THE EXPERIENCES OF LEARNERS IN FORMER WHITE SCHOOLS

BY

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DECLARATION

I declare that this study

entitled

The experiences of learners in former white schools

is my own work in conception and execution, and that all the sources have been acknowledged by means of direct or indirect references. This dissertation has not been submitted for any degree or examination at any other university.

Pertunia Rebotile Machaisa

Signed……………………..   Date…………………..

DEDICATION

I dedicate this work to my mother, Mmathabana Veronica Machaisa, for all the patience, support and love she has given me during my studies. May the good Lord be with her always.

I love you.

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TABLE OF CONTENTS

CHAPTER ONE

1. INTRODUCTION AND RATIONAL

CHAPTER TWO

2. RACIAL INTEGRATION IN CONTEXT

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

CHAPTER FOUR

4. MAJOR RESEARCH FINDINGS

CHAPTER FIVE

5. OVERVIEW AND CONCLUSIONS OF THE STUDY

SUMMARY

The process of racial integration in schools is a challenge to education managers, educators, learners and parents. Educational institutions have been pressured to be involved in the process to speed up transformation in the South African educational sector.

This project investigates the experiences and feelings of learners about the process of racial integration in their respective schools. A qualitative research approach was used as method of inquiry for the project. Learners were interviewed to get personal feedback on their day-to-day experiences in their respective schools. Observations were also recorded in those schools to get a clearer picture of what is happening in the three schools chosen for this research.

Interesting findings and conclusions that differ from school to school were reached. Black learners from School A are not entirely satisfied with the way the school is being run due to language problems. The process of integration is very slow and not visible. School B is trying hard to appear integrated but not hard enough because the fruits are not visible enough either. In school C, integration is visible and the situation is completely different from the other two schools.

Recommendations, limitations and aspects of further research based on the findings of the study are discussed. The recommendations outlined supply guidelines to schools on initiating integration and implementing it properly in their schools. Challenges of the process are highlighted in the study and probable solutions outlined through recommendations.

The study hopes to help schools initiate and become fully involved in the integration process. Education managers and educators must take it upon themselves to promote and practise multicultural education to enhance integration in their schools.

KEY WORDS

1. Racial integration
2. Multicultural education
3. Experiences
4. Culture
5. Racism
6. Equality
7. Desegregation
8. Assimilation
9. Language
10. Challenges

CHAPTER ONE

1.   INTRODUCTION AND RATIONALE

1.1   Introduction

South Africa is regarded as one of the world's most diverse countries, with its different cultures, races, ethnic groups and religions. This fact also strongly emerges in the education system of the country. Currently there are schools that accommodate different races and cultures, although historically it was not the case. In the past South African education was characterised by racial separation and segregation.

Previously educational provision was separated by race. Racialism in education can be tracked to nearly three hundred years ago, and segregation was strongly enforced after 1948 when the National Party came into power. The situation gradually changed and in the 1970's a limited number of black students were admitted to previously all-white private schools (Christie 1995 as cited in Naidoo (1996:01).

It is evident that the South African education system has long been characterised by segregation, discrimination and apartheid, particularly in schools. The situation is now changing through the process of transformation and desegregation. There is a growing demand for black students to attend schools which they previously did not have access to due to the implementation of the *Bantu Education Act* that created a new syllabus for black scholars and restricted other subjects to be taught (http://www.hartfort-hwp.com/archieves/37a/129.html). The process of extensive transformation has been and is being employed to change the past apartheid practices in education. This process is likely to be accompanied by difficulties and harsh challenges.

1

There have been many cases in the country of schools being labelled to be racist and in each instance the situation attracted much media attention. The famous Vryburg school scenario where a black learner, Andrew Babeile stabbed a white learner with a pair of scissors because of the latter's "racial remarks". The case ended up in court and the black learner was convicted. He was sentenced to five years imprisonment and is now out on parole.

Brynston High in Gauteng Province also experienced a situation where a black learner kicked a white leaner because of "racial remarks". In this case the police did not intervene and no charges were laid. The matter was solved internally with all parties involved (Special assignment: SABC 3, Tuesday 14 May 2002).

These are only two of the many cases experienced in schools in South Africa. These cases are particularly important and relevant for this project because they give the researcher an overview of the practical and real situations in schools. Racial integration is probably not an easy course because of the challenges it poses to schools. It is not easy for educators, education managers, parents and learners to cope and deal with change. Much has to be done and achieved to realise the aims and goals of racial integration, namely to establish equality and fairness in education for all South Africans.

Many schools, especially previously all white schools, are expected to open their doors to accommodate learners from different cultural and racial background. Legislation has been drafted to ensure that all citizens of South Africa get equal treatment from the state or any other person. For instance, *The Constitution of the Republic of South Africa (1996)*, Chapter 2 (Bill of Rights) section 9 (3) stipulates, "the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth ". And section 9 (4) states, "no person may unfairly discriminate directly against anyone on one or more grounds in terms of subsection (3) ".

2

The South African Schools Act 84 (1996) section 6, states, "No form of racial discrimination may be practised in implementing policy determined under this section". This particularly refers to public schools within the Republic of South Africa. Chapter 5 of this Act, section 46 (3)(b) stipulates, "the Head of Department must register an independent school if he or she is satisfied that the admission policy of the school does not discriminate on the grounds of race".

Racial integration in these schools has been encouraged and is still increasingly implemented although selective and biased criteria are used in many cases. Learners are required to write tests before they can be admitted, and these test are sometimes deliberately too strict to keep blacks out (http://www.hartfort-hwp.com/archives/37a/129.html).

However, the South African Schools Act (1996) section 5 (2) stipulates, "the governing body of a public school may not administer any test related to the admission of learners in that particular school". Learners should learn to live and co-operate with one another irrespective of their culture, belief, race, sex, religion, sexual preferences and ethnical group to establish a democratic and fair society.

Racial integration in schools has been a one-way process, with learners from disadvantaged racial groups seeking admission to schools that were previously reserved for white learners. This might be due to the fact that the schools are advantaged, well–resourced and most parents believe that their children will receive quality education. Thus African learners have sought places in formerly White, Coloured and Indian schools. Coloured and Indian learners have moved to formerly White schools. This integration of African students into white schools has meant that learners from disadvantaged backgrounds have had to adapt to the norms and cultures of schools in advantaged communities (Naidoo, 1996: 1). The reason for this might be that these schools want to reserve their original cultures and at the same time incorporate other cultures without the interference in their existing school culture.

This research will focus mainly on the process of racial integration, particularly in the Gauteng Province in view of the situation in the whole country.

1.2   Motivation and Rationale

Racial integration in South African schools is an important and also a very sensitive issue. Since the 1994 election the education system initiated a transformation process that includes the racial integration of learners, especially in former white schools. Then the political situation in South Africa was under drastic transformational changes and so was the education system. It is important to find out more about racial integration in former white schools and to focus on the role and impact of principals, educators, learners and parents in implementing this process.

There has been pressure on former white schools to implement the process of integration since these schools used to be reserved for white learners. Although there has been resistance to the racial integration process, these schools are obliged to adhere to government regulations and aim at realising the ultimate goal of the process of equal and fair education for all.

Research has been done previously in this field, for example, the project done by Naidoo in Kwazulu/Natal Province in 1996 that produced two prominent published materials, namely, *"The racial integration of schools: A review of the literature on the experiences in South Africa" and " Racial integration of public schools in South Africa: A study of practices, attitudes and trends".* Khosa (2000) conducted another study in the Gauteng province. She wrote and presented her paper called *"De-racialisation and integration in South African schools: challenges, initiatives and opportunities".* The paper was presented at the Tolerance Seminar in 2000. The Human Science Research Council (HSRC) was also involved in the research on racism in schools and the racial integration in former white schools. The Council wrote a 167-page document on racism and racial integration in schools. The paper was published in the Kopanong Newsletter in 1999 and it was called *"Racism, desegregation and*

racial integration in public schools in South Africa". In February 2000 President Thabo Mbeki called for a National Conference on racism that was to be held in the Kwazulu/Natal province and asked the South African Human Rights Commission (SAHRC) to convene the conference. An umbrella committee was formed, consisting of the SAHRC, the Commission for gender Equality and the South African NGO Coalition (SANGOCO). Some government representatives were set up to guide and help in organising the conference. The Mpumalanga government also published a report in 2000 on racism in schools.

This shows how serious and committed the government and other people are regarding racial issues, integration and equality for all South Africans. Initiatives are taken by different people and the government to ensure togetherness, prosperity and equal treatment for all.

The situation may not be changing easily given the resistance occurring in the cases of racism I outlined above. Principals, educators, learners as well as parents are always confronted with racial issues in schools and must be able to deal with them positively to enhance education and receive or give quality education to all, irrespective of colour, race, and culture.

There is always a growing demand to be continuously involved in issues that involve education, especially where the aim is to enhance understanding of the phenomenon in the country, where everyone is regarded as equal and deserves equal treatment before the law and before any other person (Constitution of the Republic of South Africa, Act 108 of 1996).

My interest in racial integration has always been motivated by the huge media coverage of situations that take place in schools, for instance, the Babeile case (1996), the Ruiterwacht School incident (1996), Ben Viljoen Höerskool case (1996) and many others. Racial issues are still highlighted and always brought up where conflict arises. "Is it really and necessarily a racial matter when conflict arises in a multicultural school?" "What is the school doing to minimise or eliminate such behaviour and attitudes at schools"? And many

other questions of which some, that I view as of paramount importance will be highlighted in my research.

In the report by Gumisa Mutume (1999) the issue of racism was discussed. It was mentioned "the ways in which racism is regarded as part of one's everyday experiences is nothing short of frightening. The scope is very broad ranging from fights, name calling, physical abuse like bottle or stone throwing to the mentioning of death and murder". This outlines the extent of racial integration problems and the effect it have on people involved.

It is therefore obvious that there are many issues surrounding the integration of learners in schools and the impact it has on the education system of the country. Research in racial integration is very important because it seeks to determine the facts, views and other factors and elements of the process. South Africa is a diverse country, with different cultures, ethnic groups, religion, etc. Therefore we need to understand and learn to cope with one another as a nation that strives after equality. Research in this field of study will help us to identify problems and challenges, to propose approaches and strategies to deal with such issues, and most importantly determine whether the process can and will succeed in South African schools. In this case the views, opinions and experiences of people who are directly involved are very important and vital to ensure the success of the project.

1.2.1   Problem statement

The process of racial integration is certainly not an easy one. As a form of transformation it needs co-operation, willingness and acceptance from all stakeholders, from school principals and educators to learners as well as parents. There are challenges, problems and difficulties involved in implementing the process. Some schools have dealt with such situations while others still have strict admission regulations and are still predominantly white.

In view of the above, the following question comes to mind when talking about racial integration in schools:

6

What are the experiences of learners concerning racial integration in former white schools?

This question develops the following sub-questions that are a vital part of the research: -

♦ What is the impact of racial integration in former white schools, specifically on learners?

♦ Which strategies or approaches can be used to eliminate problems that might be encountered when implementing the process of racial integration in our schools?

Many people resist change and prefer to maintain the "status quo". The process of transformation hopes to eliminate such attitudes and reconstruct the education system in order to achieve the expected goals of the education department.

1.2.2   Aims

This research aims:

♦ at investigating the process of racial integration and finding out the impact this process has on former white schools;

♦ exploring which strategies or approaches can be used to minimise problems that might be encountered when implementing the process of racial integration in our schools.

It focuses mainly on the experiences and attitudes of learners in the specified schools.

1.3   Theoretical considerations

The aim of this study is not to investigate or explain racism in education or in schools in particular. It explains and explores the integration of other races and cultures in multicultural schools that in my work I refer to as former white schools.

Traditionally educational institutions in South Africa were divided along racial lines, resulting in the separation of different social groups that already existed during apartheid years. Through the legislation provisions contained in the Bantu Education Act of 1953, the Extension of University Education Act of 1959, the Coloured Persons Act of 1963, the Indian Education Act of 1965, and the National Education Act of 1967, education for black people was linked explicitly to the goals of political, economical and social domination of all black people (SAHRC report, 1999:90).

The process of transformation after 1994 brought about changes in all spheres of society, including education. Some social or cultural groups viewed the past segregation or separation as racism while others saw it as a mere distinction to distinguish the disadvantaged from the advantaged along colour lines. It is therefore important to discuss the theoretical background to this unequal treatment of citizens and divisions in education briefly.

Politics has had a major influence on the education system of South Africa. Political transformation is the major force behind educational transformation, but there are still some obstacles as explained by Wolpe (1988:05). He mentions three conceptual obstacles that have a tendency to impede the transformation of the South African political system: firstly, a particular variant of the idea of continuity of South African history; secondly, the reductionist views of class and race, and thirdly, the overwhelming priority given in the analysis of the state and political terrain to the content and conduct of struggles with little, if any, attention being paid to the structural conditions and context of such struggles. These obstacles clearly affect any transformational effort of the country towards a free and equal status for each citizen.

