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White teacher attitudes to multi-racial schools in South Africa.

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WHITE TEACHER ATTITUDES TO MULTI-RACIAL SCHOOLS IN SOUTH AFRICA

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A research report submitted to the Faculty of Education, University of the Witwatersrand, Johannesburg in partial fulfilment of the requirements for the Degree of Master of Education.

Johannesburg, August 1988

DECLARATION

I declare that this research project is my own unaided work. It is being submitted for the degree of Master of Education at the University of the Witwatersrand, Johannesburg. It has not been submitted for any degree or examination in any other University.

Douglas

SHARON DOUGLAS

....5.. day of ....DECEMBER...., 1988.

ABSTRACT

The purpose of this study was to investigate attitudes of White teachers towards multi-racial education and factors affecting these attitudes. The original sample was to consist of English and Afrikaans speaking White teachers in Krugersdorp. However, the Transvaal Education Department denied permission to conduct the study and the sample was changed to one-hundred-and-forty teachers doing post graduate work both at the University of the Witwatersrand and Rand Afrikaans University. Since the new sample for the study consisted of teachers enrolled for postgraduate study, the findings of the study are limited to similar populations. The research design used was descriptive. Attitude Towards Segregation scale adapted from Rosenbaum and Zimmerman (1959) was administered to both groups of teachers. Responses were summarized by calculating the mean and standard deviation to each item. An analysis of variance test was administered because of the multi-variate characteristics of the hypothesis to be tested. When sample cells had unequal sizes, the corrections were made by the G.L.M. process. Also post hoc comparisons were made by the application of Duncan's multiple range test.

The results of the study confirm, with statistical significance, that English speaking White teachers have

more positive attitudes towards multi-racial education than Afrikaans speaking teachers. This study concluded that the sample of White teachers used for this study are more positive towards multi-racial schools than the findings of previous studies. No statistical significance were found in respect to sex, age and religious affiliation among the groups. Geographic mobility affects teachers attitudes more positively. Teachers who have contact with professional Blacks have the most positive attitudes. Teaching in an English school makes a difference even if the teachers are of Afrikaner origin.

The study also documented through an open questionnaire item, the priority areas of concern for successful implementation and operation of multi-racial schools. The most important areas of concern mentioned were coping with different cultural perspectives and the elimination of prejudice. In conclusion this study postulates recommendations in respect to policy and further research to widen the base of the present investigation.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Research in the fields of child psychology, learning processes, group behaviour and personality development reveal that attitudes, opinions, social customs and similar forms of behaviour are adopted from the social environment (Gordon, 1975; Hovland, 1954; Mussen & Conger, 1956; Shaw, 1976; Skinner, 1978). This view is supported by Allport (1954, 1956), who believes that attitude and opinions towards groups of people are learned through life experiences, social interaction, and the family and culture to which one belongs.

There are different theories for the development of racial attitudes. The mindful theories state that the subject or perceiver is postulated to process incoming information actively and consciously to arrive at a belief or judgement (Langer, 1980). Examples of mindful theories include dissonance theory (Festinger, 1957), balance theory (Granberg, 1984), accentuation theory (Tajfel and Wilkes, 1964) and attribution theory (Heider, 1958). Other theories such as classical conditioning theories and operant conditioning theories can be classified as

mindless (Langer, 1980). Mindless attitude assertion is the product of routinized, relatively automatic cognitive process, and tend to reflect the underlying attitude directly.

Theory of cognitive dissonance states that the amount of discord that exists after a decision has been made is a direct function of the elements the person knows that are inconsistent with that particular decision. Cognitive elements can be dissonant, consonant or irrelevant (Festinger's 1957). Ratings of decision increase afterwards to justify the decision. A re-evaluation of attitudes occurs after the decision in order to make relevant cognitions consistent with choice behaviour. The issue of multi-racial schools is a subject that is prone to inconsistencies because a change in the environment or in the person's behaviour can produce changes in a person's cognitive elements. (Zimbardo, Ebbesen and Maslach, 1977). The dissonant can be changed to consonant if the person is willing to change his behaviour (Brehm and Cohen, 1962; Kiesler, Pallak and Kanouse, 1968). Pettigrew's (1960) analysis concludes that as norms change behaviour changes.

Balance theory implies that people would be motivated to stress, highlight, and exaggerate the similarities between their attitudes and the predominant view within their

group which is assimilation. This would also entail exaggerating the differences between their attitudes and predominant view in an out group, contrast (Granberg, 1984). In the Republic of South Africa this is not so much expressive as it is socially adjusting (Pettigrew, 1961). The accentuation and attribution theories are similar to the balance theory. In the former, stereotypes arise by emphasising perceived interclass differences and reducing perceived intraclass differences. The latter theory ascribes certain behaviour to certain groups and individuals rarely perceive their own generalisations as distorted or unjustified (Brigham, 1971).

Knowledge about the social world including racial attitude is represented in cognitive structures called schemas, (Hastie, 1981; Taylor and Crocker, 1981). There are two main ways that schemas can change (Anderson, Kline and Beasley, 1979). Maturing schemas evolve to fit the variety of instances to which the perceiver is exposed. (Fiske and Dyer, 1982). The second form of change is through exposure to incongruent information which is information improbable given the schema (Hastie, 1981). The perceiver either accomodates or assimilates the incongruent information. If accomodation takes place the schema is modified or altered in response to the demands of the environment. However, if assimilation takes place the stimulus is adapted to fit the perceiver's schema.

Thus, in the latter, the schema resists change. Stable schemas lend a sense of order, structure, and coherence to social stimuli that would otherwise be complex, unpredictable, and often overwhelming. On the other hand, it seems clear that schemas will be dysfunctional to the perceiver if they are completely resistant to change (Fiske and Taylor, 1984).

Racial attitudes are developed through experience (McGuire, 1973) and people often mindlessly assert racist stereotypes (Allport, 1954). Racial steroetypes develop at an early age (Meij, 1966). Stereotypes are often formed by secondary sources such as the media, schools and parents instead of the primary source of actual interaction between groups. However, general ethnic prejudice is developed when attitudes become an integral part of defensive behaviour which people assume against deep-seated inner conflict (Adorno, Frenkel-Brunswik and Levinson and Sanford, 1950). This view is supported by Cohen (1966), who states that when racial attitudes are largely determined by fear they resist change. This is an example of the functional theory of attitudes. People retain or develop attitudes for purposes of social adjustment, knowledge, value-expressive or ego-defensive purposes. To change a person's attitude, it is important to know the function of the attitude for that person (Murphy, 1985).

Numerous studies have been conducted in the United States of America with the predominant focus on White-Black attitudes in school integration and bussing (Campbell, 1971; Knapp and Alston, 1972). The region of the country, education and age appear to be three important correlates of racial prejudice for Whites (Maykovich, 1975). Younger people tend to hold more positive racial attitudes than older people, particularly those with a college education (Campbell, 1971). Black and White Americans appear to share the same aspirations of equal opportunity education (Wilson, 1970), but they do not agree on how Blacks best achieve these goals or which goals were most important (Oskamp, 1977). Whites support school integration as long as the percentage of Blacks remains small (Schuman and Hatchett, 1974).

Racial studies have also been conducted in Australia by Ray (1981, 1984). He reports that White males are more prejudiced than White females towards Aborigines and the greater the age, the greater the prejudice. He also concluded that Conservatives are less racially tolerant than Liberals. Other studies pertaining more to teachers' attitudes towards different racial groups discovered that teachers frequently reflect stereotypes based on race and social status differences (Green & Cohen, 1979; Washington, 1979). Studies by Seago (1947) and Diab (1963) show that stereotyped attitudes remain

constant while a study by Murphy (1981) shows that stereotyped attitudes change as society changes. These attitudes effect school achievement (Brookover, 1979; Green and Cohen, 1979), and the development of self-concept, which in turn affect student motivation and achievement (Washington, 1979). Bosma (1977) states that it is imperative that teachers have the same expectations for all racial groups and that they teach accordingly. Parsons' longitudinal study in America on teachers' racial and educational attitudes toward multi-racial schooling found that racial attitudes were neutral in 1978 and 1979. In 1980 and 1981 after multi-racial schools had been introduced attitudes of White teachers toward multi-racial schools had become less positive. Older teachers, female teachers and teachers living in an integrated neighbourhood had more positive attitudes concerning race and multi-racial schools.

The most important criterion for success for any policy requiring substantial sociological adjustments is the extent to which that policy is approved by those most directly affected by it (Gerard and Miller, 1975). A report on contributing factors causing racial disagreements and conflicts within the Hickory, North Carolina City Schools (Southern Regional Council, 1974) implicitly states that racist teachers need to be forced to change or be fired. Thus, attitudes are known to effect successful change (Pettigrew, 1961; Wagman, 1985; Whittle, 1982).

The General Assembly of the United Nations, in December 1959 declared that education on a racial basis could never be justified. According to Brown (1954), in his court case against the state in United States of America separate can never be equal Denial of education by virtue of colour or race is morally unjust and socially indefensible. There are also those that feel a multi-cultural society must be served and promoted by multi-cultural education (Whittle, 1982). Multi-racial education leads to an enlightened citizenry which will preserve democratic institutions and enhance opportunities for social and economic mobility. Thus, multi-racial schools serve both to upgrade the academic achievement of Blacks and to improve race relations (Rist, 1976).

Countries which have a multi-racial education found that teachers play a critical role in the successful implementation of a multi-racial school policy (Bosma, 1977). They are responsible for establishing the classroom climate and setting the tone for inter-racial relations since they are involved in day-to-day activities within the classroom (Struzziery, 1979). Teachers in spite of the importance of their roles and contribution are frequently left out of the crucial planning and decision-making when multi-racial schools are being planned (Bosma, 1977).

It is necessary to analyze the experiences of other countries to achieve success in integrating different races into one education system. However, if multi-racial education is to ultimately be achieved on a permanent basis teacher attitudes need to be taken into consideration. This needs to be done in order to reduce their resistance and secure their co-operation and involvement during the planning stage. This should help achieve successful implementation of multi-racial schools.

1.2 Background to the Problem

In the Republic of South Africa in accordance with the present government policy each racial group has a separate education. The different policies ensure White supremacy and superiority (Malan, 1948; Verwoerd, 1963). This separation in the South African educational system into racial sub-systems is pedagogically acceptable to many because it is founded on the relationship between teaching and culture (Mouton, 1978). The needs of different races or cultures are interpreted by the White authorities.

Unrest and internal and external economic pressures caused by the unequal, separate systems led the government to call for an investigation into the educational provision in the Republic of South Africa. The result was The De Lange Report (1981). This report examines the previous studies of White South Africans' attitudes toward

Blacks. The report concludes that the large majority of Whites feel that equal education opportunities for all racial groups cannot be achieved by enforced integration. The report recommends one education department and general compulsory education of equal quality as the right of all races.

The White Paper on the Provision of Education in the Republic of South Africa (1983), was in response to the De Lange Report's recommendation that there should be one education minister to serve the country as a whole. However, presently there are still separate education departments. Thereafter, the National Policy for General Education Affairs Act (1984) was published. This policy emphasized equal opportunities and resources for the clients of the various racial educational departments. Today per capita expenditure for Blacks is R238,00 as against R1 654,00 for Whites. To alleviate the present inequalities requires vast financial resources and updating the qualification of Black teachers. Since finances are not available White resources may be shared. Since the White minority has control their attitudes will determine whether this sharing of resources will be implemented.

A currently debated problem within South Africa is the change in attitude and behaviour which has to occur among various ethnic groups if racial conflict is to be kept to

a minimum, and business and economy are to prosper (Schmikl, 1982). Before designing methods to change attitudes there is a need to determine attitudes that are presently held. Many race attitude studies using a White South African sample have been completed (Crijns, 1960; MacCrone, 1957; Lever, 1965; Pettigrew, 1958, 1960). These researchers found that most people in a particular racial group rank their own group above others. Research conducted in the Republic of South Africa indicates that this awareness of racial groups already occurs at an early age (Gregor and McPherson, 1966; Meij, 1966). Pettigrew (1958) found that "anti-African" attitudes were stronger for people born on the African continent. Evidence (MacCrone 1947 and 1957: Pettigrew, 1960) suggests that if a person dislikes one member from a different racial group he is likely to dislike others, too. In this way prejudice towards racial groups develops. Afrikaans-speaking White South Africans are four times more prejudiced against Blacks than English-speaking South Africans (Mynhardt, 1980; Moodie, 1980). Adorno et al (1950) state that family life and the degree of authoritarianism may influence this prejudice. Social scientists firmly believe racial attitudes are acquired. This tends to be confirmed by MacCrone's (1947, 1957) historical research, which demonstrates that White attitude change in South Africa has followed changes in society due to internal

and external pressure. 'Mann (1967) believes that desirable race attitudes can be achieved by changing social settings. He states that race attitudes have been meagrely dealt with and leave great potential, particularly in view of socio-political changes. An example of positive race attitudes in South Africa is Heaven's (1977) study which was conducted in Johannesburg. In this particular study two out of every three Whites felt that Blacks and Whites should not be kept separate.

The Natal Teachers' Society scientifically surveyed their members' attitudes in September, 1985, with specific regard to South African White teachers' attitudes towards multi-racial education, with the co-operation of the Centre for Applied Social Sciences at the University of Natal, Durban. The study concluded that gradual reform is necessary. Six to seven members out of the ten were willing to endorse school integration. Younger high school teachers were most favourable to multi-racial education. It must be remembered that the Natal Teachers' Society is an English speaking professional body and is considered to be liberal. Benade, the chairman of the Afrikaans professional teaching body, in reply to the report said that 40% of Natal White teachers were Afrikaans and that they would be against multi-racial schools. A report by a sub-committee of the General

Committee of the South African Teachers' Association on multi-racial schools was adopted unanimously in Grahamstown, in 1986. The sub-committee recommended that opening state schools to all pupils regardless of race, colour, language or creed is both desirable and attainable.

These recent studies may be an indication that White teacher attitudes towards Blacks have changed in South Africa. If this is true it will be important to know what caused this change of attitude of the White teachers. Therefore, the objectives of this study are to examine the attitudes of White South African teachers towards multi-racial education in order to identify factors that contribute to the observed differences in attitude.

1.3 Research Questions

1.3.1 What is the attitude of white teachers to multi-racial education in the Republic of South Africa?

1.3.2 Does the attitude differ with regard to sex, age, religion, geographic mobility, language spoken, contact with Blacks, type of residence, number of own children, reading interest and leisure activities?

1.3.3 Does attitude differ with regard to level and type of school a teacher teaches at or the length of teaching experience a teacher has?

1.3.4 What problems do teachers see as important if white schools are opened to all races?

1.4 Statement of the Problem Situation

The policy of separate development was based on the assumption that each cultural group must follow an educational policy suited to what White authorities perceive each group's particular role and culture in life. There has been growing discontent with this policy. The separate system of education was one of the main reasons for the Blacks' and Coloureds' riots in 1976 and 1984. The separate education system ensured White supremacy. This schema which served political and economic ends is now dysfunctional. It causes social disruption in the form of riots and economic conflict as the result of the sanctions. The present system also does not supply much needed skilled Black labour to a growing economy. Moral dilemma and political pressures from the rest of the world and from within the country against policy of separatism are presently a constant reminder to the present government to investigate alternative models.

