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**MANAGING AND FACILITATING RACIAL INTEGRATION
IN PUBLIC SECONDARY SCHOOLS**

by

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THESIS

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DECLARATION



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DEDICATION

There are special people in everyone's lives who make success both possible and rewarding. I would like to dedicate this doctoral dissertation to my lovely mother, Dhano Lutchmee Naidoo and to my lovely daughters Mahika and Aliana. Mum, I thank you for your support, encouragement, and constant love that have sustained me throughout my life. To Mahika, thank you for all of the sacrifices that you've made on my behalf. Your prayers and belief in me as your "prowess" is what sustained me thus far. To my baby Aliana, you have given me hope to believe in myself once again. In memory of my late father, Vengates Naidoo, dad you have taught me to persevere and achieve anything that is impossible in life. I will always be indebted to you for the values and the wisdom you have instilled in me. Thank you.



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ABSTRACT

Since 1994 desegregation in schools has resulted in school management and governance structures adopting diverse ways of responding to the racially diverse learner population. However, researchers are doubtful as to whether such attempts at providing an equitable and quality education for learners with racially diverse backgrounds, interests and abilities are successful. It is in this context that this research was carried out, with the purpose of investigating the effectiveness of school management and governance structures in managing and facilitating racial integration in public secondary schools. A sequential explanatory mixed method approach involving three phases was used. Phase 1 was quantitative in nature and gathered data from racially diverse Grade 10 learners, educators, members of the school management team (SMT) and school governing body (SGB) in racially mixed schools in the province of Gauteng, South Africa. Purposeful sampling was used to select four schools from Johannesburg Districts (South and Central) within the categories of former departments of education, namely House of Assembly (HoA), House of Delegates (HoD), House of Representatives (HoR), and Department of Education and Training (DET). Although a large number of questionnaires were handed out to the different participants only 336 learner questionnaires were completed and some educator questionnaires were not returned or were incomplete, leaving 88 completed, including those from members of the SMT and SGB. The data was analysed using *SPSS 22.0* software for descriptive statistics and factor analysis. Phase 2 was qualitative in nature and focused on obtaining an in-depth view of the issues that had arisen from the quantitative phase by conducting individual interviews with eight learners from racially diverse backgrounds and four focus groups with 10 participants in each group, comprising members of the SMT and SGB as well as educators combined. Quantitative results indicated that SMT and SGB were effectively managing racial integration in the previously White, Indian and Coloured schools, whereas in Black schools there was no need for racial integration because there was only one race group. The qualitative results showed that racial integration was not evident in these schools but rather there was heightened racial conflict and racial incidences prevalent in former White, Indian and Coloured schools. The qualitative findings were: that policies were not in line with the country's Constitution, which advocates racial equality and social justice, and this has a negative impact on effective racial integration at school level; a curriculum that does not accommodate the diverse needs of learners from racially diverse backgrounds, especially in respect of the language of teaching and learning; the dynamics of conflicting interrelationships both amongst learners themselves as well as their educators manifested through name-calling, labelling and stereotypical behaviour on a daily basis; and the need for capacity building of educators to equip them with the necessary knowledge, values, attitudes and skills to manage racial

conflict amongst learners and to increase their ability to promote racial integration in their schools. Based on the findings an intervention programme for empowering SMTs and governance structures in managing and facilitating racial integration effectively in public secondary schools was designed.

Keywords: Anti-racist theory; assimilation; capacity building; Change Management Theory; Colour-blind; Critical Race Theory; curriculum; interrelationships; multicultural; policy; racial conflicts; racial integration; racism; school management teams; school governing bodies.



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LIST OF ABBREVIATIONS

ABBREVIATION	FULL NAME/TITLE
SASA	South African Schools Act
SMT	School Management Team
SGB	School Governing Body
RCL	Representative Council for Learners
ANOVA	Analysis of One way Variance
NEPA	National Education Policy Act
CAPS	Curriculum and Assessment Policy Statement
DET	Department of Education and Training
HoD	House of Delegates
HoA	House of Assembly
HoR	House of Representatives
DoE	Department of Education
GDE	Gauteng Department of Education
Ha	Alternative Hypothesis
Ho	Null Hypothesis
KMO	Kaiser-Meyer-Olkin
PFA	Principal Factor Analysis
SPSS	Statistical Package for Social Sciences
STATKON	Statistiese Konsultasie Diens (Statistical Consultation Service)
CRT	Critical Race Theory
CMT	Change Management Theory

CHAPTER ONE

INTRODUCTION, BACKGROUND, PROBLEM AND AIM OF THE STUDY

1.1 INTRODUCTION

Since the advent of the democratic order in South Africa, numerous structural and systemic changes have been brought about by the Constitution of the Republic of South Africa (1996) which provided a “rationale for the geographical redefinition” to desegregate South Africa into a racially inclusive nation (Carrim, 1998, p. 5). It made provision for fundamental human rights as catalysed by *The Bill of Rights of the Constitution of the Republic of South Africa*, which enshrined the right of all citizens to basic and to further education, which the State must make available and accessible (Vandeyar, 2008). The *South African Schools Act 84 of 1996* (RSA) formalised the desegregation of schools as redress for the legacy of apartheid policies. As a direct response, racial integration was driven as part of education reform to accommodate the diverse nature of society.

Given the complexities of the systemic and structural problems, racial integration was to a significant degree a reflection of the larger political and social problems in South African society. Research by scholars (Carrim & Soudien, 1999; Meier, 2005; Vandeyar, 2008; Pillay, 2014) has found that both the macro (national) and micro (school) elements of transforming schools from assimilation to multiculturalism have not completely or holistically led to successful racial integration. Consequently, continued marginalization and retention of exclusionary approaches have been used in an attempt to maintain ‘standards’ (Carrim, 1998). Desegregation in schools has resulted in their adopting diverse ways of responding to the racially diverse learner population (Meier & Hartell, 2009 p. 181). However, researchers (Jansen, 1998; Carrim & Soudien, 1999; Vally & Dalamba, 1999; Pillay, 2004) are doubtful as to whether such attempts at providing an equitable and quality education for learners with racially diverse backgrounds, interests and abilities could be successful. According to Meier (2005, p. 170), schools’ responses to diversity and educational change are inadequate. The failure to translate the macro initiatives to impact and address racism and other forms of discrimination will continuously undermine the intention to radically

transform the schooling system and design if it does not relate to how racism is “perceived, understood, experienced and reconstructed” (Carrim, 1998, p. 11).

The experience of racial change in schools is important in creating desegregated and racially integrated institutions in a society that has long been divided along ethnic lines (Nkomo, McKinney, & Chisholm, 2004). Although South Africa has a long and complex multiracial history, the striking down of the apartheid system of education has propelled educators from segregated backgrounds into teaching learners from different racial backgrounds today. Similarly, most learners for the first time are being taught by racially diverse educators (Pather, 2005). Studies by Vandeyar (2006) and Meier (2005) established that many educators lack the knowledge of the backgrounds of diverse racial groups and have a limited knowledge of teaching in racially diverse classrooms, where the onus is upon the educator to create an equitable educational environment. As a result, racially diverse learners will be disadvantaged in a society that is inequitable and unjust (Zeichner & Lister, 1996, p. 84).

The dominant approaches of assimilation, ‘colour-blindness’; contributionist anti-racist and multicultural education underpin the debates of managing racial integration in public secondary schools. These explain and illustrate how complex interrelatedness of socio-economic, historical and cultural values influence school life of learners and educators. The researcher will thus discuss these contrived approaches in order to understand the constitutive meaning of racial integration in this study. *Assimilation* can be defined as an approach that denies the recognition of people’s differences and the existence of cultural diversity. Expecting learners to adapt to the norms and standards of the prevalent ethos and culture entrenched in a particular institution has been found insufficient in dealing with multiracial groups since the denial of cultural diversity within assimilation does not enable people to gain a better understanding of each other or facilitate improved relations among them (Carrim, 1992; Penny, Appel, Gultig, Harley & Muir, 1993; Carrim, 1995).

The *colour blind* approach characterises the educator’s response to racism by overlooking race as an important consideration when teaching in diverse learning contexts. Many educators opt for this because the focus is on the learner rather than colour. However, Jansen (2004, p. 117) cautions against ignoring race or

colour in confronting learner diversity and points out that “a lack of consciousness, very often of the ways in which the schools are organised and teaching conveyed that in fact hold direct consequences for learners, identity and transformation”. In former white schools, for example, the approach was based on a belief that newcomers are from educationally and culturally inferior backgrounds and that changing the curriculum to meet their needs might amount to lowering otherwise high standards. Schools adopt colour blind policies in the belief that they would help protect the school and management from accusations of discrimination (Pather, 2005).

Banks (2006a, p. 59) describes the *contributionist approach* as an involvement of learners from cultures and groups other than the formerly dominant ones of the school population, and it is accommodated by including some aspects of their culture. However, Van Heerden (1998, p. 110) and Vandeyar (2006) argue that these schools merely focus once a year either on Cultural Day or Heritage Day and do not move beyond this point, therefore avoiding the transformation of a racially integrated curriculum (Meier & Hartell, 2009) and treating learner diversity in a superficial way.

Counterpoised to assimilation is *multicultural education*, which was set out to enhance teaching and learning ideal for the education system (Fante, 2000). Multiculturalism is concerned with “racial and ethnic differences as well as issues related to gender, age, economic status, and physical disabilities” (Spencer, 1998, p. 23). Its primary content seeks to “foster a sense of understanding and respect of differences and to overcome prejudice and discrimination and provide an understanding of the dynamics of racism” (Spencer, 1998, p. 24), the intention being to present accurate learner information and teachings that provide corrective measures or to correct historical misgivings in the curriculum and teachings in a hope of bringing about equitable outcomes from the education system to the beneficiary (Drum & Howard in Spencer 1998). Squelch (1993) and Fante (2000) argue that multiracial education fails to deal with the real reasons behind ethnic and cultural groups being oppressed and victimized. Meier (2005) noted that multicultural education regards racism as an outcome of individual ignorance and prejudice rather than focusing on the inherent structured factors in society. Multicultural education in South Africa was based on

a typical racist and oppressive system which stressed racism, sexism, tribalism, individualism and elitism (Cross & Mkwanazi-Twala, 1998, p. 28).

Authors such as Spencer (1998), Jansen (2004) Meier and Hartell (2006, 2009) have stipulated that the above approaches are limited and insufficient in actually dealing with mixed race groups. Anti-racist theorists explore the notion of critical anti-racism which have evolved out of an intellectual collective critique of scholars in multicultural education, and argue that a multicultural curriculum neither addresses the elimination of racism directly nor provides strategies for empowering racially diverse groups to counteract racism (Mattai, 1992). Bonnet and Carrington assert that in attempting to challenge multicultural education, the anti-racist perspective in education seeks to challenge 'the apolitical and folksy' orientation of multicultural education (cited in Vandeyar, 2006).

Twenty two years after the first democratic elections, education in South Africa is still undergoing transformation. Changes began from a racially segregated to a racially integrated democratic schooling system. Statutory demands by South Africa's Constitution (RSA, 1996a), the *The South African Schools Act 84 of 1996* (RSA), as well as the *National Education Policy Act 27 of 1996* (RSA) expected all South African schools to admit and accommodate learners from racially diverse backgrounds. The democratic education system established norms and standards and managed education concurrently in the nine provinces. This resulted in a greater substantive democratisation of the school process, but there is uncertainty as to whether School Management Teams (SMTs) and governance structures are able to solve current challenges, such as inadequately trained educators, poor management of racial integration and racism in schools (Van der Berg cited in Nel, 2009). The important role of SMTs and governance structures in leading change efforts is evident but there is a blind-spot in the literature regarding the role of SMTs and governance structures. Change agents are insufficiently trained to facilitate the dilemmas of racism, racial discrimination and racial integration (Adelman, & Taylor, 2007). The dearth of research on school management and governance structures in managing and facilitating racial integration have resulted in a lack of empirical guidance that SMTs and school governing bodies (SGBs) may possibly utilise to assist them to close this gap and so enhance racial integration among racially diverse learners in mixed-race schools.

1.2 PROBLEM STATEMENT

The South African system of apartheid seriously affected the nature of educational provision, reflected in a segregated structural and systemic system and enforced social inequities. Schooling was used as a tool to distort the values and identities of learners (Christie, 1990), with every aspect of schooling regulated by race, educational budget provisions, the structure of education bureaucracies, the composition of staff and learners in schools, the kind of curriculum followed, and the ethos prevalent in schools (Carrim, 1998; Sayed, 2001; Seekings, 2008). The foundation of apartheid was the system of race separation enshrined in law by the 1950 Population Registration Act (Seekings, 2008). The Act provided for all South Africans to be classified into one of four basic racial categories: Whites, Black Africans, Coloureds and Indians. The Bantu Education Act, Act No 47 of 1953 created a separate educational system for Black African students under the management of the Department of Bantu Education which compiled a curriculum that suited the nature and constraints of Blacks.

In the years of apartheid there were four racially based Departments of Education in urban areas of what is now known as Gauteng: the House of Assembly (HoA) for whites; the Department of Education and Training (DET) for Black Africans; the Education Department in the House of Delegates (HoD) for Indians; and the Education Department in the House of Representatives (HoR) for coloureds (Seekings, 2008). The need for eradicating all disparities of the apartheid years was thus an imperative in a new democratic education system (Sayed, 2001). Having evolved from a legacy of apartheid it has become evident that, since 1994, the government made provisions for the integration of schools, the rewriting of curricula and textbooks and renewal of support structures in the management of the South African education system. At the other end of the scale, various policies have been developed and legislation enacted to encourage the process of desegregation in the South African schooling system (Vandeyar, 2008). The *South African Schools Act 84 of 1996* (RSA) catalysed the Bill of Rights and the South African Constitution, formalised the desegregation of schools in South Africa, and created the opportunity for students from diverse cultural backgrounds to attend schools of their choice (Vandeyar, 2008).

Constitutional reform brought about structural and systematic changes through various policies and legislation promoting desegregation. Many researchers argued that desegregation, though necessary, was insufficient and did not “lead to predictable and meaningful changes of groups to each other and can ... lead to the heightening of tension and prejudices ... opening schools to all races did not automatically ensure mutual understanding and acceptance between educators and learners” (Du Toit, 1995, p. 212, 213). This resulted in educators experiencing great difficulties in understanding the backgrounds, cultures and languages of their learners. Jansen (2004, p. 126) argued that the Constitution, which is interpreted as “unity in diversity” clearly suggests that the educational policy should avoid creating a mono-culture in schools through “uniform assimilation of cultures” (Smith & Oosthuizen, 2006, p. 515). Unity among South Africans can be obtained when common interests are displayed by everyone, through the acceptance of constitutional values, love of the country and interest in the various cultures prevalent in the country.

The *South African Schools Act 84 of 1996* (RSA) and several constitutional provisions have had a direct impact on education, with its focus on the fundamental human rights clauses that concern redress of the past apartheid inequalities and the right to equal education. These constitutional provisions on fundamental human rights underline that anti-racist measures are sanctioned by the state (Vandeyar & Killen, 2006). The preamble to the SASA (Act no. 84 of 1996) states that the national schooling system in South Africa should advance the democratic transformation of society and combat racism and all other forms of unfair discrimination. Fundamentally educators are responsible for the eradication of inequality and overcoming segregation of different racial groups. The early 1990s saw an increase in the number of Black learners enrolling into previously ‘White’, ‘Indian’ and ‘Coloured’ schools. The South African Human Rights Commission (SAHRC) report by Vally and Dalamba (1999) illustrates the enrolment of Gauteng learners by race group in Table 1.1 (below).

Table 1.1: Enrolment of Gauteng learners by 'race' groups

	Ex-DET 'African' (A)				Ex-HoD 'White' (W)				Ex-HOR 'Coloured' (C)				Ex-HOD 'Indian' (I)			
	A	W	C	I	A	W	C	I	A	W	C	I	A	W	C	I
Grade 1	100	0	0	0	16	75	2	6	9	0	91	0	61	0	22	17
All Grades	100	0	0	0	22	72	3	2	31	0	67	0	45	0	5	50

Source: Department of Education, 1996/7, Annual School Survey, p.39

As Table 1.1 illustrates, Coloureds, Whites and Indian learners from former apartheid education departments had not moved to previously African only public schools in the 1996/1997 census. The 1997 cohort of Grade One shows that Black learners in Gauteng numbered 30% in former White schools, 34% in former Coloured schools, and 54% in former Indian schools. The average percentages of all grades made up 27%, 31% and 45% of Black African learners in former White, Coloured and Indian schools respectively (Vally & Dalamba, 1999, p.17). The table also illustrates that Black and Coloured learners have moved to previously White and Indian public schools. However, due to the history of education in South Africa Black learners generally had the fewest resources and numerous problems arose from this. Hence, many parents who had the means of enrolling their children into formerly White, Indian and Coloured suburban schools took the opportunity to do so.

The SAHRC (1999) study suggested the urgent need to carefully manage desegregated schools in South Africa (Vally & Dalamba, 1999). According to the SAHRC study the majority of respondents from ex-HoA (white), HoR (coloured) and HoD (Indian) schools noted that racial integration only occurred in the classrooms and once the learners were outside the classroom, educators and learners group themselves in racial 'cliques of friends' (Vally & Dalamba, 1999, p.22). Over the past 20 years, attempts were made to conceal institutionalised racism or discriminatory attitudes in desegregated schools. The truest form of

integration added to the dilemma of how schools managed it. Schools insisted on being racially integrated but not in the quality of contact, the personal attitudes of educators and learners or in institutional policies and ethos of the school (Sayed, 2001).

Cahill (1996, p. 81) wrote that the nature and extent of racism was poorly understood and that principals and educators were poorly equipped to deal with more 'covert expressions' of racism. What emerged over the last two decades was an acknowledgement of the complexities of racism, that it was "not a static, fixed, or coherent set of beliefs that uniformly influences the way individuals think and behave regardless of context" (Connelly cited in Aveling, 2007). It goes beyond individual expression of prejudice and "includes systematic, structural, unequal relations of power" (Raby, 2004, p.377) and therefore racism should be properly understood as the "result of a complex interplay of individual attitudes, social values and institutional practices" (Meier & Hartell, 2009:182). The Department of Education and Training acknowledged that racial integration was complex and difficult, however, policies did not effectively translate into practice and this was exacerbated by poor managerial competence and inefficiency (DoE, 2004).

In view of the apparent dearth of information on the life experiences of racially diverse learners in desegregated public secondary schools, this research sought to explore post democracy racial integration which brought about certain challenges for educators' ability to cope with racial inclusivity. The implementation of current policies was still a significant drawback from the teaching perspective, with educators and school managers still lagging. There appeared to have been insufficient assistance and support for schools and little impact capacitating educators to effectively deal with multiracial learners. The democratic period gave rise to the following critical issues that form the foundation of this study's' research problem: Firstly, learners experienced great difficulty coping with the academic, social and emotional challenges, given that their historically disadvantaged backgrounds (Meier, 2005).

Secondly, efforts were made to capacitate school leadership and management (Aveling, 2007); however, there remained a significant problem in school governance structures to cope with the challenges and the overwhelming tasks of successfully integrating racially diverse learners and educators. Jansen's (2004)

assessment of effective leadership for change has identified a lack of the 'essentials', implying that educators need to be suitably qualified and motivated, have appropriate teaching and learning materials and sufficient time allocated to tasks. These are some of the factors that have been identified in international literature over the last quarter of a century as critical in managing change and purposely integrating racially diverse learners, with a dedicated effective management team. As Knott (1991, p. 15) states, "The literature talks of managing diversity but a more positive stance would be to value and support diversity". What often happens when a Black learner from a previous Black school enters a new school, which reflects a particular dominant culture, he or she is expected to conform to the dominant discourse and 'forget' or 'surrender' their own. Therefore, managers need to become more involved in providing an interactive learning context in which the commonality and diversity should be embraced (Wood, 1993).

Thirdly, racism still exists, whether covert or overt. This is still a critical issue that dampens the process of moving forward in developing a racially integrated society. The dynamics of racially diverse classrooms and the change in demographics have given rise to a number of issues, such as perceived racism, to rid it of the institutionalized form. According to Smit (2003), racism is rooted in a fundamental belief in a hierarchy of races and racism continues to be divisive.

Lastly, a plethora of policies and legislation were developed to augment significant reform in the education system (Jansen, 2004). The first shift was the Educational Policy Act No 27 of 1996, which was inspired by the constitution, with the main aim of providing free and compulsory basic education for all children, irrespective of race, gender, colour, creed and sexual orientation. This commitment to equal education in post-apartheid South Africa no longer featured race as a measure of opportunity, process and outcome in terms of education (Sayed & Vellanki, 2013). However, the problem with implementation persists, hence undermining the realisation of an impressive policy architecture required to make a profound difference in the management and facilitation of racial integration in public secondary schools that have racially diverse learners, and the way in the structures impact on their daily lives.

Critical management pointed out by the researcher must be taken into consideration if they are not to have further disastrous consequences, not only for

schools but also eventually to national reconciliation:(1) school managers and educators are not equipped to deal with learners from racially disadvantaged backgrounds;(2) school governance structures cannot cope with the challenges of successfully integrating racially diverse learners and educators; (3)racism in schools continues to reduce the process of achieving racially integrated public secondary schools; (4) the problem with implementation of policy and legislation persists, creating a problem in effectively integrating racially diverse learners and educators in schools(Vally & Dalamba,1999; Jansen, 2004; Meier, 2005; Aveling, 2007).

1.3. RESEARCH QUESTIONS

Taking into consideration the above background this study will seek to address the following research questions within the three phases of the research project respectively:

- How effective are school management and governance structures in managing and facilitating racial integration in public secondary schools?
- Is there a need for a racial integration intervention programme?

1.4 AIMS OF THE STUDY

Aligned to the research questions the study had the following aims:

- To ascertain the effectiveness of school management and school governance structures in managing and facilitating racial integration in public secondary schools.
- The second question would be to determine whether there is a need for a racial integration intervention programme that will guide school management and governance structures on how to manage and facilitate racial integration at the school level and what should be included in such a programme?

1.5 FIELD OF STUDY

This research falls within the field of Education Management and Leadership, which Bush (2007) regards as a widespread interest of the 21st century, focussing on educational leadership in many parts of the world, including South Africa. The quality of leadership and management is fundamental for schools to provide the best possible education for their learners and is significant in making a difference to the school and learner outcomes. This author adds that the process of deciding the aims of the institution is undertaken by the principal, often in collaboration with the Senior Management Team (SMT) and in association with the SGB. However, government and legislation often pressurise school managers to modify government policy and develop school-level values and vision, rather than working on the basis of the needs of their learners. The notion that management is a branch of leadership is reflected in most countries, especially in South African discourse, and is established in most leadership programmes.

While the global interest is in leadership and management and its perceived importance in developing and maintaining successful schools, Kouzes and Posner (2003) are of the opinion that educational management is viewed as a function for carrying out policy. They further state that educational leadership has at its core the responsibility for policy formulation and its emphasis on the development of transforming institutions. Stolp (1994) and Bush (2007), suggest that successful managers must learn to inspect their learning organisations in a holistic way. A coherent vision is most effective for change in schools, specifically the values and beliefs of principals, SGBs, educators and learners that will guide policy and practice within the school.

1.6 CLARIFICATION OF CONCEPTS

Clarification is necessary for the following key concepts as understood in the study.

1.6.1 Management

Management characterises the process of leading and directing all or part of a school through people (Joubert & Bray, 2007). There are varied opinions about the definition of management, for instance from Stoner and Wankel (1986, p. 4) who regard it as the “process of planning, organising, leading and controlling” the efforts of school management and governance structures and use of available resources to achieve their goals. Subsequently, other authors such as Joubert and Bray (2007) indicated that management has five functions: *planning, organising, leading, co-ordinating* and *controlling*. The functions of the management process characterises the process of leading and directing an organisation (school). SMTs play a determining role in satisfying the expressed needs of racially diverse learners in public secondary schools. Managers take the necessary actions to reach the organisation’s intended goals (Joubert & Bray, 2007). However, for the purpose of this study the researcher applied an integrated management model that would assist and direct management teams to manage and facilitate effective racial integration in public secondary schools, as shown in Figure 1.1 (below), which is a graphical representation of the management process as it applies to public schools.

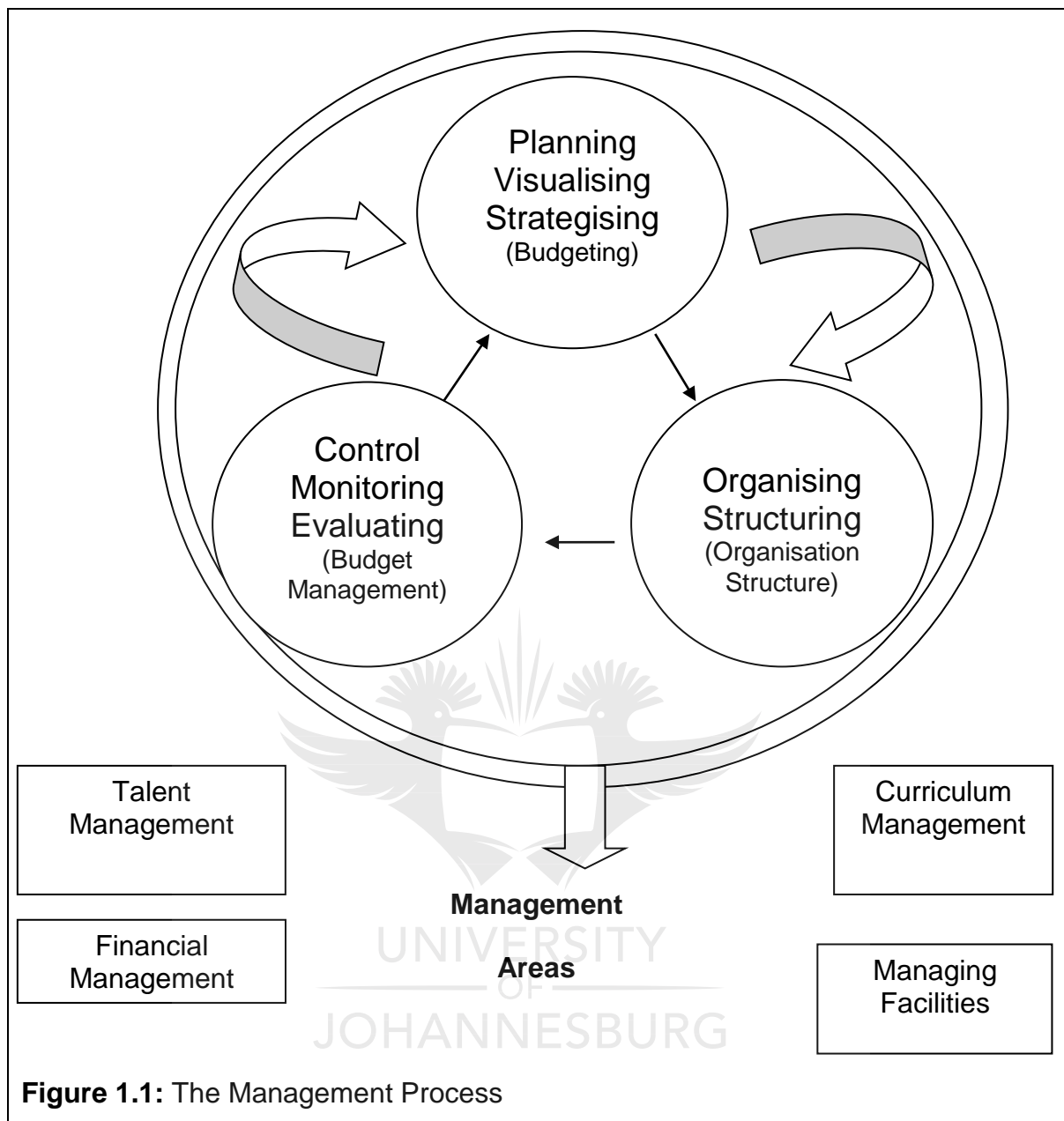


Figure 1.1: The Management Process

1.6.2 Governance

Governance deals with the processes and systems by which a school operates, as a partnership in which parents, the principal and educators work collaboratively to form the SGB. Karlson (2002, p.329) refers to the Education White Paper 2 which states that the “...governance policy for public schools is based on the core values of democracy”, namely: representation (all stakeholder groups), participation (active responsible roles), tolerance, rational discussion and collaborative decision-making. The United Nations Organisation posits that effective school governance structures help to strengthen democracy and human rights, which

corresponds with the South African view that school governance is established by law in the governing body of the public secondary school and that these governing bodies contribute to the democratisation of school education and decentralisation of participation at school level (Joubert & Bray, 2007).

1.6.3 School Management Teams (SMTs)

Schools are managed by teams of people made up of the principal, deputy principal and heads of departments (HoDs) of a public secondary school. The school management team (SMT) is responsible for matters pertaining to the provisioning of quality education in the school, for example, implementing the policy of racial integration. The effective management of the SMT of a public secondary school in which human resources are used to provide quality education to the learners therefore results in learners acquiring knowledge and skills on par with the norms and standards of the South African Constitution, Manifesto of Values and the Bill of Rights (GDE Policy Register, 2002).

1.6.4 School Governing Bodies (SGBs)

The school governing body (SGB), though composed of members elected according to the SASA of 1996 (Sections 23 & 28), governs the law relating to schools. SASA mandated the establishment of SGBs, comprising parents, educators and non-educator members of staff. Parents form the majority on the SGBs and have been placed in a powerful position to influence the school budget, language and admission policy, discipline and the appointment and promotion of teaching and administrative staff. The SGB must establish a vision and mission statement and a good development plan to ensure it remains relevant and current. Alternatively, it should revisit existing visions and mission statements and the school development plan. This is the one venture that the SGB in collaboration with the SMT and the entire school community should be working on hand-in-hand. The school governance of the public secondary school requires that the SGB nurture the ethos and culture of the school, formulating policy on those matters prescribed in the SASA of 1996 “propagating the image of the school in its

own adjacent communities” and supporting those learners that are excluded by race (Joubert & Bray, 2007, p. 20).

1.6.5 Representative Council for Learners (RCL)

The SASA (Act 84 of 1996) officially accepted learners in public secondary schools as representatives in SGBs. As part of the democratisation process learners are given a voice in the management and governance of the school. Although, decision-making is a central part of the school governance these learners have limited participation in accordance to the prescribed regulation.

1.6.6 Racial Integration

Racial integration includes desegregation (the process of ending systematic racial segregation). In addition to desegregation, integration includes goals such as levelling barriers to association, creating equal opportunity regardless of race, and the development of a culture that draws on diverse traditions, rather than merely bringing a racial minority into the majority culture. Desegregation is largely a legal matter, integration largely a social one (Steinhorn & Diggs-Brown, 1999).

1.7 DEFINITIONS OF TERMS RELEVANT TO THIS RESEARCH

The researcher regards the following terms as important for the study, and they are therefore briefly defined.

1.7.1 Race

The scientific meaning of ‘race’ is drawn from the visual and genetic cues of human difference (Yedell, 2004). Troyna (1993) and Keizen (2007) insist that it can be determined as a socially constructed ideological category by economic and political processes and has to be understood historically. Gillborn (1995) states that it is a political matter, a key educational issue and perhaps one of the most controversial aspects of current educational debates. The concept in apartheid South Africa classified people into groups according to the colour of their skin and

was sometimes confused with 'ethnicity', meaning culture (Pather, 2005). Banks and Banks (1997) point out that race is reinforced by the concept of ethnicity and cultural diversity, together with historical heritage. The position of power is closely related to race (Pather, 2005).

1.7.2 Racism

The term 'racism' broadly applies to racially unfair and discriminatory beliefs, actions, desires, projects, persons, groups, social institutions, and practices. Racism is usually defined as the belief that one's own race is superior to others, or as the belief that culture and behaviour are rooted in race. Racism is a social system of ethnic or racial inequality, just like sexism, or inequality based on class. According to Brandt, it is seen as overt acts of aggression that develop from racial hatred and a belief in racial superiority (Pather, 2005). In addition, Garcia (1993, p. 34) claims that it gave White groups economic power by exploiting and discriminating against racial minority groups. Racism can be properly understood as a "result of a complex interplay of individual attitudes, social values and institutional practices". In Todd's (1991) and Pillay's (2004) discussions, the critical terms in the discourse on the term can be identified on the following levels:

Individual racism comprises the actions and attitudes of an individual's negative evaluation of people based on the assumed biological characteristics, such as the colour of one's skin. **Institutional racism** is concerned with manipulation to exclude Blacks from the advantages of society, a practice evident in most of the historically White schools in which staff were not representative of the school population (Todd, 1991). **Popular racism** refers to the belief and practice created from the opinion that racial groups are inherently, culturally, morally and intellectually inferior to those in power (Mooney, Knox & Schacht, 2011). **Structural racism** is concerned with the broader patterns of social inequality in a society regarding the work, housing and education. **Overt racism** is also referred to as 'traditional racism', that is open and observable, not hidden and concealed (Mooney, Knox & Schacht, 2011). **Modern racism**, also referred to as 'aversive racism' (Eberhardt & Fiske, 1998) and covert racism hide behind the facade of politeness, political correctness and expediency. Racially coded words and calls

for racial blindness obfuscate the reality of this subtle, subversive, and often hidden form of racism (Mooney et al., 2011).

1.7.3 Racial prejudice

Racial prejudice refers to a prejudgement that can either be positive or negative about an individual, group, event, idea, or object with a lack of prior knowledge, understanding, reason and examination of evidence (Pather, 2005). Prejudice can be identified as a major obstacle in racially integrating people. In the discourse of 'them' and 'us' human beings prefer homogeneity, that is, being with their 'own kind' and are consequently antagonistic to other racial groups (Troyna, 1993). Prejudice essentially consists of intellectual and affective components which are determinedly established in an individual by the age of seven as a result of learned behaviour and attitudes (Pather, 2005). Prejudice may escalate to discrimination against other racial groups and may be regarded as institutionalised segregation. Apartheid created prejudiced individuals and was the cause of most of the considerable problems in society, education and the South African nation (Pather, 2005).

1.8 RESEARCH DESIGN AND METHODS

The research design and methods used in this study will be briefly discussed in this section, and in greater detail in Chapter 3.

A mixed method sequential explanatory design was used to evaluate the effectiveness of management and governance in managing and facilitating racial integration in public secondary schools. In this design, the researcher first collected and analysed the quantitative data which examines the mathematical importance of data, in which statistics (numerical data) play a significant role in the illustration of the scientific view of research (Norman, 2000). Thereafter, the qualitative data was collected and analysed in sequence and used to elaborate the quantitative results (Creswell, 2009). This methodological eclecticism provided rich data, which would not have been the case had only one method been used, and these different methods and instruments enabled further possibilities for triangulation. An investigative process was used to determine the perceptions and

experiences of participants in their social historical context and to capture and understand what they said and how they interpreted the world (Patton, 2002). According to Sikhwari (2010), mixed methods research is a good approach if the researcher wishes to use the quantitative investigation to inform the qualitative one in order to discover the paradox or contradiction that was used to expand the scope of the enquiry, so that more detailed information than can be gained from the results of a quantitative investigation. If data from the measuring instrument (quantitative investigation) and data from focus group, interviews and individual questionnaires (qualitative investigation) converge, the results are more likely to be credible, valid and warranted (Somekh & Lewin, 2005).

The use of both methods assisted the researcher in understanding the research problem (Hesse-Biber & Leavy, 2006). Pragmatic realism is generally considered as the philosophical partner to the mixed methods approach (Denscombe, 2008). According to Maxcy (2003) and Rallis and Rossman (2003), pragmatism provides the researcher with a set of assumptions about knowledge and enquiry that underpins the mixed methods approach and which distinguishes the approach from simply quantitative approaches that are based on the philosophy of (post-) positivism and simple qualitative approaches that are based on a philosophy of interpretivism or social constructivism (Denscombe, 2008, p. 7). Thus, the reason for choosing a quantitative investigation was to quantify (incidences) the extent (frequencies) to which management and governance structures manage and facilitate racial integration in public secondary schools. A qualitative investigation with individual questionnaires and focus group interviews was conducted to capture educators' and learners' experiences and perceptions of the management and governance structures in facilitating racial integration.

1.9 PHASES OF THE STUDY

This research was conducted in three phases.

1.9.1 PHASE ONE – Quantitative Investigation

In the first phase, data was collected through quantitative methods. In this phase a survey instrument was distributed to four public secondary schools, former White,

Indian, Coloured, and Black schools in Gauteng. Information was obtained from schools in Johannesburg South and Johannesburg Central education districts spanning all quintiles. The structured questionnaire was aimed at evaluating the role of management and governance structures in effectively managing and facilitating integration among racially diverse learners.

i) Sampling (Phase One)

The first level of sampling was in the selection of schools to be studied. Purposive sampling was used to select one from each of the previous education departments (ex HoA, ex HoD, ex HoR, ex DET), in order to garner insights that might not otherwise be obtained. The second level of sampling comprised random sampling of racially diverse Grade 10 learners in each selected schools, all educators, members of the SMTs and SGBs from previously White, Indian, Coloured and Black schools. The total number of learners sampled was 336, and the educators, who also included members of the SMT and SGB, numbered 88. Random sampling is a process that is rigorous and enables the researcher to generalise the findings of a study to that of the entire population (Creswell, 2009). The researcher also used the theory of systemic sampling (Neuman, (1997), illustrated by Sikhwari (2010), to sample 336 Grade 10 learners from a population list of 1,760, working out the sampling interval as $1760/336=5.23$. The sample interval was 5. After choosing a random starting point, the researcher selected every fifth name of the 1760 grade 10 learner's class lists to get a sample of three hundred and thirty six. The total number of participants was approximately 336 ($n=336$) learners, and 88 educators ($n=88$).

ii) Data collection

Data was collected during the second term of school when the respondents were available and the time was convenient. Section A of the questionnaire focused on the descriptive statistics of the school, and the biographical data of the learners and the educators. Section B of the structured questionnaire consisted of mostly closed-ended questions that asked the participants to present the extent of agreement regarding the multifaceted construct of racial integration in the four

schools. Respondents selected their answers from given lists of possible responses. Section C of the questionnaire was semi-structured and focused on the qualitative data which allowed participants to engage in a discussion about their perceptions and experiences without denunciation.

iii) Data analysis

The phenomenon of racial integration is a multifaceted construct made up of many hidden or latent dimensions which cannot be directly measured. However, the researcher was able to measure some of the sub-dimensions or factors involved with racial integration. The structured questionnaires were subjected to statistical analysis and factor analysis procedures using the SPSS 22.0. Principal component analysis (PCA) was used to reduce the data set to a smaller set of factors so that parsimony could be achieved by explaining the maximum common variance in the correlation matrix. In the first part of Section B, the respondents responded on a six-point interval scale, with 1 indicating strong disagreement, 5 strong agreement and 6 'I don't know'. The items were subjected to PCA with Varimax rotation in an effort to arrive at a more parsimonious number of items in fewer factors. Data was captured and statistically analysed by a professional statistician from Statistical Consultation Services (STATKON) associated with the University, and was further verified by a private statistician.

iv) Reliability and Validity

In quantitative research, reliability refers to "how much measurement error is present in the scores yielded by the test" (Gall et al., 2003, p. 5), while validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by the number of tests used. Validity of the survey was determined by face validity, which validity involved the following steps: the questions were evaluated in a discussion with a STATKON consultant, and the questionnaire was submitted to the supervisor and co-supervisor for scrutiny. The Cronbach Alpha test of reliability was used to test for internal reliability since the scaling method was used in the questionnaires. Chapter 4 explains in greater detail the procedures followed when using Cronbach's Alpha test of reliability.

1.9.2 PHASE TWO - Qualitative Investigation

The qualitative investigation explored and described the understandings and practices of the management and facilitation of racial integration in public secondary schools and the experiences and perceptions of school managers, educators and learners in dealing with the dilemmas of racism and racial integration. Focus group discussions and individual interviews were conducted with members of the SMT, SGB, educators and learners at the four previously White, Indian, Coloured and Black public secondary schools.

i) Sampling (Phase Two)

In this process, core participants were identified from four ex-departmental (HoA, HoD, HoR, and DET) public secondary schools in Gauteng, previously for whites only but now open to all races. Participants were purposefully selected by the researcher to represent a racially diverse group of educators, members of the SMT, SGB and Grade 10 learners. The selection of this sample was based on the premise that these participants were exposed to the environment under investigation, that is, public secondary schools, and their comprising a racially diverse group of participants that included Blacks, Coloureds, Indians and Whites. The sample comprised of two Grade 10 learners from each school that were racially diverse totalling eight, two learners from the group that participated in the individual interviews. There were four focus groups, ten members of the SMT and SGB were sampled from each school resulting in 40 members in total that participated in the focus group discussions.

ii) Data collection

This phase focused on the qualitative data through a social survey (questionnaire) for educators, members of the SMT and SGB and a separate but similar questionnaire developed for Grade 10 learners. The social survey was semi-structured (open-ended) to allow the participants to answer in detail and provided the researcher with a deeper understanding regarding the life experiences of the participants. This allowed them to vent freely and in anonymity, with qualitative data that was collected through the use of individual interviews and focus groups,

involving learners and members of the SMT and SGB. Interviews allowed the participants to express meaning to the topic on racial integration, hence constructing data that could be analysed (Flick, 2006). Focus group allowed for interaction between the interviewer (researcher) and the interviewee (participants), thereby allowing analysis of expressions, experiences and perceptions, with assumptions based on the content of the conversations (Silverman, 2004). Permission was granted by participants to audio-record the interviews and focus group discussions, and notes were taken during the process. Individual interviews and focus group interviews were used to allow for triangulation of data sources and data collecting methods as a result increasing the rigour of qualitative data (Prakke & Wurster, 1999).

iii) Data analysis

Data was analysed by means of qualitative content analysis by scanning for specific words for which themes and 'meaning units' that reflected various aspects of perceptions and experiences of the learners and educators could be identified (Leedy & Ormod, 2001). Raw data from the transcripts of the social surveys was systematically analysed, coded and categorized into themes. As advised by Creswell (2009), these codes and categories formed the basis for the emerging story as narrated in this study.

iv) Trustworthiness

Lincoln and Guba's (1985) model of trustworthiness was applied to ensure that the data collection and analysis were reliable and valid. This model identified four strategies with which to establish trustworthiness relevant to qualitative studies, namely credibility, transferability, dependability and confirmability. These strategies will be discussed in detail in Chapter 3, with the different approaches and instruments that enabled triangulation.

1.9.3 PHASE THREE – Integration of Findings

Phase Three is the integration of quantitative and qualitative results. The data from the quantitative and qualitative analysis was used as a foundation for the development of a racial integration programme for public secondary schools in order to further facilitate the effective management of racial integration in public secondary schools.

1.10 THEORETICAL FRAMEWORK OF STUDY

In order for the aim of this research to be fulfilled, the researcher realized that it was important to understand racism from a historical position in South Africa and internationally. In this study, the theoretical focus is on current understandings and practices of racism and management of racial integration through a social survey of a representative sample of public secondary schools in Gauteng and through the experiences of school managers, governors, educators and learners. Theories on Critical Race Theory and change management provided insight into how the education system following democracy had addressed racism and racial diversity management. Anti-racism theorists argue that multiculturalism neither addresses the elimination of racism directly nor provides strategies for empowering racially diverse groups to counteract it (Mattai, 1992). According to Dei (1996, p. 25), the anti-racist approach is “an action-orientated strategy for institutional systemic change to address racism and the interlocking systems of social oppression”.

Critical Race Theory (CRT) was selected for this study as it examines the “complex relationships between and among race, racism and jurisprudence” (Vandeyar, 2008, p. 12). It seeks to understand how mono-racial schools create and maintain the dominant culture as supreme over diverse learners, with focus on changing the bonds between law and racial power (Crenshaw, Gotanda, Peller & Thomas, 1995). It is the main theoretical focus of this study, involving the use of multiple interpretative methodology in which focus group discussions and individual interviews are incorporated to analyse the narratives of those who have been victimized by the legal system so that the researcher can understand “socially ingrained” and “systemic” forces at work in their oppression (Pizarro, 1999). CRT is a valuable theoretical perspective for thinking through different

ways of managing racial integration in public secondary schools and can be used as a theoretical lens through which this research study can be interpreted. The power imbalances of learners and educators can be revealed and the possible ideologies that are culturally and historically prescribing racial inequity can be further investigated (Maree, 2007). CRT does not merely aim at interpreting and describing the social world, but is actively orientated to transform society (Kincheloe & McLaren, 2005). It will also be discussed in greater detail in Chapter 3.

Carrim and Soudien (1999) found that neither South African educators nor their learners had the 'power' to confront the complex system of beliefs towards social division and inequality, whilst international research concerning the management of racial integration has yielded interesting findings developed in Chapter 2. The theoretical framework is grounded on a change management theory of Kurt Lewin's Theory of Social Change (Hatch, 2006; Burke, 2008), three-stage model is applied to demonstrate how schools as learning institutions could have a significant impact on the development of effective racial integration as a collective sense of efficacy about their racially diverse learners (Fullan, 2009). This in turn could lead to the promotion of social justice in public secondary schools. The researcher contends that change theory provides a foundation for effective management of racial integration and change management theory as well as critical race theory. In terms of racially diverse learners that are affected by the lack of effective management of racial integration in public secondary schools, the researcher will engage in discussions on how racial integration can be better managed in an environment free of racism, inequality, and exclusion, with the main focus on promoting and deepening the understanding of non-racialism.

There are many contemporary theories of attitude change and the various perspectives that involve equipping learners, educators, parents and members of staff with the tools to understand and recognise racism in all its forms, to combat racial discrimination and build a society in which all are equal. However, this was not happening in schools, and there are still problems of racism, racial prejudice and jurisprudence (Delgado, 1995; Vandeyar, 2008). School management and governance structures are still experiencing difficulty in promoting school communities that can effectively manage and facilitate racial integration;

consequently racially diverse learners are still experiencing racial exclusion and inferiority when interacting with other race groups and educators. School management and governance structures are catalysts of change, required to harness the skills of others by working in collaborative rather than hierarchical ways. School management and governance structures are at the forefront of implementing change and are required to demonstrate a multiplicity of leadership practices in the execution of their daily function. The legacy of apartheid, which was characterised by a fragmented education system and the demise of an effective racially integrated education system, led to the increasing difficulty and uncertainty in schools. In addition, school management was required to acquire the skill of working with governing bodies, educational authorities, parents and learners. Providing school managers with the necessary knowledge, skills, values and attitudes to manage schools effectively and efficiently could be considered as a strategic and important process to transform racial integration successfully in public secondary schools (Barber & Meyerson, 2007; Mestry & Grobler, 2002).

