

T3 emphasised:

I am not even aware of cultural diversity.

The information provided by HSTs revealed a consensus about what the researcher has observed that teaching and learning resources for culturally diverse learners were insufficient. However, evidence from the above data indicates that ME approach is not implemented effectively in the selected schools.

4.8.3 Dealing with issues of racism and discrimination in your classroom

Teachers were asked about how they deal with issues of racism and discrimination in their classroom. Specifically, in view of the challenges integral in the implementation of ME, the researcher wanted to establish the ways that the teachers thought that they should apply to ensure that practices of discrimination are not promoted in schools. The responses to the above-asked question were offered by the respondents on how they deal with issues of racism highlighting the following comments:

T1, T4 and T6 disclosed:

Teachers attempt to afford all the learners equal opportunities. Discrimination is not tolerated by any teacher in the school, nor parents and SGB members tolerate or promote it. Issues of racism are very rare in some of the schools hence there are limited cases of racism. However,

In reacting to the same question the following teachers responded:

T2, T3 and T5 concurred:

We deal with such by treating them equally. In some instances, parents would get involved in order to make learners understand that issues of race should not be a problem. Sometimes it

becomes important not to group learners according to their race, gender or ethnic background.

The following teacher's response is similar to what other teachers have said regarding the question that was asked around the issue of racism and discrimination. The teacher shared the following sentiment.

T2 added that:

The effects of discrimination are stated in the curriculum, so the learners are aware of them. It is also indicated in the school policy that discrimination should not be promoted

The teachers felt that no learner should be exposed to any form of discrimination whatsoever and they felt that it is their duty to afford all learners the same equal opportunities in schools. This showed that their school policies around the aspect of discrimination were clear and they implement the policies. Therefore, they can contribute to fulfilling one of the goals that ME strives to achieve (effective implementation of ME).

From the information gathered, it was clear that teachers do not deal with racism in their classes effectively rather they refer to the issues of racism to the parents. They also revealed that they involve parents in some instances for learners to get more understanding around the issue of racism. However, the information from all the respondents indicated that ME is facing challenges in the selected schools. As such it fails to realise its intended goals.

Accordingly, cultural, linguistic, gender and religious rights of individuals are protected from unfair discrimination by the state in the Bill of Rights. The 1996 Constitution is, in this sense, classically liberal and democratic (Bekker and Leildé, 2003).

4.8.4 How do teachers promote desegregation of learners in their school?

The researcher sought to find out from the teachers about the methods they use to promote the desegregation of learners in the school. Teachers were therefore asked how they promoted desegregation of learners in their schools.

The responses from other teachers revealed the following:

T1 said:

There should be no dominant or better language preference.

T2 added:

Learners of different races and ethnic groups are treated equally, given the same opportunities and are involved in different activities to accommodate everyone.

T4 disclosed:

Learners understand that the schools were segregated during the apartheid era.

T5 said:

This has been proven after 1994 when school segregation came to an end and desegregation took over.

Apart from the issues listed above the following comments were specifically made by the teachers:

T3 Emphasised that:

It is the duty of an educator to bring learners together and also adopt the new terminology adequately.

Another teacher (T6) added that:

Learners also understand that schools were desegregated, this has been proven after 1994 when segregation came to an end.

In South Africa, the process of promoting desegregation in schools still poses a challenge. This was evidenced by the answers provided by the learners on questions centred to race, racism, gender, the ethnicity of learners and their diversity in multicultural classrooms. Desegregation of learners in schools needs teachers to understand how to deal with it.

Those who do not understand the new terminology cannot be in a better position to adopt it adequately. Therefore, these responses and the remarks from some of the teachers show that desegregation is still a challenge especially (T3), who indicated the duties to be performed by teachers in this regard. It is clear that they lack the knowledge in order to promote desegregation and thus ME cannot be implemented effectively given the alluded challenges. Moreover, the teachers' attitude, their role, the school culture, learners and the school structure are critical in education transformation for a change to be effected. In this regard, the promotion of desegregation of learners by teachers is key to the effective implementation of ME which is the main focus of the study.

4.8.5 Issues of tolerance in schools

The researcher wanted to establish if teachers are able to address the issues of tolerance amongst the learners in multicultural classrooms. Teachers were asked if they can address issues of tolerance amongst learners in multicultural classrooms. Their responses revolved around the special subject which is LO that covers the aspect of tolerance.

T1: commented:

Learners also inter-mingle with one another, therefore there are no fights amongst the learners.

T2, T3, T4 and T5 expressed the same sentiments with T1 that:

Issues of tolerance should be dealt with by LO teachers, however; teachers should be guided by the policy document from the DoE.

T6 indicated that:

We promote tolerance in the school by allowing learners to do some of the classroom activities together as groups.

The researcher felt that teachers lack an understanding of the ME implementation and they do not follow what is prescribed for them in the policy document (CAPS) regarding the issues of tolerance. This is evident in the teachers' assertion that LO teachers are responsible for the issues of tolerance in the teaching and learning in multicultural classrooms.

4.8.6 Measures applied by teachers when there is an act of prejudice and stereotype in their school

The study sought to establish measures that teachers apply when there is an act of prejudice and stereotype amongst the learners in their school

In the interviews between the teachers and the researcher about measures they apply when there is an act of prejudice and stereotype in their schools, the following were their comments:

T1 disclosed:

If the matter is beyond their control they refer it to the principal, SGB and parents concerned.

T2 added:

I sit with the particular learner and call the one who is affected and address the matter amicably.

T3 added:

I try to ask the cause of the problem and not judge anyone in the classroom and the entire school.

T4 said:

Disciplinary Committee deals with the matter, and if needs be, parents and SGB`s are told about the until it is resolved.

T5 indicated:

The matter is normally tackled by LO teachers in our school

However, one of the teachers emphasised that:

T6 disclosed:

If it is necessary, I send the learners to the principal's office. I get the parents to school meetings to sort it out.

It emerged from the respondents' comments that some teachers such as T4 and T5 lack knowledge concerning the issues of prejudice and stereotype. This poses a challenge when it comes to effective implementation of ME in both selected schools. By virtue of a mandate placed on them as teachers in multicultural classrooms, it is required that they should all be able to deal with such calibre of learners' problems.

4.8.7 Act of social justice during unfair practice amongst learners

In this study, the researcher also wanted to find out as to how teachers promote social justice when there are unfair practices amongst the learners. This is in line with how the ME approach mediated by HST in multicultural classrooms.

All teachers explained that they listen to learners without any form of biases.

T1 added:

"I listen to the learners carefully and judge them accordingly".

T2 said:

"I give my support to the one affected after hearing both stories. I also arrange sessions with learners".

T3 stated:

“I try to ask the cause of the problem and not judge anyone in the classroom and the entire school”. I also talk to them and hear both sides in order to give a fair judgement.”

The researcher specified that the information provided by the participants was not enough. This indicated that there is a knowledge gap that should have been filled if training and workshops have been attended by the teachers on ME. The researcher concluded that ME is not implemented effectively in the selected schools.

4.9 Learners' views on the implementation of ME by HST

Data was sought from the two focus groups discussions and they made some suggestions based on their views on the implementation of Multicultural Education by High School Teachers in Chris Hani West Education District. Contrary to the teachers' responses, the focus groups pointed out a lot of the following irregularities in the implementation of ME by HST in the classroom:

- ❖ The use of teachers' home language in the classroom that the focus groups revealed indicates a challenge. As a result, the learners complain that they become confused when the teachers do this.
- ❖ Religion is not properly understood and it should be added in the curriculum as a subject so that, learners can easily acquire more information about it, as religious education. Learners believed that, this would help them to respect and learn other religions and it will suit everyone and amongst learners. Moreover, there would be no fights or insults among the school itself because everyone will be well humbled.

Therefore, the researcher felt that the ME is not implemented effectively in both selected schools.

The information provided by both focus groups around the methods used by teachers during teaching and learning indicates that learners' needs are not fully met by the teachers.

Learners' views and attitudes are formed, among other things, by their personal experiences and personal level of knowledge. In particular, the teachings received from the teachers around the aspect of religion and the background that the learners bring in the school especially their cultures groom the learners in a certain direction.

Focus group discussions are frequently used as a qualitative approach to gain an in-depth understanding of social issues. The method aims to obtain data from a purposely-selected group of individuals rather than from a statistically representative sample of a broader population. Even though the application of this method in conservation research has been extensive, there are no critical assessments of the application of the technique. In addition, there are no readily available guidelines for conservation researchers. Understanding people's perceptions are central to establish how and why people respond to conservation issues in a certain way.

4.10.1 Required Strategies to empower HSTs to deal with learners from a multicultural background

In this study, teachers were asked to indicate whether there are any strategies to empower them on the implementation of ME in multicultural classrooms in the Chris Hani West Education District.

Teachers indicated that learners partially understand their teaching strategies. If there is a need to further clarify the content, they do as the learners open up. The following are their comments:

T2 said:

There are no strategies in place, however, I use my 23 years of experience to deal with learner's background. So far, this has helped me a lot.

T3 disclosed:

Learners are grouped according to the subjects they do in the school depending on the list of choices they follow in the school curriculum. Therefore, they imitate some of the skills of how they should behave in the classrooms from their classmates.

T4 added:

It is wise to discover individual behaviours and responses during classroom activities.

The rest of the other teachers' responses clarified that:

T1, T5 and T6:

There are no stated strategies we know of, as we normally deal with each case as it emerges in the classroom.

Multicultural Education prepares teachers to use diversity approach as a classroom resource in order to support learners during teaching and learning, thus, effectively preparing pre-service teachers to implement multiculturalism. Consequentially, these teachers become multiculturalism's advocates, who are more prepared to achieve equity and social justice in their classrooms. In this regard, the researcher is concluding that the implementation of ME in the selected schools is failing to achieve its goal.

4.10.2 Suggestions on the provision of adequate teaching and learning materials to implementation of the ME

This study was interested in finding out what teachers can suggest on the provision of adequate teaching and learning materials that could assist in the implementation of ME and they were therefore asked to provide suggestions on how to provide

adequate teaching and learning materials to implement ME and they made the following suggestions:

T1 and T2 responded:

The Department must make sure that the school has enough teachers so that learners could not suffer. So more teachers should be deployed by the Department. In terms of textbooks, good timing is needed for the books to be delivered on time so that they can be used on the first school day to avoid the delays in teaching and budget the is needed to be done earlier.

T3 added:

Teachers should be given more training workshops especially the new teachers. They need to be trained properly and monitoring should also be part of the training at least once in a quarter.

T5 disclosed:

If teachers of languages, i.e., IsiXhosa are given a choice to select books for their learners; teaching them will be much better.

T4 and T6 indicated:

The school policy should be printed and distributed to all learners. Teachers should also attend workshops relevant to them and be provided with relevant teaching material.

The teachers' responses revealed that if the training and workshops had been organised the teachers would have attended and had knowledge regarding the implementation of ME. Furthermore, the teachers suggested that if the language teachers specifically isiXhosa would be given a chance to select textbooks for their learners then teaching can be much better and more learners could benefit.

Lastly, they indicated that school budget; early delivery of the textbooks and the distribution of the school policy to everyone should assist in the implementation of ME. The responses provided by the teachers were relevant and related to the curriculum transformation. However, the researcher felt that ME is struggling to fulfil its intended goals in selected schools.

4.10.3 What type of materials and the source of materials do the teachers use to teach culturally diverse learners?

Teachers were asked to indicate the type of materials they use to teach cultural diversity in their classroom, and who provides for these materials

Teachers affirmed that they promote ME programs by using learning material such as textbooks, blackboard, make copies of study material for each learner and internet because learners have access to the internet. Teachers also reported that the Department of Education does provide all these teaching materials. The following remarks were made by teachers:

T2 added:

We also use the CAPS document.

T6 further explained that:

I bought my material (projector). It makes like easier for me as it saves time as well. The school did not provide any resources for me to teach ME.

Despite the support that the teachers claim to receive from the Department of Education which is in the form of textbooks, blackboards, copies of the learning material that they make for their learners and the access that the learners have for the internet, these materials may not be enough to empower the teachers to be able to teach diverse learners. This means that without the necessary support such as training of the teachers by the Department of Education the effective implementation of ME by HSTs would not be achieved.

Therefore, these responses from the respondents clearly indicate that ME is not implemented effectively in the selected schools. For instance, the above scenario depicted by T6 attests to the hindrances of the ME implementation that he brings his projector to school.

This is alluded to by Mayet, (1997) who argues that fundamental policy changes in the curriculum could not be put into practice without the necessary support of the teachers as the main implementers of the curriculum.

However, data gathered from classroom observation and document analysis revealed the following:

- ❖ There were no wall charts in the classroom
- ❖ No posters displayed on the wall
- ❖ No drawing reflecting different societies
- ❖ Paintings reflecting different cultures were not displayed
- ❖ Pictures depicting different people from various places were not available

This was a contradiction of what is prescribed in the (CAPS) documents analyzed. In this regard, the teachers are expected to create the classroom environment that is conducive to learning in terms of psychosocial and physical dimensions. The policy requires that the teachers have to consider these factors when trying to meet the needs of their learners in multicultural classrooms. More importantly, they should modify the curriculum content during teaching and learning in order to respond and help diverse learners to attain knowledge. The aforementioned facts indicated that

there is a challenge in the implementation of ME as the data from the document analysis do not compliment the data from interviews.

