

THE PROMOTION OF NATION-BUILDING VALUES IN

MULTICULTURAL SECONDARY SCHOOLS

by

Nandkissor Singh

submitted in fulfilment of the requirements

for the degree of

DOCTOR OF EDUCATION

IN THE SUBJECT

PSYCHOLOGY OF EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

PROMOTER: PROFESSOR I. P. SONNEKUS

JANUARY 2004

Student number: 416-619-1

I declare that “***The Promotion of Nation-Building Values in Multicultural Secondary Schools***” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

MR N. SINGH

DATE

ACKNOWLEDGEMENTS

The researcher records his sincere appreciation to the following people for their assistance and support:

- i. My promoter, Professor I.P.Sonnekus, for her patience, guidance and encouragement.
- ii. The Superintendents of Education and the Chief Superintendent of Education of the relevant educational circuit and district at which the research was conducted. Thank you for your understanding and support.
- iii. The Principal, educators and learners of the multicultural secondary school at which the empirical research was conducted. Thank you for your warm spirit and co-operation.
- iv. My wife Usha; my two sons, Kapil and Shovir and my mum Mrs S.B. Singh – for your continuous support, encouragement and love.

N SINGH

JANUARY 2004

SUMMARY

The South African educational system has undergone many changes since 1994. The integration of previously segregated education departments has made it possible for different cultures to be in the same classroom. However, it is the researcher's view that the vast majority of learners in multicultural secondary schools do not exit the system with the skills and attitudes needed to contribute positively to nation-building. This is borne out by the fact that many learners continue to prefer the company and assistance of their own cultural groups for work in class and out of class. Incidents of racial conflict, religious intolerance and cultural discrimination are reported among learners from time to time.

The researcher believes that the basis for creating a new society, that is free of fear and discrimination, lies in the imparting and assimilation of nation-building values at multicultural secondary schools.

A qualitative method of research was employed as it lent itself to naturalistic inquiry, detailed thick description, inquiry of depth and direct quotations to capture people's personal perspectives and experiences. An extensive literature study of nation-building, nation-building values and multicultural education was conducted. The empirical study was conducted at a local multicultural secondary school. Research techniques such as observation, interviews, completion of an open-ended questionnaire and discussions were used.

The researcher was able to ascertain the values that underpin nation-building; the factors that militate against the promotion of nation-building values and strategies that can be used to promote these values at multicultural secondary schools. He has made significant proposals to the Department of Education, which should be carefully considered. Ultimately, the promotion and assimilation of nation-building values at multicultural secondary schools should lead to a progressive and peaceful nation.

KEY TERMS

Nation-building values	Integration
Multicultural schools and education	Democracy
Discrimination	Ubuntu
Communication	Tolerance and respect
Interaction	Justice

DEDICATION

I DEDICATE THIS RESEARCH TO MY FAMILY: MY WIFE USHA; MY SONS KAPIL AND SHOVIR; MY MUM MRS S.B. SINGH AND MY LATE DAD MR SOOKRAJ (HARRY) SINGH – FOR THEIR PATIENCE AND ENCOURAGEMENT. IT IS YOU WHO HAVE GIVEN ME THE WISDOM AND STRENGTH TO RISE TO THIS HEIGHT. THANK YOU FOR WHAT YOU HAVE DONE FOR ME AND MAY YOU ALWAYS BE AT MY SIDE.