The researcher identified the need for management and facilitation of effective racial integration alluded to by educators, SMTs and learners, and decided to use the model of Lewin's Change Management Theory as the foundation for the change process in human systems and schools. This study endeavours to establish whether this theory is structurally suitable in terms of the factors and conditions present in mixed-race schools and whether these factors and conditions lead to sustained improvement in racial integration practices of management and governance structures. This process of educational change is neither a simple nor comfortable process, and as Fullan (2009) argues it is a socially complex process and the unlearning of habitual patterns can create anxiety, with effecting change not an easy undertaking. School management and governance structures must identify the gaps in school leadership capacity and execute the effective management and facilitation of racial integration in public secondary schools (Duke, 2004). The above aspects of Lewin's theory of change management have enriched the researchers understanding of how change happens and what role change agents (SMT's, SGBs, educators) can and must play if they are to be successful in managing and facilitating racial integration

(Schein, 1999). Lewin's Change Management Theory will be discussed in greater detail in Chapter 3.

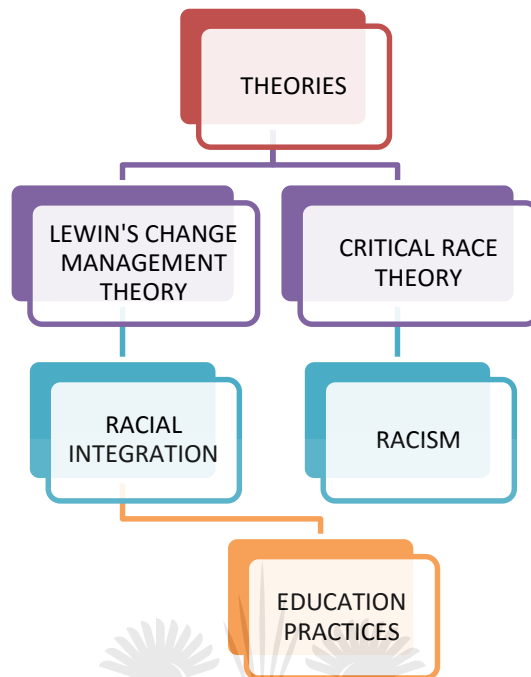


Figure 1.2: Integration of theories

In summary, the researcher chose Lewin's CMT to assist school management and governance structures to reinforce change and in ensuring that it is accepted and maintained to reach organisational goals, that is, to manage and facilitate effective racial integration in public secondary schools. It was needed to fill the gap left by the contrived approaches of racial integration in addressing issues of racial inequality and racism, thereby promoting social justice which is the constituent of effective racial integration.

1.11 ETHICAL CONSIDERATIONS

In line with ethical requirements, the researcher strictly observed ethical measures in order to protect all participants. The voluntary nature of participation and the purpose, procedures and potential benefits of the study were explained in a covering letter attached to the questionnaires, with written consent requested from the selected participants as they had a right to be informed that an aspect of their lives would be researched (Appendix D). The researcher obtained permission from the Gauteng Department of Education (GDE) (Appendix B). It was imperative that

the proposed study was conducted with the approval of the Research Ethics Committee of the University, especially as human subjects were involved in research of an empirical nature (Appendix C). Access to the results was granted to the participants and schools in the study and the detail thereof was thoroughly explained in the report to give readers the chance to judge the ethical standards. The identity of participants was protected by requesting them not to provide details such as names, contact details or place of residence (Burns, 2004). During the study the researcher endeavoured to be honest, respectful and empathetic to all participants. The collected data was handled in a professional way, as Sutton (2004, p. 56) states, “privacy is priority”. A limited number of people had access to the data, namely the researcher, supervisor and STATKON consultants. All sources of information and contributions to the study were acknowledged to avoid plagiarism. A more detailed report on the ethical procedures followed is given in Chapter 3.

1.12 DEMARCATION OF STUDY

This study is divided into seven chapters. **Chapter 1** has presented the introduction, overview, rationale and theoretical framework of study, namely the Critical Race Theory and Lewin’s Change Management Theory.

Chapter 2: Literature Review

In this chapter the researcher explores literature on racial integration in public secondary schools in order to provide a theoretical basis and framework for understanding and carrying out the study.

Chapter 3: Research Design and Methodology

This chapter provides a detailed exposition of the specific methodology which was used to collect and analyse data, giving a brief description of the research procedures. The different data analysis tools such as factor analysis, *SPSS 22.0* and tests for validity and reliability such as the Cronbach Alpha test is discussed.

Chapter 4: Analysis of Data and Findings

In this chapter the researcher presents quantitative data analysis in accordance with the statistical package from the structured questionnaires used, followed by

qualitative data analysis according to content analysis. Learners' individual interviews and members of the SMT and SGB focus group discussions and results from the open-ended questions are presented. To assist with the presentation of results, tables, figures and graphs are used.

Chapter 5: Discussion of Findings

This chapter integrates the findings from both the quantitative and qualitative studies in relation to the relevant themes that emerged incorporate the literature, the data analysis and the theories that were chosen for this study.

Chapter 6: Racial Integration Programme

This chapter presents a support programme on effectively managing racial integration in public secondary schools based on the findings of the study.

Chapter 7: Conclusions and Recommendations of the Study

This is the concluding chapter in which recommendations are made for any concerned parties or stakeholders and for further research in related areas. Limitations and recommendations of the study are also listed.

1.13 SUMMARY

This chapter has outlined the contents of this research study. The introduction highlighted the gap that school management and governance structures are experiencing in managing and facilitating racial integration effectively in public secondary schools, hence justifying the need for such research. Aims as well as theories were used to explain the study, the research design and methods, data collection and data analysis methods. A detailed literature review will commence in the next chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter explores international views on the management and facilitation of racial integration as well as some perspectives on the history of the South African education system in the apartheid era. A detailed account of literature concerning the approaches of racial integration is given, with an overview of critiques of approaches used in the United Kingdom (UK), United States of America (USA), Canada and South Africa in order to show that these approaches does not present solutions for effective racial integration in multiracial schools. The researcher discusses the central issue of racial integration in public secondary schools and the history of race in the context of education in South Africa. Furthermore, the theoretical framework informing the management of racial integration in public secondary schools, notably critical race theory (CRT) and Lewin's Change Management Theory (CMT).

2.2 INTERNATIONAL PERSPECTIVE

Racial integration in schools has been a problem internationally as well as in South Africa. The three countries cited above were chosen because they have been characterised as nations of racial diversity, clearly traceable to the period after World War II. Diversity has been and continues to be enriched by indigenous Africans (Blacks) and a large number of immigrants and refugees from countries around the world. The influx of immigrants led these countries to develop innovative practices of racial integration.

2.2.1. The United Kingdom

The process of a racially integrated schooling system was introduced in the UK in response to Black immigration after World War II. During the 1960s, assimilation was the first approach adopted in an effort to assimilate or incorporate Blacks who were not British, which eventually translated to race (Black and White). It was based on the belief that for Blacks to be integrated into society an education policy

was required that de-emphasised the minority groups' racial and cultural differences and stressed a British identity. Assimilation was aimed at integrating 'alien' Blacks into the ways, language, lifestyles and values of British people, therefore denying their ethnic origins and identities. Furthermore, it was hoped that mixing the diverse groups on the basis of racial tolerance would lead to an integrated nation (Carrim, 1995).

The assimilation, and multicultural education approach was adopted during the late 1960s and early 1970s to combat racism. There were changes made to the curriculum to accommodate the history, geography and languages of the racial minority groups in the hope that reason and empathy would "triumph over illogical racial bigotry" (Morrell, 1991, p. 66). The primary focus was on the teaching of cultures in order to dispel the myths and ignorance surrounding the attitudes and prejudices of Blacks. During the 1980s, critics of multicultural education argued that racism could not be prevented, and many multiculturalists demanded more explicitly anti-racist dimensions to integrate Blacks into the education system.

During 1983, the anti-racist theme was adopted by the Inner London Education Authority (ILEA) and further supported by the Commission for Racial Equity. As a result there was a "mixture of multicultural and anti-racist themes" (Gallagher, 2004, p. 91). The focus of anti-racist education fell on racial differences as well as the manner society justifies inequalities in terms of race. Despite the approaches of assimilation and multicultural education that was used to contend racism, however, it persists. Anti-racist education calls for a reevaluation of the ways in which racism is perceived and the way in which blacks are portrayed in "pejorative and negative terms" (Sayed & Vellanki, 2013, p. 302). According to Lund (cited in Mafumo, 2010), it focuses on eradicating both individual racism as well as racial inequality in education, such as evaluating the appropriateness of the curriculum, focusing on issues of racial harassment and stereotyping of black learners in education.

The assimilation approach was used to racially integrate black learners, however this approach failed to recognize Black learners' ethnic origin, languages and values, leading to the absorption of minority groups into the mainstream. According to Naidoo (1996), in order to address difficulties that surfaced during the assimilation approach, as it unfolded in various countries, multicultural education

was suggested as a solution but this did not address or prevent the issues of institutional racism because the main goal was to render Black learners “politically, socially and culturally compliant” (Lemmer & Squelch, 1993). Following the failure to effectively racially integrate Black learners, anti-racist education was recommended as a solution. This approach resulted in increased polarisation and denied ethnic identities and values of heritage among the Black learners.

2.2.2 The United States of America (USA)

Within the realm of education in the USA, desegregation was rather slow due to resistance by white people. As a consequence, the 1964 Civil Rights Act and 1965 Elementary and Secondary Education Act were enforced so that communities were desegregating their schools around the USA during the mid-1960s and continuing into the 1970s. By the 1980s the process of desegregation had gradually begun to fade from public consciousness, but desegregation was not complete (Tihanyi, 2006). According to Shaw (2004), the quality of education available to most minorities resembles the segregated levels of 1954. Schofield (2001) emphasizes that successful racial integration requires both careful planning and a thorough understanding of the dynamics of the interaction among racially diverse learners.

Racial integration in US schools began after the 1966 race riots which shocked the American nation, as the government attempted to address racial problems and promote racial integration by introducing the assimilation approach. Assimilationists' primary goal in education was to 'Americanize (Anglicize)' the multiracial immigrants (American Indians, African Americans and Mexican Americans) and helped them to acquire the language, values and behaviour needed to succeed in American English culture and its institutions (Banks, 2006a, p. 72). The assimilation approach was unchallenged during this period, since it was understood by minority group leaders and the majority of group leaders as the proper societal goal. However, it promoted social injustice which stripped Black learners' identity, culture, language and traditions. The failure to effectively integrate Black learners led to an alternative approach, namely multicultural education.

The 1960s and 1970s formalised multiracial schools, which inspired much needed reform in educational institutions at all levels. Schools became more reflective of the racial diversity and implemented institutional changes so that learners from diverse racial groups could enjoy equal educational opportunities (Banks, 1984). Principals and educators who embraced the concept of multicultural education were expected to examine their entire school environment in order to reflect factors of diverse racial composition of school staff, their attitudes, teaching strategies and materials as well as the school's norms. In other words, the whole school needed to be developed so that major reform could take place among racially diverse learners in the school environment. Banks and Lynch (1986, p. 24) argued that a "holistic multifactor paradigm" was needed to provide a basis for learners from racially diverse backgrounds to maintain their separate identities, yet at the same time achieve socialisation sufficient for peaceful, effective and satisfying interaction with learners from other race groups. Banks proposed three dimensions to achieve this "holistic multicultural education in a pluralist democracy", namely maintenance of a dynamic diversity, acceptance of the need for social cohesion, and a commitment to greater equity from the principal and educators (Banks & Lynch, 1986, p. 24).

2.2.3 Canada

Unlike the UK and the USA, which focused on assimilation, the Canadian government focused on addressing the issues of racism and racial segregation. Citizens were mostly either Anglophone or Francophone, and Canada used the multicultural and anti-racist approaches to address issues of racism and promote effective racial integration (Dorotich & Stephan, 1984). In 1963, a Royal Commission on Bilingualism and Biculturalism investigated the relationships between English and French, only to find that a host of other racial groups. Multicultural education in Canada did not regard educators as 'agents of change' but as facilitators in an educator or learner dynamic (Carr & Klassen, 1996, p. 127), nor promote cultural and racial enrichment, equality of access or the reduction of prejudice. Instead multicultural education fortified the status quo and produced social and economic inequities that illuminated the difference between the different racial groups based on status. Anti-racist education did not effectively

integrate the diverse racial groups and had no interest in dealing with the concerns of the minority groups.

2.3 THE CHALLENGES OF THE DIFFERENT RACIAL INTEGRATION APPROACHES IN THE UK, USA AND CANADA

The weaknesses of the various racial integration approaches as they unravel in the United Kingdom, the United States of America and Canada will be discussed in this section. It is important to note that although these racial integration approaches started after World War 2 none of them began simultaneously in any of these countries. The development in one country may have been the result of that in another country.

2.3.1 Challenges of the assimilation approach

The assimilation approach as defined in Chapter 1 is to racially integrate minority groups or Black African learners into the ethos of the school and the majority racial group. This meant that they had to adopt the language, culture and value of the school while foregoing their languages, culture and values. According to Carrim (1995) and Gallagher (2004), the assimilation approach led to the inclusion of Black learners into the way of life of the majority group but did not make any effort to engage with the minority group.

2.3.2 Challenges of the multicultural approach

Multicultural education did not address the issues on institutional racism (Banks & Lynch, 1986), and lacked the necessary strategies to enhance critical engagement among racially diverse groups. Gallagher (2004, p. 91) states that multicultural education did not “prevent racism but rather promoted it”, some of the aims being to make Black learners politically, economically, socially and culturally compliant (Morrell, 1991). It failed to address the principles of social justice and human value.

2.3.3 Challenges of anti-racist education

The failure of anti-racist education lies in its inability to cultivate critical thinking skills and openly discuss challenges of racially diverse learners that can enable them to connect and belong to an education system in which social justice and effective integration is practiced. According to Naidoo (1996, p. 38) the weakness of anti-racist education is its incapacity to display an “awareness of nuances, contradictions, inconsistencies and ambivalences”.

2.4 THE EDUCATION SYSTEM IN APARTHEID SOUTH AFRICA

The problem of racial integration is more profound in South Africa because of apartheid, which impacted on the collective and individual psyches of all South Africans, Black, White and others (Nkomo et al, 2004). The historical development of education for the integration of racially diverse public secondary school communities in South Africa can only be effectively evaluated against the backdrop of the educational history of the country. Since 1948, segregation was severely enforced, however, after the 1976 uprising, the South African Catholic Bishop Conference decided to resist the apartheid education legislation and enrol black learners in Roman Catholic schools.

The racial, ethnic and geographical separations within the education system had led to the formation of 17 separate education department's prior to 1994 (Naicker, 2000). These divisions within the departments of education were supported and upheld by apartheid legislation, such as the Populations Registration Act of 1950, 1953 Group Areas Act, the 1954 Native Settlement Act, and the Reservations of Separate Amenities Act No. 49 of 1953, the Bantu Homelands Citizenship Act of 1970 (Mda, cited in (Alexander, 2001). This segregated system of education characterised by race, class, gender and ethnic divisions resulted in the provision of uneven access to schools, unequal educational opportunities, irrelevant curricula, inadequate infrastructure, facilities and an under qualified educator component (Kivedo, 2006). The history of formal education in what became known as South Africa originated in the Cape Colony (now the Western Cape) and dates back to 1658, when Jan Van Riebeeck, the first Governor of the Cape opened its first school (Christie, cited in (Tihanyi, 2006).

In 1841, two centuries later, the first mission school, the Lovedale Institution opened, followed by other schools such as Zonneblom in the Cape, Marianhill in Natal, and Kilnerton in Transvaal (Christie, 1994). These mission schools were not immune to racial divisions and played an important role in education (Tihanyi, 2006), but they were the only institutions that accepted black learners. Pre-dating apartheid, education was designed to fit black people into subordinate positions in the racially structured divisions of labour (SAHRC, 1999). The goal of Black education was to give a limited amount of training to Africans so that they would not be able to advance beyond a specific job (Tihanyi, 2006). The Nationalist Party, which represented the Afrikaner population, came to power in 1948 determined to segregate and differentiate education between cultural and racial groups and to exercise control over education in the interests of 'Afrikanerdom' (Johnson, 2007, p. 2). The ideological nature of separatist education policies, based on Calvinism and Afrikaner nationalism threatened the existence of many mission schools in an effort to gain control over black education (Tihanyi, 2006).

In 1953, Verwoerd introduced the Bantu Education Act which placed 'Blacks' under the control of a State and Christian National Education system which was designed to ensure White racial superiority (SAHRC, 1999; Johnson, 2007), with racial segregation governing the education system. The policy of Bantu Education was challenged by widespread protests and resentment (Johnson, 2007), coming to a head in 1976 when secondary school students in Soweto expressed their opposition to the policy proposal that black students need to learn through the medium of Afrikaans, a language now seen as that of the oppressor (Tihanyi, 2006).

The slogan that sustained school boycotts was 'Liberation before Education' (Bundy, 1992, p. 37). Youth in general played an overall role in resisting not only the apartheid government's education policy but the system as a whole. After 1976 the school children injected a new stamina into all facets of the liberation movement (Hyslop, 1999) and it became evident to all observers that for centuries oppressive colonialism had left a complex and painful legacy reflected in every aspect of society, including education (Tihanyi, 2006). Of importance in educational reform was the opening up of previously segregated schools to all races (Tihanyi, 2006). In April 1992, Minister Clase unilaterally announced that all

White schools would be converted to Model C status. This meant that schools would be state-aided, and run by a management committee and the principal (Vally & Zafar, 2002). The move was an attempt to cut state costs by shifting the financing and control of White schools to parents. Black parents were excluded from enrolling their children largely due to high school fees and failing selection measures, admission tests, and other so-called meritocratic criteria which were actually covert forms of racism (Vally & Dalamba, 1999).

Although desegregation began in 1993 there were only 60,000 Black students at Model C schools, and about 40,000 'Blacks' and 'Coloured' learners at 'Indian' schools. By the end of 1995, African learners at Coloured, White and Indian schools did not exceed 15% (or approximately 200,000) of the total learner enrolment (Vally & Dalamba, 1999). In October 1990 desegregation took place to a limited extent in White state schools following educational change. According to Vally and Dalamba (1999, p. 10), this meant that Black African learners could be admitted into White state schools on condition that they all maintained a 51% White learner majority in their population; secondly, the White cultural ethos of the school had to remain intact; thirdly, the management council of the schools did not necessarily promote the employment of Black educators on the staff of the schools; lastly, the financing of Black learners at these schools was the responsibility of the parent/s.

2.5 POST-APARTHEID SOUTH AFRICA

Education during the apartheid years mirrored South African society at large, with the initial educational policy framework of the African National Congress (ANC) and the subsequent white papers of the national government setting the course for the transformation of the education system from the former apartheid system based on racial segregation to a democratic system based on equal educational opportunities for all learners (Smith & Foster, 2002). According to the Education and Training in a Democratic South Africa, Education White Paper (1995, p. 21):

The years of turmoil have taken a heavy toll on the infrastructure of our education and training system. The relationship between schools and many of the communities they are expected to serve has been disrupted and

distorted by the crisis of legitimacy. The rehabilitation of the schools...must go hand in hand with the restoration of the ownership of these institutions to their communities through the establishment and empowerment of legitimate, representative governance bodies.

The Initial educational policy framework of the ANC (1995) envisaged a revitalization of schools as an essential component of transformation. This orientation focused on school education reform in two ways. The first was the participation of all stakeholders in the governance of the school, the second a ratification of the responsibility for the management of the school (MacBeath & Mortimore, 2001). The Hunter Report (cited in Smith & Foster, 2002) recognized the connection between governance and management and acknowledged a difficulty in separating the two concepts operationally (Smith & Foster, 2002). All forms of legislation may be regarded as 'subordinate' in the sense that they are subject to the Constitution (Oosthuizen, 2003, p. 28), however, original legislation is viewed as having been promulgated by the original authority of a legislative body (e.g., parliament or a provincial legislature). The SASSA No. 84 of 1996 is the primary Act that regulates schools, its focal point being to revoke all apartheid past laws pertaining to schools, abolishing corporal punishment and admission tests, and providing compulsory education and a cohesive schooling system.

Democracy has led to changes in the education system. In May 1994 a new Department of Education was established by proclamation, amalgamating all 18 departments of education, formerly based on race, into one national and nine provincial departments. The opening of White (former HOA) schools to Black learners was a major issue at the beginning of the year 1995. Early studies by Carter, Caruthers and Foster (2009) state that desegregation in South Africa was slow and non-constructive in response to the dismantling of apartheid by former White educators in former white schools.

In the preamble to SASSA (1996: 1), the Act declares that South Africa:

...requires a new national system for schools which will redress 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 and intolerance ...Protest and advance our diverse cultures and languages, uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the State.

The SAHRC (1999:4) stipulates that for racial integration to take place in schools racism needs to be acknowledged as a structural facet of society and be understood in its historical context' However, in the air of hope the ultimate solution which took form was the Truth and Reconciliation Commission (TRC), which operated between 1995 to 2001 and sought to satisfy not only the victims but also exercise retributive justice by offering the victimisers the possibility of amnesty (Tihanyi, 2006). The definition by Asmal, Asmal and Roberts (1997) of reconciliation echoes the TRC goals of re-writing history based on a truthful admission of past abuses. Wilson (2001), in elaborating on the role of the TRC, stated that the decision to give amnesty to human rights offenders also gave the ANC government the freedom to decide how to deal with the past. While Wilson's argument implied that the TRC bowed to pressure exerted by members of the apartheid regime, others such as the TRC commissioners, including Archbishop Tutu, rejected this notion and instead claimed that the motivation behind the decision was that South Africa had a long history of restorative justice which instead of focusing on punishment aimed to restore the humanity of perpetrators and reintegrate them into society (Tihanyi, 2006). Therefore, reconciliation was envisaged as a constituency of restorative justice in providing the basis for a collective acknowledgement and understanding of the injustice and disparities apartheid left behind (Asmal et al., 1997). In South Africa, much has changed since Nelson Mandela's release. Since the initial euphoria is over and the TRC has come and gone it is appropriate to ask if the process of reconciliation was achieved (Asmal et al., 1997).

Stemming from an overall emphasis on the role of history, Charles Villa-Vicencio (2003, p.1) suggests a connection between reconciliation and restitution (reconstruction).He quotes President Mbeki's succinctly expressed claim that "If you handle the transformation in a way that doesn't change a good part of the

status quo, those who are disadvantaged will rebel and then goodbye to reconciliation'. This crucial point echoes the professed goal of the TRC in remedying the past economic and social injustice (Tihanyi, 2006). In the light of all that has been written in reconciliation, by nature, this concept can only be understood in a setting where face-to-face interaction occurs on a daily basis among learners of racially diverse groups who were previously isolated from each other in academic settings, namely in desegregating or integrating schools (Tihanyi, 2006).

The two terms are often used interchangeably, desegregation for schools that are not purposefully separated and integration for those that are purposefully integrating learners of different races. The distinction is important for this research as reconciliation, by virtue of its definition, would promote a move towards restitution and ultimately integration (Tihanyi, 2006).

Given the researcher's stated goal of managing and facilitating racial integration in public secondary schools, schools in the black townships remain mono-racial because of the apartheid system. In addition, mono-racial schools serve as a significant source of comparison with racially integrated ones. In general, schools represent broader society, which ultimately reflects the societal process of reconciliation. Racial integration has many facets and can be analysed at various levels, for instance, policy, education, and systemic or structural governance.

2.6 CHALLENGES OF RACIAL INTEGRATION IN SOUTH AFRICA

Inequality, division and segregation have been features of South Africa's history of education. In 1997, in response to the aggravated forms of racism and oppression, the ANC had a main political objective to create a united, non-racist, non-sexist and democratic country, known as 'nation building' (Rajput, 1999). According to Vorster (2005), this can be defined as a social process of transforming an undeveloped, poor and divided society into a peaceful community with equal opportunities within which individuals were able to enjoy dignity and basic human rights in harmony with other people who may function within different racially populated groups. However, 20 years later the era of social harmony, development and prosperity still seems far-fetched. The media frequently reports

that schools are characterized by racial tension, ignorance, misunderstanding and aggression as a result of the poor management of diversity (Meier, 2005).

School managers, governance structures and educators are not equipped to deal with racially diverse learners and their biased perceptions can lead to a negative prophecy to effectively integrate their learners socially and racially (Pather, 2005). More than three decades of legislation and racial segregation saw education for Whites compulsory, free and state-funded, in contrast to that for blacks which focused on the unparalleled lawlessness of Bantu education (Nkomo et al., 2004). This heralded much attention countrywide and gave rise to a new era in which young Black political activists became accustomed to power and control and refused to yield to authority. The advent of the new democratic government introduced a desegregated national education system that resulted in large numbers of Black learners attending formerly White, Indian and Coloured schools, and none could be refused admission on the grounds of their inferior education and racial affiliation (Meier, 2005). A historically inferior education system is indicative of the way in which learners from formerly Black schools interact with peers in White schools.

Sayed and Soudien (2003, p. 11) suggest that 'equal opportunities' have had a minimal impact on the disadvantaged learners from the inherited apartheid education. Rather, they have caused major structural inequalities, with learners from former black schools being labelled incompetent, illiterate and ignorant. These stereotypes were supported and encouraged by many unmotivated educators who lacked the skill of multicultural teaching, the Africanisation of learning content and the frustration of overcrowding classes. The restructuring of education created discontent and negative perceptions in some communities (Randemeyer, 2004, p. 11). The educator-learner ratio increased to 1:40 for primary schools and 1:35 in secondary schools, and this created tension amongst many white parents who believed that this would lower teaching standards and educator morale. As a result, teaching posts were drastically reduced (De Vries, 2004).

Despite years of reform effort, South Africa continued to lag behind in international comparisons and has failed to significantly integrate learners from racially diverse backgrounds. Some commentators suggest that the problems lie in the legacy of

apartheid, as well as deeply ingrained class and race relations. Jansen's (2004) assessment of effective leadership for change has identified a lack of the 'essentials', notably educators who are suitably qualified and motivated, appropriate teaching and learning materials and sufficient time allocated to tasks. An effective management and dedication has been identified in international literature over the last quarter of the century as a critical issue in managing change and purposely integrating racially diverse learners. What often happens when a Black learner from a previous Black school enters a new school which reflects a particular dominant culture, these learners are expected to conform to the dominant discourse and in a way 'forget' or 'surrender' their own. Therefore, educators needed to become more involved in providing an interactive learning context in which the commonality and diversity would be embraced (Wood, 1993). According to Saleeby (1996, cited by Ngcobo & Tikly, 2010) places emphasis on the strengths perspective in an attempt to listen to the stories of their learners especially those learners who suffered under the oppressive apartheid regime and did not have their stories told or heard.

White (1995) specifies that people make sense of their lived experiences through narrative or stories, and are socially constructed through language, the function of which Rappaport (1993) regards as a function to place one's experience in order, establish coherence and meaning to proceedings and to provide a sense of history and future. Stories that are revisited can be revised or transformed, and retelling them can provide growth and change as the main aim for educators wishing to implement the narrative approach in schools. In this study, it was through the focus group interviews that educators and learners had the opportunity to share their stories. This process focused on drawing their attention to racial incidences that either can be challenged or curative. Furthermore, these groups discussed ways in which the specific group can build on or intensify their understanding and knowledge. The aim of this process was to develop independent and responsible learners and to make educators realise that they are accountable for this reconciliation process. Many scholars of social justice in South Africa suggest that most attempts at providing equitable, quality education for learners with racially diverse backgrounds, interest and abilities have not been succeeding (Jansen, 1998; Carrim & Soudien, 1999; Vally & Dalamba, 1999; Pillay, 2004). Numerous

post-1994 policies and legislative enactments that directed desegregation in South African Schools took on the responsibility to racially diversify their learner population in varied ways (Meier, 2005). By contrast, township (Black) schools remain largely excluded from the process of integration, while previously “Coloured” and “Indian” schools now have a substantial number of Black learners, however White learners are mostly absent from them. Research studies (Jansen, 1998; Carrim & Soudien, 1999; Vally & Dalamba, 1999; Pillay, 2004) show that school response to racial diversity and changes are inadequate.

Post-1994 policies and legislation that promulgated desegregation in South African schools with the most critical outcome of integration resulted in assimilation. Another feature of assimilation is that the values, behaviours, ethos and character of the dominant group frame the social and cultural context of the school (Soudien, 2003). This is supported by Meier and Hartell (2009), who argue that desegregated South African secondary schools assimilate black learners into the school and its culture, with the consequence that the status quo is kept intact. The historical ethos (the way things have always been done in schools) was retained in and created a sense of alienation for those learners coming in from elsewhere and who rejected it, or those trying to adapt to the culture (Johnson, 2007).

Allied to the construct of assimilation are claims of “colour-blindness” (Vandeyar, 2010), which arises when educators claim not to see race or colour and refuse to engage with issues in their dealing with racially diverse learners. Jansen (2004) argues that the problems of this approach lie with the lack of consciousness of the ways in which schools are organized. Vandeyar (2010) stipulates that it is an approach that objectively serves to hide institutionalized racism or discriminatory attitudes in desegregated schools. The colour-blind curriculum is another way in which schools continue to maintain the status quo (Meier, 2005). According to Moletsane (1999), research has shown that educators who apply it often try to suppress and gloss over the prejudice against learners from racial groups other than their own, by professing not to see colour. The implications in these colour-blind practices is a belief that the new learners “come from educationally and culturally inferior backgrounds and that changing the curriculum to meet their needs amounts to lowering the otherwise high standards in the former white

schools” (Meier, 2005, p. 22). A common approach in South African schools was contributionist, as described by Banks (2006a), in which learners are asked to acknowledge and know about the contributions (mostly food and dress) of other racial and cultural groups.

Van Heerden (1998) and Vandeyar (2006) point out that schools that have cultural days or string along medleys of verses of songs in different languages in an effort to accept new learners is a superficial ‘add on’ initiative that does little to establish real unity in racial diversity. Vandeyar (2006) advises on the need to steadily transform the entire curriculum and in so doing the need to gain clarity on such issues as whose culture they reflect, who is getting equal access to knowledge in the school, whose perspective is being heard and whose identity being ignored. Other schools in the townships (Black) remain mono-racial and have little if any experience of multiculturalism (Tihanyi, 2006). As a result, learners in these schools lack an environment conducive to racial integration that will prepare them for the post-apartheid South Africa. By necessity, much of the discussion on multicultural education centres on former Model C schools, in which multiculturalism is currently practiced.

In an effort to accommodate “difference,” educational inclusion has taken the form of multicultural education. According to Fante (2000), this enhances a teaching and learning approach which is ideal for the aims of the education system. Chisholm (2004) and Meier (2009) note that scholars criticize multicultural education as an approach that masks real injustices, such as those of racial and cultural discrimination, and its inability to bring about structural reform in racially diverse schools. In contrast, multicultural education aspires to create equal educational opportunities for learners from racially diverse, ethnic social-class, and cultural groups (Vandeyar, 2010). According to Banks (2006b), one of the most important goals of multicultural education is to assist all learners to acquire knowledge, attitude and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate and communicate with people from racially diverse groups so as to create a civic and moral community that works for the common good.

According to the SAHRC (1999) and Vandeyar (2003), the practice of multicultural education in South Africa does not equip learners, parents or educators with the

skills and knowledge to combat racism and ethnic discrimination or to find ways to build racial integration among racially diverse learners. However, it should be added that multicultural education, as currently being practiced here and in the UK, USA and Canada, operates on the mistaken assumption that all cultures enjoy equal status in society (Vandeyar, 2003). Therefore, as a strategy to racially integrate schools it does not address the “deep-seated” racism that characterizes these institutions and society as a whole (Carrim, 1998, p. 311). Integration can be understood as the fundamental change of the attitudes of learners and educators as well as the institutional governance of the school, meaning the policies and ethos of the school. The SAHRC (1999) outlines that the Bill of Rights and the South African Constitution are both compatible with International rights law, conventions, covenants and declarations. While South Africa and the USA share a similar history of lawful racial discrimination they have differed in their standpoints on racial integration and desegregation.

In contrast, the apartheid government used inequitable educational policies to endure racial stratification. The SASA of 1996 viewed democracy as a mechanism to create an integrated educational system that would deracialize and unify the national system of education by stating:

‘Whereas this country requires a new national system for school which will redress past injustices in education provision, ... and in so 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 and intolerance, contribute to the eradication of poverty and the economic well-being of society, protect and advance our diverse cultures and languages...’(SASA, 1996: 1).

Like many other countries, South Africa has a legacy of deep-rooted oppression and racial inequality. Many South Africans have lost trust not only in current governance and leadership but also in its capacity to produce them in the future (Smetherham, 2008; De Lange, 2008, p. 4). Having reviewed the work of many philosophers, Waghid (2004:22) argues that effective policy implementation relies on compassionate and responsible citizenship, where the individual embraces values and judgement such as compassion, mutual respect, generosity and

responsibility. He believes that 'distrust', together with the restricted understanding of compassionate and responsible citizenship, will likely contribute to the failure of realizing the attainment of a non-racist multicultural society. According to Ndimande (2004), educators model behaviours that learners emulate. Additionally, multiracial schools in both the USA and South Africa are augmented by legal mandates and educational policies, however the belief systems of educators, learners and parents need to be actively confronted so that equity policies and an integrated racial education system can be achieved (Ndimande, 2004: Pillay, 2004) cited in Carter et al., (2009).

On a macro level, policies do not pacify this risk and no attempts are made to actively dissolve the distrust of educators and learners for these dynamics to be addressed. School management and governance structures in multiracial schools need to understand that educational and socio-political equity foster mutual benefits which will constitute new social and cultural habits that will generate integration at the micro level (Oakes et al., 2005:301).

The principle source of education law lies indifferent forms of legislation (Van Wyk 2007, p. 344; Bray et al., 1989:9), which according to Kleyn et al. (1996:52) is the written legal rules drafted by a competent organ of the state. The term 'legislation' is defined in a broad manner by Section 2 of the Interpretation Act of South Africa (1957) as any statute, proclamation, ordinance or other measure which has the authority of legislation. In order to know the distinction between the different forms of legislation, various writers distinguish between original and subordinate legislation (Botha, 1996). Original legislation is promulgated by parliament, while subordinate legislation is issued in terms of (on the authority of) original legislation (Van Heerden et al., 1998, p. 3). In order to provide an orderly pattern for the discussion of the various forms of legislation and the impact on education, this discussion is conducted within the classification framework of legislation as a source of education law. In 1996, the next crucial step began with the enactment at the *National Education Policy Act 27 of 1996 (NEPA)* and the *South African Schools Act 84 of 1996 (RSA)*. Smith and Foster (2002) wrote that policies provided a vision of the South African government on national and provincial issues that were to be followed by a complex web of laws and regulations for the governance and management of education.

The legislative framework comprises the Constitution of the Republic of South Africa, 1996 which includes an entrenched Bill of Rights that enshrines both civil and political liberties. Emerging from a system that has been referred to as “a crime against humanity,” South Africa carved a constitution that mandated all South Africans to build a vision of a society based on equity, justice and freedom for all (Vandeyar, 2003). The result is based on the ten core principles that call upon all its citizens to assist with redressing past injustice and establishing a society based on democratic values, social justice and fundamental human rights. These principles embedded in the Constitution are democracy, social justice, and equity, equality, non-racism, and non-sexism, Ubuntu (human dignity), open society, accountability, the rule of law, respect and reconciliation, to provide a mechanism whereby specific denials of equality arising from discrimination may be challenged (Vally & Dalamba, 1999). Section 29 of the Bill of Rights is particularly relevant to this research since it deals with issues such as the right to education, redressing past discriminatory practices and the law on human rights (Vally & Dalamba, 1999).

In 1978, the United National Education Scientific and Cultural Organization (UNESCO) endorsed the Declaration on Race and Racial Prejudice. Article 6(3), which is central to these laws and insists on a thorough investigation of instances of racial discrimination in schools, with research programmes designed to combat racism and racial prejudice and promote political, social, educational and cultural measures to encourage mutual respect among racially diverse learners (Vally & Dalamba, 1999).

The Declaration also states that competent authorities and the entire teaching profession

...have a responsibility to combat racism, more especially by ensuring that curricula and textbooks include scientific and ethical considerations concerning human unity and diversity ... by training teachers to achieve these ends; by making the resources of the educational system available to all groups of the population without racial restriction or discrimination (Article 5(2)).

The Consultative Forum on Anti-Racism in the Education and Training Sector (CFRE) has generated products and lessons relevant to communities with the challenges that arise from discriminatory practices in schools. The apartheid legacy has contributed considerably to the various complaints recorded by the SAHRC and thematically based on “unfair discrimination, racism and racial discrimination” (Nkomo et al., 2004, p. 79). Based on the complaints received from schools, the SAHRC conducted a major study on racial integration in South African schools which was released in 1999 (Vally & Dalamba, 1999). It initiated practices in anti-racist training, encouraging individuals to be actively part of the policymaking process. The forums processes were hindered by problems that included management, co-ordination, communication and limited initiatives from working groups (Nkomo et al., 2004, p. 81).

Parallel to this Forum was the National Forum on Democracy and Human rights Education (NFDHRE, 2001), the purpose of which was to bring together practitioners with particular experience in human rights and democracy, human rights law, diversity and anti-racism work (Nkomo et al., 2004, p. 79). The aim of this forum was to facilitate the institutionalization of human rights education by ensuring that the curriculum encompassed the inclusion of democracy, human rights and inclusivity. The achievement of the NFDHRE developed symbiotic relationships of democracy and human rights education theorists and practitioners, lawyers, paralegal, educator unions, provincial and national departments of education. However, it was not funded but depended on resources of member organisations to sustain it (Nkomo et al., 2004, pp. 79-90). The aim was to shift identity in unity of its community in practice to deal with issues of racism and human rights where individual identities were engaged, shifted and aligned to the human rights values.

A major problem with racial integration in South African schools is the multiplicity of approaches to racial integration being used, as discussed in section 2.3. These approaches create inequalities by requiring Black learners to adopt the language, ethos and values of the school, thereby undermining Black African learners' racial backgrounds and heritage. As a result, racial segregation persists, therefore, strong educational and leadership is needed to facilitate racial integration in public secondary schools.

Critics of multicultural education in the USA believe that multicultural education, like the assimilation approach, failed to address the issues of racism in schools or to promote racial integration. Some critical observers also believe that multicultural education and the assimilation approach eradicated the language, cultures and values of the black learners, therefore failing to realise the importance of racial integration. The major goal of these approaches was to “divert attention away from racism” (Bank, 1986: p. 44).

2.7 THE NEED FOR STRONG LEADERSHIP AND MANAGEMENT TO FACILITATE RACIAL INTEGRATION

In the policy framework of South African, management of racial integration in schools is embedded in the SASSA (No. 84 of 1996). The educational policy requires school managers, governance structures and educators to work in democratic and participative ways to build relationships among racially diverse learners and ensure effective delivery of education. The SASSA has had a pivotal impact on the desegregation of schools, with Article 16 making principals and HoDs responsible for the professional management of the school, while governance is vested in the SGB. The SASSA established a pattern of local governance by mandating SGBs composed of parents and educators, non-educators, the principal and co-opted members, standing in a position of trust toward the school (Vally & Dalamba, 1999; Smith & Foster, 2002).

The Manifesto on Values, Education and Democracy (2001) provides indicators for educators, school managers and SGBs against which they can compare their personal values and so ensure that they model the values that underpin the Constitution towards enhancing racial integration. The values that drive institutional development and the organisational structures concerning the leadership in a school are primarily concerned with participation and involvement (democratic), creating and instilling appreciation for a human rights culture, and a continuous awareness of the staff’s duties towards learners and the community. In the current situation in South African schools, leaders are concerned with the continual search for quality education (educators’ duty to learners) and public accountability (duty to community)(DoE, 2001).The problems in South African

schools can be attributed to the lack of legitimacy created by apartheid policies during the previous dispensation (DoE, 2001).

According to the DoE (2001), post-apartheid education was driven by two imperatives: firstly, the government had to rescind all apartheid legislation in the need to redress past racially discriminatory laws and practices and provide a system of education that builds democracy, human dignity, equality and social justice. Secondly, a system of lifelong learning needed to be established. While education in South Africa is seen as a separate sector under the national and provincial components of the public service, the schooling system is now experiencing fundamental issues of authority shift of power, and the commitment to restoring authority through school-based management is of crucial importance (Smith & Foster, 2002). Therefore, school management and governance structures must embrace the complex, uncomfortable and fearful environments that are present in schools. In order to bring about this change, racial integration needs to be introduced and adapted to the particular context.

The HSRC (1999) and Pillay and Mestry (2006) confirm that analysts view desegregation in schools as a process that primarily accommodate the values, needs and aspirations of learners from diverse socio-cultural backgrounds. Learners from these groups are simply expected to assimilate into the prevailing ethos of the school. Nevertheless, the nature of SASA embraced the need for any new governance model to have a degree of uniformity and coherence to promote a sense of national unity (Smith & Foster, 2002). However, Carignan et al. (2005) suggested that schools move beyond the recognition of racial diversity and cultural differences to a concern for equitable interaction and cultural pluralism in all aspects of education for all learners. In the era of globalisation, racial integration encourages stakeholders to find alternatives in teaching, learning and schooling, as well as to learn to establish a 'togetherness' based on equal terms (Stonier, 1998).

Despite the end of apartheid in South Africa, the shadow of its ideology continued, no longer through racially explicit policies but by proxy, notably high school fees, exclusionary language and admission policies of previously White, Indian and Coloured (Vally & Zafar, 2002). Confronted with "sporadic eruptions of overt prejudice and faced with persistent reports and complaints of a pervasive and

insidious racism in many schools henceforth the SAHRC embarked on a study of human rights, prejudice, racial conflict” and racial integration in public schools (SAHRC, 1999:1). The SAHRC (1999) confirms the views of authors Carrim, Mkhwanazi and Nkomo (1998) that racism persists in schools despite school desegregation. Racism remains a “reality in the modern world even in democratic societies where discrimination is illegal, human rights are entrenched, and racism routinely censured and denied” (Painter & Baldwin, 2004, p. 12).

Over two decades since the fall of apartheid there is still no nationally instituted anti-racism program in place in public secondary schools, no structured programmes to help educators cope with racially diverse classrooms, and no nationally or provincially co-ordinated programmes to manage and facilitate racial integration in public secondary schools. According to Vally & Zafar (2002), it is clear that racial inequality in schools is not merely a result of racial ignorance or misunderstanding but is structurally linked to a wider social, economic and political fabric of society. Therefore, there is a need for school management and governance structures to bring about change to remedy these crucial issues, with their ability to influence the actions of individuals.

2.8 THEORETICAL PERSPECTIVES OF THIS STUDY

Critical Race Theory (CRT) and Lewin’s Change Management Theory are two theories used in this study to focus on the dilemmas that hinder the process of effective racial integration in public secondary schools. The researcher chose these theories because the applicability of CRT in the discourse of racial integration, and in relation to this study, is the social justice framework that it attempts to maintain. Understanding this aspect of social justice, critical race theorists presume that racism has contributed to all contemporary manifestations in racially diverse schools, in which differences are ignored. Therefore, CRT supports the social justice framework and suggests an understanding of why effective racial integration is not taking place. The next theory expresses aspects of South African schools that are undergoing major social and organisational changes. These changes were ascribed to poor school management and governance structures in some schools, ineffective policy formulation and

implementation, lack of commitment from staff, unsuitable interrelationships between racially diverse learners, a lack of social justice that forms an integral part of democratic educational change and underperforming educators (Naidoo, 2014). According to Burnes (2004, p. 985), Lewin's planned approach to change involves the incorporation of four elements, that is, the "Field Theory, Group Dynamics, Action Research and his 3 phase model" for change management as integrated method to understand, analyse and bring about change at a micro level (school).

2.8.1 Critical race theory

Critical Race Theory (CRT) is used in this study to inform and expand critical approaches to racial integration in education. Its first tenet is that society accepts racism as an ordinary and permanent fixture of life (Delgado & Stefancic, 2001). Comparatively, in the UK, USA and Canada, as well as South Africa, racism is part of the daily landscape and forms part of the "normal and natural", implying that there are inequitable conditions that occur systematically at policy level as well as overt acts of racism in schools (Foucault, 1972, p. 49). Thus, any solution to remedy the issue of racism comes from unmasking and exposing the true nature of racism in all of its permutations (Ladson-Billings, cited in (Liggett, 2014). Applied to racial integration in public secondary schools, management is examined through the effects that racism imposes on learners as a permanent fixture of life, and are continuously encountered with racial discrimination, racial prejudice and racial abuse based on skin colour and racial difference from the dominant groups. The second tenet of CRT raises the awareness on the importance placed on understanding the historic effects of apartheid and the way past inequalities impact on the lives of racially diverse learners. In education, educators would include the curriculum and the examination of the history of apartheid and the past acts of inequalities in relation to the education policy and the way it is viewed and reacted to by learners in current racially diverse classrooms. Racism persists but most schools are not concerned with key issues around racial integration.

At present, race issues remain hidden in practices and terminology such as 'assimilation' and 'colour-blindness'. The third tenet to CRT is the use of narratives

and storytelling as a way of conveying experiences of those who were oppressed (Taylor, Fleisch & Shindler, 2008). According to Delgado (1995), it engages storytelling as a way of analysing the myths, presuppositions and life experiences that form the common culture of race. In addition, Mohanty (2000, p. 32) wrote that critical race theories rely on life experiences as a valuable and valid way to interpret the use of community dialogue:

... to yield reliable and genuine knowledge, just as it can point up instances and sources of real mystification... Experience can be 'true' or 'false', can be evaluated as justified or illegitimate in relation to the subject and his world, for 'experience' refers very simply to the variety of ways humans process information.

The researcher used CRT for learners to voice their experiences and perceptions, as well as to create meaning and understanding of this generational lived reality, which was prevalent in the lives of most educators but not those of the learners. Mohanty (2000) argues that individual knowledge is based on the cognitive and theoretical grounds on which knowledge is constructed, that is, people construct their knowledge and understanding from their personal and social experiences, and interactions based on cognitively mediated processes. As such, Crenshaw (1993) argues that an intersectional framework between racism and racial integration is needed to critique systems of oppression as well as discuss the differences within the groups of people, that is mono-racial and heterogeneous groups. Delgado (1995) states that CRT is able to help racially diverse learners to understand their own reality through legal discourse, in the following ways: (1) reality is socially constructed by the formation and exchange of stories about individual situations; (2) through stories, marginalised groups are given the opportunity for psychic self-preservation encouraging them to heal from the pain of racial oppression; and (3) the exchange of stories can help in overcoming past racial abuse. CRT provides a multi-layered approach to understanding the complexities of racism, racial jurisprudence and the management of racial integration.