The demand for multi-racial education system has been sought by Non-White and by numerous White groups such as members of the Progressive Federal Party, Black Sash and The Transvaal Teachers' Association. However, there are those who resist change. This is illustrated by the violent opposition in newspapers in 1981 and 1982 to the De Lange Report. An example of such a group was the "Transvaal Onderwysvereeniging", an Afrikaans, White teachers' association which opposes racial integration in Education.

If multi-racial schools are to be planned it is necessary to know exactly what teachers' attitudes are and the reason for their attitudes. This will enable educators to plan systematically for multi-racial education in state schools and to make provision for existing attitudes and possible strategies of changing biased and prejudiced attitudes to achieve the desired outcomes.

1.5 Importance of the Study

The factors affecting attitudes towards multi-racial schools in South Africa is of both a theoretical and topical concern. The majority of White racial attitude studies have centred around young people at college or at a university. Whether these results are valid for adults in the 25 - 60 year age group need to be researched.

Since South African society has changed, racial attitudes may also have been changed. It is important to ascertain teachers' attitudes since they are very important change agents. Teachers attitudes need to be taken into account when planning multi-racial schools as race attitudes are vital elements in the social order of a country like South Africa; they are influential in guiding daily conduct.

If White teachers' attitudes still reflect stereotypes towards different racial groups, programmes to help alleviate negative racial attitudes can be developed. An unbiased attitude is necessary to ensure that pupils of all racial groups will develop to their maximum potential.

1.6 Limitations of the Study

1.6.1 The attempt to assess attitudes may effect the attitudes under investigation.

1.6.2 Attitudes are not always consistent with observed behaviour.

1.6.3 Since the research depends on written and/or verbal responses of the subjects these factors may introduce a bias and, therefore, may further limit the study.

1.6.4 Survey research relies on respondents to identify and elucidate problems they are often not even aware of.

1.6.5 Another limitation is the possibility that the sample group may not co-operate.

1.6.6 Extraneous and uncontrollable variable are unavoidable and can distort results e.g. riots, boycotts, and lack of exposure to the Black culture.

1.6.7 The study is limited to post graduate students registered at the University of the Witwatersrand and the Rand Afrikaans University and therefore, this factor will limit the generalisability of the findings.

1.7 Statement of Assumptions

1.7.1 Peoples' attitudes are a reflection of what they believe.

1.7.2 Instruments are valid, reliable and enable the problem to be analyzed scientifically.

1.7.3 The problem of multi-racial schools in South Africa is important.

1.7.4 Teachers will be willing to assist with the investigation.

1.7.5 The identification of attitudes may eventually lead to their modification by the application of appropriate behaviour modification techniques.

1.8 Delimitations of the Study

1.8.1 This study is limited to White teachers registered at the University of the Witwatersrand and the Rand Afrikaans University.

1.8.2 The survey is conducted over a period of five months.

1.8.3 The research is delimited to collecting and describing attitudes of the White teachers.

1.9 Definition of Terms

1.9.1 Multi-Racial Education

Multi-racial schools are composed of different races and cultures and take cognisance of the needs of different ethnic groups when planning a curriculum.

1.9.2 Attitude

Attitude is a mental state organised through experience which exerts a directive influence upon the individual's response to all objects or situations with which he/she is exposed.

1.9.3 Racism

Racism is the practice of keeping some individual or group separate from other fellow human beings on the basis of their race or class. This separation is permanent and systematic.

1.9.4 Positive Attitude

Positive attitude is a realisation that there is a need for change to provide educational opportunities for all race groups despite the difficulties of designing curricula to accomodate the needs of heteregenous group of learners.

1.9.5 Stereotype

Stereotypes are a fixed set of greatly oversimplified demeaning beliefs and opinions that are generally held by members of a specified group which reflects their own racial and cultural superiority and the other groups inferiority.

1.10 Organisation of the remainder of the Study

Chapter Two covers, in more detail, the literature relevant to the study. This includes the concept of attitude; theories underlying racial attitudes; the measuring of attitudes and studies of white racial attitude conducted both overseas and in the Republic of South Africa.

Methodology is dealt with in Chapter Three. This chapter includes the selection of the subjects, procedures, description of the instruments and the presentation of the data.

Chapter Four contains an analysis of the data. Each research question is dealt with as a sub-title.

A brief summary of the first three chapters, conclusions and recommendations for future research is presented in Chapter Five.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 Introduction

This chapter presents a review of studies on racial attitudes of whites to identify factors which determine attitudes toward multi-racial schools. The concept attitude is explored as an introduction to theories underlying racial attitudes. Specific reference will be made to studies and their implications for Whites in the Republic of South Africa. The measuring of attitudes and a few well known techniques will then be discussed. Also, the problems related to measuring attitudes will be balanced against the merits of measuring attitudes. Studies of White racial attitudes will then be examined in an attempt to determine what racial attitudes are, what factors cause them and whether they change over time and why. Again this will be done with specific regard to White teachers in the Republic of South Africa. Once the issues of concern have been dealt with, implications for educators will be discussed.

2.2 Definition of an Attitude

The complex nature of attitudes is illustrated by Allport's ability to cite 16 definitions of what attitude

is (Allport, 1954). This may be the reason that many theorists and researchers are clear about the general nature of the concept rather than a clear definition (Calder and Ross, 1973; Kiesler, 1971; Rosenberg and Havland, 1960; Zimbardo, Ebbesen and Maslach, 1977). They agree that attitude can be viewed as the core of a person's likes or dislikes for certain people, groups, objects, situations and ideas. They may be internal, private events which researchers infer from overtly expressed behaviour. Also, attitudes are seen as enduring predispositions, but ones that are learned rather than innate (Gordon, 1975; Havland, 1954; Mussen & Conger, 1956; Shaw, 1976; Skinner, 1978).

In discussions of attitudes terms such as racism, prejudice and stereotypes are prevalent. Racism or ethnocentrism is an exaggerated tendency to believe one's own race, national or tribal group is superior to other groups. It is associated with a rigid insistence that the standards of one's own group should be the standards for all groups (Bloom, 1971). Weissbach (1977, p. 319) states: "The term 'prejudice' can be defined as an intolerant, unfair, or irrational attitude toward another group of people". English and English (1970, p. 523) define 'stereotypes' as "a fixed set of greatly over-simplified beliefs that are held generally by members of a group". Thus, attitudes are the core feelings a

person has about something. These feelings often include biased, simplistic notions which are likely to have been adopted from one's social environment

2.3 Theories for the Development of Racial Attitudes

Different theories account for how racial attitudes develop. Some are mindful, while other theories are mindless (Langer, 1980). A brief examination of some of these theories may explain White South African's attitudes toward multi-racial schools.

2.3.1 Mindful Theories

Mindful theories explain the subject or perceiver as someone who processes incoming information actively and consciously to arrive at a belief or judgement. Examples of mindful theories include Social Learning Theory (Bandura, 1977), Attribution Theory (Heider, 1958), Accentuation Theory (Tajfel and Wilkes, 1964), Balance Theory (Granberg, 1984), and Cognitive Dissonance Theory (Festinger, 1957).

a) Social Learning Theory

Human behaviour is explained by social learning theorists as a continuous reciprocal interaction

among cognitive, behavioural and environmental determinants (Bandura, 1977; Lathan and Saari, 1979; Zimbardo, Ebbesen and Maslach, 1977). Furthermore adherents of this theory argue that human thought, emotional reactions, expectations and behaviour are influenced by observation and determined by direct experience. While learning people do not merely react but select, organise and transform stimuli; they learn from the consequence of their own behaviour and that of others.

b) Attribution Theory

This theory expounds that as people observe and interact with their environment certain behaviour and characteristics are ascribed to certain groups (Heider, 1958). One's own race is often attributed with superior qualities. This includes a tendency to take the culture of one's own race as the basis of emotional reactions, cognitive assessment and aesthetic and moral judgements. This leads to judgement with naive harshness or naive approval of situations where a person is actually ignorant of the inner meaning and total context of what is being experienced. Research has shown that individuals rarely perceive their own generalisations as distorted or unjustified (Brigham, 1971).

c) Accentuation Theory

Similar to attribution theory accentuation theory attibutes certain behaviour to certain groups but racial stereotypes arise by emphasing perceived interrace differences and reducing perceived interrace differences. It minimises in-group differences but exaggerates between group differences (Tajfel and Wilkes, 1964). Sumner's (1906) concept of ethnocentricism seems to be similar. He states that people value the characteristic and ways of their own group excessively and therefore tend to devalue and scorn those who do not share such characteristics and folkways. The policy of separate schooling seems to be one example based on the belief that races are different and deserve different types of education. This theory may also explain why some Whites fear that educational standards will drop if schools become multi-racial.

d) Balance Theory

Balance theory implies that people would be motivated to stress, highlight and exaggerate the similarities between their attitudes and the predominant view within their group which is assimilation. This includes exaggerating the

differences between their attitudes and the predominant view in an outgroup (Granberg, 1984). If a group's views are attacked by an outside group, there is a greater commitment by individuals to the in-group and they resist the attack from outside. On the other hand, when an individual's beliefs are attacked from within the group greater attitude change (Kiesler, 1971) takes place. Thus, reference groups are important in attitude change. This is because an individual belongs to a group in a world where the individual is uncertain of himself and the world around him (Du Toit, 1976). By belonging to a group and upholding the group's beliefs he is rewarded and sanctioned and this renders security in a threatening situation. Thus, attitude serves a function. In order to change a person's attitude (Murphy, 1985) it is important to know the function of that attitude for that person. Cohen (1966) believes when racial attitudes are largely determined by fear people resist change.

Racial attitudes are developed through experience (McGuire, 1969) and people often mindlessly assert racist stereotypes (Allport, 1954). Racial stereotypes develop at an early age (Meij, 1966). Stereotypes are often formed by secondary sources

such as the media, schools and parents instead of the primary source of actual interaction between groups. However, general ethnic prejudice is developed when attitudes become an integral part of defensive behaviour which people assume against deep seated inner conflict (Adorno, 1950). When a person's parents are racially prejudiced, when his limited world accepts racial discrimination as a given way of life, when his deviance means certain ostracism, then his racial attitudes are not so much expressive as socially adjusting (Pettigrew, 1959).

e) Cognitive Dissonance Theory

Festinger's theory of cognitive dissonance is a way of explaining how people deal with inner conflict (Festinger, 1957). A person holding two cognitions that are psychologically inconsistent finds the cognitive dissonance unpleasant and tries to reduce it. The deeper a person is committed to an attitude, the greater is the tendency to reject dissonant evidence and the greater is the tendency to commit himself in that direction (Aronson, 1965). The issue of multi-racial schools is a subject which may lead to inconsistencies because a change in the environment or in the person's

behaviour can produce changes in person's cognitive elements (Zimbardo et al., 1977). The dissonant can be changed to consonant if the person is willing to change his behaviour (Brehm and Cohen, 1962; Kiesler, Pallak and Kanouse, 1968). Knowledge about the social world including racial attitude is represented in cognitive structures called schemas (Hastie, 1981; Taylor and Crocker, 1981). Schemas can change through exposure to incongruent information which is information improbable given the schema (Hastie, 1981). An example of this would be where a person holds that Blacks are ineducable (Schema). When this person meets an educated Black (incongruent information) the perceiver is forced to reconsider his schema. The perceiver either accommodates or assimilates the incongruent information. If accommodation takes place the schema is modified or altered to the demands of the environment (Fiske & Dyer, 1982). However, if assimilation takes place the stimulus is adapted to fit the perceiver's schema. Thus, in the latter, the schema resists change. Stable schemas lend a sense of order, structure and coherence to social stimuli that would otherwise be complex, unpredictable and often overwhelming. On the other hand, it seems clear that schemas will be

disfunctional to the perceiver if they are completely resistant to change (Fiske & Taylor, 1984). Pettigrew's (1960) research confirms that change in norms results in behavioural changes.

2.3.2 Mindless Theories

Classical or respondent conditioning and operant or instrumental conditioning theories are classified as mindless (Langer, 1980). They are routinized, relatively automatic cognitive process. Subjects do not make conscious decisions or analyze the reasons for their behaviour.

a) Operant Conditioning

This theory postulates that learning occurs when a subject responds to a stimulus and is rewarded for desirable behaviour. In Skinner's (1968) experiments rats learnt that by pressing a bar they could obtain food. As the result of their behaviour was a positive gain, this behaviour was repeated. Had the result been negative (a shock) the behaviour would not be repeated. Attitudes to multi-racial education can be taught by applying a similar principle (Cross, Baker and Stiles, 1977). In the United States of America the government

offered greater grants to schools that became multi-racial. In this way behaviour or attitudes that are regarded as desirable are encouraged and positive reinforcement is practised. Rewards do not appear to be necessary to change attitudes and behaviour in certain schools in the Republic of South Africa. Educationalists acknowledge that there are many schools that need only the permission from the education department as they are keen to introduce multi-racial education (Freer, 1987).

2.3.3 The Exploitation Theory

This theory states that racial prejudice is developed so that one group can profit by suppressing another group. By propagating a belief that a particular racial group is inferior and deserves less, another racial group can benefit economically and exploit the 'inferior' group. Viljoen (1972), emphasises that this can only be understood in terms of the historical background to the conflict.

2.3.4 The Group Conflict Theory

Historical background also plays an important part in understanding the "US" and "THEM" in the group conflict

theory. This structure depends on power. When power is involved factors like unequal status and antagonism can play a role in developing prejudice (Viljoen, 1972).

2.3.5 The Character Structure Theory

When there is a question of power there is a possibility of an authorative personality associated with power. The Character Structure Theory states that an authoritive personality is inclined to develop prejudices. Racial prejudice arises from adverse childhood experience with familiar sources of authority. There may be an oppressive father which leads to repressed hostility in a child. Later this hostility is projected onto other racial groups (Ray, 1981). Intergroup relationships are part of a broader frame of reference in the thoughts of man. Man wants no dissonance between his cognitive thought and facets of his belief system. Thus an authoritive person who emphasises power and status in intergroup relationships will be more inclined to prejudice than those who stress individuality and trust (Viljoen, 1972). South Africans have a traditional conservative ideology and they usually appear to accept conventional authority which is status linked (Ray, 1973). The father in the family or the minister or the leader of the country mus be obeyed as it is accepted that these people know what is best for all.

The development of racial attitudes, ethnic prejudice and stereotyping are complex concepts and therefore, there is no single theory to explain them. The theories discussed account for sociocultural, situational, historical, stimulus - object, personality and psychological dimensions. Researchers try to determine how each theory relates to life situations by attempting to measure attitudes and determine factors which may form the basis of racial attitudes.

