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# Effects of a brief intervention programme on teacher attitudes towards multicultural education

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Both SATA and the Transvaal Teachers Association (TTA) have adopted the principle of a single educational system which will prepare pupils for "a democratic, non-racial society in South Africa" (ibid, p.5., Code of Ethics of TTA, 1990, p.6). In contrast, members of the Transvaalse Onderwysers Vereeniging (TOV) were concerned that the State was not providing any in-service training to prepare teachers for a multicultural teaching environment.

Bot (1990) reports that in a poll conducted in 1988, the stance taken by the various teacher associations representing white teachers suggest that their attitudes encompass a broad range of opinion with support for open admission policies being higher among English-speaking teachers than among Afrikaans-speaking teachers.

The Policy and Research Unit at the University of the Witwatersrand conducted a poll in May 1989 (Bot, 1991) and found that there was majority support (88%) for some measure of integration in state schools but considerable variation between language and political groups for the different possible options. At the extremes of opinion, one out of five whites supported strict segregation in all schools, while one out of six felt that all schools should be open to all pupils in an area.

The Natal Teachers Society commissioned a survey of their members' attitudes to multi-racial education in 1984, after adopting a resolution at the Society's annual conference to conduct research into the preparation of teachers for teaching in an open and non-racial society. The opinion of over two thousand members teaching in both private and government institutions, and at all levels from pre-primary to tertiary, were obtained (Bot and Schlemmer, 1986).

The findings of this study indicated that the English-speaking teachers in Natal were more progressive than conservative in their views on racial issues. A clear majority favoured the phasing out or modification of residential segregation. Among the so-called "conservative", no support for cultural pluralism as an ideology emerged, suggesting that even this group was open to the possibility of reform moves if practical problems could be overcome. Six or seven out of the members were prepared to endorse school integration if problems could be overcome. The problems in order of priority were: differences in school readiness of white and black pupils; age differences between white and black pupils; language problems; the high degree of politicisation of black pupils; differences in cultural background; and differences in parental support and interest.

Skuy and Vice (in press), in a study investigating the attitudes of White teachers towards racial integration of schools in South Africa, found that a significant but small majority of 59% of a sample of South African White secondary school teachers were favourably disposed towards racial integration of the schools. The most negative attitudes to integration were demonstrated by teachers speaking Afrikaans (the language of the dominant group under the apartheid regime), with 75% of Afrikaans-speaking teachers expressing opposition to racially integrated schooling, as compared with 31% of their English counterparts. Notwithstanding their positive attitudes, the

majority of the sample anticipated problems in implementing integrated schooling. These results suggest that the actual experience of integration is an important basis of dispelling unwarranted anxieties about possible problems, and in thus enhancing attitudes towards integration.

In the light of these surveys it appears that only a minority of white teachers support segregation on ideological grounds. Practical considerations, both economic and social, have led to changed attitudes. The South African Democratic Teachers Union was formed in 1990, representing teachers of all races and bringing together for the first time all existing teacher associations. The aims of the Union are to eradicate apartheid and to strive for a free, non-racial, non-sexist, compulsory and democratic single education system (The Star, 5 October 1990).

The HSRC Report into the provision of education in the Republic of South Africa (1981) referred to the teacher as the most significa[illegible] single factor in education, whilst Le Roux (1986) saw the teacher as "the central liberating agency in the emancipation of our education system. Without reform taking place in teacher education institutions there is unlikely to be any change in the classrooms."

In South Africa, teacher training for multicultural education is urgently needed because the large majority of teachers are trained in segregated institutions and have little or no experience of multi-cultural education (Squelch, 1991). Coutts (1990) states that South African teachers will require a comprehensive vocabulary of skills and that considerable introspection will be needed if staff are to avoid ethnocentric perspectives. This requires specialised teacher education and training for multi-cultural education.

## 1.6 **Conclusion**

As a result of changes in the social, economic and technological areas, education in the last decade of the century increasingly finds itself amidst a field of change. Existing customs, traditions and habits require analysis. A profound reflection on the role of the teacher is therefore necessary (McDonald and Van der Linde, 1993; Smith, 1978 p.62).