4.10.4 How do teachers ensure that the parents understand issues of ME

The study sought to investigate ways that teachers ensure that the parents understand issues of ME. Teachers were asked to indicate how they make parents to understand issues of ME. The teachers made the following comments about the question asked:

Teachers' response highlighted that:

T1:

Through parents meeting, the learners are informed about school programmes.

T2 and T3 disclosed:

Teachers also get support from the parents, some of the transformation issues are discussed with the parents.

However, there is consistency on the information provided by T4 regarding the understanding of ME that,

T4 added:

I don't remember any day where parents have been called and told about this "ME" or any quarrel in school. So far, I haven't come across with this term ME.

Notably, however, T5 and T6 contradicted with the previous responses, where they elaborated by saying that:

Even parents know that their learners are treated equally.

It emerged from the data collected that some of the teachers were not aware of the programmes of ME whatsoever. However, the above-mentioned teachers contradict themselves from what they have provided the researcher with when they were asked earlier on in the first question of Chapter four regarding their understanding of ME. They have made it clear that they just understand the term only but not what it entails as it is the first time for them to hear about it. Now the same teachers make claims that “even parents know that their learners are treated equally”. Yet the researcher was broadening the scope to obtain more information from the participants around the implementation of ME with regards to their understanding of the approach which is the transformation approach after the disaggregation of learners has occurred.

This indicates that ME is not implemented effectively in the selected schools.

4.10.5 Reasons why certain aspects of the curriculum should be added in the curriculum

The researcher was interested to find out about the reasons that the respondents have on certain aspects that should be added in the curriculum. When the teachers were asked their responses to the question were:

Positive response was received from T1:

School curriculum, IsiXhosa as a medium of instruction for teaching and learning, and for the textbooks for all learning areas to be written in Xhosa in a multicultural school. This will accommodate Xhosa speaking learners to restore their home

language and gain more confidence in who they are and where they are coming from and also understand the content much better.

T2, T3, T4 suggested:

The curriculum should also include aspects on ME in order to deal with diversity precisely. SA is a multicultural country; therefore, case studies should include the entire groups. Textbooks should also include pictures of different groups and races.

T5 and T6 did not see any aspects to be included in the curriculum.

The responses provided by the teachers indicated that there is a group of learners of a certain race that is still marginalised in the schools. The fact that the respondents made mention of IsiXhosa as to be one of the official languages for all the subjects in all the different grades in the schools indicates that the teachers do recognise the vital role that ME would play in the curriculum if only it can be included in the Curriculum. In this regard, the researcher felt that ME is not implemented effectively in the selected schools.

4.10.6 Which aspects of the curriculum do you think can be removed from the education policy?

The researcher was interested to know the views of teachers regarding the aspects which can be removed from the education policy. In the interviews with the teachers they confirmed in their responses below:

T1 reported:

The schools are categorised as Quintile 5 which is a Model C school. The school should be placed under Section 21 because not all learners can be able to pay the school fees appropriately. Therefore, all their demands are not fully met by the Department because of the Quintile system.

T2 added:

Certain contents of the curriculum should not be forced onto the learners, e.g. religion, creative arts as other learners are not interested in this subject, claiming that it is a waste of time.

T3 and T4 indicated that:

“Learners Rights should be removed from the constitution because learners misuse them, they are unruly, they lack respect and they don’t even consider doing their homework as they know that the constitution supports them. These rights should, therefore, be revised and amended.”

T5 mentioned:

I do not see anything to be removed from the curriculum.

T6 suggested:

“I think LO should be replaced by History.”

Aspects of the curriculum that the teachers felt that should be removed were Quintile 5 grading of the schools, Religion and Creative Arts not to be enforced to the learners for interest sake of some of the learners in these learning areas, amendment of Learners Rights, and replacement of LO with History. They claim that this is significant, as the quintile one to three schools are incrementally producing more bachelors pass than their quintile four and five counterparts — an unthinkable trend in the past. From the interviews, teachers felt that their demands are not fully met by the DoE.

The researcher felt that there is a contradiction in the responses provided by the teachers especially in the aspect of LO to be replaced by History. They suggested that the issue of tolerance should be dealt with by LO teachers and now there is a suggestion from T6 of LO to be removed. Of note, one would ask about what value they have seen in LO before that they suggest that it should be removed and be replaced. Therefore, this indicates that ME is being hindered to be implemented effectively.

Apart from the individual interviews, the data from the two focus groups corroborated what the teachers have said. In relation to this, the Focus Groups highlighted the following issues:

FG1 asserted:

There are no topics that should be removed.

Contrary to what the FG1 has highlighted the FG2 had a different sentiment that followed:

FG2 declared that:

Yes, there are topics that we feel they should be removed, for instance, the topics that expose private knowledge and practice of our culture (Amaxhosa) such as “initiation” to be removed.

4.10.7 Characteristics that identify your school as Multicultural school

The study explored the knowledge teachers have about multicultural schools and the characteristics that these schools should have to identify them. A question was therefore posed to them on that aspect. They made the following comments:

T1, T2, T3, T4 and T6 concurred that:

The schools are multicultural because of the variety of learners from different races such as Xhosa, English, Afrikaans Zulus Sotho and Shona speaking learners in the school. These learners are from different race, tribes and nationality” except T5 who made the following comments.

T5 Emphasised:

Learners of different ethnic groups, races and social background are admitted in our school.

The researcher realized from the expressions of the participants that they shared a similar understanding regarding some of the characteristics that identify multicultural schools. They mentioned the issue of different languages and the different ethnic groups of the learners in the school. This is a positive response which makes it clear that the teachers are fully aware of the calibre of their learners that they deal with, although there are good signs that they practice in terms of admitting learners from all backgrounds into one common institution, the researcher was of the view that ME is not yet implemented effectively. This is because, teachers indicated that they still struggle to overcome racial conflicts amongst learners.

According to Abington-Pitre, (2015), in a good multicultural school, the teachers and school administrators have high expectations for all students while emulating positive attitudes toward them. They also respond to parents and members of the community

in positive, respectful and caring ways in order for the school community to be part of the community at large.

Furthermore, there are basics that we should find in all educational settings as characteristics of multicultural schools such as, utilization of a formalized curriculum that reflects the experiences, languages, cultures, and perspectives of the range of cultural and ethnic groups as well as both genders within the school (Pitre, 2015).

4.8 Summary

This chapter focused on data presentation and analysis. The researcher presented data obtained through face-to-face interviews from the teacher participants, a focus group of learners, classroom observations and document analysis on the implementation of ME by HSTs in CHWED. The sub-research questions helped to answer the main research question which is: How is ME being implemented by HSTs in multicultural classrooms in CHWED. The relevant quotes from the participants, focus group discussions, classroom observations and documents analysis were used by the researcher to support the arguments. The results of the qualitative data that were collected for the study were presented in this chapter.

The researcher in this chapter analysed the findings as they emerged from the data. Biographic information of the respondents and the issues of the implementation of ME in CHWED were presented. The biographic data scrutinized the profiles of the respondents in terms of gender, age, years of teaching experience, academic and professional qualification, and actual category of the respondents.

The above factors affected the analysis of the data collected for the study. The findings revealed that teachers need more training to assist them in how to implement ME in their multicultural classrooms for the benefit of diverse learners. The chapter further analysed data on preferences of teachers on how best to

implement ME approach in high schools in the CHWED. Teachers' opinions have provided the researcher with awareness into what contributes to effective ME approach in their schools that may result in teacher change and consequent enhancement in classroom practice and learner performance. The main findings of the study are discussed in the next chapter.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

The study sought to investigate the implementation of the ME by HSTs in multicultural classrooms in Chris Hani West Education District, Eastern Cape Province of South Africa. The researcher presented and analyzed data in chapter four and came up with findings regarding the implementation of ME by HSTs. In chapter five the researcher discusses the findings to draw conclusions as far as the implementation of ME in the district is concerned. The focus of this chapter was on answering the research questions and provided implications of the answer(s) to the research questions and recommendations for further research. The discussion revolved around the themes developed from the data collected in HSTs through semi-structured interviews, focus groups of learners, classroom observations and document analysis. The discussion also took cognizance of the theories/models on which this study was grounded. The chapter was divided into five sections. The first four sections were based on the major themes which emerged in the study, namely:

- ❖ The ME approach mediated by HST in a multicultural classroom in the Chris Hani West Education District
- ❖ HST perceived challenges in the implementation of ME
- ❖ Learners' views on the implementation of ME approach in multicultural classrooms in the Chris Hani West Education District, Eastern Cape Province, South Africa
- ❖ The required strategies to empower HST for enhanced implementation of ME in multicultural classrooms in CHWED

Section five provided the summary

The following section deals with the discussion of the findings on the implementation of ME in a multicultural classroom.

In the context of this study, the community where the learners' homes are situated, the parents, learners, teachers and the DoE are governed are referred to as systems. These are the complex systems, which should be unified, arranged, ordered, and or opened, co-operate with settings. Therefore, for the teachers to be able to implement ME, the learners' backgrounds (homes) need to be considered. For instance, the school where there are output and an input through interaction amongst the teachers and learners on a daily basis prescribed by the laws which emphasise wholeness, stability and unity which is advocated by Laszlo's General Systems Theory (1972) is key in this regard. The emphasis is on the relationship between the parts which connect them into a whole (Hammond, 2010). The discussion was guided by theories, General Systems Theories and Critical Pedagogy Theory where the main themes that emerged from the data were used.

5.2 The Approach mediated by HSTs to implement ME in a multicultural classroom

The researcher used face-to-face interviews, focus groups, observations and document analysis to collect data on the theme.

5.2.1 Understanding of ME by HSTs

The study sought to discover the approach mediated by HSTs in a multicultural classroom. The investigation was meant to understand the approach used by HSTs in dealing with multicultural classrooms in the Chris Hani West Education District.

The teachers deal with the diversity of learners from different backgrounds in terms of:

- Race, gender, age, culture, language social class, ethnic groups and sexual orientation in their classrooms.

The findings of the study revealed that teachers from both schools understood the term “ME” but not what it entails in the true sense of its meaning. Therefore, teachers need to be made aware of ME first, in order to be able to implement it effectively. In addition, they would have the knowledge of the relevant approach to mediate ME if DoE provides training for the benefit of learners. The information gathered by the researcher for the same question from the learners revealed that learners had similar sentiments regarding the meaning of ME that the teachers have provided. They even made claims that their schools are such types of schools where multiculturalism does exist. This means that learners come from different backgrounds and have different cultures to become one.

The study further discovered that teachers used the experiences they have in the field to teach Multicultural Classrooms. The findings of the study concurred with McAllister (1996) who points out that multiculturalism has not been used in the South African context by a policy-making circle. The cycle was generally used and debated in a set of pre-dominantly Anglophone countries, such as Australia, Canada, New Zealand and the United States and the United Kingdom. Nonetheless, dominant cultural ethos in South Africa share this international Anglophone (and largely urban-based) culture, it is neither majoritarian Anglophone nor strictly the product of successful European settlement.

Banks (2015) discusses four approaches to integrating ethnic and racial content into a school curriculum which is contributions, additive, transformative, and social action. These approaches provide a better understanding of how ME can be implemented. They will also have both conservative and liberal multiculturalist elements (Obanya, 2004, Ololube, 2006). They are conservative when ME is viewed primarily as a perfunctory gesture toward fairness. They are liberal when ME is viewed as a substantive addition to a study of diversity (Banks, 1988). However, based on the findings of this research, it was realised that the most suitable approach was the transformation approach.

5.2.2 Training received by HSTs to teach Multicultural Classrooms (MCs)

The findings of this study clearly show that teachers never received any form of training on the implementation of ME. Although they are expected to be well versed and trained about ME in order to teach in multicultural classrooms, the study found that teachers were never invited by the DoE to attend any workshop on ME to make them ready for the multicultural classrooms. The findings of the current study are concurrent with the findings of the study that was conducted by Alismail (2016) on the teachers' perceptions and preparation. The findings of the study revealed that ME training was not done as a subject on its own to equip the teachers to be able to deal with diverse learners in the multicultural classroom. Teachers confirmed that they had to use their teaching experience they have in the field to teach multicultural classrooms. Alismail (2016) suggested that thorough and balanced courses preparing preservice teachers to teach culturally diverse students are essential to support teachers' awareness, knowledge, and skill in providing equal education for all learners. In addition, various approaches to multicultural pedagogy and curriculum were explored.

These findings are similar with an earlier study done by Carl (2009), which concluded that teachers play an important role as agents of curriculum change, and can contribute to the successful and dynamic development of the curriculum if they possess the appropriate knowledge and skills. However, teachers need to be trained and be empowered to be able to deal with a diverse population of learners. Despite these mentioned requirements, this study found that teachers as the executioners of the curriculum implement the curriculum in the classroom and school environment without the adequate training and knowledge of diverse nature of learners. They work directly with the learners and understand them better than any other person but they lack the necessary knowledge on ME which is the ideal approach for a multicultural classroom.

Other researchers (Abdullah, 2009; Carl, 2009 and Khumalo, 2014) proposed that ME should be made an important component in early childhood education. Child development has shown that such critical attitudes will be better nurtured in the early years so that when learners grow they may understand their culture and also

embrace diversity. This is because incorporating ME in early childhood helps, children, learn new cultural patterns more easily than adults (Abdullah, 2009), although this was not included in the current study. Furthermore, other children, especially in disadvantaged communities have been known to reprimand their smoker-parents that “smoking is bad and it can kill you”. This would also help, as they are capable of being “teachers” or influencing adults when they transfer what they learn in early childhood care centres (Khumalo, 2014). The implementation of ME will help learners to differentiate between good and bad habits, which will indicate a positive outcome of values entailed in ME.

