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A COMPARISON OF TEACHERS' ATTITUDES TO RACIAL INTEGRATION IN SCHOOLS IN APARTHEID AND POST-APARTHEID SOUTH AFRICA

A research report submitted to the faculty of Specialized Education, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Education (Educational Psychology).

Johannesburg, 1998.

RUTH STEINER

DECLARATION

I hereby declare that this thesis is my own unaided work. It is being submitted for the degree of Master of Education (Educational Psychology) at the University of the Witwatersrand, Johannesburg. It has not been submitted for any degree or examination at any other university

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10-3-1998

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ABSTRACT

The aims of this study were: 1).To assess the attitudes of teachers at 16 English-medium high schools towards integrated schooling and to determine their perceived sources of stress. 2). To ascertain whether any changes in teacher attitudes had taken place between 1990 and 1996 at these schools. 3). To determine whether certain teacher or school variables were associated with teachers' attitudes. 4). To investigate teachers' perceptions of the difficulties and benefits of school integration, and their suggestions with regard to facilitating the integration process.

The opinions of 317 (white) teachers were obtained via a questionnaire. The results indicated that the teachers in this study strongly supported integrated schooling, although they acknowledged that problems do exist. While English speaking respondents were slightly more positive than were Afrikaans speaking respondents, the most significant variable influencing results was school type. Teachers at private (independent) schools were generally more positive than were teachers at government (public) schools, while teaching in the more integrated schools influenced both positive attitudes and greater sensitivity to multicultural issues. Higher teacher qualifications generally indicated increasingly positive attitudes, while attitudes were not found to be significantly influenced by either age or sex. Teachers who had previously attended courses were more aware of difficulties and endorsed the need for special training. The overall perceived stress level of the teachers was not acute, indicating that they do cope.

The longitudinal comparison between 1990 and 1996, indicated a highly significant movement towards more positive attitudes to integration in all groups except the more integrated private schools which had already expressed highly positive views. The most remarkable positive shift occurred in the attitudes of Afrikaans speaking teachers. Although teachers have become less anxious about perceived problems associated with integration, concern regarding the inferior educational background of disadvantaged pupils has persisted.

Key words: teacher attitudes: racial integration; multicultural: secondary schools

TABLE OF CONTENTS

CHAPTER 1: BACKGROUND TO THE STUDY

1.1 Introduction :Scope of the Study....1

:History of the South African Education system....1

1.2 Multicultural Education....3

:Cultural Identity....4

:Racism....5

:Cognitive Style and Worldview....5

:Curriculum....5

1.3 Teacher Attitudes and Stress....6

1.4 Attitude Change and Training....10

1.5 Summary....13

CHAPTER 2: THE STUDY

2.1 Rationale and Aims....15

2.2 Method....16

2.2.1 The Sample....16

2.2.2 The Measure....20

2.2.3 Procedure....22

2.2.4 Experimental Design....22

2.2.5 Procedure and Statistical Analyses Used....23

CHAPTER 3: RESULTS

3.1 CROSS SECTIONAL ANALYSIS....24

3.1.1 Current Attitudes on the 'Attitude to Integration' Scale....24

3.1.1.1 Comparisons Across Subgroups at the Item Level....24

3.1.1.2 Factor Structure for this Study....27

3.1.2 Self Perceived Change....29

3.1.3 Perceived Stressors of integration. The "Stressor Scale"....31

3.1.3.1 Perceived Stressors by Relative Rank....31

3.1.3.2 Comparison of Stressors by Subgroup.....32
3.1.4 Qualitative Results.....33

3.2 COMPARISON OF TEACHERS' ATTITUDES IN 1990 AND 1996.....35
3.2.2 The Method used for the Longitudinal Comparisons of Attitude.....36
3.2.3 Comparison of Attitudes of 1990 and 1996.....37
3.2.3.1 Comparison of the 'Problems" and 'General Perception' Factors.....37
3.2.3.2 Comparison of Items for the 'Difficulty' Factor.....38
3.2.3.3 Comparison of 'Attitude to Integration' Scale.....39

CHAPTER 4: DISCUSSION

4.1 Interpretation of Findings.....41
4.1.1 Current Attitudes and Perceived Stress.....41
4.1.2 Attitude Change: Comparison of Teachers' Attitudes in 1990 and 1996.....44
4.2 Practical Implications.....47
4.3 Limitation of the Study.....48
4.4 Implication for Future Research.....49
4.5 Conclusions.....49