 Race and class struggles have characterised the social development of the country and now the process of integration aims at pointing out these obstacles and generating ideas on how to merge races, cultures and classes in a social setting.

The central theoretical question in the analysis of the South African social formation is how the relationship between race and class should be understood. The answer given has a direct bearing at the political level on the way in which the struggle against white domination may be characterised (Wolpe, 188:10). He furthermore explains that, just like other countries, two currents of political struggle emerged in the 19th century South Africa - namely, nationalism and socialism.

Educators and education managers are given the task to address patterns of racial reconfiguration, cultural rearticulating, hybridity and multiplicity in educational institutions through multicultural education (Dolby, 2001:03). Learners and students need to be made aware of the different approaches to understanding culture, race and identity to understand and live with one another. This can be done through education.

Few elements of education have to be considered to understand integration in schools. Firstly, educational change in South Africa has been influenced by political transformation. Through this transformation, schools have been encouraged and pressurised to implement racial integration. Some schools are very slow and somehow experience problems when implementing the process. Educators, education managers and government officials have to interact closely with one another to make school integration possible. Attitudes have to be changed; practices and procedures in education have to be approached in a different manner. Change is important for the process of integration in schools. Most white schools want to maintain the status quo and change presents a problem.

Secondly, integration and desegregation are very important processes for educational transformation in South Africa. For schools to be desegregated, integration has to be initiated. South African schools have been characterised by separation and segregation over many years. The changing and transformation of education have proposed and encouraged desegregation and integration of schools to present the positive side of the country's education system.

It is also important to consider multiculturalism in educational change, especially when we talk of racial integration in a social environment like a school. For the society to change, it needs willingness and acceptance to live with other people of different culture, race or even economical differences. Schools can be good examples of integration, learning to live together and learning more about other cultures. Educators can be trained to teach and practise integration in schools. Issues of assimilation, culture diversity, amalgamation, non-racism, awareness, sensitivity, communication and many others dealing with multiculturalism are very important for a nation involved in the integration process.

All the issues mentioned above play a very vital part in the whole process of integration. We cannot discuss integration in isolation without highlighting them.

1.4 Clarification of concepts

This section defines and explains the most important concepts or terms that are used throughout the research.

1.4.1 Multicultural education

Multicultural education is an umbrella term, used to refer to a variety of approaches or prescribed practices in educational establishments. These are practices such as mother tongue teaching, the provision of ethnic school functions, the elimination of ethnocentricity in history and other related and important aspects in educational context (Leicester, 1989:22). Banks (1992) as cited by Reissman (1994:12) defines multicultural education as education for freedom and as an inclusive, cementing movement. This concept will be discussed to link it with racial integration as part of the research.

1.4.2 Racial integration

Naidoo (1996:11) defines integration as "a social process, which is not a single event or a one-time shift in school conditions, but a series of activities, events and change occurring over a long period of time". He adds that integration can only be achieved when positive intergroup contact has been fostered. It is not just a matter of physical proximity amongst members of different groups in the same institution. It involves the interaction of people in multiracial settings where people are provided equal status and equal opportunities. Racial integration is therefore the incorporation of different races and cultures into the existing culture without taking away the origin of other cultures but coping and living together, learning and willing to accept others in a positive manner. Learners will be interviewed to give reflection of their experiences concerning racial integration in their respective schools.

1.4.3 Experiences

The term *experience* is defined as the accumulation of knowledge or skills that results from direct participation in events or activities (Thesaurus, 2003). This research focuses on the experiences of learners who will be interviewed. The researcher wants to get feedback on what these learners go through from day to day and communicate the information verbally during interviews.

1.4.4 Culture

According to Holmes (1989:16) culture is the cultivation or development of the mind, faculties, manners, etc; improvement or refinement by education and training. It is the training, development and refinement of mind, tastes and manners, the condition of being thus trained and refined, the intellectual side of civilisation. De Waal, Currie and Erasmus (2000:477) define culture as "a particular way of life of an identifiable group of people". The way people live, work, survive and their manner of doing things and striving to refine and improve them, their intellectual capacities and conditions define their culture and their way of life. Different cultural groups will participate in the research and their views taken into consideration.

11

1.4.5 Racism

Leicester (1989: glossary) defines racism as "a negative discrimination by those individuals or group with power against the relatively powerless, where discrimination is based on race, for example, skin colour or ethnicity". Racism does not promote a positive atmosphere between different groups of people, but instead it demoralises and hampers the well-being and development of other groups that are viewed as powerless. This concept will be discussed in connection to racial integration. Important factors and elements will be highlighted to describe the link between the two concepts.

1.4.6 Desegregation

Desegregation is a mechanical process that merely involves establishing the physical proximity of members of different groups in the same institution. It implies nothing about the quality of interracial contact between the groups (Naidoo, 1996:11). This process promotes positive equality and the elimination of separation in an unfair or unjustifiable manner.

1.4.7 Equality

De Waal et al. (2001:198) state that equality is a difficult and deeply controversial social idea. Basically the idea of equality is a moral idea that people who are similar in relevant ways should be treated similarly. Equality means equal treatment, equal enjoyment of rights and privileges, equal opportunities and other relevant issues of human existence. Racial integration aims at making all learners equal irrespective of colour, race, religion, gender and ethnic origin.

1.4.8 Assimilation

According to Naidoo (1996:13) assimilation is a matter of conforming to majority values; a tendency to reinforce the culture of the dominant group while degrading other cultures. The dominant culture will most of the time want to preserve its culture and tradition, therefore the incoming culture is sometimes forced to conform to the existing and dominant cultures' traditions, norms and values. Former white schools want to retain the status quo when accommodating learners from different cultural backgrounds. The traditions,

norms and values of the schools do not necessarily change when these learners are admitted to the schools.

1.5   Demarcation of study

The study will mainly focus on former white schools in the Gauteng Province, particularly the secondary or high schools in Pretoria. I will mainly look for schools that have experienced the process of racial integration and those that are still incorporating the process. The study will concentrate on public schools only. The principals of all the schools chosen for the research were contacted and formal letters to ask permission to conduct the research were written. Permission was granted and arrangements were made to interview the learners who were randomly chosen using the class lists.

1.6   Research design and methodology

Methodology is the methods that are employed to gather information related to the topic being researched. Collins et al (2001:22) define methodology as rules and procedures of a research work.

1.6.1   Mode of inquiry

Qualitative research method

This research uses a qualitative research approach. Qualitative researchers seek to understand lifestyles and social phenomena firsthand. They try to describe subgroups or cultures from the point of view of the persons being studied. A goal of understanding is rather than prediction regarding some dependent variable (Royce, 1995:282)

Qualitative research design is a research method that presents data as narration. It provides explanations to extend our understanding of phenomenona, or promotes opportunities of informed decisions for social action. It further contributes to theory, educational practice, policy-making and social consciousness (McMillan & Schumacher, 2001:15)

13

Since this study on racial integration seeks to examine personal feelings and experiences of the learners in certain schools, a qualitative research approach much appropriate because it act as a tool in trying to understand firsthand what the learners have experienced. This is explained better by Royce (1995:285) as he points out that qualitative methods are valuable tools to use in trying to better understand our clients and the world in that they live in.

1.6.2 Data collection

Different methods of data collection techniques will be employed to gather relevant information for the study. More than one method gives the researcher the opportunity to get information from individuals and verify it by means of another method. The data I collected from learners during interviews can be verified and confirmed through observations. The following are methods I am going to employ to gather and acquire information or data needed for my study:

- ♦ Literature study
- ♦ Interviews
- ♦ Observations

1.6.2.1   Literature study

Reference books, articles and other informative studies have been reviewed and consulted to get relevant information on the topic. Bell (1993:33) states that "any investigation, whatever the scale, will involve reading what other people have written about your area of interest, gathering information to support or refute your arguments and writing about your findings". Bless and Higson-Smith (1995:22) define literature review as " a process of reading some background information that has been published and appears to be relevant to the research topic".

The issue of racial integration has received much attention, especially after 1994 mainly because of the changing political atmosphere and the equal treatment and realisation of it by all the citizens of the country. Many

interested scholars have written and published materials on the processes of desegregation, transformation, deracialisation and integration in South African schools. Different theories from various authors in the field will be analysed and interpreted.

1.6.2.2 Interviews

This method will be employed to describe the practical situation in schools and to get first hand information from learners in specified schools. For this study only learners will be interviewed to get feedback on their experiences and feelings on integration in their respective schools.

An interview is a method of gathering information that involves direct personal contact with the participant who is asked to answer questions (Bless & Higson, 1995:106). Marshall and Rossman (1999:109) define interview as "a conversation with a purpose, it is useful way of getting large amounts of data quickly". Cates (1985:97) identified few advantages and disadvantages of interviews. He mentions that "the major advantage of individual interview is that the interviewer can tailor it to the person being interviewed and can utilise both verbal and non-verbal cues in determining the responses". He also mentions "its major disadvantage is that data gathering through interviews may be unreliable or inconsistent because of difference in questions or methods employed by the interviewer or because of differing levels of perceptiveness and effectiveness among interviewers". On the other hand, it is said that there is always the danger of bias in interviews, largely because interviewers are human beings and not machines, and their manner may have an effect on the respondents (Bell, 1993:95).

Semi - structured interviews have been employed in this study. This type of interview is easy to use as the researcher can decide on the order and wording of the questions even though he/she prepared the questions beforehand. The researcher can also decide whether follow-up questions should be asked. Grinnel and Williams (1990:215) emphasise the fact that "this type of interview is often used when the study is at the descriptive level".

15

Practical experiences of racial integration will be presented to learners and feedback recorded.

1.6.2.3 Observations

Bulmer and Warwick (1998:34) mention that participative observation is appropriate when conducting an in-depth study of values and belief systems where prior knowledge of their variability is limited. According to Jorgensen (1989:12) the methodology of participative observation is appropriate when studying almost every aspect of human existence. Through this method it is possible to describe what goes on and to who or what is involved, when and where things happen, how they occur and why. This method is exceptional for studying processes, relationships among people and events, the organisation of people and events, continuities over time and patterns, as well as the immediate socio-cultural context in which human existence unfolds.

Marshall and Rossman (1999:107) define observation as "a systematic noting and recording of events, behaviors and objects in a social setting chosen for the study". They emphasise that observational records that are called field notes are detailed, non-judgmental and are a concrete description of what has been observed. Observation is a fundamental and highly important method in all-qualitative inquiry. It is used to discover complex interactions in natural social settings. Even in in-depth interviews studies, observation plays an important role as the researcher notes the interviewee's body language and affect in addition to his or her words.

This method is very effective because it helps the researcher to understand the process of integration in schools by seeing it and being part of it, unlike the product outcomes that the researcher gets from the use of questionnaires and interviews.

These methods of research are very important and indeed necessary because the researcher experiences the real life situations through observing situations in the school environment. One gets an overview of the practical situation in

schools in terms of communication, co-operation and interaction between learners.

1.7   Sampling

Sampling refers to the sample of the population that will be chosen or identified for interviews. Grinnell and Williams (1990:118) define sampling as " the process of selecting people to take part in our research study, these people who are picked out make a sample". For the purpose of this research only ten (10) learners from three schools will be interviewed. Three learners will be interviewed from the first two schools and four learners from the third school. The sample will be chosen randomly using class registers. This is done to avoid bias or favouritism by school authorities. The researcher will make sure all racial groups are represented in the sample.

1.8   Data analysis

Marshall and Rossman (1999:150) define data analysis as "the process of bringing order, structure and interpretation to the mass of collected data". The writers view data analysis as a messy, ambiguous, time-consuming, creative and fascinating process. According to them it does not proceed in a linear fashion, it is therefore not neat. Jorgenson (1989:107) states "analysis of data is the breaking-up, separating, or disassembling of research materials into pieces, parts, elements or units". According to him when facts are broken down into manageable pieces, the researcher is able to sort and sift them, searching for types, classes, sequence, processes, patterns or wholes. He adds by stating " the main aim of the data analysis process is to assemble or reconstruct the data in a meaningful or comprehensible fashion".

The process of data analysis is fascinating and demands a great deal of time and patience. After collecting data through interviews and observations, the information must be analysed in order to get appropriate information relevant to study.

For this project a tape recorder will be used during interviews in order to record all information supplied by respondents. Notes will be compiled and arranged in files. These notes must be reviewed on a regular basis, identified and labeled whenever possible as being related in particular ways to the emergent issues of the study (Jorgenson, 1989:108) a coding strategy of analysing data will be employed to identify facts, factors and other important aspects of the study easily. Coding may take several forms such as the abbreviation of key words, coloured dots, numbers or any other form chosen by the researcher (Marshall & Rossman, 1999:152).

Marshall and Rossman (1999:152) identified six phases of data analysis. These are:

1. Organising the data

Information recorded during interviews will be organised and later analysed. Each learner response will be organised separately and later compared with the other information received from other learners.