Furthermore, problems regarding the development and implementation of teacher education programs continue to pose a challenge in the preparation of pre-service teachers. As such, these schools are often more challenged in terms of curriculum implementation. This is similar to the findings of the Reports which indicated that the “colour blind” approach is used by teachers hence Jansen (2004:117-128) emphasized that lack of consciousness, ways in which schools are organized and how teaching conveyed holds direct consequences for learners, identity and transformation in schools.

Therefore, teachers must also have adequate skills to enable them to integrate the students’ different cultures into classroom experiences. Thus, multicultural competence requires the development of the three following levels of understanding such as:

- ❖ Awareness
- ❖ Knowledge
- ❖ Skills

However, these competencies are hard to acquire (Garcia & Pugh, 1992). Therefore, pre-service training is very important in helping educators recognize the effects of cultural and racial diversity on students.

5.2.3 Programs used by HSTs to promote ME implementation

5.2.3.1 Medium of instruction used by teachers in their classrooms

Some of the teachers indicated that language is a basic human right and must be embraced by those who own it. The findings of the current study revealed that teachers suggested that isiXhosa should be added in the curriculum as a medium of instruction for teaching and learning throughout the grades, and for the textbooks for all learning areas to be written in Xhosa in a multicultural school. The findings further revealed that teachers are of the view that, this will provide an opportunity for other learners to learn from other 'cultures' as it is fundamental to an education in a democratic society.

The finding of this study with regards to the issue of isiXhosa to be added in the writing of textbooks and to be added as a medium of instruction throughout the grades is supported by Heugh, (2003); Prah, (2006) and Burcu *et al.*, (2014). These researchers highlighted and suggested that, in the South African context, many speakers of African languages are proficient in more than two languages other than English. This is because there is mutual intelligibility between the African language groups such as the Nguni languages (isiXhosa, isiZulu, isiNdebele, and Siswati). However, the multilingual abilities of African language speakers are often measured against their proficiency in English only, and this compromises their rich linguistic repertoires, which serve as, and potentially offer, social and academic resources (Nomlomo & Katiya, 2018).

However, Vandeyar (2010a) highlighted that the languages spoken by students, which are eventually spoken at school, are resources because didactic cultures are based on the previous understanding and training learners have had over the years in their home language. This was further argued by Nieto, (2002), "the primary responsibility of teachers is to accept the language assimilation of their students" because, without proper language proficiency in academic matters, academic achievement becomes far-fetched. Issues pertaining to language are very sensitive

to the acculturation (assimilation) process and the “belongingness” of immigrants at school. Stated are the following issues:

- ✓ Everyone in the constitution has the right to basic education and to receive education in the official language or languages of his/her choice in public educational institutions, where such education is reasonably practicable (RSA, 1996; Department of Basic Education., 2014).
- ✓ Language can serve as an academic barrier depending on how learners treat each other and the response of the teacher.
- ✓ Language refers to the medium of instruction and at the same time to embracing the native language to the indigenous language people of a certain culture (Sobane & Anthonissen, 2013).
- ✓ English, which is spoken by most of the population as a home language, remains the dominant language of instruction in South Africa with devastating results. (Ngcobo *et al.*, 2016).
- ✓ Continued use of English in education has not brought about much success for the majority of Africans, this is confirmed by the research. The needs of the African learners are under-served in the multicultural classrooms hence the ME approach mediated by teachers will provide guidance to improve the scenario (Nyika, 2015; Ngcobo *et al.*, 2016).
- ✓ Most Black immigrant’s learners who do not speak the native language, such as Sotho in this instance felt excluded from the subject matter (Vandeyar, 2010a and Abington-Pitre, 2015).

5.2.3.2 How do teachers ensure that home language is embraced by learners?

The study found that the learners are only developed in terms of their home language during the Home Language period and during break time when they interact with others. Findings of the study reveal that the lesson plans for Home language period were in Home language in the classrooms for teaching and learning in both selected schools. However, this is only if the school happens to have that particular Home language as one of the languages chosen to be on the list of the learning areas in the Curriculum. One of the constituencies of multicultural competence is tolerance. Educating learners of the faculty of foreign languages implies teaching tolerance due to the disciplines they have and the technologies that are used in teaching (Okal, 2014; Desai, Qorro & Brock-Utne, 2010).

Although the medium of instruction is English, learners are not allowed to proceed to another class if they fail their home language. Also, the findings of the study reveal that when there is a cultural event at school learners are allowed to use their home language to speak. The study indicated that there is no rule that prohibited learners from speaking their home language, of which this is unlike other Model C schools where learners are not allowed to use their home language. Therefore, understanding their home language is key as they might not develop fully without the missing gap.

Successful multilingualism is a valuable resource for any society, which is regarded as the co-existence of several languages within a society, as not only a means of comprehensive integration of migrants, but as an intellectual and cognitive potential, and an opportunity to enrich its economic, mental and cultural life (Okal, 2014; Desai, Qorro & Brock-Utne, 2010). The main educational principle in terms of content is multiculturalism, which is centered on a sociocultural group with an array of its major components: ethnical, religious, political, class, age, gender, language, professional and others. In the context of multiculturalism as an educational principle, the author worked out an elective course

The South African Constitution – after confirming the right of self-determination of people as a whole, thereby recognised “the notion of the right of self-determination of any community sharing a common cultural and language heritage” within the nation

(SAC, 1996, Section 235; Bekker and Leildé, 2003). It, therefore, becomes important to advise schools teaching of African languages as second languages in a plan to change power dynamics in unequal societies such as in South Africa.

According to Desai, Qorro & Brock-Utne, (2010); very few schools opted to extend isiXhosa, the local African language, as a medium beyond Grade 3. Nonetheless, they are the ones who complained about the lack of textbooks in isiXhosa. Their option led to publishers refusing to produce enough Xhosa textbooks as the demand was very little. They were not prepared to produce materials in isiXhosa if there was not sufficient demand. Therefore, interrogation of notions and advancing of knowledge regarding embracing language due to continuous changes in the curriculum will assist multicultural schools to embrace the language and give it its full recognition in South Africa. In essence, the integration of local language into recent textbooks has not yet been fulfilled, hence ME plays an integral part in ensuring equal opportunities for all learners. Although the process might take time to be realised, however, the implementation process will surely reach its full potential especially with the incorporation on for the new entrance of teachers.

5.3 Values expected to be fostered in ME

The findings of this study revealed that there appeared to be values that the ME approach is expected to foster in learners which include respect, tolerance, love, humility, unity, confidence, cultural restoration, recognition of differences so as to embrace them and promotion of a rainbow nation (Gretta, 2001). There is another important finding from this study, that between the participating teachers and the focus group of learners, there was a positive response regarding the above theme. They expressed positive attitudes towards ME as an approach. Based on the findings of the current study that the teachers and the focus group of learners have agreed upon are the values that have been identified to be shared amongst communities while on the other hand, they govern larger societies. They reflect the reality of a particular society, explaining specific values that make one person feel different from the other one hence they are unique because they influence behaviour.

Although values also indicate how people perceive the environment, they are very important and complex. As such, the acknowledgement of diversity places the focus on the variety in society, but most frequently on individual or group differences in a negative sense. For example, differences in hair texture, facial features and skin colour which is personal and inborn, are considered by some as important and significant

However, handling diversity in multicultural schools is so complex, that, it is proposed that learners need to recognise the validity of differences (Meier and Hartell, 2009). This was also noticed by the researcher even during the discussions with the focus groups of learners where they were able to work as teams from different ethnic groups respecting one another. However, the researcher related these values that the teachers are emphasising for their learners with what the ME hopes to foster and concluded that, even though these teachers claim that they were never trained for ME implementation they do lay the foundation for transformation in their schools which is the ultimate purpose of the ME approach in education.

The human mind has been observed to react differently to change. Then fear and ignorance lead to discrimination, intolerance and lastly exclusion hence there is a growing trend of intolerance in the country. However, according to Beeckman, (2012); certain values should be instilled in learner's mind which include non-discrimination, and respect for diversity, prevention of violence, mitigation and response, gender equality, intercultural dialogue and lastly, although not limited to, social inclusion. Osuji, (2017) indicated the growing ethnic and religious diversity in Europe poses both opportunities and challenges to European policy-makers and societies as a whole. Therefore, expectations are that diversity will continue to increase thereby leading to increasing intolerance and social exclusion. Research has shown that desegregation in schools may result in more positive attitudes (Dutton & Corvo, 2006; Schofield, & Laver, 2006).

In South Africa, the education system was the primary institution where the liberalisation of schooling system for all racial groups saw hastened movement of learners. This was particularly for black learners who were situated in previously

white designated suburbs or areas (Mashau, 2012). This supports the goals of implementing ME in diverse South African schools for the benefit of the learners.

In order to make this transition of teaching students about accepting diversity, educators must utilize “thoughtful preparation, visible leadership, renewed aspirations, and the firm belief that diversity and globalism benefit all student, race and ethnicity clearly constitute only one aspect of ‘diversity’- Americans also are diverse in terms of language, religion, culture, ideology, disability.

5.3.1 Restoration of learner’s culture

The findings of the study revealed that the information on some of the teachers’ portfolios were not sensitive to other learners’ culture. For instance, the exposure of AmaXhosa’s cultural practices such as rite of passage to manhood (initiation school), which the focus groups mentioned as one of the topics to be removed from the curriculum when they were interviewed by the researcher. The findings of this study are similar to the findings of the study conducted by Meier and Hartell, (2009) who concluded that there is a need first to understand and then to explore the underlying cultural and circumstantial diversity within each so-called race. Therefore, cultural differences need to be taken into account in choosing effective management practices in multicultural schools.

Culture is the conceptual system developed by a community or society to structure the way people view the world. It involves a particular set of beliefs, norms, and values that influence ideas about relationships, how people live their lives, and the way people organize their world. Culture is not a definable entity to which people belong or do not belong. Within a nation, race, or community, people belong to multiple cultural groups and negotiate multiple cultural expectations daily.

In agreement with the findings of this research, Gay, (2000) emphasises that teachers must have the moral courage and the will to stay the course in an effort to make the educational enterprise more multicultural and responsive, even in the face of opposition that is to surely come from somewhere. Contrary to this Meier (2005), argues that ME tends to focus on the weak assumption that cultural understanding

will lead to greater tolerance and racial harmony. This implies that ME fails to deal with the real reasons why ethnic and cultural groups are oppressed and victimised. Therefore, ME is also taken to task for regarding racism as an outcome of individual ignorance and prejudice rather than focusing on inherent structural factors in society. Meier debate is also reflected among educationists in South Africa, where some scholars are reluctant to identify themselves completely with the concept of ME.

Sometimes the behaviour and actions of teachers are derived and dependent on their background and exposure to the changing and developing education system. However, most teachers who went through the National Curriculum Statement (NCS) might treat learners differently from those who did CAPS. Consequently, CAPS was an amendment of the NCS curriculum. The schools had just started implementing it; although, not in all the classes. The emphasis was more on the mode of assessment, doing away with the Learning Outcomes and Assessment Standards (LOAS) (Obi & Rembe, 2017). This same applies to learners who were exposed to a different curriculum.

5.3.2 Teachers' management practices on religion

The researcher, in an attempt to understand teachers' management practices on religion when dealing with learners from diverse populations, teachers had different views on the issue of religion. The study found that some of the teachers in the selected schools encourage learners to respect other religions although most of the teachers are Christians. However, the study had further found that the learners are exposed to a Christianity religion belief system in both the selected schools. All those learners who do not follow Christianity suffer in these schools because other religions are not recognised by the schools. One of the teachers from the selected schools who agreed that she does promote Christianity confirmed this. In fact, the study found that the only religion that is promoted and expected to be followed by everybody is Christianity.

Researchers (Vandeyar *et al.*, 2010b) have identified other teachers to be “colour blind” since they focus on one religion. The “colour blind” approach to aspects of religion is another way in which schools continue to maintain the status quo of being identified as a school which practices and acts according to a certain religion. Educators claim to “see children and not colour” and studiously ignore race or colour in their dealings with learner diversity. This deprive learners their freedom of religion.

Research conducted by Abdullah (2009), on multiculturalism is similar to the findings of the current study which concluded that, it is understandable where most people who admit to belonging to a religious faith would regard their respective faith as being the one true religion, and all other religions as “false” or “deficient” compared to theirs. If this premise is accepted, then how sincere can a teacher be when she tells her students that everyone is equal, all cultures and beliefs should be respected as they are equal even though they are different.

5.3.3 Teachers’ attitudes on Issues of Sexual orientation

With regards to teachers’ attitudes on issues of sexual orientation, the current study found that in both schools teachers referred issues of sexual orientation to Life Orientations teachers to deal with these issues. Furthermore, most of the teachers in the selected schools identify five general approaches to deal with multicultural classrooms, these include teaching:

- The exceptional and the culturally different which, aim to assimilate people into the cultural mainstream using transitional programmes in the regular school programme (Özturgut, 2011).
- The human relations approach which focuses on the development of love, respect and more effective communication in schools to bring people who are different closer (Bambaeeroo and Shokrpour, 2017).
- Single-group studies which raise consciousness regarding the oppression and group identity of particular groups (e.g. women, ethnic groups, gays, lesbians) and to mobilise efforts for social action (Jemal, 2017); ME which takes cognisance of language, culture, race, gender, disability and social class in

order to engage the entire school and all its programmes in the celebration of diversity and the fostering of equal opportunities.

