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 **ROBERT MUGABE SCHOOL OF EDUCATIONAL FOUNDATIONS**

**FACULTY OF EDUCATION**

***The perception of teachers on the implementation of the multicultural education in primary schools in Khami district in Bulawayo Metropolitan Province in Zimbabwe* .**

Submitted by

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# DEDICATION

To JESUS CHRIST who died for our sins .

# ACKNOWLEDGEMENTS

First of all I would like thank the Almighty GOD for taking care of me during my studies at Great Zimbabwe University . I would also like to thank my supervisor Dr .C. Dekeza for the support and guidance during the research . I would also like to thank my children Tawananyasha , Melisa and Lindokuhle . My special thanks goes to my son Givemore Moyo for encouragement during my studies at GZU . Lastly I would like to thank the respondents from the schools in Khami district for availing data which was necessary for this study .

# ABSTRACT

The study sought to analyse the perceptions of the teachers on the implementation of multicultural education in primary schools in Khami district in Bulawayo Metropolitan Province . Qualitative research was used . The study used a case study research design in which questionnaires were distributed to teachers and interviews were administered to heads of the schools , deputy heads of the schools and teachers in charge . A total of 60 questionnaires were distributed to teachers . Two interviews were administered to the heads of school , two interviewees were administered to the deputy heads of school and two interviews were administered to the teachers in charge . The study revealed that the main benefit of multicultural education was that it brings unity among the learners . The study revealed that the main problem with multicultural education is that it leads to cultural domination . The study also indicated that the main challenge in implementing multicultural education is the negative attitudes of teachers .The study revealed that the main strategy in place to promote the implementation of multicultural education is the involvement of the community members . The study recommended that there should be awareness on the importance of multicultural education and community members and leaders should play a role in the implementation of multicultural education . The study recommended that teachers should have a positive attitude towards multicultural education and also the parents need to be taught on the importance of multicultural education .

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# CHAPTER 1

# 1.0: INTRODUCTION

This study seeks to assess the perception of teachers on the implementation of the multicultural education in primary schools. Some cultures are perceived to be major cultures as they are from dominant tribes such as Shona and Ndebele tribes whilst other cultures are perceived to be less dominant as they are from the minority groups. The Zimbabwean society is a made up of (multicultural society and) different sub cultural groups hence making multicultural education in Zimbabwe unavoidable and also a better tool to unite the Zimbabweans.

The chapter introduces the study on the perceptions of teachers on the implementation of the multicultural education in primary schools, the chapter further high lights the background of the study, the problem statement, the research objectives and research questions. The significance of the study and limitation of the study are also explained. This study would be carried out in Khami district in Bulawayo Metropolitan province of Zimbabwe.

# 1.1: BACKGROUND OF THE STUDY

Gollnick and Chin (1990 ) maintain that multicultural education is the learning of appropriate knowledge , attitudes and skills related to the respect and appreciation of different cultures and other differences which include race , ethnicity and religion .Democratic education systems recognise cultural diversity ( UNICEF , 2010 ) . The education policies in many countries have been made in such a way to accommodate all cultures ( UNICEF , 2010 ) . Thus in Sub Saharan African countries such as Zimbabwe , schools have been used as means of socializing learners about (spearheading) multiculturalism ( UNICEF , 2010 ) . Azzari (2011 ) argues that the schools were not implementing multi-cultural education . The attempts by the schools to create multicultural have been in vain ( Azzari , 2011 ) . In Zimbabwe, multi-cultural education was not implemented as indicated by most of the minority languages which were not taught in schools until the new constitution in 2013 ( Hadebe , 2014 ) .

According to Glover (1991 ) and Palmer (1990 ) , most societies in the world are made up of subcultures with different set of behaviour and beliefs that separates them from a large culture which they are part of .They further stated that ethnicity ,race , age of members and class separates people on the basis of subcultures . Palmer (1990) was of the view that in countries where population is made up of different cultural groups , multicultural education was more pronounced .

This study is motivated by the fact the Zimbabwean education system is made up of learners from different cultural backgrounds. Despite diversity in cultural backgrounds which is more common in Zimbabwean schools, the perception of teachers on the implementation of multicultural education in primary schools in Zimbabwe particularly in Khami district of Bulawayo has not received attention and hence remains unclear prompting this study. More authorities and studies should have been citied

# 1.2: STATEMENT OF THE PROBLEM

Scholars are of different views as to the impact of multiculturalism to the education system. Some are of the view that multi-cultural education brings unite (Palmer 1990 ) whilst others are of the view that multicultural education results in the dominance of some cultures on the other cultures that are deemed to be from minority groups for example (Hadebe , 2014 ) . The problem is that some marginalised minority groups raised complaints about lack of recognition despite the provisions of the new Zimbabwean constitution which state that all the 16 languages spoken in Zimbabwe should be taught in schools ( Hadebe , 2014 ) .Thus some cultures are receiving more attention than others in schools .This study seeks to determine the perception of teachers on the implementation of multi-cultural education in primary schools of Khami district in Bulawayo Metropolitan Province .

# 1.3: RESEARCH OBJECTIVES

1. To establish the perception of teachers on the benefits of multicultural education in primary schools in Khami district.
2. To establish the perception of teachers on the problems presented by multi-cultural education in primary schools in Khami district.
3. To determine the challenges faced by schools in implementing multi-cultural education in primary schools in Khami district.
4. To determine the measures being to successfully implement multicultural education in primary schools in Khami district.

# 1.4: RESEARCH QUESTIONS

1. What are the perceptions of teachers on the benefits of multi-cultural education in primary schools of Khami district?
2. What are the perceptions of teachers on the problems presented by multi-cultural education in primary schools in Khami district?
3. What are the challenges faced by schools in implementing multi-cultural education in primary schools in Khami district?
4. What are the measures being taken to implement multi-cultural education in primary schools in Khami district?

**1.5: SIGNIFICANCE OF THE STUDY**

The study would be of significance to various interested parties for example teachers, parents, pupils, education officers, government organisation especially the Ministry of Primary and Secondary education.

The following section will explain how each of the mentioned stakeholders benefits from the study.

**Teachers**

The study will highlight the problems and the benefits of multicultural education in primary schools. This will enable teachers to come up with better ways of implementing the multicultural education in primary school.

**The Ministry of Primary and Secondary**

The Ministry of Primary and Secondary education will be in a position to come up with the policies and measures to smoothly implement multicultural education in the primary schools of Zimbabwe. These policies would seek to address the problem of cultural dominance in schools and ensure that learners from various cultural background have a level learning platform and their cultures are embraced .

**The parents**

This study will be of help to parents as it will highlight the significance of multicultural education in primary schools and also the problems presented by it. The parents would be in a better position to assist the schools in the implementation of multi-cultural education in primary schools.

# 1.6:ASSUMPTIONS OF THE STUDY

According to Simon (2011) ,assumptions of the study are those things that are out of researcher’s control , where their absence would make the study irrelevant . The following are the assumptions which were used in this study .

* Respondents have a general understanding of the concept multi-cultural education.
* The researcher will get funds to complete the study.
* Respondents will co-operate and disclose accurate and relevant information for this study.
* The researcher will get time to carry out the research.

# 1.7: LIMITATIONS OF THE STUDY

According to Hadebe (2012 ) , limitation of the study are barriers or constraints which make it difficult for the study to be undertaken . This study views limitation of the study as constraints faced by the research in carrying out the study .

## 1.7.1 Inadequate financial resources

Lack of adequate funds by the researcher to finance the research and collect enough information. This is because the researcher would be having other commitments other than this research that requires funds .If the funds were adequate the researcher would add other schools from the Khami district in the sample .The researcher would compile a budget in order to determine the cost of the whole research.

## 1.7.2 Time constraint

limit as the researcher has other commitments .The research would make a time table so as to effective allocate time of the study, work and also concentration on the courses.

**1.7.3 Confidentiality reasons**

Some respondents might not answer questions due to other commitments and might not disclose information for confidential reasons .However the researcher would request a letter from Great Zimbabwe University which shows that the research will be for academic use only and this will make the respondents have confidence in answering questions .The researcher will use questionnaires to gather primary data so that the respondents are given much time to respond to questions.

# 1.8: DELIMITATION OF THE STUDY

 According to Simon (2011 ) , delimitations of the study are the features which restrict the scope and boundaries of the study .The scope of the study would be limited to the teachers’ perception on the implementation of multi-cultural education in primary schools in Khami district .The problems and benefits of multicultural education in primary schools would be assessed, the challenges faced by schools in implementing multicultural education in primary schools of Khami district would be assessed. The measures being put in place to facilitate the implementation of multicultural education in primary schools would be determined.

## 1.8.1: Geographical Delimitations

The study would be carried out at selected primary schools in Khami district. This is due to the fact that the schools in Khami district have pupils with different cultural and language backgrounds.

## 1.8.2: Conceptual delimitations

This study seeks to research on the perception of teachers in the implementation of multicultural education in primary schools in Khami district . The problems and benefits of multicultural education in primary schools would be assessed; the challenges faced by schools in implementing multicultural education in primary schools of Khami district would be assessed. The measures being put in place to facilitate the implementation of multicultural education in primary schools would be determined.

# 1.9: ORGANISATION OF THE STUDY

The research would be organized in five chapters:

 Chapter 1 - This chapter was an introductory chapter to map the actual path into the research study as it outlined the background to the problem, objectives , research questions ,justification of the study ,assumptions of the study ,scope of the study and limitations of the study.

Chapter 2 - Would represent the literature on the teachers’ perception on the implementation of multi-cultural education in primary schools .The problems and benefits of multicultural education in primary schools would be assessed, the challenges faced by schools in implementing multicultural education in primary schools would be assessed. The measures being put in place to facilitate the implementation of multicultural education in primary schools would be determined.

Chapter 3 -This chapter will give a detailed research design, sampling and data collection methods used for the research. It will cover the methodologies used in obtaining both primary and secondary data using various methods and techniques.

Chapter 4 -Will look at data analysis and presentation, raw data collected would be analysed and presented.

Chapter 5- Summarization of the research findings, recommendations and conclusions on the research topic will form this chapter and this will be the last chapter of the dissertation.