2. Generating categories, themes and patterns

This step makes the interpretation of the information easier for the researcher. Information received will be divided into categories and groups to show similarities and differences for easy identification of pattern in the study.

3. Coding data

The data will then be coded for easy interpretation. This stage will also require of the researcher to identify similarities and differences in the information supplied by respondents.

4. Testing emergent understandings

This step tests the correct understanding of interpretations by the researcher. Did the respondent understand the question, and does the researcher understand the response? Words that are difficult to understand should be identified.

5. Searching for alternative explanations

Some words or responses might not be easy to understand. In this case the researcher must initiate alternative ways of interpreting and understanding responses.

6. *Writing the report*

After all the endeavours to try and make sense of the recorded materials, it is now time to compile and write the report on the findings and conclusions of the study.

All these phases will serve as a guideline for this project to analyze the findings successfully and come to proper conclusions of the study.

1.9   Validity and reliability the research

Babbie (2001:143) explains validity as the extent to which an empirical measurement adequately reflects the real meaning of concepts under consideration. According to Bless and Higson-Smith (1995:82) validity is a process of getting results that accurately reflect the concept being measured. The validity question is concerned with the extent to which an instrument measures what one thinks it is measuring, the extent to which a test measures what it is intended to measure (Ary et al., 1990:256). The research methodology must strive to establish the validity of the findings of the whole research project by providing and giving or reflecting the real meaning of racial integration in the former white schools and the focal views of learners concerned.

There are two kinds of validity, namely internal and external validity. To establish high internal validity the researcher must control problems that deal with the history of the subject under discussion, maturation of the people involved and selection bias. External validity has to do with the extent to which the results of the study can be generalised to the real world. To achieve this, the researcher must select a population sample that represents real and practical life situations and ideally represents the entire population.

The reliability of the research can be successfully achieved if someone else can repeat the research and get the same results. According to Fink and Kosecoff (1999:33), reliability is a matter of whether a particular technique, applied repeatedly to the same object, yields the same results each time. It is

19

evident that there are problems encountered when implementing the process of racial integration in the schools, which were predominantly all white in the past. These problems have been identified and with this research will identify strategies, approaches and positive attitudes and contributions that can make the process of integration effective and positive.

Therefore, research can be labelled reliable if the findings and results can be the same and repeated in one way or another.
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1.10   Ethical aspects of the research

 It is important for each an every researcher to take note and understand the ethical aspects of his or her research at all times. De Vos (1998:240) defines ethics as a set of moral principles that are suggested by an individual or a group; they are subsequently widely accepted and offer rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students.

Ethics generally implies preferences that influence behaviour in human relations. They indicate what is right and what is wrong. There are also ethical guidelines and ethical principles that should act as the basis upon which the whole research should be based. Ethical guidelines however, serve as standards and the basis upon which the researcher ought to evaluate his or her conduct. Principles, however should be internalised in the personality of the researcher to such an extent that ethically guided decision-making becomes part of his or her lifestyle (De Vos, 1998:240).

1.10.1 Ethical issues of the research include the following important factors:

♦ *Harm to experimental subjects or respondents*
 Subject can be harmed in a physical and/or emotional manner. Then the ethical obligation rests on the researcher to protect subjects against any form

of physical or emotional discomfort. The environment and the atmosphere should be discomfort-free for both the respondent and the researcher.

♦ *Informed consent*

This implies that all possible or adequate and appropriate information on the goal of the investigation, the procedures which will be followed during the investigation and the credibility of the researcher be given and voiced to potential subjects. Ethically, the researcher is obliged at all times to give a complete explanation of the total investigation, in clear and understandable language. Informed consent is necessary even if the subjects do not listen or are not interested in knowing.

♦ *Deception of respondents*

This is a deliberate misrepresentation of facts in order to make another person believe what is not true. It includes withholding information, or offering incorrect information in order to ensure participation of subjects when they would otherwise possibly have refused it. If it happens inadvertently, it must be rectified immediately or during the restoration interview.

♦ *Violation of privacy*

Researchers sometimes assure subjects of anonymity in their covering letters or by verbal communication, but secretly mark the questionnaires. The ethical issue becomes apparent and crucially important when subjects are assured of anonymity while researchers know it is not true. The privacy of the respondent should be respected so as to adhere to the ethical principles of the research.

♦ *Confidentiality and anonymity*

These are two standards that help to protect the privacy of research participants (Trochim. 2001:24). Fanham and PimLott (1995:48) define confidentiality as an active attempt to remove from the research records any elements that might indicate the subject identity. Anonymity simply implies that the subjects remain nameless. Trochim further explains that participants' confidentiality assures them that identifying information will not be available to anyone who is not directly involved in the study. Anonymity is a stricter standard that means that the participants will remain anonymous throughout the study, even to the researchers themselves.

21

♦ *Release and publication of the findings*

The findings and conclusion of the research must be published in written format that is readily available. The participants must, if interested, get copies of the report.

Cohen, Manion and Morrison (2000:570) adapted the following information about the ethics of the research from Bell (1991). The researchers are advised to be honest about the purpose of the study and about the conditions of the research. If you say an interview will last for ten minutes, you will break faith if it lasts for an hour. Researchers should always remember that the people who agree to help are doing them a favour. So you should make sure that papers and books are returned in good condition and on time. Letters of thanks should be sent, no matter how busy you are.

Farnham and Pimlott (1995:48) state that researchers must take intentional precautionary measures to ensure that the information does not accidentally fall into the wrong hands or become public. Precautions should also be taken to ensure that research-related information is not carelessly discussed.

For the purpose of this study the researcher will take note, employ and adhere to the ethical aspect of the research as outline.

1.11   Relevancy of the study to education management

The study of racial integration is relevant to education management because it focuses on the co-operation, interaction of learners, educators and principals in a school environment. Education management includes important issues of school and classroom planning, organising, leading and control.

In the case of this particular study, racial integration focuses on leadership strategies of school managers in addressing integration issues at the school. The role of teachers as managers and leaders of their classrooms will be taken into consideration and assessed. Parental involvement that is also a

vital part of education management in schools will be analysed and will have an effect on the research as a whole.

1.12   Structure of Chapters

Chapter One: *Introduction and rationale*

This chapter deals with the general introduction of the research project. The main questions and aims of the study are highlighted and summarised.

♦ Introduction

♦ Motivation and rationale

♦ Problem statement

♦ Aims of the research

♦ Clarification of concepts

♦ Demarcation of the study

♦ Methodology

    -Literature study

    -Interviews

    -Observations

♦ Validity and reliability of the study

♦ Ethical aspects

♦ Relevancy of the study to education management

♦ Structure of chapters

♦ Conclusion

Chapter two: *Racial Integration in context*

In this chapter the concept of racial integration is explored and explained in context. Elements and factors related to the concept are reviewed and their relationship explained in the context of the research.

♦ Introduction

♦ Racial integration in schools

♦ Historical background

♦ Current policies

♦ Racial integration and multicultural education

- ◆ Racism and racial integration

- ◆ Violence and school integration

- ◆ Challenges and obstacles of school integration

    - Lack of institutional policy

    - Colour-blind approach

    - Assimilation tendencies

    - Dropping standards

    - Prejudice and overt racist tendencies

- ◆ The language issue

- ◆ Sporting activities

- ◆ Conclusion

Chapter three: *Research design and methodology*

This chapter explains the methods used to collect data for the research. Sampling and data analysis are explained in detail.

- ◆ Introduction

- ◆ Mode of inquiry

    - Research definition

    - Qualitative research approach

    - Characteristics of qualitative methods

- ◆ Sampling

- ◆ Data collection techniques

    - Literature review

    - Interviews

    - Advantages and disadvantages of interviews

    - Observations

- ◆ Data analysis

    - Guidelines for data analysis

    - Steps in data analysis

- ◆ Conclusion

Chapter four: *Major research findings*

This chapter gives feedback on the findings of the research. Interviews are classified in categories and findings explained. Observations done are explained in detail and findings explained.

♦ Introduction

♦ Major research findings through interviews

- General questions

- Academic activities

- Participation in sports

- Interaction

♦ Major research findings through observations

- School A

- School B

- School C

♦ Conclusion

Chapter five: *Overview and conclusion of the study*

The final chapter gives the general overview and conclusion of the research. Important limitations and recommendations are outlined and explained.

♦ Introduction

♦ Recommendations

♦ Limitations

♦ Aspects of further research

♦ Conclusion

Conclusion

References

1.13   Conclusion

Racial integration is very important in South Africa as if seeks to eliminate the differences that were created by the previous government. It is the positive strategy to enforce equality, prosperity and humaneness in schools. Educators have to be trained to deal and cope with and promote differences of culture, race, gender and classes of people. The process of racial integration in schools includes important aspects of multiculturalism and anti-racist approaches. Critical theory is important in helping to determine the existing structure in our schools and eliminating unnecessary confrontation in schools. Classrooms should be viewed as a positive milieu to promote and develop new knowledge.

The process of racial integration in South Africa is probably faced with many challenges and problems due to the unwillingness of people to accommodate other cultures freely. Extensive media coverage of incidents in schools, which have been labelled racism issues, provides evidence of resistance towards racial integration in schools. Desegregation in schools takes another level as the government and other willing people initiate the process of eliminating separation in educational institutions and other fields of development.

This project aims at finding out the impact of racial integration in schools that used to be one culture oriented. The views of learners will be considered in realising the goals of the research. Experiences and feelings of those people chosen for the research will play an important role in determining the reflections of real situations.

The next chapter explains the concept of racial integration in context; some factors and elements related to the concept will also be explored through a literature review and more details will be given to explain their relationship with the concept of racial integration.

CHAPTER TWO

2.   RACIAL INTEGRATION IN CONTEXT

2.1   Introduction

The main questions and aims of this research project were highlighted in Chapter One. In Chapter Two, more information on racial integration in schools will be explored a literature review will be done to get more background on the issue of integration in schools. Books will be consulted and articles reviewed to put racial integration in context.

This research will not focus much on the historical background of the education system in South Africa but where necessary, historical elements that can help understand the general background and influences of the system towards integration in schools will be highlighted. The study focuses on the experiences of learners who are attending multicultural schools and not on racism in schools. After much research had been done in the country on racism, desegregation, deracialisation and racial integration in schools, it became necessary to determine if the situation has changed since then, what is new and what is really happening in schools in case of changes proposed by government.

2.2   Racial Integration in schools

It is important to define the term *racial integration* in context before we consider factors or elements of the process. Racial integration can be seen and understood differently and defined differently by different people. For the purpose of this study, I will consider a few of the definitions of the term "racial integration".

Racial integration describes the way people or other agents such as groups, change over time in order to extend very broad value structures such as

equality and interdependency of people of all skin colour. It means integrating people of different races under various social systems, establishing social links across racial barriers, and simultaneously bridging and binding people across the spectrum to act together respectively (http://studentweb.tulane.edu/-mcardin/integrationproject-0.html).

The verb *"integrate"* refers to how people attempt to surpass inevitable chaos and create order by shaping it themselves. Integration is the establishment of links or bonds in the context of a system and its objectives. The process of racial integration aims at creating harmony and order, not only in schools but also in the society. People initiate change and want to respect one another irrespective of their skin colour. In a country like South Africa this is probably not a simple matter. People do not just change overnight or because the government says they need to change. It takes much effort to change people's perceptions and to make them adapt to a new social phenomenon (http://studentweb.tulane.edu/-mcardin/integrationproject-0.html).

Transforming the education system of South Africa still has a long way to go. The process of racial integration is probably not an easy one, especially for those schools that were strongly influenced by "white culture". During interviews and observations one can clearly notice in some of the schools visited that integration of learners is not visible enough and seems to be a problem although schools do not really acknowledge it.

During to the changing education system, schools have been encouraged to involve themselves in transformation process of racial integration. Most schools that were previously one race or one culture oriented do not really welcome this proposal with open arms. Many, however eventually realise the need but encounter problems that will be discussed later.

Naidoo (1996:11) defines integration as a social process and possible outcome of desegregation. He further explains that integration is not a single event or a one-time shift in school conditions but a series of activities, events and changes occurring over a long period of time. He also stresses the fact

29

that it requires fundamental changes in previous educational conditions as well as in personal attitudes and behaviour patterns. It also requires a major change in deep-seated attitudes and behaviour patterns among learners and teachers of minority and majority groups and in the institutional patterns of schools.

Rist (1979:158) as cited in Naidoo (1996:11) is of the opinion that integration is only achieved when positive intergroup contact has been fostered. Therefore integration is not just a mindset on the changing behaviour, but also a physical manner of doing things. Learners' interaction, their communication with one another and their educators are very important for effective integration.

Integration involves far more profound changes to the institutional structure and social relationships in the school. It implies a social process and a possible outcome of desegregation. It is not a one-off event or shift in school conditions but a series of activities, events and changes that occurs over a long period of time. Furthermore, integration is the evolutionary process whereby organisational structure and practice are changed to form a new and transformed institution within which there are positive intergroup relations (Zafar, 1998:13).