- Multicultural social justice education which is the most recent approach to be added (Cho, 2017).

The most recent approach could be adopted by HS teachers to deal with issues of sexual orientation in multicultural schools. However, it also becomes important to incorporate ME programs in the school policy for effective participation of all teachers and learners as well.

5.4 Challenges experienced by HSTs on the implementation of ME in the multicultural classrooms

The study also found the following challenges to be facing the implementation of ME by HSTs in Chris Hani West Education District:

The reason why the study was conducted was that the researcher needed to portray a message of transformation and bring out the challenges associated with the learner integration in one common environment (school) that requires ME implementation in order to meet all the needs of the diverse learners equally. Although most of the teacher participants were positive that they do not have challenges the study found that two of the teachers T3 and T4 disclosed that they experience the following challenges:

- ❖ Learners of the same ethnic group sometimes do not want to mix with others
- ❖ They laugh at each other and also group themselves to their race and gender
- ❖ In schools, learners used hate speeches

Furthermore, during observation, the study found that learners were not mixed and there was a female learner who showed no interest in the subject. The classes and tables for learners were shared, amongst the learners of the same gender seated in two by twos. This showed discrimination in terms of gender and it instils an idea in

the learners that they should only recognise the same gender when they do things. In light of the above-mentioned challenges, the researcher found that ME suffers to fulfil its intended goal.

The literature reviewed revealed that South African society has created a new racial category for Black immigrants, namely, the “Makwerekwere”. Hence, the researcher noted the critics of ME that it should be taken to task for regarding racism as an outcome of individual ignorance and prejudice rather than focusing on inherent structural factors in society (Gay, 2004). Contrary to what Gay has raised Nieto, (2000) and Banks, (2010) suggested that teachers should embrace ME in their schools and approach the change in two ways; be realistic and relevant in their actions. Facing reality will guide teachers to be exclusive of a wide range of ethnic and cultural diversity they should avoid glossing over social problems and be the central core telling the story of reality (Dutton & Corvo, 2006; Osuji, 2017; PPMI, 2017).

These are reactions of indigenous students to Black immigrant students which reflect the racial stratification that is part of the fabric of South Africa.

Whereas, “Embracing diversity” has the following benefits:

- ✓ Empowers teachers and students;
- ✓ Decreases stereotypes, prejudices and racism and
- ✓ Generally promotes equity and social justice” (Nieto & Bode, 2008; PPMI, 2017).

The SASA 84 of 1996 (RSA, 1996) provides for the democratic transformation of schools to redress past injustices in educational provision and provide education of progressively high quality for all learners. Therefore, schooling should lay the foundation for the:

- ✓ Development of all our people’s talents and capabilities
- ✓ Advance the transformation of society
- ✓ Combat racism and sexism
- ✓ Combat all other forms of discrimination and intolerance

According to Sichombe, (2017) the South African governance did not bring the much-needed change to blacks since the apartheid era which was characterised by inequalities and inequities in all spheres with education being in the centre to receive very little of the education budget. It was necessary to investigate about challenges that the teachers faced in handling the curriculum of integrated learners since they were trained during the monoculture curriculum when learners were segregated before (1994).

The findings of the study further revealed that ME is faced with a lot of difficulties from the perspectives of humankind pursuit of diversity and on the values of experiences by HSTs. In viewing the works of Wang *et al*, (2003) there is an affirmation that despite the challenges that ME faces, it will not and should not lose its significance when confronted with the current dilemma in education. Here forth are the following findings of the current study:

- ❖ Lack of truly-multicultural classrooms which affect the achievement of learners
- ❖ Gifted minority learners' sense of belonging is affected
- ❖ Learner's validation as scholars is also affected
- ❖ Inequalities
- ❖ Inappropriate language
- ❖ Inadequate teaching and learning material
- ❖ Cultural awareness
- ❖ Teacher attitudes

One of the ME problems as highlighted by Gordon, (1999) is that of providing a fair education for students to achieve social justice. In which a fair education, takes into account the perspectives of many groups. Gordon, (1999) continues to indicate that by establishing a fair and inclusive curriculum, "the mainstream-centric perspectives" that are only "viewed as significant by the mainstream society" can be avoided. However, ideological and/or political resistance, and high-stakes testing and teacher accountability make any curriculum changes towards multiculturalism difficult since educators must know the cultural characteristics of their students in diverse cultures before teaching minority students.

According to Carl (2009), teachers play an important role as agents of curriculum change and can contribute to the successful and dynamic development of the curriculum if they possess the appropriate knowledge and skills (Carl, 2009). Teachers are the executioners of the curriculum. They implement the curriculum in the classroom and school environment. They work directly with the learners and understand them better than any other person. Thus, ME refers to the learning of appropriate knowledge, attitudes and skills related to the respect and appreciation of different cultures and other differences which include race, ethnicity, religion (Abdullah, 2009).

The statement is written by Kekana, in the Mail and Guardian, (2019) where other teachers indicated that CAPS is not producing learners who will fit well in the university and they will not even understand where they come from hence it is suggested that History as a subject should be included in the curriculum. This will help them to embrace their culture moving forward. Education, therefore, has a key role to play in preparing societies to deal with these phenomena. It also plays a vital role in the political socialization of European citizens from cradle to grave. In the South African context, when dealing with learner's culture, they are given their days to wear clothes based to their cultural background, bring cooked food and display the food according to their cultural groups, especially on the Heritage Day.

5.4.1 Availability of resources for teachers to teach culturally diverse learners

According to the teacher's responses in Chapter 4, there were no workshops nor did training attend by teachers on ME implementation. The study further found that, there was no training received by HST on the implementation of ME after the learners have been segregated. Teachers had to rely on their teaching experiences to deal with diverse learners. This was confirmed by the data collected from the learners as well. There was no gender sensitivity in materials used by teachers with no appropriate language in the material. The training they received during the designing, implementation and evaluation stages of the curriculum that they have to implement had limited resources; as a result, it has affected their remoteness and

fluctuating quality of their expertise. It means that the problems regarding the development and implementation of teacher education programs continue to pose a challenge in the preparation of pre-service teachers. As such, these schools are mostly challenged in terms of curriculum implementation as classroom resource influence their teaching practices.

By effectively preparing pre-service teachers to implement multiculturalism, these new teachers become multiculturalism's advocates and more prepared to achieve equity and social justice in their classrooms. In order to practice and conceptualise ME tolerance, acceptance, respect, and affirmation from the teachers are vital in culturally diverse environment.

Therefore, based on these finding the researcher argues that the teachers as implementers of the curriculum should go beyond the prescribed curriculum to make sure that these are developed. This is supported by scholars like Nieto & Sonia, (1994) who asserted that teachers as the key mediators in education are expected to move beyond the above-mentioned features in the classroom

5.4.2 Dealing with issues of racism and discrimination in your classroom

Race is a social construct, not a biological phenomenon. It is not rooted in biology or genetics but is instead a product of social contexts and social organisations. The construct of races involves categories that society creates, revises and retires as needed. Socially constructed racial categorisations are a fundamental organising principle of society. Individual, cultural and institutional expressions of racism reflect the racial stratification that is part of the fabric of society. Furthermore, racism is endemic to life and should not be regarded as an abnormality Race and racism is part of the dominant cultural ideology that manifests in multiple contexts and are central and defining factors to consider in understanding individual and group experience. Racism benefits those who are privileged and serves the interests of the powerful to maintain the status quo with respect to racial stratification (Abington-Pitre, 2015; Vandeyar, 2010b).

Educational researchers should also investigate schools and districts that have implemented strong multicultural curricula as well as quality multicultural professional teacher development. If a constitution is interpreted as establishing a mandate between a state and its civil society, then the 1996 Constitution defines South African civil society as constituted primarily by individuals. Non-racialism and non-sexism are two of its founding provisions. Citizenship and the franchise, equality and freedom, are rights of persons, not – as in the past – of groups, or of minorities, or races.

Accordingly, cultural, linguistic, gender and religious rights of individuals are protected from unfair discrimination by the state in the Bill of Rights. The 1996 Constitution is, in this sense, classically liberal democratic in form (Bekker and Leildé, 2003). What is needed is not further school reform, but a radical transformation of the education system based on the complementary roles of home, community and school.

5.5 Learners' views on the implementation of ME by HST

Findings of the study revealed that learners of the same group do not want to mix with others during the break time. They even use hate speech against each other to indicate poor relationship and discrimination. The findings revealed that segregation still exists amongst learners.

The study further found that learners are faced with working more in diverse environments than those of their parents and grandparents. As a result, they struggle with the concepts of ME because it challenges their belief systems and how they view themselves. Understanding and managing students enrolled in ME courses are important when addressing diversity and multiculturalism in higher education. For instance, understanding student perceptions of diversity in ME course focusing on agriculture can provide educators with the opportunity to investigate how curriculum and classroom environments should be structured to equip student needs better when learning about diversity. Therefore, learners' perceptions and attitudes are

formed, among other things, by their personal experiences and professional education on a personal level.

Stewart, Crary, and Humberd (2008) agreed that diverse perspectives can enhance group and organization creativity, decision-making, problem-solving, and strategy generation. Each of these characteristics aids in generating continuous performance gains for society. Other studies confirmed the need for cultural sensitivity when they discussed America's future population of 18 years and younger as being ethnically diverse over the next 15 years (Bowman, 2009, 2010).

5.5.1 Required Strategies to empower HSTs to deal with learners from a multicultural background

This study found that the teachers have a positive attitude and the need to understand and react positively to the racial, cultural, and Socio-economic background of the students in their classroom which cannot be overstated. Furthermore, in the findings of the study there is strong evidence from the data; that teachers had not received professional training on the implementation of ME from the Department of Education. However, others were trained and provided with guidelines on the course content of the prescribed textbooks in their learning areas". Therefore, this kind of reinforcement needs to be managed by DoE. However, Alexander, (2009) in his work highlighted that the learner centeredness as a model should be used when teacher-centred is failing in its purpose when dealing with challenges of diverse learners. Therefore, the use of different forms of instructions to appeal to the diversity of learning styles of learners.

The word 'education' may be derived from one of two Latin words or perhaps both. These are *educere*, which means 'to lead out' or 'to train' and *educare*, which means 'to train' or 'to nourish'. Education' involves the acquisition of a body of knowledge and understanding that surpasses mere skill, know-how or collection of information (Van Wyk, 2004; Babbie and Mouton, 2008:53). Such essential knowledge and understanding must involve the principles that underlie skills, procedural knowledge

and information, and must transform the life of the person being educated, both in terms of his or her general outlook and in terms of becoming committed to the standards inherent in the areas of his or her education.

Teacher education programmes at both initial and in-service levels should ensure that all students develop appropriate knowledge, attitudes and skills to deal effectively with learner diversity in South African schools through dedicated modules or units of study (Lemmer & Meier, 2011). According to PPMI (2017), a better understanding of the increasing diversity of the student and teacher population is crucial for designing effective (teacher) education policies. Therefore, the involvement of all students from various ethnic groups in the activities of the school should be encouraged and be practised in all levels. Similar studies by Gurin *et al.*, (2002) suggested that:

- ❖ Learners have learnt to study together better in a diverse environment
- ❖ They have learnt to work together and develop skills on how they can work together in a diverse classroom
- ❖ Teachers should inquire about the preferred learning styles of the learners

Furthermore, the incorporation of the intercultural capabilities when drafting the mission and the vision of the school is necessary for the benefit of the teachers and the learners. It appears to be difficult to compare results from the research literature because of the lack of conceptual coherence. Education is globally regarded as significant in addressing social ills, and in promoting social justice. Within the South African (SA) context, this is particularly dominant as education aims to not only “redress past injustices ...” and “contribute to the eradication of poverty and the economic well-being of society”, but also to “advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination and intolerance ...” (DoE, 1996; Teise & Alexander, 2017). However, the District Officers and the principals are directly responsible for the teaching and learning that take place in schools (South African Act, no 27 of 1996). Furthermore, many educational researchers have advocated “culturally congruent” (Gay, 2000) or “culturally

relevant” (Ladson-Billings, 1994) teaching as an essential means for accomplishing this. As part of the “Pedagogical equality” which reflects culturally sensitive instructional strategies are preconditions and a means of achieving maximal academic outcomes for culturally diverse students”. (Gay, 1995; Levinson, 2007).

Effective implementation plans include staff development strategies, as teachers need to be equipped to adjust their classroom instruction according to the requirements. These can include equipping teachers with general planning skills such as how to arrange field excursions, manage resource centres, group learners and set homework and assignments. Teachers can also learn how to use diagnostic tests, provide tutorial services, counsel learners and liaise with parents effectively (Earley & Bubb, 2004:192). Furthermore, a teacher has to be a highly educated pedagogical expert to cope with student diversity. This is what Laukkan, (2008) and Ajibade, (2016) explained that a teacher should be able to cater to individual needs of every learner, their differences and abilities. How teachers view students in relation to their abilities and their potential has a tremendous, long-lasting effect on the educational attainment of these students. This is in line with what Vandeyar, (2010a) suggested that teachers are to encourage learners regarding culture and religion to respect other religions than criticising it. However, a teacher is not being involved in the learner's choice of religion irrespective of their friendship.