One cannot take teachers accustomed to segregated forms of instruction and expect them to be successful in integrated settings without a great deal of retraining. We cannot expect people who grew up with, went to school in, got their early experience in a segregated system to know how to teach in an integrated milieu.

The literature review indicates that for transition in education to be effective all parts of the system need to be addressed. For teachers seeing the end of racially segregated education, feelings of excitement, anxiety and sadness are part of the transition.

The literature indicates that teachers are capable of being effective agents of change if they see the change as supporting their values and aspirations. Teacher preparation is highlighted as critical to the effectiveness of integration. The literature further indicates that even though teachers believe themselves to be unprejudiced, they do not treat pupils equally and objectively, but base their assessment on variables such as race, gender and socio-economic status. This differential treatment of pupils by teachers is one variable that could prevent multicultural education from achieving its goal of contributing to the social, economic and political equality of all people. Little research is currently available which deals with the new state educational dispensation in South Africa on teacher preparedness to enter it.

Research and experience in other societies show that multicultural education can be successful, provided teachers are adequately trained and committed to the aims and principles of multicultural education. Teacher training programmes are crucial, as there is an increasing need for quality education and teachers of quality in the Republic of South Africa (Mcdonald, 1993).

# 2. THE STUDY

## 2.1 Rationale

Recent studies of educational innovation suggest that, for change to be effective and durable, all those involved need to perceive the process as desirable and necessary (Huberman, 1973). These changes pose a serious dilemma for teachers. Teachers who have previously been successful teaching in communities that are undergoing change are discovering that what had worked for them in the past no longer works.

The literature review undertaken indicates that, while the majority of these studies have examined the effects of integration on the students involved, increasing attention has been given to the salience of teacher perceptions, attitudes and preparedness for multiculturalism. To date, teacher preparation for integration has been largely neglected or extremely restricted. In South Africa, little attention has been given to the systematic preparation of teachers for the new multicultural classroom dynamics created by desegregation.

With this in mind, a brief workshop which explored teachers' attitudes towards multicultural education and its implications for schooling in South Africa, was designed and implemented. The workshop's effects on changing attitudes and perceptions were explored. Furthermore, the usefulness of the workshop as a vehicle for understanding the anxieties and fears associated with those perceptions were also explored.

This study examined the effects of a brief workshop on teachers' attitudes towards multicultural education. The workshop is seen as a pilot programme which could be used to guide further research in designing teacher in-service training.

## 2.2 Aims

### 2.2.1 General Aim

The study aims to develop a workshop and to assess the effects of a brief workshop programme on teachers' attitudes towards multicultural education.

### 2.2.2 Specific Aims

Specifically the aims were:

* to determine teachers' perceptions of the difficulties and benefits experienced in integrated schooling
* to design and develop a workshop which would address those needs

* to determine teachers' attitudes towards integration, "change", and the problems associated with disadvantage
* to assess the effects of the workshop on those attitudes.

## 2.3 **The sample**

The school and the subjects are discussed below.

### 2.3.1 School

The current study falls within the ambit of the Non-Racial Schools Programme (NRS). The NRS was developed in response to the needs of teachers who acknowledged their difficulties in working in integrated classrooms. The need for a project of this nature was highlighted by the lack of state provision for in-service training to deal with teacher expectations, attitudes and anxieties arising out of the transition to open schools. The project was presented to teachers under the auspices of the Johannesburg Parent and Child Counselling Centre, and was designed and conducted by the researcher, who was on the staff of that Centre.

The school was selected on the basis of its culturally diverse student base, geographical location, school size and socio-economic background. Following is information on the school composition:

| Students | | Religious Groups | | Immigrants from | Feeder Areas | |
|---|---|---|---|---|---|---|
| Black | 200 | Christian | 299 | Zaire, Yugoslavia, | Berea, Hillbrow, Yeoville, | |
| White | 69 | Jewish | 4 | Russia, Taiwan, | Bellevue | 155 |
| Coloured | 38 | Moslem | 5 | Korea, Hungary | Soweto | 95 |
| Indian | 1 | | | Malawi | Alexandra | 10 |
| | ---- | | | | Spruitview | 10 |
| Total | 308 | | | | Other | 38 |

The above information is presented to give an indication of the existence of the variety and heterogeneity that prevails in this school.