# 1.10 CHAPTER SUMMARY

This chapter looked at the background of the study , the statement of the problems , research objectives and research questions . The significance of the study was stated . The limitations of the study , delimitation of the study and also the scope of the study was also stated .The following chapter , that is chapter 2 focuses on the literature review .

# CHAPTER 2: LITERATURE REVIEW

# 2.0 INTRODUCTION

In this chapter the researcher analyses and evaluates the perception of teachers on the implementation of the multicultural education in primary schools .The researcher analysed and evaluated available literature concerning the perceptions of teachers about the benefits of multicultural education in primary schools , the perception of teachers on the problems presented by multicultural education , challenges faced by schools in implementing multicultural education in primary schools and the measures that are being taken to implement multicultural education in primary schools .

# 2.2 THEORETICAL FRAMEWORK

Various scholars are with mixed views on which theory explains properly the perceptions of teachers on the implementation of multicultural education in schools. Theories namely the conservative theory, the liberal theory and the critical theory have put the ways of implementing multicultural education in primary schools at crossroads.

## 2.2.1 Conservative Multiculturalism

According to Banks (2001), conservative multiculturalism is based on the assimilation notion as a way of dealing with cultural diversity issues. Jenks et al (2001) stated that under conservative multiculturalism, the minority learners are assimilated in to the main stream culture by schools. Thus there is ignorance of differences in cultures among the learners in order to ensure homogeneity and also to have control of other cultural groups as a way of maintaining the status quo. Thus there is equal treatment of every culture so that the learners are homogenous (AlHaj, 2002). According to Nylund (2006), in conservative multiculturalism there is suppression of cultural differences among the learners. Thus suppressing cultural differences is beneficial in that it results in the learners observing the cultures of other groups and hence removing domination of some culturesby few cultures which are deemed dominant. This indicates that multi cultural education under the conservative theory improves communication among learners from various cultural backgrounds. Leeman and Keid (2006) agree with Jenk et al (2006) by stating that conservative multiculturalism enables the learners who come from minority cultures to fit properly to the education system that is dominated by the dominant culture. Thus since there is a notion that in multicultural education the differences in culture among the learners do not play an important role, this indicates that the academic standards are uniform to all learners ( Jenk et al,2006). This is also of benefit in that the learners from minority cultures view themselves as part of the education system and this may reduce isolation and alienation.

Conservative multiculturalism emphasises on the importance of contribution of ethnic, cultural and racial differences among the learners to the dominant culture. This means that when the teachers are using conservative multiculturalism approach, they should put the learners cultural differences aside so that the learners from minority cultural backgrounds are assimilated into the dominant cultural backgrounds. However, the present challenge is that those learners from minority cultures are dominated by those from dominant cultures and they lose sense of belonging ( Jenk et al ,2006 ) .

This may mean that conservative multiculturalism brings benefit in that since equal importance to each and every learner results in unity among the learners. It also removes cultural domination ( Jenk et al ,2006 ) . However for conservative multiculturalism to be successful, the challenges such as community and parental resistance should be overcome ( Jenk et al ,2006 ) . The school multicultural environment should be in such a way that it supports learning of other cultures and second languages( Jenk et al ,2006 ) . The home environment should be supportive to the learners to the extent that parents also teach the learners how to observe other cultures and languages( Jenk et al ,2006 ) .

## 2.2.2 Liberal Multiculturalism

According to AlHaj (2002), liberal multiculturalism states that there are inequalities among the people in the country and they are not caused by cultural deprivation but the main causes of inequalities are the lack of educational and social opportunities. Therefore this theory indicates that the main challenge to multiculturalism is structural as it is caused by lack of educational opportunities and social opportunities. This also indicates that the social class is an obstacle to multicultural education. Thus liberal multiculturalism is different from conservative multiculturalism because it recognizes diversity and pluralism of culture and also accepts the cultural differences ( Leeman and Ried , 2006 ) and ( Jenks et al, 2006 ). Thus the major goal of liberal multiculturalism is the creation of tolerance among people with different cultural backgrounds. This is beneficial in that once tolerance is created among the learners from different backgrounds, the cultural background of all the learners is observed and this results in unit in the class room. According to Nylund (2006), the liberal multiculturalism has a disadvantage that it fails to usher long term solutions which includes problems as a results of social inequalities and racism. Jenk et al (2006) agrees with Nylund (2006) by stating that both liberal multiculturalism and conservative multiculturalism are similar in that they are of the view that equity and excellence in the dominant culture will be brought by laws and policies. Thus liberal multiculturalism and conservative multiculturalism support dominant culture and this pose a serious challenge in the implementation of multicultural education in primary schools. Liberal multiculturalism fails to address challenges and problems that emanate from inequalities in the societies. The inequalities in the societies might find their way to the class room and disturb the implementation of multicultural class.

## 2.2.3Critical Multiculturalism

According to Jenk et al (2001), critical multiculturalism stresses that coming up with critical and transformative questions can address educational equality and excellence issues. Thus critical multiculturalism deals with diversity of culture and also seeks to give liberty to critical educational practices which are employed from critical theory, post modernism and feminist. Diversity in culture is used as a way of solving, revisiting challenging principles that are common to both minority and dominant cultures so as to create a democratic common culture. Thus the critical multiculturalism empowers the learners to come up with critical inquiry which is collaborative which can assist the learners in appreciating social realities of their societies and their lives. Source Thus the learners are able to find ways of transforming their realities by embarking on some methods of social actions.

According to Cummins (2002), critical multiculturalismemphasises that learners have deep learning which encourages critical reflection and thinking, Cummins (2002) viewed the classroom as a community of learning and hence critical multiculturalism helps the learners and the teachers to create knowledge collaboratively. Thus critical multiculturalism is very important in the implementation of multicultural education as it allows both the learners and the teachers to collaborate in solving cultural issues in the classroom. Thus critical multiculturalism empowers teachers and the learners to develop skills in decision making and also in taking social action. Banks, 2001), Banks (2004). Nieto (1997) and Cummins (2000) were in agreement that learners are viewed as individual learners under critical multiculturalism. Thus this encourages learners to have a clear comprehension of their socio – cultural realities and also be able to come up with informed decisions which transform the situations in the society. Critical multiculturalism is very beneficial in the multicultural class as it ensures that teachers and learners work together in coming up with skills and knowledge of solving the issues that are inherent in the society.

# 2.1 THE CONCEPT OF MULTICULTURAL EDUCATION

According to Banks (2004) multicultural education is a concept which is used to describe many different school programs, material and practices which help the learners with diverse cultural background to have experience of education equality. Banks (2004) stated that it was incorrect to view multicultural education as a mere reform of the curriculum which adds the content from diverse groups. Thus Banks (2004) was of the view that multicultural education is more comprehensive than mere curriculum reform as it is characterized by five dimensions. According to Banks (2004), the five dimensions include content integration, prejudice reduction, knowledge construction and empowering school culture and equity pedagogy.

## 2.1.1 First dimension: Content Integration

According to Banks (2004), content integration is the use by the educators of examples and content from different cultures to make it as illustration of important concepts, theories and generalization in teaching the subjects. According to Banks (2004), intergroup education was introduced in America following the riots between the Black Americans and the White Americans in order to teach the learners content relating to cultures so as to reduce racial and cultural discrimination. Therefore content integration creates racial and cultural harmony. Content integration includes the addition of histories and cultural beliefs of other people into the curriculum. Banks (2004) was also of the view that there were four phases of content integration in America. Phase one involved educators being interested in the knowledge of culture and history pertaining to the minority groups and the inclusion of such in the school curricula and the curricula should be teacher – education curricula. The second phase involved educators realizing that it is not adequate to incorporate the studies of history and ethics.Source?

Thus under phase two, multicultural education seek to introduce systematic and structural reforms into the curriculum. The third phase is about the additions of voice and the interest of the victimized groups into the curriculum ( Banks , 2004 ) . The fourth phase is about theory development, practice and research which interlink the variables which are linked to gender, race and class (Banks 2004).Teaching the learners about the content of other cultures ensures that the learners have knowledge of other cultures and they are able to derive value from other cultures. However this dimension of content integration fails to take into consideration that inorder for the learners to have a positive attitude towards the content, this should stem from the home and the community. The home and the community is a challenge to content integration in that it is the first step which determines the attitudes of learners towards integrating the content from other cultures. Thus for content integration to be sound in enhancing multicultural education , there is need to ensure that such content is aligned to the interest and views of the communities towards content integration .

## 2.1.2 Second dimension: Knowledge construction process

The dimension of knowledge construction process states that there is subjectivity and objectivity about the knowledge which reflects cultural, social and positions of power of people in the society (Banks 2004). Thus Banks (2004) is of the view that learners should come up with their own ways of interpreting reality as a result of the subjectivity of knowledge. Thus the integration of content in relation to multiple cultures into the curriculum gives the learners room to use their own interpretations for example studying food varieties of various cultures. Thus this stage leads to understanding of other cultures. According to Appelbaum (2002), the second approach which is known as additive approach involves the additions into the culture of concepts, themes, ethnic content and perspective. The third approach is also known as the transformation approach.That is where there is a change of structure and perspective of the curriculum (Appelbaum, 2002). This gives the learners ability and capability to view issues, events and concepts from the point of view of different types of people. Thus the goal of the third approach is to improve the understanding of the learners on the nature, complexity and development of various cultures through adding various points of view (Banks, 2004). The fourth approach which is known as the social action approach consists of teaching of the learners so as to have a view of the society through important lens and take corrective action. Thus, in this approach the social action approach, the learners begin to question first the existing ideologies and become active members of the society.

## 2.1.3 Third dimension: Prejudice reduction

Banks (2004) was of the view that prejudice reduction is driven by the evidence that children as young as three years have an awareness of differences in language, culture and race. Thus according to Banks (2004), the intercultural curriculum has a positive impact on the attitudes of the learners and thus teaching them other cultures reduce prejudice. According to Banks (2004), this dimension of prejudice focuses on assisting learners at elementary stage to develop democratic behavior, values and attitudes.