It is necessary to intentionally plan and support this process so that teachers are prepared both personally and professionally to work with students from cultural and racial backgrounds different from their own. Such training will provide teachers models to think about and discuss cultural diversity. By having skills and knowledge in multicultural pedagogy, new teachers will be empowered to work towards creating structures and social arrangements in school environments that promote equality in school and out. This includes the aspect of a Language, which is important because it has thus far served as a gatekeeper for acceptance in the host society. Also, it serves the purpose of forming the foundation for interaction and acculturation among immigrants and indigenous students in the host society (Vandeyar, 2010b).

Conceptually, the present study, similarly to Kaasa *et al.*, (2013) is based on the widely-used original model of Hofstede, (1980) which argued that many of the most important cultural differences can be captured by four dimensions: power distance, ambiguity avoidance, individualism-collectivism, and masculinity-femininity. To understand cultural diversity and racism in simpler terms, it becomes important to disintegrate these terms. Each society or a group of people have different views against each other's cultural background despite gender or race. Therefore, this is something which needs to be dealt with harmoniously and apply skills in order to bring ME into effective use. In the case of high uncertainty-avoidance, rules play an important role and are carefully followed, while in societies with low uncertainty avoidance, ambiguous and different situations are regarded as natural. Uncertainty avoidance (UAI) measures the degree to which a society's members feel comfortable with insecurity and doubt. In a study conducted by Osuji, (2017) it was highlighted that, in the context of education and diversity, every knowledge and every education is situated in a certain context, and there is no neutral context. The context is always formed by cultural issues, while what is taught is mostly characterized by occidental thinking.

However, Nomlomo and Katiya, (2018) argued that, reading and using materials in the language that is stronger for the student increases the students' literacy performance. One of the strategies is to allow students to read in both languages, which implies that access is made available to materials in both languages. Such skills include reading strategies, decoding, phonological awareness, writing, and so forth. This is especially likely if the two languages have similar writing systems. In this way, bilingual children become illiterate rather than literate in the dominant language only, and they develop abilities to rely on the two languages as linguistic and cognitive resources.

The Education White Paper 6 makes it imperative that the education and training system must change to accommodate the full range of learning needs with particular attention to strategies for instructional and curriculum transformation (DoE, 2001:11). Hence the study advocated the implementation of ME approach (Social action approach) as one of the strategies on how teachers should deal with the diverse learners. In this regard, this approach requires the addition of cultural realities

applied by teachers against learners from different background. It also teaches learners to respect differences between groups and also allow them to recognise inequality and discrimination in the school and society (Banks, 1994).

In this regard the support strategies should make provision for the training of implementers, observation of peers' classroom teaching and scheduling of regular meetings for reflective discussions (Rhodes, Stokes and Hampton, 2004:13, 55; Labane, 2009).

5.5.2 Provision of adequate teaching and learning materials for the implementation of the ME

Multiculturalism requires not only a change in curriculum but a change in school climate and pedagogy. As the findings of the current study confirm what Meier and Abdullah, (2009) have emphasised that the increasing cultural diversity in educational institutions necessitates that educationists teach and manage learners with cultures, languages and backgrounds that are unknown to them. In the findings of this study from the classroom observations and what the prescribed documents that were analysed by the researcher there was a contradiction of what the teachers have explained around ME implementation in the selected schools. For an example, schools and the people in them need to invite diversity, eradicate stereotypes, enhance self-esteem, empathy, and equity which encourage all members of the community to have a voice, and demand educational achievement. From what the study has found of teachers lacking the teaching resource materials that reflect cultural diversity is similar to the findings of the study conducted by McAllister, (1996) that multiculturalism has not been used in the South African context by the policy-making circle. In viewing the scholarly works of Grant and Sleeter, (1997) who argued that curriculum interventions make a difference in addressing racial and gender stereotype which result to a positive change in behaviour and an attitude of the learners as well as teachers. The learner interpersonal relations become improved in the desegregated classrooms.

5.5.3 Aspects that should be added and be removed from the curriculum

The findings of the study revealed that teachers felt that some aspect should be added and removed in the curriculum. This is supported by the report published in the Mail and Guardian (2019), in which some teachers suggested that CAPS was producing learners who are not conversant with their history and thus may not be fit for university hence it is suggested that History should be included as a subject in the curriculum. This will help them to embrace their culture moving forward.

The study further found that teachers felt that, the schools should be removed from Quintile 5. Initially, the democratic government in South Africa developed a funding system which was adopted with the aim to achieve “redress, equity and quality” of education.

A Quintile Funding System (QFS) was therefore considered based on socio-economic status (SES) to distribute funding to schools (DoE, 2010; Christie, 2008). The quintile system was part of the National Norms and Standards for School Funding (NNSF), introduced in 1998 to improve equity in education, as lack of money can be a barrier to schooling in South Africa where the majority of children live in poverty. The system was in favour of a two-category system or two policies to classify a school as either a no-fee school or a fee-paying school in order to make education affordable to poor children (Khumalo, 2014).

Government schools were then allocated into one of the five categories of the system; where quintile 1 represented schools designating the poorest institutions while quintile 5 denoted the least poor public schools based on the rates of income, unemployment and illiteracy within the school’s catchment area. Learners in Grades 10 to 12, however, must pay fees, even if they live in the poorest intake areas. This is in line with the Constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources. According to Mail & Guardian, (2019) this is significant, as quintile one to three schools are incrementally producing more bachelor passes than their quintile four and five counterparts which are an unthinkable trend in the past.

5.5.4 Characteristics that identify a Multicultural school

With regards to the characteristics that identify a multicultural school, the study found that the issues of different languages and the different ethnic groups of the learners in the schools that the teachers mentioned that their schools use and have indicated the characteristics that identify a multicultural school. The study found that in both schools learners from different backgrounds are admitted in these schools.

Teachers assume that parents are not capable of understanding the curriculum goals due to lack of education or visibility or perhaps thinking that parents just do not care. All of which are false, most parents do care and trust the school personnel to do what is best for their children at all times. It is possible parents do not feel welcomed or just the fact that they trust their child's school to do their best for their children (Vandeyar, 2010b; Abington-Pitre, 2015).

Schools exist to prepare young people for the future through curriculum development. The curriculum includes an understanding of the relative strengths and weaknesses of the philosophical frameworks and specific multicultural models useful for teaching. This contributes to learning that is transformative, provoking a reconceptualization of ME. In this way, educators can overcome the narrow understanding of race represented in liberal and conservative multiculturalism, and help teachers to see themselves as change agents within and outside school. Hence, a multicultural approach is rather accommodated throughout the teacher education curriculum

- ✓ An analysis of the concept of education is identified in three complex criteria that map out the distinction between 'education' and other human pursuits (Van Wyk, 2004:10). The education system prepares learners to respect diversity and take advantage of its benefits, through promoting inter-group contact, opportunities for reflection, and peer-learning (PPMI, 2017). Notable, education, in its full sense, involves the acquisition of a body of knowledge and understanding that surpasses mere skill, know-how or collection of information. Hence, multiculturalism; an established

discipline in the field of education, manifests a body of knowledge, texts, and curricula (Banks, 1993; Bennett, 1999; Gay 2004; Giroux, 2018).

The findings of the study conducted by Alismail, (2016) on the teachers' perceptions and preparation suggested that thorough and balanced courses preparing preservice teachers to teach culturally diverse students are essential to support teachers' awareness, knowledge, and skill in providing equal education for all learners. Also, various approaches to multicultural pedagogy and curriculum were explored.

5.6 General Systems Theory

Laszlo, (1972) argues that it is vital to adopt his philosophy of "seeing things as a whole" and seeing the world as an interconnected, interdependent field, continues with itself in order to fit in all the spheres of life. Laszlo continues to attest that there are two types of hierarchies such as micro-hierarchies and macro hierarchies which are interwoven in modelling the natural world. The emphasis sits around the principle of unity which is the main purpose of this theory. The study's findings partially support the General Systems Theory although they do not cover tolerance that capsulate unity amongst students from different background and different ideology. Likewise, without tolerance, there is no unity which is the basic principles of the General Systems Theory.

The findings of this study revealed that teachers were unable to address other aspects amongst the learners such as tolerance which was revealed by the participant group of learners in the study. This revelation indicated that ME implementation is facing difficulties which in turn affect the real human world through the learners who go in and come out of schools having issues of tolerance unattended because teachers tend to shift these responsibilities to LO teachers claiming that it is their duty. In particular, these challenges point out the real problems of curriculum implementation effort. In support of Lazlo's Theory; the

General Systems Theory adopted by the researcher, Chen & Stroup, (1993) attested that this theory entails the following:

- The ability to engage complexity
- The capacity to describe system dynamics and change
- The ability to represent the relationship between the micro-level and macro-level of analysis
- The ability to bring together the natural and human worlds

Furthermore, the main aim of this theory is to unite the whole part to its parts not to eliminate them. Chen and Stroup, (1993) revealed that there are three kinds of learning environment such as:

- Expert presentation
- Simulation
- Real-world

The researcher adopted this theory for the study based on the fact that this is a unifying theoretical framework for technology and “science education for all” (Chen & Stroup, 1993). Therefore, detailed discussions on the aspects mentioned above were explained in the subsequent main themes highlighted below.

- Investigate the approaches mediated by HST regarding the implementation of ME in multicultural classrooms, and
- Explore HST’ challenges when implementing ME their multicultural classrooms
- Establish learners’ perceptions with regard to ME implementation in multicultural classrooms
- Investigate the required strategies to empower teachers for enhanced implementation of ME in multicultural classrooms.

5.7 Critical Pedagogy Theory

Critical Pedagogy Theory by Horkheimer, (2005) draws upon experiences of learners through their cultural, linguistic, familial, academic, artistic and other forms of knowledge. It also takes learners beyond their own experiences and enables them to understand perspectives with which they disagree, as well as to think critically about multiple viewpoints, leading to praxis (Freire, 2000). Paul (1990) observed that Critical Pedagogy focuses more upon institutional settings and relations between individuals.

The primary preoccupation of Critical Pedagogy is with social injustice and how to transform inequitable, undemocratic, or oppressive institutions and social relations. Critical Pedagogy Theory rejects all forms of oppression in the education system which is the key principle advocated in ME. Critical Pedagogy Theory and ME both envisage a learner who can interact with others in harmony for the benefit of the society and the nation at large. In relation to the South African Schools' Act and South African Constitution (1996), the principles concerning the rights of the learners in these policy documents are reflected in the ME and Critical Pedagogy Theory. It recognises social justice and emancipation of all learners who come from different backgrounds and integrated under one common environment. It is the duty of the teachers to ensure that learners are not discriminated in terms of their background, gender, culture, social class, religion, ethnic group and sexual orientation.

The study found that equal opportunities are not offered to every learner which is the basis of Critical Pedagogy Theory. The applications of this theory improve the social conditions through transformation by removing the limits of freedom and eradicate the limits and their society from the cause of human suffering. Critical Pedagogy Theory accounts for its possibility and its possible transformative effects (Audi, 2005). The current study has found that learners are still suffering; they have not yet gained their equal rights which are advocated through the principle of Critical Pedagogy Theory in both of the selected schools. This implies that critical pedagogy has a broad task of considering the wider issues of social and education variables (Pillay, 2014). The starting point of critical pedagogy is a rejection of the prevailing hegemony which seeks to transform the current education system and see beyond.

The critical pedagogy emphasizes the significance of integrating social and political critiques within the curriculum (Kim & Pollar, 2017). This is the main reason why it focuses on emancipation as part of its goals.

The findings of the study revealed that teachers believe and they still enforce practices of Christianity form of religion in their schools. This Theory relates well with the issues of implementing ME to eradicate the limits of freedom and fight against all forms human of suffering. In this regard, the study found that the teachers are ill-equipped to respond to the challenges related to cultural, ethnic, sexual orientation and race with a pedagogy that will develop a peaceful society and give hope in the future of the learners. These are the factors that contributed to the social ills that the country and the entire world encounter, exposing the learners to a certain belief and experience. Therefore, the role of the HSTs of creating a conducive and free, nontoxic, society which is free from all forms of discrimination is not effective. In addition to this, teachers are supposed to be finding all the cracks and close them in the cement if only they fully understand the strategies to apply and respond to learner diversity. The findings of this study are in line with what scholars like Grant and Sleeter, (1997) termed “business as usual” that when teaching becomes ineffective due to the learners’ identities and experiences that are not considered by the teachers.

The challenge was mentioned by the teachers who confirmed that they never attended training on ME. When they were asked the reason for this, they revealed that the DoE never organized workshops around the area of ME, to equip teachers on how to implement ME for learner diversity. Contrary to the findings of this study Pewe, (2008) cited in Morgan, (2010) argues that when learners are exposed to different ways and values of other cultures their schoolwork and experiences are likely to prove negative, due to their constant overwhelmingness with teaching styles and values that differ from theirs. However, Morgan found that to overcome this challenge teachers of the diverse learners need to be equipped and be guided to avoid viewing learners of different cultures as similar to one another which result in practicing discrimination. As a result, the learners of a particular culture who are in minority to a dominant culture in schools become frustrated and this sentence them to poor school experience when too much teaching which is unfamiliar to them is

introduced by the teachers. Therefore, teacher training on the implementation of ME is vital to overcome all the learner diversity challenges.