### 2.3.2 Subjects

A total of 14 teachers answered the questionnaire. Their biographical information is summarised in Table 1.

TABLE 1

**Biographical information on the subjects**

| | |
|---|---|
| **Gender** | N |
| Male | 3 |
| Female | 11 |
| **Age** | |
| 18 - 24 years | 3 |
| 25 - 29 years | 4 |
| 30 - 40 years | 5 |
| 40+ years | 2 |
| **Language** | N |
| English | 11 |
| Afrikaans | 2 |
| Both | 1 |
| **Years experience** | |
| 0 - 1 years | 3 |
| 2 - 6 years | 4 |
| 7 - 10 years | 2 |
| 11 - 19 years | 4 |
| 20 - 26 years | - |
| 27+ years | 1 |
| **Duration of employment at the school** | |
| 0 - 1 years | 8 |
| 2 - 6 years | 2 |
| 7 - 10 years | 1 |
| 11 - 19 years | 2 |
| 20 - 26 years | 1 |
| 27+ years | - |
| **Integrated school experience** | |
| Yes | 11 |
| No | 3 |
| **Years experience in integrated school** | |
| 0 - 3 years | 10 |
| 3 - 5 years | 1 |
| 5+ years | - |

## 2.4 **Measures**

The information was obtained by means of the survey method. A questionnaire was designed to serve as both the pre- and post-test measure in this study. The questionnaire had a dual purpose, namely, (1) to provide a needs assessment component which enabled the researcher to analyse and rank the preferences of teachers for suggested topics of the workshop and (2) to provide qualitative information regarding teacher attitudes towards the issues involved in integration thus enabling the researcher to gauge any change in their perceptions.

To obtain the data the "Multicultural Education Questionnaire" ("Appendix II page xx) was compiled. The questionnaire was adapted and developed from the "questionnaire on integrated schools" (Bot and Schlemmer, 1986; Vice, 1991).

An Evaluation Form designed by the researcher (see Appendix III) was completed by individual teachers after each of the three workshop sessions. It is a standardised form devised for all NRS workshops, which solicits teachers' opinions of the value for them of each session. Teachers evaluated their experience of the sessions on a 5 point scale ranging from "extremely positive" to "extremely negative".

### 2.4.1 The Multicultural Education Questionnaire (MEQ)

A copy of the Questionnaire may be found in Appendix II. Opinions were sought from the teachers on approximately 80 questions relating to integration in schools. The questions covered various aspects of integration, and the benefits and difficulties experienced in relation to the children and their families. Also tapped were the difficulties and benefits experienced by the teachers, as well as their perceptions of integration and change, and their views on disadvantage. Certain items in each of the sections were placed on a comparable scale for analysis and then summed up to get a pre and post test global scale.

In the first section of the MEQ the teachers were requested to give biographical information.

The second section required the teachers to comment on the degree of difficulties and benefits experienced in an integrated school in relation to: children, families and self.

On the items relating to the benefits and difficulties experienced in an integrated school, teachers had to select their answer from a limited number of possible responses. The reply options were: *none*, *slight*, *moderate* and *considerable*.

Example: Please indicate whether the difficulties experienced have been:

| | | | |
|---|---|---|---|
| 0 - none | 1 - slight | 2 - moderate | 3 - considerable |

| | | | | |
|---|---|---|---|---|
| A - The children | 0 | 1 | 2 | 3 |
| Deficits in early learning experiences | | | | |
| Slower work pace | | | | |

The third section of the MEQ consisted of statements regarding teacher attitudes and perceptions towards integration.

On the questions gauging teachers' perceptions of integration, teachers had to select their answer on a five point scale ranging from *Strongly Disagree*, *Disagree*, *Uncertain*, *Agree* and *Strongly Agree*. The primary intention was to appraise teachers' perceptions of integration in education rather than to measure their racial attitudes.