REFERENCES.....51

LIST OF TABLES

2.1 Comparison of government schools by socio-economic status, number of replies received in 1990 and 1996, and level of integration in 1996.....17
2.2 Comparison of integration levels of private schools and number of replies received in 1990 and 1996.....18
2.3 Biographical data of respondents of the 1996 and 1990 studies.....19
3.1 Mean attitudes for whole group showing significantly different items for subgroups.....25a
3.2 The five 'current principal components' (factors).....28
3.3 Mean perceived stress for the whole group showing significantly different items for subgroups.....31a
3.4 Content analysis of Qualitative responses.....31
3.5 Longitudinal comparisons of percentages of positive attitudes expressed by teachers in 1990 and 1996 for the 'problems' and 'general perception' factors for the total

group and subgroups.....37

LIST OF FIGURES

Figure 3.1 Past vs present teachers' perception of attitudes towards integration.....30a

APPENDICES

Appendix A: Cross-Sectional Analysis of Attitudes

Figure 1: Attitudes towards integrated schooling for the total group.
Table 1: Comparison of responses from English and Afrikaans speaking teachers.
Table 2: Comparison of responses of teachers in private and government schools.
Table 3: Comparison of responses of teachers or less and more integrated private and government schools.
Table 4: Effect of integration: Comparison of responses of teachers of less and more integrated private and government schools (effect of integration, holding school-type constant).
Table 5: Analysis of Variance of responses of teachers according to age.
Table 6: Results of ANOVA comparisons of attitudes of respondents by qualification levels.
Table 7: Comparison of responses of teachers according to sex.
Table 8: Comparisons of responses of teachers according to socio-economic status of government schools.
Table 9: Comparison of responses of teachers who have/have not attended courses on classroom integration.
Table 10: Five present day principal components - means
Table 11: Multivariate comparisons across subgroups on the current factors.
Table 11b: Analysis of Variance of the three historical principal components for the levels of biographical variables.
Table 12: Self perceived change of teachers by school type and language.

Appendix B : Stressors

Figure 1: Stressors experienced by the total group
Figure 2: Stressors experienced by English vs Afrikaans respondents
Figure 3: Stressors experienced by private vs government school respondents.
Table 1: Comparison of stressors by home language.
Table 2. Comparison of stressors by school type
Table 3: Interaction effect of stressors for integration by school type.
Table 4: Comparison of stressors for integration by school type (effect of integration).
Table 5: Comparison of stressors by age.
Table 6: Comparison of stressors on level of teacher qualification.
Table 7: Comparison of stressors by sex.

Table 8: Comparison of stressors by socio-economic status of government schools.

Appendix C: Qualitative Analysis (open-ended responses)

Figure 1: Extent to which pupils have integrated.

Figure 2: What would have been helpful for integration?

Figure 3: Unexpected outcomes of integration.

Figure 4: Benefits of integration.

Figure 5: Most stressful aspects of teaching.

Appendix D: Comparison of Attitudes 1990 and 1996.

Table 1: T-test comparisons of attitudes of respondents who claimed participation/non-participation in the 1990 study.

Table 2: Stressors of teachers who claimed to have and have not participated in the 1990 study.

Table 3: Percentage of teachers positively inclined towards integration, compared across school type and home language for all 28 items in 1990 and 1996.

Table 4: Percentage of teachers positively inclined towards integration compared across (a) level of integration for private schools; and (b) socio-economic status for government schools for all 28 items in 1990 and 1996.

Table 5: Percentage of teachrs positively inclined towards integration across age for all 28 items 1990 and 1996

Table 6: Comparison of results of 1990-1996 percentage agree/disagree on PC 'Difficulties'.

Table 7: Comparison of results of 1990-1996 percentage agree/disagree on PC 'Problems'.

Table 8: Comparison of reslts of 1990-1996 percentage agree/disagree PC 'General Perception'

Appendix E

Copy of the letter sent to the school principals requesting permission to do research within their respective schools.

Copy of the letter given to the school principals requestion information about the level of integration within their respective schools

Pilot Teacher Questionnaire on Integrated Schools.

Questionnaire on Integrated Schools.

CHAPTER 1 : BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The recent advent of democracy in the socio-political arenas of South Africa has resulted in sweeping changes to its education system. The restructuring of the larger society is reflected in the transformation of its schools from an ethos of strict racial segregation to one of racial integration. The theoretical underpinnings of multicultural education have altered the goals and practices of teaching, perhaps rendering teaching skills learned during previous training inappropriate for today's integrated classrooms. Since successful multicultural education depends largely on the cultural awareness and the attitudes of individual teachers, it was considered important to discover just what some teachers are believing and feeling, which factors might have helped them in the transformation and which factors they have perceived as stressful.