5.8 Summary

In this chapter, the findings on the implementation of Multicultural Education in the Chris Hani Education District were discussed. The researcher interviewed High School Teachers about their teaching approaches, challenges experienced by HST, learners' views on the implementation of ME and strategies required for the enhancement of the implementation of ME. In South African education landscape, ME is faced with challenges that hinder its implementation in HS to serve the needs and the interests of diverse learners. Racial conflicts that are prevalent in today's multicultural classrooms are driven by intolerance amongst the learners and teachers. The lack of adequate teacher training confirmed by HS teachers in their responses indicated that implementation of ME is not handled well. The study found from focus groups which stated that they still practise segregation during break times where they play and sit according to their ethnic groups. This indicated that ME is not fulfilling its role in education transformation. Therefore, the findings of the study have confirmed that there is still a gap that exists between theory and practice in the implementation of ME in the Chris Hani West Education District.

The following chapter presents a summary of the study. Based on the findings, the chapter also provides conclusions, recommendations of the study and future studies.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

The previous chapter discussed the findings of the study from the data that was presented and analysed in chapter four. The purpose of this chapter is to summarise the study, draw a conclusion and finally make recommendations. The chapter was divided into six sections. The first section highlighted the main ideas of each of the first three chapters of the study. The second section summarised the major findings of the study. In the third section, the justification of the theoretical frameworks, the methodology used is given and a conclusion based on the findings is also put forth. The fourth section provided recommendations based on the major findings. The fifth section advocated the contribution of this study to new knowledge in the area of ME implementation by teachers. In the sixth section, areas of future research in the implementation of ME were suggested.

The aim of the study was to explore the implementation of ME by HSTs in multicultural classrooms in selected High Schools in Chris Hani West Education District, Eastern Cape Province. This was based on the concerns the researcher had regarding the classroom diversity for which the teachers who received training under a mono-cultural context methodology may not have been professionally prepared. Furthermore, the prevalence of racial conflicts and the tensions in South African schools calibre was the concern for the researcher. The study revealed that, teachers are not yet fully equipped to implement multicultural education, which will prepare them to deal with these racial conflicts. Therefore, the study was guided by the following main research question:

How is ME being implemented by HST in multicultural classrooms in Chris Hani West Education District?

The main research question was further divided into following sub-research questions which helped the researcher to place the focus, specifically towards these sub-questions when exploring the implementation of ME by the teachers:

- How is ME approach mediated by HST in a multicultural classroom in the Chris Hani West Education District?
- What does HST perceive as challenges in the implementation of ME?
- How do learners perceive the implementation of ME approach in multicultural classrooms in the Chris Hani West Education District, Eastern Cape Province, South Africa?
- What are the required strategies to empower HST for enhanced implementation of ME in multicultural classrooms in CHWED

6.2 Summary of the main ideas from the chapters

In chapter one, the background and the concerns that led to the study were contextualised. In the background, the issues of multicultural classrooms in schools and the challenges that the HSTs face on desegregation of learners were discussed. The chapter presented the statement of the problem, the purpose of the research, the research questions as well as its objectives. The chapter further discussed the significance of the study, its delimitations, defined the key terms used in the study and ended with an outline of the chapters.

Chapter two of the study was divided into two sections. The first section discusses the theoretical frameworks which guided the study. This study adopted two theories, Laszlo's General systems theory (1972) and the Critical Pedagogy Theory which was first published in (2005). These theories were incorporated because they had bearing on the study. In addition, the link between the two theories was discussed.

The second section of chapter two deals comprehensively with the relevant international overview of the literature on learner diversity and the implementation of ME content which is an approach that is meant to provide for the needs of all learners in multicultural classrooms. Furthermore, the purpose of ME is to offer all learners equal educational rights regardless of their background, race, social class, religion, culture and sexual orientation.

Chapter three was dedicated to the methodological techniques that guided the research process. These included the research paradigms, the research approach and design, population, sample and sampling techniques, data collection instruments and processes of analysing data. The importance of conformity with the conventions of scientific research, the chapter also discussed the issues of trustworthiness. The chapter ended with the ethical considerations which adhered to in this study.

Chapter four focused on data presentation and analysis. Data presentation and analysis was done in conjunction with the research questions and the objectives of the study. The chapter was divided into five sections. The first section dealt with biographic information of the respondents. The aspects such as gender, age and the number of participants were examined. The section also looked at the academic and professional experience of the respondents. Section two presented and analysed data on the ME approach mediated by the HSTs. Challenges that HSTs experience on the implementation of ME were presented, analysed and interpreted in this chapter. In addition to the aspects that were dealt with in this chapter, are the perceptions of learners on the implementation of ME by HSTs which were also presented, analysed and interpreted. The chapter ended with section five dealing with data presentation and analysis on the strategies that are in place to empower HST to implement ME in the Chris Hani West Education District.

Chapter five discussed the main research findings that emerged from the data in chapter four. The discussion was centred on the four major themes of the study, namely, approach mediated by HSTs to implement ME in a multicultural classroom,

challenges experienced by HSTs on the implementation of ME, learners' perceptions on the implementation of ME, required strategies to empower HST to implement ME in the Chris Hani West Education District.

Chapter six consolidated the study by providing the major areas of the thesis, highlighting the major findings and making conclusions and recommendations. The chapter also accentuated the contribution of this study to new knowledge and suggested areas for future research.

6.3. Summary of the Major Findings

This section summarised the major findings in line with the major themes that emerged, taking consideration of the research questions and the objectives of the study. The section provided a summary of the findings on the following:

- ❖ Approach mediated by HST to implement ME in a multicultural classroom in the Chris Hani West Education District.
- ❖ Challenges that HST perceive in the implementation of ME.
- ❖ Learners' views on the implementation of ME approach in multicultural classrooms.
- ❖ The required strategies to empower HST for enhanced implementation of ME in multicultural classrooms in Chris Hani West Education District.

6.4 Summary of the Major Findings on the approach mediated by HSTs to implement ME in a multicultural classroom

It was found that the teachers encourage learners to respect other religions although most of the teachers are Christians. Furthermore, the study found that one of the teachers amongst the teacher participants does promote Christianity although the rest of the teachers confirmed that they allow learners to practice their belief system.

The findings of this research revealed that the most suitable approach was the transformation approach. The transformative approach is primarily critical because it teaches learners to examine underlying cultural assumptions and to study diversity in relation to the dominant culture. It promotes democracy by educating for equity and justice. This way, it enables learners to recognize the concepts from various points of view, impacting on perspectives and content from various groups, which helps increase students' understanding of society and other cultures in order to appreciate the differences and recognise the similarities (Banks, 1988; Rothenberg, 2000).

6.5 Summary of the Major Findings on the Challenges experienced by HSTs on the implementation of ME

Regarding the challenges experienced by the HSTs, the study found that the racial conflicts that are prevalent in today's' multicultural classrooms are driven by intolerance amongst the learners and teachers. The lack of adequate teacher training confirmed by HS teachers in their responses indicated that implementation of ME is not handled well. The findings of the study have confirmed that there is still a gap that exists between theory and practice in the implementation of ME. The findings of the focus groups of learners who disclosed that they still practise segregation during break times where they play and sit according to their ethnic groups revealed that there are challenges that this study has found on the challenges faced by HSTs on the implementation of ME.

The study further found that some of the challenges experienced in implementing ME were that, teachers were frustrated because they are expected to use their experiences to put what is prescribed as guidelines in the RNCS policy document (2003) into practice. However, majority of the teachers were not prepared for these educational reforms, in fact, most of them had been trained during the apartheid era in which education was provided along racial lines (Husén & Oppen, 2014). In this instance, teachers were compromised to utilize their second language. As such, some of the new learners were not eloquent in the language of instruction.

According to Rubagumya, (2003:6-7), education in the colonial language is culturally alienating. Therefore, the teachers' attitudes, belief systems, ethnic groups, cultural values, language and race were never considered. As such in South African Schools specifically the selected schools, there is evidence of racial scourge that is taking place amongst the learners. Also, the prevalence of stereotypes and prejudice are the order of the day in schools. These affect the process of teaching and learning negatively.

The study found that there were no workshops nor training attended by teachers on the implementation of ME. There was no gender sensitivity in the materials used by teachers. In the current materials that they use, the language is not appropriate for other marginalised learners. The training they received during the designing, implementation and evaluation with limited resources contributed to their remoteness and fluctuating quality of teacher expertise. Problems regarding the development and implementation of teacher education programs continue to pose a challenge in the preparation of pre-service teachers. As such, these selected schools are often more challenged in terms of ME implementation in the curriculum.

The findings of the study further revealed that ME is faced with a lot of difficulties evident on the teachers' perspectives and their experiences. Lack of a truly multicultural classroom affects the achievement of gifted minority learners' sense of belonging as such learner's validation as scholars are also affected.

6.6 Summary of the Major Findings on the Learners 'views on the implementation of ME by HSTs

The study found that the learners still practise segregation during break times where they play and sit according to their ethnic groups. They want to cleave to their "isolated corners" without embracing diversity. This indicated that ME is not fulfilling its role in education transformation. The findings of the study have confirmed that there is still a gap that exists between theory and practises in the implementation of ME. Some of the learners were aware of the fact that they should try to understand one another's culture so that it is easier for them to understand when they chat in the

multicultural classroom. The study further found that learners felt that some topics should be removed from the current Education Curriculum. They referred specifically to the topics that expose private knowledge and practice of their culture (Amakhosa) such as “initiation”. Learners felt that the procedures and the open revelation of all the processes that take place in the initiation of boys should not have been made public for everybody to know. They claim that this should be removed and remain confidential. They also believe that respect, love, care, understanding and kindness are the vital values in their characters as learners who come from different cultures. In this regard, they elaborated further that these values change the persons’ character towards other people. In addition, most learners nowadays grow up in a culture of being neglected, especially where violence is seen as normal. Mabatha, Magano and Sedibe (2014) indicated that learners feel safe at times when they have some teachers whom they can trust in order to report what they are going through. They believe that, these are the teachers they think will take the relevant steps to solve their problems, especially when being bullied by others at school and in their communities.

6.7 Summary of the Major Findings on the Required Strategies to empower HSTs to implement ME in the Chris Hani West Education District.

This study found that the teachers have a positive attitude and the need to understand and react positively to the racial, cultural, and Socio-economic background of the students in their classroom which cannot be overstated. Furthermore, in the findings of the study there is strong evidence from the data that teachers had not received professional training on the implementation of ME from the Department of Education. However, others were trained and provided with guidelines on the course content of the prescribed textbooks in their learning areas”. Therefore, this kind of reinforcement needs to be managed by DoE.

Teacher education programmes at both initial and in-service levels should ensure that all teachers develop appropriate knowledge, attitudes and skills to deal effectively with learner diversity in South African schools through dedicated modules or units of study (Lemmer & Meier, 2011). In this regard, the Pedagogical Equality

that reflects culturally sensitive instructional strategies is a precondition for and a means of achieving maximal academic outcomes for culturally diverse students (Gay, 1995; Levinson, 2007).

Teachers need to be equipped to adjust their classroom instruction according to the requirements. These can include equipping teachers with general planning skills such as how to arrange field excursions, manage resource centres, group learners and set homework and assignments. Teachers can also learn how to use diagnostic tests, provide tutorial services, counsel learners and liaise with parents effectively (Earley & Bubb, 2004:192). Furthermore, a teacher has to be a highly educated and pedagogical expert in order to cope with student diversity. This explains that a teacher should be able to cater to individual needs of every learner, their differences and abilities (Laukkan, 2008; Ajibade, 2016). In order to practice ME tolerance, acceptance, respect, and affirmation from the teachers are vital in a culturally diverse environment. Teachers as the key mediators in education are expected to move beyond the above-mentioned features in the classroom (Nieto & Sonia, 1994). Therefore, teachers as implementers of the curriculum should go beyond the prescribed curriculum to make sure that these are developed.

The SASSA 84 of 1996 (RSA, 1996) provides for the democratic transformation of schools to redress past injustices in educational provision and provide education of progressively high quality for all learners. Schooling should lay the foundation for the “development of all our people’s talents and capabilities, advance the transformation of society, combat racism and sexism and all other forms of discrimination and intolerance. The RSA (1996) requires that no form of racial discrimination may be practised in implementing policy determined under this section. Therefore, the relational aspect of social justice has to do with procedural rights and is concerned with ordering social relations according to formal and informal rules that govern the treatment given to learners. Learners must be given equal opportunities to voice out the views so that all their needs are met (Mncube, 2008).

6.8 Justification for the Theories and methodology used in the study and conclusion

Two theoretical frameworks were used to guide this study, namely, the Laszlo's General Systems Theory (1972) and the Critical Pedagogy Theory Horkheimer, (2005).

6.8.1 General systems theory

The General systems theory is relevant because its framework allows one to investigate and describe any group of objects that work together to produce some result (Whitchurch & Constantine, 2009). This theory deals with the organised complexity of self-control and application of modern science, which is the main problem in the modern education system. Of note' one cannot isolate education from its environment hence Lazlo`s theory was suitable for this research in order to integrate the application of ME in multicultural schools. Thus, ME is influenced by the whole education system which is a subsystem of the whole society. It is an outcome evolving dynamic power relationship within the society starting from the marginalization, deprivation of the minority and low-income groups. In which, those involved in education are also the ones who bear with them the symbols and orientations that view them as members belonging to numerous sections of society (Katina, 2017).