Few perspectives have been effectively used to conceptualize the realities of desegregation and the relevant racial problems in education. Throughout this study the researcher examined the intersectionality between racism and racial

integration as a way of examining the role of school management in racially integrating learners, diverse classrooms, the perceptions of educators and learners, school policy in practice, and the functions of governance. The aspects of CRT that would help in theorizing the relationship between racism and racial integration include, firstly, the notion of effective racial integration as an ordinary, permanent fixture in society. Secondly, the historic effects of apartheid on education should be analysed in relation to creating effective racially integrated public secondary schools. Lastly, CRT needs to be used to engage the narratives and storytelling to deliver the experiences of the oppressed and validating their experiences, existence and the value they bring to their learning and to others. However, racial integration has not been adequately managed in public secondary schools, hence; the specific focus of this study is on racism and racial integration in public secondary schools.

2.8.2 Lewin's change management theory

Change needs to be seen as a constant feature in the life of an organisation (school), hence, Lewin's three-stage model for organisational change was chosen as the framework for this investigation. The three stages present a framework for effective management of racial integration. These phases are unfreezing of ones perceptions, biases, beliefs of others and own actions, culture/climate, and the ineffective management of racial integration in an organisation; change identifies alternatives to a new state; and refreezing involves the implementation and monitoring the new changes to make it permanent. Coghlan and Jacobs (2005, p. 445) assert that Lewin conceptualised that:

People change only when they experience the need for change (unfreezing) people change their attitudes and mindsets to a new standard of behaviour (change) and stabilise the change in normative behaviour (refreeze) when the need for change is recognised and fulfilled.

The model provides a simple framework for understanding the change process in helping school managers to skilfully handle and supervise learners and educators so that predetermined goals such as effective racial integration can be reached within a certain time. In addition, Yudelowitz, Koch and Field (2002) stress that

strong leaders are identified by their ability to direct change as well as with being future-orientated. The researcher identified Lewin's CMT (1950) for the emerging trends in education and to guide the school through various challenges and dilemmas that are fostered by racial integration. According to Wirth (2004, p. 1), Lewin's theorised model of change became known as "Unfreezing – Change – Refreezing"(as shown in Figure 2.3).Lewin defines social institutions as a balance of forces for and against change, as often schools go through change blindly, causing much unnecessary turmoil and chaos. In order to begin any successful change process, school management and governance structures should first understand why the change must take place and gradually include procedure into workable schemas of work.



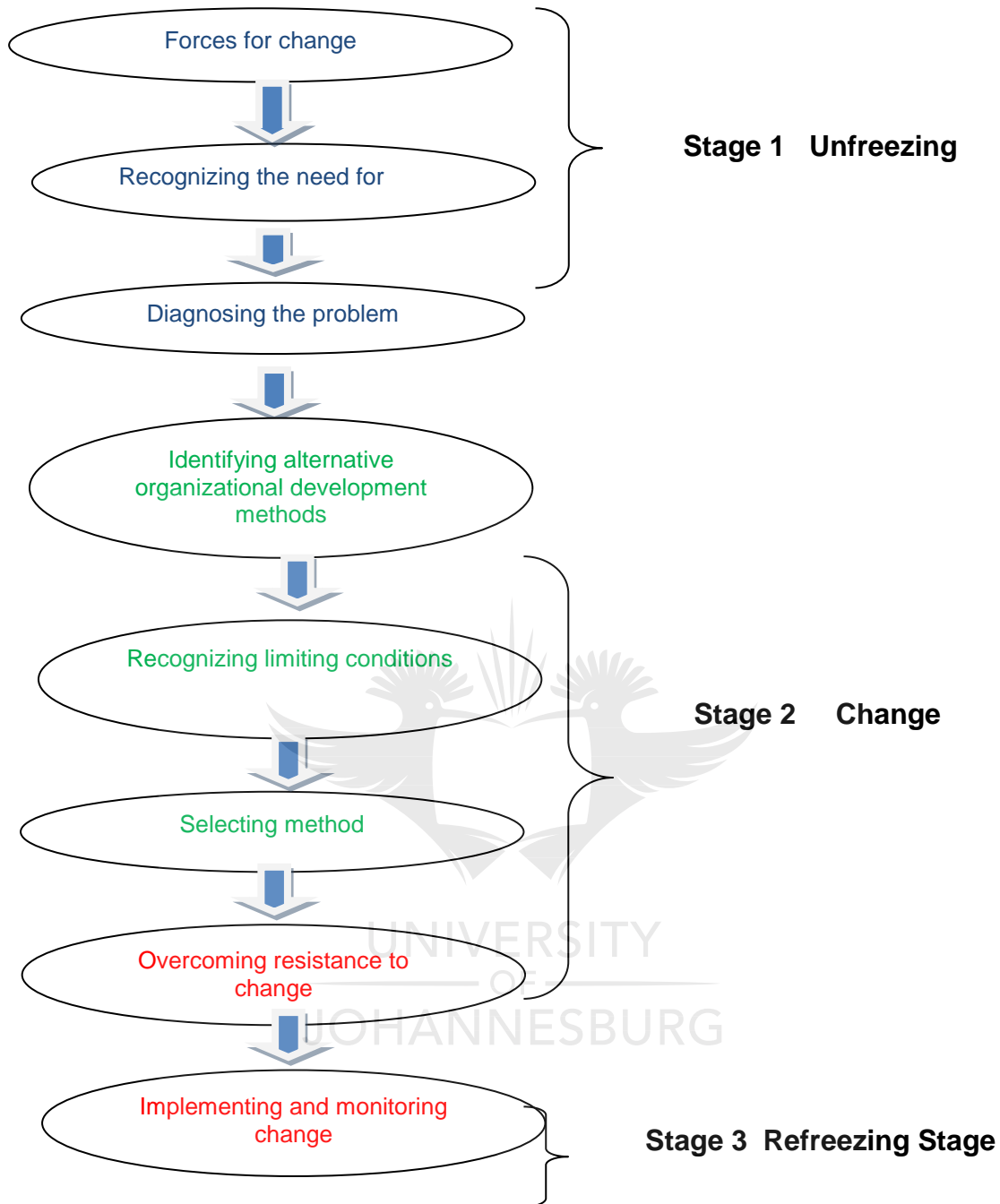


Figure 2.3: Kurt Lewin’s 3 stage model (Source: Senior & Flemming, 2006)

Lewin (as cited in Hatch, 2006) suggests that the motivation for change be generated before it can occur. Firstly, schools should examine the issues experienced by learners pertaining to racism, racial integration and racial prejudice. This is the unfreezing stage from which change begins. This first stage of change involves preparing the school to accept that change is necessary, and that the existing status quo needs to be dismantled. In order for effective racial

integration to take place, SMTs need to start at the core of the schools' beliefs, values, attitudes, behaviours and culture that currently define it. Every facet of the whole school needs to be examined so that the existing foundations can be changed to suit the needs of racially diverse learners. Communication about the proposed change is vital at this stage if all stakeholders are to understand and support it (Schein, 1996). Sometimes this stage can disrupt the equilibrium of the school by evoking strong reactions in educators; however, this creates an effective controlled crisis, which in turn can assist school management and governance structures to build a strong motivation to seek out a new equilibrium (Schein, 1996). Without this motivation, school management and governance structures will not garner willingness from all stakeholders to produce any change towards effective racial integration.

Secondly, after the uncertainty has been created in the unfreeze stage, the change stage is when school management and governance structures help stakeholders to resolve their uncertainty of racially diverse learners and focus on new effective ways to implement racial integration. During this process, effective communication is needed, and empowerment of stakeholders to embrace new ways of working with racially diverse learners, learning new values, attitudes, and behaviours in facilitating these learners. The aim was for stakeholders to embrace change and to participate proactively so that a better understanding and knowledge about the backgrounds of racially diverse learners can be accomplished in order to ensure effective racial integration. Problems are identified and action plans, for instance, in-service training and workshops, developed to enable implementation of a non-racial school environment. School management and governance structures need to be flexible and transparent, which is needed in the planning and implementation of the change.

Lastly, the process ends when the school returns to a sense of stability (refreeze) in which all stakeholders embrace the new effective ways of working with racially diverse learners and the benefits of the change are realised (Schein, 1996). This is a focal point because it creates the confidence which is necessary to embark on the next inevitable change. SMTs need to reinforce praise and rewards so that effective racial integration can be achieved.

As an overview, the researcher identified racial integration in schools as a serious challenge by reflecting on international and national studies. However, there is a drastic need for SMTs and SGBs to be instrumental in facilitating racial integration in schools. There are several management theories that would assist in doing this but the researcher chose to focus on Lewin's Change Management Theory which can be applied to examine the change process in schools. It is understood that schools are racially integrated, therefore they have undergone a transient change since the apartheid education system was abolished, and become desegregated. Consequently, the change process is dependent upon people for the success of change processes in schools, irrespective of the ingrained attitudes and behaviour of racism, racial prejudice and jurisprudence. However, although in situations in which change can be considered as the best choice in a work situation there will still be fear and anxiety (Grobler, Bisschoff, & Mestry, 2003). Educator resistance emanates from psychological emotions, such as "fear of the unknown, lack of information, potential threats to their already established skills, lack of perceived beliefs, threats to power base and feelings of vulnerability" (Naidoo, 2014, p. 11).

School management and governance structures may inadvertently create resistance by the manner in which they introduce and implement change, for example SMTs and SGBs that lack the knowledge and understanding of learners from racially diverse backgrounds. Schools management and governance structures need to motivate change as a positive process as the "resistance to change is a human response" (Naidoo, 2014, p. 12). For racial integration to be effective one also needs an understanding of racism and how it manifests itself in schools. This leads to different theoretical focuses but the researcher chose CRT to better understand the issues of race and racism and how the "intersectionality of these identity factors are foregrounded and backgrounded in the educational context" of racial integration in desegregated schools (Liggett, 2014, p. 115).

2.9 SUMMARY

This chapter focused on the literature review and theoretical framework of recent research, focusing on aspects relevant to the study. It included the viewpoints of the education system in the apartheid and post-apartheid eras, factors affecting

successful racial integration in racially diverse public secondary schools in South Africa, as well as the management and governance structures in implementing this change. In the next chapter the research design and methodology will be presented.



CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The nature of research, according to Leedy and Ormrod (2001), is advancing knowledge and understanding. It helps piece together information for a holistic idea about the phenomenon being explored. Babbie and Mouton (2001) as cited in Henning, Van Rensburg and Smit (2004) explain the process of data collecting methods and procedures used in a specific inquiry. Methodology refers to the collection of methods, their value in a study and why they have been chosen. Research is based on underlying philosophical assumptions about what constitutes 'valid' research and which research method(s) are appropriate for the development of knowledge. In order to conduct and evaluate any research it is therefore important to know what these assumptions are. This chapter discusses the philosophical assumptions and provides a detailed exposition of the research design and specific methodological aspects used in the study, including strategies, instruments, data collection and analysis of methods while explaining the research procedures involved.

3.2 RESEARCH PARADIGM

According to Guba and Lincoln (1994) and Heron and Reason cited in Creswell (2009, p. 6), a research paradigm is a world-view, or a "basic set of beliefs that guide action". In this study a mixed methods approach was informed by a pragmatist research paradigm which encompasses many "divergent points of view" of the nature of social organisations and the relation of individuals to the social worlds (Schneider, 2003, p. 94). This is most applicable when the researcher uses more than one method of data collection to answer the research question (Creswell, 2009). In addition, it gives the researcher the freedom to choose multiple methods and procedures which best address the requirements of the study. Cherryholmes (1992), Morgan (2007) and Creswell (2009) developed some philosophical views that explain pragmatism. Below is a list of some of the main tenets of the pragmatist paradigm that explain the philosophical views in this study which the researcher adopted from Creswell (2009, p. 11):

- Pragmatism is not committed to any one system of philosophy or reality.
- Researchers have a freedom of choice of methods, techniques and research procedures that best suit their research needs.
- Pragmatism does not see the world as an absolute unity. Mixed-methods researchers can use several approaches to collect and analyse data rather than subscribing to one approach.
- Truth is what works at the time, which means “what is ultimately important and justified or ‘valid’ is what works in particular situations in practice and what promotes social justice” (Johnson & Christensen, 2004, p. 32).
- The pragmatist researcher looks at ‘what’ and ‘how’ to research based on the intended consequences, where is required.
- Pragmatists agree that research takes place in social, historical, political and other contexts.

In regard to Creswell’s (2009) characteristics of pragmatism, this paradigm was used since the researcher sought useful answers to the research questions presented in the study. The researcher was able to engage with different approaches because pragmatism is not committed to a single philosophy. The main objective of racial integration is to achieve social justice in public secondary schools, and in order to accomplish this, the researcher was able to engage with multiple methods, different worldviews and assumptions as well as different forms of data collection and analysis, characterised as a mixed-methods approach.

3.3 RESEARCH DESIGN

Johnson and Christensen (2008) define a research design as a strategy used in collecting the data that will adequately test hypotheses of the research problem in order to enable the researcher to reach the end product (research findings) or goals, including the methodological issues that he or she has set out. According to Mouton (1996, p. 175), the research design serves to “plan, structure and execute” the research to maximise the “validity of the findings”. It is the master plan that specifies the methods and procedures used to collect and analyse information (Zikmund, 2003). It shows how the major parts of the research study work together

in an attempt to address the research questions. The sequential explanatory mixed-method research design was used to examine the effectiveness of managing and facilitating racial integration in public secondary schools. The researcher regarded this design as suitable in guiding the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in various phases in the research process (Plano Clark & Creswell, 2010). It uses the combination of quantitative and qualitative approaches of inquiry in providing a better understanding of the research problems than either approach alone. The methods used include structured questionnaires (quantitative) and the results were triangulated with the data from individual and focus group interviews.

In choosing this research design the researcher considered the need for seeking elaboration, enhancement, illustration and clarification of the results from one method, with results from the other method (Johnson & Onwuegbuzie, 2004). Quantitative data is better suited to explain and interpret relationships with the primary focus to initially explore a phenomenon or research problem. According to Ivankova, Creswell and Stick (2006, p. 5), qualitative research refines and explains those statistical results by exploring participants' views in more depth. This design is especially advantageous when a researcher is building a new instrument or designing a new intervention programme. However, the benefits of integrating the two approaches provided the researcher with rich results and increased the levels of trustworthiness, validity and reliability.

3.3.1 Procedure for using the sequential explanatory mixed method design

A sequential explanatory mixed-methods design involves the following procedural issues of priority, implementation, and integration of quantitative and qualitative approaches (Ivankova et al., 2006, p. 9).

(a) Priority

Priority refers to which approach, quantitative or qualitative (or both), to which a researcher gives more weight or attention throughout the data collection and analysis process (Ivankova et al., 2006, p. 9). Priority was given to the quantitative approach because the quantitative data collection comes first in the sequence and often represents the major aspects of the mixed-methods data collection process.

The qualitative component follows in the second phase of the process. The researcher in this study gave priority to both approaches later during the data collection and analysis process.

(b) Implementation

Implementation refers to whether the quantitative and qualitative data collection and analysis come in sequence or concurrently (Ivankova et al., 2006). The researcher first collected quantitative and then qualitative data over time in the two consecutive phases. The quantitative data was collected and analysed, the qualitative data in the second phase of the study related to the results from the first phase. This helped the researcher explain why certain external and internal factors that were tested in the first phase were significant or insignificant predictors of racial integration being effectively managed and facilitated in public secondary schools. In the third phase the researcher brought the quantitative and qualitative results together to discuss a racial integration intervention programme.

(c) Integration of the results

Integration refers to the stage or stages in the research process where the mixing or integration of the quantitative and qualitative methods occurs (Ivankova et al., 2006). In this study, the quantitative and qualitative phases were connected while selecting the participants for the qualitative follow-up analysis based on the quantitative results from the first phase (Creswell et al., 1995). Both the quantitative and qualitative findings in this study were integrated at the interpretation (discussion) stage.

(d) A visual model for the sequential explanatory mixed methods design procedures

The sequential explanatory mixed methods procedure is graphically represented to help the researcher visualize the sequence of the data collection, the priority of both methods, and the connecting and mixing of the two approaches within the study. The above procedure is illustrated graphically in Figure 3.2 below adapted from (Ivankova et al., 2006, p. 16).

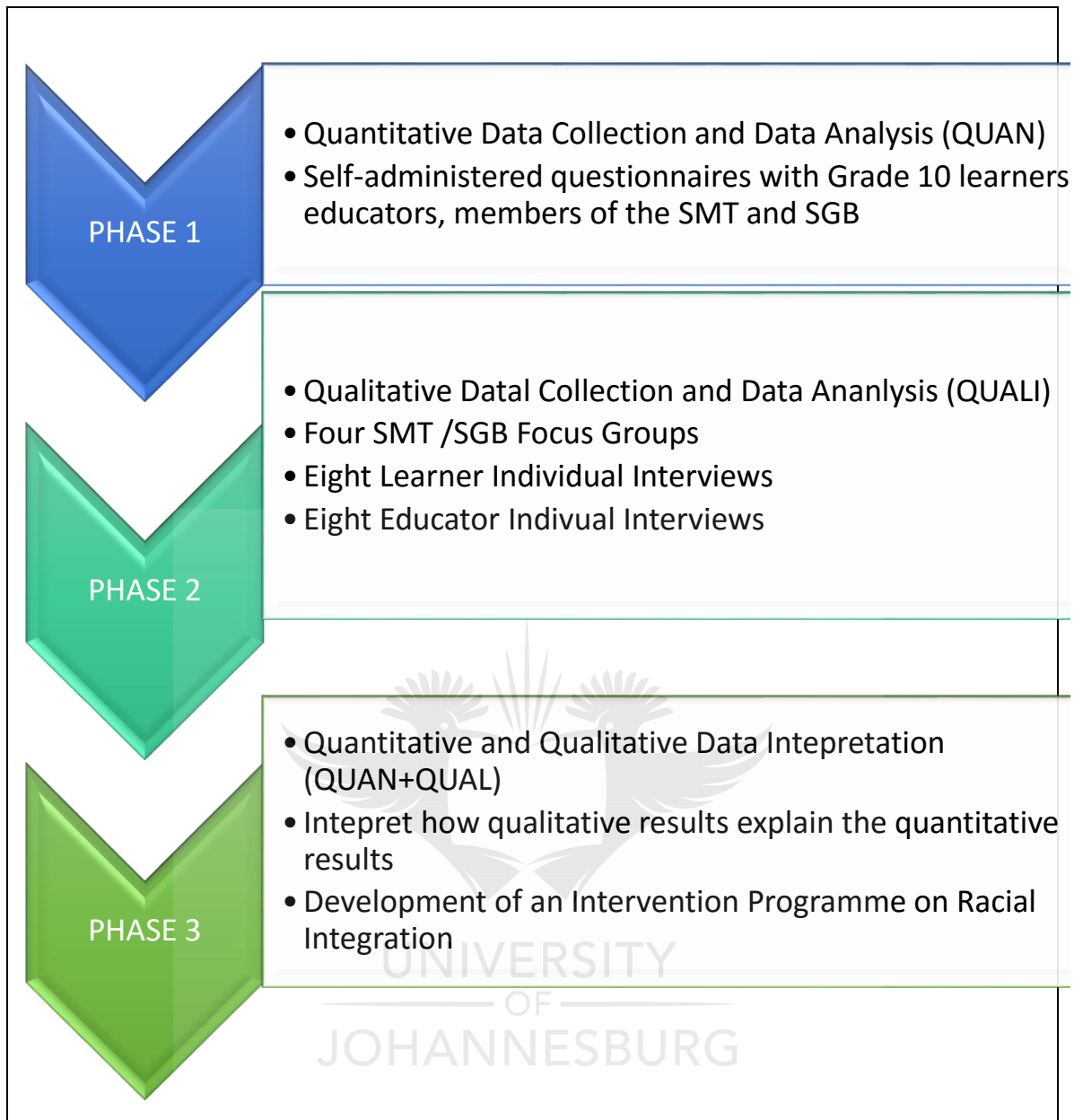


Figure 3.1: Summary of the three phases followed in the sequential explanatory mixed methods design (adapted from Ivankova et al., 2006, p. 16)

3.4 RESEARCH METHODS

This study involved two separate phases of data collection and analysis. In this design the researcher worked on two consecutive phases within one study. In the first phase a quantitative approach was used in collecting and analysing data from a self-developed structured questionnaire. Aliaga and Gunderson (2000, p. 65) define quantitative research as “explaining phenomena by collecting numerical

data that are analysed using mathematically based methods (in particular statistics)". Therefore, quantitative research is essentially about collecting numerical data to explain a particular phenomenon.

In the first phase, data was collected through quantitative methods. Data was collected sequentially with quantitative data collected first then qualitative data. The goal of the quantitative phase was to identify the educators' and learners' perceptions of how management and governance structures effectively manage and facilitate racial integration in public secondary schools. The researcher collected quantitative data using a self-developed instrument. The core survey items (structured questionnaire) formed eight factors which were framed into items by means of a structured questionnaire and validated by the use of factor analytic procedures that reflected the following factors: school policies and practices, SMT/SGB performance, classroom strategies, frequent behaviour, perceptions, interaction, change and school performance. The researcher used a panel of educators, members of the SMT and SGB and learners teaching in racially diverse secondary schools to secure the validity of the content and survey items. Data was analysed by means of a statistical package which was used by statisticians from STATKON for the analysis of quantitative data.

In phase two, data was collected using individual interviews and focus groups so as to gain a better understanding of the issues that emerged in phase one. Four schools were purposefully selected for the qualitative research, namely one public secondary school from each of the ex-departments of education (HOA, HOD, HOR, and DET). Semi-structured interviews were individually conducted with eight Grade 10 learners, eight educators (not specifically Grade 10), and eight members of the SMT and SGB combined, from the purposeful sampled schools in Gauteng (Johannesburg South and Johannesburg central). Four focus group discussions were held with members of the SMT and SGB from each of the purposefully sampled schools from the two districts in Johannesburg.

In phase three the researcher integrated the results from both the quantitative and qualitative phases of the study to develop a more robust and meaningful understanding of the research problem. First, the quantitative results were interpreted that helped answer the research question in section 1.3. The results of the qualitative phase were then presented to clarify and explain the statistical

results from the first, quantitative phase. The results were in turn used to develop a programme of intervention that could be used by SMTs in schools. The sequential explanatory mixed-methods design combined the findings that further helped the researcher to explain and augment the discussion of results. This gave the researcher time to plan adequately for the next phase as to which quantitative results to follow up on, to visualize the sequence of the data collection, the priority of either method, and the connection and mixing points of the two approaches within the study (Creswell, 2009).

3.5 PHASE ONE: QUANTITATIVE STUDY

The study began with the collection and analyses of quantitative data in phase 1 with a sequential explanatory mixed method design. Quantitative data was given more focus and collected first. The Phase 1 procedure is described in detail below.

3.5.1 Sampling

The samples were racially diverse Grade 10 learners, educators, members of the SMT and SGB in multiracial schools in Gauteng. Usually the population is too large for a survey of all its members, therefore the researcher used a small but carefully chosen sample to represent the population. Firstly, four schools were purposefully selected from the two districts (Johannesburg-South and Johannesburg-Central) within the categories of ex Departments of Education (HoA, HoD, HoR, DET). From each of the four districts in Johannesburg one school was randomly selected to obtain a sample of schools, however, some of the schools that were randomly selected were not willing to participate so the researcher had to continue the same process in order to obtain those that were.

Respondents were randomly selected by picking every fifth child from the Grade 10 class lists. The selection criteria for learners were their age, grade and citizenship of South Africa. The criterion for educators was that they had to be teaching racially diverse learners in a public secondary school in the Gauteng Province, however this was not possible for the school selected in Soweto as it comprised Black learners only. The SMT was selected on the criterion that its members interacted with the Grade 10 learners and educators, a process that

resulted in 336 learners. The educator questionnaire which consisted of members of the SMT and SGB combined. However, not all respondents were able to complete the questionnaires. For instance, all learners and educators completed the questionnaire, however some did not do so fully or merely responded by stating '*I don't know*', in which case the questionnaires were discarded. Some educator questionnaires were not returned or were incomplete, leaving 88 completed, including those from members of the SMT and SGB.

3.5.2 Data collection

Data was collected using the survey method (structured questionnaires). For this study, two different questionnaires were designed, the first specifically focussed on learners (Appendix E) and the second on educators, members of the SMT and SGB (Appendix F). The questionnaire took seven months to develop and finalise, a procedure that involved checking for any ambiguous, difficult or unclear questions and errors that required adjustment. The language used was simple and clear, with repetition and rhetorical questions avoided. The questions were carefully designed to achieve the aims of the study.

3.5.2.1 Questionnaires for learners

Section A of the questionnaire required participants to give background information. It was not compulsory for them to provide their names as anonymity was to be maintained, and confidence created in knowing that their identity would be protected. However, they were asked to provide the name of their school, which was used to categorise the schools in the ex-Departments for statistical purposes.

Section B focused on evaluating the effectiveness of racial integration in their school. This involved eight factors on which respondents had to agree or disagree.

Section C provided open-ended questions that focused on what was happening in schools, in racially diverse classrooms, and the interaction between racially diverse groups. Respondents were given the opportunity to voice their opinions and experiences regarding racism and racial integration in their school.

3.5.2.2 Questionnaires for educators, members of the SMT and SGB

Section A of the questionnaire required respondents to give their background information. It was not compulsory to provide their names, however they were required to provide the name of their school, their current designation, the language of learning and teaching, the population group of the staff and learners, as well as their gender. The researcher decided to make use of biographical questionnaires for two reasons. Firstly, the researcher wanted to obtain some information regarding educators, members of the SMTs and SGBs in order to inform the participant selection process. It was important to select participants who represented racially diverse backgrounds in public secondary schools. However, it was confirmed that all the participants were racially diverse and from public secondary schools.

Section B focused on evaluating the effectiveness of managing and facilitating racial integration in public secondary schools, this involved seven items on which respondents had to agree or disagree: 1) extent of agreement with school policies and practices fostering racial integration; 2) performance rating of SGB/SMT regarding racial integration activities; 3) strategies enhancing racial integration in the classroom; 4) frequency of racial integration behaviour; perceived impediments of racial diversity in classroom; 5) importance of interaction between learners from differing racial groups; 6) change in observed quality as a result of racial integration; and 7) perceived quality of school performance

Section C focused on investigating whether racial integration was taking place in schools and to what extent. Open-ended questions provided an opportunity for respondents to elaborate on the current situation with the focus on racism and racial integration.

Questionnaires were self-administered by the researcher to the learners. Before the administration of the questionnaire the researcher engaged in an introduction and provided a brief explanation of the study, explaining that participation was completely voluntary. Due to the sensitive nature of the study, participants were given the option that if they felt uncomfortable while answering any questions they could terminate their participation. Thereafter, privacy and confidentiality was

assured, with no details, such as names, addresses and contact details requested from participants on the questionnaire. Participants were requested to complete the individual questionnaires without discussing the items with one another. They were given an opportunity to ask any questions about the research or the questionnaire itself before, during and after administration of the questionnaire. The researcher remained with the participants for the duration on completion of the questionnaire to address any questions arising. The researcher collected all questionnaires after each respondent had completed. All questionnaires collected were sealed and stored in boxes. A total of 336 learner respondents and further number of 88 educator (educators, members of the SMT and SGB) respondents were documented.

3.6 QUANTITATIVE DATA ANALYSIS

The data collected from respondents was captured using the Statistical Package for the Social Science (*SPSS*) version 22.0 and presented in the form of scores and percentages that were tabulated and analysed. The advantages of selecting a survey approach is that it gathers information from large, representative groups of school community members on specific school issues, and catalytically elicited responses to predetermined questions through the application of a structured data collection instrument (Duncan, Bowman, Naidoo, Pillay & Roos, 2007). Data analysis used various methods, as discussed below.

3.6.1 Descriptive quantitative data analysis using the SPSS 22.0

In this study, descriptive analysis used the *SPSS 22.0* statistical computation programme, which showed the percentages of responses to questions, calculated into percentages to analyse the characteristics of the sample or the relationship among variables in a sample, and how racial integration was facilitated in public secondary schools. Data analysis requires the researcher to develop coding schemes, classification protocols, definitional rules as well as procedures for ensuring reliability in the application of all the tools used (Hardy & Bryman, 2009). In relation to the study, descriptive statistics give simplified summaries of the data collected, with the task of reducing large masses of data to meaningful values

(Abouserie, 1992). Thus, the purpose of descriptive statistics was used to form a basis on which to produce information about the characteristics of the data that was collected, followed by further extensive statistics analysis.

3.6.2 Comparative data analysis

In this study, comparative data analysis used percentages from descriptive analysis to compare the way in which the different respondents answered the questions. Comparisons were made between genders, racial groups (Black, White Indian, and Coloured), the previously classified schools (DET, HoA, HoD, and HoR), location and quintile. This was to determine if responses differed due to location, population group, gender, and school quintiles (fee and no-fee) schools. Clasen (2009) states that comparative research, involves comparing two or more factors in order to discover something about one or all. These comparisons will be discussed in Chapter Five.

3.6.3 Factor Analysis

Factor analysis was used to provide an empirical basis for reducing the number of variables that moderately and highly correlated with each other (Gall, Gall & Borg, 2003). The factors included the extent to which racial integration is effectively managed and facilitated in public secondary schools. Factor analysis is a multivariate approach used to discover patterns among the variations in values of several variables (Babbie & Mouton, 2008). Each set of variables that is combined forms a factor, which is a mathematical expression of the common element (Gall et al., 2003). The output of the factor analysis program (*SPSS 22.0*) consists of columns representing the several factors generated from the observed relations among variables plus the correlations between each variable and each factor, called 'factor loadings' (Orrie, 2011).

3.7 VALIDITY

According to Babbie (2005, p.160), validity refers to the extent to which a measuring instrument measures what it is claimed to measure. In this study the questionnaire was intended to measure the extent of effectively managing and facilitating racial integration in public secondary schools, furthermore learners were asked questions about how successful racial integration was in their schools. This was measured from the perspectives of the learners, educators, members of the SMTs and SGBs. The content of the research questionnaire is valid based on three sources. Firstly, the researcher critically analysed the questions to ensure that they were structured to allow the participants to select the appropriate answer in most cases. Secondly, the questions were evaluated in a discussion with the specialists at STATKON to check the validity of the questionnaire. Questions that did not adequately address the aims and research questions were removed and new ones inserted. Thirdly, the questionnaire was submitted to the supervisors of this study for further scrutiny. The researcher used the Principal Factor Analysis (PFA) to construct validity.

3.8 RELIABILITY

Mixed methods research allows the researcher to overlap methods so that reliability can be achieved. Self-administered questionnaires were used and the items tested using the Cronbach's Alpha test of reliability. This refers to the degree of interrelatedness among the items, preference was given to the Cronbach's Alpha coefficient above .7 ($\alpha = .70$), (Pallant, 2007). The Linkert scaling method was used in the questionnaires and the items were found to be reliable. The results of the tests are provided in Chapter Four. Words were carefully structured and the format of content maintained to increase reliability.

3.9 PHASE TWO: QUALITATIVE STUDY

In this phase a generic qualitative approach that was descriptive, exploratory and contextual in nature was used. This research is descriptive in nature in that an accurate description of the phenomena being studied was presented. The researcher took all possible precautions to provide an accurate description of the

South African education system and the existence of social racial problems that challenge accepted assumptions prevalent in public secondary schools. Merriam (2009) suggests that descriptive research provokes the “*Why*” questions of explanatory research. In this study the researcher aims at describing as accurately as possible the experience of school management and school governance structures in managing racial integration in public secondary schools.

According to Stangor (2007), surveys and interviews are types of descriptive research. The researcher chose descriptive research to learn about the attitude, opinions, beliefs, behaviours and demographics which will eventually assist in change management (Johnson & Burke, 2008). The purpose of exploration is to find out more details about a relatively unknown area (Sliep, 1994), used in this study to gain insight into the problems school management and governance structures experience in facilitating effective racial integration in public secondary schools. As such the researcher examined new ideas without allowing preconceived ideas to influence the research (Mouton & Marais, 1992). Contextual research focuses on the subject’s life events and lived experience within a specific context to gain an understanding of the subject within its contextual nature (Mouton, 1996). In contextual research, the researcher describes and explores a particular phenomenon (Grade 10 racially diverse learners) within the context (public secondary schools in Gauteng), as representative examples of a larger population or similar events or phenomena (Mouton, 1996). The study is contextual in nature as it deals with the experiences and problems of school management and governance structures in facilitating and managing racial integration of learners and educators in public secondary schools.

3.9.1 Sampling

Purposeful sampling was used for individual interviews and focus group discussions. According to Ritchie and Lewis (2003) the selection of participants is purposive because they have particular features or characteristics which will enable detailed understanding of the central themes which the researcher needs to study. The sample was composed of Grade 10 learners from public secondary schools. The researcher visited the schools to make interview appointments. The

researcher, with the assistance of the Grade 10 educators, selected a group of participants for the individual interviews, resulting in two Grade 10 learners from racially diverse backgrounds being sampled in each school, with a total of eight learners who participated. Ten members of the SMT and SGB were sampled from each school and a total of 40 members participated in the focus group discussions.

The researcher believed that this sample composition was more informative and would provide the needed data. The selected participants represented the specific characteristics that would impact the study. The criterion for selecting the participants for individual interviews was on the basis of being a Grade 10 learner from a racially diverse background, who was willing to participate in the interviews. Focus group participants were members of the SMT (Senior Management) and members of the SGB in public secondary schools. In both cases, both males and females were included and diverse race groups were involved so as to avoid racial and gender discrimination. In so doing, this helped to achieve the objectives of the study.

3.9.2 Data Collection

Data was collected using individual interviews and focus group discussions, notably to capture the participants' feelings, views, thoughts, perceptions and experiences on racism and racial integration in their school. Flick, Von Kardorff and Steinke (2004) maintain that data collection in qualitative research is characterised by the principle of openness. In-depth interviews with unstructured open-ended questions were used. An interview is an interchange of views between two or more people on a specific topic of interest (Cohen, Manion & Morrison, 2007). The individual interviews with learners and the focus group discussions with members of the SMT and SGB had nine main questions (refer to Appendix F to view the open-ended questions) that were used to probe the selected participants. The areas focused on were the following: policies on racism and racial integration; the SMTs and SGBs roles in promoting diversity and racial integration; educators ability to teach racially diverse learners; interaction of learners from racially diverse groups; benefits for schools in being racially

integrated; racial integration in schools; effect of racial integration on school performance.

All participants were involved in a discussion on how effective their schools were in promoting racial integration, an approach that helped the researcher analyse and compare the responses more easily. Additionally, this approach gave the researcher greater control over the types of information received since specific questions were asked to elicit that information (Sikhwari, 2010), fundamentally, this allowed individuals to ascribe meaning to their experiences and perceptions based on the content of the conversation.

3.9.3 Individual interviews

The aim of the individual interviews was to deepen the inquiry about the practices of racism and racial integration in schools. The researcher aimed to get a clearer picture and understanding of: the approaches and teaching practice in racially diverse classrooms; the educators' and learners' perceptions and experiences of racism and racial integration, and the establishment of rapport, trust and participation as measures of establishing validity in the study (Babbie & Mouton, 2008). An interview was conducted with the use of open-ended questions so that the participants could elaborate freely. The questions were based on the policy and practice in schools, whether racial integration was effectively managed in diverse classrooms, whether there were any racial incidents at school and if so how they were managed. The purpose of individual interviews was to assist the researcher in gaining additional information through the form of questionnaires and conversation about the lives of racially diverse learners in racially diverse schools (social world) by asking them to speak about their lives (Gubrium & Holstein, 2003). The questions asked for both the individual interviews and focus group discussions are found in (Appendix G).

The individual interviews were held one at a time, privately in rooms provided by each of the schools, with which the learners and members of the SMT and SGB were already familiar. These one-to-one or individual interviews provide qualitative depth by allowing interviewees to talk about racism and racial integration in terms of their own frame of reference (Henn, Weinstein & Foard, 2006). They also

enabled the researcher to maximise understanding of the respondents' various views.

3.9.4 Focus group discussions

Four focus group discussions were conducted with members of the SMT and members of the SGB who were purposefully selected from the four schools that were previously mentioned. The criteria used for the selection of participants for the focus groups were that they needed to belong to the same school and needed to be members of the SMT and SGB. The researcher also relied on the principals of schools to select a heterogeneous group of participants from those willing to participate voluntarily. Krueger (1994) stipulates that focus group discussions are a carefully planned discussion designed to obtain perceptions on the defined area of interest in a permissive and non-threatening environment. A focus group consists of small numbers of respondents (usually six to twelve) who discuss topics that are fundamentally important to the research study and can be used to satisfy a wide range of needs from exploration to confirmation of data, opinions and ideas (Shurink et al., 1998) from which information can be obtained (Krueger, 1994). These participants feel more comfortable and secure in the company of people who share similar opinions, attitudes and behaviour (Ely, Anzul, Downing & Vinz, 1997).

According to Krueger (1994), a focus group creates a permissive environment that is a non-threatening, non-directive and open-ended method of research. It is used to determine the range of population by providing insight into how people perceive a situation (Krueger, 1994). A focus group normally assembles in a series until "theoretical saturation" is reached (Krueger, 1994, p. 56). The researcher refrains from asking leading questions and uses techniques such as reflexive listening, paraphrasing, summarising, asking, reframing questions, repetition of questions and expansion of questions (Krefting, cited in (Mashimbye, 2000). Table 3.1 (below) shows the distribution of various participants for individual interviews and focus group discussions.

Table 3.1: A summary of individual interviews and focus group discussions

School	Individual Interviews	Focus Groups
1	2 Grade 10 learners (from each racial group)	10 members of the SMT and SGB
2	2 Grade 10 learners (from each racial group)	10 members of the SMT and SGB
3	2 Grade 10 learners (from each racial group)	10 members of the SMT and SGB
4	2 Grade 10 learners	10 members of the SMT and SGB

In order to make a quantitative assessment, two learners were selected from racially diverse groups in each school in respect of the individual interviews. In respect of the focus group discussions, ten members of the SMT and SGB were selected from each school.

3.10 QUALITATIVE DATA ANALYSIS

Qualitative data analysis has been defined as the “process of making sense from research participants’ views and opinions of situations, corresponding patterns, themes, categories and regular similarities” (Cohen, Manion & Morrison, 2007, p. 461). It was applied to analyse the data collected through semi-structured questionnaires, individual interviews and focus group discussions. Data analysis implies the construction of the participant’s knowledge, their interpretation of their lives and their classification of experiences into themes (Seidman, 1997). According to Seidel (cited in Maree, 2007), qualitative data analysis is a continuous and iterative process, of collection, processing, analysis and reporting. A dynamic aspect of qualitative data analysis is that commonalities across methodological approaches do exist and can be represented by illustrative schemata. Figure 3.1 (below) shows a data analysis spiral developed by Creswell (2009) in the following procedural stages.

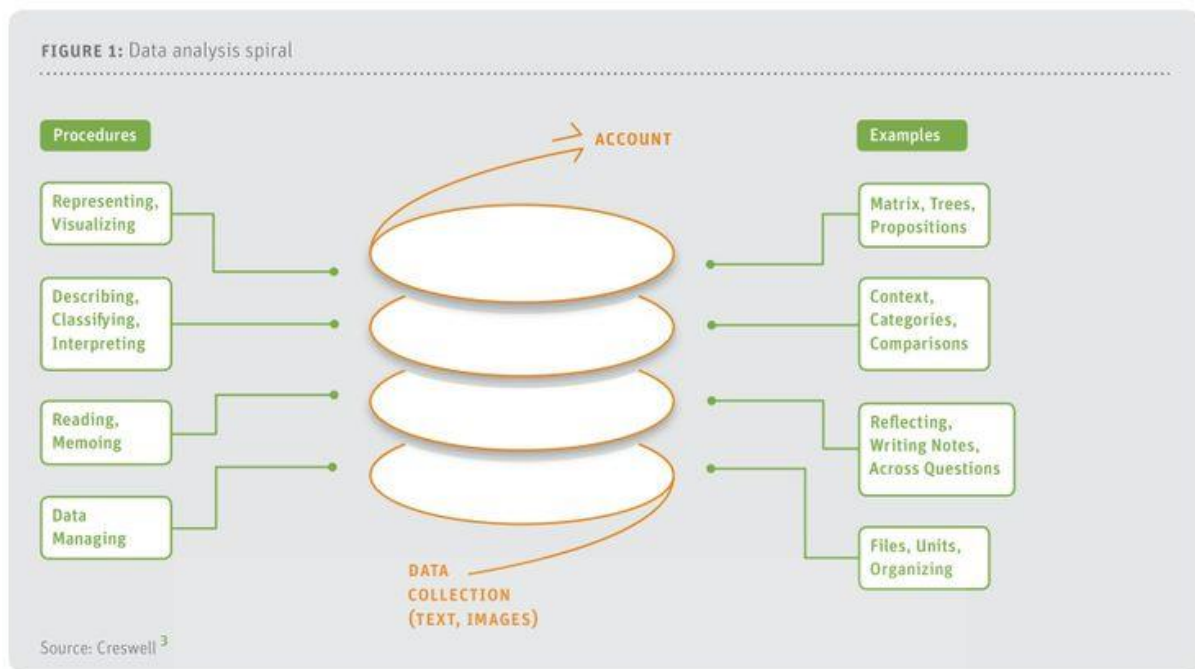


Figure 3.2: Creswell's Data Analysis Spiral (2009)

a) Stage One: Data managing

Managing data involves transcribing interviews, typing up field notes and arranging data into categories, depending on the type of data collected (Creswell, 2009). The researcher transcribed the audio recordings of the participants verbatim so as to sustain the original meaning of what was conveyed by the participants. The researcher listened repeatedly to the audio recordings and at the same time re-read the transcripts to be able to engage with the meaning of the data collected as well as to reflect on the school context.

b) Stage Two: Reading, memoing (memo writing)

The researcher wrote down thoughts and questions as memos in the margins of transcripts in relation to the data collected from the interviews and focus group discussions. This process helped the researcher to capture the comparisons and connect the thoughts and ideas of the participants' that were expressed in their own words of phrases (Birks, Chapman & Francis, 2008). The constructs were linked to the research question in terms of the facilitation of effective racial integration in public secondary schools.

c) Stage Three: Describing, classifying and interpreting data into codes and themes

Creswell (2009) states that after data have been collected; read and reviewed, the researcher may begin the process of coding the data in order to reduce them into smaller and meaningful segments for interpretation. The researcher constantly reflected on relationships and connections whilst collecting the data. “Similarities, differences, categories, themes, concepts and ideas formed part of this continuous process” (Henning et al., 2004, p. 127). The researcher identified categories from ideas that frequently emerged from the data then manually coded them in different colours. Thereafter, categories were refined, conceptual similarities defined and patterns discovered in each data set (educators and learners). This process reflected the respondents’ perceptions from the data collected. Categories and themes were refined and the results linked to the Change Management Theory and Critical Race Theory as the theoretical orientation informing the study, as well as confirming what was already known and the elimination of any misinterpretations.

d) Stage Four: Representing and visualising

A visual representation of the results from the analysed data was presented in the form of figures, tables, diagrams and graphs. The researcher used visual representation to summarise and highlight key findings and illustrate relationships between themes that were useful and informative to the study.

3.11 TRUSTWORTHINESS

Trustworthiness was applied to ensure reliability and validity of the study. Lincoln and Guba in (Flick, 2006) regard credibility, dependability, transferability and confirmability as key strategies of trustworthiness in qualitative research. These are described in turn as follows.

3.11.1 Credibility (internal validity)

Credibility refers to the trustworthiness produced in the accuracy of the research findings. In this study, the researcher established credibility by triangulating

theories, data sources and methods to gain a better understanding of the quantitative and qualitative findings. The researcher integrated (triangulated) the findings from the statistical analysis (quantitative) and the individual interview and the focus group discussions (qualitative) in order to confirm the results or discrepancies in the findings and to provide rigor to the study. The theories which support racial integration and social justice were used to inform the study. Individual interview and focus group discussions as well as self-administered questionnaires were used to collect data from learners, educators, principals, HoDs, and parents; to ensure credible results were obtained.

3.11.2 Transferability (external validity)

Transferability refers to the extent to which the findings of one study can be applied to other situations. Merriam (2009) suggests that for transferability to be possible, rich detailed thick descriptions of the context of the study need to be provided to enable readers or other researchers to determine the trustworthiness of the research findings and interpretations, as well as to compare and judge for any similarities (Ary, Jacobs, Sorensen & Walker, 2014). The researcher provided accurate and in-depth description of the participants and the context in which the study was conducted. Comparisons were made to investigate the four schools and how racial integration is managed in them.

3.11.3 Dependability

In qualitative research the “consistency of the data needs to be considered”, that is, whether the findings will be consistent if the study was repeated with the same subjects or in a similar context (Krefting, cited in Pillay, 1996, p. 32). The researcher provided a detailed report of the triangulation (integrated) of results of both the quantitative and qualitative analysis to ensure that future researchers could repeat the work. Records of how the study was carried out were to be kept for six years after the results have been published. Data was collected manually and different colours and numbers and letters used to code it. All participants were given the choice to participate in the study and were encouraged by the researcher to be open with their responses.

3.11.4 Confirmability

Confirmability indicates that the emphasis of neutrality should pertain in the procedures applied as well as the way the results are interpreted (Ary et al., 2014). The researcher used triangulation and reflexivity as strategies to establish it. In addition, detailed records of the research are being kept securely for six years to provide future researchers with records that confirm data when investigating the similar situation. In addition, a mixed-methods approach enabled the application of multiple methods to confirm data gathered from quantitative and qualitative studies. Confirmability was ensured through the use of actual words spoken by participants.

3.12 PHASE THREE: INTEGRATION OF QUANTITATIVE AND QUALITATIVE RESULTS AND PROGRAMME DESIGN

In this phase, the results that were common in both the quantitative and qualitative study were integrated with the aim of designing an intervention programme. The researcher also included data that was unique to each research method used as well as the data from both quantitative and qualitative methods to answer the research questions. Inferences are based on the analysis of quantitative and qualitative data. Interpretation and explanation of quantitative results are based on the qualitative findings accompanied with relevant literature. Details of the intervention programme are given in Chapter Six of this study. The intervention programme is aimed at empowering SMTs and governance structures in managing and facilitating racial integration effectively in public secondary schools. In designing the programme the researcher acknowledged that SMTs and SGBs are faced with the dilemmas of racism and racial integration. Although most schools are racially integrated however there are problems in the way school management effectively racially integrates learners; therefore, the programme is designed to suit school management and governance structures in public secondary schools and could be adjusted to any type of school (primary or independent). Based on the results, the intervention programme focused on key issues that prohibited effective racial integration. Details of the intervention

programme are provided in Chapter Six. In addition, The Table (below) provides a summary of the methodology applied in this research.