2.4 Measuring Attitudes

When researching attitudes, Rosenberg and Hovland (1960), suggest that there are three components of affect, cognition and behaviour. The affective component can be measured by physiological responses or verbal statements of like and dislike. The cognitive component can be measured by self-ratings or beliefs or by the amount of knowledge a person has about a topic. The behavioural component can be measured by observation. Since the 1920's a variety of techniques have been developed to measure attitudes. The four most widely used methods are the Thurstone (1931, 1970), Guttman (1944), Likert (1932), and Osgood (1957) semantic differential techniques. The Thurstone successive - interval technique comprises of a series of declarative statements that are given to a respondent to agree or disagree with. The attitude score

is the average scale or value of the statement he/she endorses (Calder & Ross, 1973). The Guttman scalagram analysis consists of a series of test items, each of which contain several opinion statements. Probably the most popular and widely used scale is the Likert summated-rating technique. Each response is associated with a number and the overall attitude score is the sum of the responses he/she checked. The Osgood semantic differential comprises of a series of bipolar adjectives. The split-half reliability coefficients based upon the Spearman-Brown correction formula indicates the Likert scale has the greatest reliability of various measurements (Tittle & Hill, 1967).

2.4.1 Problems Associated with Measuring Attitudes

As researchers delved into the complex issue of attitude and behaviour numerous questions were raised (Kiesler, 1971). In general, researchers and theorists argue that:

a) A considerable proportion of an individual's daily behaviour is related to attitudes and beliefs. As some attitudes can be inferred from an individual's behaviour so can specific types of behaviour be indicative of certain attitudes i.e., attitudes are evaluative.

b) On the other hand not all behaviour is produced by attitudes. There are multiple determinants of behaviour. Moods, basic human needs such as hunger, need for security and preoccupation with domestic and financial problems can also affect behaviour. However, there is a general consensus that attitude is a predisposition to respond to an object rather than the actual behaviour toward such object (Summer, 1970). If one measured the attitude in many situations over a period of time the attitude measured would be significant and valued.

c) Chance events' predict an individual's behaviour. Chance events are incidences which are circumstantial. Unforeseen events such as riots, which can threaten a racial group's security may persuade that group to change their behaviour.

d) Attitude is regarded as a theoretical construct and most researchers (Kiesler, 1971, Likert, 1932: Osgood et al., 1957) conceive of attitudes as having both direction (varying degree of positive and negative) and strength on a continuum of intensity toward 'something'. Numerous researchers have assumed these components are consistent within the individual which may not always be true.

A further limitation in assessing attitudes is that the very attempt of assessment may cause change in the attitudes. Attitudes are not always consistent with observed behaviour. Researchers also rely on written or verbal responses from subejcts which may introduce biased responses.

It is difficult to establish an unequivocal relationship between behaviour and attitude. This is due to the lack of proper definition, problems of measurement failure to understand the relationship and attempts to differentiate when it may be interdependent parts of a single process of human activity.

2.5 The importance of racial attitude studies in the Republic of South Africa

Attitude and belief play a decisive role in guiding day to day behaviour (Allport,1954; Kiesler, 1971). Racial attitudes are vital elements in the social order of a developing country like South Africa (Freer, 1987; Mann, 1967). Whites in South Africa are accused of being racialistic. A politician, Suzman (1986) says that our problem is racial injustice. This is evident at an institutional i.e. separate schooling and on an individual level. Butterfield (1983) is of the opinion that only through integrating the schools fully can the social

obligation of upgrading Black education be avoided or lessened. However Thomas (1984) warns that stereotyping must be avoided. A change in attitude and behaviour must occur if racial conflict is to be kept to a minimum and business and economy are to prosper (Schmikl, 1982). Attitudes effect successful change ({Pettigrew, 1961; Wagman, 1985, Whittle, 1982). By changing the person's attitude one can change their overt behaviour (Zimbardo, Ebbesen & Maslach, 1977). The function of the attitude (Murphy, 1985) must be determined and a measurement of perceived importance or salience can then provide information for the reasons that people hold specific attitudes (Fishbein & Ajzen, 1975). It is then possible to influence their attitude by influencing the dimensions they see as salient. However a criterion for success is that the people concerned must approve the change (Gerard & Miller, 1975). It is the opinion of Professor Freer (1987) that all responsible teachers are committed to changing schools to multi-racial schools; only their time scale for this differs. However, if one analyses attitude studies in South Africa it is clear that not all teachers share this view. Attitudes of people concerned must therefore be measured and by securing their co-operation and involvement resistance can be reduced (Smith, 1982) when and if multi-racial schools are introduced. Rizvi (1985) recommends that as multi-culturalism teaches cultural tolerance of diversity, multi-cultural education

should be instituted. Educators can plan and make provision for changing existing attitudes by means of modifying biased and prejudiced attitudes. The implications of this for teacher training is discussed by Carrington, Millward and Short (1986). Five articles were studied by Grant and Sleeter (1985), to examine the impact of teacher education on attitudes about different racial groups, using workshop or integration of multi-cultural content into coursework. Four studies showed positive attitude changes. Psychological research cannot cure racism (Allport, 1954; Pettigrew, 1961) but it can provide information which increases empathy which can then lead to improved race relations.

Racial attitudes have been meagrely dealt with (Mann, 1967) and leave great potential especially in view of socio-political changes in the Republic of South Africa. It is one of the greatest problems of our time which attracts international prominance (Ferreira, 1983). In South Africa factors affecting attitudes is of both theoretical and topical concern and may help to clarify and resolve a complex situation.

2.6 Studies of racial attitudes in other countries

In numerous studies conducted in the United States of America with regard to White attitudes toward other racial

groups the age and education of the sample group was held consistent (Pettigrew, 1959). Females and church attenders were potentially more conforming respondents. They were found to be more anti-Negro than non-church attenders or males. This contradicts findings that women were less distanced than males (Payne, 1976). A further conclusion by Pettigrew (1959) was that the more contact made with Negroes, the more prejudiced people became. This conclusion conflicts with certain other studies which state that contact alleviates simplistic and false opinion (Bogardus, 1966). Pettigrew reasoned that most southern Whites knew only the lower class Negroes; consequently the more contact they had with Negroes, the more prejudiced they became (Pettigrew, 1959).

Studies with the predominant focus on White - Black attitudes to school integration and bussing have also been conducted (Campbell, 1971; Knapp & Alston, 1972). The region of the country, education and age appear to be three important correlates of racial prejudice for Whites (Maykovich, 1975). Younger people tend to hold more positive racial attitudes than older people, particularly those with a college education (Campbell, 1971). Black and White Americans appear to share the same aspirations of equal opportunity ducation (Wilson, 1970), but they do not agree on how Blacks best achieve these goals or which goals are most important (Oskamp, 1977). Whites support school integration as long as the percentage of Blacks remains small (Schuman & Hatchett, 1974).

A study conducted by Parsons (1983) on teachers' racial and educational attitudes toward multi-racial schooling found that attitudes to multi-racial schools were neutral in 1978 and 1979. In 1980 and 1981, after multi-racial schools had been introduced, attitudes of White teachers toward multi-racial schools became less positive. This may be due to the fact that teachers were not trained to teach different racial and cultural groups and they did not have prior counselling. There might also have been a fear that standards were dropping (Southern Regional Council for the Hickory, 1974). Older teachers, female teachers and teachers living in integrated neighbourhoods have more positive attitudes concerning race and multi-racial schools. The most important criterion of success for any policy requiring substantial sociological adjustment is the extent to which that policy is aproved by those most directly affected by it (Gerard & Miller, 1975). A report on contributing factors causing racial disagreement and conflicts within the Hickory, North Carolina City Schools (1974) implicitly states that racist teachers need to be forced to change or be fired. Thus, attitudes are known to effect successful change (Pettigrew, 1961; Wagman, 1985; Whittle, 1982).

Racial studies have also been conducted in Australia (Ray, 1981, 1984). He reports that White males are more prejudiced than White females towards Aborigines and the

greater the age the greater the prejudice (Ray & Furnham, 1984). This may be due to men having a more authoritarian personality (Adorno, 1950). Wagman (1955) concludes that authority is more effective in determining attitudes than reasoning. Ray (1981) also concludes that Conservatives are less racially tolerant than Liberals. This may be attributed to the formers' cynicism and scepticism about human nature. A study by Brown (1965) also confirms that White Australians in manual occupations are more prejudiced. He suggests that Whites may view other races as an economic threat to them. Many white teachers fear that the standard of English will be lowered if multi-racial education is introduced but studies conducted in Australia show that ethnic groups recognize the importance of English to communicate (Smolicz, 1981). Self confidence suggests Ray (1983), may also be a variable which determines racial attitude. It has also been confirmed the more geographically mobile people are the less racially prejudiced they are (Kaline & Berry, 1980). Place and type of residence, formal and informal association, reading habits and leisure time activities also deserve attention as they affect attitudes.

Bogardus (1966) compared racial distance in Ethiopia, South Africa and the United States and found women to have a greater social distance than men. This is in agreement with Payne's (1976) conclusions but appears to contradict

Ray's (1981, 1984) findings in Australia and Pettigrew's (1969) fihdings in the U.S.A. However, perhaps researchers neglected what Pettigrew calls situational variables. The studies must be seen in their particular context and then reasons for the observed differences may be explained.

Other studies pertaining to teachers' attitudes toward different racial groups discovered that teachers frequently reflect stereotypes based on race and social status differences (Green & Cohen, 1979; Washington, 1979). These attitudes affect school achievement (Brookover, 1979; Green & Cohen, 1979), and the development of self concept, which in turn affects student motivatiuon and achievement (Washington, 1979). Research suggests that programs designed to increase the cultural awareness of minority groups can be successful in improving self esteem (Comas-Diaz, Arroyo and Lovelace, 1982). This must be taken into consideration when introducing multi-racial education but besides this Bosman (1977) states that it is important for teachers to have the same expectations for all racial groups and that they teach accordingly. Countries which have a multi-racial education found that teachers play a critical role in the successful implementation of a multi-racial school policy (Bosma, 1977). They are responsible for establishing the classroom climate and setting the tone for inter-racial relations since they are involved in day-to-day activities

within the classroom (Bullivant, 1983; Struzziery, 1979). Despite the importance of teachers' roles, they are frequently left out of the crucial planning and decision-making when multi-racial schools are being planned (Bosma, 1977). Studies by Seago '1947) and Diab (1963) show that stereotype attitudes remain constant while a study by Murphy (1985) indicates that stereotype attitudes change as society changes.

2.7 Racial Attitude studies in South Africa

Since there are many studies which have been conducted on racial attitudes in South Africa, only the most relevant research will be dealt with. Most studies were based on the Bogardus Social Distance Scale. Respondents state whether any, most, some, few or no members of another racial group should live and work in the country, be allowed to vote, be personal friends etc. In these studies it was found that most Whites put their own racial group above others (Crijns, 1960; Coetzee, 1980; MacCrone, 1930, 1932, 1937, 1938, 1947, 1957; Malherbe, 1946; Marais and Dreyer, 1982; Morsbach and Morsbach, 1967; Pettigrew, 1958, 1960; Van Den Berghe, 1962; Viljoen, 1972). Evidence suggests that if a person dislikes one member from a racial group, different to himself, he is likely to dislike others, too. In South Africa the more contact Whites have with Bla[illegible], the more prejudiced they become

(Niewoudt, 1970). Due to the policy of separate development, many Whites only come into contact with the lower class Black, where the latter are employed as domestic servants or in semi-skilled work. This may account for the correlation between increase in prejudice with increased contact. Research indicates that this awareness of racial group occurs at an early age in South Africa (Gregor & McPherson, 1966; Muir, 1966). Teachers' attitudes may influence this early attitude formation in children. Teachers need to think carefully about attitudes they may be nurturing (Brown, 1982).

MacCrone (1937) thought sex of a subject did not influence attitudes toward various racial groups. However, other researchers (Pettigrew, 1960; Pretorius, 1971; Van Den Berghe, 1962) concluded that women are more distanced than men with regard to racial contact. Age makes a difference to racial attitude; the greater the age, the greater the racial prejudice (Heaven, 1979). Many of the racial attitude studies have been done with students.

Afrikaans-speaking White South Africans have been found to be far more prejudiced against Blacks than English-speaking South Africans (Moodie, 1980; Pretorius, 1971). In one study Afrikaans-speaking subjects were found to be four times as prejudiced as English-speaking

subjects (Mynhardt, 1980). However, there has been a fusion since marriages between Afrikaans and English-speaking White South Africans have taken place. Family life and the degree of authoritarianism may influence prejudice (Adorno, Frenkel-Brunswick, Levenson & Sanford, 1950). The more authoritarian and conservative family life, the more prejudiced one is likely to be. In English and Afrikaans' homes, child rearing and other socio-cultural characteristics may receive different emphasis. Afrikaans-speaking people tend to emphasize preserving their culture, religion and language at all costs. These factors may contribute to making them more prejudiced. Studies in other countries do not show any link between attitudes to Blacks and patriotism (Viljoen, 1972). The Whites' fear of being swamped and thus losing their cultural identity within their country, may indicate a link between patriotism and attitude to Blacks in South Africa. This may be due to a unique situation where the minority Whites are in control of a country where the majority of the population is Black.

Religion has been mentioned as a contributing factor to prejudice. Church attenders in the U.S.A. have been found to be more prejudiced than non-church attenders (Pettigrew, 1959). In South Africa Calvinism is believed to entrench this prejudice (Adam, 1979). Studies overseas indicate that geographically more mobile people are less

prejudiced than geographically less mobile people (Kalin & Berry, 1980). These conclusions have not been confirmed in South Africa. Researchers have postulated that urbanisation, would lead people to become less racially prejudiced but Adam (1979) warns that this process is not automatic.

Changes in society and norms influence people's attitudes (Mann, 1967). This can be explained by Hastie's (1981) theory about schema assimilation or accommodation which is further confirmed by attitude change in South Africa which followed changes in society due to internal and external pressure (MacCrone, 1947, 1957). Race attitudes may have become even more positive in South Africa (Horrell, 1976). A study conducted in liberal Johannesburg (Heaven, 1977) reported that two out of every three Whites felt that Blacks and Whites should not be kept separate.