Example: Some statements regarding education are given below. Please indicate whether you:

| 1 - strongly disagree | 2 - disagree | 3 - uncertain | 4 - agree | 5 - strongly agree |
|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| A. Multicultural education will best prepare a pupil for life in South Africa | 1 | 2 | 3 | 4 | 5 |
| B. The presence of children of different races would enrich the life of the school | | | | | |

The fourth section of the questionnaire required teachers to indicate which education system they thought would be most beneficial for children to learn in. The range of choices were based on the developments in multicultural education to date.

Example: In which education system do you think children learn best? Please tick your choice

| | |
|---|---|
| A | "**Melting Pot**" (the minority group's attitude is gradually assimilated) |
| B | "**Amalgamation**" (all the different cultures develop largely independently, retaining their particular identities) |

The fifth section of the questionnaire focused on future educational policy. Teachers were required to choose from a range of approaches which they would like to see being implemented in government schools

Example: As regards future educational policy, which one of the following approaches would you like to see implemented in government schools? Please tick your choice

| | |
|---|---|
| A | Separate schools should be allowed to continue for a particular race, language and religious group - if required |
| B | All schools should become integrated but should be allowed to set quotas |

The sixth section of the questionnaire was a needs assessment component. Teachers were asked to select from a range of topics and rank them in order of preference from *one* to *five*, with *one* being the most essential. With the post-test administration of the questionnaire, the control needs assessment form was answered by the teachers to determine whether their needs were similar to or different from the needs indicated in the pre-test needs assessment.

Teachers were invited to comment on all the questions. These comments added qualitative information to the quantitative responses.

## 2.5 Procedure

The principal's permission for the questionnaire to be distributed to the staff of the school was obtained telephonically.

The researcher then had an initial planning meeting with the principal and his staff where the project was introduced and MEQ answered anonymously.

From the needs assessment component of the completed questionnaire, workshop objectives were generated.

The teachers participated in three, three-hour workshops held over a period of three weeks. These are described in Section 2.6 below.

Evaluation forms were completed by the teachers at the end of each session. At the end of the third session, the MEQ was distributed to the staff once again as a post-test measure. The completed Questionnaires were collected a week later with a letter thanking the staff for their co-operation.

## 2.6 Intervention - The Workshop

The needs assessment questionnaire enabled the researcher to analyse and rank the preferences of teachers for suggested topics for the workshop, as well as to obtain qualitative information regarding their stand on certain issues relevant to the opening of their school to all races.

The following topics were selected as being the most essential for the teachers:

a. Culture: world-view, the influence of culture on perceptions and attitudes; stereotyping and prejudice; understanding a range of cultures

b. Communication: cross-cultural communication; communication in the classroom

c. Multicultural Education (MCE): approaches to diversity; aims and objectives of MCE, and their application in the classroom

d. Multilingualism: language and culture, understanding the English Second language child; problem-solving in a multilingual classroom

e. Coping with change: the process of transition; needs and resources for change management

f. Discipline and Creativity: discipline in a multicultural classroom, the role of creativity in education

The above topics were grouped and presented over three workshop sessions.

The workshop programme was presented as follows:

Session 1 Introduction
Developing our workshop together
Culture
World-view
Evaluation

Session 2 Cross-cultural Communication
Multilingualism
Fostering Multicultural Education
Evaluation

Session 3 Discipline and Creativity
Managing change effectively
Evaluation

The group leader introduced each topic to the group, after which, small group and whole group discussion was held. The workshop style consisted of a combination of didactic input and experiential learning. Each session was concluded with a summary of the information conveyed and a reflection on the process which had occurred during that session.

## 2.7 Research and statistical design

For each teacher who participated, two measures on each question of the questionnaire were yielded, namely a pre-test score and a post-test score. The phrasing of certain items on the questionnaire had to be reversed so that each question was on a comparable scale for analysis. The statistical analysis was both global, addressing overall changes, and specific, focusing on particular areas of change. The global analysis combined the scores within each section of the questionnaire. The more specific analysis focused on individual items, to see whether any particular items were responsible for shifts which did occur.