Table 3.2: Summary of research methodology used in the study

Procedure	Quantitative	Qualitative
Sampling	Random Sampling	Purposeful Sampling
Data Collection	Self-administered questionnaire with: (n=336) learners, (n=88) educators, members of the SMT and SGB combined. District Johannesburg Central and Johannesburg South 4 Schools	Self-administered questionnaire with: (n=336) learners, (n=88) educators, members of the SMT and SGB combined. 2 learner individual interviews per school (n=8) 4 Focus group (SMT an SGB which included 10 participants who comprised members of the SMT, SGB and educators)
Data Analysis	Descriptive data statistics (SPSS 20.0) Comparative Data Analysis Factor Analysis	Content analysis as depicted by Creswell (2009)
Interpretation	Discussion of quantitative findings	Discussion of qualitative findings

3.13 ETHICAL CONSIDERATIONS

In relating to ethical research conducted with children, the researcher needed to take cognisance of moral issues pertaining to the participants. According to Pillay (2004, p. 4), all educational research conducted with children should “actively promote social justice” in their lives. Firstly, the researcher received an approval from the University’s Education Faculty Ethics Committee (Appendix C). The permission to conduct the research study was sought from the GDE and principals of schools from which participants were selected (Appendix B). Strydom (2003) stipulates that throughout the research process the researcher needs to follow and abide by the ethical guidelines. When working with individuals it is essential to understand the codes of ethics that serve as important guidelines to alert researchers of the ethical dimensions of their research. In this study, the researcher obtained written consent from the selected participants as they have a right to be informed that an aspect of their lives will be researched (Appendix A).

Participants were reminded that they could withdraw at any time during the research process if they wished. The researcher ensured that participants were not exposed to any undue physical or psychological harm, (Leedy & Ormod, 2001). During the study the researcher portrayed a level of honesty, respect and empathy towards all participants. Their involvement was voluntary. In qualitative research, ethical dilemmas are likely to emerge with regard to the collection of data and in the dissemination of findings, however, the researcher should be neutral in the research process. Ary et al. (2014) stated that a researcher has to obtain voluntary, informed and written consent granted by someone proficient. Learners, educators, principals, HoDs and parents were asked to sign a consent form approved by the Faculty of Education Ethics Committee (Appendix D) to show their agreement to participate. Pillay (2004, p. 524) states that “permission from child participants should also be considered based on their age and stage of development”. Thus, all grade 10 learners were given consent forms to take home to their parents or guardians to sign on behalf of their consent allowing their children to take part in the study. The participants have a right to confidentiality and anonymity, important aspects of ethical considerations. Ary et al. (2014) suggest that anonymity cannot be always guaranteed because the researcher knows the participants, however, confidentiality should be promised and kept.

Identities of participants were protected regarding the confidentiality of their names that was not requested on the questionnaires. Numbers and codes were allocated to each respondent's questionnaire as well as the schools so as to keep track of the source of information without exposing the identities of the data sources. In line with the Constitution and the social justice framework, participants were not subjected to racial discrimination. The researcher welcomed criticism and guidance from the supervisor at all times. All sources of information and contributions were acknowledged to avoid plagiarism.

3.14 SUMMARY

This chapter has provided a detailed exposition of the research approach, research design, paradigm and research methodology used. A mixed-methods approach was used and the research paradigm was pragmatism. A structured questionnaire with both closed and open-ended questions, as well as individual interviews and focus group discussions were used to collect data. The following chapter will focus on a presentation of findings, first from the quantitative study and then from the qualitative study.

CHAPTER FOUR

ANALYSIS OF QUANTITATIVE AND QUALITATIVE DATA

4.1 INTRODUCTION

This chapter provides the quantitative results from questionnaires that were distributed to learners, educators, members of the SMTs and SGBs as well as the qualitative results obtained from open-ended questions, individual interviews and focus group discussions. The chapter will give the contextualisation of the quantitative data collection process and data analysis. At first, the biographical information of all respondents was presented followed by the qualitative results. Chapter 5 will integrate the quantitative and qualitative results in a discussion.

4.2 OVERVIEW OF QUANTITATIVE DATA COLLECTION AND ANALYSIS

Phase 1 presented the quantitative section of the study. A total of 336 ($n=336$) learners were sampled furthermore, educators, members of the SMT and SGB, which had a total of 88 ($n=88$) were sampled. The structured questionnaire comprised of closed questions and the results were presented in the form of tables and figures. To obtain schools for the research, purposeful sampling was used to ensure that schools from all previous race groups were represented. This was followed by random sampling of respondents from racially diverse public secondary schools in the Johannesburg Central and South Districts, which was obtained from the official list of schools from the Gauteng Department of Education (GDE). The selection of this sample was on the premise that the participants attended public secondary schools, and that they comprised a racially diverse group of participants that included Blacks, Coloureds, Indians and Whites. Permission was sought firstly from the GDE then from the principals of the selected schools to carry out the study with the educators, members of the SMT and SGB with the use of consent letters. After obtaining permission, principals delegated their SMTs to assist the researcher with the finalisation of the date, time, venue, and Grade 10 class lists from which learners were randomly selected.

The SPSS version 22.0 programme was used to analyse the data in order to identify factors that might facilitate the processing of the statistics of the quantitative data. From the analysis, descriptive statistics were drawn from the biographical section of the questionnaire, which was used as independent variables for further data analysis. Further analysis was performed using the factor analysis procedures. Principal Component Analysis (PCA) with varimax rotation was used in an effort to arrive at a more parsimonious number of items in fewer factors. The Alpha Cronbach test was used to test for reliability and the Kaiser-Meyer-Olkin (KMO) and the Bartlett's sphericity tests of $p < 0.05$ were used to test for any statistical significant differences in the different factors.

The proposed hypothesis was tested using the Analysis of Variance (ANOVA), to determine differences at the univariate level. Any significant differences at the univariate level were further investigated using the pair-wise comparisons by means of tests such as the Scheffé test or the Dunnett T3 test. Hypotheses were set at both multi and univariate levels as already indicated in section 4.8. More than one dependent variable allowed the researcher to make use of Multivariate Analysis of Variance (MANOVA) and more specifically the Wilks Lambda test at the multivariate level. The results of these tests were used to either accept or reject the null hypotheses.

4.3 DESCRIPTIVE STATISTICS OF EDUCATORS, MEMBERS OF THE SCHOOL MANAGEMENT TEAM AND SCHOOL GOVERNING BODY

The descriptive statistics reflect the biographical information required from the respondents, which included gender, age, population group, type of school, and form class. In dealing with these statistics each of the questions that were included in the questionnaire are be discussed below:

How many learners of the following groups are/were in your *form* class? (Question A1)

Participants responded individually and there were many combinations as most educators would have differing numbers of learners in their form or register class. The researcher decided to use the mode as the most useful way of displaying the

distribution of data. Table 4.1 indicates the modal value of the respondents regarding question 1A.

Table 4.1: Modal value of racial groups in register class during 2012 and 2013 in selected schools

Group	2012	2013
Black	20	22
White	1	1
Indian	3	5
Coloured	12	1

The answers varied a great deal as each educator would have different numbers of learners and learners of the four racial groups in their form classes and therefore the researcher used the modal values

How many educators from the following groups were in your school in 2012?

Table 4.2: The mean values of educators in the selected schools in 2012

Group	2012
Black	21
White	17
Indian	7
Coloured	18

The mean value used in this determination as data was requested only for 2012, the year in which the study commenced. The data indicates that Black educators were in the majority, followed by Coloured and White educators during 2012.

What is the variation of classes in terms of racial composition?

Table 4.3: Variation of different classes in racial composition

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	To no extent	18	20.5	26.1	26.1
	To a little extent	26	29.5	37.7	63.8
	To a moderate extent	12	13.6	17.4	81.2
	To a large extent	10	11.4	14.5	95.7
	To a very large extent	3	3.4	4.3	100.0
	Total	69	78.4	100.0	
Missing	System	19	21.6		
Total		88	100.0		

The mean value of 2.3 and mode and median of 2.0 indicates that the respondents had the perception that there was little variation in the racial composition of the learners in their classes. The categories of no extent, to a small extent and to a moderate extent account for 81.2% of the respondents. This could be ascribed to the Black school that has no variation in the racial composition in schools as explained in Chapter 2.

How many learners are registered in each racial category in your school?

Table 4.4: Learners registered in different categories

Racial category	2012	%	2013	%
Black	859	61.0	894	61,2
White	49	3,5	41	2,8
Indian	165	11,7	166	11,4
Coloured	336	23,8	360	24.6
Total	1409	100	1461	100

The data in Table 4.4 indicates that there were no substantial changes in the number of learners registered. There was a slight decrease in White learners from 3.5% of the total in 2012 to 2.8% in 2013. This supports the perception of data provided in Table 4.3 of little change in racial composition.

What is your mother tongue? (A7)

Table 4.5: The frequencies of the various mother tongue groups in the sample

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Zulu	18	20.5	21.7	21.7
	Xhosa	4	4.5	4.8	26.5
	Afrikaans	12	13.6	14.5	41.0
	Tswana	3	3.4	3.6	44.6
	North-Sotho	2	2.3	2.4	47.0
	English	39	44.3	47.0	94.0
	South-Sotho	1	1.1	1.2	95.2
	Tsonga	1	1.1	1.2	96.4
	Other	3	3.4	3.6	100.0

	Total	83	94.3	100.0	
Missing	System	5	5.7		
Total		88	100.0		

For analytical purposes the language groups was combined to the four main language categories in South Africa, namely Nguni, Sotho, Afrikaans, and English. Thus, the original categories in A7 were recoded to the four groups shown in Table 4.6.

Table 4.6: The mother tongue groups relative to the four main language groups

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Nguni	22	25.0	27.5	27.5
	Sotho	7	8.0	8.8	36.3
	Afrikaans	12	13.6	15.0	51.3
	English	39	44.3	48.8	100.0
	Total	80	90.9	100.0	
Missing	System	8	9.1		
Total		88	100.0		

The 2011 census (www.southafrica.info) indicates that 38.7% belong to the Nguni language group, 15.6% to the Sotho group, 13.5% to the Afrikaans speaking group, and 9.6% to the English-speaking group. This sample is thus representative of only the Afrikaans speaking group and is over-representative of the English mother tongue group. Many Nguni and Sesotho speaking learners moved to ex-White areas and schools in which they adopted English as their language of choice.

What is your gender? (A8)

Table 4.7: The frequencies of the two gender groups in the sample

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Male	32	36.4	36.8	36.8
	Female	55	62.5	63.2	100.0
	Total	87	98.9	100.0	
Missing	System	1	1.1		
Total		88	100.0		

There were 1.7 females for every one male in the sample, which is reasonably representative of gender among educators in Gauteng, as that ratio is about 2:1 (Department of Basic Education, 2013: 17).

What is your age?

Respondents were asked to give their age in years. The researcher made use of the visual binning option in SPSS to collapse the continuous age variable into categories.

Table 4.8: Frequencies of the various binned age groups in the sample

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	<= 34yrs	22	25.0	26.2	26.2
	35 - 42yrs	22	25.0	26.2	52.4
	43 - 47yrs	20	22.7	23.8	76.2
	48+yrs	20	22.7	23.8	100.0
	Total	84	95.5	100.0	
Missing	System	4	4.5		
Total		88	100.0		

With a mean of 41.04 years, a median of 42.00 and a mode of 46.00 it can be concluded that the sample of respondents were experienced. According to Arends

(2007, p.16), 42.0% of educators fall into the 31 to 40--age category and 37.0% into the 40 to 50 year category. These samples of educators are more evenly matched as the categories were visually binned, but the mean age would be similar. Most of the sampled educators grew up in a racially segregated society, which influenced the way they perceived race.

How long have you been teaching (in completed years)? (A10)

Table 4.9: Frequencies of the teaching experience groups in the sample

		Frequency	Percentage	Valid Percentage	Cumulative Percent
Valid	<= 6	23	26.1	28.4	28.4
	7 – 15	18	20.5	22.2	50.6
	16 – 23	22	25.0	27.2	77.8
	24+	18	20.5	22.2	100.0
	Total	81	92.0	100.0	
Missing	System	7	8.0		
Total		88	100.0		

The average number of years of teaching experience was 15.27 years and the median value was 15.00 years. The sample thus consisted of experienced educators, probably those in more senior positions such as principals, deputies, HODs, and senior educators.

What is your population group? (A11)

Table 4.10: Frequencies of the population groups in the sample

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Black	32	36.4	37.2	37.2
	White	8	9.1	9.3	46.5

	Indian	20	22.7	23.3	69.8
	Coloured	26	29.5	30.2	100.0
	Total	86	97.7	100.0	
Missing	System	2	2.3		
Total		88	100.0		

According to the 2014 Census, Black South Africans comprise 79.2% of the population, White South Africans 8.9%; Indian South Africans 2.5% and Coloured 8.9% of the population (www.southafrica.info.com). In this sample, it is only the White population group who were properly representative of the population. However, this sample are of educators, and Arends (2007, p. 16) indicates that 79.4% of educators are Black, 7.8% Coloured, 2.6% White, and 1.1% Indian. The Coloured and Indian educators are over-represented in this sample and Black educators under-represented.

How would your school have been classified in the past (before 1994)? (A12)

Table 4.11: Frequencies of the various Departments of Education according to the previous dispensation (before 1994)

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	House of Delegates HoD (Indian)	16	18.2	20.5	20.5
	House of Representatives HoR (Coloured)	22	25.0	28.2	48.7
	House of Assembly HoA (White)	19	21.6	24.4	73.1
	Department of Education Training DET (Black)	21	23.9	26.9	100.0
	Total	78	88.6	100.0	

Missing	System	10	11.4		
Total		88	100.0		

The data in Table 4.11 indicates that the Department of Education and Training (Black) schools were under-represented in this sample. However, racial integration has mostly taken place in the formerly Indian, Coloured, and White schools and hence one would expect the educators at these schools to be more informed and experienced regarding issues associated with racial integration in schools.

Which of the following best describes your current post designation? (A15)

Table 4.12: Frequencies of the various groups representing educators, SMT, and SGB in the sample

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Educator	59	67.0	67.8	67.8
	Head of department	17	19.3	19.5	87.4
	Deputy principal	2	2.3	2.3	89.7
	Principal	4	4.5	4.6	94.3
	Parent member of SGB	5	5.7	5.7	100.0
	Total	87	98.9	100.0	
Missing	System	1	1.1		
Total		88	100.0		

As the members of the SMT mostly were from higher posts in the hierarchy the HoDs, deputies, principals and parents are grouped together as SMT/SGB. This is illustrated in Table 4.13 (below).

Table 4.13: Frequencies of the educators and SMT/SGB groups in the sample

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Educators	59	67.0	67.8	67.8
	SMT/SGB	28	31.8	32.2	100.0
	Total	87	98.9	100.0	
Missing	System	1	1.1		
Total		88	100.0		

The location of the school (A16)

Table 4.14: Frequencies of the two location groups in the sample

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Suburb	39	44.3	44.3	44.3
	Township	49	55.7	55.7	100.0
	Total	88	100.0	100.0	

There were no respondents who indicated rural or informal settlement these two groups are not shown in the table.

Which of the following best describes the Quintile of your school? (A17)

All South African public schools are categorised into five groups, called quintiles, largely for purposes of the allocation of financial resources. Quintile 1 is the 'poorest' while 5 is the 'least poor' (wced.pgwc.gov.za: 2013). Schools in quintiles 1, 2, and 3 have been declared "no-fee schools" and learners do not pay school fees. Therefore, in order to compensate for the loss in fee income, the state provides these schools with a larger norms and standards funding allocation than those that do allow fee-paying ones. Learners from schools in quintiles 4 and 5 are fee-paying (Western Cape Education Department, 2013).

Table 4.15: Frequencies of the Quintile groups in the sample

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Quintile 1	1	1.1	1.3	1.3
	Quintile 3	13	14.8	17.1	18.4
	Quintile 4	39	44.3	51.3	69.7
	Quintile 5	23	26.1	30.3	100.0
	Total	76	86.4	100.0	
Missing	System	12	13.6		
Total		88	100.0		

As the non-fee paying schools mostly belong to Quintiles 1, 2 and 3, these were grouped together to form one group. According to Ndhlovu (2012, p. 61), the basic assumption of the Quintile legislation was that schools who serve the less poor communities are better able to raise their own funds and so require less support from the state. Hence, Quintile ranking was affected with the aim of redressing and improving equity and public spending on schools, and was specifically targeted to the needs of the poorest. According to the Quintile, ranking Quintile 5 represents the least poor schools and Quintile 1 the poorest. Quintile 1, 2, and 3 schools are mostly also classified as non-fee paying while Quintiles 4 and 5 are fee-paying schools who are allowed to levy school funds. The sample was thus recoded into three groups as shown in Table 4.16 (below).

Table 4.16: The frequencies of the Quintile groups recoded to three groups

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Quintiles 1, 2 & 3	14	15.9	18.4	18.4
	Quintile 4	39	44.3	51.3	69.7
	Quintile 5	23	26.1	30.3	100.0
	Total	76	86.4	100.0	
Missing	System	12	13.6		
Total		88	100.0		

Section B of the questionnaire was divided into six sections and each one asked respondents questions probing their perceptions relative to the management of racial integration in their schools. As each of these sections contained items that referred to some latent construct the use of factor analysis was used to confirm the grouping of the variables.

4.4 FACTOR ANALYTIC PROCEDURES

The items in Section B of the structured questionnaire asked respondents to provide their extent of agreement regarding school policies and practices that fostered racial integration. The phenomenon of racial integration is a multifaceted construct and is made up of many hidden or latent dimensions, which cannot be directly measured. However, one is able to measure some of the sub-dimensions or factors involved with racial integration such as the use of policies and practices. The literature indicated that numerous issues was involved and the researcher designed items under eight sub-dimensions or factors involved with the facilitation and management of racial integration. Factor analysis is a means of confirming whether these different variables are driven by the same underlying variable (Field, 2009, p. 628). The researcher made use of Principal Component Analysis (PCA) to reduce the data set to a smaller set of factors so that parsimony is achieved by explaining the maximum amount of common variance in the correlation matrix.

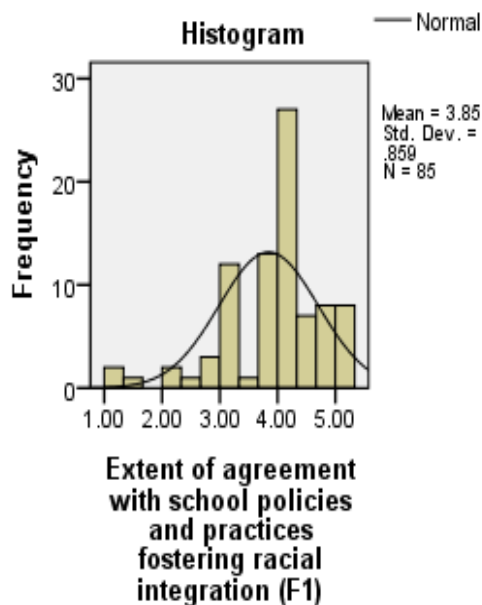
4.4.1 School policies and practices fostering racial integration

In the first part of Section B, responses were on a six-point interval scale where 1 indicated *strong disagreement* and 5 indicated *strong agreement*. The items were subjected to Principal Component Analysis (PCA) with varimax rotation in an effort to arrive at a more parsimonious number of items in fewer factors. The response of “*I do not know*” was recoded as *neither disagree nor agree*. Items B1.8R and B1.9R in the questionnaire both had Kaiser Meyer Olkin (KMO) Measure of Sampling Adequacy (MSA) less than 0.6 and hence were removed from the factor analysis (Field, 2009, p. 659). The KMO of 0.903 and Bartlett’s sphericity of

$p < 0.0005$ indicated that fewer factors was plausible. The remaining seven items formed one factor, which explained 78.7% of the variance present and was named “*extent of agreement with school policies and practices fostering racial integration*” (F1). It had an Alpha Cronbach reliability coefficient of 0.954 and the items in the factor as well as their loadings and mean scores are given in Table 4.17 and the distribution of data in Figure 4.1.

Table 4.17: The items with their loadings and mean scores for factor 1 (F1)

F1- Extent of agreement with school policies and practices fostering racial integration($\alpha=0.903$)			
Item	Description	Mean	Loading
B1.3	The school has prioritized racial integration among learners.	4.04	.946
B1.5	The SMT has prioritized developing a racial integrated school.	4.08	.934
B1.2	The school has prioritized a racially diverse staff of educators.	3.92	.918
B1.6	The educators in this school have prioritized developing a racially integrated school.	3.95	.912
B1.1	The school has prioritized a racially diverse environment.	3.99	.887
B1.4	The School Governing Body (SGB) has prioritized developing a racially integrated school.	4.04	.851
B1.7	The school has prioritized extra-curricular activities that promote racial awareness and racial understanding among learners	3.95	.746
Average		4.00	.885



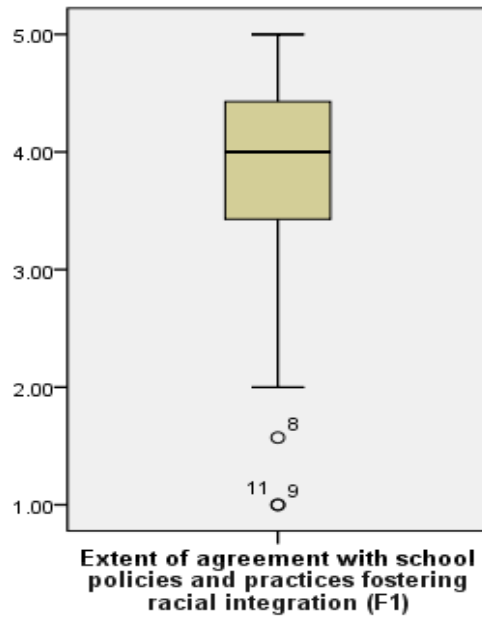


Figure 4.1: Histogram and box plot of school policies and practices fostering racial integration (F1)

The data (mean of 4.00) indicated that the majority of the respondents agreed that their schools were making use of school policies and practices that enhanced racial integration in their schools. A median value of 4 indicated that 50% of the respondents agreed with the items in the factor. The distribution of data was slightly negatively skewed.

4.4.2 Performance of SMT/SGB regarding racial integration activities

Items B2.11 to B2.19 were all firstly recoded as the value of 6 given to the “*I do not know*” response was changed to a value of 0. Hence, the rating was on a scale of 1 for a *very poor* rating to 5 an *excellent* rating. The PCA analysis had an initial KMO value of 0.828 and a Bartlett’s sphericity of $p=0.000$ indicating that the 10 items could be reduced to a more parsimonious number of factors. Two first-order factors resulted which explained 75.61% of the variance present. A second-order PCA with varimax rotation indicated that the two first-order factors could be further reduced. One second-order factor resulted which explained 88.71% of the variance present and which had a Cronbach reliability of 0.938. The items in this factor are provided in Table 4.18.

Table 4.18: The items with their loadings and mean scores for factor 2 (F2)

Rating the performance of SMT/SGB regarding racial integration activities (F2)			
$\alpha = 0.937$			
Item	Description	Mean	Loading
B2.10R	Manage racial integration among all learners at your school.	3.68	0.89
B2.11R	Manage racial integration among the educators at your school.	3.65	0.92
B2.12R	Identify teaching strategies used to facilitate racial integration.	3.39	0.61
B2.13R	Celebrate racial diversity e.g. Cultural Day.	3.78	0.72
B2.14R	Encourage discussions between learners from different racial backgrounds.	3.78	0.69
B2.15R	The School Management Team (SMT) has prioritised developing a racial integrated school.	3.65	0.8
B2.16R	Implement policies that promote racial integration.	3.53	0.81
B2.17R	Market the school to racially diverse groups.	3.61	0.79
B2.18R	Adhere to the schools admission policy that promotes racially diverse groups.	3.83	0.78
B2.19R	Address racial issues through the School's Code of Conduct.	3.55	0.73
Average		3.61	0.77

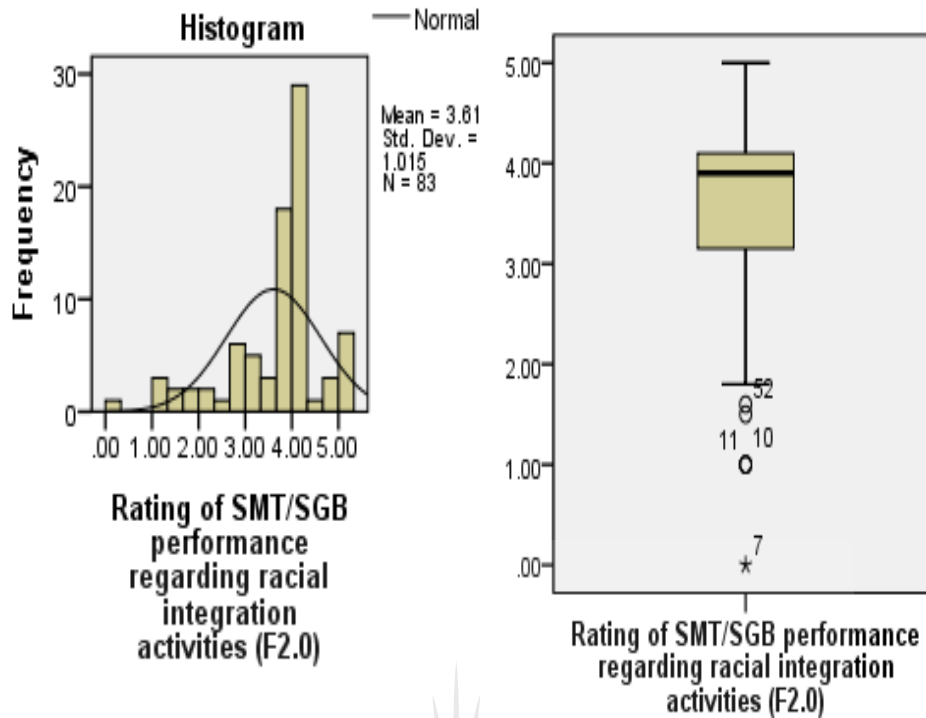


Figure 4.2: Histogram and boxplot showing the data distribution of rating the performance of the SGB/SMT regarding racial integration activities (F2)

The mean factor score of 3.61 indicated a rating of “good” with respect to how the SGB/SMT are managing activities related to racial integration. The median value of 3.90 indicates that at least 50% of the respondents rated the SGB/SMT as good for the activities associated with racial integration. The data distribution is also slightly negatively skew.

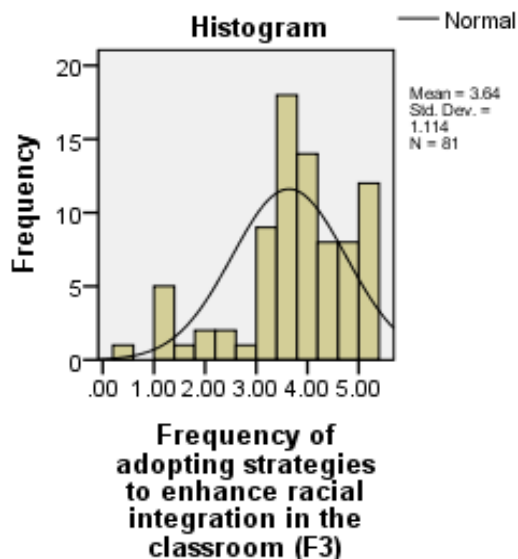
4.4.3 Frequency of adopting strategies to enhance racial integration in the classroom

The presence of racially diverse learners can prompt educators to adopt different strategies. Items B3.20 to B3.24 asked respondents to reflect on their own experiences of racially diverse learners then indicate on a five-point interval scale how often they had used the strategies stated. The five items were subjected to a PCA with varimax rotation to see whether it was possible for them to form fewer factors while retaining as much of the information as possible. The KMO value of 0.794 and Bartlett’s sphericity of $p < 0.0005$ indicated the plausibility of such an

analysis. One factor was formed which explained 72.50% of the variance present and had a Cronbach coefficient of 0.901. It was named “*strategies to enhance racial integration in the classroom*” (F3). The items are displayed in Table 4.19 and the data distribution is shown in Figure 4.3.

Table 4.19: The items with their loadings and mean scores for factor 3 (F3)

Frequency of adopting strategies to enhance racial integration in the classroom (F3)			
Item	Description	Mean	Loading
B3.20R	Include learners who do not speak English as their first language in class activities.	3.74	0.64
B3.21R	Use the curriculum to promote racial integration.	3.63	0.92
B3.22R	Develop lessons that would include racial awareness.	3.54	0.92
B3.23R	Adopt assessment practices that accommodate racially diverse learners.	3.34	0.89
B3.24R	Encourage interaction among learners of different racial backgrounds.	3.88	0.85
Average		3.64	0.84



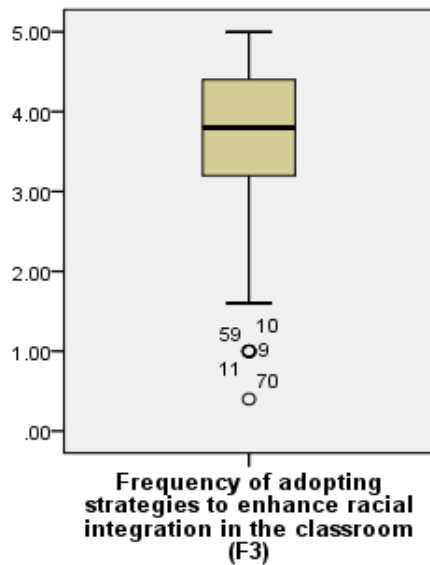


Figure 4.3: Histogram and box plot of strategies to enhance racial integration in the classroom

The mean factor score of 3.64 indicated that the respondents were of the opinion that they sometimes tended to adopt strategies to enhance racial integration in the classroom (F3). The median value of 3.80 indicates that at least 50% of the respondents scored at 3.80 or higher, indicating that they believed they often adopted strategies to enhance racial integration in the classroom. The distribution of data is again slightly negatively skew.

4.4.4 Frequency of encouraging racially integrative behaviour

The presence of racially diverse learners can lead to a person falling into certain patterns of behaviour. Respondents were asked to use a five-point interval scale anchored by polar opposites of never and always. The “*I don’t know*” response was coded 0. The PCA procedure had a KMO of 0.817 and Bartlett’s sphericity of $p=0.000$ indicating that fewer factors were feasible. One factor resulted, which explained 72.98% of the variance present, and it had a Cronbach Alpha value of 0.905. The items with their mean scores and factor loadings are given in Table 4.20

Table 4.20: The items in their loadings and mean scores for factor 4(F4)

Frequency of encouraging racially integrative behaviours

Item	Description	Mean	Loading
B4.25R	Interaction between different racial groups during break.	3.74	0.89
B4.26R	Interaction between different racial groups during school excursions.	3.79	0.77
B4.27R	Interaction between different racial groups during 'free time'.	3.46	0.88
B4.28R	Establish racially integrated sports teams.	3.94	0.84
B4.29R	Establish racially diverse composition of Learner Representative Council (LRC).	4.00	0.87
		3.79	0.85

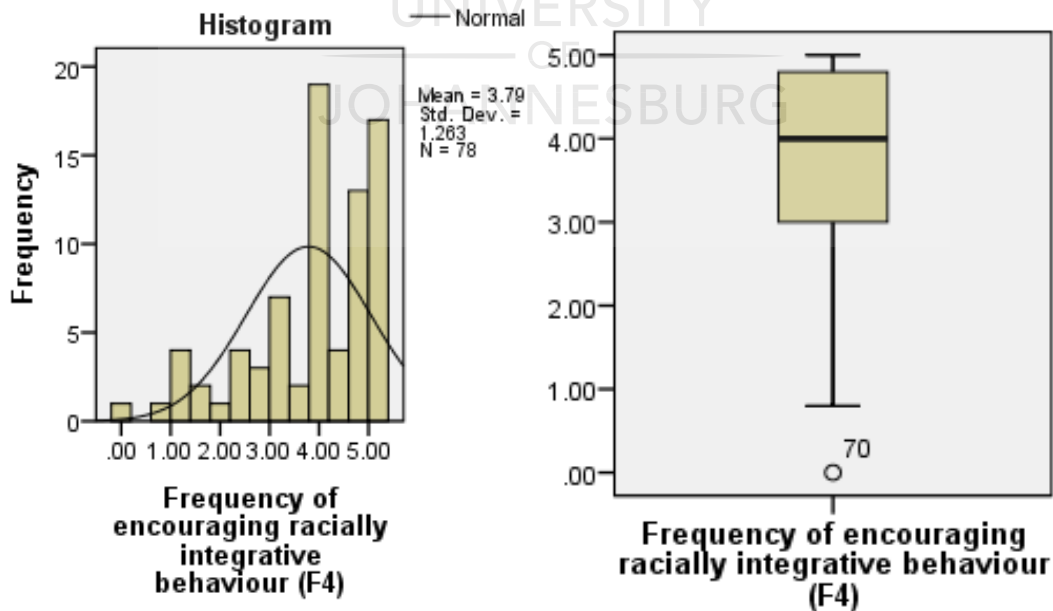


Figure 4.4: Frequency of encouraging racially integrative behaviour (F4)

The factor mean of 3.79 indicates that respondents believed that they tended towards often making use of behaviour that encouraged racial integration. The median of 4.00 also indicated that at least 50% scored at least 4 on the scale and hence believed that they often involved themselves in behaviour that could be said to encourage racial integration. The data distribution is slightly negatively skew.

4.4.5 Perceived effect of racial diversity in the classroom

The perceived effect of racial diversity in the classroom was probed using questions B5A 30 to B5A 34. The value of “*I do not know*” was recoded as it indicated uncertainty with respect to an agreement scale, anchored by 1 with *strongly disagree* at one end and by 5 or *strongly agree* at the other. The PCA procedure had a KMO value of 0.680 and Bartlett’s sphericity of $p=0.000$, indicating that a more parsimonious solution was possible. However, item B5A31 had a communality of <1.00 and the solution explained only 46.6% of the variance present, hence it was removed from the procedure. The KMO value increased slightly and the variance explained increased to 56.89%. The Cronbach Alpha coefficient was 0.746. The items are clearly contentious as the respondents mostly indicated neutrality, as is possibly the most acceptable social expression of something contentious. The appropriate data for this factor is given in Table 4.21 and Figure 4.5.

Table 4.21: The items with their loadings and mean scores for factor 5 (F5)

Extent of agreement with perceived effect of racial diversity in the classroom (F5)			
Item	Description	Mean	Loading
B5A30R	Learners from the biggest race group in my class have raised racial issues that have not been raised by learners of a less represented race group.	2.71	0.73
B5A32R	Racial diversity in my classroom impedes the discussion of substantive racial issues.	2.77	0.69
B5A33R	Interactions between learners from different racial backgrounds in my classroom create tension and arguments along racial lines.	2.34	0.76
B5A34R	Participation in classroom discussion by learners of a particular racial group is increased by the presence of other learners from the same racial group.	2.96	0.86
Average		2.69	0.76

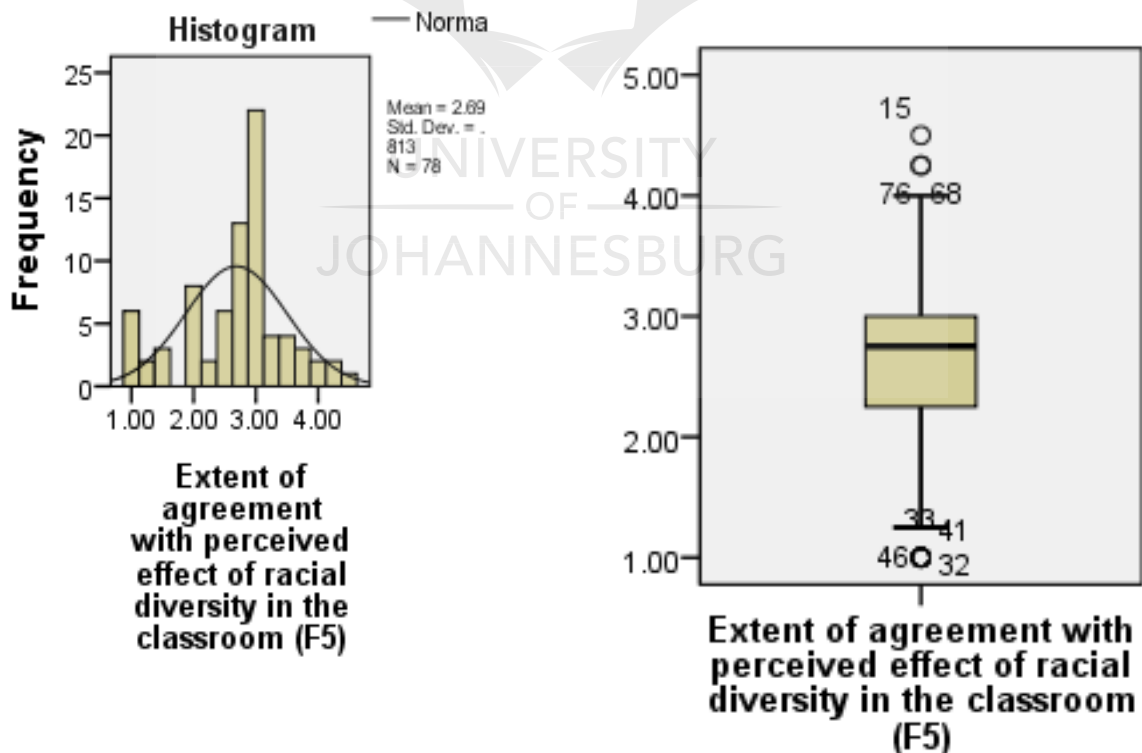


Figure 4.5: Histogram and boxplot of the extent of agreement with perceived effect of racial diversity in the classroom (F5)

The factor mean of 2.69 indicates partial disagreement, tending towards neutrality regarding the extent of agreement with the perceived effect of racial diversity in the classroom (F5). The median of 2.75 indicates that 50% of the respondents achieved this or a lower score, again indicating partial disagreement and uncertainty. The distribution of data is reasonably symmetrical about the mean.

4.4.6 Interaction between learners from different backgrounds

Items B5B35 to B5B38 probed the perceptions of respondents regarding the importance of interaction between learners from differing backgrounds. The “*Don’t know*” response was recoded to a value of zero. The PCA procedure with Varimax rotation had a KMO value of 0.790 and a significant Bartlett’s value ($p < 0.0005$). The factor explained 83.45% of the variance present and had a Cronbach Alpha of 0.933. The SPSS 22.0 data applicable to this factor are given in Table 4.22.

Table 4.22: The items with their loadings and mean scores for factor 6 (F6)

Importance of interaction between learners from different backgrounds (F6)			
Item	Description	Mean	Loading
B5B35R	Helping learners develop their ability to think critically.	3.88	0.93
B5B36R	Affecting the development of learners’ leadership abilities.	3.85	0.90
B5B37R	Helping learners develop a willingness to examine their own perspectives and values.	4.00	0.94
B5B38R	Exposing learners to perspectives with which they disagree or do not understand.	4.01	0.87
Average		3.94	0.91

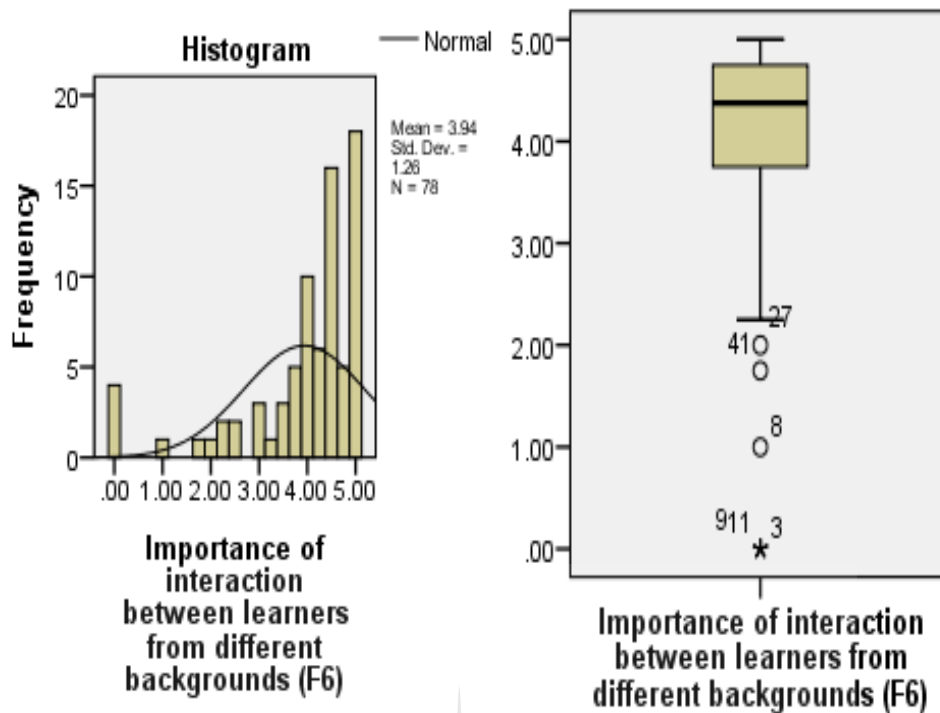


Figure 4.6: Histogram and boxplot of factor the importance of interaction between learners from different backgrounds (F6)

The mean score of 3.94 indicates that the respondents had the perception that it was important for learners from racially diverse backgrounds to interact with one another. This finding was corroborated by the median of 4.38, which indicated that 50% of the respondents' perceived this as being *important* to *very important*. Respondent 3 was an outlier who believed such interaction was *not at all important*.

4.4.7 Effects of racial integration on school performance

Items B5C 39 to B5C42 probed the perceptions of the respondents regarding the perceived effects of racial integration on school performance (F7). The initial PCA procedure with varimax rotation had a KMO value of 0.881 and significant Bartlett's sphericity ($p < 0.0005$), indicating a more parsimonious solution was possible. One factor resulted which explained 86.67% of the variance present with a Cronbach

reliability coefficient of 0.948. The items contained in the factor are provided in Table 4.23.

Table 4.23: The Items with their loadings and mean scores for factor 7 (F7)

The effects of racial integration on school performance (F7)			
Item	Description	Mean	Loading
B5C39R	Quality of the school.	3.45	0.91
B5C40R	Quality of learner's experience.	3.60	0.95
B5C41R	Quality of academic performance.	3.53	0.93
B5C42R	Quality of teaching and learning.	3.56	0.92
		3.54	0.93

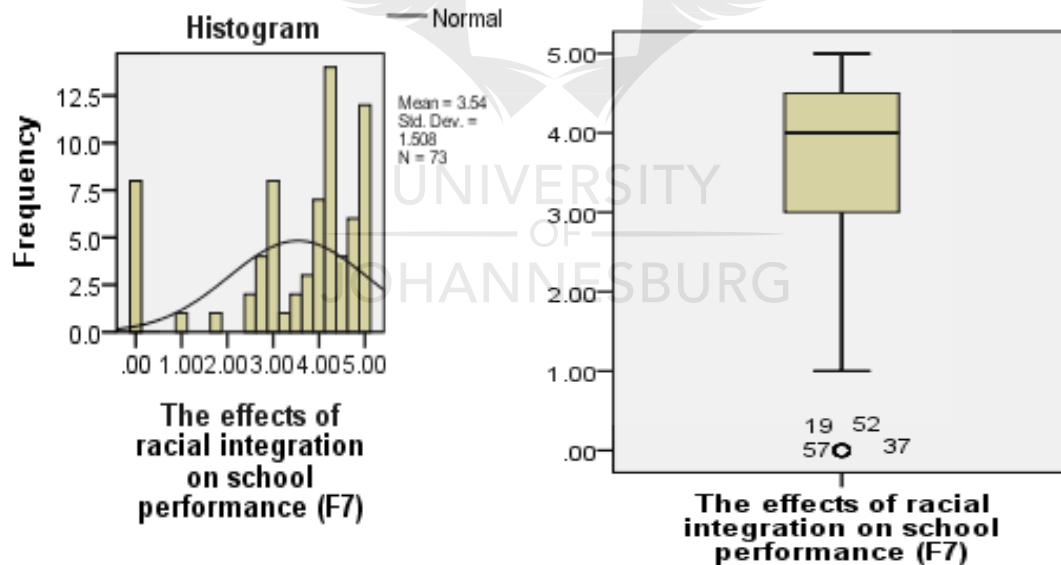


Figure 4.7: Histogram and boxplot showing the data distribution in the factor the effects of racial integration on school performance (F7)

The factor mean of 3.54 and median of 4.00 indicates a rating of a “*somewhat better*” school performance by the respondents, at least 50% of whom had a score of 4.00 or higher. The distribution of the data is slightly negatively skew.

4.4.8 Aspects related to school performance

Items B6.43 to B6.49 were recoded and the “*I do not know*” response was assigned a value of 0. The initial PCA procedure with varimax rotation resulted in two first-order factors, which explained 71.63% of the variance present. A second-order procedure resulted in one factor only which explained 81.48% of the variance present and had a Cronbach reliability of 0.852. The items in the factor are shown in Table 4.24.