Malan in 1948 introduced separate education systems for different racial groups and Verwoerd in 1953 entrenched this system. Demands have been made to change separate education systems for a multi-racial education system. These demands have been sought by the non-whites and numerous White groups such as the members of the Progressive Federal Party, Black Sash, South African Teachers Association, Natal Teachers' Association and Transvaal Teachers' Association. Their view echoes that of the General Assembly of the United Nations (1959) that education on a racial basis can never be justified; that

separate can never be equal. There are also those who adhere to the principle that a multi-cultural society must be served and promoted by a multi-cultural education system (Whittle, 1982). The multi-cultural approach to education will both upgrade the academic achievement of Blacks and improve race relations (Rist, 1976). At the present time expenditure on White education and qualification of White teachers surpasses the other racial groups greatly (De Lange Report, 1981). To upgrade other racial groups' backlog in education to the level of White education does not appear to be economically viable or possible and so integration seems to be the most effective procedure (Butterfield, 1982, 1983). Many White schools, reports The Star (1988) are vacant. Providing Black access to these unused White facilities might be a start to solving the inequalities in education, in the Republic of South Africa. However, there are those who resist educational integration. This is illustrated by the opposition in Newspapers in 1981 and 1982 to the De Lange Report. This report examined previous studies of White South Africans' attitudes toward Blacks. It concluded that although the large majority of Whites stated that equal educational opportunities for all racial groups could not be achieved by enforced integration, general compulsory education of equal quality is the right of all races. One group which opposed the report is the 'Transvaal Onderwysvereeniging',

an Afrikaans White teachers' association which rejects racial integration in education on the assumption that the cultural and religious identity of all groups needs to be preserved (Mouton, 1978). However, Steyn (1986) states it is critical:

> In South Africa, with our bitter history of domination, oppression and exploitation, much of which has been rationalised in terms of 'cultural differences', we can find a particularly vivid example of the political and ideological use and misuse of the concept of culture (p. 247).

Further reasons for resisting a multi-racial education system are given by van Aswegen (1977). He says that Whites are not willing to spend money they feel is theirs on Black education. Educating the Black also makes them unfit for labour and instills ideas of equality, fraternity and freedom. This eradicates the race and class differentiation, and endangers the superiority of Whites.

Nevertheless, the issue of multi-racial education increasingly is being debated by the White society. A survey of 2 000 Whites in all four provinces found 51 per cent are in favour of 'inter-racial contact at school level' versus 27 per cent which oppose mixing of racial groups. This poll was conducted by Market and Opinion

surveys (Rapport 22/7/85). A Markinor survey among 1 000 Whites in metropolitan areas found that some 55 per cent would either welcome or accept schools opening to all races. Among English-speakers the proportion is 76 per cent compared to one-third among Afrikaners. There was a slight trend for those without children to be more accepting (58 per cent) than parents with children (52 per cent) to open education to all races (People & Marketing, April 1986). In Pietermaritzburg, an informal poll among 500 Whites and Indians from a cross-section of socio-economic groups found that nearly 70 per cent either welcomed or would accept as inevitable the integration of schools while 31 per cent were opposed to the integration (The Leader, March 1986). Reporting on recent developments on multi-racial education, Mr. Piet Clase, Minister of Education and Culture disclosed that "84 per cent of English medium private schools chose to go non-racial in 1985" (Natal Mercury, February, 1986).

2.8 Summary of the Chapter

This chapter discussed: racial attitudes, theories dealing with the development and change of racial attitudes studies both overseas and in the Republic of South Africa and their conclusions. The present investigation is based on this information and plans to further explore racial attitudes with specific regard to identifying factors that

contribute to the observed differences in White teachers' attitudes toward multi-racial schools in the Republic of South Africa.

Recent surveys seem to indicate that Whites' attitudes toward other racial groups are changing. Are changing norms responsible for this? Is the interaction with the social environment causing change of attitude towards Blacks? Are other people within the White racial group persuading other members to change their attitudes or, is fear of what might happen if they do not change their attitude causing change of attitude? Are Whites mindful of their attitudes or are attitudes mindless? Do White teachers realise that certain qualities which they attribute to certain races are not valid? Has this occurred through cognitive dissonance? Did White South Africans learn through social conditioning to respond with prejudice when they came into contact with Blacks? Is this still functional?

In the previous studies conflicting results have emerged with regard to sex of the subjects. Whether women or men are more favourable toward multi-racial schools will have to be explained with regard to the other situational variables in the Republic of South Africa. Previous studies showed that Afrikaans-speaking Whites in South Africa are more prejudiced than English-speaking Whites.

As many marriages between subjects from these two language groups have taken place it would be interesting to analyze factors affecting racial prejudice. Child-rearing, culture and religion are important variables that determine attitudes. Are children brought up in an authoritarian home, more biased than children brought up in a home, where matters are discussed? Are all church attenders more biased than non-church attenders or is it dependant on the religious denomination of the church? Does travelling abroad influence racial attitudes? Other factors to be investigated are type of residence, formal and informal associations, reading habits, leisure time activities, political affiliations and the concept of self confidence.

Do White teachers realise the implications of introducing multi-racial schools? Are they aware of their own biases and how this affects their students? What do White teachers see as important when planning and introducing multi-racial schools?

Investigation of the preceding questions in this investigation and factors affecting white teachers' attitudes toward multi-racial schools will be analyzed and discussed. These attitudes need to be taken into consideration to reduce teacher resistance and secure co-operation and involvement if a multi-racial education system in South Africa is to be successfully implemented.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Preceeding chapters have introduced the background and purpose of the study. as well as reviewing the literature related to the research questions. This chapter discusses the methodology involved including research design, pilot study, sample selection, data collection, analysis procedures and limitations experienced.

3.2 Research Design

Survey research was the method of analysis for this study since this method concerns describing the nature and degree of existing conditions, namely White teacher attitudes to multi-racial schools. The study was cross-sectional and obtained a representative selection of White teacher attitudes. The data was collected and analyzed within the shortest period of time.

The first phase was a pilot study which determined the usefulness of the questionnaire to be used for the research to provide the researcher with ideas, approaches and clues not foreseen prior to the pilot study. The second phase was conducted after the findings from the

pilot study confirmed that an amended Likert scale could be used to determine attitudes. Time and cost limitations meant that time triangulation was not possible; the same measurements of the sample could not be collected at different points in time. However, comparisons with previous studies of a similar nature have been made.

For the purpose of standardisation all respondents were faced with situations as identical as possible. Great care was taken to elicit uniform responses from all respondents and specific criteria was given to ensure uniform analysis of data (Isaac and Michael, 1983). This standardisation is based upon the assumption that societies are stable, functional structures subject to scientifically discoverable laws. Standardisation also allows for the replication of this study.

An attempt was made not only to conduct research in a standardised format but also in the conceptualisation of variables. This is necessary especially in survey research which deals with a number of variables which are to be examined under as natural conditions as possible. These variables however, are not manipulated. In this study the variables were attitudes of White teachers of means (independent variable 1) and English (independent variable 2) towards multi-racial schools (dependent variable).

Lehmann and Mehrens (1979) maintain that if a researcher wants to obtain subjects' opinions and attitudes the most effective way is to question them. The researcher must however, remember that many respondents may wish to shock, impress or distort the truth. They may also be asked to identify and elucidate problems they are not even aware of. The researcher too, being human, may try to project preconceived notions. Despite these criticisms there are a number of authors (Blalock, 1970; Jahoda, 1973) who contend that if rigid methodological control is maintaine survey research is still the most effective methodology to obtain a high degree of objective and quantifiable data from human subjects.

3.3 Pilot Study

The first phase of this research is a pilot study. A pilot study is a data-gathering technique which helps to define the parameters of the study. It also improves the reliability and validity of instruments and helps overcome procedural and methodological difficulties providing preliminary warnings and assistance to researchers (Kane, 1985). More precisely Isaac and Michael (1983, p. 34) cite the advantages of a pilot study as follows:

a) It permits a preliminary testing of the hypothesis that leads to testing more precise hypothesis in the research.

b) It greatly reduces the number of treatment errors, because of unforeseen problems revealed in the pilot study may be overcome in redesigning the main study.

c) It is possible to get feedback from research subjects and other persons involved and that leads to important improvements in the main study.

The sample group for the pilot study consisted of 6 English speaking teachers and 6 Afrikaans speaking teachers from Krugersdorp. Questionnaires were posted, and the pilot study sample group was requested to respond to the questionnaire anonymously. Teachers were also invited to correct any spelling or grammatical mistakes, to identify ambiguous questions and make general comments on how the questionnaire could be improved.

The pilot study in this instance served to bring to the attention of the researcher:

a) A few linguistic mistakes in the translat on from English to Afrikaans were noted in the questionnaire. The necessary corrections were made.

b) One biographical item concerning family life was regarded as presumptious and irrelevant to the study. Consequently, it was excluded in the main study.

c) Most respondents commented that the questions were "probing", "thought provoking" and "interesting".

In order to determine reliability, respondents were presented with situations as identical as possible, and a pre-determined scale was provided for the analysis of data. The thirty-four item questionnaire also contained repetitive items with regard to odd and even items. A split-half reliability test was applied. The r', which approximated a perfect correlation ($\sim$ = ,94) was established by the application of the Kuder-Richardson formulae. This formulae is based on correlation of the sum of odd and even items, in the questionnaire, divided by the number of respondents. Therefore, the reliability for the present instrument is higher than the original instrument which has a reliability of ,89.

Both the construct and content validity were already established in the original questionnaire (see p. 57). During the pilot phase validity of the new instrument was established at two levels. The first level was through further interviews and probings with each of the responderts to ensure that the instrument really tests their attitude to multi-racial schools. The second level of establishing validity was conducted by expert

opinion. After the supervisor approved the revised version, the instrument was sent to several psychologists and educationalists. At this stage however, no requests for change was recorded. Thus, face validity was obtained.

3.4 Sample Selection

All teachers in this study were White. They were registered either at the University of the Witwatersrand or the Rand Afrikaans University for postgraduate courses in education. The students registered at each university were listed as the sampling frame. A random sample table was then used to select thirty subjects from each university to increase external validity or generalizability of the investigation.

It was further advised by the supervisor to send out a further 40 questionnaires as the original sample was considered too small. This sample was also selected from the original sampling frames and questionnaires were posted two months after the first sample group's questionnaires were posted. This sample size was suitable since small sample statistics assured the researcher of acceptable reliability in estimating sampling error before any decisions about the data were made (Isaac and Michael, 1983). Peatman (1947) also notes that the more homogeneous the character of the universe the smaller will be the sample required. Smith (1975) mentions that

studies combining several levels of analysis are to be preferred. This particular study noted individual analysis (personal teacher's attitudes), ecological analysis (Transvaal teachers' attitudes doing postgraduate studies) and cultural analysis i.e., norms, practices and ideologies of Afrikaans and English-speaking teachers. This serves as a simple triangulation technique. A White only population was chosen as it is the Whites that control education and their attitude will determine whether schools will become multi-racial or not and the success of such an integration.

3.5 Data Collection and Assessment Measures

A major data collecting technique in this study as in many other social surveys is the questionnaire (Smith, 1983). This technique enables a researcher to collect information from a number of respondents who may be geographically scattered, in a relatively short space of time. Respondents answer at leisure and according to Cohen and Manion (1980) questionnaires tend to be more reliable because they are answered anonymously therefore, greater honesty is ensured especially when controversial issues are being researched. Another advantage of the questionnaire is that many questionnaires can be distributed and be replied to simultaneously. Questions and instructions are uniform and this determines standardisation. Thus questionnaires are easy to

administer, inexpensive and easier to analyze and interpret than data received from oral responses (Kane, 1985). Borg (1981) suggests that questionnaires should not take longer than 20 minutes to answer. Based on this principle, the questionnaire used in the present study takes about 20 minutes to answer. Also, care was taken to keep questions and format simple, clear and easy to follow.

The Likert type scale was selected because it is the most popular attitude scale for reasons of efficiency and ease of construction (Larsen and Le Roux, 1983). It is based on the assumptions that subjective attitudes can be measured by a quantitative technique so that each person's opinion can be represented by some numerical score and that a particular test item has the same meaning for all respondents and thus a given response will be scored identically for everyone (Zimbardo and Ebbesen, Maslach, 1977). It is also unidimensional, meaning that all items measure the same thing.

A well constructed attitude scale consists of a number of statements that have been carefully edited and selected in accordance with certain criteria (Edwards, 1957). This was done in the 'Attitude towards segregation scale' developed by Rosenbaum and Zimmerman (1959). Shaughnessy and Zeichmeister (1985) advise, that if a suitable scale has already been constructed, one should adapt and use it. The original scale developed by Rosenbaum and

Zimmerman (1959) had 25 items selected on the basis of item analysis and all 25 items were found to discriminate the extreme quartiles of scorers at a high level of confidence. This analysis provides some safeguards against the inclusion of irrelevant items. The subjects were 129 first year psychology students and a further 502 first year psychology students. The report test retest reliability coefficient is ,89 but the retest interval is not reported. The high discriminatory power of the items is testimony to internal consistency and hence content validity is good.

For the purpose of the present study to these 25 items a further eight were added to test attitudes specific to the Republic of South Africa, example item 22 (Appendix A). These additional items were adapted from questions in the Natal Teachers' Survey (Bot & Schlemmer, 1986). In this first section subjects were required to indicate the extent of agreement or disagreement by placing a tick in the box representing their view. The responses ranged from 'strongly disagree'; 'disagree'; 'undecided'; and 'strongly agree' to 'agree'. At the end of the thirty three items an open question requiring teachers to comment on the three most important problems, if schools were to become multi-racial, was included. This open question allowed respondents more freedom to answer than the first thirty three closed items. The second part of the questionnaire consisted of items covering biographical information (sex, age, marital status, religion etc).

This information was necessary to draw tentative conclusions about the relationship between variables and attitudes towards multi-racial schools.

The questionnaire (Appendix A) and a covering letter (Appendix E) requesting permission to conduct a survey on 80 white teacher attitudes towards multi-racial schools in Krugersdorp was then hand delivered to the Transvaal Education Department. In order to save time a pilot study, as discussed, was conducted while the Transvaal Education Department deliberated about giving permission. Permission was denied (see Appendix F). A letter was sent to the State President requesting him to ask the department to reconsider their decision. His secretary's reply (Appendix G) and Minister Clase's secretary's reply (Appendix H) was received. However, due to time limitation and not having any further correspondence from these offices, the supervisor advised that the sample group be changed. Permission then had to be obtained from the Education departments of both the University of the Witwatersrand and the Rand Afrikaans University to select 60 postgraduate students registered to do either a Bachelor of Education or Master of Education degree. The revised questionnaires shown in Appendix A and B were then posted to the sample groups with a covering letter. The purpose of the covering or transmittal letter is to elicit the maximum number of returned questionnaires (Isaac and Michael, 1983). Questionnaires were posted. Telephonic follow up was conducted four weeks later to increase

response rate. It was further advised by the supervisor to send out a further 40 questionnaires as the original sample was considered too small. This sample was also selected from the original sampling frame and was posted two months after the first questionnaires were posted. Telephonic follow up was again conducted, four weeks later.

3.6 Data Gathering Procedures

Respondents scored 1 for strongly disagreeing with a positive idea and 5 for strongly agreeing with a positive idea. In analysing the data scores were reversed completely. That is if the item is negative, 5 was scored for disagreeing with such an item, while 1 was to be scored for agreeing with the negative item. Using both positive and negative items, and 'locational markers' leads to a more representative picture of teacher attitudes to multi-racial schools. Thus, a simple form of triangulation was utilised. The overall attitude of the population under investigation to a particular statement is measured by a score which is the means of the sum of weights given by the respondents divided by the number of subjects answering a particular item.