Therefore racial integration is a process of recognition of other races and cultures by the existing groups, of groups working together to establish a fair and equal environment through change in attitudes and behaviours. In South Africa we notice that the so-called "white schools" are integrating black learners since only black pupils are enrolling in schools that were formerly all white.

The Racial integration in South Africa includes other related issues like, multicultural education, cultural diversity, racism and violence in schools, and the role of languages in schools. These issues will be discussed in relation to racial integration that will be done later in the study.

2.3   Historical background

It is a well-known fact that South African education system prior 1994 was divided according to racial lines. Learners from different races and cultural backgrounds attended separate educational institutions. The government of the National Party (NP) enforced segregation after 1948 when they came into power. Their apartheid educational policy allocated a large budget to white learners than to any other racial group in South Africa, at the ratio of 6:1 as compared to the budget of the black learners (Khosa, 2000:02).

Limited desegregation began in state schools after 1984 and in 1990 it increased due to the introduction of the Clase Models. The then Minister of education, Piet Clase, introduced these models. Models A, B and C were introduced to give the white parent communities the choice of retaining the status quo at their schools by adopting one of the three models that gave them control over admissions to their "white schools". These models also allowed limited desegregation in public schools. An additional model D was introduced in 1991 (Naidoo, 1996:08).

 Naidoo (1996:09) furthermore adds that, in 1991, the National Party government began to allow few black learners to enroll in white state schools under strict conditions such as the writing of admission tests. By 1993 there were about 60 000 black learners in Model C schools. After the 1995 Education White Paper and the Schools Bill of 1996 integration was affirmed not only as a constitutional guarantee of a non-discriminatory and non-racist education system, but also as a policy measure designed to ensure enhanced equal access of all children to all schools.

It is important to remember this history to see how far we have gone in trying to change the education system of South Africa since the new government of 1994.

31

2.4   Current policies

There are policies that support or encourage school integration, although they do not necessarily mention the term integration. The new South African government encourages educational institutions to involve themselves in the integration process. They do not supply these institutions with a specific policy on integration, but emphasise the process through general policies. The Constitution of the Republic of South Africa Act 108 of 1996 and the South African Schools Act no. 84 of 1996 act as instruments to help with integration in schools.

Chapter Two of the Constitution (Bill of Rights) provides a number of fundamental human rights that protect every individual in the country. Section 29 (1)(a) states that, "everyone has the right to basic education, including adult basic education", and (b) "to further education, which the state must take reasonable measures to make progressively available and accessible".

The fact that this section mentions "*everyone"* gives an indication that each and every one, irrespective of colour, gender, age, sexual orientation, religion is entitled to this right. This section is particularly important for this study as it shows the governments' input towards the integration process in all educational institutions. This is also emphasised in section 9 (1) that states that everyone is equal before the law and has the right to equal protection and benefit of the law. Section 9 (3) states " the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth". Subsection 4 states that, "no person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection (3). This implies schools must take note of these provisions and make it a point that no learner is discriminated against on the basis of any of the factors mentioned in section 9 of the Bill of Rights.

The South African Schools Act in its *preamble* states clearly that:

"Whereas the achievement of democracy in South Africa has consigned to history the past system of education which was based on racial inequality and segregation, and whereas this country requires a new national system for schools which will redress the past injustices in educational provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people's talents and capabilities, advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination whereas it is necessary to set uniform norms and standards for the education of learners at schools and throughout the Republic of South Africa". (Preamble: South African Schools Act 84 of 1996).

This is one way of showing the importance of transformation in all sectors of the community. This preamble provides guidelines on what the government aims to do in developing and transforming the country, not only politically but socially as well. Integration in schools must be taken as a means to help aid transformation in schools that will eventually help the education system in the country.

The Schools Act furthermore in section 6 states that "no form of racial discrimination may be practised in implementing policy determined under this section". Chapter 5, section 46 (3)(b) stipulates "the head of department must register an independent school if he or she is satisfied that the admission policy of the school does not discriminate on the grounds of race".

The government launched the new curriculum framework called Curriculum 2005 in March 1997, new curriculum was imposed on schools and much emphasis put on outcomes through a new system of education called "Outcomes Based Education". In this way the state involved itself in changing the old system of education. New learning areas were implemented and adopted by schools. This was one way in which the state promotes school integration and enforces equality in education for all South African.

2.5   Racial integration and multicultural education

It is important to consider multicultural education as one of the factors influencing racial integration in schools in South Africa. Since South Africa is a diverse country, with more than one culture, race, religion and so forth, it is vital to explain how this diversity will be handled in education, particularly in schools. It is also crucial to explain and define multicultural education as defined by different authors, and later explain the connection and link between racial integration and multicultural education.

Multicultural education is a broad concept that encompasses ethnic studies, multi-ethnic education and anti-racist education. It consists of educational reform that is designed to reform the school environment so that many different groups, including ethnic groups, women and students with special needs will experience educational equality and academic parity (Banks & Linch, 1986: 201 as quoted in Le Roux, 1997:31).

Zafar (1998:14) explains that one of the effects that multiculturalism has is to reduce racial and cultural differences and the subsequent prejudiced behaviour to problems located within individuals. It therefore focuses on the individual and attempts to improve the "self concept" of each learner, giving a sense of identity and achievement and thereby enabling the individual to become a well - adjusted member of society.

Multicultural education aims at changing the individual perceptions about other people. Many cultures learn to live with one another and are willing to learn more about one another. Just like racial integration, it strives after the equal treatment of each and every individual without discrimination on the basis of race, gender, religion, colour, sexual orientation and ethnic group.

Le Roux (1997:31) states that multicultural education is a continuous and dynamic process. It should broaden and diversify as it adapts to changing circumstances. It goes beyond an understanding and acceptance of different

cultures. The focus is the individual in a culturally diverse society. It rejects the view that schools should seek to melt away cultural differences.

Vermar and Pumfrey (1988:01) explain multicultural education in much broader and self-explanatory terms:

"Multicultural education is a system of education which, in an ethically complex society, attempts to meet the cultural, cognitive and self concept needs of groups and individuals from diverse ethnic backgrounds. In addition, such education aims to promote equality of educational achievement between groups, mutuality of respect and tolerance. The ultimate aim is equality of status, resource access and economic power between different ethnic groups.

According to the SAHRC Report (1999:78) on the study of racism in schools, everyone needs multicultural, anti–bias education in all educational settings. The issues and tasks will vary for children depending on their racial and cultural backgrounds as well as their family and life experiences. The report further states that, teachers and parents as well as learners need to engage in multicultural, anti–oppression education.

It is important for schools to promote multicultural education especially in a country like South Africa, which is diverse in nature. It is therefore important to highlight important characteristics of multicultural education.

Le Roux (1997:430) categorised and explained some *characteristics* of multicultural education as discussed by Goodey (1989) and Claasen (1989).

♦ Multicultural education acknowledges the reality that various ethnic, cultural, language, religion and other groups exist, and that it is essential that these groups be retained.

In a country like South Africa, we have to learn to respect one another, everyone must be recognised and acknowledged. This must not only be written in the Constitution but must also be preached in schools, churches, meetings, companies and so forth.

35

♦ Multicultural education fosters mutual understanding and acceptance among various cultural groups within a common geographical system

We must learn to understand and accept one another. Living in a diverse country with many ethnic and cultural groups, we should treat one another with respect and mutual understanding to make a successful country.

♦ Modern communication technology necessitates multicultural education as an educational strategy in all monocultural and multicultural societies.

New technology and global expectations deem it necessary for countries to practise multicultural education. Other cultures that might not be known to learners should be taught to realise the expectations of multicultural education.

♦ The objective of multicultural education is the establishment of equal and equivalent education opportunities; irrespective of cultural diversity

Multicultural education aims at providing equal educational opportunities to all learners irrespective of colour, race, culture or religion.

♦ Multicultural education implies restructuring of the entire school environment in order to reflect a multicultural society.

Learners should be taught multicultural education in order to transform ideas and importantly school environments to realise respect, equality and mutual understanding.

♦ A multicultural vision should be maintained in every school subject

Aims and objectives of multicultural education should be visible in all school subjects. Educators should be able to link and provide explanations of all subject content to multicultural education.

♦ Multicultural education is non–racist

Multicultural education aims at eliminating racism, discrimination and inequality in a school environment.

♦ Multicultural education is basic education

This kind of education is basic in nature as an additional component to other school subjects.

♦ Multicultural education is essential to all learners

Every learner should be involved in multicultural education activities. We all need to learn and be taught irrespective of who we are.

♦ Multicultural education is education enhancing social equality of rights

With multicultural education, we should be able to learn and know the societal expectations and realities.

♦ Multicultural education is a dynamic process

It has a dynamic character, which refers to knowledge, attitudes and relationships. There are always educational expectations, learning styles and learning environments. Cultural variables are and elements are emphasised.

♦ Multicultural education is critical education

In a country like South Africa, multicultural education is not just an important but critical aspect of the society that should always be enhanced.

Integration in schools must be a clear reflection of multicultural education. We cannot separate the two concepts if we want to be a successfully integrated nation. The above characteristics of multicultural education also reflect the aims of multiculturalism and integration.

2.6   Racism and racial integration

The International Convention on the Elimination of All forms of Racial Discrimination (ICERD) defines racism as "any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment, or exercise, on equal footing, of human rights and fundamental freedoms in political, economical, social, cultural or any other field of public life". Vermar and Pumfrey (1988:53) define racism as an unlawful discrimination on the grounds of colour, race, nationality or ethnic or national origins. Racism must be eliminated in schools. It is perceived as negative and it will obviously harm integration, which is positive in nature. Educators should identify racist learners and foster an attitude of change. Someone's colour, race or culture should not be an issue in any educational or social setting. Equality, non–discrimination and respect must always be promoted.

37

There have been a few incidents in schools described in the media as racial situation in schools. In most cases, white learners are labelled as racist because they call other learners unacceptable names and end up fighting. Some of the incidents that have taken place in schools will be discussed later in the chapter. Naidoo (1996:75) explains that many teachers and principals do not seem to be aware of racial attitudes or practices or they simply choose to ignore them because racism is such a difficult and sensitive issue. He furthermore states that much racism in schools practiced by either educators or learners seems to be unintentional and incidental; however, the effects are harmful and must be explored so that there can be some amelioration of conditions that favour some and disadvantaged others.

In chapter four learners who were interviewed cited few incidents in their schools that they think are racially or culturally motivated. Other learners think they are just normal school fights while others think they are motivated by the fact that the other party might be racist.

Carrim and Mkwanazi (1993) as cited in Naidoo (1996:21) define racism as systematic oppression of people of colour, which occurs at the individual, interpersonal, and/or cultural level. It may be overt or covert, intentional or unintentional.

Racism is presumed to be a very sensitive issue in many schools and it cannot be discussed freely and easily with learners or even teachers. The huge media coverage of incidents that are labelled "racism attacks" is an embarrassment for those schools. Communities and parents are usually threatened by such situations and become involved, thus sometimes rubbing salt into an open wound. Schools should be encouraged to talk about racism and how to eliminate it. I had the privilege to talk to one of the principals of one of the schools I visited. He mentioned that sometimes during morning assembly they talk to learners about the negative effects of racism and inform learners that anyone who acts in a racist manner will be punished. This shows

that schools can talk about such issues and solve or even prevent unnecessary incidents that may be regarded as racism.

2.7   Violence and School Integration

Violence, just like racism, is negative for integrating schools. When violence erupts in schools, the police are called into schools and courts intervene. Fights, stone throwing and other negative incidents in schools are mostly perceived as racism that eventually busts into violence that disturbs the school environment and has a negative impact on learners and educators.

In his article on violence in schools (1999: 03), Salim Vally states that the high level of violence in our schools reflects a complicated combination of past history and recent stresses on individual, school and community levels in a society marked by deep inequities and massive uncertainty and change within school operations.

There were many incidents after 1994, which were regarded by many, especially the media, as racial incidents. In 1999 Andrew Babeile, a black learner at Vryburg High School, stabbed a white fellow learner with a pair of scissors (http://www.ijr.org.za/art_prs/art45.html).

Recently there has been an incident in Cape Town where a fellow white learner beat a black learner. There are probably other incidents of racial violence in schools that are unknown or do not attract the media.

2.8   Challenges and obstacles of school integration

Any form of integration will probably be faced with challenges. There will always be obstacles in transformation-related processes as change is not easy in any setting. *The Teacher* (1998) states that challenges of integration are caused by the fact that the National Education Department has not yet developed a race relations programme to provide guidelines on deracialisation in schools. There are only general policy documents that indirectly talk about integration through equal educational opportunities and non – discrimination in education.

Jansen (1998) says although white schools have opened their doors to children of all races, black children encounter a hostile, anti–cultural environment in which assumptions are fixed about what constitutes good education. Roseline Ntshingila-Khosa (2000) mentions challenges facing integration process at the micro level.