Table 4.24: The items with their loadings and mean scores for factor 8 (F8)

Rating of aspects related to school performance (F8)			
Item	Description	Mean	Loading
B6.43R	Academic performance.	3.91	0.86
B6.44R	Quality of teaching and learning.	4.09	0.70
B6.45R	Quality of learners.	3.48	0.87
B6.46R	Quality of the school.	4.01	0.70
B6.47R	Quality of teachers.	4.25	0.93
B6.48R	Quality of management.	4.26	0.79
B6.49R	Quality of SGB.	3.59	0.64
		3.93	0.78

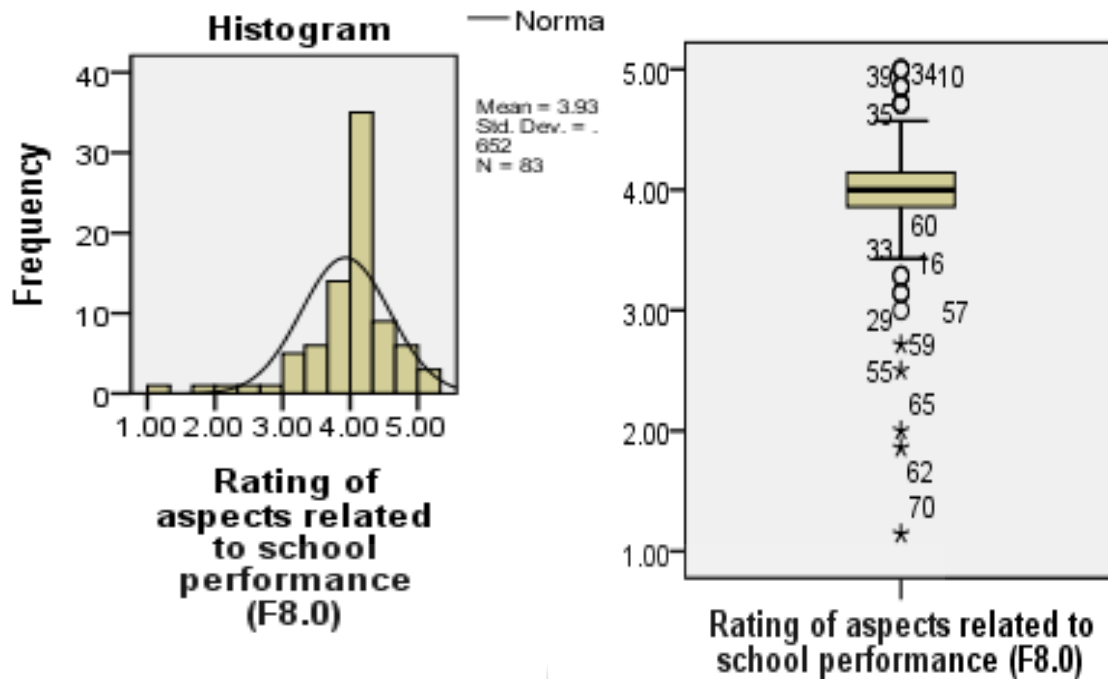


Figure 4.8: Histogram and boxplot showing the data distribution in the factor rating of aspects related to school performance

The factor mean of 3.93 and median of 4.00 indicate that the respondents had the perception that the aspects on which school performance had to be rated were *average* tending towards *good*, however, the boxplot indicates that there was much variation and respondents such as 70, 62, 65, 55 and 59 all could be considered outliers and would tend to decrease the mean score. The box is where 50% of the scores fall (in the tinted area) and this shows little variation. The data distribution is negatively skew.

The factor analytic procedures indicate that the management of racial integration for this sample of respondents are alleged to be founded on the eight factors discussed and analysed.

4.5 INFERENCE STATISTICAL TESTS ON THE EIGHT FACTORS

The facilitation and management of racial integration in secondary schools in this sample could be said to be founded on the eight factors or dependent variables

identified in the literature, framed into items via a structured questionnaire and validated via factor analytic procedures:

- F1- Extent of agreement with school policies and practices fostering racial integration ($\alpha=0.954$)
- F2 - Performance rating of SGB/SMT regarding racial integration activities ($\alpha = 0.938$)
- F3 - Strategies enhancing racial integration in the classroom ($\alpha=0.901$)
- F4 - Frequency of racial integration behaviour ($\alpha = 0.905$)
- F5 -Perceived impediments of racial diversity in your classroom ($\alpha = 0.746$)
- F6 - Importance of interaction between learners from differing racial groups ($\alpha=0.933$)
- F7 - Change in observed quality as a result of racial integration ($\alpha = 0.948$)
- F8 – Perceived quality of school performance ($\alpha = 0.852$).

In order to determine a possible relationship between these dependent variables and the independent variables gathered, the researcher first investigated possible relationships for two independent groups and thereafter three or more independent groups. For example, the mean score of males (independent variable) was first determined on the dependent variable (F1) then the mean score of females (also on F1). The assumption was that by changing the independent variable (gender) one causes a change in the dependent variable, thus male and female respondents could differ in their mean scores regarding their extent of agreement with school policies and practices fostering racial integration in schools. Changing the independent variable causes participants' behaviour to change and the dependent variable measures that behaviour (Heiman, 2001, p. 44).

4.5.1 Significance of differences between two independent groups

When searching for significant statistical differences between the mean scores of two independent groups such as male and female respondents' one can make use of Levene's test to compare the variance between the averages of the two groups.

If the p-value indicates that the variance is greater than 5% ($p > 0.05$) one makes use of the equal variances not assumed t value. If the p-value is less than 5% ($p < 0.05$) the equal variances assumed to t- value is used. The first two independent groups investigated were gender groups and appropriate hypotheses were provided.

4.5.1.1 Gender as the independent variable

Appropriate hypotheses for gender was firstly set at the multivariate level followed by the univariate level.

At the multivariate level:

- HoM – There is statistically no significant difference between the vector means of the two gender groups in respect of the eight factors taken together.
- HaM – There is a statistically significant difference between the vector means of the two gender groups taken together.

The hypotheses above are set at the multivariate level (MANOVA) on which the vector means of the two independent groups are compared in respect of the eight factors taken together. Should a significant difference be found at this multivariate level the Student t-test can be used in respect of each of the variables taken separately.

- Hot – There is statistically no significant difference between the mean scores of male and female respondents in respect of each of the following taken separately:
 - Hot₁ - Extent of agreement with school policies and practices fostering racial integration
 - Hot₂ - Performance rating of SGB/SMT regarding racial integration activities
 - Hot₃ - Strategies enhancing racial integration in the classroom
 - Hot₄ - Frequency of racial integration behaviour

- Hot₅ - Perceived impediments of racial diversity in your classroom
- Hot₆ - Importance of interaction between learners from differing racial groups
- Hot₇ - Change in observed quality as a result of racial integration
- Hot₈ - Perceived quality of school performance.

The alternative hypotheses would be that:

- Hat - There is a statistically significant difference between the mean scores of male and female respondents in respect of each of the following taken separately:
 - Hat₁ - Extent of agreement with school policies and practices fostering racial integration.
 - Hat₂ - Performance rating of SGB/SMT regarding racial integration activities.
 - Hat₃ - Strategies enhancing racial integration in the classroom
 - Hat₄ - Frequency of racial integration behaviour
 - Hat₅ - Perceived impediments of racial diversity in your classroom
 - Hat₆ - Importance of interaction between learners from differing racial groups
 - Hat₇ - Change in observed quality as a result of racial integration
 - Hat₈ - Perceived quality of school performance.

In this research project the Wilks Lambda (Λ) test was utilised at the multivariate level. The appropriate data for the two gender groups is given in Table 4. 25

Table 4.25: Significance of differences between males and females with respect to the following eight factors:

Factor	Group (A8)	Mean	Wilks Lambda (p-value)	Student-t-test (p-value)	Effect size (r)
F1- School policies and practices fostering racial integration	Male	3.60	0.796	0.166	-
	Female	3.91			
F2 - Performance rating of SMT/SGB regarding racial integration	Male	3.73		0.658	-
	Female	3.83			
F3 - Strategies to enhance racial integration in the classroom	Male	3.61		0.462	-
	Female	3.80			
F4 - Frequency of behaviour advancing racial integration	Male	3.99		0.488	-
	Female	4.19			
F5 - Perceived effect of racial diversity in your classroom	Male	2.59		0.544	-
	Female	2.70			
F6 - Importance of interaction between racially diverse learners	Male	4.34		0.391	-
	Female	4.14			
F7 - Perceived change in quality resulting from racial integration	Male	4.20		0.739	-
	Female	4.22			
F8 - Perceived change in school performance resulting from racial integration	Male	4.08		0.679	-
	Female	4.04			

(No p values <0. 05)

The data in Table 4.25 indicated that there was no statistically significant differences between male and female respondents with respect to the eight factors considered together, hence the null hypothesis could not be rejected. There are thus also no significant differences at the univariate level present.

However, one could conclude that male and female respondents both partially agreed that school policies and practices foster racial integration in their schools. Both genders also perceived that the performance rating of the SMT/SGB regarding racial integration was *average* tending towards *good*. They often made use of behaviour that enhanced racial integration but tended to disagree on the perceived effect of racial diversity in their classrooms. They also believed that interaction between racially diverse learners was important while the perceived change in quality resulting from racial integration was espoused to be somewhat better. The perceived change in school performance resulting from racial integration was seen to be good.

4.5.1.2 Educators and SMT/SGB as the independent variable

The data as shown in Table 4.15 was utilised and is shown in Table 4.26.

Table 4.26: Significance of differences between educators and SMT/SGB groups with respect to the following eight factors

Factor	Group (A8)	Mean	Wilks Lambda (p-value)	Student -t-test (p-value)	Effect size (r)
F1- School policies and practices fostering racial integration	Educators	3.91	0.007**	0.203	-
	SMT/SGB	3.62			
F2 - Performance rating of SMT/SGB regarding racial integration	Educators	3.39		0.143	-
	SMT/SGB	3.77			
F3 - Strategies to enhance racial integration in the classroom	Educators	3.64		0.987	-
	SMT/SGB	3.65			
F4 - Frequency of behaviour advancing racial integration	Educators	3.88		0.550	-
	SMT/SGB	3.69			
F5 - Perceived effect of racial diversity in your classroom	Educators	2.84		0.018*	0.28
	SMT/SGB	2.39			
F6 - Importance of interaction between racially diverse learners	Educators	4.04		0.386	-
	SMT/SGB	3.78			

F7 - Perceived change in quality resulting from racial integration	Educators	3.72	0.224	-
	SMT/SGB	3.28		
F8 - Perceived change in school performance resulting from racial integration	Educators	3.88	0.567	-
	SMT/SGB	3.97		

* = Statistically significant at the 5% level ($p > 0.01$ but $p < 0.05$)

** = Statistically significant at the 1% level ($p < 0.01$)

r = Effect size (Small – 0.01 to 0.29); Moderate (0.30-0.49); Large (0.50+)

The data in Table 4.26 indicates that there was a significant difference at the multivariate level when all eight of the factors were considered together, however, at the univariate level it can be seen that this difference is due to factor 5 (perceived effect of racial diversity in your classroom). The SMT/SGB disagreed significantly more with the perceived effect of racial diversity in the classroom than did the educators. The effect size ($r=0.28$) would be classified as small. As the issues mentioned in the factor were all classroom ones it is possible that the educators had a more accurate perception of the perceived effect of racial diversity. The factor mean scores of the two groups are shown in Figure 4.9.

Estimated Marginal Means of Extent of agreement with perceived effect of racial diversity in the classroom (F5)

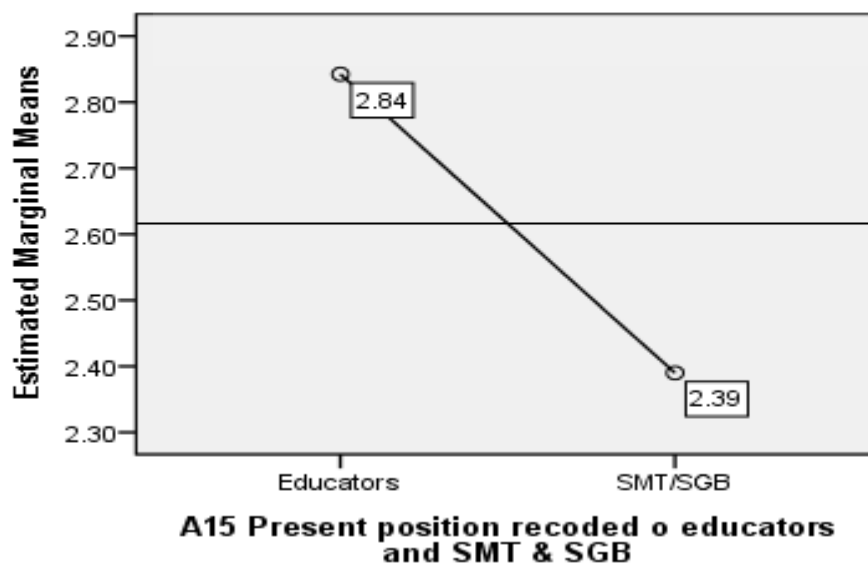


Figure 4.9: Line graph indicating the marginal means of the educators and SGB/SMT groups with respect to the extent of agreement about the perceived effect of racial diversity in the classroom.

No statistically significant differences could be found between any of the other two independent groupings, hence these groupings are not discussed.

4.5.2 Significance of differences between three or more independent groups

Three or more independent groups can be tested for significant differences at the multivariate level via the Wilks Lambda test, with which one searches for significant differences between the independent groups by first considering the vector means of the eight factors taken together. Should a significant difference be found at this level then the Analysis of Variance (ANOVA) is used to determine differences at the univariate level. Any significant differences at the univariate level are then further investigated using pair-wise comparisons via tests such as the Scheffé test or the Dunnett T3 test. Hypotheses can be set at both multi- and univariate levels as already indicated. However, only the applicable data is given in Table 4.30.

4.5.2.1 Significance of differences among the population groups (A11)

As there is more than one dependent variable the researcher made use of Multivariate Analysis of Variance (MANOVA) and more specifically the Wilks-Lambda test at the multivariate level. The appropriate results are shown in Table 4.27.

Table 4.27: Significance of differences between the four population groups with respect to the following eight factors

Dunnett T3	Population group (A11)	Mean	MANOVA (p-value)	ANOVA (p-value)	r	Dunnett T3				
						1	2	3	4	
F1 - School policies and practices fostering racial integration	Black	3.25	0.006**	0.001**	0.48	1	■	**	-	-
	White	4.59				2	**	■	**	-
	Indian	3.74				3	-	**	■	-
	Coloured	3.99				4	-	-	-	■
F2 - Performance rating of SMT/SGB regarding racial integration	Black	3.53		0.060	0.32	1	■	-	-	-
	White	4.36				2	-	■	-	-
	Indian	3.52				3	-	-	■	-
	Coloured	4.00				4	-	-	-	■
F3 - Strategies to enhance racial integration in the classroom	Black	3.44		0.226	0.25	1	■	-	-	-
	White	4.28				2	-	■	-	-
	Indian	3.69				3	-	-	■	-
	Coloured	3.84				4	-	-	-	■
F4 - Frequency of behaviour advancing racial integration	Black	3.51		0.005**	0.42	1	■	**	-	*
	White	4.78				2	**	■	-	--
	Indian	3.98				3	-	-	■	-
	Coloured	4.51				4	*	-	-	■
F5 - Perceived effect of racial diversity in your classroom	Black	2.43	0.003**	0.44	1	■	-	-	-	
	White	2.00			2	-	■	-	-	
	Indian	2.91			3	-	-	■	-	
	Coloured	2.93			4	-	-	-	■	
F6 - Importance of interaction between racially diverse learners	Black	4.25	0.536	0.18	1	■	-	-	-	
	White	3.94			2	-	■	-	-	
	Indian	4.02			3	-	-	■	-	
	Coloured	4.38			4	-	-	-	■	
F7 - Perceived change in quality resulting from racial integration	Black	4.70	0.052	0.33	1	■	-	-	-	
	White	4.19			2	-	■	-	-	
	Indian	3.77			3	-	-	■	-	
	Coloured	4.17			4	-	-	-	■	
F8 - Perceived change in school performance resulting from racial integration	Black	4.20	0.050	0.33	1	■	-	-	-	
	White	4.21			2	-	■	-	-	
	Indian	3.82			3	-	-	■	-	
	Coloured	4.03			4	-	-	-	■	

** = Statistically significant at the 1% level ($p < 0.01$).

* = Statistically significant at the 5% level ($p > 0.01$ but < 0.05).

- = No statistically significant difference.

r = Effect size - 0.01 to 0.29 small; 0.30 to 0.49 moderate; 0.50 to 1.00 large.

The data in Table 4.27 indicated that a statistically significant difference at the multivariate level and hence the null hypothesis could not be accepted. At the univariate level, significant differences were present only with respect to F1 and F4, hence, the null hypotheses for these two factors could not be accepted (they could be rejected) and the four population groups differed statistically significantly from one another with respect to school policies and practices fostering racial integration (F1) and frequency of behaviours advancing racial integration (F4). At the pair-wise level, White respondents had the highest factor mean ($\bar{X}_{White} = 4.59$) and they agreed with the items in the factor school policies and practices fostering racial integration (F1). The Black respondents had the lowest factor mean ($\bar{X}_{Black} = 3.25$) and they thus neither agreed nor disagreed with the items in the factor.

In the factor frequency of behaviour advancing racial integration (F4) the White respondents had the highest factor mean ($\bar{X}_{White} = 4.75$), followed by Coloured respondents ($\bar{X}_{Coloured} = 4.51$) and both groups believed that they often indulged in behaviours which enhanced racial integration. The Black respondents had the lowest factor mean ($\bar{X}_{Black} = 3.51$), believing that they sometimes indulged in behaviours that facilitated racial integration. This perception is possibly due to many White schools accommodating Black learners who have chosen to move from the Black township schools to the formerly White ex-model C schools. White educators are thus forced by circumstances to indulge in such behaviours as the learners they teach are integrated whereas in Black schools they are mainly Black with little racial integration having taken place.

4.5.2.2 Significance of differences among the mother tongue groups (A4R)

The original twelve categories were recoded to Nguni, Sotho, Afrikaans and English. Significant differences were first investigated using MANOVA followed by ANOVA and the ad-hoc testing at the pair-wise level. The data is displayed in Table 4.28.

Table 4.28: Significance of differences between the four mother tongue groups with respect to the following eight factors

Factors	A4-Mother tongue recoded to 4 groups	Mean	MANOVA (p-value)	ANOVA (p-value)	r	Dunnett T3				
						1	2	3	4	
F1- School policies and practices fostering racial integration	Nguni	3.29	0.014*	0.014*	.39	1	■	-	*	-
	Sotho	3.37				2	-	■	-	-
	Afrikaans	4.30				3	*	-	■	-
	English	3.93				4	-	-	-	■
F2 - Performance rating of SMT/SGB regarding racial integration	Nguni	3.35	0.035*	0.138	.28	1	■	-	-	-
	Sotho	3.60				2	-	■	-	-
	Afrikaans	4.16				3	-	-	■	-
	English	3.83				4	-	-	-	■
F3 - Strategies to enhance racial integration in the classroom	Nguni	3.48	0.071	0.071	.32	1	■	-	-	-
	Sotho	3.00				2	-	■	-	-
	Afrikaans	4.29				3	-	-	■	-
	English	3.68				4	-	-	-	■

F4 - Frequency of behaviour advancing racial integration	Nguni	3.51	0.019*	.38	1	■	-	-	-
	Sotho	3.28			2	-	■	-	-
	Afrikaans	4.60			3	-	-	■	-
	English	4.24			4	-	-	-	■
F5 - Perceived effect of racial diversity in your classroom	Nguni	2.45	0.074	.32	1	■	-	-	-
	Sotho	2.10			2	-	■	-	-
	Afrikaans	2.43			3	-	-	■	-
	English	2.85			4	-	-	-	■
F6 - Importance of interaction between racially diverse learners	Nguni	4.22	0.852	.11	1	■	-	-	-
	Sotho	4.60			2	-	■	-	-
	Afrikaans	4.25			3	-	-	■	-
	English	4.19			4	-	-	-	■
F7 - Perceived change in quality resulting from racial integration	Nguni	4.68	0.080	.32	1	■	-	-	-
	Sotho	4.65			2	-	■	-	-
	Afrikaans	4.14			3	-	-	■	-
	English	3.91			4	-	-	-	■
F8 - Perceived change in school performance resulting from racial integration	Nguni	4.25	0.392	.21	1	■	-	-	-
	Sotho	4.14			2	-	■	-	-
	Afrikaans	4.03			3	-	-	■	-
	English	4.02			4	-	-	-	■

** = Statistically significant at the 1% level ($p < 0.01$).

* = Statistically significant at the 5% level ($p > 0.01$ but < 0.05).

- = No statistically significant difference.

r = Effect size - 0.01 to 0.29 small; 0.30 to 0.49 moderate; 0.50 to 1.00 large.

The data in Table 4.28 indicated that the four home language groups differed at the multivariate level when all eight factors were considered together. Thus, the null hypothesis at the multivariate level could not be accepted. On investigation at the univariate level one finds that this multivariate difference is due to the factors school policies and practices fostering racial integration (F1) and the frequency of behaviour advancing racial integration (F4). Further investigation at the pair-wise level indicated that the differences were only at the pair-wise level where the Afrikaans mother tongue speakers agreed statistically significantly more strongly with the factor of school policies and practices fostering racial integration than did the Nguni mother tongue group. The data is similar to the data in Table 4.29 but one should remember that the Afrikaans mother tongue speakers, as shown from a cross-tabulation, consisted of four White persons and eight coloured persons and not only of White persons.

4.5.2.3 Previous classification of your school (A12)

There were four response categories, namely House of Delegates (Indian), House of Representatives (HoR), and Transvaal Education Department (Whites) and the Department of Education and Training (Blacks). The data as obtained for the eight factors is given in Table 4.29 and shown graphically in Figure 4.10 with respect to F1.

Table 4.29: Significance of differences between the four previous departmental classification groups with respect to the following eight factors

Factors	A12 In the past your school would have been classified as:	Mean	MANOVA (p-value)	ANOVA (p-value)	r	Dunnett T3				
						1	2	3	4	
F1- School policies and practices fostering racial integration	HoD (Indian)	4.01	0.000**	0.000**	.64	1	■	-	-	**
	HoR (Coloured)	4.05				2	-	■	-	**
	HoA (White)	4.20				3	-	-	■	**
	DET(Black)	2.74				4	**	**	**	■

F2 - Performance rating of SMT/SGB regarding racial integration	HoD (Indian)	3.87	0.026*	.37	1	■	-	-	-
	HoR (Coloured)	3.94			2	-	■	-	-
	HoA (White)	4.09			3	-	-	■	*
	DET(Black)	3.16			4	-	-	*	■
F3 - Strategies to enhance racial integration in the classroom	HoD (Indian)	3.90	0.059	.33	1	■	-	-	-
	HoR (Coloured)	3.83			2	-	■	-	-
	HoA (White)	4.03			3	-	-	■	-
	DET(Black)	3.13			4	-	-	-	■
F4 - Frequency of behaviour advancing racial integration	HoD (Indian)	4.15	0.002**	.46	1	■	-	-	-
	HoR (Coloured)	4.62			2	-	■	-	*
	HoA (White)	4.27			3	-	-	■	-
	DET(Black)	3.20			4	-	*	-	■
F5 - Perceived effect of racial diversity in your classroom	HoD (Indian)	2.77	0.220	.26	1	■	-	-	-
	HoR (Coloured)	2.87			2	-	■	-	-
	HoA (White)	2.47			3	-	-	■	-
	DET(Black)	2.40			4	-	-	-	■
F6 - Importance of interaction between racially diverse learners	HoD (Indian)	4.06	0.453	.20	1	■	-	-	-
	HoR (Coloured)	4.44			2	-	■	-	-
	HoA (White)	3.97			3	-	-	■	-
	DET(Black)	4.25			4	-	-	-	■
F7 - Perceived change in quality resulting from racial integration	HoD (Indian)	3.65	0.050	.34	1	■	-	-	-
	HoR (Coloured)	4.13			2	-	■	-	-
	HoA (White)	4.26			3	-	-	■	-
	DET(Black)	4.75			4	-	-	-	■
F8 - Perceived change in school	HoD (Indian)	3.79	0.008**	.41	1	■	-	*	*
	HoR (Coloured)	3.99			2	-	■	-	-
	HoA (White)	4.25			3	*	-	■	-

performance resulting from racial integration	DET(Black)	4.28				4	*	-	-	
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1= House of Delegates (Indians)

2= House of Representatives (Coloureds)

3 = House of Assembly (HoA))

4 = Department of Education and Training (Blacks)

** = Statistically significant at the 1% level ($p < 0.01$)

* = Statistically significant at the 5% level ($p > 0.01$ but < 0.05)

- = No statistically significant difference.

r = Effect size - 0.01 to 0.29 small; 0.30 to 0.49 moderate; 0.50 to 1.00 large.

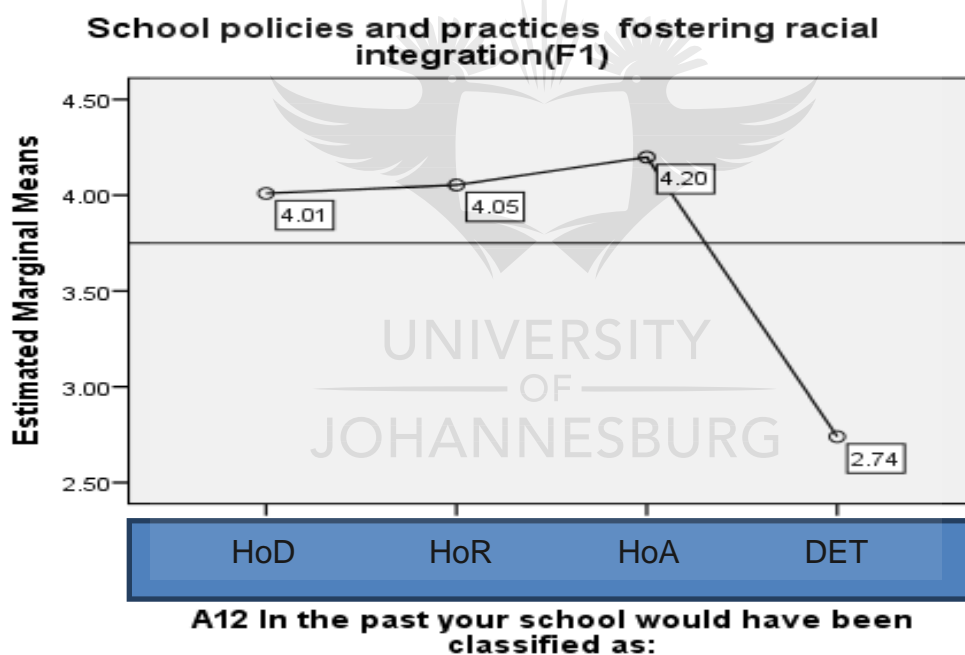


Figure 4.10: Line graph showing mean scores of the four previous Departments of Education with respect to school policies and practices fostering racial integration (F1)

The data in Table 4.29 indicated that the four previous departmental groups differed statistically significantly from one another at the multivariate level, hence the null hypothesis that the groups differ in factor means at the multivariate level could not be accepted. At the univariate level significant differences could only be

found with respect to F1 (School policies and practices fostering racial integration), F2 (Performance rating of SMT/SGB regarding racial integration), F4 (Frequency of behaviour advancing racial integration) and F8 (Perceived change in school performance resulting from racial integration).

With respect to the first factor respondents from the previous HoA, HoD and HoR schools agreed that they have school policies and practices that foster racial integration whereas the respondents from former DET schools tended to disagree with the items in the factor. The differences, as shown in Figure 4.10, are probably due to many factors but are most likely the result of the much greater racial integration which occurred in Indian, Coloured and White schools more than in Black schools. Hence, the practices associated with racial integration are more likely to take place in the schools that are integrated with respect to the various races. This finding is corroborated by the effect size or the practical significance of this finding, which was large ($r=0.64$). The differences in the performance ratings of SMT/SGB (F2) regarding racial integration between the former Black schools and White schools could also be explained via the migration of Black learners.

With respect to F4, the frequency of behaviour in advancing racial integration, the HOR respondents had the highest factor mean score and hence agreed most strongly with this factor while the former DET respondents agreed the least strongly. It is thus possible that the respondents from previous HoR schools believed that they were more involved with behaviours that advanced racial integration than the other respondents believed. It is possible that in this sample of respondents that the previously HoR schools had been the most effected by migration of learners from the previously DET schools and hence they had more diverse learners than the other schools. With respect to factor eight, perceived change in school performance resulting from racial integration, the previously Black schools had the highest factor mean ($\bar{X}_{Black} = 4.28$), followed by previously White schools ($\bar{X}_{White} = 4.25$) while the former Indian schools had the lowest factor mean of 3.79. Thus, while respondents from former DET and HoA schools believed the change in school performance to be good, the former HoD schools believed this to a moderate extent only.

4.5.2.4 Significance of Quintile groupings regarding the eight factors (A17R)

The initial five Quintile groups were collapsed into three, with Quintiles 1, 2 and 3 forming one group and groups 4 and 5 the other two. This was because Quintile 1, 2 and 3 schools were mostly exempted from school fees while this is not the case for Quintiles 4 and 5. The results are provided in Table 4.30.

Table 4.30: Significance of differences between the three Quintile groups with respect to the following eight factors

Factors	Quintile of your school? (A17R)	Mean	MANOV A (p-value)	ANOVA (p-value)	r	Dunnnett T3		
						1	2	3
F1- School policies and practices fostering racial integration	Quintiles 1,2 & 3	2.14	0.000**	0.000**	.71	1	**	**
	Quintile 4	3.96				2	**	-
	Quintile 5	4.22				3	**	-
F2 - Performance rating of SMT/SGB regarding racial integration	Quintiles 1,2 & 3	2.63		0.000**	.52	1	**	**
	Quintile 4	3.92				2	**	-
	Quintile 5	4.13				3	**	-
F3 - Strategies to enhance racial integration in the classroom	Quintiles 1,2 & 3	2.65		0.003**	.42	1	**	**
	Quintile 4	3.83				2	**	-
	Quintile 5	4.03				3	**	-
F4 - Frequency of behaviour advancing racial integration	Quintiles 1, 2 & 3	2.40		0.000**	.57	1	**	**
	Quintile 4	4.34				2	**	-
	Quintile 5	4.40				3	**	-
F5 - Perceived effect of racial	Quintiles 1, 2 & 3	1.91		0.000**	.53	1	**	**

diversity in your classroom	Quintile 4	3.02				2	**	■	-
	Quintile 5	2.36				3	**	-	■
F6 - Importance of interaction between racially diverse learners	Quintiles 1,2 & 3	4.63	0.242	.21		1	■	-	-
	Quintile 4	4.25				2	-	■	-
	Quintile 5	3.98				3	-	-	■
F7 - Perceived change in quality resulting from racial integration	Quintiles 1,2 & 3	5.38	0.004**	.41		1	■	**	**
	Quintile 4	4.13				2	**	■	-
	Quintile 5	4.17				3	**	-	■
F8 - Perceived change in school performance resulting from racial integration	Quintiles 1,2 & 3	4.52	0.001**	.45		1	■	**	**
	Quintile 4	3.97				2	**	■	-
	Quintile 5	4.20				3	**	-	■

1= House of Delegates (Indians)

2= House of Representatives (Coloureds)

3 = House of Assembly (Whites)

4 = Department of Education and Training (Blacks)

** = Statistically significant at the 1% level ($p < 0.01$)

* = Statistically significant at the 5% level ($p > 0.01$ but < 0.05)

- = No statistically significant difference.

r = Effect size - 0.01 to 0.29 small; 0.30 to 0.49 moderate; 0.50 to 1.00 large

Arranging the groups according to no fee-paying schools (Quintiles 1, 2 and 3) and fee-paying schools (Quintiles 4 and 5) as shown in Table 4:30 produced the most significant differences between the eight factors concerned. Most non-fee paying schools were the formerly Black or ex-DET schools and hence economically disadvantaged. As such, they differ from the “fee paying schools” classified as Quintiles 4 and 5 schools and located in the economically wealthier areas. If one arranges the factors in order of effect size or the perceived importance of the factor the F1 (school policies and practices fostering racial integration) has a value of 0.71 indicating a large value followed by F4 (frequency

of behaviour advancing racial integration), F5 (perceived effect of racial diversity in your classroom) and F2 (performance rating of SMT/SGB regarding racial integration), and the observation is that all of these factors have large effect sizes and are concerned with racial integration.

In each of these factors the Quintile 1, 2 and 3 school respondents had the lowest factor mean and hence either agreed least strongly or indicate less favourable responses regarding racial integration. For factor 8 (perceived change in school performance resulting from racial integration) the Quintile 1, 2 and 3 schools gave the most favourable response, believing that school performance had improved. However, Quintile 5 schools also believed that the performance change had been good. Quintile 4 schools showed the least favourable response and believed that an average degree of change had occurred. Quintile 5 schools charged the highest school fee and hence less disadvantaged learners were likely to be found in them, whereas Quintile 4 schools had school fees that were more affordable. Thus, the reason for the differing perceptions about school performance could possibly be due to socio-economic reasons.

In both the age groups and experience of teaching groups no statistically significant differences could be found between the four comparison groups.

In order to determine which of the dependent variables were the best predictors of the performance rating of the SMT/SGB regarding racial integration activities in the schools, a multiple regression procedure with forward stepwise methods was utilised (Field, 2009, p. 212).

4.6 MULTIPLE REGRESSION PROCEDURE

The outcome variable in the regression equation was F2 (performance rating of the SGB/SMT), and regarding racial integration activities in the school were F1, F3, F4, F5, F6, F7 and F8. None of the eight variables correlated too highly (>0.9) with the outcome variable. The initial procedure indicated two models, of which the second model was most acceptable. The applicable values were [$R^2 = 0.536$; $\Delta F(1.68) = 7.55$; $p=0.008$; Durbin-Watson = 2.13]. The second model indicated that only three of the seven predictors could be seen as significant and that F1 was the

most important predictor as it had the highest Beta value. This was followed by F4 and F8. The appropriate statistics are given in Table 4.34.

Table 4.31: Coefficients in the regression model with performance rating of SMT/SGB regarding the management of racial integration (F2)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	School policies and practices fostering racial integration (F1)	.498	.122	.435	4.073	.000**
	Perceived change in school performance resulting from racial integration (F8)	.391	.137	.239	2.856	.006**
	Frequency of encouraging racially integrative behaviour (F4)	.241	.088	.296	2.748	.008**
a. Dependent Variable: Rating of SMT/SGB performance regarding racial integration activities (F2.0)						

** = Statistically significant at the 1% level.

The standardised Beta values can be compared directly as they are measured in standard deviation units, hence F1 (school policies and practices fostering racial integration) is perceived as the most important predictor of the management of racial integration by the SMT/SGB in school activities. This is probably because as the policies are written they can be observed directly and hence are considered reasonably objective. However, it is only when one actually observes behaviour as captured in the school policy that it can be considered objectively. The bureaucratic dictum of “if it is not written then it is not done” does not apply because even if it is written it does not necessarily mean it has been done. This makes it difficult to measure the management of racial integration activities. The second best predictor would be F4 (the frequency of encouraging racially integrative behaviour), followed by F8 (perceived change in school performance resulting from racial integration).

4.7 DESCRIPTIVE STATISTICS (LEARNERS' DATA ANALYSIS)

The questionnaire for learners was distributed to schools consisting of a mixture of racial groups, namely to ex-Indian schools which contained Indian and Black learners, ex-Coloured schools which had Coloured and Black learners, ex-White schools which had a mixture of all four of the population groups, and Black schools which had only Black learners. After 1994, Black African learners moved to formerly Indian, Coloured and White schools, but the opposite did not occur and hence the learners in the schools sampled belong to the various population groups. The frequencies of the groups are provided in Table 4.32.

Table 4.32: Frequencies of respondents according to racial group in the school

Group		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	HoD(Ind. and Black)	89	26.5	26.5	26.5
	HoR(Col. and Black)	82	24.4	24.4	50.9
	HoA (All Races)	80	23.8	23.8	74.7
	Black	85	25.3	25.3	100.0
	Total	336	100.0	100.0	

The data in the Table suggests that most of the respondents would be Black with fewer Coloured, Indian, and White learners.

Item A2 asked learners to give their mother tongue. The initial 12 ethnic groupings were collapsed to three namely Nguni, Sotho and Afrikaans and English. The relevant frequencies are given in Table 4.33.

Table 4.33: Frequencies of respondents in the three mother tongue groups

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Nguni	151	44.9	47.2	47.2
	Sotho	79	23.5	24.7	71.9
	English+ Afrikaans	90	26.8	28.1	100.0
	Total	320	95.2	100.0	
Missing	System	16	4.8		
Total		336	100.0		

The data in Table 4.33 indicates that 230 (71.9%) of the learners belong to the Nguni or Sotho speaking group and hence are likely to belong to the Black population group. The 90 who speak English and Afrikaans are likely to come from mainly the Coloured, Indian, and White population group.

Item A3 asked learners to give their age group. The age data was visually binned using SPSS 22.0 and the following categories in Table 4.34 are relevant.

Table 4.34: Frequencies of the four age group categories

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	≥= 15	95	28.3	28.4	28.4
	16 -	138	41.1	41.2	69.6
	17 – 17	74	22.0	22.1	91.6
	18+	28	8.3	8.4	100.0
	Total	335	99.7	100.0	
Missing	System	1	.3		
Total		336	100.0		

The data in Table 1.3 indicates that the mode, 16 years of age, was the norm if one started school at the age of seven. Hence, 41.2% of the sample is 16 years of age while 28.4% were slightly younger than the norm for grade 10 and 30.5% were older than the norm.

Item A4 asked respondents to provide the grade in which they currently found themselves. All 336 of the respondents indicated that they were in Grade 10.

Item A5 asked learners to which population group they belonged. Table 4.35 gives the frequencies of the learner response to the item.

Table 4.35: Frequencies of responses according to the four population groups

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Black	243	72.3	73.0	73.0
	White	5	1.5	1.5	74.5
	Indian	14	4.2	4.2	78.7
	Coloured	71	21.1	21.3	100.0
	Total	333	99.1	100.0	
Missing	System	3	.9		
Total		336	100.0		

The data indicates that the data in Table 4.35 is about the mother tongue groups was correct as 243 (73.0%) of the respondents indicated that they classified themselves as Black, whereas 72% indicated that their mother tongue was Nguni and Sotho. Only five (1.5%) of the sample indicated that they were White, while 4.2% were Indian and 21.3% coloured. The sample could thus be said to be over-representative of Coloured and Indian learners and under-representative of White learners. In Item 1A, 19 persons indicated that they spoke Afrikaans and if one assumes that the five White respondents were Afrikaans-speaking then 14 of the 19 Afrikaans mother tongue respondents would fall in the Coloured group, leaving 57 learners who belonged to the Coloured group who had English as mother tongue. This also accounts for the 14 respondents in the Indian population group if they had English as mother tongue.

Item A7 was about the language of instruction at their schools. As they were secondary schools it is likely that they would fall into two groups, namely English only and English and Afrikaans. The appropriate frequencies are given in Table 4.36.

Table 4.36: Frequencies of the two languages of instruction groups

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	English + Afrikaans	123	36.6	37.4	37.4
	English	206	61.3	62.6	100.0
	Total	329	97.9	100.0	
Missing	System	7	2.1		
Total		336	100.0		

The majority of learners were in schools that had English only (62.6%) as a medium of instruction, while 37.4% indicated that they were in parallel medium schools in which both English and Afrikaans were languages of instruction.

Item A8 asked respondents to give the location of their school. The frequencies of their responses is given in Table 4.37.

Table 4.37: Frequencies of the three school location groups

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Suburb	114	33.9	34.2	34.2
	Township	180	53.6	54.1	88.3
	Informal Settlement / Rural	39	11.6	11.7	100.0
	Total	333	99.1	100.0	
Missing	System	3	.9		
Total		336	100.0		

The majority of respondents indicated that they were in Township schools (54.1%). If one adds Township and Informal settlements and rural then the total, 230 respondents, is the same number as Nguni and Sotho mother tongue speakers (see Table 4.33).

Item 9 asked respondents to give their perception of the present level of discipline in their school. The five original categories were collapsed to three and the relevant frequencies are given in Table 4.38.

Table 4.38: Frequencies of the three levels of discipline groups in the sample

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Poor to very poor	32	9.5	9.6	9.6
	Average	142	42.3	42.5	52.1
	Good to excellent	160	47.6	47.9	100.0
	Total	334	99.4	100.0	
Missing	System	2	.6		
Total		336	100.0		

The data in the Table indicates that the majority of the sample had the perception that the discipline in their school was *good to excellent* (47.9%), however, the average of 42.5% is likely to contain many schools that would probably fall in the poor discipline category, as learners will not readily classify their schools as having poor to very poor discipline. Nevertheless, the categories were left as three.

Section B contained a mixture of items. Responses to the first item, which asked respondents whether their school celebrated Heritage Day, are given in Table 4.39.

Table 4.39: Frequencies of responses on the celebration of Heritage Day (B2.2.1)

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Yes	222	66.1	66.5	66.5
	No	112	33.3	33.5	100.0
	Total	334	99.4	100.0	
Missing	System	2	.6		
Total		336	100.0		

The data in the table indicate that 66.5% believed that their school did celebrate Heritage Day, while 33.5% indicated that they did not, a ratio of approximately 2 to 1 in this sample.

Section B2 in the questionnaire asked learners to give the number of Black, White, Coloured, and Indian learners who were in their form class. This resulted in a great variety of answers as each learner had his/her own perception. The researcher thus used a split file analysis to show the groups separately then cross-tabulated it with the groups provided at the start of the questionnaire (see Table 4.39). The resulting frequencies are given in Table 4.40 and summarise the frequencies of items B2.1.1, B2.1.2, B2.1.3 and B2.1.4

Table 4.40: Frequency of learner responses as to the number of learners from each population group who were presently in their form class

Group		B2.1.1 Black	B2.1.2 White	B2.1.3 Indian	B2.1.4 Coloured
Ex Indian (Indian and Black)	Valid	80	23	74	55
	Missing	9	66	15	34
Ex Coloured (Coloured and Black)	Valid	76	20	21	69
	Missing	6	62	61	13
Ex White (All races)	Valid	74	67	65	73
	Missing	6	13	15	7
Black	Valid	63	0	0	3
	Missing	22	85	85	82

Item B2.2.2 asked learners to give their yes or no answer as to whether they thought that their school's code of conduct addressed racial issues. The frequencies of the responses are given in Table 4.41..

Table 4.41: Frequencies of the learner responses to whether racial issues are addressed in their schools code of conduct

Group			Frequency	Percent- age	Valid Percent- age	Cumulative Percentage
Ex Indian (Indian and Black)	Valid	Yes	32	36.0	36.4	36.4
		No	56	62.9	63.6	100.0
		Total	88	98.9	100.0	
	Missing	System	1	1.1		
	Total		89	100.0		
Ex Coloured (Coloured and Black)	Valid	Yes	54	65.9	66.7	66.7
		No	27	32.9	33.3	100.0
		Total	81	98.8	100.0	
	Missing	System	1	1.2		
	Total		82	100.0		
Ex White (All races)	Valid	Yes	31	38.8	39.2	39.2
		No	48	60.0	60.8	100.0
		Total	79	98.8	100.0	
	Missing	System	1	1.3		
	Total		80	100.0		
Black	Valid	Yes	54	63.5	67.5	67.5
		No	26	30.6	32.5	100.0
		Total	80	94.1	100.0	
	Missing	System	5	5.9		
	Total		85	100.0		

The data in the Table indicates that in schools with Indian and Black learners and those with a racial mix of learners the ratio of no to yes was about 2 to 1. These two groups thus mostly indicate that racial issues were not being addressed in the school code of conduct. However, in Coloured and Black schools and Black only schools, the ratio was reversed and about twice as many said yes than said *no*.

In Section C item C2 asked learners as to whether they had been victims of racial abuse. The frequencies of the various groups of respondents are provided in Table 4.42.

Table 4.42: Frequency of learners who had been victims of racial abuse at their school

Group			Frequency	Percent- age	Valid Percent- age	Cumulative Percentage
Ex Indian (Indian and Black)	Valid	Yes	20	22.5	23.0	23.0
		No	67	75.3	77.0	100.0
		Total	87	97.8	100.0	
	Missing	System	2	2.2		
	Total		89	100.0		
Ex Coloured (Coloured and Black)	Valid	Yes	13	15.9	16.3	16.3
		No	67	81.7	83.8	100.0
		Total	80	97.6	100.0	
	Missing	System	2	2.4		
	Total		82	100.0		
Ex White (All races)	Valid	Yes	21	26.3	26.6	26.6
		No	58	72.5	73.4	100.0
		Total	79	98.8	100.0	
	Missing	System	1	1.3		
	Total		80	100.0		
Black	Valid	Yes	8	9.4	9.5	9.5
		No	76	89.4	90.5	100.0
		Total	84	98.8	100.0	
	Missing	System	1	1.2		
	Total		85	100.0		

The vast majority of learners indicated that they had not been victims of racial abuse in their schools. As one would expect, the Black learners had a large

majority of 90.5% who indicated that they had not been victims of racial abuse. This is possibly because they were mono-racial schools and hence had no other races present to abuse them. It would also seem that the greater the mix of races the greater the possibility of racial conflict and hence racial abuse.

Item C6 in Section C of the questionnaire asked learners whether they believed that those from different racial groups were treated fairly. The frequencies of the *yes* or *no* responses are given in Table 4.43.

Table 4.43: Frequencies of perception of fair treatment for different racial groups

Group			Frequency	Percent- age	Valid Percent- age	Cumulative Percentage
Ex- Indian(In dian and Black)	Valid	Yes	50	56.2	58.1	58.1
		No	36	40.4	41.9	100.0
		Total	86	96.6	100.0	
	Missing	System	3	3.4		
	Total		89	100.0		
Ex- Coloured (Coloured and Black)	Valid	Yes	49	59.8	62.8	62.8
		No	29	35.4	37.2	100.0
		Total	78	95.1	100.0	
	Missing	System	4	4.9		
	Total		82	100.0		
Ex-White (All races)	Valid	Yes	57	71.3	72.2	72.2
		No	22	27.5	27.8	100.0
		Total	79	98.8	100.0	
	Missing	System	1	1.3		
	Total		80	100.0		
Black	Valid	Yes	51	60.0	60.7	60.7
		No	33	38.8	39.3	100.0
		Total	84	98.8	100.0	
	Missing	System	1	1.2		
	Total		85	100.0		

All responses to this item showed 66.3% of respondents answered yes and 36.2% answered no. It would thus seem as if the majority of respondents had a positive response about fair treatment involving differing racial groups. From the table it can also be seen that Indian schools had the largest number of no responses namely 41.9% while mixed schools had the smallest number of no responses.

4.8 FACTOR ANALYTIC PROCEDURES

The items were firstly recoded so that the “*I do not know*” category was given a zero value instead of the original six in an attempt to reduce the seven items to fewer variables, factor analytic procedures were conducted. However, as the correlation coefficients were low (all <0.2) no appropriate groupings could be found, despite using Principal Component Analysis (PCA), and Principal Axis Factoring (PAF) procedures, and Varimax and Oblimin rotations. The reliability of the combinations produced was all significantly below the recommended 0.7, hence each item was used as a dependent variable and tested for possible significant differences with the various independent groups in Section A of the questionnaire.

4.8.1 Racial diversity in my classroom allows learners to share a variety of experiences (B1.1R)

The data distribution of item B1.1 in Figure 4.11 is negatively skewed as the mean is 3.39 and the median is 3.00 on a five-point interval scale.