## 2.1.4 Fourth Dimension: Equity pedagogy

Banks and Banks (2000) were of the view that equity pedagogy helps the learners form various cultural and ethnic backgrounds to obtain knowledge and attitudes which are needed to help them make and perpetuate a fair and democratic society. This means that equity pedagogy enhances teachers to leave their traditional teaching techniques and adopt a broad belief. Thus the learners become knowledge producers and are not passive receivers of knowledge from their teachers .Thus they develop their own understanding of the cultural diversity (Banks, 1995).

## 2.1.5 Fifth Dimension: Empowering school culture and social structure

This dimension of empowering school culture and social structure takes place when there is transformation of the structure of the school which allows the learners with social class, racial, gender and ethnic diversity to have a sense of empowerment. This means that there should be transformation among the learners so that they can feel empowered. Thus changing in testing methods and change in curriculum helps the learners to feel equal and also empowered (Banks, 2004).

# 2.3 PERCEPTIONS OF TEACHERS ON THE BENEFITS OF MULTICULTURAL EDUCATION

According to Wilkins (2000), multicultural education has social advantages as it facilitates teaching of learners about the external world or the world around them. Stapleton (2013) concurred with Wilkins (2000) by stating that, home is the place where education starts but the learners must focus outside their homes so as to be abreast with the external world or the world around them. Sleeter and Brynoe (2000) were of the view that multicultural education helps the learners in primary schools to oust ignorance. Thus multicultural education prevents individual learners from isolation. Banks (2002) was of the view that the learners should understand their individual cultures first and then learn other cultures. Bennet (1999) was of the view that the world is now interconnected as a result of globalisation, migration and technology advancement and hence this is the reason why multicultural education is important in primary schools so that learners learn other cultures from a tender age.Shetterly (2012) concurred with Bennet (1999) by stating that the world is now a global village and multicultural education is beneficial as it brings togetherness among the people. Shetterly (2012) was of the view that multicultural education is of benefit as it facilitates the creation of global awareness to learners who would also have an upper hand in the job markets. Shetterly (2012) stated that the introduction of multicultural education activates the tomorrow’s citizens that would help to unite the world. The study which was conducted by Duncan (2005) in South Central Los Angeles on the benefits of multicultural education revealed that the interview with teachers indicated thatmulticultural education unite the learners and also make the learners to be abreast with the outside world .

Cummins (2008) was of the view that multicultural education brings about ethical standards which any country strive to meet through democracy. However Bennet (1999) disagreed with Cummins (2008) by stating that multicultural education is very evil as it dehumanise other learners as it does not support the equity among cultural groups at school. Ramsey (2008) stated that multicultural education was of benefit as it fosters the understanding and recognition of other cultures which is important in human interaction in this global village. According to Stapleton (2013) multicultural education teaches the learners to be brave and to be tolerant participants in societies.

Wilkins (2000) was of the view that multicultural education prepares the learners to be responsible future adults and also give them the chance to participate globally when they become adults. Shetterly (2012) was of the view that multicultural education at primary level of education helps to eliminate racism at the national level overtime. According to Ramsey (2008) multicultural education supports the creation of an equitable world. This means that multicultural education supports equal treatment of each culture. Bengen (2001) viewed prejudice as a negative feeling and attitude towards certain group of people as a result of fault definition. According to Bergen (2001) multicultural education removes the biases and family attitudes from the mind of the learners and hence eliminates prejudice. This makes learners to have a spirit of togetherness and hence to be close to each other and support each other regardless of differences in cultural backgrounds.

Bergen (2001) was of the view that the children learn attitudes and biases from their parents or from the family members at the age of three years. This means that they know the social group they belong to and have a feeling of love and loyalty to that group. Bergen (2001) stated that multicultural education helps to remove the mentality of children which is biased towards their parents and their culture. Bergen (2001) was of the view that multicultural education neutralise the impact of parental modelling on learners. Banks (2002) concurred with Bergen (2001) that as the child receives more of multicultural education with age, he or she gains experiences about the world around him or her and this reduces family modelling which may be biased against other cultures. Bergen (2001) was of the view that elementary education is the first stage of education and hence multicultural education helps to refute the prejudiced idea. Cummins (2008) was of the view that multicultural education helps children to have tolerant thinking patterns and it fosters on having interaction with learners from the diverse racial and cultural background.

Ramsey (2008) stated that multicultural education reduces negative stereotypes against other cultures. However according to Shetterly (2012), multicultural education should be positive in order not to approve negative stereotyping. Banks (2002) concurred with Shetterly (2012) by stating that the school curriculum must support issues to do with equity and social justice. Banks (2002) stated that the multicultural education in USA between 1960 and 1970 during the civil rights movements reduced discrimination of learners from minority groups such as the African Americans. Banks (2002) was of the view that multicultural education through intercultural movement in 1970s in USA reduced tensions between Black American group of learners and White American group of learners. Banks (2002) was of the view that the major emphasis of multicultural education in 1970s in United States of America was interracial and intercultural harmony among the learners from different cultural backgrounds. Sleeter (2005) referred to multicultural education as ethnic empowerment or single group studies. Tiedt and Tiedt (1990) were of the view that multicultural education helped in reducing separation of learners according to race and culture. Tiedt and Tiedt (1990) supported their argument by referring to the outcome of the Supreme Court case, Brown versus Topeka Board of Education where it was ruled that state laws that encouraged the White and Black to have separate schools were unconstitutional. According to Sleeter and Grant (1999) multicultural education enhances respect, love and also proper communication among the learners from different cultural backgrounds. This means that multicultural education eliminates cultural and language differences among the learners bringing the spirit of mutual respect and togetherness. Sleeter and Grant (1999) were also of the view that multicultural education creates awareness of the group of people who are oppressed and address the negative views of the people against the oppressed cultural groups. Therefore multicultural education supports human diversity and give equal opportunities for the learners to communication and be able to socialise with learners of different cultural background .

Banks (2001) was of the view that multicultural education eliminates social stratification and creates justice and observance of equal rights for everyone. Banks (2001) stated that multicultural education is important as it reforms the learners and the education system with diverse ethnic and also social classes and also brings equality, fairness and justice in education. This means that as a result of the implementation of multicultural education, learners have equality in access to education, are able to challenge injustice and identify themselves positively despite differences in race and ethnicity groups.

The study by Falbo and DeBaessa (2006) which was carried out in Mayan and was based on the academic achievement of Ladino and Indian learners revealed that those learners who were introduced to multicultural education had an improvement in reading and mathematical skills which positively affected their academic performance. This may mean that multicultural education helps the learners to interact regardless of cultural beliefs and therefore improve on their reading which results in improvement in academic performance.

 Save Ethnic Studies .Org (2010) stated that multicultural education brings positive impact on the academic performance of the learners as it improves reading. Sam and Berry (2010) were in agreement that multicultural education makes the learners from weaker cultures to be accepted to the dominate cultures and this removes stress, anxiety and sense of being isolated. Sam and Berry (2010) were of the view that multicultural education affects the learners psychologically as it brings about sense of identity and social competence which have an impact on their academic performance. However, Buriel (2000) was in disagreement with Sam and Berry (2000) by stating that multicultural education results in the erosion of the native culture, hence this has a negative impact on social identification of learners. Buriel (2000) further stated that multicultural education poses a risk that learners end up belonging to inferior groups. Sam and Berry (2010) concurred with Buriel (2000) by stating that multicultural education results in acculturative stress which leads to anxiety, feeling of being isolated, identify confusion, feeling of being marginalised and depression. The study by Felieciano (2001) which focussed on how immigrant culture affects dropout rates at high schools in United States revealed that those learners who were at risk of dropping out were those whose families were not bicultural. This implies that multicultural education reduces school dropout rate. Feliciano (2010) was of the view that the learners who were bicultural achieved better in school as they were able to utilise resources which are present in the society positively. Buriel (2000) concurred with Feliciano (2010) by stating that multicultural education makes the learners to be good at problem solving, improves their interpersonal skills and this improves their access to educational resources at school which improves their academic performance. Buriel (2003), taking evidence of Tueson and Guatemala classrooms, stated that multicultural education results in improvement in cultural competences and improves the skills of the learners and makes them succeed in school. Cohen et al (2006), Scmader (2002) and Davis et al (2006) were in agreement that multicultural education removes negative stereotyping against other cultures. Neutralisation of negative stereotyping results in improved academic performance of the learners. Vasquez (2005) was of the view that multicultural education results in positive self-concepts in learners suffered lack of inclusion of their ethnic histories. The study by Vasquez (2005) which focussed on academic performance of Latino speaking learners on reading Chicano text revealed that multicultural education gave learners the sense of ethnic legitimization and personal legitimisation.

The study which was conducted by Perso (2012) in United States of America, which used a sample of 140 primary schools, revealed that multicultural education supported equal opportunities for the learners regardless of the cultural background. This implies that multicultural education provided learners in the United States of America with equal opportunities and this resulted in the reduction of discrimination.

The study which was conducted by Bennet (1999) in the United States of America revealed that teachers were of the view that multicultural education in the United States of America brought about cultural pluralism which brought unity among the learners. The study which was conducted by Banks (1995) in United States of America revealed that multicultural education is beneficiary in enhancing the realisation of the minority groups, their languages and cultures. Banks (1995) discovered that multicultural education was very important in USA as it resulted in reforms in schools and hence providing equality in education among the learners from different classes in the society, ethnic and racial groupings.

The study which was conducted by Yosso and Solorzano (2006), which focussed on the benefits of the implementation of multicultural education in Mexico, revealed that multicultural education brought unity among learners who were Mexican Americans and Caucasians.

# 2.4 THE PERCEPTION OF TEACHERS ON THE PROBLEMS PRESENTED BY MULTICULTURAL EDUCATION

According to Kehoe (2004), multicultural education is counterproductive as it fails to address inequalities in terms of the materials between the minority and the majority. Kehoe (2004) was of the view that from the beginning multicultural education lacks universal definition and therefore naïve. Banks (2004) was of the view that the implementation of multicultural education varies along a continuum which ranges in one end form contribution level to social action level in another end. This means that failure to fully implement it would result in it failing to bear fruitful results and failure dismally. According to Gibson (2010), the multicultural education fails to address the study of languages and cultures from the minority groups.