♦ **Lack of institutional policy**

Most schools do not have a policy on racial integration. According to *EduSource* (1998) in Gauteng Province only 40% of schools had such a policy while in Kwazulu/Natal only 10% had such a policy. This means schools do not have guidelines on how to handle matters relating to integration problems should such problems arise within the school. Educators do not know how to act in multicultural settings and how to relate to and communicate with learners in a multicultural environment.

♦ **Black learners are perceived as the "other"**

Learners usually classify themselves as "us" and "them". Since most schools are integrating black learners the latter are seen as intruders and named "they" or "others". During one of my interviews, one learner mentioned, *"they are not like my normal friends"*. They are perceived as being different. In most of the integrating schools, the "white culture" is still dominant. Black learners are expected to deal with and adhere to the culture of the school that has existed for many years and has not changed. The language is still the same and sports remain unchanged.

♦ **Colour – blind Approach**

Jansen (1998) states that studies show that most teachers tend to disclaim race as a factor. They claim that they do not see children on the basis of colour. This shows they obviously deny the existence of different races. This might be dangerous as it denies black children their identities and recognition. They cannot be treated as outsiders or intruders but their colour is not ignored as recognition of multiculturalism.

♦ **Assimilation tendencies**

Most schools that are involved in the integration process still expect black learners to be assimilated instead of integrated. The school culture and maintained are assimilation strategies still practised. White cultural activities and sports remain the same and blacks are expected to be involved. In one of the schools I visited, they do not have soccer. Black learners who are interested in the sport end up not participating in sport because the sport they like is not practised at the school. Schools must make efforts to change their curricula to fit all learners present at the school.

These assimilation tendencies make black learners regard their cultures and languages as inferior to those of their white counterparts. In all the schools I visited the majority of teachers are white. Black teachers do not even make one percent of the staff. This makes learners think white teachers are the best.

♦ **Dropping standards**

People generally have the perception that integration causes the quality of education and standards to drop. Parents, educators and learners perceive the standards of the former Model C schools to be very high and integration of other races will make them drop. Schools use covert measures such as entrance tests, language, high school fees and determination of distance from home to school before admission to try to minimise enrolment of blacks and maybe to keep the standards high.

♦ **Prejudice and overt racist tendencies**

Prejudice and racism usually exist in multicultural schools. Black learners and educators are subjected to racism and prejudices of all sorts. Schools without policies on integration have a problem dealing with incidents that are presumed racist.

These challenges can be minimised in our schools only if we are dedicated enough to change the situation. Teachers, principals and parents should work together in educating learners to behave well and accept one another. They

must also be trained to good examples to the learners they teach as well as to the community at large.

2.9   The language issue

Language is very important in the education of each and every child. South Africa has eleven official languages that are outlined and protected in the Constitution. This was done to acknowledge all the languages spoken in the country. For schools, this means they have to know and respect languages that are presented to them in the Constitution. Eleven languages cannot possibly be taught in schools. Section 29 (2) of the Constitution of South Africa Act 108 of 1996 states " Everyone has the right to receive education in the official language or languages of their choice…where that education is reasonably practicable". The fact that this section states *"reasonably practicable"* gives schools or any institution an indication of the extent of the right. As this study was conducted in mixed/multicultural schools, language was one of the key aspects that emerged during the interviews and observations. These schools teach either Afrikaans or English or both. Neither of the schools teaches any of the African languages as a school subject. One learner commented*, "We do not really need them*" (referring to the African languages).

The old South Africa created a situation where English and Afrikaans were the only languages used in schools. Writers such as Neville Alexander have suggested English as the *lingua franca* for the future South Africa. The majority of schools, including those in former homelands in South Africa, teach or use English. The language is known to be that of international commerce and higher education. Most multicultural schools in South Africa have English as the language of instruction (Coutts, 1992:72). He adds that multicultural education suggests that all well represented languages should be valued as an enrichment of the learning experience. A language is a very important vehicle for the exploration of a new world of meaning. He suggests that desirable languages such as Afrikaans, Zulu, Sotho and Xhosa remain strong and viable choices.

Leicester (1989:04) is of the view that all children should learn to appreciate the multiplicity of languages and the many interesting forms of a given language. For children whose home language is not English, for instance, special provision must often be made to give them a chance to study their home languages. One of the schools I visited gives learners an opportunity to take their home language as the seventh subject, but not in the school. They can attend afternoon classes or Saturday schools, and the school will credit them at the end of the year. Schools that were traditionally Afrikaans still teach the majority of their school subjects in Afrikaans. Others make provision to teach a few classes in English since they admit learners who do not understand Afrikaans. The issue of language in South African schools is not an easy one. Having eleven languages does not make it easy in anyway since everyone will want his or her language to be respected. Teachers should be trained to enforce multi–linguistics and to pay respect and value to all the languages in the country.

2.10   Sporting activities

Extra-mural activities are one way in which schools can recognise all cultural groups within the school community. There are sporting activities that may be favoured by some cultural groups and not liked by others due to a lack of interest. Black learners might not be interested in traditionally "white" sports such as cricket, rugby or swimming. They like sports like soccer, netball and athletics. Schools must make provision for all kinds of sports that can enhance interaction between learners to be actively involved in integration of all races. Coutts (1992:80) points out that sports can provide a fine means for multicultural education in its ability to create social bonds as well as develop positive attitudes in the participants. Inter-racial and intercultural contacts can be widened by means of school sports.

The SAHRC report (1999:55) states that learners regard school sports as both unifying and divisive factors. Sports are supposed to be one of the many measures to involve participants effectively in integration process. Learners should learn to have fun together, partake in sports together and learn more about one another. Two of the schools I visited (Schools A and B) do not have

soccer. One learner stated that *they tried to implement it about two years ago but something went wrong.* Black learners are not interested in other sports, they like soccer. One learner I interviewed mentioned that his passion is soccer; he cannot participate in other sports even if he were given the opportunity because he loves soccer and soccer only. There are probably many other learners who feel the same way in the same school or in other schools with the same situation. It is entirely up to the schools to make sure they eliminate such attitudes by implementing sporting activities that will make everyone happy.

2.11   Conclusion

Racial integration is probably not an easy option for many schools. There are many challenges but few solutions to help schools cope with the integration process. Integration is not only about incorporating other cultures within an institution, but also to accommodate, respect and value the different cultures and races within the institutions. Learners must be taught to respect one another, work together in harmony. Multicultural education is an important part of integration in schools; there is no way we can talk integration and not emphasise the crucial role that multicultural education plays in the whole process.

Different aspects were discussed under integration, including the role of languages, sports and the challenges schools are faced with. Schools need to put more effort into the integration process, as they have insight into the situations at the micro level. Research shows that there are still persisting problems at school level and it will take those particular schools to find solutions.

The next chapter reveals the data provided by respondents during interviews. Information noted during interviews will also be discussed and analysed in detail.

CHAPTER THREE

3.   RESEARCH DESIGN AND METHODOLOGY

3.1   Introduction

Research is a very complex, time consuming exercise. It is a challenge to people involved in researching a specific topic. Coming up with an area of interest and the topic itself takes a lot of effort. This research study aims at revealing the experiences and feelings of learners about integration in their multicultural schools. This study uses a qualitative research approach as a mode of inquiry. The researcher employed data collection strategies that helped her to be closer to the learners, explore their school environment, and interact personally with them to get a clear understanding of the world they live in.

Data collection techniques that were used include literature review, interviews and observations. Prior studies on the topic were explored and knowledge acquired from previously published materials. Face-to-face interviews were conducted with learners. These interviews were of a semi-structured format. Questions were prepared beforehand but were subject to changes, additions, and follow-on questions depending on the respondents' answers. During interviews observations were made to have a clear picture of the school surroundings and environment.

Data collected through interviews and observations were analysed through coding. A tape recorder was used during interviews that were later transcribed. This ensured reliability and that important information would not be omitted.

3.2   MODE OF INQUIRY

3.2.1   Research definition

According to Grinnell Jr. (1997:14) research is composed of two syllables, *re* and *search*. He states, dictionaries define the former as a prefix meaning again, anew or over again and the latter as a verb meaning to examine closely and carefully, to test and try, or to probe. Together, they form a noun describing a careful and systematic study in some field of knowledge undertaken to establish facts or principles. Therefore research means a structured inquiry that utilises acceptable methodology (qualitative and quantitative) to solve human problems and creates new knowledge from research based on findings of research studies. Although we plan the process, research have built in biases and limitations that create errors and keep us from being absolutely certain about the study's outcomes.

Therefore it is important that we define research design, as it is a vital part of each and every research process. Mouton (1996:107) defines research design as a set of guidelines and instructions to be followed in addressing the research problem. Babbie (1998:89) explains that a research design addresses the planning of scientific inquiry, designing a strategy to explore, describe and explain something. The research can either use a qualitative or a quantitative research approach. In this research I have used a qualitative research approach.

3.2.2   Qualitative Research Approach

This study assumes a qualitative research approach. The researcher wants to understand real life situations by talking and interacting with respondents through qualitative research methods of interviewing and observation.

The qualitative research approach is also known as naturalistic research, interpretive research, and field research. It is a generic umbrella concept that represents a myriad of non-quantitative research approaches. This approach involves the careful collection and use of a variety of empirical data sources such as data gathered from case studies, personal experiences of people,

46

interviews with people, introspections, life stories, observations and historical interactional and visual text (Grinnell Jr., 1997: 106).

From the above definition (Grinnell Jr., 1997:107) it is evident that qualitative researchers study concepts in natural field settings, such as homes, schools and communities in an attempt to make sense of the meaning that people bring to their personal experiences.

Qualitative researchers seek to understand lifestyle and social phenomena firsthand. They try to describe subgroups or cultures from the point of view of the person being studied. A goal of understanding is emphasised rather than prediction regarding some dependent variable (Royce, 1995:283).

McMillan and Schumacher (2001:15) define qualitative research approach as a research method that presents data as narration. It provides explanations to extend our understanding of phenomenon, or promotes opportunities of informed decisions for social action. It further contributes to theory, educational practice, policy-making and social consciousness. They furthermore, state that the qualitative approach seeks to establish relationships and causes of change in measured social facts by presenting data in numbers.

Royce (1997:285) is of the opinion that both qualitative and quantitative research approaches attempt to explain the world around us. There are times when one approach will have an advantage over the other or will provide information that the other cannot. For the purpose of this research, the researcher needs to get information about the experiences and feelings of learners in a school setting. A qualitative research approach is be most suitable because the researcher is trying to better understand the respondents and the world they live in through asking them questions and observing their interactions.

3.2.2.1   *Characteristics of qualitative methods*

Qualitative research uses procedures that produce descriptive data through personal observations and people's spoken or written words. It also allows investigators to know their subjects personally and to understand their struggles and explanations of their world (Royce, 1997:286).

Royce (1997:285) furthermore states that qualitative research methods are valuable tools to use in trying to better understand respondents and their world, and seek to establish reliability in other ways.

Mark (1996:210) states that qualitative approaches study phenomena using general descriptions to describe or explain. Qualitative researchers tend to use narrative descriptions of persons, events and relationships. Their findings may be presented in the form of categories or general statements about the complex nature of persons, groups or events.

The following are six characteristics of the quantitative research approach as outlined by Mark (1996:210):

♦ In qualitative research, researchers move freely back and forth between data collection and theoretical analysis. They generally enter into a research study without any formal theory, and begin by immersing themselves in the social situation or culture understudy. They observe or interact intensively with the research participants, often taking copious notes.

♦ Qualitative methods proceed from the specific to the general level from collecting data about specific social phenomenon, usually interviews and observations, then moving to making guesses about what variables are relevant and how they relate to one another and creating theory to explain the data.

♦ The results in qualitative research are complex and "rich". They usually take the form of narrative descriptions or lengthy explanations. The results also closely fit the reality of the person or cases studied.

♦ Qualitative researchers are more interested in the process than in outcomes.

♦ Qualitative research is flexible and intuitive. It does not adhere to a predetermined set of research steps, but qualitative researchers use their experiences and "hunches" to select steps, procedures and new explanatory concepts.

♦ Theories generated by qualitative research are less generalisable beyond the particular persons or units studied.

3.3   Sampling

A sample is a portion of the population that is chosen or identified to take part in the investigations of the study. The population must be identified first, and then the sample. After data collection instruments have been identified, it is important to know something about the process of selecting people to take part in the research under study. This whole process is called sampling, and the people picked out make up a sample (Grinnell Jr., 1990:118).

It is, however, important to define the population because the ultimate sample comes or was generated from the population. According to Grinnell Jr. (1990:118) a population is the totality of persons or objects with which a study is concerned. For this study the population consists of the learners of all the three schools identified for this research. Three different schools were identified, one Afrikaans medium school (School A), one English and Afrikaans medium school (School B) and one English medium school (School C).

The sample of this research was identified for each and every school. The sample of the first two schools was three learners from different cultural and racial backgrounds. In School A two of the learners were blacks (Setswana-speaking) and the other learner was white (Afrikaans speaking). English was used during the interviews. In School B two of the learners were white, one Afrikaans and one English, the other learner was black (Setswana-speaking).