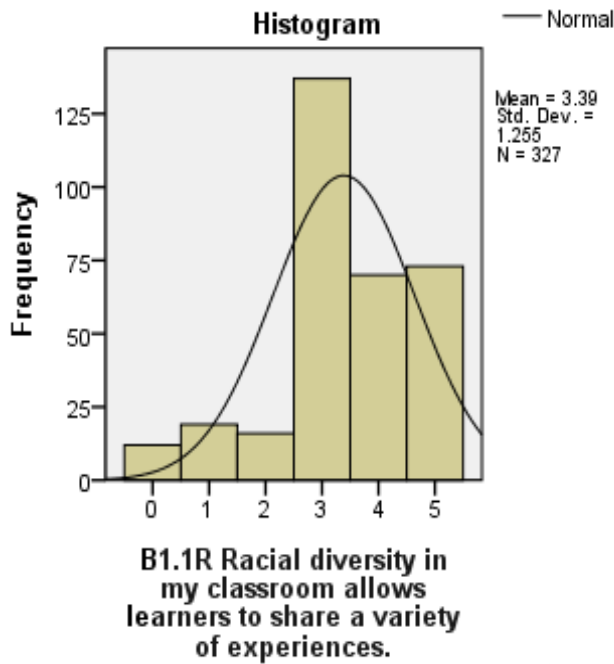


Figure 4.11: Histogram of the data distribution in item B1.1

Respondents thus believed that racial diversity in their classrooms sometimes allowed learners to share a variety of experiences. The standard deviation is 1.255, indicating a variety of responses to the item. As the data distribution is not normally distributed, non-parametric tests will be utilised to determine possible differences between independent groups. They are quasi-independent variables as they were not randomly selected but grouped this way as the respondents already qualify for that condition based upon inherent characteristics, such as gender and age. As the independent variable changes (for example male and female) so do the scores of the dependent variable (mean score of item). As numerous independent groups were present, only those in which significant differences were observed will be discussed.

4.8.1.1 Significant differences between two independent groups

The non-parametric test that was used to compare the mean rank scores of the two independent groups was the Mann-Whitney U-test. Neither gender nor population groups differed statistically significantly from one another, nor did both males and females indicate that racial diversity sometimes allowed learners to

share a variety of experiences. The respondents from the Black African and other population group also had the perception that racial diversity sometimes allows for a variety of experiences to be shared.

4.8.1.2 Significant differences in three or more independent groups

When three or more groups were involved, the non-parametric test utilised was the Kruskal-Wallis test (H). If significant differences were found at this multivariate level a pair-wise comparison was made using the Mann-Whitney U-test. As repeated pair-wise comparisons cause an inflation of the level at which the null hypothesis should be rejected, a Bonferroni correction was utilised. Thus, when three pair-wise comparisons are made the p-value of 0.05 changes to $0.05/3=0.017$, making it more stringent. The SPSS 22.0 programme allows for an adjusted p-value, which is the one utilised in this research. Only those groups with significant differences will be discussed.

Age

The appropriate value for the four age groups is given in Table 4.44

Table 4.44 Non-parametric data regarding racial diversity in my classroom allows learners to share a variety of experiences

Dependent variable	Group	H	Z	p(adjusted)	Effect size (r)
Racial diversity in my classroom allows learners to share a variety of experiences	17yrs vs.15yrs	24.75	1.745	0.460	-
	17yrs vs. 16yrs	35.59	2.695	0.042*	0.19
	17yrs vs. 18yrs	-36.88	-1.840	0.395	-
	≤15yrs vs.16yrs	12.081	-0.897	1.000	-

** = Statistically significantly different at the 1% level ($p < 0.005$)

*- = Statistically significantly different at the 5% level ($p \geq 0.01$ but ≤ 0.05)

Effect size (small $r = 0.01$ to 0.29 ; medium $r = 0.30$ to 0.49 ; large $r = 0.50+$)

The data in Table 4.44 indicates that the significant difference was between the 16 and 17-year-old respondents, the vast majority of whom were in Grade 10, making 16 years of age the norm for this group if the assumption was that they started their schooling at seven years of age as prescribed in the legislative acts.

Present level of discipline in your school (A9R)

The Kruskal-Wallis test indicated that the null hypothesis should not be accepted (it should be rejected) as the p-value was <0.05 . At the pair-wise level, the Mann-Whitney U-test gave the following information when the *poor* to *very poor* discipline group was tested against the good to excellent discipline group. Hence, the group which perceived the discipline in their school to be *good* to *excellent* have a significantly higher mean rank than the group who perceive the discipline to be *poor* to *very poor*. Thus, they believe that the racial diversity in their classrooms allows them a greater variety of experiences than the poor to very poor discipline group. The level of discipline in the school was related to racial diversity in the classroom, allowing for greater variety of experiences.

4.8.2 Communication between learners from different racial groups occurs when the school celebrates e.g. Heritage Day, Cultural Day (B1.2R)

The histogram in Figure 4.12 (below) indicates the data distribution present in the item. The distribution is negatively skewed and the standard deviation is relatively large at 1.72. The median value was 3.00, thus, both mean and median indicate that the respondents perceive that communication between learners from different racial groups sometimes occurs when the school celebrates Heritage Day and cultural days.

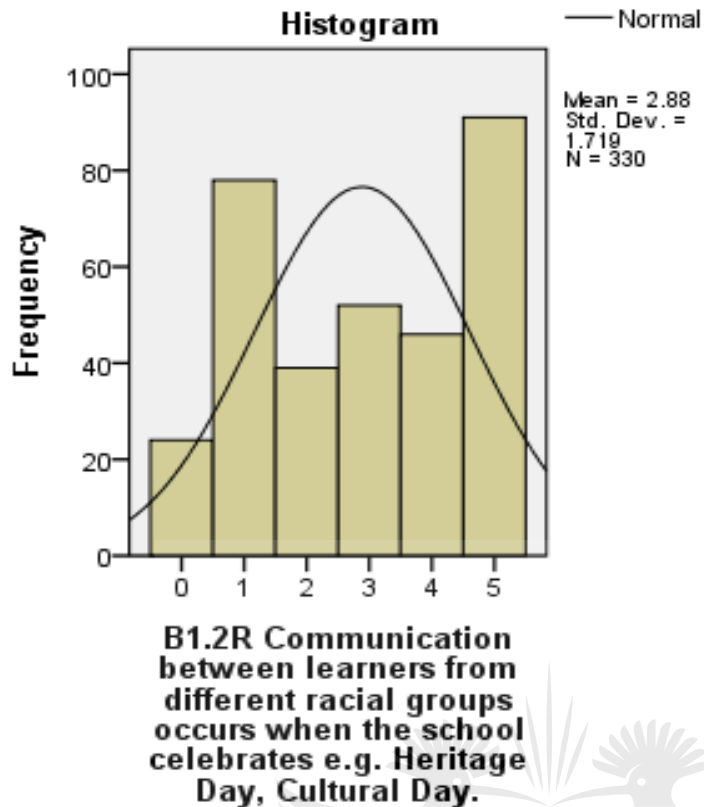


Figure 4.12: Histogram of the data distribution in item B1.2 (R)

4.8.2.1 Significant differences between two independent groups

No statistically significant association could be found between the gender groups or the population groups with respect to the dependent variable communication between learners from different racial groups that occurs when the school celebrates heritage or cultural days.

4.8.2.2 Significant differences between three or more independent groups

Statistical significant differences could only be found in the present discipline groups (A9R).

Present level of discipline in the school (A9R)

The Kruskal-Wallis test indicated that the null hypothesis had not been accepted. The pair-wise significance of the Mann-Whitney U-test was:

($\bar{U}_{Average} = 134.73; \bar{U}_{Good/Excellent} = 162.77; Z = -2.866; p = 0.004; r = 0.17$). Respondents from schools in which discipline levels were perceived as good to *excellent* agreed to a statistically significantly larger extent that communication between learners occurred on heritage and cultural days.

4.8.3 Interactions between learners from different racial backgrounds in my classroom create tensions and arguments along racial lines (B1.3R)

The distribution of data as indicated in the histogram in Figure 4.13.

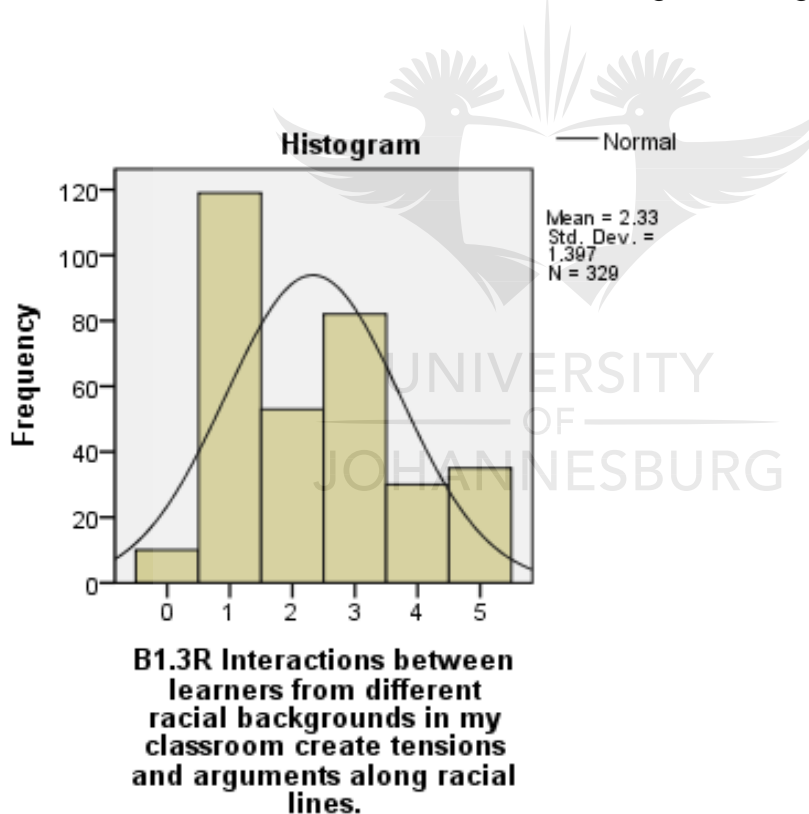


Figure 4.13: Histogram showing data distribution of Item B1.3R

The mean of 2.3 and the median value of 2.00 indicate that the respondents perceive that it seldom happens that interactions between learners from different racial backgrounds create tensions or arguments along racial lines. The distribution is slightly positively skewed.

4.8.3.1 Significant differences between two independent groups

No statistically significant differences could be found between the gender or two population groups with respect to the interaction between learners from different racial backgrounds leading to tensions and arguments along racial lines.

4.8.3.2 Significant differences between three or more independent groups

No statistically significant differences could be found regarding any of the independent groups. All groups perceived that the interaction between learners from different racial backgrounds seldom led to tensions or arguments along racial lines.

4.8.4 The school implements extra-curricular activities that promote racial awareness among learners (B1.4R)

The distribution of data in this item is shown in Figure 4.14

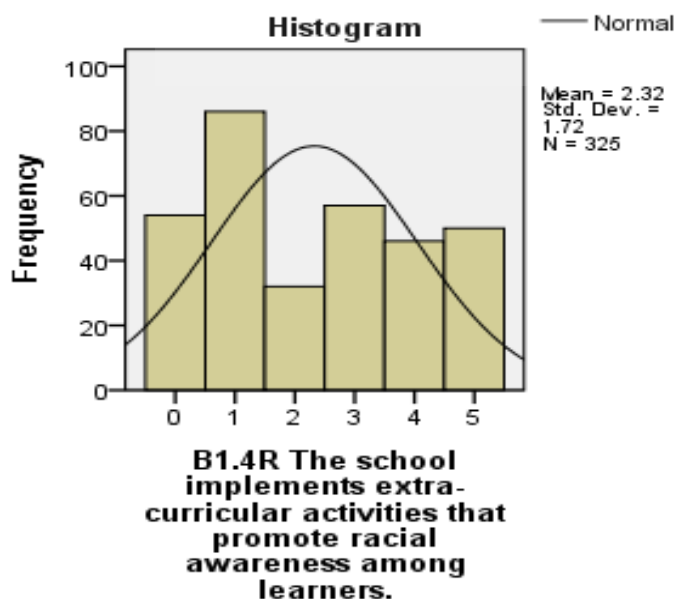


Figure 4.14: Data distribution in Item B1.4R

The mean score of 2.32 and median of 2.00 indicates that the respondents believed that their schools seldom implemented extra-curricular activities that promoted racial awareness among learners. The distribution of data is skewed slightly positively.

4.8.4.1 Significant differences between two independent groups

No significant associations could be found between the gender or population groups with respect to the dependent variable, namely the school implements extra-mural activities that promote racial awareness among learners. The respondents mostly believed that this seldom happened.

4.8.4.2 Significant differences between three or more independent groups

No statistically significant differences could be found on any of the independent groupings with respect to the dependent variable, namely the school implements extra-mural activities that promote racial awareness among learners.

4.8.5 How often do you communicate with other racial groups in the classroom? (B1.5R)

This question was specifically directed at the individual, and the distribution of data is shown in Figure 1.5.

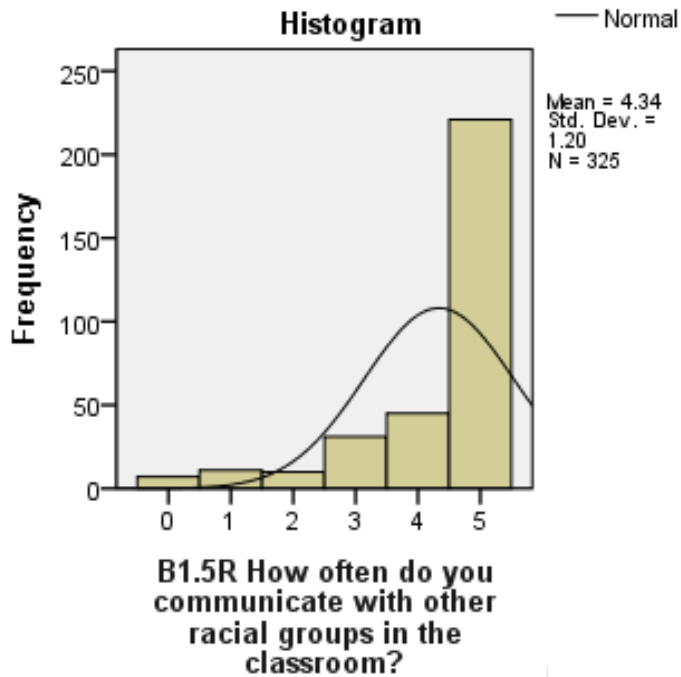


Figure 4.15: Data distribution in Item B1.5R

The data distribution is negatively skewed as the mean is 4.34 while the median 5.00, hence the respondents believed that they *often* have to *always* communicated with other racial groups in the classroom.

4.8.5.1 Significant differences between two independent groups

The Mann-Whitney U-test indicated that the null hypothesis could not be accepted as the two population groups differed statistically significantly from one another regarding how often they communicated with other racial groups in the classroom. The values as provided by SPSS22.0 were;

$(\bar{U}_{African} = 154.72; \bar{U}_{Other} = 178.54; Z = 2.575; p = 0.010; r = 0.14)$. The other group (Coloureds, Whites and Indians) had a statistically significantly higher mean rank than the Black African group, hence this group believed that they communicated with other racial groups in the classroom more often than did Black African respondents. The Coloured, White and Indian respondents were likely to be in schools containing African learners as the migration of learners after the advent of democracy in 1994 was that African learners moved to these ex-model C schools mostly to escape the poor socio-economic conditions prevalent there. This

migration did not occur in the other group to the African group and hence learners from the African population were unlikely to have learners from other groups in their classrooms (see also Table 4.32).

4.8.5.2 Significant differences between three or more independent groups

The Kruskal-Wallis test indicated that there were statistically significant differences between the four age groupings ($p=0.033$), however, the pair-wise differences between the groups would have to meet the stringent requirement of p being less than 0.0125 due to Bonferroni corrections. Hence, two groups for which differences were found were compared using only the two age groups applicable, namely the 16 and 17 year old age groups:

($\bar{U}_{16,yrs} = 110.33; \bar{U}_{17,yrs} = 91.05; Z = -2.634; p = 0.009; r = 0.15$). The younger age group thus agreed to a statistically significantly greater extent with the item of how often they communicated with learners across racial lines in the classroom. The norm for Grade 10 was 16 years of age and it is possible that these learners had a better self-concept than then older ones, who may have failed a grade along the way. They thus might have felt more at ease in communicating with others from differing racial groups.

4.8.6 Educators encourage interaction among learners of different racial backgrounds (B1.6R)

The distribution of data is presented graphically in Figure 1.6.

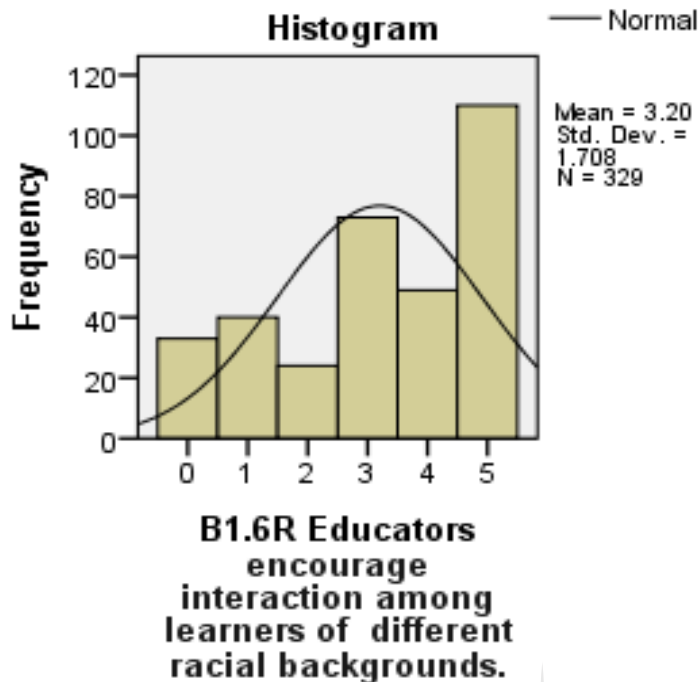


Figure 4.16: Data distribution in the Item B1.6R

The mean score of 3.20 and median of 3.00 indicate that the majority of the respondents believed that educators seldom encourage interaction among learners of different racial backgrounds. The data is negatively skewed, probably due to too many respondents opting for the category of “*I do not know*” (10.0%).

4.8.6.1 Significant differences between two independent groups

No statistically significant differences could be found between the two gender groups or the two population groups regarding educators encouraging interaction among learners of differing racial backgrounds.

4.8.6.2 Significant differences between three or more independent groups

The Kruskal-Wallis test indicated that the four age groups differed statistically significantly from one another regarding the extent to which educators encouraged them to interact with learners from differing racial backgrounds

[$H(3)=16.42;p=0.001$]. The null hypothesis is thus rejected and a pair-wise comparison indicates that this difference was between the youngest age group, namely 15-years or younger and 18 or older. The appropriate statistical values as produced by SPSS were:

($\bar{U}_{15,yrs} = 171.62; \bar{U}_{18+_yrs} = 144.46; Z = 3.748; p = 0.001; r = 0.34$). The younger age group believed that their educators encouraged interaction among differing racial groups to a larger extent than did the 18 or older age group. Ages of respondents were thus related to the extent that educators encouraged interaction among different racial groups.

4.8.7 Educators encourage me to work with learners from other racial groups

The data distribution of the extent to which educators encourage learners to work with learners from other racial groups is presented in Figure 1.7

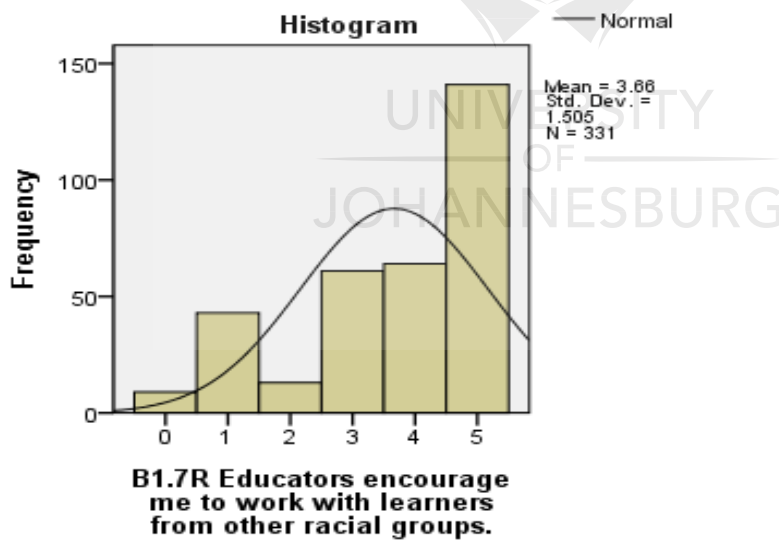


Figure 4.17: Data distribution in Item B1.7R

The mean of 3.66 and median of 4.00 is an indication that learners believed that their educators often encouraged them to work with learners from other racial groups. The data is negatively skewed as the median is less than the mean and

non-parametric tests need to be utilised for testing the various independent groups.

4.8.7.1 Significant differences between two independent groups

Differences between two independent groups were found on various factors.

Gender (A2)

The hypothesis summary produced by SPSS 22.0 indicated that the two gender groups differed statistically significantly from one another with respect to the dependent variable namely the extent that educators encourage learners to work with learners from other racial groups. The values as produced by SPSS 22.0 were:

$(\bar{U}_M = 145.47; \bar{U}_F = 180.83; Z = 3.471; p = 0.001; r = 0.19)$. Female learners thus believe that their educators encourage them to a statistically significantly greater extent to work with learners from other racial groups than male learners believe this to be the case.

Language of instruction

The data indicated that the two language of instruction groups, namely the English and Afrikaans group and the English only group, differed statistically significantly from one another. The data was as follows;

$(\bar{U}_{Eng.+Afr.} = 177.05; \bar{U}_{Eng.} = 153.83; Z = -2.266; p = 0.023; r = 0.13)$. The parallel medium schools where Afrikaans and English are used as medium of instruction believe that their educators encouraged them to work with learners from other racial groups to a greater extent than learners from English medium of instruction believed this.

4.8.7.2 Significant differences between three or more independent groups

The various tests indicated that there were two independent groups that differed statistically significantly from one another, namely the place of residence and the level of discipline in the school.

Place of location of school

The Kruskal-Wallis test indicated a significant difference was present at the multivariate level. When the groups were tested pair-wise, the difference was seen to be between the urban respondents and the township respondents. Township respondents believed to a statistically significantly greater extent than urban respondents that their educators encouraged them to work with learners from different racial groups. The relevant data was:

$(\bar{U}_{Urban} = 132.71; \bar{U}_{Township} = 153.55; z = -2.156; r = 0.15)$. The location of the school was thus associated with the perception of the extent to which educators encouraged learners to work with those from other racial groups.

Level of discipline in the school

The Kruskal-Wallis test for the three levels of discipline groups together indicated a significant probability value ($p=0.031$). When the average discipline group was tested against the good to excellent group, the following relevant data was recorded:

$(\bar{U}_{Average} = 133.85; \bar{U}_{Good / Excellent} = 163.37; Z = -3.105; p = 0.002; r = 0.18)$. Thus, the respondents with the perception that the levels of discipline in their schools were *good to excellent* believed to a statistically significantly greater extent that their educators encouraged their learners to work with learners from other racial groups. The line graph in Figure 4.18 shows the relationship.

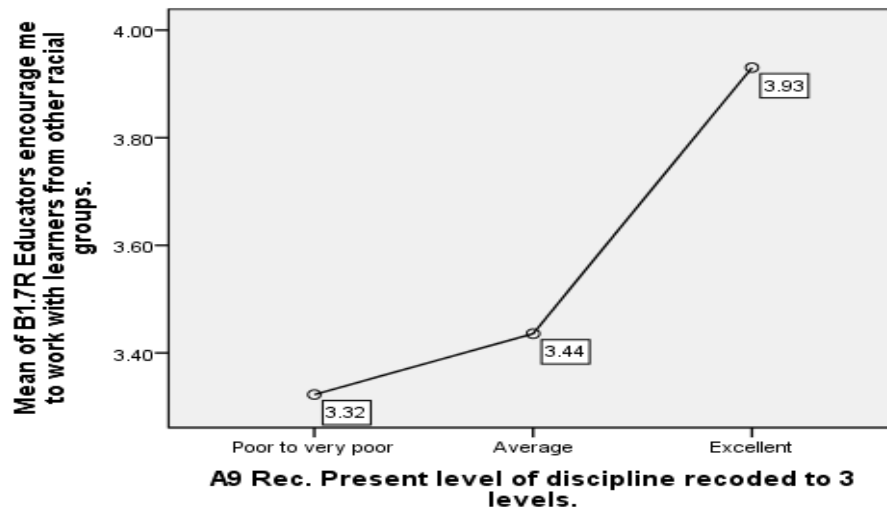


Figure 4.18: Line graph of present discipline levels versus the extent of educators encouraging learners to work with other learners from different racial groups.

The better the level of discipline the greater the perceived level of the extent to which educators encourage their learners to work with learners from other racial groups. It is likely that the levels of discipline are related to the school climate.

4.9 SUMMARY OF QUANTITATIVE DATA

This section focused on the commonalities and differences between the quantitative and qualitative findings. The quantitative findings were presented with the use of a questionnaire in this phase. The results illustrated that racial integration was taking place in ex-White, ex-Indian and ex-Coloured secondary schools, however and in view of the fact that Black schools were mono-racial, these schools had not experienced racial integration because there were no other race groups besides Black African learners only. Learners and educators also had the perception that racial integration was practiced and constructed in policy. It was found that interactions between learners from different racial backgrounds seldom rested on the issues of race. The presence of racially diverse learners prompted educators to adopt different strategies, therefore encouraging racial integration in the diverse classroom. Hence, the results indicate that in the previously White, Indian and Coloured Schools, the SMT and SGB were effectively managing racial integration, whereas in Black schools, the SMT and

SGB could not implement any racial integration initiatives because there was no need for racial integration because there was only one race group. The following section presents the qualitative results.

4.10 QUALITATIVE DATA COLLECTION AND ANALYSIS

Phase 2 focuses on the qualitative phase of investigation, which was to probe deeper into the participants' perceptions, attitudes, and experiences of racism and racial integration at public secondary schools. Data collection took place through individual interviews from eight Grade 10 learners and four focus group discussions with educators from the SMT, and parents from the SGB, each comprising five participants. The collected data was transcribed and analysed by the researcher. Themes and sub-themes that emerged are presented and discussed in order to address the research question on the effectiveness of school management and governance structures in managing and facilitating racial integration in public secondary schools. The conceptual framework pertaining to change management theory and critical race theory, discussed in Chapter 2, helps the analysis of each data set.

The researcher designed a table to clearly indicate which data emerged from the respective participants involved in the study. Participants were given numbers as codes to be used in transcribing data as well as presenting the data. Table 4.45 (below) showed how the participants were coded for identification purposes.

Table 4.45: Data codes for learners' individual interviews, members of the SMT and SGB focus groups, open-ended responses from learners and educators, members of the SMT and SGB, questionnaires.

Type of Data	Code	Explanation of Codes
Learners' individual interviews	Learners 1 to 8. The schools are placed in a specific order School 1, focus group 1 and learners' 1 and 2 are from the ex HoD (Indian and Black). School 2, focus group 2 and learners 3 and 4 are from ex HoR (Coloured and Black).	The learners who participated in individual interviews were referred to as 'learner participants' and coded I1 to I8.

	School 3, focus group 3 and learners 5 and 6 are from ex HoA (Mixed Race), School 4, focus group 4, learners' 7 and 8 are from ex DET (Black).	
Members of the SMT and SGB focus groups	Participant from focus group 1 to participant from focus group 4	Participants in focus groups were referred to as SMT/SGB FG 1 to FG 4.
Educators' open-ended responses (included educators, principals, deputy principals, heads of department and parents)	E1 to E88	All respondents were given numbers and coded with the first letter of the group to which they belonged, e.g., educators would be E1.
Learners, open-ended responses	L1 to L336	All respondents were given numbers and coded with the first letter of the group to which they belonged, e.g., learners would be L1.

4.10.1 Data coding

After data was collected through interviews, focus group discussions and open-ended questionnaires, the researcher manually coded it using different colours to group into themes and sub-themes that emerged. The collected data was transcribed and analysed according to qualitative content analysis, in line with Henning et al. (2004) and Creswell (2009).

The interviews and responses to the open-ended questionnaires were presented verbatim in order to get an accurate version of the participants' voices. As a result, some of the transcripts have derogatory terms that the reader may find offensive or unfamiliar. The responses were used to substantiate themes that emerged.

The following four themes that emerged from the qualitative data analysis, all centred on the challenges of the management of racial integration in public secondary schools.

Table 4.46: Overview of themes and sub-themes

THEME	SUB-THEME
1. Policy and Practice	Educators unwilling to implement policies Absence of a racial integration policy Difficulty in interpreting and understanding policies on racial integration Policy with effect to school curriculum and the quality of education Policy of Language of instruction
2. Interrelationships	Between learners from different racial groups Between educators and racially diverse learners
3. Capacity Building	Educator Professional Development Need for educator training in managing racially diverse learners
4. Racial Conflict	Racial incidences e.g. Name-calling/labelling/stereotyping

4.11 THEME ONE: POLICY AND PRACTICE

Four sub-themes were identified, namely, educators unwilling to implement policies, absence of a racial integration policy, difficulty in interpreting and understanding policies on racial integration, policy with effect to school curriculum and the quality of education and policy of language of instruction each of which is discussed below.

4.11.1 Educators unwilling to implement policies

Principal (FG1) expressed the challenge that the SMT was faced with educators who were unwilling to implement policies. This was supported by a remark of principal (FG2): *“Educators feel that they are forced to implement policies that are not relevant and feel that it’s a waste of time”*. Educator further (E65) indicated: *“... many educators are having trouble in racially integrating their learners due to lack of information and training from the Department of Education and they do not know how to do this”*.

Most schools' admissions policy accepts learners from the neighbouring area so one has to evaluate the demographics of the surrounding area of the school to see the population of the learners in the school. However, schools in Lenasia and Eldorado Park have Indian and Coloured children in the surrounding area but have seen an influx of Black learners from Soweto. Educators indicated that they were essentially guided by the DoE policy concerning the admittance of learners, as expressed in the following response to the open-ended questionnaire (E61): *"We follow the districts admission policy in which pupils are admitted according to residential criteria and not according to race. Many schools believe in the first come first served. Race is not considered"*. This was evident in a principal's response from the focus group (FG1): *"We accept learners only from the feeder area. Due to the demographics of our area, we don't need such policy because our enrolment reflects the racial diversity of our area"*. However, in the focus group and open-ended questionnaire the principal (FG4) and educators (E83, E69, E81, and E72) from Soweto admitted having no policy on racial integration. Educator (E72) said: *"It is not put into practice as the school does not have other racial groups"*.

Learners expressed various challenges regarding the implementation of policy at their schools. Learner (L47) remarked: *"There's no policy for race, if there is a fight and there's a 'fair-go' (a fight among learners), Mr Khan (pseudonym) blows his whistle and the children stop. They [are] taken to the office but are back in school the next day with no warning"*. This view was confirmed by other learners (L21, L84, and L231), as well as educators (E12 and E31) from the open-ended questionnaire. Learner (L231) stated: *"I'm a Zulu, but the Indian children have a problem with me. They swear me and spit on me, when I told my teacher she said that she will talk to them but she never got back to me. The next day was the same thing; my teacher says that she is not available to listen to my complaints. She says that I'm too sensitive and must rather go to a school in Soweto if I'm not happy"*. One educator (E12) remarked: *"Blacks kids have a problem with everything, they given proper education but they still complain, we even stop the local kids from beating them up, but they still have an attitude and want to back chat. That's why we don't bother to get involved in fights"*.

4.11.2 Absence of racial integration policies

Schools have programmes that deal with discipline issues such as bullying and incidents of fighting but there is no effective programme or support intervention for combating racism within the school. This is evident in the following quotes (E24): *“I am not aware of certain interventions [policies] but I know that any overt racism will not be tolerated at our school and will be severely dealt with. We want our children to subscribe to a set of values - and these values are universal [not race-defined]”*.

Many educators insisted that all stakeholders need to be more involved in order to help eradicate racism at school. The educator (E56) explained that: *“There are support interventions for combating racism in our school; we invite people to do presentations which are relevant to racism, bullying, and crime”*. However, educator (FG3) was frustrated by how schools managed racism without being able to address the root of the problem, which was to understand the meaning of ‘racial diversity’. The educator said: *“We as a staff don’t collaborate on principles of racial integration. Racial integration is an important factor in South Africa, but our ignorance is still keeping us apart from living in an interrelated society”*. Educator (E34) believed that: *“We have the Code of Conduct that deals with abusive acts but there’s nothing on racism as such”*. Educator (E49) only noticed the racial grouping after the researcher visited the school to discuss her study with the principal: *“I always perceived that racial division at my school was normal, but then my principal discussed the research study at our school and then I could see that this was a barrier. I never took notice before as to how many ‘cliques’ there are at my school. The Blacks sit with Blacks and are quiet then there are White learners that only mingle with White learners, and then you have a mix[ed] race group that are happy and loud”*.

Principals (FG1, FG2, and FG3) were in agreement that a programme on racial integration was needed in their schools. Principal (FG3) suggested that: *“We need to develop a programme that can calibrate the racial conflict in the school, and to build a staff that can adapt to the needs of our learners”*. The researcher observed through the individual interviews that learners require support by school management and governance structures. Dialogue with learners (I2, I3, and I6) pointed out the lack of a racial integration programme was another contextual

factor. Learner (I2) elaborated: *“There are programmes on bullying and anti-drug abuse but there’s no programme on racism. My school does not see racism as a problem. We can’t even wear our ‘isiphandla’ [African goat skin band] to school because the teachers say that we carrying muti. They need to respect my culture and not judge us and they need to be taught about the Zulu tradition”.*

4.11.3 Difficulty in interpreting/understanding policies on racial integration

This sub-theme was evident in the following responses that outline the stresses that educators and principals have to face. FG2: *“I believe that we all need to recognise and accept our common humanity. When this is achieved race is no longer an issue. People should be judged and valued according to their characters, values, and integrity. Any grouping of people according to race, religion, or political affiliation becomes antagonistic and destructive. We do not have a policy to direct us as to how to go about achieving this”.* Another educator (E78) supported the statement: *“The policy does not say much and little is done to promote racial integration”.* Other educators displayed these sentiments: E87 stated, *“Our school caters strictly for one racial group, i.e., Blacks”.* Some educators could be oblivious to the prevalence of racism in schools (FG3): *“Our school is racially integrated. When racial incidences do occur we as a staff try to diffuse the problem. I do not see race and colour, I see the child. I treat all learners equally and interact with all of them with respect and love”.*

Other comments included (E41): *“To encourage people of different races to become full members of a group/society/community and to give them a sense of being completely involved to an extent where race is no longer an issue. We are all members of a human race”.* Some comments anticipated true belief of what these educators would like to see happen in their schools and mentioned the following: FG2 (educator): *“The bringing of different races together in a way that they can function together and work towards the same goals in society”.* Another participant stated (E65): *“It is an attempt to bring about coherence between and among racially diverse groups of learners and educators in a school environment”.*

4.11.4 Policy with effect to school curriculum and the quality of education

The effect of policy on school curriculum and the quality of education, racial integration appears not to be part of the Curriculum Assessment Policy Statements (CAPS), which was evident in the following response (E47): *“Racial integration is not formally included in the school curriculum”*. Educators have highlighted the need to adapt the curriculum but are negatively impacted by the various constraints that cause challenges in enabling its progression. A response to the open-ended questionnaire was (E3): *“Well from the Department, racial integration is embedded in the curriculum but I don’t know how to link it in my teaching”*. Some educators indicated that there was no racial awareness practices applied in promoting extra-curricular activities among learners in their school (E37): *“I don’t believe that any specific practice has been put into place. This is not priority. But if there are any learners they should be taught about acceptance and tolerance”*.

The educators from the open-ended questionnaire showed that many educators were of the opinion that they were not expected to encourage racial awareness practices among learners during extra-curricular activities because learners were expected to take care of themselves. This was evident in the words of (E16): *“Helping learners to get involved with vast range of cultural activities and specifically on Culture Day learners are able to express their heritage”*. Learners noted that sometimes assessments was based on the educator’s preference of race, meaning that if White educators taught English then White learners were favoured and assessed accordingly. Learners from other race groups found this created a challenge and an unfair treatment because of ‘colour’. The struggle is reported in (L231) the statement: *“Teachers embarrass you because you can’t think and work in school like the White and Indian children”*. It was considered that issues surrounding racism and assessment difficulties were interrelated and affected each other. The participants were favoured according to the colour of their skin (L262): *“White teachers favour White learners and Indian teachers favour Indian children, we are the junk that’s left behind”*. Respondents upheld this perception that racial preference had implausible influence upon their grades, as (L257) stated: *“If I failed a test then my teacher writes in big bold red letters ‘FAILED’ and then she wants my mother to sign my test paper”*. Educators’

attitudes involved lack of understanding their learner's racially diverse backgrounds and the failure to effectively racially integrate their learners.

4.11.5 Policy of language of instruction

Language appears to be a barrier to teaching and learning. The medium of learning and teaching in most schools is English, however, learners still prefer to communicate in their mother tongue, as evident in the following quotes from the individual interviews (I2): "*I don't understand Zulu, and whenever they see me they gossip in their language*". Language as a challenge has placed great strain on second language learners. The sentiments of the previous participant are echoed in the words of (L26): "*I get along well with Coloured kids but when they don't want me to know something, and then they speak in Afrikaans*". Educators are not equipped with the skills and knowledge of teaching multicultural and multiracial learners, as evident in the following statement (L289): "*My teacher knows that I can't speak and write English well, but she still forces me to speak English in class, she doesn't like me*". One other respondent stated (L265): "*The White learners call me incompetent and stupid when I communicate to my friends in Portuguese*".

4.12 THEME 2: INTERRELATIONSHIPS

Two sub-themes were identified, namely between learners of different racial groups and between learners from different racial groups and educators are discussed as follows.

4.12.1 Between learners of different racial groups

The data from the open-ended learner and educator questionnaires revealed that the relationships between learners of different racial groups are strained. Learner (L34) commented: "*The Indian learners don't like us. They talk about the Black children all the time that we are stupid and we must go back to our township schools*". Learner (L52) claims that: "*The teachers and learners are racist, and they treat us unfairly. Whenever there is a problem the Blacks are blamed. We are*

teased and sworn at in their language and in Afrikaans". The researcher realised that the interviews and the questionnaires were given as a means for learners to vent their feelings, and accordingly educators, school management and governance were given the opportunity, through dialogue, to discuss ways to correct this situation in their schools.

4.12.2 Between learners from different racial groups and educators

Data has shown that there are many obstacles to promoting an equitable schooling environment for learners from racially diverse backgrounds. Educators are making little or no effort to endorse hope for these learners or make them feel accepted. Some educators said that they did not see the learners' 'colour' and believed that all the learners were the same. Principals and educators argued that they were tolerant and fair to all learners. Principal (FG1) commented: "*Children are children, I don't see colour, I don't see any difference. What matters to me is that they follow the school rules*". Educator (FG1) added: "*I teach multiracial classes, and I feel that as educators we need to know more about our learners' backgrounds. It is nice to know for interest sake, but after all they [are] just children. Shame... I feel sorry for them that they have to struggle in a school where the Indian children do not give them a chance to do, as they want, they are bullied all the time. But personally it doesn't matter what colour they are, they are all equal to me*". An educator in (FG2) perceived that: "*I talk Afrikaans to my learners, somehow the African learners don't understand me and I have to further explain everything I said in English. This is such a long process that I thought by now the African learners would know how to speak Afrikaans. It's like I'm teaching a double class, and it's frustrating*". Educator (E37) commented: "*I speak to all my pupils, and they do my work properly in class. Black pupils have a problem with speaking and reading English properly and coloured pupils speak Afrikaans in my English class*". Educators in (FG1 and FG2) said that they rarely interacted with the learners on the playground at their school; however, they were aware of the social issues that affected the learners, as shown in an educator's (FG1) comment: "*I have no time to socialise with the learners, I see them in class, I teach and that's it. That's what I'm paid to do*". Educator (FG2) stated: "*I try to chat to the*

students but I'm so busy when I'm out of my class. I don't neglect them, as a DP there's no time to be idle".

The learner individual interviewed defined the views of these educators. Learner (I2) strongly believed: *"The Indian and Black teachers are not interested in problems about race. The term 'racist' was so often used when I came to secondary school but now... I don't even hear it. The teachers just brush off our problems, they think that every problem is about race and are not interested".* Learner (I5) claims: *"Educators pay no attention when we complain about White learners' behaviour towards Black learners".* Educator (FG2) stated: *"My school does everything to help those learners that come from outside the feeder area, but we just don't tolerate problems about racial issues. It's too messy, they can rather fight outside school grounds, and then the school has nothing to do with it".*

Some learners perceive educators to be unfair. Learner (L247) believes: *"I like my teachers because they respect me but they have their favourites. The White learners are not treated the same like African learners. The White learners are monitors, and they collect money for 'civvies', because the teachers trust them".* Educator (E49) clearly commented: *"There is no discrimination at my school. And there are no favourites because teachers reward and praise learners where praise is due, irrespective of the colour of their skin or where they come from".*

Learners in individual interviews agreed that it was necessary to have educators of their own race with whom to relate. Learner (I5) contended that: *"My educators are nice but they pick on the Black learners a lot. We just came back from the science lab now, and the class was noisy. So, Mr Albert (pseudonym) asked the group to keep quiet, but he didn't see who was talking because he was writing on the chalk board, uhm...he turns around and tells the two Black learners that was in that group to leave the classroom. When the class tried to explain he refused to listen. But seriously, it wasn't the two African learners' fault".* Learner (L5) conceded: *"It's like we can't talk to some educators because they not interested in what we have to say. The White learners are rude and arrogant, but the educators listen... maybe they are scared of the White learners' parents. The White learners always tell Mr Ndebele (pseudonym) in a joke that their parents pay his salary. But Mr Ndebele is sweet to all of us, he tells us jokes and he only worries about sport".*

The learner's open-ended questionnaire as well as the individual interviews showed evidence that many Black and coloured learners were alienated, while the White and Indian learners were favoured.

4.13 THEME THREE: NEED FOR CAPACITY BUILDING OF EDUCATORS

The third theme that emerged from the findings was the need for capacity building of educators. The results are presented in two sub-themes as given below.

4.13.1 Educator Professional Development

Many educators have no significant experience of learners from racially diverse backgrounds. Participant (FG3) explained: *"When Black learners entered our schools I was shocked. I couldn't understand how persistent they were to travel so far to come to a school in which they don't even speak the language"*. Educator (E213) supported this view: *"...these learners were bussed in from the rural areas and sat on their bags in the corridor of the office area to be placed in classrooms; they looked like sheep waiting to be branded, but honestly we didn't know where to put them"*. Educator from the focus group (FG1) stated that: *"I was consumed by a new democratic era, therefore new leadership, and different colour children in schools. This was all too much when I saw my new democratic classroom for the first time. I had all races in my one tiny classroom"*.

There was evidence that many members of the SMT and SGB were over the age of 40, and attended an educator training college in the apartheid era. An educator (FG1) asserted: *"They didn't train us to teach Black children because there weren't any Black children in the schools"*. In-service training for educators offered by the DoE did not adequately prepare them for their role in effectively managing racial integration in their classrooms. Educator (E30) said: *"As a Department Head I attend courses regularly at DoE, there were courses on bullying, discipline, substance abuse... they were training about things that teachers were supposed to do... these workshops do not focus on racial integration"*.

Evidence shows that educators who attended educator training colleges in the new democratic dispensation also lacked leadership capacity due to inadequate

skills and knowledge of racially diverse learners. Educator (E27) elaborated: *“I was one of ten non-White students that attended a White college in Johannesburg. There was no training that guided me on how to deal with complex challenges that occur in schools today. I am still very confused in identifying the different Black languages and the different cultures of my learners”*. Educator professional development and in-service training does not adequately prepare educators for the facilitation of racial integration, so they often lack the skills, attitudes and competence to address dilemmas of racism and the needs of learners from racially diverse backgrounds. They are perplexed by how they can meet the needs of racially diverse learners.

4.13.2 Need for educator involvement in programmes to manage racial diversity

The results of the educators' focus group tallied with the notion that educators are still not trained appropriately to deal with the diverse backgrounds of learners and their rich history of beliefs. This was shown by educator (FG1) who stated that: *“As an English teacher race crisis and issues pertaining to this are not discussed in work books or the poetry that is studied. This is also clear in the words of educator (E22): “It is inevitable that racial integration/segregation would often be discussed. But as a teacher I would consciously choose material that would deal with race and racial integration - this is a means to promote racial integration and to address the wounds of an extremely hurtful and destructive past”*. Many learners have to deal with the issues of racism and racial prejudice on a daily basis in a school environment, but these issues are not taken seriously by school management and governance structures.

Most educators and members of the SMT are ignoring the issues about racism and are hoping that these issues can be resolved on their own. These are indicated in the following quote of HoD (FG4): *“My hands are tied; I wish corporal punishment was back. Then these students will listen. We have a racially diverse representative council for learners (RCL) to manage all the student problems, but it is not functional, so the teachers don't inconvenience themselves and the SGB is not interested”*. Educator's intolerance was corroborated by the following

learner's response (L17): *"Nothing has been done towards racial integration and nothing will be done because our teachers just don't care about us"*. Members of the Representative Council of Learners (RCL) also seemed afraid of and ignorant about racism. Educators and the RCL do not have a global view of the type of problems learners encounter in school. Learner (L264) commented that: *"Our RCL has conversations that are clean and pure, they don't encourage racial conversations. If you have to complain about the White and Indian boys then they ignore you like you [are] mad or that I want to cause problems. I went to my school counsellor to complain about the boys sticking bubble gum in my hair and sticking notes on my back... he called them to the office and warned them to stop. I'm still being attacked by them"*. Some participants have noticed that some educators appear to understand the situation but appear not to intervene in order to keep the peace among learners.

Learner (L112) shows the frustration of being a victim of race: *"I'm being bullied because I'm from Mozambique and I'm now schooling here. The other day some boys started to mock me and beat me up. My teacher and the head of the RCL said I must not mess their floors with my blood. They took me to the sick room and gave me taxi fair to go home early"*. Most of the educators claimed that they were not racist but relied on the role of the Representative Council for learners (RCL) to manage racial problems because they had a clearer understanding of the learners. The RCL was given the task of extra-curricular activities, for instance, educator (42) from the open-ended interview stated: *"The RCL also helps in organising cultural events that shows other learners the culture of Black learners, so learners can understand"*. Similarly, educator (E34) said: *"No discrimination is practised when learners are selected for extra-curricular activities-as all are chosen on merit. The problem is when we chose learners that has to catch a taxi to go home, they good sportsman but they can't make it for practice. So I rather select children from the area"*. However, educators' responses from the SMT of the focus group showed that there was an inconsistency in the educator's responses, some indicating in the previous section that there was no racism in their schools. However, in a later response it was indicated that racial incidents were a problem among learners of different racial and religious groups (E7, E11, and E50).