The findings of this study reveal that teachers were unable to address other aspects amongst the learners such as tolerance which was revealed by the participant group of learners in the study. This revelation indicated that ME implementation is facing difficulties which in turn affect the real human world through the learners who go in and come out of schools having issues of tolerance unattended because teachers tend to shift these responsibilities to LO teachers claiming that it is their duty. In particular, these challenges point out the real problems of curriculum implementation effort. General Systems Theory, Chen & Stroup, (1993) that entails the following:

- The ability to engage complexity
- The capacity to describe system dynamics and change

- The ability to represent the relationship between the micro-level and macro-level of analysis
- The ability to bring together the natural and human worlds

Furthermore, the main aim of this theory is to unite the whole part to its individual parts and recognize their elements, interconnections, and a function or purpose which is paramount to the goals of ME (Meadows, 2008:11). The goals of ME encompass uniting and offering of equal opportunities to all learners in a diverse classroom, and thus uniting learners through a responsive education which is ME without segregating the learners. Thus what General Systems Theory is promoting through its proponents mentioned above, that everywhere: a person, a family, a classroom, a school, a company, a community, a government, the natural world, goes, should start seeing these systems in place. Natural systems and human organizations like these are referred to as complex systems because they consist of many diverse elements whose interconnections and relationships change over time (Brown and Abeywickrama, 2010).

6.8.2 Critical Pedagogy Theory

Critical Pedagogy Theory rejects all forms of oppression in the education system which is the key principle advocated in ME. This Theory envisages a learner who can interact with others in harmony for the benefit of the society and the nation at large. In relation to South African Schools' Act and South African Constitution (1996), the principles concerning the rights of the learners in these policy documents are reflected in the ME and Critical Pedagogy Theory. It recognises social justice and emancipation of all learners who come from different backgrounds and integrated under one common environment. The teachers must ensure that learners are not discriminated in terms of their background, gender, culture, social class, religion, ethnic group and sexual orientation. In this regard, fair and equal opportunities should be offered to every learner which is the proponent of Critical Pedagogy. In this regard, the application of this theory improves the social conditions through transformation by removing the limits of the freedom and eradicates the limits and their society from the cause of human suffering.

Critical Pedagogy Theory accounts for its possibility and for its possible transformative effects (Audi, 2005). This theory has an emancipatory intent and engages in the real world challenges (Christensen, 2004). The work of Banks (1988), supports the above-highlighted suggestions by the researcher that any curriculum change requires the teachers to know their learners' characteristics. Where learners' differences and similarities are considered based on their experiences during teaching and learning. What happens in the classroom in terms of curriculum, teacher and learner interaction, the classroom environment, and the type of learner are key to be considered in Critical Pedagogy Theory. Therefore, the emancipation of HSTs through Critical Pedagogy Theory is a viable option for the teachers to develop the knowledge of the diverse learners and how it can be transformed with the mission to empower them (Tooley, 2000).

6.9 Justification of the Methodology used in the study

The study used interpretive qualitative methodology to examine the implementation of the Multicultural Education in the Chris Hani West Education District. The qualitative approach allowed the researcher to interact with the participants in their natural settings. Indeed, the researcher was able to use the face to face interviews with the participants. The study used purposive sampling strategy; which is the process of selecting individuals who can offer an authentic account of the phenomenon under study and who share sufficient common experiences with others to represent a group (Yin, 2015). In this regard, both male and female participants were selected to provide a good representative sample of the study. This allowed the researcher to understand the participants' feelings and perceptions regarding the implementation of ME in the Chris Hani West Education District.

The case study design used in this study helped the researcher to collect the in-depth and detailed data from the participants. The methodology allowed the researcher to use a wide range of data collection instruments like face to face semi-structured interviews, focus group interviews, observations and document analysis to

collect data from the participants. These various data sources led to the triangulation of the collected data and thus helping to enhance its credibility. In qualitative studies, the issue of trustworthiness, conformability and dependability are vital because they ensure the accuracy of the data gathered. Thematic data analysis was used to analyse data from the participants which were captured verbatim. This also helped to enhance the credibility of the data.

The above discussion, therefore, justifies the interpretive qualitative methodology adopted in this study.

6.10 Conclusions

The study revealed evidence that knowledge, skills, values and attitudes of the teachers needed to be developed in order for them to implement ME in multicultural schools, effectively. As such, the learners on focus groups indicated that there are aspects that reveal their cultures such as initiation, that they wish they were not included in the curriculum. They claim that cultures of other ethnic group are private whilst theirs is being revealed in details to everybody. Also, the aspect of a language used to deliver curriculum raised their concerns as they claim that they struggle to understand the content of all the learning areas written in English. They indicated that all their languages should be given a recognition including their cultures. Furthermore, the aspect of religion amongst focus groups of learners and even from the teacher participants who confirmed that for the whole school they follow one type of religion which is Christianity during prayers. In this regard, religious issues are current concern politically, economically, socially and educationally and they have a negative impact in the education fraternity.

In this study, the researcher suggested the approaches and the strategies that the teachers should use to implement ME and to serve the needs of diverse learners. It was evident that the process of integrating diverse learners in one common environment without empowering the teachers who deal with these learners first is a challenge to the teachers as they have raised the challenges that they face in

dealing with these learners in multicultural classrooms. They made claims that they never attended any workshop regarding the strategies to apply when dealing with diverse learners in the classrooms.

The researcher also found out that the term ME was familiar to other teachers just in terms of a definition but not as an approach. Although others indicated that the aspect is clear to them but they do not know how to apply it. The Laszlo' General Systems Theory and Horkheimer's Critical Pedagogy Theory were used in this study. In this regard, the Critical Pedagogy Theory is practical, self-reflective and above all, it is a normative transformation of education curriculum. The main principle of this theory is to emancipate people and engages in real-world challenges. Therefore, the rights, actions and the roles of the teachers and attitudes are not considered by the DoE as the key implementers of the curriculum. Lastly, the rights of the learners are not fully met of which the ME is intended to afford all the learners equal opportunities. The empowerment of teachers is therefore efficient for the implementation of ME by HS teachers in Chris Hani West Education District.

6.11 Recommendations

The researcher presented the following recommendations centred around the research findings of the study to the Chris Hani West Education District and policy planners, teachers, and learners on strategies of the implementation of ME.

- ✓ The study recommends that ME should be part of the curriculum for in-service teacher training. Training of teachers to deal with diverse learners should be a priority to close the existing gap between the theory and practise of ME, this would enhance the effective teaching and learning in a multicultural classroom. The involvement of all stakeholders in the design of the curriculum makes it easier for the understanding of the content and enables them to evaluate if the curriculum is serving the needs and the demands of a diverse population of learners. This is accordant with Laszlo' model which advocated

the two types of interacting hierarchies such as micro-hierarchies and macro hierarchies which are interwoven in modelling the natural world.

- ✓ The school policy framework should enforce and regulate the practice of ME by the HST. In this regard, teachers need to be well equipped to be able to implement ME effectively. Nonetheless, there should be proper procedures followed prior the review of the curriculum by the DoE.

Teachers should be consulted for curriculum transformation since they are the implementers (mediators) of the school curriculum. Their views should be considered to encourage the implementation of ME. This would promote awareness of the changes to be made and the reasons for such changes before the implementation stage of any policy. In that, there would be no one who does not know the changes.

- ✓ School policy and constitution should be revised so that learners should not be subjected to Christianity as a religion that is assumed to be the suitable one for all learners who are diverse.

Development of the intervention mechanisms should be put in place to train and empower teachers for the implementation of ME. This would help them to be effective in their teaching of diverse learners if they are well trained

- ✓ Learners' views should be invited and be evaluated for every decision that involves them and that revolve around them. They should be informed of all new policies in advance before the policy is implemented for the smooth running of the institutions. Also, this would prevent unnecessary conflicts to arise between teachers and learners and between teachers themselves and between the learners alone. Furthermore, this would encourage transparency in the decisions that affect everybody in school.

- ✓ Classroom strategies and interventions need to be created to provide equal learning opportunities for all diverse learners from different backgrounds with different learning needs in multicultural classrooms.
- ✓ The Department of Education should organise workshops and seminars for the teachers to be able to implement ME effectively in the classrooms.
- ✓ Furthermore, the Department should ensure that the content of the books that the publishers select for the learners do incorporate ME throughout the topics and themes of the books. This would equip teachers to address the needs of heterogeneous learners since the teachers were trained in a monoculture context.
- ✓ Adequate resources should be provided for both learners and teachers for the successful implementation of ME.
- ✓ Parents and other stakeholders should be involved for new developments and curriculum transformation as vital stakeholders. This should encourage the ownership of the education process by everybody involved to yield a positive outcome.
- ✓ Language policy on the curriculum should be revisited for all the learning areas except the learners' mother tongue language. This could make the learners understand the content of their relevant learning areas easily.
- ✓ Teachers need to shift from the old approach to the new approach to meet and be able to address the needs of the diverse learners effectively.
- ✓ Support and monitoring should be rendered by the Department of Education for the successful implementation of ME.

6.12 Contribution to new knowledge by the study

The study examined the implementation of ME by HST in Chris Hani West Education District. The study has identified some challenges regarding the implementation of ME approach in the District. These challenges may be the contributing factors for the ineffective implementation of the ME that the selected schools face. Considering the findings of this study and what the other scholars such as Banks' (2013) five dimensions' approaches and Laszlo, (1972) General Systems' Theory advanced in the literature review, the researcher suggests the following framework/model for the

HSTs to guide them in the implementation of ME in the multicultural classrooms in the Chris Hani West Education District of Eastern Cape.

Suggested New Framework/ Model

Figure 6.1 suggests a new framework of ME Integration Model (MEIM). This is a modified version of Laszlo's General Systems theory.

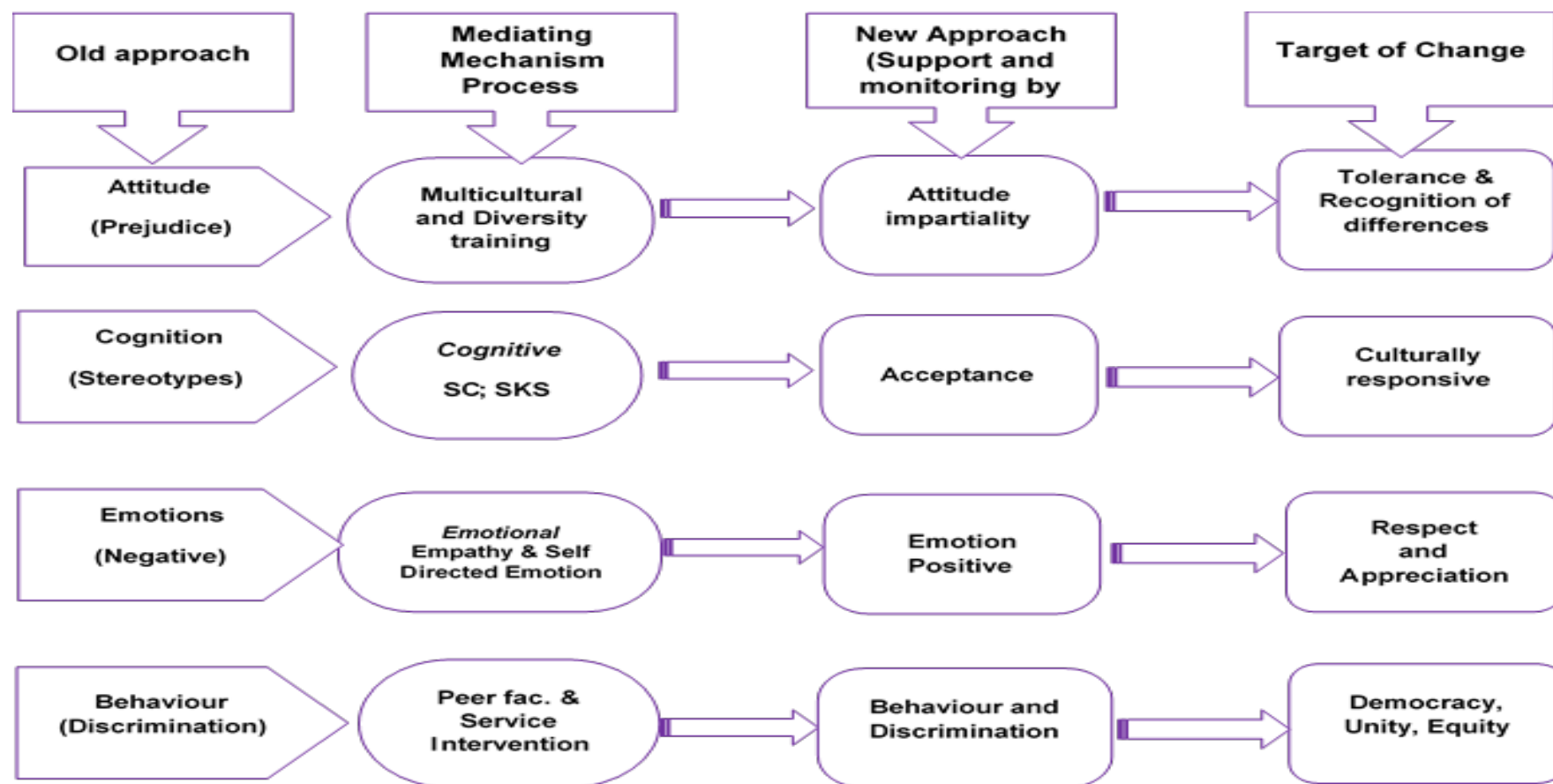


Figure 6.1 Study's contribution to New Knowledge / Suggested framework of Multicultural Education Implementation

The state of ME approach in South African formal education is explained in this study in relation with the constitution of South Africa's concern and South African School's Act of (1996) about every South African citizen to equal education.