In the last school, School C, four learners were interviewed - two blacks (Setswana-speaking) and two whites (English-speaking).

There are two main ways of selecting samples: probability sampling and non-probability sampling. A probability sample is one in which all the people or units in the sampling frame have the same known probability of being selected for the sample. The section is based on some form of random procedure of which there are four main types, namely, simple random sampling, systematic random sampling, stratified random sampling and cluster random sampling (Grinnel Jr., 1990:119).

In non-probability sampling, not all the people in the population have the same probability of being included in the sample and for each one of them the probability of inclusion is unknown. This form of sampling is often used in exploratory research studies where the purpose of the study is just to collect as much data as possible. There are four types of non-probability sampling, availability sampling, quota sampling, judgmental sampling and purposive sampling. The researchers' bias and subjectivity determine which elements will be included in the sample (Mark 1996:110).

This study uses a probability sampling procedure. The simple random sampling type was used to select the sample elements. Each and every element of the population had a chance of being selected for the study. Mark (1996:106) defines simple random sampling as a procedure for drawing a sample from a population so that every element in the population has an equal chance of being selected for the sample. He adds that, this type is the best way of selecting a sample. By introducing randomness into the selection of elements, we minimise biases and other systematic factors that may make the sample different from the population from which it was drawn.

The schools were asked to give the class registers from which learners were randomly selected. All the learners had an equal chance of being selected. Only a limited number were required that were based on race and culture.

50

Data collection techniques

This research will use the following techniques or methods to collect information or data that are valid and reliable from the respondents under study or other relevant material which provides information on the topic under research.

3.3.1 Literature review

This method of data collection deals with data that already exist. It may be classified in two main groups, namely primary sources and secondary sources. Primary sources of data have been described as those items that are original to the problem under study. Secondary sources are those that do not bear a direct physical relationship to the event being studied. They are made up of data that cannot be described as original (Cohen, Manion & Morrison, 2002:160).

Ary, Jacobs and Razavieh (1990:68) identified several important functions of literature review:

♦ Knowledge of related literature enables investigators to define the frontiers of their fields.

♦ A thorough review of related theory and research enables researches to place their questions in perspective.

♦ Reviewing related literature helps researchers to limit their questions and to clarify and define the concepts of the study.

♦ A critical review of literature often leads to insight into the reasons for contradictory results in an area of research.

♦ Through studying related research, investigators learn which methodologies have proved to be useful and which seem less promising.

♦ A thorough search related research avoids unintentential replication of previous studies;

♦ The study of related literature places researchers in better positions to interpret the significance of their own results.

All these functions will help the researcher to realise the aims of her research project and to reach the anticipated goals.

3.3.2 Interviews

Interviews are a two-way exchange between an interviewer and a respondent. The interviewer seeks responses to questions or other verbal stimuli that she or he presents orally. The exchange can be face-to-face with the interviewer physically present in interaction with the respondent, or respondents can communicate on the telephone (Tripodi, 1983:71). In this project the researcher will conduct face-to-face interviews. The researcher will be physically present and will personally visit schools to interview learners. Responses will be recorded with a tape recorder with the full permission and consent of the respondents.

There are different types of interviews, structured, standardised, in-depth, ethnographic, elite, life history, focus group and semi-structured (Cohen et al, 2001:271). The researcher in this case will use the semi-structured interview format. Questions will be asked as outlined, but the researcher has the freedom to rearrange their order and wording based on the responses. The researcher can also choose whether to have follow-up questions, which might be open-ended or even closed-ended. The interview process will be controlled and formatted by the interviewer. Grinnel Jr. (1990:215) explains that one should have some prepared questions but also some latitude in deciding the order and wording of the questions and whether follow-up questions should be asked during this type of interview.

This type of interview is also called an unstructured interview where the format may consist of a list of open-ended questions that introduce the interview. The exact content of the interview itself may change from one respondent to another, where additional questions are formulated during the interview to follow interesting leads of the respondents. The information can be tape-recorded or notes taken on the impressions after the interview (Tripodi, 1983:72). Table 1 represents the questions that were asked during the interview.

Table 1

1. General Questions	♦ Why did you choose to enroll in this school? ♦ Now that you are registered in this school, are you happy with your choice? Why? ♦ What is the reaction of the other racial groups to your enrolment? ♦ Are you generally happy with everything that happens in your school?
2. Academic Questions	♦ How do educators treat you in class? ♦ Do educators or other learners treat you differently in class? ♦ Do you have access to all the academic programmes in your school? ♦ Do you think your language can be used in your school? Why? ♦ Are your views treated with respect during discussions in class?
3. Participation in Sport	♦ Do you participate in any sport in your school? ♦ What kind of sport?

	♦ Do you have access to all the sports in your school? ♦ Is there anything that you think can hinder you from participating in any other sport that you like or in sports in general?
4. Interaction	♦ Do you have friends from other racial groups? ♦ How do you interact with one another? ♦ When do you usually mix with other learners from other racial groups? ♦ Is there anything that discourages you from interacting with other learners from other racial groups? ♦ How do you sit in class (seating arrangements)? ♦ Have you ever had any incident in your school that you think was racially motivated?

For this study the interviewer wants respondents to give information about their experiences and feelings or attitudes towards a certain social element in a school setting. There are some ethical considerations that must be taken

into consideration when using interviews. They are informed consent, assurance of confidentiality and anonymity. The respondents' permission to use a tape recorder must be established beforehand. They must give their full consent without pressure being taped on a tape-recorder. The respondents must also be assured that the information they will give will be treated as highly confidential and it will not be divulged to anyone who is not involved in the research. They must also be made aware of the fact that their names will not be made known to anyone and they will remain anonymous throughout the study.

The research relies entirely on the information given by respondents during interviews for findings and conclusions. Therefore it is important to make sure the interview process is effective and reliable.

3.3.2.1   Advantages and disadvantages of interviews

Face-to-face verbal contact or interview is the most basic and most common form of communication among humans (Grinnell Jr. 1997:340). He also identifies the following advantages of interviews:

♦ Respondents are usually more willing to participate when questions are posed directly by someone in their presence.

♦ Respondents' rates are relatively high, as the interviewer is personally and physically present throughout the interview.

♦ Respondents also are less likely to give distracted or ill-considered answers to questions in the presence of a person who directly asks for their views.

♦ Even the simplest questions in an interview can be confusing to some people and the interviewer can explain the meaning of each question.

♦ Interviews allow inclusion of respondents who have various disabilities, such as lack of reading and writing skills, language barriers or visual and physical impairments.

♦ Interview settings also avoid some of the rigid structures that must be imposed on the construction of questions and responses in a written instrument.

♦ The interviewer explains the questions in details and if a tape-recorder is used detailed verbal answers can easily be recorder.

Grinnell Jr. (1997:340) identified the following disadvantages of interviews:

♦ They are costly to employ and sometimes you have to train interviewers.

♦ Because of the high expenses, one is forced to scale down the scope one's study.

♦ Time and costs interviews, as well as traveling to meet with respondents represent another expense.

♦ Unreliable respondents who cannot keep an appointment can pose a problem to the interviewer.

♦ While direct human interaction in interviews facilitates respondents' willingness to participate and improve their understanding, it may also bias their answers in various ways and thus be a source of measurement error.

♦ Respondents may answer in a way that they think will please the interviewer rather than according to their own beliefs.

♦ Interviews can also be a source of bias or error. Poorly trained personnel often make clerical errors or are inconsistent in recording data. Best-trained interviewers can subtly influence respondents' answers through verbal or non- verbal cues of which they themselves may be unaware.

3.3.3 Observations

Data will also be collected by means of observations. During interviews the researcher will be informally observing the situations in the schools under research. The interaction of learners as well as social characteristics of the school will also be observed during the visits to the schools.

Royce (1995:286) defines participant observation as an immersion in the world of those being investigated. As a researcher you experience the world of those being observed by living alongside them and sharing their activities. He adds by stating that there are several ways to approach participant observation. You could stress the observer role and place less emphasis on the participant role. In this way you could go directly to your subjects or to

your informant and begin interviewing. Another approach is to become an active participant in addition to being an observer.

For the purpose of this project the first approach will be used. The researcher will identify the informant and directly start to interview, while observing.

Observational data are attractive and they offer the researcher the opportunity to gather "live" data from "live" situations. The researcher is given the opportunity to look at what is taking place in a situation rather than at second hand (Patton, 1990:203 as cited by Cohen et al, 2001:305).

Morrison (1993:80) as quoted by Cohen et al (2002:305) states that observations enable the researcher to gather data on the following:

♦ A physical setting (physical environment and its organisation)

♦ Human setting (organisation of people, their characteristics and make - up of groups or individuals being observed)

♦ Interactional setting (interactions that are taking place, formal, informal, planned, unplanned, verbal, non verbal. etc,)

♦ Programme setting (the resources and their organisation, pedagogic styles, curriculum and their organisation).

This research concentrates on the physical and the interactional settings. The physical environment was observed and, the interaction between learners was also observed to come up with the final conclusions.

There are ethical elements that must be considered when using observations for the research. According to Cohen et al (2001:314) in overt research the subjects know that they are being observed, in covert research they do not. The latter form of research violates the principle of informed consent, invades the privacy of subjects and private space, treats the participants instrumentally as research objects and place the researcher in a position of misrepresentation of his/her role.

57

3.4   Data analysis

McMillan and Schumacher (2001:461) define data analysis as primarily an inductive process of organising the data into categories and identifying patterns and relationships among those categories. Most of these categories emerge from the data, rather than being imposed on data prior to data collection. Therefore the data collected during interviews and observations will be analysed and broken down into categories to provide meaning to the findings and conclusions of the study.

According to Mark (1996:300) data analysis is the process that we take a large set of numbers and reduce them into smaller set of numbers. He further adds that the data we collect from instruments are "raw data". They are usually a set of many numbers that are not too useful in their raw form, and must then be reduced into smaller sets of numbers that will answer the research questions.

When one conducts a research study one needs a data analysis plan. This plan should be formulated as soon as one has finalised the data collection instruments. After interviews and observation have been conducted, data will be analysed through coding and formatting to identify similarities and differences and to come up with findings and conclusions.

The analysis of data is a process through which one understands more about the phenomenon one is investigating and that enables one to describe what one has learnt with a minimum of interpretation (Maykut & Morehouse, 1994:127). I will employ the constant comparative method to analyse the data that combines inductive category coding with simultaneous comparison of all units of meaning obtained across identified categories. This is useful because it provides the researcher with a clear path for engaging in the analysis of substantial amounts of data in a way that is challenging and illuminating. The researcher constantly compares the data from one respondent to another and from one environment to the other.

3.4.1 Guidelines for data analysis

The researcher should be attentive to words and phrases in the respondents' vocabularies that capture the meaning of what they do or say. The respondents might use different or unfamiliar phrases or words that describe their situations; therefore if is very important for the researcher to understand these words and phrases. Whenever the theme in one's material is noted, acts and statements should be compared with another to establish whether there is a concept that could unite them (De Vos, 1998:337).

This simply means that the researcher, when analysing data, must look for underlying similarities as well as differences between the themes and categories that will be identified after data has been collected.

3.4.2 Steps in data analysis

During the analysis of data the researcher moves back and forth between bits of data trying to make sense of descriptions and interpretations of data collected during interviews and observations.

- ♦ *Step 1*

  The researcher developed questions by focusing on the topic. Different categories were formulated to guide the interview process. Different questions were asked concerning learners' academic activities, their participation in sports, and their interaction with other learners as well as general question concerning their choice of school and general feelings about the school.

- ♦ *Step 2*

  The interviews were conducted with individual learners. Learners were interviewed face-to-face, with eye contact maintained throughout the interviews. Gestures, actions and voice sounds were noted and later analysed.

- ♦ *Step 3*

  All interviews were transcribed immediately after the interviews with learners of the same school and they were typed and kept in file. Field

notes were taken during observations made during breaks/lunch time as well as during changing of classes for the next lessons.

♦ *Step 4*

After the transcription of interviews, the researcher went through all the transcripts coding data accordingly.

♦ *Step 5*

The data were then divided into units of meaning given by respondents. All similarities were pasted together on charts and differences were also identified, cut and pasted on one side on the chard.

♦ *Step 6*

The researcher then identified different categories by identifying them from direct responses to questions asked during interviews.

♦ *Step 7*

Unit were matched and utilised into general categories. Understanding of questions according to categories was established during the interviews. These categories were classified into four, namely, general questions, academic activities, participation in sports and interaction.

♦ *Step 8*

The researcher refined the categories to check if one unit of data can be placed into more than one category. Some questions were grouped together under one category as they explain more or less the same thing.

♦ *Step 9*

Finally, all data were coded respectively to their categories. From the codes findings and conclusions could be made for better understanding of the study outcomes.

These steps served as guidelines before and after the data had been collected. The researcher followed these steps in analysing data received from interviews and observations.