During 1990/1991, some years before the advent of democracy and the implementation of integration, a study into teachers' attitudes to such integration has been undertaken by Vice at the University of Witwatersrand. In the present study, it was decided to replicate Vice's research in order to compare changes to teachers' attitudes and perceptions over the six years.

Scope of the study: Attention is given to the role of schools in society, the ways educational policy has been implemented in various societies which are increasingly coming to terms with their transformation towards plurality, and the factors which have been found to affect these changes. This study focuses on attitudes of teachers towards classroom integration, the attempts made to modify these attitudes, and the importance of teacher attitudes on the efficacy of multicultural schooling. The distinctive social and political context within South Africa is highlighted, with contrasts drawn between the circumstances experienced during 1990, when the initial research was undertaken by Vice, and that of 1996, when the data for this study were collected.

History of the SA Education system: The early history of the transformation of the education system has been previously documented. Refer to Christie (1985,1990), Freer & Christie (1992a), Freer (1992), Bot (1987), Bot & Schlemmer (1989), Bot (1991), Metcalf (1991), Vice (1991), Carrim & Sayed (1992), van Heerden (1994), Coutts (1990), Hofmeyr & Buckland (1992).

Although much change had taken place by 1990/1991, when the initial research on teachers attitudes to integration was conducted by Vice, and subsequently published by Skuy & Vice in 1996, it was clear that the process of change was ongoing. By 1990 the South African Democratic Teachers' Union had been formed, affiliating teachers of all races and including all existing teacher

associations, (with the exception of White Afrikaans-speaking associations). The stated aim of dismantling apartheid and establishing a free, non-racial, non-sexist, compulsory and democratic education system put teacher opinion in the vanguard of government legislation.

The changeover to the new political dispensation took place in April 1994. Notwithstanding changes which were occurring in the larger society, education was the last stronghold that was used to reinforce apartheid (van Heerden, 1994) and the government remained committed to segregated education for as long as they could (Bot, 1991). Finally, practical economic and social concerns motivated policy change. However, due partly to financial constraints, actual changes have followed more slowly (The Educational Journal, Mar 1996), despite moves towards greater parity in education funding (Education and Culture, 1993). Nevertheless, Motala (1995) ascertained that funding alone is not enough to address inequality because of the inherent socio-economic disadvantage of many Black people.

In 1996 the National Education Policy Act No. 27 was passed whereby the Minister of Education has been given the power to determine national educational policy within the provisions of the Constitution and the Act (Teachers' League of South Africa, 1996). After a year of uncertainty and rumour, at the end of 1996 retrenchment packages were offered to teachers in more highly staffed White, Coloured and Asian schools who preferred to leave the profession rather than to be deployed to areas where teachers were needed.

The South African Schools Bill of 1996 states that schools would be either Public, (previously termed Government), or Independent, (previously termed Private). Independent/Private schools may be established by any person, provided that admission policies do not discriminate on the basis of race (Teachers League of South Africa, 1996). Costs are borne by the Independent school, and teachers are privately employed (Bot, 1996). Of over 25 000 schools in South Africa having an enrolment of more than 10 million pupils, 457 were classed as Independent/Private schools, catering for approximately 124 000 pupils (The Educational Journal, 1996 Mar).

Each Public/Government school determines its own admissions policy, mission and ethos, while honouring the parameters of the constitution. Schools are no longer zoned geographically. Discrimination on the grounds of race, gender, ethnic and social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture or language is unlawful. School attendance is compulsory for children from age seven to 15, and no school may refuse tuition to pupils on the grounds of affordability. Where it is reasonable, pupils have the right to instruction in the language of their choice. Corporal punishment has been forbidden (Badat, 1995; Teachers' League of South

Africa, 1996). A teacher-pupil ratio of 1:40 has been prescribed for primary schools and 1:35 for high schools (Lewis, 1996). Students who currently attend historically White schools are representative of various different ethnic groups. Control over staffing appointments is presently being contested between individual schools and the Ministry of Education in the Constitutional Court.

Tomaselli (1993) and Lemon (1995) warned that with fewer teachers and many more non-paying pupils in Public schools, only the Independent schools would be perceived as able to offer decent education. Parents of privileged pupils would relocate their children, thus widening the gap between rich and poor schools and perpetuating class divisions and tension in SA.