The five respective sections were:

1. The degree of difficulties in integration perceived by teachers in a Model C school in relation to: children, families and self. The teachers were required to indicate the degree of difficulties they experienced as a result of integrated schooling as they pertained to the above categories. Each category consisted of possible areas of difficulty specific to the category e.g. children, see Appendix II.
2. The degree of benefits of integration perceived by teachers in a Model C school in relation to: children, families and self. The teachers were required to indicate the degree of benefits they experienced as a result of teaching in an integrated school, as they pertained to the above categories. Each category consisted of possible areas of benefit specific to the category e.g. self, see Appendix II.

3. Attitudes of teachers, namely, attitudes favourable towards integration, attitudes to change, attitudes to problems associated with disadvantage and attitudes to teachers' comfort. The teachers were required to indicate how favourable towards, and how comfortable they felt with each of the changes that had occurred as a result of integration. Each category consisted of statements focusing on the issue relevant to that section, see Appendix II.

4. Comparison of Need Assessment. This section involved a comparison of needs expressed before and after the workshop.

5. Evaluation of the Course.

The main statistical technique adopted was the Wilcoxon matched pairs test. This test was chosen, firstly, since all the questions were answered on a rating scale, thus yielding ordinal data. It was therefore necessary to select a non-parametric technique. The second reason was that the same subjects yielded both pre-test and post-test scores i.e. it was a repeated measures design. The Wilcoxon test deals with the ranks assigned to the absolute differences between pairs, the members of which belong to two related samples. The Wilcoxon test was favoured because it also allows the magnitude of changes to be analysed.

# 3. RESULTS

The analysis of the results is presented in five sections mentioned on pages 22 - 28.

Each global analysis is presented separately, and specific details, where relevant, are described within each section. Full details on every item may be found in Appendix I.

## 3.1 Comparisons of the degree of difficulties perceived by teachers in a Model C school in relation to: Children, Families and Personal

The overall pre-test and post-test measure results for children, families and personal are presented in Table 1 below.

TABLE 1

Pre-post test comparisons of the extent of the difficulties perceived by teachers in a Model C school

| | PRE - TEST | | | POST - TEST | | | |
|---|---|---|---|---|---|---|---|
| Area of difficulty | Mean | Median | Mode | Mean | Median | Mode | Wilcoxon Test |
| Children | 2,07 | 2 | 2 | 2,07 | 2 | 2 | NS |
| Family | 1,59 | 1,5 | 1,5 | 1,82 | 2 | 2 | NS |
| Self | - 2 | 2 | No mode | 2,3 | 2 | 2 | NS |

Degree of difficulty perceived:

| 0 - NONE | 1 - SLIGHT | 2 - MODERATE | 3 - CONSIDERABLE |
|---|---|---|---|

In relation to the children, Table 1 shows the teachers' pre- and post-test global scores to be identical on the individual items, positive shifts were evidenced in the following items: item 5 ("unfamiliarity with English"), suggesting that as teachers gained understanding of different cultures they were less inclined to experience the children as having a lack of familiarity in English. item 6 ("slower work pace") as teachers became aware of the adjustment required in learning another language, they seemed more accepting of the slow pace at which learning took place.

As Table I shows, the overall pre-test and post-test results for the difficulties perceived in relation to family were only slight, and not significant ($p>0,15$). There was, however a significant shift in one item [(Item 8: Strong expectations of corporal punishment) ($S=159$; $Z=-2,232$; $p=0,02$)]. This was a negative shift, suggesting that, following intervention the teachers became more aware of a parental expectation of discipline being placed on them. Positive shifts were evidenced in item 2 ("lack of parental value of education") where teachers perceived parents as placing greater emphasis on education than they did before the course; item 5 ("lack of community resources"), indicating a recognition of the lack of educative and community resources and item 9 ("difference in financial status"), as teachers gained insight into the material discrepancies that exist, there was more awareness of the different financial backgrounds from which their students come. Other shifts

were negative, for example in item 3 ("unrealistic expectation of teacher with regard to educating and disciplining a child") and item 6 ("inaccessibility of a parental figure"), suggesting that after the intervention teachers were more inclined to feel that because parents were not accessible this led to families having unrealistic expectations of them, which was uncomfortable for them. A negative shift was also evidenced in item 11 ("great variation in attitudes"), indicating that as teachers became more aware of cultural variations the were inclined to feel that consensus could not be reached as a result of the great variation in attitudes.