The responses to each statement are summarized by calculation of the mean and the standard deviation. To obtain the mean the number of responses in each category is multiplied by the appropriate numerical weightings; the

products are added and the sum is divided by the total number who replied to the item. The result of this calculation is a measure of the overall direction and intensity of the degree of obligation felt towards multi-racial schools. _All means (X) must range between 1 and 5. The closer (X) is to 5, the more obligatory the activity mentioned in the statement (or item). The standard deviation indicates the amount of agreement among respondents on the extent of the obligation. The smaller the variance, the greater the consensus.

The options were categorised and together with the mean score of each respondent an analysis of variance using SAS on IBM 3830 was carried out. The options used were the GLM process as sample cells had unequal sizes. Post Hoc comparisons were carried out where applicable using Duncan's multiple range test.

3.7 Limitations

The limitations experienced in this study were the following:

3.7.1 Originally a sample of eighty teachers was to be drawn from the White teacher population in Krugersdorp, Republic of South Africa. However, permission was denied by the Transvaal Education Department (see Appendix F). Consequently permission was obtained from the respective

education departments of the University of the Witwatersrand and the Rand Afrikaans University to administer the questionnaire to teachers registered at the universities for postgraduate courses in education.

3.7.2 As originally planned a sample of twenty from the sample of eighty was supposed to be randomly drawn. A structured interview based on the questionnaire would have been administered to this group to complement the findings of the questionnaire. This is in accordance with Cohen and Manion's (1980) statement to use different methods of data collection as a triangulation technique. Interviews with teachers would have validated the data obtained from the questionnaire. However, the Transvaal Education Department refused permission for the study to be conducted with teachers employed at government schools in Krugersdorp. The substitute sample of post graduate students registered at the University of the Witwatersrand and the Rand Afrikaans University were spread over a large geographical area. As students had just completed writing examinations and were no longer attending lectures it was impossible to convince a large number of students to be available for a group interview.

3.7.3 Five pupils of each teacher present at the group interview would have been randomly selected from a class list supplied by the teacher at the group

interview. The researcher would have interviewed these children informally to discover pupils' perspectives of what teachers' attitudes towards other races were. This procedure would provide data for between methods triangulation technique. Once again what was proposed was not possible since the original sample had to be substituted when the Transvaal Education Department refused permission to conduct the study with teachers registered at government schools in Krugersdorp.

3.7.4 This study is limited to a small sample of postgraduate teachers and this factor limits the generalisability of the findings.

3.8 Summary

In this research report the attitudes of White teachers' towards multi-racial schools was examined by means of adapting a standardized questionnaire and analyzing it systematically according to the appropriate statistical procedures.

CHAPTER FOUR

ANALYSIS OF THE FINDINGS

4.1 Overview

Multi-racial schools requires commitment of White teachers both for the development and the success of multi-racial education in our pluralist society. Therefore, the present investigation analyses both English and Afrikaans speaking White teacher attitudes to multi-racial education with the assumption that attitudes need to be identified in order to devise intervention strategies to change them in the desired direction. The factors investigated are language groups, age, geographic mobility, increased contact with Blacks, level of education, type of school, the length of teaching experience, subjects majored in, type of residence, number of children, and leisure activities. The study also explores teachers' perception of important factors that should be considered for the success of multi-racial schools.

4.2 White teachers' attitudes towards multi-racial education

In order to determine white teachers' attitudes toward multi-racial education the sample of teachers was

requested to complete a questionnaire which was designed in accordance with Likert's attitude scale. The reponses to each statement were summarized by calculation of the mean (X) and the standard deviation (S). The outcome of the calculations represented the degree of positive attitude toward multi-racial education. The means ranged from 1-5 and the closer the mean was to 5, the numerical weight representing the highest level of agreement, therefore, the more positive was the attitude towards the statement. The variance of agreement among respondents was denoted by the standard deviation (S). The mean (X) and the standard deviation (S) in respect to each statement in the questionnaire in the study are presented in Table 1:

In Table 1, the calculated mean and standard deviation indicate White teachers' attitudes are positive toward multi-racial schools. Statements about accepting colleagues and pupils of another race show a strong positive attitude, mean scores of 4,31 and 4,08 and the low standard deviation of 0,90 and 1,02 exhibits the good degree of consensus among the teachers to these statements. There is a general acceptance that racial prejudice is not based on reason. The mean scores of 4,06; 4,01; 4,14; of statements 5,7 and 14 illustrates this. Again, the low standard deviation of 1,45; 1,19; and 0,85 exhibits a good degree of consensus among

teachers to these statements. Teachers feel positive that Blacks and Whites will find it easier to get along together than most people think as the mean score of 4,01 and the low standard deviation of 0,72 indicates.

Most teachers believe that Blacks 'will demand complete social equality' as the mean score of 4,02 illustrates. The low standard deviation of 0,99 shows a good degree of consensus towards this statement. Four respondents added 'they deserve this' on their questionnaire. Statement 8 verifies that Blacks will want social equality but also says that 'Blacks have no intention of interfering with the social patterns of the White community'. The mean score for this statement was 2,96 which indicates a negative attitude and the consensus was good as the standard deviation of 0,94 illustrates.

Teachers feel that White parents will oppose multi-racial schools. Statement 29 has a mean score of 2,32 and a consensus about 'parents (opposing) their child's school becoming multi-racial' was good, as the standard deviation measured is 1,07.

Many of the remaining statements have mean scores greater than 3 which leans toward a positive attitude toward multi-racial education. However, the standard deviations are often over 1,2 which shows that consensus is poor. This happens when extremes are evened out.

The results presented in Table 1 indicate that teachers' attitudes toward multi-racial schools are in general positive. Studies reviewed earlier conclude that Whites are negatively prejudiced against Blacks. White teachers in this study do not attribute superior qualities to their own race as statement 5 and 14 illustrate. Cohen (1966) mentioned that when racial attitudes are determined by fear, teachers resist change. It was postulated that Whites are also beginning to fear 'increased pressure from within and without the country'. This is in line with the cognitive dissonance theory discussed in Chapter Two. Previously held ideas or schemas of separate education systems become disfunctional and as Whites accommodate to new information and realities, they become more positive towards multi-racial education. This is in accordance with Pettigrew's (1960) research which concluded that as norms change, behaviour changes.

TABLE 1

Mean $\bar{X}$ and standard deviation (S) in respect of each statement in the questionnaire on the attitudes of teachers towards multi-racial schools.

STATEMENT	$\bar{X}$	S	RANK ORDER
1. Multiracial schools will lead to a permanent lowering of present standards in the schools.	3,27	1,41	3
2. If another race were integrated into my school, I would do my best to accept them on the same level as White pupils.	4,08	0,90	31
3. The introduction of multi-racial schools would bring a continuing increase in social conflict and violence.	3,39	1,29	8
4. I do not think most parents of White pupils would want to work on school parent committees, such as the PTA, with parents of another race.	3,28	0,99	4

STATEMENT	$\bar{X}$	S	RANK ORDER
5. Regardless of what anyone else says, I believe that my race is superior and should be accepted as such.	4,06	1,45	30
6. Racial segregation is an effective and practical social arrangement which has no serious effect on the vitality of democratic ideals.	3,61	1,40	15
7. There is no basic-reason for feeling prejudiced against another race.	4,01	1,19	27
8. The Blacks' main concerns are with equal educational opportunities. They have no intention of interfering with the social patterns of the White community.	2,96	0,94	2

STATEMENT	$\bar{X}$	S	RANK ORDER
9. Blacks are regarded as less intelligent than Whites because Blacks have less opportunity and this notion will eventually disappear under an integrated system.	3,64	1,19	16
10 Since integration will require some painful adjustments to be made in changing from segregated schools, the best solution will be to leave the races segregated.	3,51	1,72	13
11. Equal educational exposures in integrated schools will help both the Black and White pupils to profit from the best of two cultures.	3,75	1,01	11
12. Multi-racial schools can in most cases be accomplished without being followed by social conflict and violence.	3,42	1,44	9

STATEMENT	$\bar{X}$	S	RANK ORDER
13. Multi-racial schools will improve Black education, which will lead to a higher standard of living, accompanied by more and better jobs for everybody.	3,60	1,11	14
14. The Black will remain ignorant and superstitious despite equal educational opportunities.	4,14	0,85	32
15. The success of already multi-racial schools are clear evidence that the fears of extreme pro-separate schooling supporters are unfounded.	3,65	1,12	17
16. Although certain radical elements try to make people think otherwise, the majority of Blacks do not want integration and would be satisfied with 'equal but separate' school facilities.	3,34	1,38	6

STATEMENT	$\bar{X}$	S	RANK ORDER
17. We have failed to adequately draw upon the resources of the Black Race and integrated schools will enable the Black Race to make a greater contribution to R.S.A. economically and socially, than we have been able to make with segregated schools.	3,75	1,24	20
18. Once you start letting Blacks attend the schools of Whites, they will demand complete social equality in all respects including dating and club privileges.	4,02	0,99	29
19. Blacks and Whites will find it easier to get along together in the same school than most people think.	4,01	0,72	27
20. In dealing with the problems of multi-racial schools we should always act in terms of the Christian rule of brotherhood			

STATEMENT	$\bar{X}$	S	RANK ORDER
20. and justice for all, and not in terms of social attitudes based on tradition.	3,87	1,21	24
21. Multi-racial schools are economically wise since separate education systems cost more.	3,89	1,23	26
22. Sanctions, riots and increased pressure from within and without the country is forcing Whites to reconsider the issue of multi-racial schooling.	3,42	0,96	9
23. Despite riots, sanctions and pressure I will hold that multi-racial education is not acceptable.	3,44	1,08	11
24. Upgrading Black education is not the Whites' responsibility.	3,88	1,12	25

STATEMENT	$\bar{X}$	S	RANK ORDER
25. Integration of schools will do very little to improve inter-racial relationships between pupils.	3,75	1,11	20
26. It is inevitable that schools will eventually become multi-racial.	3,79	1,21	23
27. It does not matter what race my colleagues are, as long as they are ccmpetent, friendly and co-operative.	4,34	1,02	33
28. Multi-racial education will best prepare a child for living in South African society.	3,72	1,36	19
29. Most White parents would oppose their child's schools becoming multi-racial.	2,32	1,07	1

STATEMENT	$\bar{X}$	S	RANK ORDER
30. Most sensible teachers would oppose integration on educational grounds.	3,44	1,34	11
31. It would be a good thing if multi-racial staff were introduced in schools as soon as possible.	3,69	1,38	18
32. It is generally best to teach children from different races separately.	3,31	1,46	5
33. Differences in cultural backgrounds would pose unworkable educational problems in multi-racial schools.	3,36	1,37	7

4.3 Do attitudes differ with regard to sex?

For the purpose of this question the mean score for males and females towards multi-racial schools was determined by calculating the total score for each sample group and then dividing this score by the number of responses. Women respondents were 48 and men were 29. The mean score for each sample group is 3,54 and 3,55 respectively. The means are so close together that it is possible to conclude with a high degree of confidence that the sex of the teacher does not affect their attitude towards multi-racial education.

4.4 Do attitudes differ with regard to age?

The questionnaire divided the sample group into 5 age categories: 18-25 years; 26-35 years; 36-45 years; 46-55 years and 55+ years. As only 1 person of 55+ years responded this response was added to category 4 and category 5 was eliminated. In the first category the mean of the 16 subjects' response score is 3,6. In the second category the number of subjects who responded was 32 and their mean score is 3,5. A total of 22 respondents were in the third category and their mean score is 3,7 while 7 people were in the last category with a mean score of 3,9. Therefore, this study concludes that age does not contribute to difference in attitudes towards multi-racial education.

4.5 Do attitudes differ in respect to religion?

Respondents were asked to state their religious denomination and whether they regarded themselves as an active member of a religious group or organisation. Responses were classified into five groups: English Protestant, Jewish, Catholics, Dutch Reformed and non-religious. Within these categories cell sizes are not equal with 17 respondents claiming to be non-religious, 22 respondents are members of the Dutch Reformed Church, 26 are English Protestant, 6 are Catholic and 5 are Jewish. The Dutch Reformed mean score is 3,1, English Protestant 3,7, Catholic 3,8 and Jewish 4,2.

Respondents who regarded themselves as active members of a religious group were 36 while those who did not regard themselves as active members of a religious group were 41. Belonging to a religious group did not make much difference to teachers' attitude towards multi-racial schools. The mean score of the religious group is 3,7 while the mean score of the non-religious group is 3,6.

4.6 Do attitudes differ with regard to geographic mobility?

Respondents were asked to state whether they had ever travelled to other countries twice or more then five times. Most of the respondents (27) have never travelled and their mean score is 3,4. The number of respondents who have travelled to other countries once totalled 17 and have a mean score of 3,1 while those who had travelled to other countries twice numbered 16 and their mean score is 3,9. The last group of 16 has travelled to other countries more than five times and their mean score is 4,2.

From this data it can be concluded that teachers who travelled the most, have the most positive attitude towards multi-racial schools. The greatest difference in mean scores are between those who have travelled once and those who have travelled more than five times.

4.7 Do attitudes differ with regard to language spoken?

Examination of Table 2 indicates that English speaking teachers have a far more positive attitude towards multi-racial schools than Afrikaans speaking teachers. In this respect 26 of the 33 statements have a mean above 4 when answered by English respondents while only 1 of the 33 statements answered by Afrikaans respondents had a mean score of above 4.

English respondents have a positive attitude towards accepting multi-racial schools as the mean score of 4,46 for statement 10 illustrates. The low standard deviation of 0,62 indicates that many respondents agree with the idea of accepting multi-racial schools. Afrikaans respondents have a negative attitude as their mean score of 2,3 for the same statement confirms. There is not however, the same degree of consensus among the Afrikaans group as the standard deviation of 1,37 indicates.

Analysis of statement 16 indicates that Afrikaans speaking teachers believe that Blacks would accept 'equal but separate' schools. The mean of 2,39 illustrates this very point but the standard deviation of 1,38 does not show high consensus. English speaking respondents on the other hand, do not believe that Blacks would be satisf ed with 'equal but separate schools' as the mean score of 4,17 shows. The consensus is also high as the standard deviation is 0,93. English teachers felt that 'multi-racial education will best prepare a child for living in South African society' as the mean score of 4,51 for statement 28 illustrates. The low standard deviation of 0,54 shows that consensus is high for this statement. Afrikaans teachers do not believe that 'multi-racial education will best prepare a child for living in South African society' as the mean score is 2,83. Once again, however, consensus is low as the standard deviation is 1,91.

The pattern continues with Afrikaans teachers agreeing that 'sensible teachers would oppose integration on educational grounds' while English teachers strongly disagree with the same statement. Once again, the consensus between English teachers is much greater than between Afrikaans teachers. Afrikaans teachers believe that 'it is best to teach children from different races separately'. This is illustrated by their mean score of 2,19 while English teachers disagree with this statement and show a more positive attitude toward multi-racial schools with a mean score of 4,29. The same trend of English teachers agreeing more with each other than Afrikaans teachers is shown by the respective standard deviations of 0,92 and 1,74.