The education system has been criticised as being without any multicultural theoretical underpinning (Soudien, 1994), both Eurocentric and monocultural (Sonn, 1994), and with an irrelevant, academically orientated curriculum (van Heerden, 1994; van Ryneveld van der Horst, 1993; O'Brien, 1994) and various options for new curricula were advocated (O'Brien, 1994; Tomaselli, 1993; Oberholzer, 1994). A common core curriculum, supplemented by optional group-specific content, with remedial cognitive programmes to counter the socio-cultural deprivation experienced by many pupils, was proposed by van Ryneveld van der Horst (1993). In June, 1996, The Educational Journal described the paradigm shift in policy as a shift from a content-based education to an outcomes-based education which has been earmarked to start in some schools in Grade I in January 1998.

1.2 MULTICULTURAL EDUCATION

"There is no truly neutral education" (Friere, 1985, cited in Dunn). The socio-political reality of a society is reflected in the nature of the knowledge to which its children are exposed (Sonn, 1994) and the forms it wishes to perpetuate (Educational Journal Sep-Oct, 1994). Classrooms are microcosms of the larger cultural and political arenas of society (Ebert et al 1987; Fullinwider, 1996) and education may be used as either the guardian of the status quo (Carrim, 1994), or the instrument of renewal and development (Rizvi, 1985; Educational Journal, Sep-Oct, 1994). Four models of cultural integration have been identified by Cross (1991, in Skuy, 1997).

The first model, assimilation, was the official policy in most Western societies, including Britain, Australia, Israel, USA and Canada until the 1970's (Rizvi, 1986). It is a mono-cultural approach whereby the absorption of the minority cultures into the more powerful dominant culture, which is perceived as superior, is endorsed. The norms, ethnic origins and languages of the minority or dominated cultures are ignored and denied (Grant, 1997).

In a second model of cultural adjustment, two or more mutually exclusive cultures may coexist. Termed the 'salad-bowl' ideology (Baruth, 1992), diverse unique ethnic groups have no pressure to amalgamate. Proponents envisage harmony and tol rough separation (Swann Report in Carrim, 1995; Mullard, 1985, cited in Rizvi), while claim that ethnicity and separation are the defining experience of most people with no sense of commonality.

A third model which advocates the homogenization of various cultures into one new culture (Carrim, 1995; Waldron, cited in Fullinwider 1996) has been termed the 'melting pot' ideology by Glazer and Moynihan (1970, cited in Fullinwider, 1996). This model was introduced during the 1960's and 1970's as a response to social agitation, and it was hoped that with the full and equal participation of the various cultural groups in the nation's institutions a new culture would emerge.

The fourth model, one of multiculturalism or pluralism was promoted due to the failure of the assimilation policy to address disadvantage. Previous education policy was seen as the instrument of social control and stability, rather than change, and little or no integration was taking place (Jakubowicz, 1984, cited in Rizvi, 1986; Carrim, 1995; Fullinwider, 1996; Montero, 1995; Bassey, 1996). This model addresses the tension which exists between the competing needs of society for social cohesion, civic unity and commonality on the one hand, and for the expression of cultural diversity on the other. Elements of previous models are combined, with the different cultural groups, and those individuals within them, experiencing both a separate and a shared identity. Issues which impact on the understanding of multicultural awareness are considered below.

Cultural Identity: While 'culture' is conceived in terms of groups, the question is raised whether 'culture' is an individualist experience (Bulhan, 1985 cited in Bodibe, 1994). The 'One Person: many Fragments' model (Waldron, cited in Fullinwider, 1996) maintains that in the modern world it is impossible for people to absorb one complete pure culture. Rather, many parts of diverse cultures will be incorporated by each person, defining a personal, individualised culture (Baruth, 1992; Bodibe, 1994). Yet, by the very 'humanness' of life experiences, cultures contain many comparable similar basic elements within their variance (Appiah, cited in Fullinwider, 1996), and it is these similarities which bind and unify society and create consciously shared identities. Skuy (1997) concludes, therefore, that cross cultural integration may refer either to the integration of differing cultural groups or to the integration of various cultures within a single individual. In South Africa cultural identity has been rendered more fluid than usual. The concept of race had constituted the basis of much identity formation in social contexts (Bodibe, 1994), and reconstruction of ethnic identity has not yet reached a stable point (Jung, 1996).