For the "self" difficulties experienced in a Model C school by the teachers, as seen in Table 1, there was hardly any apparent pre-post test difference. From the individual items, a positive shift was evidenced in items 3 ("Teaching has become more demanding") and 9 ("Role of teacher has expanded from a didactic role to mediator, facilitator, negotiator"), indicating that teacher awareness increased with regard to the role of teaching, which appears to have become perceived as a more demanding but less dogmatic experience by them. Negative shifts were evident in items 1 ("Frustration at not completing the syllabus"), 6 ("Unfamiliarity with regard to dealing with children of different culture") and 7 ("Impatient as a result of slow work pace"), where the difficulties experienced in the unfamiliarity of different cultures and its impact on work pace increased from being perceived as a slight difficulty to a moderate difficulty. For certain items that were neither positive or negative, an analysis of the results indicates that the teacher responses tended to be more evenly spread among the four categories, showing greater diversity in their views.

## 3.2 Comparisons of the degree of benefits perceived by teachers in a Model C school in relation to: Children, Families and Personal

The overall pre-test and post-test measure results for children, family and self are presented in Table II below.

TABLE II

Pre-post test comparisons of the degree of benefits perceived by teachers in a Model C school

| | PRE - TEST | | | POST - TEST | | | |
|---|---|---|---|---|---|---|---|
| Area of difficulty | Mean | Median | Mode | Mean | Median | Mode | Wilcoxon Test |
| Children | 2 | 2 | 2 | 2,08 | 2 | 2 | NS |
| Family | 1,5 | 1,5 | No mode | 1,88 | 2 | 2 | NS |
| Self | 2 | 2 | No mode | 2,1 | 2 | 2 | NS |

Degree of benefits perceived:

| 0 - NONE | 1 - SLIGHT | 2 - MODERATE | 3 - CONSIDERABLE |
|---|---|---|---|

For the Children, there was hardly any difference in their pre-test ar d post-test scores and overall changes were not significant (p>0,87). From the individual items, a positive shift was evidenced in item 3 ("eagerness to learn about different cultures"), indicating that, after the intervention, teachers moved from "slightly" to "moderately" positive in their view of whether children were eager to learn about different cultures. A negative shift was seen in item 1 ("Enthusiasm to learn"), where teachers' moderately positive view of the childrens' enthusiasm to learn became "slight", indicating that they were less likely to see it as a benefit in a Model C setting.

The overall pre-test and post-test measure results for the benefits experienced in relation to families showed no significant difference (p>0,48). Positive shifts were evidenced in items 1 ("Increased parental support and enthusiasm") and 2 ("Gained knowledge of richness of various cultures"), indicating that teachers became "moderately" positive that parents in a Model C school would benefit by becoming enthusiastic about the richness of various cultures. None of these was significant.

For the personal benefits to themselves perceived by the teachers, the overall pre-post test results were not different (p=0,57) and there were no significant differences on any of the items. Interestingly, the shifts evidenced in this category were all negative, from "considerable" to "moderate", indicating that teachers became less inclined to feel that the Model C setting was a positive experience for them.

### 3.3 Comparisons of attitudes of teachers to: Integration, Attitudes to change, Attitudes to problems with disadvantage and Teachers' comfort

The overall pre-test and post-test measure for the above categories are presented in Table III below.

TABLE III

Pre-post test comparisons of attitudes of teachers to integration

| AREA | PRE - TEST | | | POST - TEST | | | WILCOXON TEST |
|---|---|---|---|---|---|---|---|
| | Mean | Median | Mode | Mean | Median | Mode | |
| Attitudes favourable towards integration | 3,88 | 4 | 4 | 3,25 | 4 | 4 | NS |
| Attitudes to change | 4,42 | 4,25 | 4 | 4,05 | 4,05 | No mode | NS |
| Attitudes to problems associated with disadvantage | 3,92 | 4 | 4 | 4 | 4 | 4 | NS |
| Teachers comfort | 2,83 | 3 | 3 | 3,06 | 3 | 3 | NS |

Degree of attitudes favourable to:

| 1 - Strongly disagree | 2 - Disagree | 3 - Uncertain | 4 - Agree | 5 - Strongly agree |
|---|---|---|---|---|

As seen in Table III, the overall scores for attitudes favourable towards integration were similar before and after intervention, and there were no significant differences (p>0,19). There was, however a shift which approached significance on items 10C (p<0,8), "integration in schools will do little to improve the race relations among pupils" and 10D (p0,09), "it is generally better to teach children of different races separately". These were positive shifts, with the direction of the means for these items indicating that, following intervention, teachers came to express greater support for the integrated approach.