Van Vunren and Van Weshuizen (2007) concurred with Mitchell (2003) by stating that the belief that multicultural education is emancipation is misleading and deceiving. They were of the view that multicultural education encourages the knowledge of one culture more than the others which makes some cultures isolated .Banks (2004) was of the view that cultural diversity is not given any place in the classroom. Gorski (2006) was of the view that the feeling of otherness due to ignorance of other cultures results in learners from the ignored culture, ignored and inferior. Banks (2004) stated that the social class, ethnicity of learners and race may be used as the basis to isolate those as a result of failure by multicultural education to accommodate cultural diversity. Grant and Sleeter (2001) concurred with Gorski (2006) by stating that the school value cultural pluralism more than cultural separation which poses a problem to learners. Mitchelle (2003) was of the view that due to multicultural education, cultural relavists are created and these learners have no mind for unity and they lack the interest to align themselves with minority cultural concerns.

A study which was carried out by Thomas (1995) in China, that gathered data from 250 primary school teachers using questionnaires and was based on the problems of multicultural education show that teachers stated that multicultural education resulted in low or bad academic performance for the learners. The teachers were of the view that the learners from the minority cultural groups in China were afraid to ask questions in class due to critisms and also the fear of giving wrong answers in the class, This also concurs with the study which was conducted by Witsel (2003) which was carried out in China, which indicated that multicultural education does not lead to improvement in academic performance of the learners because the learners have to learn the content in the second language. This is also supported by Cooper et al (2004) who states that there is need for language proficiency in order for the learners to cope in the multicultural class.

Matsumoto (2003) was of the view that multicultural education results in racial outburst as it gives birth to value relativism. Manning and Baruth (2008) were of the view that multicultural education fails to deal with racism in the society. Bode (2010) concurred with Manning and Baruth (2010) by blaming multicultural education that it ignores power inequalities among different cultures. Thus multicultural education ignores the structural dimension of racism. Vandeger (2003) was of the view that multicultural education has been a failure in South African countries as it fails to empower the learners from black groups. Banks (2009) stated that in order for multicultural education to be effective, it should be implemented at both transformative and social action level. Mclaren and Torres (1999) were in agreement with Bode (2010) by stating that in United States of America, multicultural education deals with affirmation of differences rather than racism. Meir and Hartell (2009) were of the view that the problem of multicultural education centres from the mere problem that it ignores the social structure factors as it carries the belief that racism is caused by ignorance by individuals and individual prejudice. Kirova (2008) stated that it is very difficult to attribute individual ignorance as a cause of racism.

Kirova (2008) was also of the view that another problem for multicultural education is that it is heavily concerned with culture and hence fail to observe social and political conditions as the cause for inequalities in societies with different cultures. Thus multicultural education sides steps the real and important issues (Kirova, 2008). Meir and Hartell (2009) concurred with Fante (2003) by stating that another problem of multicultural education is that it is based on a weak and wrong assumption that comprehension of culture results in racial harmony and tolerance. Vandeger (2003), Banks (2009) and Kirova (2008) were in agreement that the assumption that prejudice is as a result of ignorance and shortages of knowledge of other culture and that there is enjoyment of equality in social status in all cultures and that multi cultural education is viewed as a solution is mistaken and wrong assumption. According to Vandeger (2003), multicultural education does not bring social change but brings social control. Multicultural education does not avail educational transformation process and structures of the institution transformation.

The study which was conducted by Cooper et al (2004 ) in East Asia which gathered data from teachers who were drawn from a sample of 50 primary schools and the teachers revealed that learners were not willing to take part in the multicultural activities as the new class was not familiar to them.This means that the teachers were of the view that the multicultural class was not familiar to the learners and the learners had difficulties in coping with the multicultural class.

# 2.5 CHALLENGES FACED BY SCHOOLS IN IMPLEMENTING MULTICULTURAL EDUCATION

Implementing multicultural education in schools is very difficult. Banks (2004) was of the view that the challenges of multicultural education include inadequate knowledge and training on the use of materials to support multicultural education, lack of empowerment for teachers and curriculum.

## 2.5.1 Acquiring knowledge

According to Landsman (2001), teachers need to put in place four areas of knowledge to match the needs of the teaching style and the curriculum, multicultural education major paradigm, cultural and historic knowledge of various ethnic groups in order to implement multicultural education. Banks (2004) concurred with Landsman (2001) by stating that the paradigm of differences in culture is very important to multicultural education. Powers (2006) stated that cultural deprivation paradigm put problems relating to education on learners through the deficit assumption. According to Banks (2004), the challenges in implementing multicultural education are inadequate ways or methods to educate learners. According to Castro (2010), the student teachers have a challenge that they were trained in theory of multicultural education and hence they have difficulties in applying it. Castro (2000) was of the view that student teachers have no ability to provide instruction in multicultural classes. Powers (2006), Banks (2004) and Castro (2010) were in agreement that lack of training in theory and practise in multicultural education is the major difficult experienced in implementing multicultural education in schools.

## 2.5.2 Changing Curriculum

According to Landsman (2001), many teachers whether trained or not trained in multicultural education begin their teaching courses in schools where there is full integration of multicultural education and hence they have challenges in adapting and in integrating to the existing curriculum. The teachers need to adopt the new curriculum which creates anxiety on the part of teachers (Castro (2010), Husband (2010) and Landsman (2001). Husband (2010), Castro (2010) and Landsman (2010) were in agreement that teachers have a challenge on how to negotiate learners’ cultural needs whilst they are designing and adapting to the curricula. According to Kleyn (2011), resources which most of the time are scarce are important when the culture and language of the learners need to be included and affirmed.The study which was carried out by Mlotshwa (2015) in Zimbabwe which included a sample of 40 primary schools drawn from each of the ten provinces in Zimbabwe revealed that the education curriculum supported multicultural education but however, practically two cultures namely Ndebele and Shona were taught in many corners of the country as compared to other minority cultures. The study which was carried out by Maseko (2013) in Zimbabwe revealed that the teachers were of the view that they had difficulties in implementing multicultural education because they are not being consulted when the curriculum is being formulated.

## 2.5.3 Communicating Complexity

According to Husband (2010), the teachers find it difficult to create multicultural knowledge and also to include the curriculum in multicultural education in the classroom. Husband (2010) and Kleyn (2011) were of the view that another challenge which the teachers are facing is the limited time of lessons and lack of multicultural material. Kleyn (2011) was also of the view that the material is complex. Kylen (2011) was of the view that the teachers should bring together various cultures into the classroom and that is very challenging. The study by Kleyn (2011) which was based on the challenges faced by teachers in implementing multicultural education in United States of America (USA) revealed that teachers had difficulties in combining variety of cultures which learners from Latin America come with in USA. Kleyn (2011) concurred with Husband (2010) by stating that the teachers have difficulties in learning about issues concerning multicultural inclusion in their classrooms and also they lack the knowledge of that multicultural content to include. Kleyn (2011) and Husband (2010) were in agreement that teachers end up simplifying the representation of the values and culture they select so as to fulfil the demands of multicultural education application in the classroom. This means that the teachers end up applying the basics and not the details of the cultures they choose and hence this results in limited knowledge on the part of the learners.The study which was carried out by Mlotshwa (2016) revealed that it is difficult to implement multicultural education in Zimbabwe because the learners are used to communicate in their mother languages at home and then they only usethe second language in school.This means that the second language is only limited to the school premises and it is not supported at home.

## 2.5.4 Valuing Multiculturalism

According to Castro (2010) and Banks (2004), teachers have difficulties in practically applying multicultural education. Castro (2010) was of the view that the school system, the school administration and the parents were the set back in implementing multicultural education. Johnson (2001) stated that the restricted authority of the school administrators in class pose a challenge in the implementation of multicultural education. Powers (2006) concurred with Johnson (2001) by stating that the fact that the principals and the heads of schools are under the control of the national and district policies which regulates budget establishment, curriculum standards, the education requirement for teachers , testing frequency , classroom duration and the preparedness of learners creates a gap between the teachers and the heads which pose a challenge in the implementation of multicultural education .All these forces affect what is required to be taught and what can be freely taught. These factors cause difficulties in teachers planning for lessons and what should be taught in classrooms. Thus these forces according to Powers (2006) do not regard the multicultural education needs of learners and also do not consider factors such as the appropriateness of the content and complaints from parents and also concerns and the needs of teachers who teach multicultural class. Therefore according to Castro (2010), these restrictions from multicultural curriculum which are inherent in the school structures and also the responses of parents pose difficulties in multicultural education. Castro (2010) and Hanna (2012) stated that the standard testing were a major challenge in the implementation of multicultural education. Castro (2010) stated that the standardised test forced the learners to answer in one culture’s perspective which does not address multicultural perspective. This reveal that multicultural education devaluates as a result of structural causes (Murray, 2012). Castro (2010) was of the view that the stand test emphasises on the performance and compromise of multicultural education in that teachers tend to exclude multicultural curriculum in order to achieve high standardisation across the class. The study by Castro (2010) on the challenges of implementing multicultural education in USA revealed that the teachers responded by stating that the parents had meetings with principals to express their dissatisfaction about multicultural education and the way it erodes their native culture. Thus the parents were of the view that the multicultural education causes destruction to their native culture. This also means that the parents have not consented to multicultural education and this makes it difficult for the teachers to implement multicultural education (Husband, 2010).

The studies which were carried out by Hadebe (2000 ) stated that despite the fact that Zimbabwe is a multicultural society, multicultural education is not supported by parents and the communities because when such policies are formulated , parents and the community are not consulted. Hadebe (2000) stated that the parents do not support their children to learn other cultures because of the fear that their children might end up losing their identities and values. The study by Hadebe (2000) stated that even the media does a little in addressing in equalities in the dissemination of the information and this makes the learners not like to learn other cultures.