Racism: While commonalities traverse all cultures, people have a tendency to notice and to emphasise cultural differences, rather than similarities, resulting in outgroups being viewed as more strange and unusual than is justified by reality (Fortmann, 1971, in Stahl, 1994). Indeed, anti-racist thinkers allege that the underlying issue of racism needs to be understood and addressed before multicultural education can succeed. (Carrim, 1995). Sonn (1994), Banks (1995), Nieto (1995), McCall (1995), Lawrence (1997) and Soudien (1994), all concluded that discussions about racism in classrooms, in particular in South African classrooms, are nearly nonexistent.

Cognitive style and worldview: Past experiences, self-identity and culture all influence cognitive style and worldview (van Ryneveld van der Horst, 1993; Tajfel, 1978; Sonn,1994). Differing assumptions about how students think, learn and construct their world impact on instructional strategy and necessitate flexible teaching methods (Evans, 1990; Stahl, 1994; Wenzlaff & Throng, 1995). The failure of low-income students of colour to excel has been attributed to the inability of institutions to address their learning needs (Lou,1994), and various educational systems are confronting the complexities inherent in the attempt to impart multiple cultures (Ebert and others, 1987 in Germany; Ghuman, 1997 in Britain) . However, Skuy (1997) illustrated the applicability of Feuerstein's Mediated Learning Experience as a holistic cognitive, emotional and cultural approach to all pupils, which is particularly relevant to the enhancement of cross cultural integration in education.

Curriculum: If education is a mirror of society, it is in the classroom that societies decide "how they want their children to see themselves, their nation and the world" (Sewell, 1996, in Fullinwider). Unless diversity is truly recognized, the experiences and realities of minority cultures will not be acknowledged in the content, the ethos or the books at school. Minority experiences will be made illegitimate and stereotyped while their knowledge constructions will remain marginalized. The curriculum ought, therefore, to address the needs of culturally different learners and reflect cultural diversity (Nkomo et al in Bowser, 1994; Baruth & Manning, 1992; Fox & Gay, 1995; Bassey, 1996; Breitborde, 1996; Tomlinson, 1990; Banks and Banks, 1995; Skuy, 1997).

However, integration of multicultural content alone is considered insufficient for implementing successful multicultural education. The traditional power relationship between teachers and students needs to be altered and new interpretations of reality to be generated (Cannella, 1994). The concept that education is development from within, rather than formation from without needs to be stressed (Nemiroff, 1992). Banks & Banks (1995) describe ways whereby the students become involved in the process of knowledge construction and production while Skuy (1997) concludes that the curriculum needs to be liberated and transformed to include pupils experiences

and realities while facilitating cognitive and communication skills.

1.3 TEACHER ATTITUDES AND STRESS

Students' perceptions of the ethos and the cultural values of the teachers and the school are thought to have a pervasive and influential effect on their learning and their socialisation. While not forming part of the explicit purpose of teaching, the implicit messages, both verbal and nonverbal, although more subtle, affect learners of all races and cultures (Banks and Banks, 1995; Bergh & Berkhout, 1994; Baruth & Manning, 1992). Teachers' cognitions and theoretical orientations affect their interpretations of events, their attitudes and, thus, their instructional behaviours (Rios, 1993; Baruth, 1992; Bandura, 1986 cited in Rueda, 1996; Fang, 1996; Dunn, 1994). In this way teachers who are not culturally perceptive actually hinder the achievement of minority groups. Studies show a positive correlation between teachers' cultural sensitivity and minority students' achievement (Fuller, 1992a in McCall, 1995; Deering & Stanutz, 1995; Birrell, 1995; Babad, 1985; Fox & Gay, 1995; McCall, 1995; Cannella & Reiff, 1994). It is also thought that those teachers who have more abstract cognitive styles are more likely to nurture successful multiethnic experiences (Johnson & Johnson, 1996).

There is evidence that race is a decisive feature in teachers' attributions, expectations and strategies, together with other factors such as socio-economic status (Roberts and Zubbrick, 1993) or gender (Chira, 1992 in Bassey, 1996). The existence of an expectancy bias is now an undisputed phenomenon (Babad, 1985) and biasing information results in differential treatment and the realization of a self-fulfilling prophecy. Carte and Goodwin (1994, cited in Lawrence, 1997) suggest that those White teachers with more fully developed racial identities are likely to be more effective teachers in multicultural teaching situations.

Baruth (1992) lists three philosophical modes by which teachers perceive cultural diversity. These are cultural deficit, (students in need of change), cultural mismatch, (culturally diverse students who fail because their traits are not compatible with the school system), or cultural difference (diverse students who enrich the classroom and are unique individuals). In general, these orientations correspond to the previously described multicultural policy options at the societal level. Sleeter and Grant (1988 in Ng) describe a 'business as usual' mode (both race and gender are denied and ignored as relevant factors).