4.13.3 Lack of transparency of SMT and SGB in managing racial integration

Many educators noted that they experienced difficulty with their SGBs, both in their role as governors and their commitment to the beneficiaries of the school (the learners). This is suggested by the following from the open-ended questionnaire (E89): *“At our school the SGB is not transparent. They focus on learners abiding and strictly following the rules and regulations of the school as if the learners are trained monkeys”*. Educator (E4) echoed the sentiments: *“My perception is that the SGB is not ‘hands on’ in the development of school policy. Except for a small minority of individuals at the school who says that race is not an issue”*. Whilst educators acknowledge that the SGB in collaboration with the SMT has to be committed in developing racially integrated internal policies many educators felt differently. This was corroborated in the following statements (E62): *“The SGB is committed very little to this [racial integration]”* and educator (E56) *“This challenge is non-existent at my school as we cater for only one racial group”*.

In the focus group discussions, participants understood racial integration as a concept, focused on the history of the apartheid legacy and the advent of democracy. Many educators perceived that racial integration had ‘taken place’ due to the admission of other race groups. However, they were not aware that their learners were still ‘racially separate’ in their schools. This point was highlighted through discussion and the researcher explained racial integration as the understanding and teaching of the values and beliefs that are enshrined in the Constitution and the Bill of Rights, so that past inequalities could be successfully redressed.

4.14 RACIAL CONFLICT

Racial conflict was evident in racial incidents and name calling/labelling.

4.14.1 Racial Incidents

In this section, the participants explained their perceptions and experiences of racial diversity, racial discrimination, racial integration, and racism in their schools through focus groups, individual interviews, and open-ended questionnaires. In the

open-ended questionnaire (L298) noted that: *“There is racial abuse in my school. It is between Xhosas and Zulus. They abuse one another because of their languages”*. These experiences were echoed by learner (L256): *“I’ve been racially abused because I’m not the same race as the other Black kids, I’m Xhosa. A boy told me that I am dumb and we Xhosas get married at the age of sixteen.”* Learner (L7) indicated a feeling of embarrassment because he was ‘Black’: *“I’m not like them, they always popular and spinning tyres with their cars, I come by train and they say I smell like paraffin”*.

Learners from the township and informal settlement were often humiliated and mocked by learners and educators from the suburbs, characterised by the following statement (L189): *“We were on a school trip and we were four racial groups studying together, suddenly a teacher came and separated us from Whites because she hated Blacks and she told us that we look like baboons”*.

In the open-ended questionnaires, some learners disclosed their discomfort when other learners goad them. Learner (L193) reported: *“We [are] teased about the way we look and smell. If we walk into a class after playing soccer, the teacher and students complain that the Blacks sweat stinks”*. Learners indicated that racial discrimination is evident, especially in Lenasia and Eldorado Park, where Indian and coloured learners are respected by their educators and the Black learners are unfairly treated. This theme was emphasised by the learners through the following statement (L102): *“Classmates used racial descriptions for each other example ‘Kaffir’ [derogatory term used for Black African] is addressed as a Black person; an Indian person is addressed as a ‘jananda or coolie’ (derogatory term used for Indian).*

Learners perceive themselves to be different in racial terms, as apparent when they refer to themselves as ‘we Blacks’, as quoted in the following statements (L67): *“Racist remarks that we Blacks don’t deserve better education and that we are monkeys”*, and (L44) *“Teachers discriminate Black learners by calling them ugly names and swearing them and telling them to go back to their schools”*. Educators in previous Indian, Coloured and White (mixed race) schools have noticed that rivalry also begins when learners speak in their mother tongue, resulting in major conflicts among different racial groups. This point was confirmed by learner (L233): *“... we can’t speak English properly because of our accents*

therefore superior races can only be part of the RCL but there are some Black children that are sell out...they speak English like a larnie...". Learners have become victims of racial discrimination because racial integration is not being effectively managed in public secondary schools.

4.14.2 Name calling/labelling

Principals and educators are aware of the dynamics among the different race groups and the conflicts that arise from it. There is general ignorance of how to deal with it; and Black African and Coloured learners are frustrated by being treated differently from one another. This is evident in the statement of learner (L171): *"Teachers 'brush-off' racist remarks and call the learners names like 'darkie' or 'bushy' (derogatory terms for Blacks and Coloureds)".* The focus group discussions revealed that both the educators and the learners caused disciplinary problems through racism. An educator from focus group (FG3) reported that: *"Teachers provoke learners by calling them racist names; some teachers are so free and vocal and humiliate learners publicly. Members of the RCL record racial incidences between mix[ed] races but only the Black learners are reported to the principal".*

Discipline is a challenge and, despite being illegal, corporal punishment is still used, as reported by learner (I2): *"Teachers speak to us (Indians) privately and we are threatened or suspended from school, other times we are beaten up with a cane".* Learner (L35) said: *"Our parents are called in and sometimes we called up at assembly and humiliated in front of the entire school".* The failure to translate the macro initiatives to impact and address issues such as name-calling and labelling and other forms of discrimination will continuously undermine the intention to totally transform the schooling system to a racially integrated one.

4.15 SUMMARY

Quantitative data that emerged showed that school management and governance structures are fostering school policies and practices on racial integration. Educators have unanimously agreed that the performance of SMT/SGB regarding racial integration is of excellent standards. SMTs and SGBs are seen as always

advancing strategies that lead to racial integration at school. In addition, schools are willing to perceive change in order to uplift school performance resulting from racial integration). However, data that emerged from individual interviews and focus groups, as well from educators and learners responses to open-ended questions in the questionnaires was analysed, coded, and categorised. The themes and categories developed was expressed and described with quotations as illustrations. Results have shown that there is a discrepancy in the quantitative and qualitative findings that were collated. In the quantitative section of this chapter it seemed that racial integration was functional in these schools, except for the school in Soweto. However, this showed that school management and governance structures were implementing racial integration in policy and practice. On the contrary, the qualitative results showed that racial integration was not evident in these schools but rather there was a heightened racial conflict and racial incidences was prevalent in former White, Indian and Coloured schools. Learners from different racial groups were ridiculed because of their 'skin colour' and 'languages'. As a result, these factors are affected by the common ignorance of school management, governance structures, as well as educators, on how to manage racism and facilitate effective racial integration in public secondary schools.

In the next chapter, the findings will be discussed in an integrated manner.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

In this chapter the researcher focuses on the integrated discussion of findings from both the quantitative and qualitative data. The main themes dealt with in the previous chapter are linked to the literature reviewed to see if the results confirm or refute previous findings and/or the theories that inform the study. Innumerable inferences were derived from the findings of the individual interviews, focus group discussions and questionnaires that consisted of open and closed questions. In cases of literature not confirming the findings, reasons were offered, including the researcher's own understanding of educators' and learners' subjective reality

The purpose of this study was to evaluate the effectiveness of school management and governance structures in managing and facilitating racial integration in public secondary schools, hence, these findings are discussed based on the responses of racially diverse learners, educators, members of the School Management Team (SMT) and School Governing Body (SGB).

5.2. POLICY AND PRACTICE

This first theme is discussed under four sub-themes, as follows.

5.2.1. Educators unwilling to implement policies

The quantitative results in this study showed that educators from previously White, Indian and Coloured schools indicated that they had in place policies on racial integration and that these were implemented to enhance racial integration among the learners. The quantitative results were not consistent with educators from the Black school, which established that they did not have any policies regarding either race or racial integration. Schools in Soweto (rural Black townships / informal settlements) are still very mono-racial, with only Black African learners. Further findings from the quantitative study indicated that SMTs and SGBs were

committed to managing racially integrated schools with the implementation of extra-curricular activities that promoted racial awareness and racial understanding among learners. Schools communicated with parents in a language they could understand and meetings were scheduled at times that suited parents who lived further away from the school. Additionally, schools adhered to the admission policy that promoted racially diverse groups. Some 50% of the educators agreed that school managers and governors were responsible for encouraging learners from different racial backgrounds to interact, therefore enriching the process of racial integration. Although the quantitative results showed that SMTs and SGBs had developed these policies it does not mean that schools were effectively practicing them. Educators from previously Indian and White schools perceived the various SMTs as effective in implementing policy and addressing racial issues through the school Code of Conduct.

Contrary to the quantitative results the qualitative findings showed that White and Indian educators agreed that policies on racism and racial integration did exist and were adequate. Coloured educators complained that these policies were inadequate and vague, whereas Black African educators indicated that policies of this nature did not exist in these schools. Educators, principals, HoDs and parents indicated through focus groups that these policies were on 'paper', which meant that they were formulated by school management and governance structures, initially inculcating a sense of enthusiasm, with positive and supportive attitudes. However, SMTs agreed that these policies did nothing to change the negative attitudes or behaviour of educators. Educators still ignored the issues surrounding race, whether it was racial discrimination, stereotyping or racial prejudice. Instead, educators ignored the racial issues in their schools and expected that they would eventually 'go away'. The absence of a racial integration programme left educators experiencing difficulty in interpreting and understanding policies on racial integration. Many said that they were afraid of being addressed as 'racists' and tried their best not to involve themselves in racial issues.

In the focus group discussions, participants assumed that issues pertaining to race and the responsibility for accommodating racially diverse learners in their public secondary schools relied totally on the Representative Council for Learners (RCL) because they were able to create equality and democracy by enabling learners to

voice their issues as a way of eliminating the problem. Many learners stated that RCLs at their schools did not exist and only focused on sport and the school choir, not on issues of race, racism, or racial integration. The question remains as to whether considerable efforts have been made by school management and governance structures to enable the schools to move forward in becoming non-racial and democratic, with a culture of social justice and human rights.

One of the primary tasks of South Africa's democratic government was to reform the education system by creating a barrier-free and supportive environment for all learners in all education institutions (Daniels, 2010, p. 632). The majority of the racially diverse learners were affected by ignorance about and lack of commitment to school management and governance structures on implementing policies based on race, colour and ethnicity, and as a result had become targets for racial abuse. The NEPA 1996 (RSA) has been one of many policies that guided school management and governance structures to racially integrate South African schools after 1994. The main aim of the *National Education Policy Act 27 of 1996*(RSA) was to commit schools to the personal development of each learner. This meant that every learner was guaranteed protection from unfair discrimination from any education institution (school) on the basis of race, culture, language, ethnic grouping and basic education. All would have equal access to educational institutions. The quantitative results refute claims that policies are practiced in schools as educators unashamedly commented that they were not committed to implementing policies on race and racial integration. Literature confirms that educators were not willing to implement these policies because it was seen as opening up their schools and classrooms to public scrutiny. Although school management and governance structures might develop policies on racial integration, ultimately it was fundamentally mediated by educators in their racially diverse classrooms (Sayed & Vellanki, 2013).

Critical Race Theory (CRT) distinguishes racism as an ingrained facet in schools, ensuring that policies that insist on treating racially diverse learners as equal can do little to remedy the problems of learners who are confronted every day with racial abuse, "misery, alienation and despair". The reason for this was that educators are not committed to or accountable for transformation (Delgado & Stefancic, 2001, p. xvi). According to CRT, 'institutional racism' consists of failure

by school management and governance structures to provide appropriate policy implementation on racial integration. The evidence in the study showed that SMTs trained educators in new and revised policies through meetings and workshops, however, educators were not interested in implementing them. As a result, SMTs were faced with negative responses and attitudes towards integration and many SMT's commented that educators were enthusiastic at first but eventually lost interest. As a result, some educators still managed racial issues in an impermissible manner that was against school policy.

'Change' should happen so that sustained improvement in leadership practices of educators; SMTs and SGBs can be developed. Lewin's Change Management Theory provides various stakeholders with opportunities to bring about change in schools in which there are social imbalances, for instance, racial integration policies have not been implemented effectively because many educators 'drive change' and others 'resist change' (Wirth, 2004). These forces can be applied to schools in which management and governance structures perform a variety of managerial and leadership tasks. The three stages of change management process (as discussed in detail in Chapter 2) can assist school management and governance structures in the following way:

Stage one: Unfreezing is the "shaking up" of an educator's habitual manner of thinking and behaviour to increase awareness to change (Senior, 2002, p. 308). This implies that the unfreezing process will comprise the consultation of school management and governance structures with other stakeholders within the school in matters relating to school policy on racial integration, extra-curricular activities that exclude learners from racially diverse backgrounds, with practices and attitudes that alienate these learners.

Stage two: the transition phase is the process of making actual changes that will move the school to a new state. This involves educators, SMTs and SGBs, new types of behaviour, establishing new attitudes for racially diverse learners, and developing new strategies or structures that focus on the effective management of racial integration. This transition process must be permanent, or at least for a desired period of time to avoid the process of regression in behaviour from recurring (Spector, 2007). School management and governance structures need to be actively involved in communicating the vision and strategies that are to be

employed for the change process. School management and governance structures need to be empowered as well as educators with the necessary resources, information and freedom to make decisions about the schools' vision and mission statement with its main focus on racial integration (Kritsonis, 2004).

Stage three: is the refreezing process which refers to stabilizing new behaviours and changes that are safe from regression. This phase involves the continuous support of school management and governance structures that reinforce the new school such as, policies on racial integration, promoting the values and norms that must be permanently replaced to ensure effective racial integration in schools (Cummings & Worley, 2005).

Although in formerly White, Indian and Coloured schools there are policies in place, gaps in the actual implementation of the values in education exist. In this regard, school management and governance structures have played a powerful symbolic role in determining the nature of change within South African schools as a whole (Nkomo et al., 2004). However, school management and governance structures need to adopt an iterative approach of structural and systemic changes in South African public secondary schools to help end persistent racial oppression and injustices.

5.2.2 Policy with effect to school curriculum and quality of education

The quantitative results of the study showed that former Black and White schools both believed that the quality of education had improved as a result of racial integration. On the other hand, former Indian schools believed this was to a reasonable extent only, however SMTs used the curriculum to promote racial integration by including learners who do not speak English as their first language in class activities. Curriculum can be defined as'

"...the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and wilful growth in personal-social competence (Tanner, 1980:13).

School management and governance structures are aware that several policies inform the curriculum and managing teaching and learning is about curriculum

delivery. Educators develop lessons that include racial awareness and implement assessment practices to accommodate the needs of racially diverse learners.

There is a discrepancy in the qualitative data that shows that educators from the former White, Indian and Coloured schools believed the low academic performance of the school could be blamed on the admission of Black learners and the problems of a poor socio-economic and educational background of their family, including their home language being Nguni and Sotho rather than English. Asked in the focus groups whether the curriculum had been changed to accommodate Black learners, participants gave conflicting views, some saying that changes were superficial and that many educators were unable to support the learners in relation to the curriculum. Principals and educators claimed to have an 'open door policy' but expected learners to conform to the ethos of the school as well as the curriculum, which focused on Ubuntu (human dignity).

These superficial and pretentious changes, made to suit the needs of their learners, were insufficient to bridge the chasm between racially divided societies. Principals and school management teams, in the focus groups expressed concern that although the curriculum catered for the diverse needs of learners it did not allow a diverse population of learners to explore their own racial values while simultaneously being exposed to those of other learners. The results from the individual interviews and open-ended questionnaires showed that many learners envisioned a new democratic schooling system in the future, an aim that in practice is complicated and difficult to achieve. Educators have boldly reported that racially diverse learners are expected to adapt to the existing ethos of the school and to a curriculum that caters for a different racial population, whilst the educators themselves are not willing to change the curriculum.

Based on the principles of social justice, human rights and inclusivity, the curriculum is regarded as one of the most important aspect of racial integration in schools, and encourages learners to develop tolerance for racial difference (DoE, 2001). It must be the focus for bringing about social change so that effective racial integration can take place. In the past, a transformational Outcomes-Based Education (OBE) approach was developed which constructed genuine roles that competent citizens must fulfil in life (Maree & Fraser, 2004). The new Curriculum and Assessment Policy Statements (CAPS) curriculum is deliberate and overtly

transformational, promoting nation building and underpinning the values from the founding principles of the Constitution of the Republic of South Africa (1996). Aspects of social development in the curriculum can be the possible cause of barriers in promoting racial integration as educators have a limited understanding of the racially diverse needs of learners. Literature confirms that educators are unwilling to meet the needs of their learners since this might result in lowering the supposedly high standards in former White, Indian, and Coloured schools (C. Meier & Hartell, 2009, p. 181). Meier (2005) reported that schools' responses to racial diversity and educational change were inadequate, whilst according to Nkomo et al. (2004) the barriers to racial acceptance arose from hidden aspects of the curriculum, which are the socially derived assumptions carried by educators into the school and racially diverse classroom.

The CRT is a valuable approach for thinking through different ways of conceptualizing interracial education, focussing on the possibility of transforming a curriculum that is underpinned by certain "ideological, theoretical, moral and political assumptions"; some of which are hidden (Seddon, 1983, p. 6). School management and governance structures can use the tenets of CRT to construct active, dialogic and dialectical lessons based on the content of the curriculum, for instance, values in education and ethics should be holistically integrated within the school curriculum (Pillay & Ragpot, 2011). The Manifesto on Values and Democracy (2001) can serve as the fundamental of curriculum development whereby learners become conscious of the various forms of racial injustice in society. In other words, aspects of race and racial integration need to be integrated throughout the curriculum and learners will benefit from a paradigm that adequately addresses the changing nature of race. This was applicable to the dimensions of leadership and school management, and educators needed to be explicitly committed to the facilitation of an integrated curriculum so that the differences of every learner can be understood and appreciated. Lee and Greene (2003) propose that the establishment of a CRT paradigm in schools enhances the manner in which racial integration was conceptualised and implemented in the school curricula.

The change management process related to the effective management of racial integration in South African schools in reality has a long way to go, just as the

majority of public secondary schools are still racially exclusive in practice (DoE, 2001). The way in which some schools facilitate and manage the curriculum is still a critical process in promoting racial integration. School management and governance structures needed to make educators aware of potential barriers to racial integration that must be removed before they become areas of conflict, for instance, the curriculum and language policy. Firstly, the unfreezing-change-refreeze model requires prior learning to be “unfrozen, rejected and replaced” (Wirth, 2004, p. 1). SMTs and SGBs must focus on the “unfreeze” stage that allows educators to evaluate all teaching and learning materials and assessment practices as well as their own teaching practice in a racially diverse classroom so that the needs of all learners are included within the curriculum. The change stage focuses on providing educators with curriculum materials that challenge racism and increases their understanding of its effects, as well as adapting the curriculum based on the constitution and the manifesto of values. The curriculum must be used to address specific needs of racially diverse learners. Once the programmes are designed to support learners from racially diverse schools the final stage of refreeze can be used. The curriculum, language policy and practices must ensure that inclusions of all the educational needs of racially diverse learners are met.

5.2.3 Policy of Language of instruction

The quantitative results showed that about 230 (71.9%) of the 336 participants (learners) were Nguni (Zulu and Xhosa combined) or Sotho speaking, hence they were likely to belong to the Black African population group. The remaining 90 participants (learners) who spoke English and Afrikaans were likely to come from the mainly Coloured, Indian and White population group. These results show that schools had changed from being monolingual to the constitutional provisions of being multilingual. Questioned about their language of instruction at their schools, the results showed that as secondary schools it was likely that they would fall into two groups, namely English only and English and Afrikaans. However, the majority of learner participants were in schools that had English only (62.6%) as a medium of instruction, while 37.4% indicated that they were in parallel medium schools in which both English and Afrikaans were languages of instruction.

The qualitative results showed that many educators regarded language as a problem, being frustrated with learners communicating in their 'mother-tongue' in an English class. Others reported 'code switching', used when a learner could not grasp a concept to explain in a home language that they could understand. Educators insist on learners using English as the language of instruction in a racially diverse classroom, however if they speak in their vernacular then they have to speak softly. Educators commented that teaching English and Afrikaans simultaneously was like teaching two classes at the same time and was exhausting. Principals and SMTs said that second language learners who come to schools that have an English first-language environment could be a contributory factor to academic problems experienced by racially diverse learners. It was evident through the focus group discussions that some educators had a poor teaching background and many engaged in a discourse of blame, noting learners' backgrounds, parents who could not speak English, and society having a different culture from the underlying school one.

The majority of Black African learners in previously White, Indian and Coloured schools still preferred English to their home language as a medium of instruction. On the contrary, SMTs and educators from the former DET schools stated that learners were taught in English and communicated mainly in their vernacular. These educators refuted the notion that code switching is frustrating, and instead encouraged it because it helped learners achieve their goals faster. The principal urged learners to interact in their mother tongue, stating that the problem was not about language but about ethnicity and power.

Many previously White, Indian and Coloured schools have changed from monolingual to multilingual schools as a result of racial integration. The issue of language may have "political dimensions and is used to separate the powerful from the powerless" (Desai & Van der Merwe, 1998, p. 248). The language of instruction in education was used to dissuade Black African learners from entering White, Indian and Coloured schools in an influx of large numbers. Meier (2005) further indicated that some of the Black learners who were accepted into formerly White schools found it difficult to adjust to the new educational environment because they lacked the language skills and required background knowledge to deal with the curriculum content and medium of English (Afrikaans and/or English)

used in formerly White schools. The curriculum needs to address the principle of equality as well as promoting the need for Black African learners to be taught their African languages as subjects, just like their fellow White learners.

According to Mafumo (2010:164), many schools use the language of instruction rather than race as an “exclusionary mechanism” to deny Black African learners from registering there. Language was used to help racially diverse groups gain understanding and to make sense of the world, and as a result effective racial integration can be promoted. Sonderling (1998:2) claims that “language reflects the belief and ideology of a society and culture”, whilst according to Pather (2005) educators perceive linguistic diversity as a liability rather than an asset on which racial integration can be constructed. The qualitative results showed that educators found code switching unsettling, which Tubbs and Moss (1991, p. 110) indicated can be a “valuable resource” in a multiracial classroom when teaching across the curriculum, though many educators are unaware of it.

CRT provides an explanatory framework that accounts for institutional racism embedded in the language of instruction in schools with racial diversity. It assists school management and governance structures in identifying and challenging all forms of racism, especially those perceptions of dominant and non-dominant groups that are politically superior because of race and language. Scholars such as Chick (1992) and Mda (2000) fear that the use of several African languages could lead to division. Similarly, Desai (2001) warns that it could lead to the marginalisation of racially diverse learners who revert to the use of their mother-tongue in order to understand concepts. Therefore, CRT centres on the experiences of racially diverse learners in helping educators with the language perspectives in schools, enabling them to broaden their knowledge of ways that language and racial integration inform the learning process and raise awareness of perspectives and racial interpretations of racially diverse learners.

The basis of change in a school environment is how educators manage their reality. In embracing authentic change the educator goes through stages of uncertainty, anxiety, confusion and struggle. School management and governance structures need to be aware of the demands that change can have on the educator’s emotional reaction to occurrences, and the attitudes, values and beliefs from which these reactions stem (Pather, 2005). According to Fullan (2000, p. xii),

“it isn’t that people resist change as much as they don’t know how to cope with it”. In order to facilitate the process of change, school management and governance structures must implement Lewin’s change management model of unfreeze-change-refreeze to assist educators with language barriers that obstruct the process of racial integration from effectively taking place.

5.3 INTERRELATIONSHIPS

This theme investigated the extent to which racially diverse learners interacted with other race groups, including educators. It is discussed under two sub-themes, as follows.

5.3.1 Between learners from different racial groups

The evidence from the quantitative study showed that significant numbers of learners have interrelationships with those from other racial groups. Educators and school managers are in favour of the importance of learners from racially diverse backgrounds interacting with one another. The quantitative results indicated that Coloured, White and Indian learner respondents communicated more often with other racial groups in the classroom than did Black learners. Some educators indicated that interacting between learners from different racial backgrounds in their classrooms created tension and arguments along racial lines. In addition, many educators agreed that racial diversity in their classrooms impeded the discussion of substantive racial issues. Furthermore, educators indicated that interaction between learners of different racial backgrounds helped individual learners develop their ability to think critically, with a willingness to examine their own perspectives and values.

The qualitative evidence is congruent with the quantitative data as the individual interviews involved learners who were talkative and effortless in communicating, therefore establishing a healthy relationship between the researcher and the participants. The researcher was attentive to some of the learner’s positive self-concepts, which resulted in their feeling more at ease in communicating with learners from differing racial groups. Most of the learners interviewed had experienced or perceived racist remarks from learners and educators at their

schools. Communication is strained and usually involves some aspect of race, with learners being humiliated about the colour of their skin, their hair, and their dialect. Additionally, they claimed that White and Indian learners were racist, but when asked to elaborate were unable to provide evidence. Learners responded to the open-ended questionnaires with claims that they had good relationships with all racial groups. Educators said in the previous section that learners communicated freely in their classrooms without any segregation. Differing from this, a few learners raised concern about racial altercations between White and Black African learners as being unfair. Black African learners explained that at first White and Indian learners had been fascinated by their appearance and accents, and were friendly, but other learners saw this as a way to embarrass learners so that they were not able to mingle with other racial groups unless first spoken to.

The researcher informally chatted to some of the learners after the survey process, and learned that they communicated with all race groups during class discussions and on the playground, but most learners preferred friends from the same race group because they could communicate in their mother tongue without being mocked. Many learners mentioned that language was a problem and learners lacked the skills to communicate in English. Educators expressed the challenges they faced on a daily basis, the greatest inequality being in education, with learners encouraged to get into groups with different races during class activities and discussions, so that they would be able to grasp the English language. At the same time, learners were communicating and developing interrelationships that were beneficial for their self-esteem and learning was taking place.

Loden (1996, p. 105) stipulated that “to be consistent with the philosophy of valuing diversity, both the awareness training design and the trainers must model and encourage respect, cooperation, openness, and increased understanding”. The key was facilitation, as educators needed to be open to the reality that their learners would disagree, but nevertheless should strive to create a milieu in which their learners could agree to disagree, safely and without threats. The interaction between learners from diverse racial backgrounds is a crucial process in facilitating meaningful communication and builds openness and respect as barriers are broken down, as a result promoting genuine racial integration.

5.3.2. Between racially diverse learners and educators

The quantitative results showed that educators have good relationships with their learners and are able to communicate in an environment in which there is no racial prejudice or bias. Educators indicated that they encouraged learners to communicate and become part of groups that encouraged healthy inter-relationships. Educators said that learners were encouraged to be more vocal and felt everyone's voices should be heard.

Meanwhile, the qualitative results showed evidence of stereotyping in a few of the learners' and educators' discussions. They both indulged in ridiculing, name-calling, racially stereotyping, and derogatory labelling many Black learners in the classroom and on the playground, in front of those from other racial groups in an unsuspecting manner. The educators pointed out that there were many obstacles for promoting an equitable racially integrated environment. In an attempt to treat all learners fairly, many stressed that they did not see a learner's colour, and believed that all in their racially diverse classrooms were the same. The group discussion showed that, in their opinion, educators who did not see colour perceived that they were therefore treating all learners equally.

Educators commented that they favoured the use of the 'colour-blind approach' in an attempt to treat their learners with respect and ignore their race, however, this resulted in many learners perceiving educators as unfair and insensitive. Learners stated that educators said that they did everything to help them but perceived the use of the colour-blind approach as educators being ignorant and unfair. However, this statement is contrary to what actually transpires at schools. Educators are struggling to communicate with learners from racially diverse backgrounds but in reality many Black African learners identified favouritism in educators' interactions with other learners as different from the treatment they received

The Swann Commission (cited in Gillborn, 1995, p. 164) sees colour-blindness as "... negative as a straightforward rejection of people with a different skin colour since both types of attitude seek to deny the validity of an important aspect of a person's identity". According to Solorzano and Yosso (2001:4) "considering that it is unprofessional for teachers to describe African pupils using derogatory labels, the teachers shroud their derisive remarks in euphemisms". Educators and SMTs

in this study could have rated themselves highly because they wanted to look as though racial integration was managed successfully in their school and not bring about shame upon themselves. In order to make a difference in the lives of learners, educators must liberate themselves from their narrow-minded ways of thinking and accept the reality of their learners and the racial milieu from which these learners emerge (Garcia, 1991, p. 7). According to Fraser (1992), the segregation of education, as well as that of educator training, had led to various problems in the South African education system. These encounters placed learners and educators in a predicament for promoting an equitable and interactional climate in a society that is still racially divided.

5.4 NEED FOR CAPACITY BUILDING OF EDUCATORS

This theme highlights the participants' need for professional development, thus building their management and leadership capacity.

5.4.1 Educator professional development

Educators and SMTs from former White, Indian and Coloured schools indicated in the quantitative results that racial integration was managed amongst all learners at their schools. Educators applied teaching strategies to facilitate racial integration in their diverse classrooms. Schools celebrated racial diversity, for instance Cultural and Heritage Day. School management and governance structures work collaboratively in implementing policies that promote racial integration and in addressing racial issues. This evidence shows that, overall, educators, school management and governance structures were well capacitated in teaching racially diverse learners and in managing racial integration effectively.

The qualitative study, meanwhile, showed otherwise, with educators feeling deeply agitated and frustrated when facing racially diverse classrooms. In the focus group discussions educators from former White, Indian and Coloured schools conceded that a common problem was that they did not know how to teach racially diverse learners in their classes. Black African learners were seen as having a linguistic deficiency in various subjects and not being sufficiently equipped to be in these schools. This was evident in the attitudes educators displayed when discussing

Black African learners. The results from the focus group interview further revealed that White, Coloured and Indian educators were forced by circumstance to teach racially diverse learners while in Black schools the learners were mainly Black, with little or no racial integration taking place. Consequently, some educators' difficulties in a racially diverse classroom were related to the background of Black learners being different from their White, Indian and Coloured counterparts.

Educators expected Black African learners to be assimilated into racially diverse schools, which have an ethos that has not changed to accommodate racial diversity. They argued that this was an approach that helped them to be 'racially integrated' in order to treat all learners equally. In the focus group discussion, members of the SMT and educators claimed that they had no objection to teaching learners from racially diverse backgrounds, provided that they could speak English fluently. During the discussion the terms "them" and "us" were frequently used by White, Coloured and Indian educators of Black educators and learners, and vice versa.

Though these covert acts of name-calling are often difficult to identify and interpret in such situations, it unconsciously conveyed a message of racism. Many educators said that they were upset by the different changes they had encountered over the previous two decades. Firstly, the anxiety displayed by educators was that they had not been appropriately trained to teach racially diverse learners, which makes intuitive sense as most educators were trained in racially segregated institutions in South Africa prior to 1994 and conceded that their training had not prepared them for racially diverse classrooms. Secondly, educators commented that they were faced with large numbers of learners, therefore changing the classroom demographics to multiracial. This disempowered educators, and left them feeling incapacitated.

In the focus group interviews, the researcher interpreted some of the educators' comments as 'racist negations' in teaching racially diverse learners, however, it was not the intention of educators to be racist. This is typical in understanding the frustration educators' experienced, especially when these problems were not addressed by school management or governance structures. On the other hand, learners indicated that their educators and school managers, including members of the RCL, addressed problems at school by frightening learners into submission

as strategies in dealing with issues of racial difference in their classrooms. This apparent lack of concern from the above stakeholders emerged clearly from some of the learners' questionnaires, confirming that most schools were still experiencing difficulty in managing and facilitating racially diverse learners. In addition, many educators expressed the need for In-Service Education and Training (INSET).

Teaching is a “challenging profession, a difficult task and a poorly rewarded one” (Garcia, 1993, p.5). Historically White former Model C schools, Indian, and Coloured schools have become racially diverse since democracy. As a result, learners from racially diverse backgrounds, as well as White, Indian and Coloured educators have not interacted with other racial groups. Educators and learners need to be taught to respect each child's racial identity, language and values in the hope of creating an effective racial integration. The Manifesto on Values, Education and Democracy (DoE, 2001) identifies the fundamental national values of the South African Constitution, which are democracy, social justice and equity, non-racism and non-sexism, *Ubuntu* (human dignity), respect and reconciliation.

Pather (2005) confirms that educators will always encounter learners from racially diverse and varied backgrounds, however it is the responsibility of the educator to facilitate effective racial integration strategies so that learners can meet the demands of the global society. SMTs and SGBs are structures that work directly with educators and learners to facilitate racial integration in schools, therefore, school management and governance structures need adequate training to address the needs of racially diverse learners. According to the Swann Report (1985), educators must be equipped to facilitate and manage racial integration. Teacher training programmes should include opportunities for educators to experience the reality of the social conditions of racially diverse learners in schools. In-service Education and Training (INSET) must be based on departmental needs and curriculum-related issues that affect effective racial integration from happening (Verma, Zec & Skinner, 1994).

In an attempt to eradicate racism in the diverse classroom it is necessary to draw on the tenets of CRT which examine both the attitudes and behaviour of educators and school management teams. CRT serves as an emancipatory paradigm to counter the legacy of an oppressive education system and assist the majority of

racially diverse learners. CRT highlights the pertinent racial issues that have regressed the process of racial integration. As a result, the majority of the racially diverse learners will have greater benefits (symbolic interaction, respect, values) if public secondary schools were racially integrated.

The way in which educators, school management and governance structures manage and facilitate racial integration is critical. Public secondary schools must embrace the changes that racial integration has brought and the need to experiment with new approaches to deal with racial diversity in the classroom. According to Naidoo (1996), many schools are guilty of racially discriminatory actions against Black African learners, therefore, Lewin's change manage model is the fundamental solution to educator capacity building. The first stage of unfreeze focuses on challenging the process of educators lacking the skill to teach racially diverse learners. In order for educators to become better managers, they need to self-reflect on their behaviour, attitude and belief in learners from racially diverse backgrounds. SMTs need to create opportunities so that educators can collaborate, foster positive relationships of mutual trust, stress cooperative goals and make others feel important, strong and influential by introducing educator development programmes with the focus on issues that pertain to the school as a whole.

The second stage is change, and school management and governance structures needed to inculcate leadership dimensions so that educators are aware that transformation takes place on all levels. Clarity about the organization's values and beliefs are discussed in detail and educators need to be accountable if their behaviours and attitudes are out of line. The change process is a long and a difficult task, so school management and governance structures must keep programmes on course. All stakeholders need to behave in a way that is consistent with the existing values, therefore making it easier to achieve the goals by focusing on the key priorities, for instance, effective racial integration. Lastly, if this stage is based on refreeze, once the dimensions of mutual values, attitudes and behaviour among educators are achieved the process will have been successful. The school management and governance structures need to be synonymous with the approach schools ought to have in helping learners develop

a willingness to examine their own perspectives and values; and the ability to think critically without any prejudice.

5.5 RACIAL CONFLICT

Two themes were identified, namely racial incidences and name-calling. In this section the researcher discussed the two themes simultaneously since the evidence found in both overlapped.

5.5.1 Racial incidences and name calling/labelling

The quantitative results revealed that racially diverse learners impeded the results of substantive racial issues. The crux of the educators' subjective reality in a changed education environment is a belief that their racially diverse classrooms are active, collaborative and racially inclusive, so allowing learners to indulge in behaviours that enhance racial integration. Despite claiming to have racially integrated classrooms many educators answered questions with "*I don't know*" responses regarding racism and racial integration. Both the novice and the experienced educator were beleaguered when confronted with the issues of race and racism and other major preoccupations. Furthermore, the evidence revealed that while there had been a flight of Black African learners from former DET schools to former HoA, HoR and HoD schools, there had been no parallel movement towards DET schools by White, Coloured and Indian learners. While SMTs were in deep dialogue in the focus group discussions, they critically reflected and expressed their understanding of inherited racial stereotypes and deep-seated racial intolerances that educators might possess. However, these participants stood in commitment to pursue and develop a non-racial school of equality, justice and racial integration for all learners.

Contrary to the quantitative results, the learner and educator interviews and open-ended responses from the qualitative research showed concern that learners knew more about the management issues pertaining to racial integration and whether it was actually happening in their schools. Black learners were seen to be more vulnerable to issues about race than any other group. Learner's experienced marginalization of some form of racial discrimination or victimization at school. The

qualitative research showed that learners who were the victims of racial abuse expressed during the individual interviews feelings of pain, hurt, humiliation and anger. These learners used the individual interviews as an opportunity to voice their deep-seated painful experiences that no educator wished to hear. Learners saw the interviews as a means of venting their feelings and, accordingly, these individual interviews evolved into a diatribe against educators, school managers, and learners from other racial groups, as well as members of the RCL. The term 'favouritism' was often mentioned, and although some educators were deemed fair, there were claims that educators favoured their own race group.

Learners mentioned that schools appeared to display incidences of racism in the form of belittlement and name-calling, either through physical or verbal abuse. The focus group discussions found that educators in collaboration with the SMT and SGB members aimed at developing a school in which racial integration was seen as a priority not only in the classroom but also in extra-curricular activities, with the intention of promoting racial awareness and understanding among learners. The above responses from educators corroborate the results from the learners' questionnaires that confirm racial integration was not implemented in facets of the school, therefore suggesting responses to the quantitative section of the questionnaire were guesswork. These results were used to determine a rich understanding of how and to what extent racial integration had unfolded in South African schools.

In addition, racial tensions on the playground were communicated through verbal abuse and violence. The qualitative results showed that some learners interacted in a negative manner, for instance, name-calling, teasing and labelling. Principals and SMT's agreed and stated that learners from the Black African race group did not 'mingle' easily with other races. Learners attended multiracial schools that were previously predominantly White, and Black African learners adopted the culture of the school.

Evidence in the study confirmed that racial conflict among diverse learners in mixed racial schools was common, however Black African learners were discriminated against as a result of their colour and race. According to J.Pillay (2004), discriminatory decisions, blatant prejudicial attitudes, name-calling and racial bullying are some of the forms of 'overt racism' that have an impact on the

effective implantation of racial integration in schools. The racist ideology stems from the past imperialist, colonialist, and apartheid belief; hence “racism cannot be simply eradicated by embracing the principles of democracy” (J Pillay, 2004, p. 10).

Recommending that Black African learners develop an identity which will allow them to cope with existing social realities, Erasmus and Ferreira (2002) refer to Troyna and Hatcher’s (1995) claim that any racist incident in schools can be interpreted as misuse of power. Introduction of the new democratic curriculum was part of an effort to transform the apartheid government’s exclusionary education system to one based on the principles of social justice, human rights and inclusivity. Focusing on the demise of apartheid in 1994, many policies were also introduced to address past racial prejudice in education and to promote and strengthen the management and facilitation of racial integration. The misconception of racism, prejudice and racial discrimination has been widely used in the educational context, so the school curricula, educators, and disciplinary procedures against racially diverse learners (learners of colour) have been challenged by most activists in order to promote effective racial integration (Lawrence & Keleher, 2004). Schools are far from being egalitarian because of racial discrimination that is inherent in their structure, beliefs and sub-conscious and psychological state of all stakeholders (Pillay & Ragpot, 2011).

The central view of this study is that if school management and governance structures do not honestly address and confront racial issues in their schools they will do an injustice to the social reconciliation and transformation of the democratic education system (Modiri, 2011). CRT focuses on the racial and barbaric experiences of the racially disadvantaged learners, for instance, the Black African learners as well as the Coloured and Indian learners. Vital to CRT is the notion that the dominant mind-set of educators, the shared stereotypes, beliefs and understating can only be challenged through telling stories (Vandeyar, 2010). Furthermore, CRT argues that social reality is created and only through the stories told by the learners who are victimized by the education system can we understand the “socially ingrained” and “systemic forces” that affect racially diverse learners, specifically Black African and Coloured learners in this study (Pizarro, 1999 as cited in Vandeyar, 2010, p. 346)

Lewin's change management model is used to deliberate the role of school management and governance structures to make sure that a policy on racism and racial integration is in place to prevent the occurrence of racial incidents in schools. Firstly, the unfreezing of current behaviour and performance allows school management and governance structures to establish the Strengths, Weakness, Opportunities and Threats (SWOT) of the school with regard to racial integration. At this point educators are also able to reflect on incidents of racial abuse and name-calling that are detrimental to the racially diverse learners' wellbeing; on the movement/changing of the status quo of the current behaviour and performance enables educators to identify strategies to eradicate racism at the school; and refreezing of the new behaviour and performance in the school (Hatch, 2006).

As the focus of the study is on the management and facilitation of racial integration in public secondary schools, the underlying belief is that Lewin's three-stage model is important in understanding whether school management and governance structures are able to sustain the leadership practices they acquired as a result of attaining effective racial integration to bring about a culture of change in their schools (Naidoo, 2014).

5.6 SUMMARY

This chapter has focused on the findings collected during the quantitative and qualitative phase of the investigation. Various themes and sub-themes were discussed to determine what could be learned from this investigation of educational leadership development for school management and governance structures. Whilst educators, school management and governance structures acknowledged that there was a problem of racism in schools, they do not know how to manage it, as a result of fear, ignorance and denial.

There are multiple reasons behind the failure of effective racial integration in public secondary schools. In the public secondary schools context in Gauteng, policies, training of school management and governance structures on strategies on racial integration, unfreezing-change-refreezing attitudes and behaviour, the involvement of all stakeholders serves as a critical constituent of whole school development

needed to combat racism and all forms of racial discrimination and prejudice, as well as the effective management and facilitation of racial integration.



CHAPTER 6

RACIAL INTEGRATION INTERVENTION PROGRAMME

6.1 INTRODUCTION

The previous chapter discussed the findings of the quantitative and qualitative phases in detail. Major themes that emerged from the data were selected to develop an intervention programme on the management and facilitation of racial integration in public secondary schools. The programme has activities that can be adapted to assist school management and governance structures on how to manage and facilitate racial integration effectively. This chapter begins with an overview of the major themes that form the foundation for the intervention programme, the aims of which are presented followed by the theoretical framework that informs its development, design and content.

6.2 AN OVERVIEW OF THE MAJOR THEMES FROM THE STUDY

Aspects recommended for the intervention programme are based on the themes and sub-themes from the study. The programme addresses the contextual challenges that emerged in the findings of this study, namely, policies that were not in line with the South African Constitution that advocate racial inequality and lack of social justice, both of which factors ultimately prevented effective racial integration at school level; a curriculum that does not accommodate the diverse needs of learners from racially diverse backgrounds, especially in respect of the language of teaching and learning; the dynamics of interrelationships in which racially diverse learners struggle to interact with learners and educators from other racial groups, and who as a result are faced with name-calling, labelling and stereotypical behaviour on a daily basis, the capacity building of educators to implement racial integration was low as educators' knowledge, values and attitudes need to be further developed so that clear parameters are set on equipping them with the fundamental skills to understand the backgrounds, heritage and lifestyles of racially diverse learners, ultimately leading to the promotion of racial integration. The theme of capacity building was elaborated by

educator's inconsideration of the multiracial and linguistic backgrounds from which their learners stem and that prohibits racial integration from taking place within the school, or the diverse racial classrooms they teach. The last theme addresses the issues of racial conflict among learners who are unable to accept the indifference of other race groups. The understanding of a superior race group dominating persists, resulting in Black African learners feeling insulted, ignored and insignificant in these schools.

6.3 AIM OF THE INTERVENTION PROGRAMME

The intervention programme was designed to address concerns raised in the findings, as discussed in the previous section. It also aimed to provide structured learning opportunities that promote a participatory environment in which SMTs and SGBs would be involved in developing critical understanding, values, knowledge and skills to manage and facilitate effective racial integration in public secondary schools. Thus, it is hoped that school management will be able to develop educators professionally in the soft skills so that they can apply their understanding and knowledge to combat racism and associated discrimination, and to build effective race relations that is aligned with the Constitution and the Manifesto on Values, Democracy and Education.

The activities also aimed to help school management provide support and guidance to educators who need to acquire an understanding of the backgrounds of racially diverse learners in their classrooms, as well as to implement, monitor and evaluate the practices of educators managing integration of racially diverse learners. This intervention programme was also intended to be a tool to help members of the SMT and SGB develop both professionally and personally, particularly in directly addressing the themes that emerged from the study so that the issues of racism could be understood and avoided in the future.

6.4 CONSIDERATION IN DESIGNING THE INTERVENTION PROGRAMME

When designing the intervention programme, firstly, the researcher gave specific consideration to developing a programme that was theory-based and gave credibility to education management as a unified exercise in which school

management and governance structures would be critically aware of how Critical Race Theory can be used to eliminate racism in schools. This theory can be used as a basis for the programme, which focuses on combating embedded institutional racism in schools, which affects the majority of Black African learners, and emanates from the behaviour, attitudes and ignorance of educators and mixing of racial groups. In addition, Change Management Theory will be used to evaluate the impact of structures in schools, that is, the policy, curriculum, interrelationships, educator capacity building and racial conflicts that prohibit the management and facilitation of racial integration.

Consideration was given to educators' reflections on their interaction and teaching practice, changing dynamics of race, citizenship and violence in schools, and implementation of an intervention programme that would focus on ways in which school management, governance structures, educators and learners deal with the apartheid past and integrate this into current understanding of reconciliation. Other researchers also considered that the actual implementation of the Manifesto on Values, Education and Democracy (DoE, 2001) on integrating different racial groups was happening to a limited extent or not at all. Findings showed that aspects of racial integration need to be taught holistically and integrated into all facets of the curriculum. The integration of values in the curriculum should be consciously performed so that educators and learners are not overwhelmed. This meant that the programme had to have practical work stations so that SMTs would be encouraged to consult different policies outlining human rights and equal practices that are essential in promoting social justice and human dignity, both core elements of racial integration.

The intervention programme centres on how school management and governance structures can develop effective racial integration practices and considers every learners' diverse backgrounds, race and beliefs that have to be respected and valued. It was designed to embrace the different races, languages, and value systems by including activities that are sensitive to these aspects. SMTs are required to employ tact in establishing workshops, role-play, video analysis and case studies that will develop educators' understanding of racism, racialism, assimilation and colour-blind practices, so that a change in consciousness can be established. Unfreezing the idea of racism, re-establishing understanding and

thereafter refreezing new knowledge that is gained will impact on the teaching strategies they choose to racially integrate their learners.

The intervention programme was carefully designed to avoid distorting and compromising the content, but not to confuse the school management and governance structures, or the educators, about implementing effective racial integration in their racially diverse classrooms. The programme was designed in a workshop format which consisted of defining the topic 'Managing and facilitating racial integration in public secondary schools'. It was targeted at school management and governance structures; however, it can be used in various other education systems and is intended to go beyond awareness of racism to provide the skills required for learners to confront and cultivate values in action, for instance, logical critical thinkers who are able to vocalise and communicate their experiences

An explanation and discussion for each activity will be given, including some practical examples that will assist school management and governance structures in transforming professional development. Members will be actively engaged in learning, exploration, self-reflection and problem-solving, whilst attaining individual goals pertaining to the issue of effective racial integration in public secondary schools. Furthermore, the timeframe required for the presentation of this programme will be four days and will be open to all participants (stakeholders). The content addresses the contextual challenges raised in Chapter 5.