# 2.6 MEASURES THAT CAN BE TAKEN TO IMPROVE IMPLEMENTATION OF MULTICULTURAL EDUCATION

## 2.6.1 Flexible organisation of classes

According to Grant (2005), in order to effectively introduce multicultural education, the classes should be organised flexible so as to meet the learning objectives. The study by the Centre for Education Research and Innovation (CER) (2012) in South Korea in Miwon Primary school which was focused on the multicultural education in Miwon Primary School revealed that the learners were subjected to bilingual education and this was called NuriBhan. The bilingual education (NuriBhan) had the objective of assisting learners with various cultural backgrounds to adapt to school life of South Korea and to have knowledge of the school curriculum subjects. Learners with different cultural backgrounds were taught lessons in Korea language. This according to CERI (2012) was integrated classrooms which had a mixture of learners from different cultures and learners who were Korean monoculture. This was done to revamp the self identity of the learners so that they respect one another and so that they comprehend various cultures.

## 2.6.2 Knowledge construction

According to McKinney and Soudien (2010), diversity of knowledge from the learners with different cultural backgrounds needs to be recognised. May (2009) was of the view that curriculum should be aligned to the diverse knowledge of diverse cultural background. Ghosh (2002) was of the view that the curriculum and teachers should appreciate knowledge from learners from various cultural backgrounds. Ghosh (2002) was of the view that the teachers who teach classes with minority groups should encourage learners to be active in class not to be passive listeners. Thus the teachers in a minority class should take the needs of the learners serious and be transformative intellectuals. Nduna (2006) was also of the view that teachers comprehend that knowledge is power. The study which was carried out by Chang et al (2009) in China, Mexico, Canada and the United States of America revealed that the teachers were treating learners from minority cultures as passive listeners and they could not listen to the voices of the learners during the lessons. According to Moll and Gonzalez (2004) teachers should listen to the knowledge of the learners from various cultures so that the learners are able to learn topics from various languages and these results in learning maximisation.

## 2.6.3 Selection of Curriculum

According to Banks (2009), proper selection of the curriculum content is very important in multicultural education. Both cultural responsive teaching and pedagogy should determine curriculum content selection (Banks, 2009), According to Bennet (2003), there should be curriculum reforms so that the curriculum is not centred on dominant cultures. Bennet (2003) was of the view that cultural reforms bring improvement to mono ethnic course contents. According to the Nziramasanga Commission Report (1999), Zimbabwe follows a Eurocentric education system basing on the cultural orientation and content and there is need for reforms in the curriculum. Ghosh (2002) and Nieto (2002) were in agreement that schools should change their curriculum in order to capture diversity in cultures. Gollnick and Chinn (2012) were of the view that curriculum reforms were important as they give learners diversity which is necessary in a globalised world. Manning and Baruth (2008) were of the view that multicultural education should be a daily life of every school in the world. Manning and Baruth (2008) stated that the curriculum content should be selected in a way that reflects a plurality nature of the society.According to the study by Nick et al (2003), the Ministry of Education in Malysia selected the curriculum content which addressed the plight of different cultures. However according to the study by the Nziramasanga Commission Report (1999), the teachers in Zimbabwe are not given cultural orientation. Therefore this implies that the teachers are not in a position to implement multicultural education.

## 2.6.4 Textbooks and curriculum instructional material

Banks (2009) was of the view that the textbooks were very important in the implementation of multicultural education. Banks (2009) was of the view that there is need for inclusion of certain content in the textbooks. Thus the text books that are used in schools should show the cultural diversity of the society. Yao et al (2009) and Banks (2009) were in agreement that the textbooks reflect whose language and culture taught and hence the textbooks which are used in schools should reflect diversity in culture. Sleeeter and Grant (2003) were of the view that the textbooks should include a multicultural perspective. Ghosh (2002) was of the view that all school textbooks should show the diversity in culture, meaning that text books should have experiences and knowledge which captures all social and ethnic groups. Ghosh (2002) was of the view that the absence of the content which includes a particular culture would make learners from that particular culture recognise the academic content as useless to them and this would be wrong deliverance for the subject matter. Carjuzza (2012) was of the view that the learners should find the reference point of their cultures in text so that they can feel that they are valued.

According to the study by Muchenje (2008), the cultural values of the minority languages in Zimbabwe such as Kalanga ,Nambya , Tonga , Shangaan , Sotho and Venda should be reflected both in the instructional material and curriculum which is used across the country. Wang (2003) stated that the inclusion of different cultural perspective in the instructional material and the curriculum gives the learners the chance to appreciate diversity in culture and an opportunity to tolerate each other .In the study by Nick et al (2003), teachers stated that the content about many cultures in Malysia is there in the text books. This has resulted in the improved interest of the parents to snore that their children learn different languages and cultures

## 2.6.5 Language Policy

According to McKinney and Soudien (2010), the issue of language should be used and the language of instruction should be addressed. Nieto et la (2002) was of the view that the implementation of multicultural education should take into consideration diversity in cultural beliefs. In order to implement multicultural education, all the languages of the nation should be given equal treatment. This means that the language policy should be in such a way that it uses all languages and accommodate cultural diversity. Muchenje (2012) concurred with Gora et al (2010) that all the Zimbabwean 16 languages and cultures are not given equal importance and hence there is supremacy of dominant languages and cultures at the expense of minority languages and cultures. According to Rwantabangu (2011), the language policy is not fair as the majority of the population (92%) are the Han Chinese whilst education is delivered using Mandarin Chinese; this indicates the marginalisation of Han Chinese language and culture. The legacy of colonialism left a negative impact on the language policy and multicultural education as the languages and cultures of the colonialist have been made superior to the languages and cultures of indigenous African people (Genry and Pan, 2003). This means that the legacy of colonialism has a negative impact on the implementation of multicultural education. Gora et al (2010) were of the view that the language policy should be centred on the mother tongue in order to properly implement multicultural education as learners understand better when they are taught using mother tongue.

## 2.6.6 Teachers attitude and expectations

The successful implementation of multicultural education is determined by the attitudes and the expectations of the teachers (Gorski, 2006). Thus the way the teachers view the dimensions and the significance of multicultural education is determined by the attitudes and the expectations of the teachers. The way the multicultural education is implemented is influenced by the attitude of teachers (Banks, 2006). Nduna (2006) was of the view that the teacher- learner relationship is very important and is anchored on experience in teaching and learning. According to Schmeicher (2012), a good teacher promotes positive attitudes toward all the learners with cultural diversity and this makes the learners to feel important. Jokikoko (2005) was of the view that the acceptance of individuals as key members of the class form foundation of multicultural education. This means that when teachers accept cultural diversity among the learners, they are creating a just classroom environment (Jokikoko , 2005). In order to have positive attitudes towards learners, teachers should also be freed from cultural and racial prejudice. This is because both teachers and learners have their own cultural backgrounds and hence for proper implementation of multicultural education teachers need to be protected from cultural prejudice so that they have positive attitudes.

 However the study by Vandeyer (2010) in South Africa revealed that teachers do not avail warm and friendly environment to all learners and this made it difficult to implement multicultural education. Banks (2009) stated that teachers should give a positive perception of multicultural education so as to easily implement it. Banks (2009) stated that regardless of the fact that teachers have adequate material resources, their negative attitudes negatively affect multicultural education. The attitudes of teachers should match the experience of learners from all cultural backgrounds so as to effectively implement multicultural education (Meir and Hatrell, 2009). Banks (2009) was of the view that in order for teachers to have a positive attitude about multicultural education there should be wide knowledge concerning ethnicity diversity.

## 2.6.7 The school environment

Ghosh (2002) was of the view that the school environment should be supportive to cultural diversity. According to Brown (2007) cited in Maatta (2008), the school administration should support multicultural education. Ghosh (2002) was of the view that the implementation of the multicultural education should be linked to the culture of the school. Beenet (2003) concurred with Manning and Baruth (2008) that the school environment is made up of learners’ experiences which are in contact with instructional methods, learning processes and environment and teaching and supportive staff. Ghosh (2002) was of the view that the school environment which is hostile to the learners or does not support their values and cultural beliefs results in learners becoming not serious as they may fail to concentrate on their studies. Thus the school environment should be in such a way that both the learners and teachers are able to assimilate each other as they interact.

## 2.6.8 Community involvement

Vandeyer (2006) was of the view that both community members and the parents are very important stakeholders for the education of their children. Van Wyk (2006) was of the view that the community, the school and the parents should work together to support the education of children. Banks (2009) was of the view that involvement and participation of parents is very crucial as it indicates how important parents are in the education of their children. Banks (2009) was of the view that parents’ involvement is an indicator to the extent of diversity in perceptions and the values within the society. Lemmeret al (2006) was of the view that parents’ involvement supports the effective implementation of multicultural education. According to the Nziramasanga Commission Report (1999), the community was viewed as a source of educational resources which can support multicultural education. Manning and Baruth (2008 ) were of the view that the community support offers blessing to the implementation of multicultural education as a way cultural diversity is respected and starts in the community and at home . Thus parents and community involvement should break differences in social class, disability, gender, ethnicity and race.

According to the study by Muchenje (2012), the Zimbabwean Statutory Instrument Number 70 of 1993 allows the school to have School Development Committee (SDC) or the School Development Association (SDA) which is composed of the parents of the learners. When choosing SDC or SDA, it should be in such a way that reflects cultural diversity to enhance proper implementation of multicultural education.

# 2.7 CHAPTER SUMMARY

This chapter looked at the literature concerning the perceptions of teachers about the benefits of multicultural education in primary schools, the perception of teachers on the problems presented by multicultural education, challenges faced by schools in implementing multicultural education in primary schools and the measures that are being taken to implement multicultural education in primary schools.

# CHAPTER 3: RESEARCH METHODOLOGY

# 3.1 INTRODUCTION

This chapter focuses on the research methodology that was used in the study .This chapter gives details on the research design which was used, the research population and the procedure used for sampling. The data gathering methods are also explained in detail and also the data presentation and analysis plan. The major objective of the study was to assess the teachers’ perception on the implementation of multicultural education in Khami district in Bulawayo Province of Zimbabwe.

**3.2 RESEARCH PARADIGM**

Research paradigm determines the criteria accord to which one selects and defines problem for inquiry and how one approaches them theoretical and methodologically. Therefore, the research paradigm that directs attention to scientific approach as having recognised patterns of commitment, questions and procedures that underlines and give direction to the work. According to Cohen, Manion and Morrison (2011), paradigm is an overall strategy that chooses to integrate different components of the study in a coherent and logical way .Therefore the research paradigm is the strategy which one chooses to carry a research design and it can either be qualitative, quantitative or critical theory. This research study adopted the qualitative research paradigm that had bias to a case study research design .