In this regard, the Department of Education has the mandate of making the initiatives to help the teachers to be able to deal with the learners but it is evident that teachers have not been trained for ME after integration of learners took place. Looking at what is happening in the teaching and learning in a multicultural classroom, the researcher was prompted to examine what is happening pedagogically in the classroom within post-apartheid education. In this regard, the varying learners' backgrounds need to be recognised. Their distinct groups in terms of culture, race, gender, and ethnicity are key to consider.

Therefore, the new framework is established based on the analysis of the findings of the current study, and the reviewed literature and the implementation of ME by HSTs.

- Well-developed ME training is vital for HS teachers for effective implementation
- Preparedness to deal with diverse learners
- Understanding and acceptance of differences in race, gender, social class
- Social inequalities to be discouraged
- Teachers and learners should identify and fight against the promotion of common cultures
- Inclusion of curriculum which recognises the culture and the human race
- Promotion of natural equality amongst the learners
- Recognition of differences and appreciation of the similarities
- Integration across cultural backgrounds through the curriculum
- Adequate skills and knowledge of the content of ME is fundamental for the teachers to be able to integrate the learners' different cultures into the classroom.

The cultural responsive approach is key for the effective implementation of ME by HSTs in the diverse nature of the classroom.

6.13 Areas for future research

The study examined the implementation of ME by HSTs in the Chris Hani West District of Education and found out that there were challenges that hinder the effective implementation of ME. Therefore, the researcher has suggested recommendations to improve the effectiveness of ME for the benefit of the entire education system, the learners and the nation at large. However, the recommendations given may need to be complemented with more research in the area of ME:

- Investigation of the monitoring and support mechanisms rendered by Departmental officials on the implementation of ME.
- Exploration of the role played by teachers to deal with issues of prejudice and stereotypes in schools.
- Investigation on the Implementation of ME for cultural restoration through the use of indigenous language.
- Examination of the promotion of ME implementation to fight racial segregation in schools.

This would help to confirm and complement the results obtained from this study. Therefore, having a diverse culture within a classroom does not imply that challenges will not be there. What is paramount is combine variety of approaches and strategies to create equal opportunities for all learners who come from different background. This will promote tolerance, harmony and mutual respect amongst the learners in multicultural classrooms. Moreover, to embrace multiculturalism, school-wide efforts and an implementation of ME is vital for the benefit of the learners, teachers, communities and nation at large.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE
REC-270710-028-RA Level 01

Certificate Reference Number: TON011SMAT01

Project title: **The implementation of multicultural education by senior phase teachers in multicultural classrooms in Chris Hani West Education District, Eastern Cape, South Africa.**

Nature of Project PhD in Education

Principal Researcher: Siphokazi Matshikiza

Supervisor: Dr N.M Toni

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document;
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: *Research that includes children as per the official regulations of the act must take the following into account:*

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected;
 - Relevant information has been withheld or misrepresented;
 - Regulatory changes of whatsoever nature so require;
 - The conditions contained in the Certificate have not been adhered to.
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office.

The Ethics Committee wished you well in your research.

Yours sincerely


11/07/2018

Professor Pumla Dineo Gqola
Dean of Research

05 July 2018

APPENDIX B: INFORMED CONSENT FORM



University of Fort Hare
Together in Excellence

FACULTY OF EDUCATION

DEPARTMENT OF FURTHER AND CONTINUING EDUCATION

CONSENT FORM

Thank you for agreeing to take part in this study. Before we start, I would like to emphasise that;

- Your participation is entirely voluntary;
- Some questions may be emotionally trying;
- You are free not to answer any question;
- You are free to withdraw if need arises and

Consistent with the requirements of research, the information given will be kept confidential since no personal details, contact and physical addresses will be required.

As a requirement from the University Research Ethics Committee and to show that I have read the contents to you and you have understood, may you sign the consent form.

..... (Signature)

..... (Date)

APPENDIX C: LETTER SEEKING FOR PERMISSION

The University of Fort Hare

School for Post- Graduate

P.O Box 1314

Alice, 5700

South Africa

18 February 2018

CES HRD & LABOUR RELATIONS

Department of Education

Chris Hani West District

Queenstown

Eastern Cape, South Africa

**RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN THE
QUEENSTOWN HIGH SCHOOLS FOR THE DOCTOR OF PHILOSOPHY IN
EDUCATION**

Dear Sir

I am Siphokazi Matshikiza a Doctor of Philosophy full time student at the University of Fort Hare in South Africa. I write to request your permission to conduct research in two high schools in your District. The research study is on investigation on the implementation of the Multicultural Education Approach by Senior Phase teachers in multicultural classrooms (grades 9 -11).

The study intends to use face-to face interviews with six Senior Phase teachers, focus group interviews with twelve grade 10, 11 and 12 learners. I would also request your permission to observe and videotape one lesson in the schools selected. Furthermore, I would also request your permission to examine relevant documents such as teachers' portfolios, learners' portfolios, school constitution, National Curriculum Statement and circulars.

I wish to inform you in confidence that the findings /results of the study shall be for my academic studies only and all the information about the participants will be treated confidentially.

Thank you in anticipation for your assistance

Sincerely,

S.Matshikiza

APPENDIX D: PERMISSION LETTER FROM THE DEPARTMENT OF EDUCATION



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

CHRIS HANI WEST DISTRICT, KOMANI CMC, HOMESTEAD SITE, 2 LIMPOPO DRIVE LAURIE DASHWOOD PARK
QUEENSTOWN 5320. Private Bag X7053. Tel. No. 045-858 8900 / 808 5707

ENQUIRIES: TH Mlombile 083 749 6048

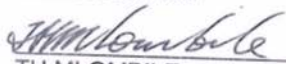
THE PRINCIPAL

Dear Sir/Madam

**RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN
QUEENSTOWN HIGH SCHOOLS FOR THE DOCTOR OF PHILOSOPHY IN
EDUCATION**

1. The subject matter refers.
2. Kindly, be advised that Ms Siphokazi Matshikiza has requested permission to conduct research in schools in our District towards her PHD in Education studies.
3. We have no objection to her being allowed to conduct the afore-mentioned research in any school(s) she may identify in our District.
4. Your assistance is appreciated.

Yours in service.


TH MLOMBILE
KOMANI CMC MANAGER

DATE: 19/07/2018

APPENDIX E: INTERVIEW GUIDE

HIGH SCHOOL TEACHERS INTERVIEW GUIDE

Your voluntary participation in this study is highly appreciated. The purpose of this study is to investigate implementation of Multicultural Education in Senior Secondary school in Queenstown

Kindly answer all questions as honestly as you can.

Section A: Personal Information

1.1 Gender: female ☐ male ☐

1.2 Age range 20-29 years ☐ 30 -39 ☐

40-49 years ☐ 50-59 years ☐

60+years ☐

1.3 Highest professional qualification

Bachelor of Arts +Post Graduate Certificate

Certificate/Diploma in Education +Bachelor of Education

Masters in Education

Any other, please

Specify

1.4 Length of teaching service at a high school?

1-5 years. ☐ 6-10 years ☐ 11 + years ☐

1.5 What post of responsibility do you hold in the teaching hierarchy/ school administration?

1. Do you understand ME?

2. Have you been trained to teach multicultural classroom?

3. What level of professional training did High School teachers in your school receive that enables them to teach ME?

4. Do you manage to address the learning needs of a diverse population of students? Please explain how you manage.
5. Do you have resources to teach cultural diversity in your classroom?
6. What type of teaching materials do the High School teachers use when teaching ME? Who provides these teaching materials?
7. How do you address the issues of religion in your school?
8. How do you promote programs of ME?
9. How do you deal with issues of racism in your classroom?
10. How is your attitude toward learners of different ethnic group from yours?
11. How do you create equal educational opportunities for your students?
12. Are there any strategies that are clearly stated for you on how to deal with learners from multicultural background?
13. Do your learners understand the strategies that you use when teaching them in the classroom?
14. How do you support and encourage your learners to like ME?
15. How do you promote desegregation of learners in your school?
16. How do you make sure that the parents understand issues of ME?
17. Do you attend seminars and workshop on strategies of teaching multicultural classroom?
18. Which aspects do you think can be added in the curriculum and why?
19. Which aspects do you think can be removed from the education policy?
20. Which medium of instruction do you use in the classroom?
21. How do you make sure that learners embrace their home language?
22. How do you make sure that learner's culture is restored?
23. Which areas of religion do you promote in your school? If any.
24. Are your lessons cover the issues of tolerance?

25. How do you make sure that issues that promote discrimination amongst the learners do not exist?
26. Are there programs in place to empower learners to deal with issues of sexual orientation?
27. Which measures do you apply when there is act of prejudice and stereotype in your school?
28. How do you promote social justice when there is unfair practices amongst the learners?
29. Do you experience challenges when you implement ME in your classroom? If any, please explain the challenges
30. How is your experience regarding the implementation of ME?
31. Are there any characteristics that identify your school as Multicultural school?
32. Does your school has the capacity to cope with multi-cultural and multilingual classes?
- 33 What are your suggestions on provision of adequate teaching and learning materials in ME which could assist in implementing the ME?
34. What values is the ME programme expected to foster in learners? Please explain if you think the learners in your school have these values?

APPENDIX F: FOCUS GROUP INTERVIEW GUIDE

FOCUS GROUP

LEARNERS INTERVIEW GUIDE

My name is Siphokazi Matshikiza (Student Number 201214280) a registered full time student in the Faculty of Education, University of Fort Hare. I am pursuing my studies in Doctor of Philosophy Degree in Education, researching on the following topic: Implementation of Multicultural Education by High School Teachers in Chris Hani West Education District, Eastern Cape.

I humbly request your kind assistance in answering these questions to enable the study achieve its stated objectives. The information gathered will be used for the purpose of the study only and under no circumstance will it be used for other reasons. Furthermore, information obtained will be treated with outmost confidentiality. Please be informed that participation is voluntarily. Therefore, your honest responses to questions are requested. Also answering in full sentences will be highly appreciated.

SECTION A: Personal data of respondents

1. Gender Male []

Female []

2. Age []

3. Grade []

The questions below are for the focus group participants (learners):

1. What is your understanding of multiculturalism?

2 Is there any diversity in your school?

3. How many cultures are in your class?

4. Is it good to be taught Multicultural Education as part of school curriculum?

Please explain your answer

5 Are there topics of Multicultural Education that you would like to be changed or removed? If yes, what topics and why?

6. Are there new topics that you would like to be added to Multicultural Education?

7. What is your home language?

8. Which language do you think is important?

9. Which language do you speak in your classroom?

10. Is there any specific language that you speak during break time?

11. Do you accept other learners who come from different ethnic group from yours?

12. Do you have friends who speak different language from yours in school?

13. How do the teachers manage diversity in the classroom?

14. What is your attitude towards other learners in the school?

15 Are you satisfied about the way Multicultural Education is mediated by teachers in your school?

16 What are some of the problems faced by teachers when teaching you ME?

17 What are the causes of some of the problems faced by the teachers when teaching ME?

18. What are your parents' views toward ME?

19 Tell me about what you have learnt in ME concerning human rights. Do you think this has influenced your behaviour toward others in any way? If so how?

20. What are some of the things that you have learnt in ME about interacting or relating with others?

21 Do you think prejudice and stereotype contribute to a character building?

22. Do your teachers teach you about religious issues?

23. Is there any specific religion that is promoted by your teachers?

24. What can you tell me about the way you view the issue of religion in the school curriculum.

APPENDIX G: OBSERVATION GUIDE

THE FOLLOWING POINTS WERE OBSERVED

- Is the school environment conducive for learning?
- What is the sitting arrangement?
- Is the classroom conducive for learning?
- How does the teacher manage the class?
- Which teaching method does the teacher employ?
- Which material and other resources are used in teaching ME?
- Are the materials and other resources adequate for teaching ME?
- What weaknesses are there in these materials and other resources?
- What are the strengths of the materials and other resources used in the implementation of ME?
- Do these materials and other resources contain appropriate examples and language? Are they gender sensitive?
- How do learners 'respond/participate in multicultural classroom?
- Is inclusive teaching promoted in the classroom?

APPENDIX H: DOCUMENT ANALYSIS

The following documents were analysed:

- ❖ Teacher portfolios
- ❖ Teacher journals
- ❖ Learner portfolios
- ❖ Circulars
- ❖ School constitution and policies

The purpose was to explore if the implementation of ME exist and to compare the benchmark set out in the National Curriculum statement (NCS).lesson plans, teachers' and learners 'portfolios

APPENDIX I: DECLARATION LETTER FROM THE EDITOR



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TO WHOM IT MAY CONCERN

I hereby confirm that I have proof read and edited the below thesis using Windows 'Tracking' System to reflect my comments and suggested corrections for the author to action:

Implementation of multicultural education by high school teachers in multicultural classrooms in Chris Hani west education district Eastern Cape, South Africa by Matshikiza Siphokazi

Although the greatest care was taken in the editing of this document, the final responsibility for the work rests with the author.

Sincerely,

SIGNATURE

DATE: 26.08.2019

Kevin Onyenkeya, Ph.D Communication (University of Fort Hare), M.Sc., Public Relations & Advertising (University of Lagos) B.Sc. Hons, Mass Communication (University of Lagos). Post Graduate Diploma in Theology (Redeemed Christian Bible College) Associate Registered Practitioner in Advertising (arpa), Member, Nigerian Institute of Public Relations (mnipr); Registered Public Relations Practitioner (PRP) Public Relations Institute of South Africa (PRISA).