Both before and after the intervention, although most teachers agreed with the statement that "A single department of education for all races should be established", most were uncertain about their preparedness for such a situation.

As seen in Table III, teachers tended to be generally positive on a number of ideological issues related to multicultural education, prior to and after the intervention.

The overall pre-post results for 'attitudes to change' were not significant (p>0,48). Prior to and after the intervention, teachers expressed favourable views towards the change required in multicultural education. This is reflected by the agreement by teachers to 10L "It is important that all schools should teach children the history and cultural background of different groups in South Africa".

For the category involving attitudes to problems associated with disadvantage, there were no differences in the overall pre-post test results. A negative shift was evidenced in item 10V ("disadvantage rather than race causes black children to under-achieve at school"), where the teachers became slightly more inclined to see it as a racial issue. On the other hand, a negative shift in item 10W ("differences in the experiences between black and white pupils will make multicultural education difficult"), indicates that the issues anticipated to emerge as difficulties arising from integrated education related mainly to the disparity in education for the different races; in this case was more related to the role of the environment than to racial inequality.

The overall pre-test and post-test results for the Teachers' Comfort category, were not different. With regard to the individual questions on teachers' comfort following intervention, most teachers became uncertain in their responses when the change impacted on them personally. This was reflected in the shift from "disagree" to "uncertain" on item 10Q ("Teachers anxious with regard to playing an active role in promoting change").

As Table IV shows, the overall scores were identical. There was, however a shift approaching significance on item E ("Change is difficult", S=149; Z=-2,65; p<0,08). The shift was from some evidence of a clustering around 2 (= a little of the time) to 4 (= most of the time) on the response scale. This can be seen in the frequency distribution in Figure 1 below.

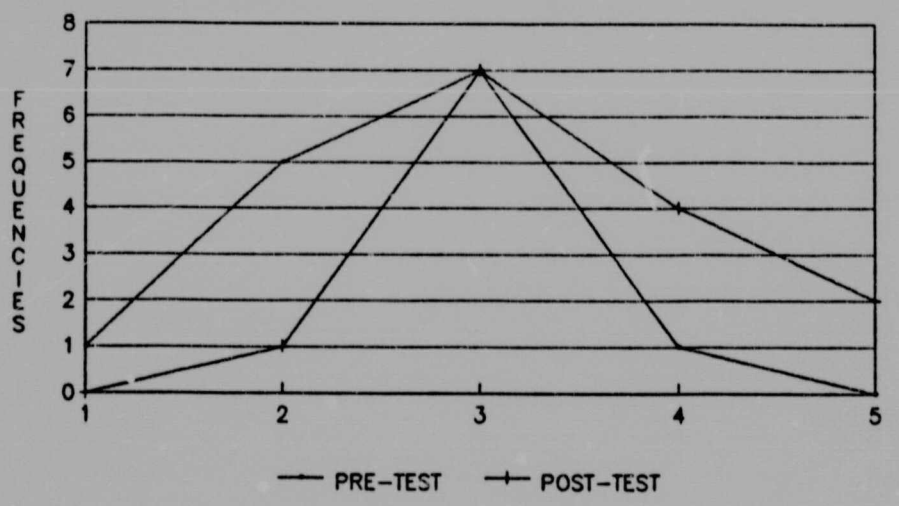



FIGURE 1
Frequency distribution of question E:
'Change is difficult'.

As Figure 1 indicates, both before and after intervention the majority of teachers were uncertain. However, there was a significant shift among the rest from a denial of the difficulty of change to an agreement that change is difficult. The move from a rejection of the difficulty of change to accepting the difficult change suggests that - following intervention - there was virtually an absence of individuals denying that "change is difficult".

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