# 3.3 RESEARCH DESIGN

Churchill (1999) defines research design as simply the framework or plan for a study used to guide in collecting and analyzing data. It is a detailed blue print used to guide research study towards its objectives. In general, there are three major types of research which include descriptive, exploratory and causal and the researcher used a descriptive research. The research was high qualitative in nature. The qualitative technique were sufficient to achieve the objectives of the research. There was an informal relationship between the respondents and the researcher and this made the respond in detail.

The researcher used a case study method with the objective of using descriptive statistics to gain ideas about cause and effects relationship were helpful in coming up with recommendations.

A case study is an intensive description and analysis of a single individual or (sometimes) group ( Routledge ,2014) .Yin (1984:23) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.”

**4.1.2.1:Advantages of using a case study method**

The , the examination of the data is most often conducted within the context of its use (Yin, 1984), that is, within the situation in which the activity takes place.

Variations in terms of intrinsic, instrumental and collective approaches to case studies allow for both quantitative and qualitative analyses of the data (Zaidah, 2003) .

 The detailed qualitative accounts often produced in case studies not only help to explore or describe the data in real-life environment, but also help to explain the complexities of real life situations which may not be captured through experimental or survey research ( Block, 1986; Hosenfeld, 1984) .

**4.2.2:Disadvantages of case studies**

Yin (1984:21) noted that too many times, the case study investigator has been sloppy, and has allowed equivocal evidence or biased views to influence the direction of the findings and conclusions.

Case studies provide very little basis for scientific generalisation since they use a small number of subjects, some conducted with only one subject. The question commonly raised is “How can you generalise from a single case?” (Yin, 1984:21).

Case studies are often labeled as being too long, difficult to conduct and producing a massive amount of documentation (Yin, 1984).The danger comes when the data are not managed and organised systematically. It dependents on a single case exploration making it difficult to reach a generalising conclusion (Tellis, 1997).

# 3.4 TARGET POPULATION

A population is a group ofitems understudy (Settle, 1995). Frankel and Wallen (1996) highlighted that the study population includes all individuals whom the researcher is interested in getting information from and making conclusions. There are mainly two types of research population where data can be extracted that is the target population and the accessible population (Settle, 1995). According to Settle (1995), the accessible population refers to the population that is able to generalize the outcome or results of the research. On the other hand target population entails that group of people from which to obtain some information (Settle, 1995).The target population comprised of teachers, deputy heads of the schools andthe heads of the schools in Khami district of Bulawayo. The teachers were selected on the basis that they know the attitudes of teachers towards multicultural education. The teachers also know how the learners are affected by multicultural education and also they know what need to be done in order to effectively implement multicultural education.

# 3.6 SAMPLING PROCEDURE

According to Settle (1995) , a sample is a portion of a group of items understudy . The fact that it requires huge amount of money and lot of time to use the entire population of the schools in Khami district , the researcher used a representative sample of two primary schools in Khami district .The researcher used purposive sampling technique .The researcher divided the primary schools in Khami District into Grade A primary schools and Grade B primary schools and there after used a random sample to select one primary school from each Grade . The following table indicates the sample size .

**Table 3.1 Sample Size**

|  |  |
| --- | --- |
| **Type of Respondents**  | **Sample size** |
| Teachers | 60 |
| Teachers in charge  | 2 |
| Deputy Heads | 2 |
|  Heads | 2 |
| TOTAL  | 66 |

A total of 60 questionnaires were administered to the teachers in two primary schools of Khami district and two questionnaires were administered to teachers in charge of two primary school in Khami district. Two interviews were administered to the heads of primary schools and also another two interviews were administered to the deputy heads of primary schools in Khami district.

# 3.7 DATA COLLECTIONPROCEDURE

The researcher obtained a letter from Great Zimbabwe University to collect data and then proceeded to Khami District Education offices to get the permission to collect data. After that the researcher asked for the permission from the school heads where data was collected in order to collect data.

The researcher used primary data collection instruments such as questionnaires and interviews .The primary data collection sources enabled the researcher to collect the data that the researcher wanted and through the primary sources of data the researcher had control of the location of the research and the size of the responses (the number of the respondents).

**3.7.1 Questionnaires**

The researcher used both open ended and closed ended questions in the questionnaires. The open ended questions allowed the respondents to air their views on the perception of teachers in the implementation of multicultural education. The researcher designed the questions in such a way that they answered the research questions .However the open ended questions took a lot of time of the respondents as they required much time from the respondents . The researcher also used closed ended questions, these took little time of the respondents as they ticked the answers which they thought were more appropriate. However the set back of the close ended questions is that it allows people to guess which may affect the reliability of data.

**Advantages of questionnaires**

The questionnaires had advantages that they allowed the researcher to reach out to many respondents and this also enabled the researcher to get different perspectives from respondents .The questionnaires also gave the respondents much time to answer questions and the respondents were free to answer questions at their own time.

The disadvantage of the questionnaires is that they were costly as the researcher has to bring many copies. This increased the cost of research. Through the questionnaires the researcher could not observe some of the nonverbal signs of the respondents which one can obtain from the interviews.

**3.7.2 Interviews**

The researcher administered interviews to the heads and deputy heads of primary schools in Khami district. The questions in the interview guide were aligned to the research questions .The advantages of the interviews were that they gave the interviewee the chance to ask the interviewer about the clarity of questions. They also allowed the interviewer to rephrase the questions so that the interviewee understands what is being asked. The interviews allowed the researcher to observe nonverbal communication such as body expression so as to determine whether the answers given by the interviewees were in align with responses given by the interviewees. Interview gave the researcher the opportunity to solicit for a lot of information because questions asked could be repeated to ensure that they were adequately understood. Respondents also save adequate opportunity to make follow up or seek further clarification to question asked.

**Advantages of Interviews**

Interviews give instant responses and this makes it very fast for the researcher to gather data .

Interviews enable the research to explain the questions in detail and the interviewee to ask for the clarity of the question if he or she does not understand .

Interviews enable the researcher to observe non verbal communication and check whether they tally with the responses .Nonverbal responses like gestures were deduced and meaning interpreted during the interview process. There is flexibility emanating from the physical interaction between the researcher and the respondent.

**Disadvantages of interviews**

Some respondents were not willing to disclose some important information due to fear of victimization or ignorance. The process is time consuming as the researcher had to travel to the source of data and more time is taken interviewing individuals. The presence of the interviewer may hinder free expression of the respondent. The possibility of gathering biased data may be introduced by interviewer’s influence.

They are time consuming. This resulted in researcher allocating a lot of time to the interviews that minimized the time allocated to other section of the study.There is need for common time between the respondent and the researcher in which both are not busy. The need to set a common time between the researcher and the respondents made it time consuming to gather data and hence affecting time allocation on the other parts of the study.

# 3.8 DATA ANALYSIS

The researcher made an analysis after obtaining data on teachers” perception on the implementation of multicultural education in primary schools in Khami district in Bulawayo Province .The researcher used Micro Soft excel to analyse data . The researcher sorted out data into categorise in order to group answers by questions and come up with frequencies and percentages .The researcher used tables , pie charts and graphs to analyse data .

# 3.9 TRUSTWORTHINESS OF DATA

 According to Bond (2003 ) , trustworthiness can be seen as the core of any form of assessment that is credible and accurate. Coleman (2000) stated that trustworthiness refers to the degree to which the results of the study can be relied on and that they are credible .

The research instruments were piloted to selected members of the target population who consisted of colleagues of the researcher so as to detect errors in the instruments, recommend for the questions that need corrections on the questionnaires, recommend questions which needed to be added to instruments to determine their relevance and also their acceptability to respondents .This would be done to ensure that bias is eliminated.

# 3.10 ETHICAL CONSIDERATION

According to Singleton and Straits (2010), research ethics consists of standards of right and wrong; they tell researchers to act in morally responsible ways and ethics come from two sources which are: society at large and research professions. The researcher used privacy, protection from harm , informed consent, confidentiality, anonymity and the right to withdraw in order to ensure that ethical considerations were observed .

## 3.10.1 Informed consent

The researcher put a cover page on each instrument which informed the participants that the study was for academic use only. This was done in order to assure that the information the respondents stated was kept private and would not be disclosed to anyone. The researcher also did not ask the questions which revealed the identity of the respondents. The questions on the school in which the respondents were teaching in were avoided. The researcher also made participation in the study to be voluntary and the participants were informed that they could participate on their free will and they can withdraw anytime when they felt like.

## 3.10.2 Right to withdraw

The respondents were told that their participation was voluntary . They were also told that they were free to withdraw from the study anytime .

## 3.10.3 Confidentiality

The researcher told the participants that their responses were going to be kept confidential . The researcher stated that the respondents would not put their names on the research instruments . The researcher stated that the responses were treated secretly .

## 3.10.4 Anonymity

The researcher stated that the responses were not be made unanimously . This was done through ensuring that each respondents did not put the identification details such as names and phone numbers on the research instruments so as to avoid the fear of victimisation .

# 3.11 CHAPTER SUMMARY

The chapter looked at the research methodology that was used for the study. This was done through explaining in detail the research design which was used, target population , sampling procedure , data collection procedure , how validity and reliability were observed , how data was analysed and the ethical considerations were explained .

# CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

# 4.1 INTRODUCTION

This chapter looks at data presentation, analysis and interpretation. The researcher used tables graphs and pie charts to present data. Data presentation and analysis was aligned to research objectives and research questions.

# 4.2 QUESTIONNAIRE RESPONSE RATE

A total of 60 questionnaires were distributed to teachers in the selected three primary schools of Khami district. A total of 6 interviews were administered. Two interviews were administered to the heads of schools, 2 interviews were administered to the deputy heads of schools and 2 interviews were administered to the teachers in charge.