Teachers who speak English are more willing to work out educational problems which may arise in multi-racial schools due to differences in cultural backgrounds. This attitude is illustrated by the mean score of 4,17 and a high consensus is shown (the standard deviation is 0,78). Teachers who speak Afrikaans respond negatively to statement 33 with a mean score of 2,44. However, consensus among the latter group is low once again with a standard deviation of 1,37. Both English and Afrikaans speaking teachers feel that White parents 'would oppose their child's school becoming multi-racial'. The respective means for statement 29 is 2,6 and 1,97. The

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standard deviation is 1,07 and 1,09 showing a fair consensus of attitude for both language groups.

Thus, on the whole it is clear that English speaking teachers show significantly more positive attitudes towards multi-racial schools than their Afrikaans speaking colleagues.

TABLE II

Mean $\bar{X}$ and standard deviation (S) in respect of each statement in the questionnaire on the attitudes of English speaking and Afrikaans speaking teachers towards multi-racial schools.

STATEMENT	English Respondents		Afrikaans Respondents	
	$\bar{X}$	S	$\bar{X}$	S
1. Multi-racial schools will lead to a permanent lowering of present standards in the schools.	3,63	1,09	2,37	1,17
2. If another race were integrated into my school, I would do my best to accept them on the same level as White pupils.	4,45	0,78	3,66	1,10
3. The introduction of multi-racial schools would bring a continuing increase in social conflict and violence.	4,07	0,70	2,6	1,11

STATEMENT	English Respondents		Afrikaans Respondents	
	$\bar{X}$	S	$\bar{X}$	S
4. I do not think most parents of White pupils would want to work on school parent committees, such as the PTA, with parents of another race.	3,51	0,82	3,02	1,03
5. Regardless of what anyone else says, I believe that my race is superior and should be accepted as such.	4,58	0,64	3,47	1,01
6. Racial segregation is an effective and practical social arrangement which has no serious effect on the vitality of democratic ideals.	4,07	1,23	3,08	1,30
7. There is no basic reason for feeling prejudiced against another race.	4,07	1,21	3,94	1,28

STATEMENT	English Respondents		Afrikaans Respondents	
	$\bar{X}$	S	$\bar{X}$	S
8. The Blacks' main concerns are with equal educational opportunities. They have no intention of interfering with the social patterns of the White community.	2,95	0,98	2,97	1,02
9. Blacks are regarded as less intelligent than Whites because Blacks have less opportunity and this notion will eventually disappear under an integrated system.	4,05	0,89	3,19	1,30
10 Since integration will require some painful adjustments to be made in changing from segregated schools, the best solution will be to leave the races segregated.	4,46	0,62	2,3	1,37

STATEMENT	English Respondents		Afrikaans Respondents	
	$\bar{X}$	S	$\bar{X}$	S
11. Equal educational exposures in integrated schools will help both the Black and White pupils to profit from the best of two cultures.	4,36	0,55	3,05	1,28
12. Multi-racial schools can in most cases be accomplished without being followed by social conflict and violence.	3,97	0,81	2,77	1,26
13. Multi-racial schools will improve Black education, which will lead to a higher standard of living, accompanied by more and better jobs for everybody.	3,95	0,96	3,28	1,39
14. The Black will remain ignorant and superstitious despite equal educational opportunities.	4,62	0,53	3,58	1,05

STATEMENT	English Respondents		Afrikaans Respondents	
	$\bar{X}$	S	$\bar{X}$	S
15. The success of already multi-racial schools are clear evidence that the fears of extreme pro-separate schooling supporters are unfounded.	4,17	0,82	3,05	1,27
16. Although certain radical elements try to make people think otherwise, the majority of Blacks do not want integration and would be satisfied with 'equal but separate' school facilities.	4,17	0,93	2,39	1,38
17. We have failed to adequately draw upon the resources of the Black Race and integrated schools will enable the Black Race to make a greater contribution to R.S.A. economically and socially, than				

STATEMENT	English Respondents		Afrikaans Respondents	
	$\bar{X}$	S	$\bar{X}$	S
we have been able to make with segregated schools.	4,32	0,76	3,11	1,33
18. Once you start letting Blacks attend the schools of Whites, they will demand complete social equality in all respects including dating and club privileges.	4,02	0,81	4,03	1,07
19. Blacks and Whites will find it easier to get along together in the same school than most people think.	4,27	0,83	3,72	1
20. In dealing with the problems of multi-racial schools we should always act in terms of the Christian rule of Brotherhood and Justice for all, and not in terms of social attitudes based on tradition.	4,17	1,07	3,53	1,31

STATEMENT	English Respondents		Afrikaans Respondents	
	$\bar{X}$	S	$\bar{X}$	S
21. Multi-racial schools are economically wise since separate education systems cost more.	4,4	0,98	3,39	1,37
22. Sanctions, riots and increased pressure from within and without the country is forcing Whites to reconsider the issue of multi-racial schooling.	3,73	1,26	3,08	1,32
23. Despite riots, sanctions and pressure I will hold that multi-racial education is not acceptable.	4,2	1,2	2,64	1,35
24. Upgrading Black education is not the Whites' responsibility.	4,36	0,76	3,36	1,14
25. Integration of schools will do very little to improve inter-				

STATEMENT	English Respondents		Afrikaans Respondents	
	$\bar{X}$	S	$\bar{X}$	S
racial relationships between pupils.	4,31	0,94	3,11	1,39
26. It is inevitable that schools will eventually become multi-racial.	4,24	0,94	3,16	1,34
27. It does not matter what race my colleagues are, as long as they are competent, frfendly and co-operative.	4,66	0,57	3,97	1,29
28. Multi-racial education will best prepare a child for living in South African society.	4,51	0,54	2,83	1,91
29. Most White parents would oppose their child's schools becoming multi-racial.	2,6	1,07	1,97	1,09

STATEMENT	English Respondents		Afrikaans Respondents	
	$\bar{X}$	S	$\bar{X}$	S
30. Most sensible teachers would oppose integration of educational grounds.	4,10	0,96	2,69	1,31
31. It would be a good thing if multi-racial staff were introduced in schools as soon as possible.	4,36	0,82	2,92	1,39
32. It is generally best to teach children from different races separately.	4,29	0,92	2,19	1,14
33. Differences in cultural backgrounds would pose unworkable educational problems in multi-racial schools.	4,17	0,78	2,44	1,27

4.8 Do attitudes differ with regard to contact with Blacks?

The questionnaire offered respondents five categories with regard to contact with Blacks. When classifying this data for the computer analysis contact with domestic workers and cashiers only was grouped together to form group 1 and contact with representatives of firms and professional people was grouped together to form group 2. The fifth category offered a choice of 'other' which had to be specified. As most respondents who chose this category mentioned other teachers or businessmen they were added to group 2. As all respondents have contact with group 1 it was decided that this was only noteworthy if they did not have contact with group 2. Respondents who fell into this category totalled 22 and their mean score was 3,2. Respondents who have contact with group 2 totalled 54 and their mean score was 3,8. The critical range was 0,4; consequently, the means are significantly different with respondents who have contact with group 2 having a more positive attitude towards multi-racial schools.

4.9 Do attitudes differ with regard to level of school?

Five options were given with regard to level of school at which a teacher teaches. Since none of the pre-primary teachers were doing postgraduate studies and only one

respondent was a Junior Primary teacher these two categories were put together with Senior Primary teachers. There was a total of 13 respondents in this category. Their mean score is 3,9. Junior Secondary teachers totalled 5 and their mean score is 3,6. Most respondents (51) were Std VIII to Matric teachers whose mean score is 3,5. These we · the total options offered by the researcher but respondents added tertiary as their level of teaching. Tertiary teachers' mean score is 3,9. It is interesting to note that those teaching the youngest level and those teaching the oldest level have a more positive attitude towards multi-racial schools. This is however, not statistically significant and the level of school at which a teacher teaches does not affect the teachers' attitudes towards multi-racial schools.

4.10 Do attitudes differ with regard to type of school?

The five options had to be separated into two different categories before they could be computer analyzed. Dual Medium, English Medium and Afrikaans Medium is one category. The other category is co-educational schools or Boys and Girls only schools. Few respondents (6) teach at bilingual schools. Their mean score is 3,4 which is between the other two groups. Respondents who teach at English schools total 45 and their mean score is 3,9 while 24 respondents teach at Afrikaans schools and the latter's

mean score is 3,1. It can therefore be concluded that teachers at English schools regardless of their language of origin have more positive attitudes to multi-racial schools than teachers at bilingual schools and an even more positive attitude compared to their colleagues who teach at Afrikaans schools.

Most respondents (70) teach at co-educational schools while 4 respondents teach at a Boys or Girls only school. The mean score for the teachers in co-educational institutions is 3,7 and for the single sex schools 2,6. Since the sample was too small no significant difference was found between the groups teaching at co-educational or single sex schools.

4.11 Do attitudes differ with regard to the length of teaching experience?

Only one teacher had less than 1 year of teaching experience. Consequently, the first group constituted teachers of 1-3 years teaching experience. The other three categories were 4-6 years, 7-9 years and 10+ years. It is interesting to note that 20 teachers were in the 1-3 years category and their mean score is 3,7 while 29 teachers have taught for more than 10 years and their mean score is 3,7. Teachers (N=16) who have taught for 4-6 years scored a mean of 3,6 while those (N=12) who have been teaching for 7-9 years scored a mean of 3,4.

Therefore, teachers who have been teaching for the shortest length of time and those that have been teaching for the longest period possess the most positive attitudes towards multi-racial schools. However, this difference is not statistically significant.

4.12 Do attitudes differ with regard to subject major?

Most teachers (N=64) majored in the Arts Field. Their mean is 3,9. The mean of the 11 teachers who majored in the Science Field is 3,5 and the mean of the 3 teachers who majored in the Technical Field is 3,7. Those (N=11) that responded to the category 'other' scored a mean of 2,4. Teachers who majored in the Arts Field have the most positive attitudes towards multi-racial schools. Again, numbers in some groups are too small and there is no statistically significant difference between the groups.

4.13 Do attitudes differ with regard to type of residence?

Respondents were asked to note whether they live in a flat, a town house, a caravan, a house or a hostel. Most respondents (N=16) live in a house while 8 live in a flat, 5 live in a town house and 3 in a hostel. The mean score for those living in a house, and those living in a town house is 3,6. Those living in a flat have a mean of 3,7 while those residing in a hostel have a mean of 3,4. As

numbers in the three groups are small the differences are not significantly different.

4.14 Do attitudes differ with regard to number of own children?

Among the 75 respondents that answered this question 38 have no children, 7 have one child and 30 have more than one child. The mean of those who have no children is 3,7 while those with one child have a mean of 3,3 and those with more than one child have a mean of 3,5. It can be noted that those teachers with more than one child have a more positive attitude than those teachers with one child. Teachers without children have the most positive attitude towards multi-racial schools. These observations are however, not statistically significant.

4.15 Do attitudes differ with regard to leisure activities?

The original five categories were modified before they could be computer analyzed. Category one remained cultural outings. The relaxation option was left out as most respondents had ticked this. Charity work remained an option while games/sport and hobbies became leisure for self category. The mean score for category one is 3,5 with 16 teachers constituting the category. Most

teachers (N=52) spend their leisure for self and their mean score was 3,6. The 6 teachers who do charity work in their leisure time score a mean of 4,2. It appears that the latter have more positive attitudes towards multi-racial schools but this is not statistically significant, due to small numbers in some sample groups.

4.16 What areas do White teachers perceive important for multi-racial school?

Teachers were asked to provide three priority areas they feel that would help for the establishment of multi-racial schools. The replies are summarized in Table III.

Results indicate that teachers are aware of problems that could arise if multi-racial schools become a reality. The area of concern mentioned most often is how to cope with cultural differences between races. Afrikaans respondents emphasized cultural differences, language and communication problems as the most serious areas of concern. English respondents indicate the elimination of prejudice as the most serious area of concern facing White teachers, followed by the challenge of coping with cultural differences. Differences in school readiness, and frame of reference of different racial groups is also regarded as serious. Teachers realise that curricula will have to be adapted if and when multi-racial schools are introduced.

Other issues mentioned more than once but less than four times are; the financing of education; discipline and control in the classroom; problems with parents; and how the teacher could act as a mediator between concerned groups.

TABLE III

Problem areas if schools become multi-racial.			
	% English Respondents	% Afrikaans Respondents	% of Responses
1. Cultural Differences.	48%	53%	52%
2. Elimination of prejudice.	63%	31%	48%
3. Language and communication problems.	24%	53%	38%
4. Differences in school readiness and socio-economic spheres.	27%	30%	29%
5. Curricula adaptation.	20%	17%	18%

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4.17 Overview of findings with regard to similar previous studies

The most significant findings in this study is the difference of attitudes between White Afrikaans speaking teachers and English speaking teachers towards multi-racial schools. The English speaking group's attitude is significantly more positive than the Afrikaans speaking group's attitude. These findings reiterate findings of previous studies (Crijns, 1960; Coetzee, 1980) conducted in the Republic of South Africa. A study conducted by Mynhardt in 1980 concluded that Afrikaans speaking subjects were four times as prejudiced as English speaking respondents. Racial attitudes of Afrikaans speaking subjects in this study are more positive. Generally, both language groups have a positive attitude towards accepting multi-racial schools if they are introduced. The majority of White teachers believe that White parents would oppose their children's school becoming multi-racial. Nevertheless, teachers themselves are aware that racial prejudice is not based on reason.

The present study did not find that attitudes towards multi-racial schools are affected by age and sex. Thus, no new insight can be used to discuss the conflicting results of a study by Campbell (1971), MacCrone (1937), Pettigrew (1959), Ray (1984), with regard to these variables.

Pettigrew (1959) concluded that church attenders were potentially more conforming respondents. Attitudes of respondents in this study, who regard themselves as active members of a religious [illegible] were not different from attitudes of respon[illegible] not regard themselves as active members of a [illegible]up. However, Adam (1979) believes that Calvin[illegible]s racial prejudice. The Dutch Reformed church is strongly calvanistic, and in the present study teachers who are members of a Dutch Reformed church have more negative attitudes towards multi-cultural education than other groups especially the Jewish teachers. However, as sample numbers in these groups is small, this is not statistically significant.

Geographic mobility, concluded Kaline and Berry (1980) leads to more positive racial attitudes. The present study also indicates that respondents who have travelled a lot have a more positive attitude towards multi-racial education.

The study also confirmed that the more contact White teachers have with better educated Blacks the more positive the White group's attitude is to multi-racial schools. Although this contradicts Pettigrew's (1959) findings, that the more contact with Blacks, the more prejudiced are the people, it must however, be remembered that in that study the Whites had contact with lower class Blacks.