3.5   Conclusion

Research is time-consuming and it requires a lot of effort and willingness. This project required a lot of attention and proper guidelines on research design. Research methodology is an important part of any research whether big or small. The researcher has to be sure of the methods of data collection and how to analyse that data once it has been collected. It is also important to know which research approach is suitable for the topic you are researching.

The study of the experiences of learners requires personal interaction with respondents. Interviews were conducted to get firsthand information from learners themselves. A probability sampling approach was used to select learners for interviews. Observations were also utilised as one other method of collecting data.

Data was then analysed through coding, sensitising, formatting, cutting and pasting to reach anticipated conclusions and findings of the study.

In this chapter the researcher explored in detail the methods that were used to gather and analyse data for this specific research. Different data collection techniques, namely, interviews, observation and literature review were highlighted. The following chapter focuses on the actual processes of interviews and observations. The responses given during interviews with learners will be analysed in full and conclusions drawn. Observations that were made during visits to the schools will be detailed and explained.

CHAPTER FOUR

4.   MAJOR RESEARCH FINDINGS

4.1   Introduction

The previous chapter explained the research design and methodology used in the study. Different aspects were discussed on how data were collected and analysed to realise the findings of the study. In this chapter the information gathered through interviews and observation explained in chapter 3 will be examined and discussed in details.

During interviews the researcher was also involved in observation as another means of collecting data. Interviews in this study played a major role, as most of the information provided by respondents was crucially important in answering the major questions of the research itself. Different views and opinions about issues of race and integration in the chosen schools were discussed with the respondents.

4.2   Major research findings through interviews

Semi–structured interview was used as an instrument to collect data from the respondents. Questions were prepared beforehand, the researcher had control over the whole interview process; she had the authority to add questions and whether to have follow-up questions or not based on the answers provided by the respondents. Interviewees were assured confidentiality and anonymity; they were made to feel at ease and relaxed to answer questions. During interviews, gestures, facial expressions and body language were observed and noted when questions were answered. Some respondents did not easily understand some questions, but because the researcher was there questions were explained in detail and this made it easy for the respondents to understand all the questions as intended by the research.

Interview questions were divided into four categories namely, general questions, academic questions, participation in sport and questions on the interaction of the respondents and other learners within the school. This categorisation of questions made the researcher to be focused discussing issues of racial integration in schools. All the respondents were asked the same questions in all the schools irrespective of colour, gender and age.

I will discuss the responses according to the categories outlined above. Each question will be explained and discussed according to the responses given by the learners.

4.2.1 General Questions

In this category general questions about the schools were asked. Learners were asked to give their true feeling about their respective schools and to give reflections of their experiences in those schools.

The learners were asked why they had chosen to enroll in the school they were currently attending. Most of the learners chose the school because it is closer to their homes, they do not have to struggle with transport to and from the schools. Two of the respondents (learner 1 and 2) who are black learners in school A, which is an Afrikaans medium school, outlined the fact that the school was not their first option initially. They applied to an English school but eventually decided to attend the Afrikaans school because they were offered enrolments there. The mother of learner 3, who is an Afrikaans-speaking, is a teacher in the same school and she recommended the school to her.

Learners in school B that is a double medium school (English and Afrikaans) prefer the school because it teaches in both languages. According to them it is the best school in the vicinity as it recognises different cultures and offers opportunities for everyone in the school.

School C learners, an English medium school, enrolled in the school because their friends and relatives attended the school and recommended it. They also state that the school is very good academically. Another interesting reason was that the school usually has overseas tours to promote sport within the school that was one of the attractions for many at the school, according to the learners.

All the respondents state they are happy with their choice of school and generally happy with everything that happens in their schools. The exception is school A, where black learners are not happy with the fact that most of the content is written and explained in Afrikaans. Learners highlighted the fact that everything in their school is Afrikaans oriented, the school newsletter, pamphlets, any notice and announcement is written, made and explained in Afrikaans. The only thing communicated to them in English is the *amount of school fees* and some of the issues concerning *discipline* in the school.

One of the sensitive questions during the interview was what respondents thought the reaction of the other racial groups towards their enrolment in the school was. The aim of this question was to see if learners are happy with one another's presence at their different schools irrespective of colour or culture. Black learners in school A and B feel that some white learners have an "attitude problem" and do not really like black learners. They did, however explain that they cannot generalise that to all the white learners in their schools, but only very few.

White learners explained that they do not have a problem with black learners, but they know that there are some of their friends that do not like black pupils. One learner said "*some of the boys hate black pupils; they have this attitude that other people of a different culture are bad. They do not learn about people before they make an opinion of them*". Learner 9 in school C remarked that she feels other races appreciate her but sometimes she feels black learners have an attitude problem. She emphasised their attitude by saying "*they say we whites are racist and I don't really like that. I don't know if they really feel that way or they want us to feel bad.* One notices that black as well

64

as white learners have a general feeling that the other race has a "negative attitude" and explains it in different ways.

4.2.2 Academic Activities

The researcher created this category to find out if all the learners are treated equally when coming to academic activities in their schools. The reaction and treatment by other learners and educators were highlighted.

When asked how educators treat them in class, most of the learners explained that they are treated fairly and equally irrespective of their skin colour. Learners in school B highlighted the fact that the educators treat everyone respectfully and that if they do their work, are well behaved and also treat educators with respect, latter will do the same.

Discipline seems to be playing a major role in the way educators treat learners. The more disciplined learners are better respected as they show respect to their educators. In all schools the school authorities take disciplinary measures against undisciplined learners. Schools use a system of giving learners merits when they perform well in tests, class work and other school related activities. When a learner behaves badly, the school de–merits the learners by subtracting the original merits given and learners with the most de-merits are regarded as problem makers; in this way the schools can easily identify problem makers.

Learners are not treated differently in any way by educators in all the schools, it only depends on how disciplined a learner is. One learner remarked, "*Other pupils are favoured more than the others because they are good learners irrespective of their skin colour.* Learners were asked if they have access to all the academic activities within the school, such as access to the library, computer laboratories and other academically related activities. All the learners in all the schools mentioned that they do have access to all the academic activities and facilities irrespective of colour, race or culture. In school C learners are even allowed to use the school facilities after school.

65

One of the questions focused on languages used within the schools as well as the use and teaching of other languages in the respective schools. Learners were asked if they think their languages (mother tongue) can be used in their schools. Some of the learners are English-speaking and their schools are English medium, therefore the question did not relate to them. Instead they were asked how would they feel about the use of other languages in the school, either as school subjects or just learning them for fun. The same situation applied to Afrikaans learners in an Afrikaans school (school A).

In school A, learners 1 and 2 said they do not see their language being used as a school subject, the school does not have any African language as a school subject and they do not see that changing in the near future. They only use their mother tongue when they talk to their friends, as they are not restricted to speaking only English or Afrikaans. In school B no African language is taught at the school but they have German as a third language. Learner 6, who is a black learner, mentioned that she does not see a chance of an African language being used as a school subject. Most of the white learners are really interested to learn at least one African language. Most mentioned that they did Northern Sotho in primary school, and they are still willing to learn more if only they could be given a chance. In school C they do not offer any African language as well. Learners can take Northern Sotho as a second language if they like extramurally and they can be credited.

French is also available. The other learner said she takes Afrikaans as her seventh subject. She feels it is not necessary to teach African languages and Afrikaans because, according to her "*we really do not need them".* In class they use only English, as they want everyone to understand, especially the teachers. One learner mentioned that their English teacher gets upset when they use a language she cannot understand. She wants them to speak English, since they are in an English class.

Another question was "Are your views treated with respect during discussions in the classroom"? All the learners seem to be satisfied with the way

discussions are handled in class. Educators involve everyone and all learners are treated with respect even when discussing sensitive issues. Everyone's views are valued and regarded as a contribution towards the class discussions.

4.2.3 Participation in Sports

Questions asked in this category were aimed at determining the involvement of learners in sporting activities in their respective schools. The other important thing I looked into was whether all learners are given the opportunity to take part in sports irrespective of their culture or background.

All the learners interviewed participate in sport except for a few. In school A, learner 1 (black boy), plays rugby. Learner 2 (black boy) does not play any sport because he is only interested in soccer and they do not offer it at school. He mentioned that he has a passion for soccer and nothing else, which is why he does not play other sports. He emphasises this by saying "*even if I can be given a chance to participate in other sports, I don't like them; my passion is soccer*". Learner 1 told me that the school tried to introduce soccer about two years ago but something went wrong. Up until today soccer is not played at the school. Learner 3 (white girl) participates in netball, athletics as well as softball. The school also offers basketball and cricket. I was told that most black learners at the school do not take part in sporting activities. I think this is due to language used; most of the black learners are not interested because they do not understand the language used. The other reason is that most black boys like learner 2 prefer soccer and are not interested in any other sport.

Learners 4 (white boy) in school B used to participate in karate but does not anymore due to medical reasons. The school also offers rugby, athletics, netball, cricket, hockey, tennis and indoor sport cheers. The school is presently trying to introduce soccer. Like the situation in school A they do not play soccer at present. Learner 5 (white girl) participates in athletics, hockey, softball and girls' cricket as well as karate. Learner 6 (black girl) participates in

67

netball and softball. In this school, most black learners participate in netball, athletics and softball. Unlike in school A, blacks are at least visible in sport.

Learner 7 (black girl) of school C participates in athletics and netball. Learner 8 (white boy) participates in swimming and hockey. Learner 9 (white girl) participates in swimming; she once played hockey and wants to starts athletics. Learner 10 (black boy) participates in soccer, athletics and basketball. In school C most black learners participate in soccer, athletics and netball, but swimming is a problem as the school has only 2 black swimmers. Unlike in the two other schools, school C takes soccer very seriously. One learner commented, *"soccer is really big here, we have a tournament and we go overseas".* The school also offers cricket and basketball.

It seems as if all these learners, except learner 2, really enjoy taking part in sports but they mentioned an interesting point that most black learners take a back seat when coming to sports. One learner mentioned that most of them did not grow up with sports, so they are not interested. In all the schools every learner is given equal opportunity to partake in any sport he/she likes irrespective of colour or anything else, but at the end of the day it is up to an individual if he/she wants to participate.

Learners were also asked if there is anything that discourages them from participating in sport in their schools. In school A, language seems to be the problem. Black learners feel excluded because everything relating to sport is communicated in Afrikaans. Learners interviewed highlighted the fact that they do not even know if they are looking for new players because they make announcements in Afrikaans and they do not understand. In the other two schools learners feel they do not have any hindrances that can prevent them from participating in sports.

4.2.4 Interaction

This category focused on the interaction and communication between learners in their schools. All learners interviewed mentioned that they have friends from other racial groups. Most of them indicate they are close to those people they attend the same classes with. Learner 6, a black girl, mentioned that she does not really call them friends; she just sits with them in class. They chat together and she really enjoys their company. Most white learners stated that they are interested in learning more about other cultures.

Learners were asked how they interact with one another. Because all the schools are multicultural, English is used as the language of communication. In school A (Afrikaans-medium), one learner mentioned that they use English when talking to one another because black learners do not understand Afrikaans. One learner in school C mentioned that she interacts very well with her black friends but it is not as if she is with her *"normal friends"*. She mentioned that people always stare at them when they socialise as if something is wrong.

Learners in all the schools mentioned that they usually mix in classes, during sporting activities as well as during cultural activities or other functions at their schools. All schools have cultural activities during which other cultures are recognised and the school culture preserved. In school B they once had a cultural evening where all learners had to dress up in a different culture from theirs. In school C they have an evening every year where they cook meals and learn more about the clothes from other cultures. This year they had a *Portuguese Evening.* According to learners these cultural activities are organised by the schools to try to make learners aware of other cultures and to appreciate them.

Learners were asked if they think there is anything that can discourage them from interacting with learners from other cultural groups. Most said nothing discourages them, but a few white learners stated that they sometimes think black learners have a negative attitude towards them. One learner said *"When*

you talk to them in Afrikaans they will say they do not understand whereas they do". One black learner mentioned that they do not have the same interests so it is wise to stick to your black friends. All learners from all cultures feel the other learners from other cultures are friendly towards them although there might be few exceptions.

There were two additional questions that were asked during the interviews. In one of the questions the researcher was interested in knowing the seating arrangements in class. In school A learner 1 stated that sometimes you would notice a separation between blacks and whites. Whites sit on the one side and blacks on the other. He *states "When I first came here, we used to sit ok, but since last year there is some separation. Black folks are on one side and whites folks on the other side"* Sometimes the teachers arrange the learners alphabetically, but this is done to avoid noise making. They also highlighted that they sometimes mix but prefer to sit together with their same culture friends.

In school B learners are sometime arranged alphabetically but usually mix. In school C learners are also sometimes arranged alphabetically to avoid noise-making and disruptive behaviour but they sit wherever they want. One notices that there is no special seating arrangement in all the schools, except that there are certain educators who arrange learners in alphabetical order to maintain discipline in the classroom. Except in school A, it seems as if the seating arrangement is dominated mainly by separation. Black learners sit on one side of the class and white learners on the other side.