What, then, are the qualities of successful culturally relevant teachers? In the USA and in the UK, most teachers come from mono-cultural backgrounds, are White middle class females with limited or no experiences with minorities (Jordan, 1995; Bassey, 1996; Birrell, 1995; Ahlquist,1991, cited

in Nieto, 1995) who prefer to teach and interact with children similar to themselves (Liston & Zeichner, 1990, cited in McCall 1995). Although many writers contend that such teachers from monocultural backgrounds have not even questioned the inclusion of particular content and methods, (Cannella & Reiff, 1994), Osborne (1991, cited in Martinez, 1994) concluded that culturally responsive teachers need not necessarily come from the same minority group as the students they teach. Babad (1985), too, found that the teachers' own ethnic origin was unrelated to the expectation bias effect, Washington (1980) found that teachers' negative judgments of black pupils were independent of their own race and Joshi (1985) found that the credibility of a teacher was not dependent on race.

Nevertheless, Irvine (1988, cited in Deering and Stanutz, 1995) concluded that the race of the teacher is a factor in the achievement levels of Black students. Rasekoala (1997) found that White, Black or Asian children in Britain prefer Black teachers, as they were regarded as the most fair and unbiased, the most caring and the most strict. Rosenbaum (1987) found that Black children receive more help from White teachers in suburban schools, but do experience racism. From another perspective, Hawley (1989) discussed the importance of teachers modelling cooperative interracial relationships for children. This would imply the need for more minority teachers in integrated schools and Chance et al (1996) and Buxton and others (1974, quoted in Vice, 1991) underline this as an issue of major concern.

Teachers who have chosen to teach in integrated classrooms have generally been found to have a humanistic view of education (Foster, 1986) with fairness as an important moral value (Peterson, 1994). They are critical of the rigidity and formality of the segregated school structures and curricula (Foster, 1986) which they had experienced as constraining and in which they had felt like 'outsiders' (Morgan et al, 1994). Many have also developed an understanding of the school neighbourhood and the background communities of the students (Nieto et al 1992; Jimenez, 1996).

Culturally relevant teachers need a strong background in their subject area, a sophisticated understanding of teaching, and knowledge of the complex issues of diversity (Banks and Banks, 1995). They would have found it necessary to build trusting relationships with minority children in order to prove their good intentions, and would give extra focus and attention to marginalized groups in order to effect equality (Banks and Banks, 1995). Indeed, Feuerstein, (1979, in Skuy 1997) believes that intentionality, and the formation of a relationship are vital for successful learning. Other attributes found to be relevant are the need for a flexible 'style shift' in order to accommodate different cultural learning styles (Fox & Gay, 1995; van Ryneveld van der Horst, 1993; Shade, 1995), and the ability to use diversity successfully as an enriching experience

(Lipman, 1995).

Age has been found to be a relevant factor in teacher attitudes. Despite the expectation that people become more rigid with age (Babad, 1985), studies have shown that the more adaptable teachers are likely to be somewhat older and more experienced. Babad (1985) and Burden (1990) found that older teachers who had been teaching for longer were more flexible and less susceptible to bias. Similarly, Morgan et al (1994) found that older teachers were more dedicated to integration and Danigelis (1991) found increasing liberalism concerning racial issues with higher age.

In South Africa, language has been found to be a significant variable in attitude research. English speaking whites, while consistently indicating a high degree of racial prejudice towards blacks, have been less discriminatory than Afrikaans speaking whites (Skuy & Vice, 1996) and have demonstrated more positive attitudes towards integration (Bot, 1991). Research in Natal also indicated that the majority of English speaking teachers were in favour of gradual reform, albeit with safeguards (Bot & Schlemmer, 1986).

Skuy and Vice (1996) reported on a survey conducted by Vice in 1991 of the attitudes of teachers at segregated government English-medium secondary schools towards racially integrated schooling. Their attitudes were compared with those of teachers at Private schools which had already undergone varying degrees of integration. The sample comprised 276 teachers at 12 Government and six Private schools. Main effects for the level of integration of the Private schools, the age qualifications and home language of the teachers were compared by multivariate analysis.

In general, 59% of teachers were in favour of integrated schools, a significant, but small majority, although the majority of the sample anticipated problems in implementing integrated schooling.