The level and type of school of a teacher and the length of teaching experience do not significantly affect teachers' attitudes to multi-racial schools, whereas younger high school teachers are found to be more positive in the study conducted by the Natal Teachers' Society in 1985. However, teachers who teach at English schools have a more positive attitude than teachers at dual medium or Afrikaans schools. Teachers who majored in the Arts Field are more positive than those who majored in the Science or Technical Fields. This factor however, is not statistically significant except in the case of respondents who answered 'other'

Attitudes towards multi-racial schools also are not significantly influenced by the type of residence, number of children and leisure activities of respondents in contradiction to Kaline and Berry's (1980) research. This may be due to the fact that subjects in many of the previous studies have been students.

The present study used post graduate students and practicing teachers as the sample who are older with a broader level of experience. Nevertheless, similar results to previous studies were obtained with more positive attitudes towards multi-racial schools.

4.17 Summary of the chapter

Each research question has been analyzed separately. Thereafter the most significant findings have been discussed in respect to previous studies. This study concludes that attitudes of White teachers who are doing post graduate studies have a positive attitude towards accepting multi-racial schools. It also concludes that attitudes of English speaking teachers are more positive than attitudes of Afrikaans speaking teachers with regard to multi-racial schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate attitudes of White teachers with regard to multi-racial schools. This was deemed important since attitude plays a guiding role in day to day behaviour (Allport, 1954; Kissler, 1971). In the social order of a developing country, like the Republic of South Africa, racial attitudes are vital elements (Mann, 1967). Since 1948 separate schooling has been government policy (Malan, 1948). Many people both within and outside the country declare that education on a racial basis can never be justified and that separate can never be equal (Brown, 1954 General Assembly of the United Nations, 1959; South African Teachers' Association, 1986). It is also stated by people like Schmikl (1982), that a change in racial attitude and consequently behaviour must occur if racial conflict is to be kept to a minimum, and business and economy are to prosper.

These reasons together with knowledge : that attitudes affects successful change (Wagman, 1985) and to change a person's attitude one needs to know the function of the attitude for that person (Murphy, 1985) made the researcher believe that it was important to discover what White teacher attitudes to multi-racial schools are. This information was introduced in Chapter 1.

Before a study of this nature could be conducted scientifically, it was important to realise what racial attitudes were; what important theories about the development of racial attitudes might be relevant to this study and what similar previous studies had concluded and recommended.

Among the selected theories reviewed in the present study subconscious or mindless theorists state that respondents associate particular behaviour to specific racial groups and; therefore, their attitudes become routinized and relatively automatic in judging the groups concerned. Based on the subconscious theory, it can be postulated that in order to change attitudes there is a need to change the associations. Also, positive reinforcement of the desired behaviour reinforces that particular behaviour.

Bandura's Social Learning Theory on the other hand explains how racial attitudes develop consciously.

Proponents of this theory argue that learning occurs when a person models his own behaviour on the behaviour of "important others" and realizes the consequences of his behaviour. The implications of social learning theory to multi-racial schools is that the Afrikaner teachers have adapted the concept of Black inferiority from "important others" in their community. Therefore, they advocate separate development which is reflected in the education system as well. The English teachers' behaviour based on the social learning theory can be explained that since the English community accepts integrated development of all cultures more readily, the English teachers are more accepting and positive towards multi-racial schools.

This study used survey design techniques. The sample size consisted of 140 White teachers selected at random from a population of teachers who are registered for a post-graduate study at the University of the Witwatersrand and Rand Afrikaans University to increase the external validity of the study. The major data collection technique in this study was a questionaire adapted from Rosenbaum and Zimmerman's (1959) 'Attitude Towards Segregation' and was administered to both groups of teachers. The factors such as sex, age, religion, geographic mobility, number of children, contact with Blacks, teaching experience, level and type of school and major subjects were identified as important factors

affecting teachers' attitudes towards multi-racial schools. Also, teachers' perceptions of the most important changes that should take place to promote multi-racial schools were further documented and analyzed.

Conclusions

This study concluded that White teachers are more positive towards multi-racial schools than the findings of previous studies. Also, English speaking teachers are more positive than their Afrikaans colleagues. In respect to religious groups, the Jews have the most positive attitudes and the Dutch Reformed group have the least accepting attitudes towards multi-racial schools but this is not statistically significant. These teachers were also grouped into active and non-active members of the church. There is no difference in attitudes between active and non-active members. Geographic mobility affects teachers attitudes i.e., the most travelled teachers have the most positive attitudes towards multi-racial schools. The teachers who have contact with professional Blacks have more positive attitudes. Teaching in an English school makes a difference even when the teachers are of Afrikaner origin. The teachers who teach in an English school have more positive attitudes towards multi-racial schools. The Art teachers seem to have more positive attitudes than those in

other fields although, this finding is not statistically significant. The other factors investigated in this study are sex, age, level of school, length of teaching experience and number of children which did not affect teachers' attitudes towards multi-racial schools.

In addition teachers were requested to prioritize areas of concern when schools become multi-racial. The Afrikaans teachers stated that language differences and communication problems among cultures are the most important barriers to successful implementation of multi-racial schools. English teachers responded that the elimination of prejudice is the most important concern followed by development of strategies to cope with cultural differences. They especially emphasised school readiness programmes for the Blacks, making provision for cultural differences and developing a new multi-cultural curricula.

Recommendations

Based on the present study which investigated White teacher attitudes towards multi-racial schools the following recommendations can be made for further development and research activities to implement multi-racial schools in South Africa.

1. South Africa is an ever changing and pluralistic society. Therefore, in order to meet the demands of the society there is a need to train teachers who will have an understanding of racial and ethnic differences for future implementation of multi-racial schools in South Africa.

2. This concern of developing new approaches to teacher education should be the shared responsibility of Schools of Education, the state departments and state legislatures. It is also important to solve the problem of organization and control before large scale multi-racial school implementation can take place. Programmes on understanding of the philosophical, psychological, social and economic forces affecting multi-racial development should be made available to teachers, administrators and other decision makers involved.

3. The success of multi-racial education will also require development and understanding of curriculum patterns for the development of instructional materials to increase their relevancy to learning needs of different racial and ethnic groups.

4. Learning styles must take account of the racial and ethnic pluralism of the schools concerned and

the curriculum must aim at strengthening the inter-cultural competence of pupils. Therefore, the curriculum will necessitate multi-disciplinary approaches and multi-directionality of purposes.

5. The staff composition of multi-racial schools must reflect racial pluralism and in the face of racism there will be a need for collegiality of decisions for conflict resolution which must be inherent in the policies of multi-racial schools.

6. The principles involved in multi-racial education should encompass mutual and multiple acculturation of pupils and teachers by each other in a process of cultural reciprosity. This interaction of teachers and pupils should be encouraged by seminars, panel discussions and structured programmes.

7. There is a need to review recent teaching materials on education that is multi-cultural in the light of the principles of sound curriculum development before their wider use can be considered.

8. To further strengthen and expand implementation of multi-racial education there is a need to develop expertise to conduct ethnographic studies within the classroom environment.

9. Only as part of broader social policies and interests is it tackling racism within the school system will be successful. Within the school environment emphasis should be on direct teaching to correct for negative racial attitudes to achieve positive gains. In the broader social context broadcasting media especially television can be effectively used as an important part of awareness campaigns for the general public to inform them about the issues concerning multi-racial schools.

10. From an economic viewpoint implementation of the multi-racial schools would be more cost-effective since duplication of the staff and services will be alleviated. Implementation of the multi-racial schools should follow a phased approach building on the experience of earlier examples. Based on the findings of the present study it may be more viable to integrate English schools initially since the English teachers exhibit a more positive attitude towards multi-racial schools than Afrikaans teachers.

11. Adapt, if possible, a plan that will move the schools in the country gradually into multi-racial education, a step at a time with emphasis on detailed planning and training of teachers. Share the experience and skills gained in the early stages with later

developments in order to avoid or correct mistakes and master the most formidable problems before they involve the whole national system.

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APPENDIX A

QUESTIONNAIRE

1. Multiracial schools will lead to a permanent lowering of present standards in the schools.
   Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

2. If another race were integrated into my school, I would do my best to accept them on the same level as white pupils.
   Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

3. The introduction of multiracial schools would bring a continuing increase in social conflict and violence.
   Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

4. I do not think most parents of white pupils would want to work on school parent committees, such as P.T.A. , with parents of another race.
   Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

5. Regardless of what anyone else says, I believe that my race is superior and should be accepted as such.
   Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

6. Racial segregation is an effective and practical social arrangement which has no serious effect on the vitality of democratic ideals.
   Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

7. There is no basic reason for feeling prejudiced against another race.
   Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

8. The Black's main concern is with equal educational opportunities. They have no intention of interfering with the social patterns of the white community.
   Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

9. Blacks are regarded as less intelligent than whites, because Blacks have had less opportunity and this notion will eventually disappear under an integrated system.
   Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

Page/2.....

Page/2.....

10. Since integration will require some painful adjustments to be made in changing from segregated schools, the best solution will be to leave the races segregated.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

11. Equal educational exposures in integrated schools will help both the black and white pupils to profit from the best of two cultures.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

12. Multiracial schools can in most cases be accomplished without being followed by social conflict and violence.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

13. Multiracial schools will improve black education, which will lead to a higher standard of living, accompanied by more and better jobs for everybody.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

14. The Black will remain ignorant and superstitious despite equal educational opportunities.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

15. The successes of already multiracial schools are clear evidence that the fears of extreme pro-separate schooling supporters are unfounded.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

16. Although certain radical elements try to make people thank otherwise, the majority of Blacks do not want integration and would be satisfied with 'equal but separate' school facilities.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

17. We have failed to adequately draw upon the resources of the black race and integrated schools will enable the black race to make a greater contribution to R.S.A. economically and socially, than they have been able to make with segregated schools.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

18. Once your start letting Blacks attend the schools of Whites, they will demand complete social equality in all respects including dating and club privileges.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

Page/3.....

Page/3.....

19. Black and Whites will find it easier to get along together in the same school than most people think.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

20. In dealing with the problems of multiracial schools we should always act in terms of the Christian rule of brotherhood and justice for all, and not in terms of social attitudes based on tradition.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

21. Multiracial schools are economically wise since separate education systems cost more.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

22. Sanctions, riots and increased pressure from within and without the country is forcing Whites to reconsider the issue of multiracial schooling.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

23. Despite riots, sanctions and pressure we will hold that multiracial education is not acceptable.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

24 Upgrading black education is not the whites' responsibility.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

25. Integration of schools will do very little to improve inter-racial relationships between pupils.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

26. It is inevitable that schools will eventually become multiracial.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

27. It does not matter what race my colleagues are, as long as they are competent, friendly and co-operative.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

28. Multiracial education will best prepare a child for living in South African society.

Strongly Agree☐ Agree☐ Undecided☐ Disagree☐ Strongly Disagree☐

Page/4.....

29. Most white parents would oppose their child's school becoming multiracial.

Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐

30. Most sensible teachers would oppose integration on educational grounds.

Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐

31. It would be a good thing if multiracial staff were introduced in schools as soon as possible.

Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐

32. It is generally best to teach children from different races separately.

Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐

33. Differences in cultural backgrounds would pose unworkable educational problems in multiracial schools.

Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐

34. What do your foresee as the three most important areas most teachers would need help with, if schools became multi-racial?

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Please provide the following biographical information about yourself by placing a tick (✓) in the correct block or by filling in the necessary information.

A. SEX: Male ☐ Female ☐

B. HOME LANCUAGE English ☐ Afrikaans ☐ Bilingual ☐ Other ☐

C. AGE
- 18-25 Years old ☐
- 26-35 Years old ☐
- 36-45 Years old ☐
- 46-55 Years old ☐
- 55 + Years old ☐

D. Level of school at which you teach
- Pre-Primary ☐
- Junior Primary (Gr.I to Std I) ☐
- Senior Primary (Std II to Std IV) ☐
- Junior Secondary (Std V to Std VII) ☐
- Secondary (Std VIII to Std X) ☐

E. Type of school at which your teach
- Dual Medium (English & Afrikaans) ☐
- Co-Educational (Boys & Girls) ☐
- Girls/Boys Only ☐
- English Medium ☐
- Afrikaans Medium ☐

F. Qualifications
- Degree(s) ☐
- Degree & Post-graduate diploma ☐
- Post-graduate degree ☐
- Post graduate degree & Post graduate diploma ☐
- Other ☐

G. Subjects majored in;
- Arts Field (e.g. English, Education, History) ☐
- Science Field (e.g. Maths, Science) ☐
- Technical (e.g. Industrial Arts) ☐
- Other ☐

H. Length of teaching experience
- Less than 1 year ☐
- 1-3 Years ☐
- 4-6 Years ☐
- 7-9 Years ☐
- 10 + Years ☐

I. Residence
- Flat ☐
- Town House ☐
- Caravan ☐
- House ☐
- Hostel ☐

Page/2.....

Page/2.....

J. Children
0 ☐
1 ☐
1 + ☐

K. I have travelled to other countries
Never ☐
Once ☐
Twice ☐
Five + ☐

L. Religious Denomination: .....

M. I regard myself as an active member of a religious group/organisation
Yes ☐
No ☐

N. Reading Interests (Mostly read)
Historical Novels ☐
Educational Research ☐
Bestsellers ☐
Newspapers (Current events) ☐
Other (Please specify) ☐ .....

O. Leisure Activities
Cultural Outings ☐
Relaxation ☐
Charity Work ☐
Games/Sport ☐
Hobby ☐
Other (Specify) ☐ .....

P. Blacks with whom I have contact are:
Domestic Workers ☐
Workers (e.g.Cashiers) ☐
Representatives of firms ☐
Professional people ☐
Other (Specify) ☐

Q. I often discuss and seek information about new educational policies.
Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐

APPENDIX B
VRAELYS

1. Veelrassige skole sal lei tot 'n permanente verlaging van huidige standaarde in blanke skole.
   Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

2. As 'n ander ras in my skool geintregeer was, sou ek my bes doen om hulle te aanvaar op dieselfde vlak as blanke leerlinge.
   Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

3. Die instelling van veelrassige skole sal 'n onophoudende verhoging in sosiale konflik en geweld bring.
   Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

4. Blanke ouers sal nie op skoolkomiteë vlak wil dien waar daar ouers van ander rasse verteenwoordig is nie. (bv. O.O.V.) Ouer-Onderwyser-Vere niging.
   Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

5. Sonder inagneming van wat ander sê, glo ek dat my ras meerderwaardig is en moet dus meerwaardig aanvaar word.
   Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

6. Rasse afsondering is 'n effektiewe en praktiese sosiale bestelskikking wat geen radeel op die lewenskrag van demokratiese ideale het nie.
   Ste beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

7. Daar is geen basiese rede om bevooroordeel teen ander rasse te wees nie.
   Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

8. Anderskleuriges se vernaamste belang met gelyke onderwys gelcenthede is dat hulle van geen voorneme is om met die sosiale patrone van die blanke gemeenskap in te meng nie.
   Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

9. Anderkleuriges word beskou as minder intelligent as Blankes omdat hulle minder geleenthede gehad het, en hierdie begrip sal uiteindelik verdwyn onder 'n geintegreerde sisteem.
   Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie. ☐

Blds/2.....