**Table 4.1: Questionnaire Response Rate**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Types of respondents**  | **Distributed** | **Returned**  | **Non Returned**  | **Percentage Response rate**  |
| Teachers  | 60 | 47 | 13 | 78% |
| **Total** | 60 | 47 | 13 | 78% |

**Source: Primary Data**

The overall questionnaire response rate was 78% and this was satisfactory for the study given that the majority of the respondents who are teachers were busy. The 13 questionnaires which were not returned were due to the fact that the respondents who were teachers were busy such that the researcher did not have enough time to explain to them about the importance of the research and also that the researcher had to balance up the time for distribution of instruments and also for work. The interview success rate was 100% as all the six interviews with the heads, deputy heads and the teachers in charge were conducted.

# 4.3 GENERAL CHARACTERISTICS OF THE RESPONDENTS

The pie chart describes the characteristic of the respondents using gender, level of education and work experience. The following pie chart shows the gender characteristics of the respondents.

**Figure 4.1 Gender distributions of the respondents**

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**Source : Primary Data**

From the pie chart above it shows that 32 respondents out 47(sixty eight percent) of 47 were females and 32% (15 respondents out of 47 respondents) of the respondents were males. This indicates that the study was dominated by female teachers which may have a bias on girls over boys. The following pie chart shows the work experience of respondents.

**Figure 4.2 Work experiences of the respondents**

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**Source : Primary Data**

The pie chart above shows that 5 (11% ) of the respondents stated that they had work experience of less than 5 years , 12 ( 25% ) stated that they have work experience of between 5 years and 10 years and 30 ( 64% ) stated that they have work experience of 11 years and above . This indicates that the respondents who were teachers were more experienced.

**Table 4.2 Level of education of the respondents**

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
|  | Diploma | 20 | 42.6 |
| Degree | 23 | 48.9 |
| Masters | 4 | 8.5 |
| Total | 47 | 100.0 |

Source : Primary Data

The table above shows that 20 (43% ) of the respondents had Diploma , 23( 49% ) had degrees and 4 (9%) had masters . This indicates that the majority had degrees in education and this shows that the teachers are qualified and skilled to implement the multicultural curriculum.

# 4.4 THE BENEFITS OF THE IMPLEMENTATION OF MULTICULTURAL EDUCATION

The following presentation is on the extent to which the schools in Khami district have implemented multicultural education.

**Figure 4.3 The extent that learners come from different cultural backgrounds**

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**Source : Primary Data**

The pie chart above shows that 40 (85%) of the respondents stated that learners come from different cultural backgrounds whilst 7 (15%) of the respondents stated that learners do not come from different multicultural backgrounds. This means that learners come from different multicultural backgrounds. This shows that the learners have differences in culture. This concurs with Sleeter and Brynoe (2000) who were of the view that multicultural education helps the learners in primary schools to oust ignorance. Thus multicultural education prevents individual learners from isolation. Banks (2002) was of the view that the learners should understand their individual cultures first and then learn other cultures.

All the interviewees stated that the learners came from different cultural and language background. They stated that since Khami district is in Bulawayo, Bulawayo is a multicultural and multilingual society and hence it has people with different cultural backgrounds. This also implies that the learners have different cultural and language background.

**Figure 4.4 The benefits of multicultural education**

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**Source : Primary Data**

The pie chart above shows that 30 (64%) of the respondents stated that the benefit of multicultural education is that it brings unity among the learners. 7 (15%) of the respondents stated that the benefit of multicultural education is that it improves the skills of the learners and 10 ( 21% ) of the respondents stated that multicultural education improve communication among the learners . This indicates that multicultural education brings unity among the learners.

The interviews stated that multicultural education bring together the learners from different backgrounds. They stated that multicultural education helps the learners from different cultural backgrounds to communicate and thereby creating unity among them.

# 4.5 PROBLEMS PRESENTED BY MULTICULTURAL EDUCATION

The following discussion indicates the problems presented by multicultural education.

**Table 4.3 People who suffer the most as a result of multicultural education**

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
|  | Learners  | 24 | 51.1 |
| Teachers  | 21 | 44.7 |
| Both  | 2 | 4.3 |
| Total | 47 | 100.0 |

Source : Primary Data

The table above shows that 24 (51%) of the respondents stated that learners suffer the most from multicultural education whilst 21 (45% ) of the respondents stated that teachers suffer the most as a result of multicultural education. 2 (4%) of the respondents stated that both teachers and learners suffer the most from multicultural education. This means that learners suffer the most from multicultural education. The following pie chart shows the problems presented by multicultural education.

**Figure 4.5 Problems presented by multicultural education**

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Source : Primary Data

The pie chart above shows that 25 (53%) of the respondents stated that multicultural education results in cultural domination, 5 (11%) of the respondents stated that it results in the erosion of the minority groups and 14 (30%) stated that it results in loss of identity. 3 (6%) of the respondents stated that it fails to address racism. This means that multicultural education results in cultural domination. This concurs with Kehoe (2004), who stated that multicultural education is counterproductive as it fails to address inequalities in terms of the materials between the minority and the majority. Kehoe (2004) was of the view that from the beginning multicultural education lacks universal definition and therefore naïve. Banks (2004) was of the view that the implementation of multicultural education varies along a continuum which ranges in one end form contribution level to social action level in another end. This means that failure to fully implement it would result in it failing to bear fruitful results and failure dismally. According to Gibson (2010), the multicultural education fails to address the study of languages and cultures from the minority groups.

# 4.6 CHALLENGES FACED BY SCHOOLS IN IMPLEMENTING MULTICULTURAL EDUCATION

The following presentation is on the challenges faced by schools in implementing multicultural education.

**Figure 4.6 Drivers for the readiness in implementing multicultural education**

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Source : Primary Data

Twenty seven out of 47 respondents (57%) stated that the schools are ready in implementing multicultural education because the schools have culturally diversified teachers. Fifteen out of 47 respondents stated that the schools were ready in implementing multicultural education because of the commitment by the Ministry of Education to implement multicultural education. Five out of 47 respondents stated that the availability of enough teachers was contributing to the readiness by the schools in implementing multicultural education .This means that the readiness of the schools in implementing multicultural education is driven by the availability cultural diversified teachers.

The interviewees stated that in primary schools of Khami district, teachers come from different backgrounds. This makes it easy to implement multicultural education because of the multicultural schools that have been created by teachers who are multicultural and bilingual.

**Figure 4.7 Challenges faced in the implementation of multicultural education**

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Source : Primary Data

The pie chart above shows that 22 (47%) of the respondents stated that the challenges faced by schools in implementing multicultural education are negative attitudes of teachers, 13 (28%) of the respondents stated that are negative attitudes of the learners and 7 (15%) of the respondents stated that the challenge is communication complexity. Four percent of the respondents stated that the challenge is changing curriculum and 5 (6%) of the respondents stated that the challenge is acquiring of knowledge. This indicates that the main challenge in implementing multicultural education is the negative attitude of teachers. This concurs with Vandeyer (2010) in South Africa who revealed that teachers do not avail warm and friendly environment to all learners and this made it difficult to implement multicultural education. Banks (2009) stated that teachers should give a positive perception of multicultural education so as to easily implement it. Banks (2009) stated that regardless of the fact that teachers have adequate material resources, their negative attitudes negatively affect multicultural education.

**Figure 4.8 Reactions of the community towards multicultural education**

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**Source : Primary Data**

The pie chart above shows that 39 (83%) of the respondents stated that the community cooperated with the introduction of multicultural education whilst 8 (17%) of the respondents stated that the community resented the introduction of multicultural education. This means that the community cooperates with the implementation of multicultural education. This supports Manning and Baruth (2008) who were of the view that the community support offers blessing to the implementation of multicultural education and the way cultural diversity is respected starts in the community and at home.

# 4.7 STRATEGIES THAT CAN BE USED TO IMPLEMENT MULTICULTURAL EDUCATION

The following is the presentation on the measures to implement multicultural education in the primary schools of Khami district.

**Figure 4.9 Measures in place to implement multicultural education**

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**Source : Primary Data**

The pie chart above shows that 21 (45%) of the respondents stated that the main measure to implement multicultural education is community involvement and 2 (4%) of the respondents stated that it was the language policy. 17 (36%) of the respondents stated that the main measure to implement multicultural education is selection of curriculum content that supports multicultural education. 3 (6%) of the respondents stated that knowledge construction was the main method used to implement multicultural education in the primary schools of Khami district and 4 (9%) of the respondents stated that it was the provision of conducive environment. This differs from Ghosh (2002) who was of the view that the school environment should be supportive to cultural diversity. According to Brown (2007) cited in Maatta (2008), the school administration should support multicultural education. Ghosh (2002) was of the view that the implementation of the multicultural education should be linked to the culture of the school. Beenet (2003) concurred with Manning and Baruth (2008) that the school environment is made up of learners’ experiences which are in contact with instructional methods, learning processes and environment and teaching and supportive staff.

The interviews stated that the parents and the community have been engaged and informed to embrace multicultural education. They stated that multicultural education begins at home where the learners stay with people of different culture in their neighborhood. Thus this means that the community and parents need to embrace multicultural education first so that the school is also able to implement it.

**Table 4.4 Duration of time the methods have been in place**

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
|  | Less than 5 years  | 39 | 83.0 |
| 5 years to 10 years  | 7 | 14.9 |
| 11 years and above  | 1 | 2.1 |
| Total | 47 | 100.0 |

Source : Primary Data

The table above shows that (83%) of the respondents stated that the methods for the implementation of multicultural education have been there for less than 5 years and 7 (15%) of the respondents stated that the methods have been in place for between 5 years and 10 years. 1 (2%) of the respondents stated that the methods have been in place for 11 years and above. This means that the methods have been in place for less than 5 years.

# 4.9 CONCLUSION

This chapter looked at data presentation and data analysis. The researcher used tables, graphs and pie charts to present data. Data analysis was done by sorting the responses of the respondents into percentage. Data analysis was aligned with the research objectives and research questions.

# CHAPTER 5.SUMMARIES, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

# 5.1: OVERVIEW OF CONTENTS

This chapter is concerned with the highlights of the study from chapter 1 to chapter 5. The major findings are summarized and conclusions are made in relation to the research questions, which were investigated. The information obtained, enabled the researcher to make conclusions and recommendations on the research undertaken.