The most significant factor in determining negativity was language. The group most opposed to integration were Afrikaans speakers, with 75% expressing negative views, while only 31% of English speakers were negative. English speaking teachers perceived fewer teaching difficulties, although they did perceive problems with regard to integration. The Afrikaans speaking teachers were very significantly more negative than their English speaking counterparts with regard to general perception of integration and to the anticipation of problems.

Private school teachers perceived fewer teaching difficulties, anticipated fewer problems and held more favourable general attitudes to integration than Government school teachers.

Differences between teachers of more and less integrated schools were found, with the more integrated private schools being significantly in favour of integration and perceiving few teaching difficulties associated with integration. Moreover, they were the only group that did not believe that integration would bring problems. This indicated that the experience of integration would dispel fears about possible problems, while 'token integration' in small quotas did not constitute effective integration.

Teachers with higher levels of education held more positive attitudes to integration.

Teachers believed that in-service training in multicultural techniques was necessary.

Specific problems envisaged included: the divergent backgrounds of pupils and teachers leading to misunderstanding: the poor educational background of the Black students: the teacher being unconsciously prejudiced: teachers lacking the skill to handle racial incidents.

Teacher stress: Kyriacou and Sutcliffe (1978, quoted in Manthei and Gilmore, 1996) define teacher stress as "a subjective, negative reaction to aspects of the job that threaten a teacher's self-esteem, or well-being". Chronic stress has been found to be related to 'burnout' (Pretorius, 1993). Manthei et al (1996) suggest that teaching is a high stress profession in comparison with other occupations.

Manthei and others (1996), researching in New Zealand, enumerate various sources of stress which have been identified, such as work overload, pupil misbehaviour, problems of motivating children to learn, insufficient time to perform necessary teaching tasks, matters of school administration, conditions of employment, insufficient pay, lack of support or recognition from parents or society, inadequate resources and excessive class size. Role conflict and role ambiguity have also been noted as teacher stressors (Pretorius, 1993). Of these, in interviews with teachers from USA, UK, Germany, Singapore, Canada and Poland, it was indicated that student responsiveness and enthusiasm contributed the most to teacher enthusiasm, while poorly motivated students contributed to a high level of discouragement and stress (Stenlund, 1995).

Mathei et al (1996) also discuss factors which, through interaction with the above stressors, produce variances in reported stress levels. These factors are teacher gender, with females expressing greater job satisfaction than males, teacher age, with stress rising with age until approximately forty and then declining (Borg et al, 1995 quoted in Dooley, 1997), school size and location of school.

Higher levels of stress are inversely related to job satisfaction (Kyriacou, 1987) and there is therefore a reduced commitment to remain in the job long term. However, Klecker (1996) found a high correlation between teacher empowerment and teacher job satisfaction. Pretorius (1993) reported that professional commitment, participation and control in decision-making and support from supervisors and co-workers are mediators in the experience of stress and act as buffers against 'burnout'.

Research on stress in South African schools has been undertaken by Buwalda (1990) and Hayward (1991, quoted in Dooley 1997). They named administration demands, unprofessional colleagues, authoritarian control, pupil apathy, organisational stressors, extra-mural activities and role conflict as being stressful for South African teachers. In addition, with the new educational revisions, teachers have had to contend with specific stressors associated with transformation. These are likely to centre around increasing teacher-pupil ratios, multilingualism, redeployment or retrenchment of teachers, change in curricula and discipline issues. Although stress is often manifested in various ways, it has, however, been found that most teachers do cope despite the stressors that they perceive themselves to experience (in Dooley, 1997).

1.4 ATTITUDE CHANGE AND TRAINING

While change and reform are implicit and central to all aspects of multicultural education, literature on change in schools suggests that teachers are generally resistant to change and that change always breeds uncertainty and, very often, fear (Manke, 1995; Education and Culture, 1993). Teachers who identify with change and desire to become involved with it will demonstrate self-confidence and a belief in their own capacity to effect the changes successfully. Therefore there is a need to attend to teachers' beliefs, fears and concerns (Jordan, 1995; Greenman & Kimmel, 1995; Leithwood, 1994).

Stahler (1995) found that teachers who were included in decisions about the extent to which they wish to participate in the change and who felt that they were making worthwhile contributions were highly motivated (Shade, 1995; Bot, 1987). Indeed, researchers believe that true integration cannot be achieved involuntarily and claim that the transformation of education cannot be enforced in a 'top-down' fashion, but should be allowed to emerge. Where change is implemented by legislation, as it was in both the USA and South Africa, it would then need to be reinforced by changes in society, which would thereafter infiltrate to the education system (Badenhorst & Claassen, 1995; Freeman, 1992).