Blds/2.....

10. Omdat integrasie op skoolvlak moeilik aanvaarbaar is, sal dit die beste wees om die rasse in onderwys te skei.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

11. Gelyke onderwys in geïntegreerde skole sal albei blank en anderskleurige leerlinge help om voordeel te trek uit die beste van twee kulture.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

12. Veelrassige skole kan in meeste gevalle gevestig word sonder dat sosiale konflik en geweld die volg daarvan sal wees.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

13. Veelrassige skole sal anderskleurige onderwys ophef, en dit sal bydra tot 'n verhoging van die lewensstandaard, en meer en beter werksgeleenthede vir almal skep.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

14. Die swartes sal onkundig en bygelowig bly al het hulle gelyke onderwysgeleenthede.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

15. Die sukses wat veelrassige skole alreeds behaal het, betuig daarvan dat die angs van teenstaanders daarvan ongegrond is.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

16. Alhoewel sekere andersdenkendes poog om mense anders te laat dink, wil die groot hoeveelheid anderskleuriges nie integreer word nie, maar sal tevrede wees met gelyke maar afsonderlike skool fasiliteite.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

17. Ons het nagelaat om voldoende gebruik te maak van die anderskleuriges se talente. Veelrassige skole sal hulle in staat stel om 'n groter bydra te lewer tot die ekonomiese en sosiale opheffing in Suid Afrika, as wat hulle in staat sou gewees het met afsonderlike skole.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie. ☐

18. As 'n mens eers toelaat dat anderskleuriges alle skole mag bywoon, sal hulle volkome sosiale gelykheid op alle vlakke vereis insluitende klub voorregte.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

Blds/3.....

Blds/ 3.....

19. Swartes en Blankes kom makliker oor die weg as wat die meeste mense aanvanklik gereken het.
Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

20. In die hantering van probleme wat veelrassige skole mag meebring behoort ons met die reëls van Christelike barmhartigheid en regverdigheid te werk te gaan en nie in terme van sosiale benaderings wat op tradisie gegrond is nie.
Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

21. Veelrassige skole is ekonomies voordelig omdat afsonderlike skool sisteems duurder sal wees om te onderhou.
Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

22. Sankies, oproere en verhoogde druk van binne en buite dwing blankes van die land om die strydpunt van veelrassige skole te oorweeg.
Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

23. Ten spyte van oproere, sanksies en druk sal ons volhou dat veelrassige skole nie aanvaarbaar is nie.
Ste beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

24. Verbetering van swart onderwys is nie die blanke se verantwoordelikheid nie.
Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

25. Veelrassige skole sal min doen om tussen-rasse verhoudings te verbeter.
Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

26. Dit is onvermydelik dat skole uiteindelik veelrassig sal word.
Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

27. Dit maak nie saak van watter ras my kollegas is nie. Wat wel belangrik is, is die feit dat hulle bevoegd, vriendelik en saamwerkend moet wees.
Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

28. Veelrassige onderwys sal 'n kind die beste in staat stel om 'n sinvollebestaan in Suid Afrika te handhaaf.
Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

Blds/4.....

Blds/4.....

29. Meeste blanke ouers sal die veelrassigwording van hulle kind se skool bestry.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

30. Meeste verstandige onderwysers/esse sal veelrassigeskole op opvoedkundige grond slag bestry.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

31. Dit sal voordelig wees as veelrassige personeel wat die nodige opleiding beskik, so gou as moontlik in die skole in diens geneem kan word.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

32. Dit is oor die algemeen die beste om leerlinge van verskillende rasse afsonderlik te onderrig.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

33. Verskille in kulturele agtergrond sal onoorbrugbare opvoedkundige probleme in veelrassige skole veroorsaak.

Stem beslis saam ☐ Stem saam ☐ Besluitloos ☐ Stem nie saam nie ☐ Stem beslis nie saam nie ☐

34. Met watter drie belangrike probleme sal die meesteonderwysers/esse hulp benodig as skole veelrassig word?.

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Verskaf asseblief die volgende biografiese inligting oor uself deur 'n merkie (✓ in die geskikte blok te plaas of om die nodige inligting in te vul. (Partykeer sal 'n merk in meer as een blok benodig word).

A. GESLAG
- Manlik ☐
- Vroulik ☐

B. HUISTAAL — Engels ☐ Afrikaans ☐ Tweetalig ☐ Ander ☐

C. OUDERDOM
- 18-25 Jaar oud ☐
- 26-35 Jaar oud ☐
- 36-45 Jaar oud ☐
- 46-55 Jaar oud ☐
- 55 + Jaar oud ☐

D. VLAK VAN ONDERWYS
- Pre-primêr ☐
- Junior Primêr (Gr I -Std I) ☐
- Senior Primêr (Gr II-Std IV) ☐
- Junior Sekondêr (Std V - Std VII) ☐
- Senior Sekondêr (Std VIII - Std X) ☐

E. TIPE SKOOL
- Tweetalige skool ☐
- Tweeslagtige skool ☐
- Seunsskool ☐
- Meisiesskool ☐
- Engelseskool ☐
- Afrikaanseskool ☐

F. KWALIFIKASIES:
- Graad ☐
- Graad en Nagraadse diploma ☐
- Nagraadse graad ☐
- Nagraadse graad en nagraadse diploma ☐
- Ander ☐

G. HOOFVLAKKE
- Lettere kunste (bv. Geskiednis, Tale) ☐
- Wetenskaplike (bv. Wiskunde) ☐
- Tegniese ☐
- Ander ☐

H. JARE VAN ONDERWYS ONDERVINDING:
- Minder as 1 Jaar ☐
- 1-3 Jaar ☐
- 4-6 Jaar ☐
- 7-9 Jaar ☐
- 10 + Jaar ☐

Blds/2.....

Blds/2.....

I. VERBLYFPLEK
- Woonstel ☐
- Meenthuis ☐
- Woonwa ☐
- Huis ☐
- Koshuis ☐

J. AANTAL KINDERS
- 0 ☐
- 1 ☐
- 1 + ☐

K. Ek het na die buiteland gereis
- Nog nooit ☐
- Een keer ☐
- Twee keer ☐
- Vyf keer + ☐

L. Ek beskou myself as 'n aktiewe lid van godsdienstige groep/organisasie
- Ja ☐
- Nee ☐

M. Godsdienstige benaming .....

N. LEES BELANGSTELLING
- Historiese roman ☐
- Onderwys navorsing ☐
- Biitsverkopers ☐
- Nuusblaaie (Sake van die dag) ☐
- Ander (Spesifiseer asb) ☐ .....

O. VRYETYDSBESTEDING
- Kulturele betrokkenheid ☐
- Ontspanning ☐
- Liefdadigheidswerk ☐
- Sport ens. ☐
- Stokperdjies ☐
- Ander (Spesifiseer asb) ☐.....

P. Anderskleuriges waarmee ek in aanraking kom t
- Huisbediendes ☐
- Werker (bv.Kassier) ☐
- Verteenwoordiges ☐
- Beroepsmense ☐
- Ander (Spesifiseer) ☐

Q. Ek bespreek en win nuwe inligting in oor opvoedkundige staatsbeleide.

☐Stem beslis saam ☐Stem saam ☐Besluitloos ☐Stem nie saam nie ☐Stem beslis nie saam nie

APPENDIX C

Dear Teacher,

"Despite the importance of teachers' roles, they are frequently left out of the crucial planning and decision-making when new school programmes are being made."
(Bosma, 1977)

As a teacher myself, I tend to agree with Bosma and I hope you will take advantage of being part of research and complete the questionnaire which should not take longer than 15 minutes to answer.

This study aims to discover white teachers' attitudes towards multi-racial schools. The study is being done in fulfilment of a Master of Education Degree.

Your help in completing the questionnaire is of vital importance. Your name was selected at random from a list of all post graduate students.. I wish to stress that your participation is entirely voluntary. In view of the importance of the matters to which this research pertains, it is nevertheless hoped that as many teachers as possible will be willing to complete and return the questionnaires.

In order to permit you to present how you feel, as frankly as possible, your name does not appear here. Place a mark in the box that you think represents an appropriate response.

Please send the completed questionnaire back to me as soon as possible.

Your co-operation will be greatly appreciated.

Sincerely
Douglas

APPENDIX C

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Please send the completed questionnaire back to me as soon as possible.

Your co-operation will be greatly appreciated.

Sincerely
Douglas

APPENDIX D

Geagte Onderwyser/es,

"Despite the importance of teachers' roles, they are frequently left out of the crucial planning and decision-making when new school programmes are being discussed". (Bosma, 1977)

As onderwyseres self, is ek geneig om met Bosma saam te stem. Hiermee word 'n beroep op u gedoen om deel te neem aan 'n wetenskaplike studie en om die maklik te antwoord vraelys te voltooi. (± 15 min)
Hierdie studie beoog om uit te vind wat die blanke onderwyser/es se houding teenoor veelrassige skole is. Die studie vorm deel van 'n meesters graad.

U help met die voltooing van die ingeslote vraelys is van die uiterste belang. U naam was blindweg gekies van 'n lys van alle nagraadse studente.
Ek wil beklemtoon dat u deelname geheel en al vrywillig is. In die lig van die belangrikheid van die kwessies wat deur hierdie navorsing betrek word, word daar nieteenstaande gehoop dat soveel as moontlik van u gewillig sou wees om die vraelyste te voltooi en terug te stuur

Om toe te laat dat u heeltemal eerlik kan wees, verskyn u naam nêrens op die vraelys nie. Maak 'n merkie in die blok wat u dink u eerste reaksie beste beskryf.

U samewerking sal opreg waardeer word.

Beste wense

Douglas

Sharon Douglas

APPENDIX E

4 Hilden Road
Lynwood Manor
PRETORIA
0081

The Director
Transvaal Education Department
Private Bag X76
PRETORIA
0001

Dear Sir,

RE:PERMISSION TO SEND QUESTIONNAIRE TO WHITE TEACHERS IN KRUGERSDORP

I am a teacher in the Transvaal Education Department, reference number 21866264. At present I am on study leave from Silverfields Primary School, where I have taught for the past 4 years.

I am registered at the University of the Witwatersrand where I am at present completing my Master of Education Degree. I have completed the course work which includes: Teacher Education, Curriculum Evaluation, Carriculum Development and Research Design. The final phase in obtaining my degree is the thesis titled: 'White teacher attitudes to multi-racial schools'. My supervisor is Dr. Ipek Ural who is presently at the education department of the Human Science Research Council.

My proposal has been reviewed and accepted by both my supervisor and external examiner. This includes a review of the literature. As many socio-political changes have occurred in the R.S.A., it is possible that attitudes toward multi-racial schools have changed. This study will attempt to discover what white teacher attitudes in Krugersdorp are toward multi-racial schooling and if they've changed, why they have changed.

I would appreciate permission from your department to adminsiter a questionnaire to a random sample of eighty white school teachers in Krugersdorp. The proposed questionnaire is at present being revised by my supervisor to ensure that the instrument is reliable, valid and the questions are not leading (I have included a copy for you). The questionnaire will take each teacher 5 minutes to complete. Would a list of the proposed sample group be available for me, to do a random selection?

As the questionnaire provides data for my thesis, which has to be completed by mid-December 1987, I would be most grateful if permission for the above and a list of teachers is reviewed and considered as urgent.

Yours sincerely,

Douglas
Ms. S.L. DOUGLAS

APPENDIX F

T.O.D./T.E.D., 200

Verwysings No. / Reference: TOA 9-7-2

Navrae / Enquiries: Dr C G Coetzee

Tel. No.: (012) 324-1660

Alle mededelings moet gerig word aan die Direkteur van Onderwys

All communications must be addressed to the Director of Education.

TRANSVAALSE ONDERWYSDEPARTEMENT
TRANSVAAL EDUCATION DEPARTMENT

Privaatsak X76
Private Bag X76
PRETORIA
0001

TRANSVAALSE ONDERWYSDEPARTEMENT
ONDERWYSNAVORSING
EDUCATION RESEARCH
1987 -11- 10
P/GAK X 76 P/BAG
PRETORIA
TRANSVAAL EDUCATION DEPARTMENT

Miss S L Douglas
4 Hilden Road
Lynwood Manor
PRETORIA
0081

Dear Miss Douglas

RESEARCH ON WHITE TEACHER ATTITUDES TO MULTI-RACIAL SCHOOLS

Your letter, which was received by the Department on 1987-11-02, refers.

The Department receives numerous requests for research to be conducted in schools or other institutions under its control. In addition to collaborating with the Human Sciences Research Council, the Department also provides for its internal research programme and for teachers, lecturers and staff of the Ancillary Services to conduct research. It is therefore not possible to comply with all the requests to carry out research involving teachers.

The Department does not consider an empirical investigation of this nature which falls beyond the bounds of legislation and policy relating to Transvaal Education Department schools to be relevant.

After careful consideration of your request to administer the questionnaire on teacher attitudes towards multi-racial schools and, in the light of the above, the Department regrets to inform you that permission to contact TED staff cannot be granted.

Yours faithfully

For DIRECTOR OF EDUCATION

APPENDIX "G"

F.1/2

Tuynhuys
Cape Town

20 November 1987

Ms S L Douglas
P O Box 27603
SUNNYSIDE
0132

Dear Ms Douglas

The State President has requested me to acknowledge with thanks, receipt of your letter dated 10 November 1987.

President Botha has taken note of the contents thereof with interest. In view of the fact that the matter raised by you falls under the jurisdiction of the Minister of Education and Culture in the Ministers' Council of the House of Assembly, it has been forwarded to his office for disposal. Therefore you can expect a further communication from his office in this regard.

For your information I herewith supply you with the Minister's address, which is as follows :

Mr P J Clase MP
Minister of Education and
Culture in the
Ministers' Council of the
House of Assembly
Private Bag X9051
CAPE TOWN
8000

With kind regards

ADMINISTRATIVE SECRETARY
/as
0910g

APPENDIX H

MINISTERS' COUNCIL OF THE HOUSE OF ASSEMBLY

MINISTRY OF EDUCATION AND CULTURE

Reference number: 3/4/15/1
Tel. No.: 45-5412/3

Private Bag 9051
Cape Town
8000

1988 -01- 11

Ms S.L. Douglas
4 Hilden Road
Lynnwood Manor
PRETORIA
0081

Dear Ms Douglas

QUESTIONNAIRE REGARDING MULTIRACIAL SCHOOLS

Your letter of 10 November 1987 was referred to me for attention.

Your request has been carefully considered and although the Government greatly appreciates your special efforts to improve your qualifications, it cannot grant permission for the said questionnaire to be administered to the white teachers in Krugersdorp as the educational benefits derived from such a questionnaire are not considered sufficient to warrant approval by the Transvaal Education Department.

Wishing you every success in your future career.

Yours faithfully

P.J. CLASE
MINISTER : EDUCATION AND CULTURE

Please quote above-mentioned reference number in your reply

BBO 16/7/2

Author Douglas S L
Name of thesis White teacher attitudes to multi-racial schools in South Africa 1988

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