Systemic changes can only occur if school management and governance structures, as well as educators, are committed to the change process. Furthermore, the role of all stakeholders is vital for racial integration to be successful in schools. It is only through combining the efforts of school management and governance structures that the scourge of racism will be eliminated. In addition, the workshop is designed to educate school management on how to develop effective management skills, raise awareness of racist practices and what must be avoided in order to combat racism and promote racial integration. Collaborative learning through interactive group activities, debates and simulations are encouraged.

Participants must engage in problem-focused deliberation and debates in group contexts. The use of critical reflection in group processes and group effectiveness is encouraged and reporting on personal growth and insights should take place. The workshop centres on the rationale for the management and facilitation of racial integration in public secondary schools. The workshop is divided into sections so that the participants will be given enough time to process the content. The different sections are:

- 1) Self-reflection on their management practice and experiences (unfreeze);
- 2) A critical examination of management of racial integration will be discussed through a shared dialogue;
- 3) Knowledge extension (change/movement), developed through the addition of information from literature and theory; and
- 4) Application of new knowledge (unfreeze), planning and reviewing the next steps to take.

Therefore, the workshop is geared towards assisting school management and governance structures to apply what they have learnt from the workshop to develop more workshops for educators that teach racially diverse learners. School management has a significant role to play in ensuring that racially diverse learners are equipped to become proud and active citizens in South Africa. Schools are microcosms of society in which learners acquire the knowledge, attitudes, skills and values to challenge complexities of a multiracial society. Suggestions for actual activities in the intervention programme are discussed below.

6.5 SUGGESTIONS FOR THE RACIAL INTEGRATION INTERVENTION PROGRAMME

School management and governance structures need to adopt strategies to address the contextual challenges that affect the promotion of effective management and facilitation of racial integration in public secondary schools. An intervention programme was designed that included activities designed to help school management and governance structures remedy these changes. Based on the findings of the study, the following suggestions are given for the workshop.

Workshop 1: Addressing conceptual issues

Aim: To ensure that participants have a clear understanding of the following concepts: race, racism, racialism, assimilation and colour-blind practices.

An introduction to and background should be given to provide insight into the workshop and its goals, as well as to establish a common base so that all participants are committed to the management and facilitation of effective racial integration (ice-breaker). *Firstly, self-reflection (unfreeze):* school management and governance structures are given time to discuss and reflect on the concepts of race, racism, racialism, assimilation and colour-blind practices. Participants discuss their experiences so that common bases are formulated. *Secondly, critical examination (change/move):* a video on racism can be screened, thereafter a discussion is held on the analysis of racism and the behaviours that are learnt and practiced in schools among the socialization of learners and educators. *Thirdly, the extension of knowledge:* to deepen understanding of the participants' knowledge, literature should be reviewed to highlight the concepts mentioned previously. Concepts associated with race should be examined to create a broader understanding of racially diverse schools. Review of current school cultural practices as well as the setting of parameters to facilitate the future integration between races. *Fourthly, the application of change in practices that are inclusionary:* so that learners from racially diverse backgrounds are recognised for who they are, understood, respected and accepted (refreeze). Furthermore, School Management Teams need to critically evaluate their management practices through Critical Race Theory lens and discuss the best practices that will initiate effective racialism, whereby every learner is respected and valued. Checklists/questionnaires need to be developed that stipulate whether SMTs practice assimilation, racialism (the belief that differences between human beings are inherited such that people can be ordered into separate races where each race shares traits and tendencies not shared by members of any other race) or racism, or whether they are colour-blind. This checklist will indicate whether practices are inclusive or exclusionary. *Fifthly, the review process:* this will allow participants to develop a framework for the implementation, monitoring and evaluation of racial integration (discussion and strategy formulation).

Workshop 2: Policy and procedure

Aim: To ensure that all school policies, including the vision and mission statement of the school is revisited so that it can be adjusted and aligned with regard to the concept of racial integration.

An introduction to and background of the insights and goals of the workshop that highlights race, racism and racialism in the various policies and practices at schools (ice-breaker). *Firstly, self-reflect (unfreeze):* school management and governance structures, and review school policies to ensure that they reflect practices and procedures of racialism and do not discriminate against the learner on grounds of race or language, including exclusionary practices of assimilation or colour-blindness. *Secondly, critical examination (change / movement):* discussions on ways to develop policies that will create awareness in learners about the current social issues, for instance, racism, racial equity, racial integration, violence, coping with change, and children's rights, that would serve as examples that might be focused on in schools. *Thirdly, knowledge of extension:* school management and governance structures need to review literature to establish policies and guidelines that clearly outline the procedures and principles to counter racism, as well as procedures on how to resolve complaints on racism. The implementation of policies should exemplify the desired social aspects that educate learners to become critical citizens who are cognisant of social change. SMTs need to advocate the aspects of racism and racial integration that constitute a policy. *Fourthly, critical evaluation of the policy development:* guided by Critical Race Theory and the Manifesto on Values, Education and Democracy. *Fifthly, policy development (refreeze):* school management and governance structures establish policies that support equality, heritage and racial diversity for all learners and affirm racial integration.

Workshop 3: Racism and the curriculum

Aim: To ensure that the various techniques and strategies are used that outlines racial integration in every facet of the curriculum.

An introduction to and background of the insights and goals of the workshop that involve curriculum development (ice-breaker). *Firstly, self-reflect (unfreeze):* SMTs discuss the different subjects of the curriculum with emphasis on racial integration

and identify the subject areas that challenge racist attitudes and behaviours, as well as increase the educators' understanding of the effects of racism and racial discrimination. *Secondly, critical examination (change/movement)*: SMTs need to analyse various strategies that can enhance the educators' understanding of reconciliation and racial integration. *Thirdly, knowledge extension*: SMTs need to review literature on the curriculum materials and resources that recognise and value the various cultures, histories, languages and societies. This information enhances the development of the participants' skills, knowledge, attitudes and values regarding racially diverse learners. *Fourthly, critical evaluation*: this involves evaluation of the curriculum to ensure that the teaching and learning materials and assessment practices are not biased but rather are inclusive of all needs of every learner, taking into account the tenets of Critical Race Theory and the racially diverse backgrounds of learners. *Fifthly, refreeze*: development of an adaptive curriculum that is racially inclusive and integrated across all subject areas.

Workshop 4: Managing and fostering race relations

Aim: To ensure that healthy relationships are created among racially diverse learners and educators.

An introduction to and background of the insights and goals of the workshop that involves the interrelationships of learners (ice-breaker). *Firstly, self-reflect (unfreeze)*: In discussion groups SMTs are encouraged to reflect on their own behaviour in relation to their racially diverse learners, as well as what constitutes a safe classroom environment in which learners are prepared to face stereotyping, racial prejudice and name-calling. *Secondly, critical examination (change / movement)*: through worksheets and discussions of practices, SMTs determine how to create a culture of human rights and dignity so that learners are taught to respect each other, irrespective of race. A good starting point is to develop a code of conduct for learners and educators. *Thirdly, knowledge extension*: SMTs must review literature in order to develop guidelines for learner representative bodies to ensure that they are inclusive. They must have sufficient training to counter racism and develop social cohesion. *Fourthly, critical evaluation of the interrelationships between learners and educators*: This can be done through worksheets and the discussion of practices. The tenets of Critical Race Theory can be used as a

guideline to identify institutional racism prevalent in the interactions of all stakeholders, do as to be identified and avoided in the future. *Fifthly, refreeze*: SMTs must inculcate an understanding that educators are role models to learners, therefore the human rights culture needs to be practiced. SMTs must train educators on how to respect value and communicate with learners so as to create racial integration in their racially diverse classrooms.

Workshop 5: Values and racial diversity

Aim: To ensure that every educator receives capacity building on how to manage and facilitate racially diverse learners.

An introduction to and background of the insights and goals of the workshop that involves educator capacity building. *Firstly, self-reflection (unfreeze)*: SMTs are required to collaborate to identify ways that they can best assist educators to gain knowledge and understanding of managing and facilitating racially diverse learners. *Secondly, critically examine (change / movement)*: how the various departments of education will provide the necessary in-service training for educators. *Thirdly, knowledge extension*: SMTs must review literature to deepen their understanding of the various strategies on valuing racial diversity and racialism and to examine their own behaviours to understand whether they are discriminatory. *Fourthly, critical evaluation*: SMTs must encourage educators to participate in curriculum training and critically evaluate their own teaching practices for inclusiveness and anti-bias (impartiality). Critical race Theory can be used as a basis on which to identify racist issues and counter racism. *Fifthly, refreeze*: SMTs develop a diverse teaching corps. Two policies can be consulted that will promote educator professional development. The Employment Equity Act of 1998 amply supports educator capacity building, prohibits unfair discrimination and promotes affirmative action. The ethical conduct of educators with regard to racial integration is governed by the South African Council for Educators and condones educator malpractices of misconduct, discrimination or abuse.

Workshop 6: Conflict coping skills

Aim: To ensure that that all stakeholders are committed in building a healthy school environment on the basis on non-discrimination, non-racist, anti-biased and non-stereotype.

An introduction to and background of the insights and goals of the workshop that involves the dilemmas of racial conflict that learners experience on a daily basis (ice-breaker). *Firstly, self-reflect (unfreeze)*: SMTs and SGBs discuss the discipline, racial issues and racial incidences prevalent in their schools. *Secondly, critically examine (change / movement)*: SMTs and SGBs examine relevant issues, defining a commitment to promoting racial integration, and stating that the school will not tolerate racism, stereotyping, racial prejudice, racial discrimination or racial violence. They further establish their role as collegial partners in promoting and supporting racial integration in the school. *Thirdly, knowledge extension*: SMTs and SGBs must ensure that the rights and responsibilities are translated into practical activities, as contained in the Constitution and education legislation accessible to all schools. *Fourthly, critical evaluation*: SMTs need to monitor all stakeholders' commitment and accountability to make racial integration work. *Fifthly, refreeze*: SMTs must establish clear procedures in dealing with racial incidences, racism and racial discrimination. These procedures can be recorded in the code of conduct for learners and educators. School management and governance need to analyse case studies and role-play the various mechanisms for learners to report racial incidents and racial abuse. Stakeholders should understand the meaning and implications of this code of conduct, and know that it is binding.

Table 6.1 (below) presents a summary of the Racial Integration Intervention Programme, including the themes and sub-themes addressed and the various activities that can be used to develop school management and governance structures in each section. These are contextual challenges, interrelationships, reluctance of SMTs and SGBs to change, educators' inconsideration of multiracial and linguistic backgrounds, and the prevalence of racial conflict in schools.

Table 6.1: The themes and sub-themes and activities to be included in the intervention programme

THEME	SUB-THEME	INTERVENTION PROGRAMME ACTIVITIES
1. Policy and Practice	<ul style="list-style-type: none"> • Educators unwilling to implement policies • Absence of a racial integration policy • Difficulty in interpreting and understanding policies on racial integration • Policy with effect to school curriculum and the quality of education • Policy of language of instruction 	<ul style="list-style-type: none"> • SMTs and SGBs discuss the concepts of race, racism, racial discrimination, racial abuse and racial integration. • Revisit the school’s vision and mission statement so that it is aligned with the understanding of effective racial integration • SWOT analysis of the school with regard to the demographics • Discuss a strategy for racial integration. • Discuss the causes that can prohibit effective racial integration in schools • Review national and provincial policies that include or exclude racially diverse learners and that will assist SMTs in developing a policy that effectively racially integrates these learners • Develop a strategic approach that will encourage good practice, dialogue and change • The curriculum needs to be investigated in subject areas of Life Skills and Social Sciences to determine if there is synergy between the Constitution and the Manifesto on Values • South African Qualifications Authority Act (1995) is a guide when designing learning programmes. • Barriers must be addressed through dialogue to prevent areas of conflict, for example, policies, children’s rights and responsibilities, leadership, governance and educator / learner profiles, curriculum,

		educator professional development and in-service training, learner development and support.
2. Inter-relationships	<ul style="list-style-type: none"> • Between Learners from different racial groups • Between educators and racially diverse learners 	<ul style="list-style-type: none"> • A workshop for SMTs and SGBs on the ethical conduct of educators with regard to racial integration, which is governed by the South African Council for Educators (2000) • The Norms and Standards for Educators (2000) sets clear parameters on how educators should promote racial integration in schools, for instance, the role of an educator as mediator, leader, administrator, manager and pastoral figure. • School announcements and notices should be acknowledged by the home languages used by learners. • Learners should not be prohibited from speaking their home language during classroom activities and breaks • All learners must be encouraged to learn African languages • Additional support should be given to learners for whom English is not their first language • Classroom activities need to be devised to encourage learners to get to know each other and to interact more freely after school hours. • Important days are celebrated, for example, Freedom Day, religious and cultural days. The national flag is displayed and all learners understand the verses of the national anthem.
3. Educator Capacity Building	<ul style="list-style-type: none"> • Educator Professional Development • Need for teacher 	<ul style="list-style-type: none"> • Provincial official, District officials and NGOs need to be consulted. • In-service training for educator

	<p>training in managing racially diverse learners</p> <ul style="list-style-type: none"> • Perceptions of the democratic governance of public secondary schools 	<p>development must focus on developing knowledge, skills, attitudes and values for teaching racially diverse learners.</p> <ul style="list-style-type: none"> • A group needs to be created to implement and monitor this strategy. • Progress and weaknesses of the strategy needs to be discussed so that new approaches can be practised until effective racial integration is achieved.
<p>4.Prevalence of Racial Conflict</p>	<ul style="list-style-type: none"> • Racial incidences • Name-calling/labelling 	<ul style="list-style-type: none"> • Counselling and support teams need to be established for learners and educators dealing with difficult issues • Schools must establish RCLs that are functional in promoting racial integration among learners • Learners must be able to debate problems related to race and formulate solutions found through dialogue • SMTs and SGBs (staff development workshop) debate and formulate appropriate steps to be taken when dealing with racial incidences and conflict resolution • Racial problems need to be assessed by asking the following questions: <ul style="list-style-type: none"> - What is the nature of the problem? - How does the problem manifest itself at your school? - What resources do you require to resolve this problem?

6.6 SUMMARY

The Racial Integration Intervention Programme (RIIP) is designed to assist school management and governance structures in addressing the contextual challenges found in the study. It could lead to the effective development of policies that are aligned with the Constitution and the *South African Schools Act 84 of 1996* (RSA). SMTs and SGBs must be accountable for successful policy development, which is a key element of effective racial integration. The RIIP encourages SMTs and SGBs to employ democratic principles, collaborate on decision that benefit the learner, display a level of respect and honour for each other, and take into cognisance the lived experiences that racially diverse learners may still endure as victims of racial abuse and discrimination. The RIIP has the potential to address challenges that SMTs and SGBs encounter because it promotes and enforces deliberation on the issues of school policies, curriculum, interrelationships, capacity building and racial conflict that affect the effective management and facilitation of racial integration in public secondary schools.



CHAPTER 7

CONTRIBUTIONS, LIMITATIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter focuses on the contributions of the study, its limitations and recommendations for future research. The aim was to determine whether school management teams (SMTs) and governance structures are effective in managing and facilitating racial integration in public secondary schools. The findings illuminate contextual challenges that require attention, followed by recommendations for further research in this field of study.

7.2 ORIGINAL CONTRIBUTIONS OF THE STUDY

The purpose of the study was to ascertain the effectiveness of school management and school governance structures in managing and facilitating racial integration in public secondary schools. On the basis of the findings, a literature review was conducted to contextualise the results, followed by a description of a racial integration intervention programme that can be used at school level. The following section presents the contributions of this study, firstly to the participants, then to the development of knowledge of education management, followed by theory and knowledge development, and lastly practice in the field of management and facilitation of racial integration in public secondary schools.

Firstly, the study provided an opportunity for racially diverse learners in public secondary schools to be heard on racial issues that are covertly expressed in schools. Learners related to the attitudes, behaviours and teaching practices of their educators and expressed their concerns about the lack of meaningful interaction between learners from other racial groups. The quantitative study showed that racial integration was taking place in all facets of schooling, that is, in policy, in the curriculum, and in racially diverse classrooms. School management and governance structures envisaged themselves as part of a vital team that galvanised effective management and facilitation of racial integration that requires educators to reflect on their own teaching practices in order to make this process a

success. Contrary to this, the qualitative study illuminated the perceptions of learners in which they openly shared their ideas as individuals and through interviews pointed out that racial integration was not effectively taking place in schools.

Another attempt to racially integrate or exclude racially diverse learners was the Language in Education Policy of 1998. Some SGBs are failing to promote the constitutional provisions of the South African language policy that serves as a fundamental framework for the equal use of all 11 languages. As a result, schools continue to exploit and discriminate racially diverse learners on the grounds of language, which ultimately prevents effective racial integration. For school management and governance structures, as well as educators, this study provided a platform to air their concerns about the challenges they faced in teaching racially diverse learners. The questionnaires and focus group discussions also provided an opportunity to reflect on their teaching practices and knowledge about racially diverse classrooms.

Secondly, it was envisaged that the study would address gaps in knowledge, especially concerning the management and facilitation of racial integration in public secondary schools, by developing a racial integration intervention programme that addresses each contextual challenge with a step-by-step workshop for school management and governance structures. The study is also expected to expand knowledge and development of knowledge of education management that supports school management and governance structures, in creating change that will enable educators to adjust their attitudes, behaviours and teaching practices in order to sustain improvement of effective racial integration of racially diverse learners.

Thirdly, the theoretical contribution is unique in that it combines Critical Race Theory and Change Management Theory, the combination of which added value to understanding the management and facilitation of racial integration in public secondary schools in several ways: the theoretical perspectives of CRT and CMT provide not only a foundation upon which understanding of racial integration of learners is founded but also a better insight into the understanding of school management and governance structures, as well as educators' experience in dealing with managing racial integration in public secondary schools. This

provides a platform on which the development of a racial integration intervention programme would be based. Racial integration also provides a benchmark for understanding racial issues upon which a variety of investigations can be built.

Fourthly, the research contributes to the effective practices of racial integration through the implementation of the Racial Integration Intervention Programme (RIIP) to assist school management structures in training educators to improve their teaching practices for racially diverse learners in racially diverse classrooms. The RIIP has potential on a wider field as it can be adjusted to be included in the policies that guide school management and governance structures and provide support to enhance racial integration of racially diverse learners and combat racism. The core components of RIIP are based on Critical Race Theory and Change Management Theory in contributing to the bank of resources used by school management and governance structures, including educators, to develop racially diverse learners' ability to face the adversity that is part of a modern and constantly changing world. In so doing, this research endeavours to construct knowledge for a paradigm shift to effectively integrate learning and inculcate a new culture that can make explicit the beliefs of a racially integrated schooling system.

Lastly, this research contributes to the management and facilitation of effective racial integration by developing policies and practices that may be adjusted to provide more adequate educational and management support to learners and educators from racially diverse backgrounds. The management of racial integration should ensure that they achieve their academic and emotional aspirations. If the programme is collaboratively agreed upon it will help school management teams in developing policies based on rights and responsibilities in relation to racism and contributing towards a school that values diversity and racial integration. It should develop a school curriculum that implements a teaching and learning programme that understands all races, cultures, histories and languages it provides support and opportunities for educators and learners to discuss issues about racism, and to participate in leadership programmes that promote social cohesion and encourage interrelationships. In addition, this programme guides SMTs to encourage educators to participate in racial awareness training so that they are able to examine their own behaviour towards racially diverse learners.

Lastly, SMTs are encouraged to undertake a literature review by reflecting on various materials and resources that would assist them in drawing up strategies to deal with racial conflict. Findings from this study will provide information that can be beneficial to the Department of Education (DoE) in training educators according to the policy changes with regard to racial integration.

7.3 RECOMMENDATIONS

The recommendations that emanate from the results of this study are divided into general and further research.

7.3.1 General recommendations

- Many Black African learners' failure or success at school is determined by their racially diverse backgrounds and a home language other than English. It is recommended that school management and governance structures collaboratively agree on the implementation of Section 29(2) of the Constitution (1996), which governs the parameters of the language policy.
- The research highlighted approaches that are practiced by many educators, such as assimilation, colour-blindness; contributions, and multicultural education. They are limited and insufficient in actually dealing with racially diverse groups, therefore the content structure of the intervention programme must encapsulate the following additional elements: provision to include information and strategies on how to teach racially diverse schools, which is in line with the vision of democratic transformation and the theory of critical race theory and change management must align with the reinforcement of practical examples in the workplace.
- Many educators lack the training and understanding of the meaning of values in education and how to translate the curriculum to promote racial integration in diverse classrooms. Educators need to be empowered to monitor the experiences and classroom practices of racially diverse learners and how they react to the values that are consistent with the curriculum. SMTs need to monitor, evaluate and support educators. On-site

visits must be conducted by either SMTs or Department of Education officials for a period of two years after the intervention programme has been implemented.

- Educator organisations such as The South African Council for Educators (SACE), Nongovernmental Organisation (NGOs), including teacher unions, should focus on the professional development of educators and morale with regard to understanding the rights and responsibilities of education legislation, human rights and democracy as enshrined in the Bill of Rights, the Constitution and the Manifesto of Values.
- Educators should be compelled to participate in regular courses on racial integration in diverse classrooms, in the expectation that these programmes will empower school management and governance structures to value, teach and interact with racially diverse learners.
- The failure to translate the macro-initiatives to impact and address racism and other forms of discrimination will continuously undermine the intention to transform the schooling system and design if it does not relate to realities. Therefore, strong leadership and visible support are required by management and school governance structures to build momentum for change which is important for the reconstruction of systems in public secondary schools.
- Change management is relevant to an expansionary role for change agents who are not restricted to the principal but to the entire school system.
- The DoE and NGOs should facilitate schools in healthy non-racial dialogue to address problems of race, racism, jurisprudence and racial integration.
- Workshops on racial integration and social justice should be developed to debunk the myths educators have about learners from racially diverse backgrounds. Educators need to be taught through active learning programmes to properly interact and understand the backgrounds of racially diverse learners.
- An ethos needs to be established to advocate a culture of non-racialism whereby all facets of the rights of children as described in the Constitution

are practiced. A school environment of mutual accountability is fulfilled through a sense of commitment towards the realisation of a shared vision.

- Members of school governance structures need to be trained in implementing the correct procedures when managing racial incidences or issues. The structure of SGBs should be created to support and enhance policies that are in line with the Constitution and the Bill of Rights. SGB training should include human rights, democracy and racial issues.
- Effective racial integration requires a collegial relationship between different government departments, school management and governance structures as well as educators that are able to manage the initiatives of the school against racism and racial discrimination.

7.3.2 Recommendations for further research

The following recommendations are made concerning future research:

- Should be conducted on a larger scale with the inclusion of more participants, schools, and education districts.
- On how the tenets of Critical Race Theory and Change Management can assist school managers in addressing school cultures, language of communication, and ethnicity identified as barriers for promoting equity and social integration amongst the diverse cultures in schools throughout South Africa.
- A comparative case study could be conducted in two secondary or two primary schools, with school management and governance structures that completed the intervention programme exploring the extent to which the programme impacted on the management and facilitation of racial integration.
- Consideration should be given to conducting a study on racial integration and its effects on school management and governance structures that enforce capacity building across the education system in order to facilitate change in the practice of educators in teaching learners from racially diverse backgrounds.

- Research should be conducted on the cutting edge of Critical Race Theory and Change Management Theory in whole school development and how educators integrate capacity building activities and programmes on the Manifesto on Values, Education and Democracy on all levels of the curriculum to counter racism and promote racial integration.
- A longitudinal study of integrating Critical Race Theory and Change Management Theory in promoting racial integration in primary schools in South Africa should be considered.
- An empirical study on the role of all stakeholders in promoting human rights, democracy and racial integration as core components of pre-service and in-service training programmes (INSET) would be useful.

7.4 LIMITATIONS

Identifying and locating schools within Johannesburg South and Central posed a serious problem. It was essential for the researcher to locate schools that were in the five different quintile rankings, as classified by the National Norms and Standards for School Funding (Education Labour Relations Council, 2003). Although, permission was granted from all the relevant authorities, such as the Department of Education, some schools which were randomly selected were not willing to participate. Some operated on a 'keys system', which meant that not all grade 10 classes would be available at the same time to complete the questionnaires. The researcher had to reselect schools to complete the research, which led to exposure to different ranges of resourcing and provisioning in the different schools, thus enabling a wider sampling of participants who were able to provide rich data.

The researcher handed out questionnaires for the educators to the principals of schools and allocated a timeframe at the end of which the questionnaires would be collected. It was a tedious process to collect the questionnaires from the principals because some educators were less willing to return them on time. The researcher had to make several trips to the schools involved.

Some participants were reluctant to participate in the research study as they felt it was an invasion of their personal domain. The researcher overcame this limitation

by reassuring them that their participation was entirely voluntary and their identities would be confidential. The researcher also reassured the respondents that permission had been granted by the DoE to conduct this study, hence there would be no violation of any DoE rules, regulations or legislation.

The inconvenience of travelling long distances in pursuit of the preferred participants was a monetary strain on the researcher.

Although the study has fulfilled its aims there were unavoidable limitations. First, the researcher had limited time available to spend with the participants involved in the study and this research was conducted only with a small population. The researcher could only meet with them for a few hours a week over a period of two months, therefore, to generalise the results for larger groups, the study should have involved more participants at different levels. Second, the researcher needs to develop youth dialogues to enable learners to discuss racial issues in a free and safe environment.

7.5 SUMMARY

The aim of this study was to ascertain the effectiveness of school management and school governance structures in managing and facilitating racial integration in public secondary schools. The findings highlight that effective policy on racism and racial integration needs to be enhanced and implemented. The current thinking, behaviours and attitudes of educators need to be balanced with a change in capacity building and understanding of learners from racially diverse backgrounds. Racial issues need to be addressed in order to achieve racial integration and the elimination of racism. Furthermore, SGBs need to apply correct procedures when handling issues of race, racism and jurisprudence. Therefore, enriched professional practice is deemed prominent for the promotion of racial integration.

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APPENDIX A



ETHICS CLEARANCE

Dear S Naidoo

Ethical Clearance Number: 2012-037

Re: The Management of Racial Integration in public Secondary schools

Ethical clearance for this study is granted subject to the following conditions:

- If there are major revisions to the research proposal based on recommendations from the Faculty Higher Degrees Committee, a new application for ethical clearance must be submitted.
- If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted.
- It remains the student's responsibility to ensure that all ethical forms and documents related to the research are kept in a safe and secure facility and are available on demand.
- Please quote the reference number above in all future communications and documents.

The Faculty Academic Ethics Committee has decided to

- Grant ethical clearance for the proposed research.
- Provisionally grant ethical clearance for the proposed research
- Recommend revision and resubmission of the ethical clearance documents

Sincerely,



Dr Geoffrey Lautenbach
Chair: FACULTY ACADEMIC ETHICS COMMITTEE
1 October 2012

APPENDIX B



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Enquiries: Nomvula Ubisi (011)3550488

Date:	04 May 2011
Name of Researcher:	Naidoo Shantha
Address of Researcher:	17 Seagull Street
	Extention 1
	LENASIA
Telephone Number:	0118542762/0844009415
Fax Number:	0118547027
Research Topic:	The Management and Facilitation of Racial Integration in Public Secondary Schools
Number and type of schools:	4 Secondary Schools
District/s/HO	Johannesburg Central and South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

4. ***A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.***
5. ***The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.***
6. ***Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.***
7. ***Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.***
8. ***Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.***
9. ***It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.***
10. ***The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.***
11. ***The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.***
12. ***On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.***
13. ***The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.***
14. ***Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.***

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Nomvula Ubisi
DEPUTY CHIEF EDUCATION SPECIALIST: RESEARCH

APPENDIX C



PRINCIPAL AND SCHOOL GOVERNING BODY

Dear Sir/Madam

I am a doctoral student at the University of Johannesburg in the Faculty of Education Management and Leadership under the supervision of Professor Jace Pillay and Prof Lloyd Conley. I am requesting permission to conduct the study at your school, which involves learners, educators, members of the school management team and members of the school governing body. The selected participants will be asked to complete a questionnaire (30-45 minutes in duration), after which they will be asked to participate in individual interviews and focus group discussions of no more than thirty minutes each. The questionnaires, interviews and focus group discussions will be conducted at a time convenient to the participants, in collaboration with the principal. Participation in this study is voluntary and should any person choose not to participate or to withdraw from the study, he/she will be free to do so. The results of the research study may be published, but no names will be used. Feedback regarding the findings of the research will be provided to the school and participants in the form of a workshop, presentation or report.

This research can contribute to better understanding regarding racial integration in public secondary schools.

If you have any questions concerning the research study, feel free to contact Prof. Jace Pillay on work number (011) 559 5245 or email at jacep@uj.ac.za or Dr Lloyd Conley on (011) 559 2681 or email at lloyd@uj.ac.za

Sincerely,

Prof. Jace Pillay

By signing below, you are giving me permission to conduct this research at your school.

Signature of principal

Printed Name

Date

Signature of researcher

Printed Name

Date

If you have any questions about your participation in this research, you can contact the Gauteng Department of Education on violetm2@gpg.gov.za or nomvulau@gpg.gov.za

APPENDIX D

DEPARTMENT OF LEADERSHIP AND EDUCATION MANAGEMENT

This instrument is a comprehensive survey of **Grade 10** learners and their understanding of racial integration in public secondary schools.

SECTION A: BIOGRAPHICAL INFORMATION

Circle the applicable code or number where necessary.

Example for completing section A	
If you are a female then circle as follows	
1. Gender	
Male	1
Female	②

Circle the applicable code or fill in the number where necessary as indicated above.

1. What is your mother tongue (mark one option only)?	
Zulu	1
Xhosa	2
Afrikaans	3
Tswana	4
North-Sotho	5
English	6
South-Sotho	7
Tsonga	8
Swazi	9
Ndebele	10
Venda	11
Seswati	12
Other (specify)	13

2. What is your gender?	
Male	1
Female	2

3. Fill in your age (in completed years)

Example: seventeen

1	7
---	---

--	--

4. What grade are you in?

Example: twelve

1	2
---	---

--	--

5. What is your population group?	
Black	1
White	2
Indian	3
Coloured	4

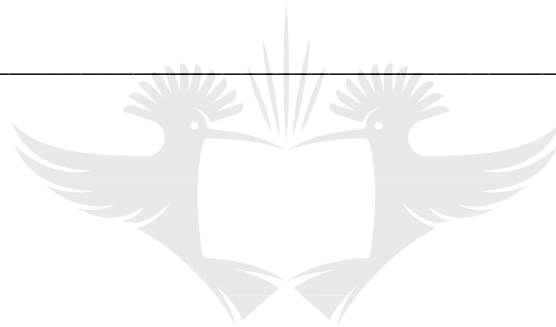
6. Is your school a:	
Primary school	1
Secondary school	2
Combined school (both primary and secondary)	3
Special school	4
Other (specify)	5

7. What is the language of learning and teaching at your school?	
Afrikaans (only)	1
English (only)	2
Parallel medium (two languages for all subjects)	3
Other (specify)	4

8. Which one of the following best describes the location of your school?	
Suburb	1
Township	2
Informal settlement	3
Rural	4

9. What is the present level of discipline at your school?	
Very Poor	1
Poor	2
Average	3
Good	4
Excellent	5

Name of School? _____



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SECTION B

Please indicate your answer to each question by placing a cross (x) in the block representing the category which best describes your views on the issues. Throughout the questionnaire, *previously disadvantaged learners* mean Black, Indian, and Coloured.

Marking instructions:

- Select only one response
- Please use a black pen
- Select your answer by placing a cross(x) in the appropriate block

Section B1

Questions 1 to 6 are about your current school

	Below is a list of the ways in which learners interact at your school. Using the scale provided indicate the extent to which these interactions occur in your school:	Never	Seldom	Sometimes	Often	Always	Don't Know
1.	Racial diversity in my classroom allows learners to share a variety of experiences.						
2.	Communication between learners from different racial groups occurs when the school celebrates e.g. Heritage Day, Cultural Day.						
3.	Interactions between learners from different racial backgrounds in my classroom create tensions and arguments along racial lines.						
4.	The school implements extra-curricular activities that promote racial awareness among learners.						
5.	How often do you communicate with other racial groups in the classroom?						
6.	Educators encourage interaction among learners of different racial backgrounds.						
7.	Educators encourage me to work with learners from other racial groups.						

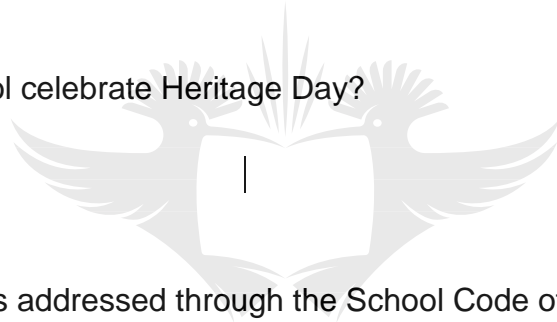
Section B2

1. How many learners of the following groups are in your <u>form</u> class?	
---	--

Black	
White	
Indian	
Coloured	

2. Does the school practise selected diversity activities?

2.1. Does the school celebrate Heritage Day?



YES	NO
-----	----

2.2 Are racial issues addressed through the School Code of Conduct?



YES	NO
-----	----

SECTION C: QUALITATIVE RESEARCH QUESTIONNAIRE

1. What is your understanding of the concept Diversity?

2. Have you ever been the victim of direct racial abuse at school?

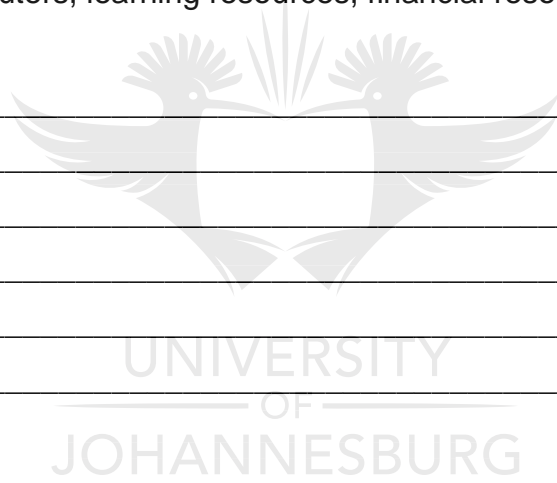
YES	NO
-----	----

If yes, please describe your experience. If no, do you know of any examples of racial abuse in your school.

3. What are your experiences of being in a classroom with racially diverse learners?

4. How do your teachers deal with learners who make racist remarks?

5. Do you think all learners have equal access to resources e.g. bursaries, books, computers, learning resources, financial resources, access to teachers?



6. Do you think learners of different race groups are treated fairly?

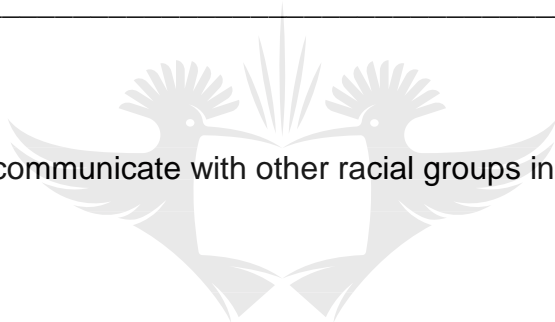
|

YES	NO
-----	----

7. Do you think learners from different race backgrounds are assessed in the same way? Explain?

8. What extra-curricular activities are implemented to promote racial awareness among all learners?

9. How do you communicate with other racial groups in your class and outside your class?

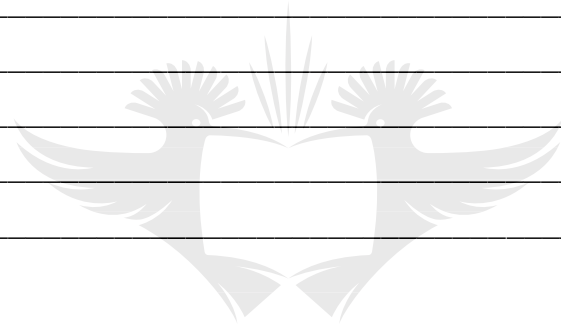


10. What do you talk about with other racial groups at your school?

11. Has racial integration had any effect on your academic performance? If yes, please explain what has been affected.

12. How are racial differences among learners celebrated?

13. What steps are taken by the LRC to assist in creating a racial diverse environment among all learners at your school?



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APPENDIX E

DEPARTMENT OF EDUCATION LEADERSHIP AND MANAGEMENT

This instrument is for ***School Governing Body (SGB) and School Management Team (SMT) members, educators and parents*** and asks about the management of racial integration in public secondary schools.

When filling out the questionnaire please circle the applicable code (see example below) or write in your answer in the space provided when fixed response categories are not provided.

Example for completing section A

If you are a female then circle as follows

1. Gender	
Male	1
Female	②

SECTION A: BIOGRAPHICAL INFORMATION

Please answer all questions in this section. The information is used for comparative analysis purposes only.

1. How many learners of the following groups are/were in your <u>form</u> class?	In 2013	In 2012
Black		
White		
Indian		
Coloured		

2. How many educators from the following groups are in your school?	
Black	
White	
Indian	
Coloured	

3. How much do (different?) classes vary from one another in terms of racial composition?	
To no extent	
To a little extent	
To a moderate extent	
To a large extent	
To a very large extent	

4. How many learners from the following categories were registered in your school?	In 2012	In 2013
Black		
White		
Indian		
Coloured		

5. How many Grade 9 learners failed last year?	2012
Black	
White	
Indian	
Coloured	

6. How many Grade 9 learners do Maths Literacy?	In Grade 9	In Grade 10
Black		
White		
Indian		
Coloured		

7. What is your mother tongue (mark one option only)	
Zulu	1
Xhosa	2
Afrikaans	3
Tswana	4
North-Sotho	5
English	6
South-Sotho	7
Tsonga	8
Swazi	9
Ndebele	10
Venda	11
Seswati	12
Other (specify)	13

8. What is your gender	
Male	1
Female	2

9. Fill in your age (in completed years)**Example:** thirty seven years

3	7
---	---

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10. How long have you been teaching (in completed years)**Example:** twelve years

1	2
---	---

--	--

11. What is your population group

Black	1
White	2
Indian	3
Coloured	4

12. In the past your school would have been classified as:

House of Delegates (Indian)	1
House of Representatives (Coloured)	2
Transvaal Education Department (White)	3
Department of Education Training (Black)	4

13. Is your school a:

Primary school	1
Secondary school	2
Combined school (both primary and secondary)	3
Special school	4
Other (specify)	5

14. Which of the following best describes the language of learning and teaching at your school

Afrikaans (only)	1
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English (only)	2
Parallel medium (two languages for all subjects)	3
Other (specify)	4

15. Which of the following best describes your current designation	
Educator	1
Head of department	2
Deputy principal	3
Principal	4
Parent member of SGB	5

16. Which one of the following best describes the location of your school?	
Suburb	1
Township	2
Informal settlement	3
Rural	4

17. Which of the following best describes the quintile of your school?	
Quintile 1	1
Quintile 2	2
Quintile 3	3
Quintile 4	4
Quintile 5	5

Name of School? _____

SECTION B

Please indicate your answer to each question by placing a cross (x) in the block representing the category which best describes your views on the issues. Throughout the questionnaire, *previously disadvantaged learners* means a combination of all racial groups.

Marking instructions:

1. Select only one response
2. Please use a black pen
3. Select your answer by placing a cross(x) in the appropriate block

Questions 1 through to 9 below are about your current school

	<i>Below are a list of policies and practices the school can adopt to foster racial integration. Using the scale provided indicate whether your school has prioritised these policies and practices.</i>	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't Know
1.	The school has prioritised a racially diverse environment.						
2.	The school has prioritised a racially diverse staff of educators.						
3.	The school has prioritised racial integration among learners.						
4.	The School Governing Body (SGB) has prioritised developing a racially integrated school.						
5.	The School Management Team (SMT) has prioritised developing a racial integrated school.						
6.	The educators in this school have prioritised developing a racially integrated school.						
7.	The school has prioritised extra-curricular activities that promote racial awareness and racial understanding among learners.						
8.	The school has prioritised communication to the parents in a language they can understand.						
9.	This school has prioritised holding meetings at times which suit most parents.						

Section B2

	Below is a list of activities the SMT/SGB can perform in a school. Using the scale provided indicate your rating of their performance for each of the activities:	Very poor	Poor	Average	Good	Excellent	Don't Know
10.	Manage racial integration among all learners at your school.						
11.	Manage racial integration among the educators at your school.						
12.	Identify teaching strategies used to facilitate racial integration.						
13.	Celebrate racial diversity e.g. Cultural Day.						
14.	Encourage discussions between learners from different racial backgrounds.						
15.	Facilitate communication between educators from different racial groups.						
16.	Implement policies that promote racial integration.						
17.	Market the school to racially diverse groups.						
18.	Adhere to the schools admission policy that promotes racially diverse groups.						
19.	Address racial issues through the School's Code of Conduct.						

Section B3

	The presence of racially diverse learners can prompt educators to adopt different strategies. Thinking about your own experiences of racially diverse learners how often have you been prompted to:	Never	Rarely	Sometimes	Often	Always	Don't Know
20.	Include learners who do not speak English as their first language in class activities.						
21.	Use the curriculum to promote racial integration.						

22.	Develop lessons that would include racial awareness.						
23.	Adopt assessment practices that accommodate racially diverse learners.						
24.	Encourage interaction among learners of different racial backgrounds.						

Section B4

	The presence of racially diverse learners can lead to certain patterns of behaviour. Using the scale provided indicate how often each behaviour occurs in your school.	Never	Rarely	Sometimes	Often	Always	Don't Know
25.	Interaction between different racial groups during break.						
26.	Interaction between different racial groups during school excursions.						
27.	Interaction between different racial groups during 'free time'.						
28.	Establish racially integrated sports teams.						
29.	Establish racially diverse composition of Learner Representative Council (LRC).						

Section B5

Sections B5 are about the classes you teach

A)	What is the perceived effect of racial diversity in you classroom?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
30.	Learners from the biggest race group in my class have raised racial issues that have not been raised by learners of a less represented race group.						
31.	Racial diversity in my classroom allows for a broader variety of experiences to be shared.						
32.	Racial diversity in my classroom impedes the discussion of substantive racial issues.						
33.	Interactions between learners from different racial backgrounds in my classroom creates tension and arguments along racial lines.						
34.	Participation in classroom discussion by learners of a particular racial group is increased by the presence of other learners from the same racial group.						

B)	How important is the interaction between the learners of different racial backgrounds in your classroom to each of the following:	Not at all important	Low importance	Moderately	Important	Very Important	Don't Know
35.	Helping learners develop their ability to think critically.						
36.	Affecting the development of learners' leadership abilities.						
37.	Helping learners develop a willingness to examine their own perspectives and values.						
38.	Exposing learners to perspectives with which they disagree or do not understand.						

Effects of racial integration on school performance

C)	When racial diversity policy is applied it can lead to changes in quality. Using the scale provided indicate any change in the following as a result of racial integration:	Much worse	Somewhat worse	About the same	Somewhat better	Much better	Don't Know
39.	Quality of the school.						
40.	Quality of learner's experience.						
41.	Quality of academic performance.						
42.	Quality of teaching and learning.						

Section B6

School performance

Thinking about your school as a whole please rate the following factors using the scale provided:	Very Poor	Poor	Average	Good	Excellent	Don't Know
43.	Academic performance.					
44.	Quality of teaching and learning.					
45.	Quality of learners.					
46.	Quality of the school.					
47.	Quality of teachers.					
48.	Quality of management.					
49.	Quality of SGB.					

SECTION C: QUALITATIVE RESEARCH QUESTIONNAIRE

1. What do you understand by the concept racial integration?

2 a) What is your policy in promoting racial integration at your school?

2. b) How has the SGB committed to developing racially integrated internal policies?

3. a) Is racial integration included in the curriculum?

3. b) What racial awareness practices has your school applied in promoting extra-curricular activities among learners?

3. c) How do you put your admissions policy on racial diversity into practice?

3. d) How have the educators committed to developing a racially integrated school?

4. a) What are your thoughts about teaching racially diverse learners?

4. b) Has racial integration presented an opportunity for your school to promote nation building?

4. c) How has racial integration affected discipline at your school?

5. What are the support interventions for combating racism within your school?



APPENDIX F



INTERVIEW SCHEDULE

A. RACIALLY DIVERSE LEARNERS

Interview questions, sub-questions and probes

Introduction: Thank you for participating in this research project. I am a PHD student at the University of Johannesburg. I have a list of questions to guide this interview process. You have the right to withdraw from this interview at any time. Please inform me, should you require a break.

1. What is your perception of the school you attend?
2. Do you know the meaning of racial integration?
3. How do you interact with racially diverse learners at your school?
4. Are there any unfamiliar aspects of behaviour with regard to racially diverse learners? Please explain further.
5. What are the advantages and disadvantages of attending a multiracial school?
6. Are you friends with a different racial person or group?
7. Were you ever a victim of racial abuse at your school? Please explain.
8. Are you satisfied with the educators and management of your school regarding the management of racial integration of learners?
9. Are there any particular problems in the school?
10. What are your perceptions of the school in terms of racial integration?

B. PRINCIPAL, MEMBERS OF THE SMT AND SCHOOL GOVERNING BODY

Focus group discussion questions, sub-questions and probes

Introduction: Thank you for participating in this research project. I am a PHD student at the University of Johannesburg. I have a list of questions to guide this interview process. You have the right to withdraw from this interview at any time. Please inform me, should you require a break.

OVERVIEW

'As much as racial integration is an integral part of schools, it is however important to understand how managers have facilitated such integration since 1994'.

1. What are your experiences as school management and governance in facilitating and managing racial integration of learners?
2. What policies and strategies do you have in place with regard to the practice of racism?
3. Are you aware of any policies and strategies of racial integration?
4. Do you have other comments regarding on how to improve the management and facilitation of racial integration of learners and learners in public secondary schools?
5. Do you think racial integration has been successful at your school? Please explain.
6. Do you think there is a need for a racial integration programme at school level?
7. What should be included in such a programme?

APPENDIX G

Acknowledgment of Language Editing

Date: Wednesday, 09 December 2015

This is to certify that I have conducted Language Editing on the following:
Managing and facilitating racial integration in public secondary schools

By Shantha Naidoo

Algraham

Andrew Graham (BA, MA dist., PhD, University of Keele, UK)*



Telephone: 011 475 6724

Email: happy4andrew@hotmail.com

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*Former Tutor in Postgraduate Writing Centre and Managing Editor of ISI Accredited Journal

APPENDIX H



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2016-02-19

To whom it may concern

SHANTHA NAIDOO: BIBLIOGRAPHY

This is to confirm that I edited a Bibliography for Shantha Naidoo in February 2016. This edit entailed ensuring that the references complied with APA 6th edition protocols, querying those that seemed incomplete or incorrect and proofreading the final result.

Sincerely



Patricia Crain



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