The final question asked is learners have ever experienced any incidents within the school that they think were racially or culturally motivated. Most of the learners mentioned that they know of fights and name-calling incidents. Learner 1 experienced few incidents; he was once called a "kaffir" during a rugby match because he tackled a white learner. He also heard one white boy call a black boy" kaffir" at the tuck shop during lunch breaks. He once heard about a fight between a white and a black learner, and the white learner was suspended. One teacher once referred to a black learner as a "kaffir". The

learner states that all these incidents were never taken up or reported. Learner 2 mentioned that he does not remember any incidents but usually hears of fights and name-calling.

In school B learners also hear of fights and name-calling incidents. But they mention that if it happens teachers usually stop them. Learner 5 states that they experience few fights in the school but she does not think they are racially-related issues. School C also has Coloured learners who, according to learner 6, are the major troublemakers at the school. She said *"They form gangs within the school and fight with other learners".* She also remembered a fight between a black and a white boy, but she did not know why they were fighting. She mentioned that there are some white guys at the school who like bullying black learners for no apparent reason. One of these guys once pushed her against the cupboard for no reason at all.

In school C learners mentioned that there have been few fights and arguments between learners. These mostly happen among boys, just like in the other two schools. In the end one does not know whether these fights are actually racially motivated or not. Name–calling was one of the problem experienced by some learners and can, somehow be interpreted differently; the use of the word "kaffir" has a negative connotation for black people and they take it as a racial issue.

4.3   Major research through observations

Observations were undertaken as one of the instruments for data collection. The researcher will discuss the observation of each school as they were observed individually. These observations were conducted during lunch breaks and sometimes when interviewing learners. Class observations were not planned for the study but a few observations were conducted.

4.3.1 School A

The principal explained that the school is actually three schools in one. It is officially an Afrikaans school, but also has an English school and a technical school in it.

One of the interesting things about school A is that you always see learners hanging around in their racial groups, they sit together, eat together and laugh together. You see white learners in one corner and black learners in another. They seem to be enjoying themselves in this way. One learner said it is not a racial setting; it is just the way things are. One enjoys the company of his/her same culture friends since you know what to talk about.

Afrikaans as a medium of instruction is used everywhere around and within the school premises. When you enter the school, you notice that the school name is written in Afrikaans. All directions to the offices are written in Afrikaans only. When you enter the administration block, you are greeted in Afrikaans. All notices, newspaper clippings on the hall and notice boards are written in Afrikaans only.

You notice that the majority of the learners are white Afrikaans speaking and you notice few black learners around the schoolyard. I was told that the school has seven classes for each grade, of which only one is allocated to English speaking learners. In the few classes that I observed, I noticed that in mixed classes like Science there is a separation line in the seating arrangement. Black learners are on the one side and white learners on the other.

No integration is visible at the school. The government emphasises change in schools and always stresses integration but in this school it is clearly not a priority. Other races or cultures are accommodated but not integrated. We noticed this by the used of a single language. The other aspect explained by learners is that the school does not have soccer. Most black learners are interested in the sport and they are not even given that chance. Although the

72

school has other sports, they are of no interest to black learners. The school should take efforts to try and make each and every learner happy.

4.3.2 School B

This is a double medium school. Classes are presented in both Afrikaans and English. Just like in school A you notice learners moving around separately in their racial groups when they change classes and during lunch break. In the few classes that I observed I noticed there are Afrikaans only classes and English only classes. Since this is double medium school, this did not really surprise me. In mixed classes the teacher uses mainly Afrikaans. Most white learners are bilingual while few others speak Afrikaans. Black learners are noticeable around the school. I was told that the number of black learners increases every year.

The school name is written in Afrikaans, the staff talks in both languages depending on the person talked to. Signposts are written in both languages.

Little integration is visible. One can hardly tell if the school is totally integrated or not as the vicinity still resembles very much the old system; on the other hand there is change.

4.3.3 School C

This is an English school; everything is written and explained in English. Classes are presented in English only. Unlike in the two other schools, learners move around together irrespective of culture or race. During lunch break they sit together, eat together and chat together. Everyone uses English when speaking to another person. The educators are very friendly and always willing to help. In the few classes observed, learners are mixed as they are arranged alphabetically. The school also has Chinese, Portuguese and learners from other African countries. The school has been admitting learners from other cultural backgrounds for over ten years.

Integration is visible in this school due to the fact learners easily communicate with one another. According to learners, teachers are willing to work and

promote multiculturalism. The principal told me that he always tells learners to respect one another.

4.4   Conclusion

In this chapter major research findings were explained and discussed. Data collected during interviews and observations were analysed. Different views and opinions of learners were recorded and transcribed to draw some conclusions about the situation in respective schools. However, the conclusions of the study cannot be generalised as only three schools were chosen for the project. The findings are just an indication of what might be happening in different types of school with regard to integration. There were also other limitations. The study focused only on learners and did not consider the views of educators, the principals and other important people who could have helped with relevant information. The scope of the research itself did not allow this due to the limited space and time. The study concentrated only on schools in a small portion of Pretoria.

The next chapter explains the limitations of this research project. Recommendations and aspects of further research are discussed and conclusions of the project made.

CHAPTER FIVE

5.   OVERVIEW AND CONCLUSIONS OF THE STUDY

5.1   Introduction

In the previous chapter the researcher analysed and explained information collected during interviews and observations. Major research findings were discussed and the information supplied by learners was analysed. Interviews were clarified in categories of general questions, academic activities, sport participation and interaction. All these categories were analysed according to information provided by respondents. A few conclusions were reached that answer the major research questions and realise the aims of the study. This chapter gives an overview of the entire research study and concludes with recommendations regarding the whole project.

5.2   Recommendations

The topic of integration was researched previously, especially after 1994 transformation that was taking place in South Africa with the newly elected government. Schools were pressurised by the new government to be involved and to implement strategies to initiate the integration process in different schools in order to realise and respect the diversity of the country. With the passing of the Constitution of 1996 the South African Schools Act of 1996 and Education White Papers in the same year and following years schools were somehow given guidelines towards integration and equal education for all.

Some recommendations will be highlighted to help with the integration process in schools:

♦   The government should draft a policy of integration in schools to supply guidelines towards the implementation of the process. The Constitution and the South African Schools Act vaguely give guidelines but do not

necessarily stress the issues of school integration. There should be a specific policy that focuses only on integration.

♦ Schools should also put more effort into initiating the process of integration themselves. They should not wait for the government to provide guidelines if they can they can do something about it. Institutional policies should be put in place by schools.

♦ They can use language(s) that all learners can understand at their schools

♦ They must encourage educators to preach and practise multiculturalism and encourage it amongst learners.

♦ Schools should introduce more cultural activities and other related activities to help educators and learners learn more about diversity and multiculturalism.

♦ Sporting activities that interest everyone in the school should be initiated.

♦ The government needs to train educators to teach and handle diversity and multiculturalism. Workshops, in–service training and other related services should be organised to help speed up the process of integration.

♦ Measures should be introduced to recognise different languages, cultures and religions in South Africa.

These recommendations could serve as guidelines on how the integration process can be implemented in schools. It is evident that the process is very slow and the country needs a catalyst to help initiate and implement the process, especially in slowly developing schools.

5.3   Limitations of the study

A few limitations to this project have been identified. These limitations do not in anyway diminish the significance of the project but serve as parameters for future studies that might be undertaken on the same topic

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- ♦ The study looked at racial integration in former white schools only. The concept of integration is very wide and broad in scope as it can include language, culture, religion and other forms of diversity. This study was mainly concerned with integration on the basis of race, where black learners are integrated into previously white only schools.

- ♦ The research was done in only three schools that were completely different in nature. More schools could be included in future, depending on the scope and coverage of the research question.

- ♦ The project covered only a few schools in Pretoria and is not a generalisation of the situations in schools in the province or any other part of the country but just an indication of what might be happening in some schools.

- ♦ The research focused on the micro level of education in classrooms but did not look at the macro level. School and government policies and other legislation were not discussed in the study.

- ♦ Interviews conducted were limited only to learners. The findings and conclusions of the study relied completely on the information supplied by the learners and no one else.

Irrespective of the limitations outlined, the main questions of the study were researched and answered and the aims were also realised. The limitations, thus, have not had any influence on the research as a whole, but were necessary in outlining the scope and coverage of the research.

5.4   Aspects of further research

Further research is recommended to look deeper into the racial integration process in schools, not only in Pretoria but also in other provinces. More schools should be included. The Human Science Research Council (HSRC) conducted national research project in 1999 on racism, desegregation and racial integration in schools in South Africa. Issues of racism and integration were highlighted and discussed. This project was completed five years ago and situation has probably changed. We need to know what is happening now and if any changes are anticipated for the future.

Integration as stated earlier deals with many other aspects such as religion, language and culture that can be covered in future research.

Not all role were involved in the research. Principals, educators, parents and other relevant people should be consulted in future. They should also be given the opportunity to voice their views and opinions about racial integration process. More questions must be asked to look deeper into the process if interviews are to be used for such a project. Other data collection techniques such as questionnaires, case studies and surveys can be used to acquire information from different people in different ways.

Research projects should also be conducted in former Coloured and Indian schools. The integration of other races in such schools should be researched to show the other side of the coin.

5.5   Concluding Remarks

This study focuses on experiences of learners about racial integration in their schools. Data were obtained through interviews and small-scale observations when schools were visited. Three different schools were visited and three different conclusions reached. Learners experience situations differently in a

school setting. Interview questions were classified into three categories that reflect the actual situations in schools.

There were limitations during the course of the research, but they did not in anyway influence the aims of the research. The main questions were answered and details supplied on the subject. Recommendations were made at the end of the study to help with future research of related topics.

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APPENDIX A

The following are interview questions that were asked during visits to the schools:

1. General Questions	2. Academic Questions	3. Participation in Sport	4. Interaction
♦ Why did you choose to enroll in this school? ♦ Now that you are registered in this school, are you happy with your choice? Why? ♦ What is the reaction of the other racial groups to your enrolment? ♦ Are you generally happy with everything that happens in your school?	♦ How do educators treat you in class? ♦ Do educators or other learners treat you differently in class? ♦ Do you have access to all the academic programmes in your school? ♦ Do you think your language can be used in your school? Why? ♦ Are your views treated with respect during discussions in class?	♦ Do you participate in any sport in your school? ♦ What kind of sport? ♦ Do you have access to all the sports in your school? ♦ Is there anything that you think can hinder you from participating in any other sport that you like or in sports in general?	♦ Do you have friends from other racial groups? ♦ How do you interact with one another? ♦ When do you usually mix with other learners from other racial groups? ♦ Is there anything that discourages you from interacting with other learners from other racial groups? ♦ How do you sit in class (seating arrangement)? ♦ Have you ever had any incident in your school that you think was racially motivated?

APPENDIX B

SCHOOLS VISITED

SCHOOL A	♦ Afrikaans medium school ♦ Integration not visible
SCHOOL B	♦ Double-medium school ♦ Few changes present but not enough integration visible
SCHOOL C	♦ English medium school ♦ Integration visible

APPENDIX C

Learners Interviewed

Learner 1	♦ Black boy = School A ♦ Afrikaans medium school ♦ Grade 11 ♦ Setswana-speaking
Learner 2	♦ Black boy = School A ♦ Afrikaans medium school ♦ Grade 11 ♦ Setswana-speaking
Learner 3	♦ White girl = School A ♦ Afrikaans medium school ♦ Grade 10 ♦ Afrikaans-speaking
Learner 4	♦ White boy = School B ♦ Double medium school ♦ Grade 10 ♦ English-speaking
Learner 5	♦ White girl = School B ♦ Double medium school ♦ Grade 11 ♦ Afrikaans-speaking

Learner 7	♦ Black girl = School C
	♦ English medium school
	♦ Grade 10
	♦ Sepedi-speaking
Learner 8	♦ White boy = School C
	♦ English medium school
	♦ Grade 10
	♦ English-speaking
Learner 9	♦ White girl = School C
	♦ English medium school
	♦ Grade 11
	♦ English-speaking
Learner 10	♦ Black boy = School C
	♦ English medium school
	♦ Grade 11
	♦ Setswana-speaking

APPENDIX D

THE PRINCIPAL
SCHOOL NAME
PRETORIA
0001

Dear Sir / Madam

REQUEST TO DO RESEARCH

I am a Master's student at the University of Pretoria, involved in research in schools in the Gauteng Province. I hereby request permission to do my research at your school. My research topic is "***THE EXPERIENCES OF LEARNER IN FORMER WHITE SCHOOLS".***

The aim of my research is to investigate the impact of racial integration on learners, and to describe their experiences and feeling towards the process.

The information collected from the interviews with the learners will be highly confidential and will only be used for the purpose of my research.

I hope this will be considered.

Thanking you in advance

Yours faithfully
Miss Pertunia Rebotile Machaisa