# 5.2 SUMMARY OF THE STUDY

The study focused on the perceptions of teachers toward the implementation of multicultural education in Khami district in Bulawayo in Zimbabwe.

Chapter one outlined the background of the research problem .The researcher was motivated to assess the perceptions of teachers towards the implementation of multicultural education in Khami district in Bulawayo Metropolitan Province.

Chapter two reviewed and assessed the contribution from other academics on the perception of teachers on the benefits of multicultural education, problems of multicultural education, challenges faced by schools in implementing multicultural education and measures which are being used to effectively implement multicultural education.

Chapter three used a case study design from the qualitative paradigm design to unpack the issues on the perceptions of teachers towards implementation of multicultural education in Khami district in Bulawayo .

Chapter four presented the finding following four objectives of the study. Data collected through interviews and questionnaires on the benefits of multicultural education, problems of multicultural education, challenges faced by schools in implementing multicultural education and measures which are being used to effectively implement multicultural education in Khami District.

Chapter five presented the summary of findings, conclusions and recommendations from the study.

# 5.3 SUMMARY OF FINDINGS

Basing on the results of the study, this study makes the following findings.

## 5.3.1 The benefits of multicultural education

The study revealed that schools have implemented multicultural education as indicated by 57% of the respondents. The study found that learners came from different cultural backgrounds. It was also revealed in the study that there were benefits from multicultural education and the main benefit of multicultural education is that it brings unit among the learners.

## 5.3.2 Problems of multicultural education

The study established that there are problems which come with multicultural education as indicated by 92% of the respondents who were teachers. The study revealed that learners suffer the most as a result of multicultural education and cultural domination.

## 5.3.3 Challenges faced by schools in implementing multicultural education

The study revealed that schools are ready in implementing multicultural education as indicated by 98% of the respondents. The study revealed that the cultural diversity among the teachers drives the readiness of the schools in implementing multicultural education as indicated by 57% of the respondents. The study also indicated that they were challenges in implementing multicultural education and the major challenge was the negative attitude of teachers as indicated by 89% of the respondents.

The study revealed that parents are involved in the implementation of multicultural education. The study also established that the community cooperated with the implementation of multicultural education. Thus, parents and the community involvement should break differences in social class, disability, gender, ethnicity and race.

## 5.4.4 Measures that can be used to implement multicultural education

The study revealed that there were measures to implement multicultural education as indicated by 83% of the respondents. The study also indicated that the community involvement was the main measure in the implementation of multicultural education as indicated by 45% of the respondents. The study revealed that the methods to implement multicultural education have been put in place for less than five years and were effective in promoting multicultural education in the primary schools of Khami district .

# 5.4 CONCLUSIONS

Given the above findings, the researcher makes the following conclusions.

## 5.4.1 The benefits of multicultural education

It concluded that there are benefits from multicultural education and the main benefit of multicultural education is that it brings unity among the learners . This concurs with Sleeter and Brynoe (2000) were of the view that multicultural education helps the learners in primary schools to oust ignorance

## 5.4.2 Problems of multicultural education

It can be concluded that learners suffer the most as a result of multicultural education which has cultural domination. This concurs with Gibson (2010), who stated that the multicultural education fails to address the study of languages and cultures from the minority groups.

## 5.4.3 Challenges faced by schools in implementing multicultural education

It can be concluded that there are challenges in implementing multicultural education and the major challenge is the negative attitude of teachers as indicated by 89% of the respondents. This concurs with Vandeyer (2010) in South Africa who revealed that teachers do not avail warm and friendly environment to all learners and this made it difficult to implement multicultural education.

## 5.4.4 Measures that can be used to implement multicultural education

It can be concluded that the community involvement was the main measure in the implementation of multicultural education as indicated by 45% of the respondents. This differs from Ghosh (2002) who was of the view that the school environment should be supportive to cultural diversity.

# 5.5 RECOMMENDATIONS

Given the findings and the research conclusions, the researcher makes the above recommendations.

1. There should be awareness on the importance of multicultural education among the teachers, community and learners.
2. Community members and community leaders would play a role in implementing multicultural education. This would ensure that it is accepted in the community.
3. Parents should be taught on the importance of multicultural education. The attitudes of learners about multicultural education start at their homes. If the parents embrace multicultural education, the learners would have positive multicultural education and this would make it easy to implement multicultural education.
4. The teachers should have positive attitudes towards multicultural education. Teachers spend most of the time with learners, thus their positive attitudes in multicultural education will influence the learners to have positive attitudes towards multicultural education.
5. The schools should have culture days. This would ensure that different cultures are celebrated and this would also ensure acceptance of certain cultures by learners.

# 5.6 AREAS FOR FURTHER STUDY

The study revealed that the major challenge in implementing multicultural education is the negative attitudes of teachers towards multicultural education. Further study should be done on the effectiveness of measures that are being put in place to ensure that teachers have positive attitudes towards multicultural education in Zimbabwe.

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# APENDICES

**QUESTIONNAIRE FOR TEACHERS**

Dear Sir/Madam

My name is Lethukuthula Ncube and I am a final year student at the Great Zimbabwe University (GZU), Registration number M170623, and currently doing a Master of Education Honours degree in Sociology. As part of my course, I am required to do a research project and I therefore request your assistance to this end.

May you kindly assist by answering the following questions. The research is purely for academic purposes and therefore the information provided will be treated with highest level of confidentiality.

Thank you in anticipation.

**DEMOGRAPHIC INFORMATION**

1a) Gender Male ( ) Female ( )

b) Age 21 to 30 years ( ) 31 to 40 years ( ) 41 years and above ( )

c) Level of Education

Diploma ( ) Degree ( ) Masters ( ) PhD ( )

d) Work Experience

Less than 5 years ( ) 5 years to 10 years ( ) 11 years and above ( )

e)Job title teacher ( ) Senior teacher ( )

**PERCEPTION OF TEACHERS ON THE BENEFITS OF MULTICULTURAL EDUCATION**

2a) Has your school implemented multicultural education?

Yes ( ) No ( )

b) Do the learners come from different cultural background?

Yes ( ) No ( )

c) Are they any benefits of implementing multicultural education?

Yes ( ) No ( )

d) What are the benefits of implementing multicultural education?

Improve communication ( ) Brings unity among learners ( ) Improves skills of learners ( ) Other, specify …………………………………………….

**PROBLEMS PRESENTED BY MULTICULTURAL EDUCATION**

3a) Are they any problems presented by multi-cultural education?

Yes ( ) No ( )

b) Who suffers the most as a result of the multicultural education?

Teachers ( ) Learners ( ) Both ( )

c) What are the problems of multicultural education?

Cultural domination ( ) Fails to address racism ( ) Loss of identity ( ) Erosion of other minority cultures ( ) Other, specify ……………………………………………………

**PERCEPRIONS OF TEACHERS ON THE CHALLENGES FACED BY SCHOOLS IN IMPLEMENTING MULTICULTURAL EDUCATION**

4a) Is your school ready in implementing multi-cultural education?

Yes ( ) No ( )

b) What are the drivers for readiness in implementing multicultural education?

……………………………………………………………………………………………

c) Are they any challenges in implementing multicultural education?

Yes ( ) No ( )

d) What are the challenges in implementing multicultural education?

Changing curriculum ( ) Acquiring knowledge ( ) Communicating complexity ( ) negative attitude of teachers ( ) Negative attitude of learners ( ) Other ,specify ………………………………………………………………………………………………….

e) Have the parents been involved in the implementation of multicultural education?

Yes ( ) No ( )

f) If, no why are the parents not involved in the implementation of multicultural education?

……………………………………………………………………………………………………………………………………………………………

g) How has the community reacted to the implementation of multicultural education?

They cooperated ( ) They resented the implementation ( )

Other, specify ………………………………………………………………………………

h) If, the community has resented against the implementation of multicultural education, what are the reasons for the resentment?

…………………………………………………………………………………………………

**PERCEPTION OF TEACHERS ON THE MEASURES THAT CAN BE USED TO IMPLEMENT MULTICULTURAL EDUCATION**

5a) Are they any measures that has been put in place to implement multicultural education?

Yes ( ) No ( )

b) Rate the following measures as being used by schools to implement multicultural education ticking on the appropriate box. SA – Strongly Agree, A – Agree,NS – Not Sure, D – Disagree, SD -Strongly Disagree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SA | A | NS | D | SD |
| Community involvement |  |  |  |  |  |
| Language policy  |  |  |  |  |  |
| Selection of curriculum content that supports multicultural education  |  |  |  |  |  |
| Knowledge construction  |  |  |  |  |  |
| Conducive school environment  |  |  |  |  |  |

c) What are other measures which can are used by schools in implementing multicultural education?

……………………………………………………………………………………………………………………………………………………………………………………………………..

d) How long has the measures been in place?

Less than 5 years ( ) 5 to 10 years ( ) 11years and above ( )

e) Are these measures used to implement multicultural education effective?

Yes ( ) No ( )

f) What are your recommendations on what to be done to effectively implement multicultural education?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**THANK YOU VERY MUCH**

**INTERVIEW GUIDE FOR DEPUTY HEADS AND HEADS OF THE SCHOOLS**

1) Job Title ……………………………………………………………………………………

2) Work Experience …………………………………………………………………………….

3) Has your school implemented multicultural education?

………………………………………………………………………………………………

4) Does your school have learners from different cultural background?

……………………………………………………………………………………………….

5) What are the benefits of multicultural education?

………………………………………………………………………………………………….

6) What are the problems of multi-cultural education?

…………………………………………………………………………………………………..

7) How has the community reacted to the implementation of multi-cultural education?

…………………………………………………………………………………………………

8) Has the parents and the community been involved in the implementation of multicultural education?

…………………………………………………………………………………………………

9) Did the teachers participate in multicultural education formulation?

…………………………………………………………………………………………………

10) Does the education curriculum supports multicultural education?

…………………………………………………………………………………………………..

11) What has the school done to support the implementation of multicultural education?

…………………………………………………………………………………………………..

12) What measures are in place to enhance the implementation of multicultural education?

……………………………………………………………………………………………….....

13) What do you think should be done to effectively implement multicultural education?

…………………………………………………………………………………………………..

**THANK YOU VERY MUCH**