Many researchers contend that carefully planned instructional approaches can reduce prejudice,

misconceptions and negative assumptions (Banks, 1994; Grant, 1997; Finney, 1995; McCall, 1995; Tojyo & Maeda, 1993; Steinback, 1983; Lawrence, 1997; McDiarmid, 1992). However, many psychologists maintain that prejudices and responses, which take a lifetime to develop, are deeply ingrained and independent of conscious thought and difficult to change (Jordan, 1995; Greenman, 1995) . Consequently, it has been argued that conceptual learning and change will occur only when an individual experiences mental and emotional disequilibrium (Fischler, 1994; Hesse, 1996). Thus, conflict or dissonance needs to be embraced as the initial ingredient for change and growth. (Louw-Potgieter, 1991; Scott, 1995; Harmon-Jones, 1996; Eisikovits, 1995). Furthermore, attitude change has been found to occur with increased self-awareness, and with high social desirability (Walsh, 1990; Miller, 1992).

Opportunities for concrete cross-cultural field experiences whereby teachers are exposed to multi-ethnic classrooms during training have been perceived as central to multicultural learning (Finney, 1995; Cannella, 1994; Bassey, 1996; Hansel, 1996; Larke, 1990; Swisher, 1994; Hinchey, 1994). Other researchers have found such experiences to be insufficient for effecting attitude change (Deering 1995; Cross, 1993 cited in McCall, 1995) claiming that they brought only superficial change, or, at worst, even entrenched racist attitudes.

Teachers in heterogenous classrooms may experience 'culture shock' if they are insufficiently prepared for the differences in students' values, attitudes, behaviours and learning styles (Gay, 1978; Lowden, 1985; Cannella & Reiff, 1994). Teachers have described feelings of being trapped between two sets of values and beliefs, as well as feelings of powerlessness, helplessness, alienation and isolation. Indeed, Marshak (1996) argued that emotional components of educational change have traditionally been ignored, while only the external, cognitive and technical elements of change have been addressed. In conceptualizing change in terms of loss and grief, Marshak warned that neglected emotion will sabotage all rational planning. He added that if change is radical, teachers are expected to abandon the conceptions, roles and behaviours that have given meaning to their professional selves, and that through failure to understand or acknowledge their losses, teachers are condemned to grieve alone. He included numbness, sadness, and anger as ancillary emotions and stated that denial of feelings of loss will lead to being stuck in an image of the past and a resulting inability to re-invest in anything new. Teachers, themselves, have stressed the need for continuing support (Hansel, 1996; Gomolchuk & Piland, 1995).

The 'Contact Hypothesis' inquires whether association between members of different groups would facilitate or exacerbate group relations (Foster, 1991a). Although evidence on the efficacy of the contact hypothesis in reducing negative racist attitudes is still inconclusive (Raadnum et al,

1993), Bradnum, in 1993, found that the experience of integrated schooling itself has led to teacher attitude change. This is due to the development of a less racially stereotypical view of those people who are members of the out-group, whether it has involved integration of ethnic minorities, or the physically or academically disabled. In longitudinal studies, teachers' attitudes to mainstreaming in Australia had become more positive with actual experience of integrated classrooms (Harvey, 1992; Giangreco, 1993). Dickinson (1981) found that while Black teachers' attitudes to school desegregation in the United States had been consistently positive, those of White teachers had significantly improved over seventeen years. Similarly, the Derbyshire County Council (1987, in Tomlinson, 1990) reported that the racially mixed schools had changed most and segregated White schools least. These findings accord with those of Skuy and Vice (1996) in South Africa which have been previously discussed.

Leithwood (1994) recognized various external aspects which encouraged teachers in change. He found a need for a positive emotional climate, such as feedback from parents and the community. Teachers also need to believe that the financial and material resources of the school are adequate, that their efforts in implementing change would be supported by the administration and that their principals and administrators support them in experiencing the change. (Banks, 1994 cited in McCall, 1995; Foster, 1985; Kelly, 1991). In South Africa, in 1986, Sonn found that the apartheid Department of Education was viewed by teachers as trying to direct and control thinking by blocking change. By contrast, the post-apartheid Ministry of Education is instigating change.

Differing teacher attitudes have also been found to relate to the differing socio-economic status of schools. Miller's (1990) study of five Connecticut high schools demonstrated that the more affluent the community, the less welcome the minority students were made to feel. These findings are consistent with a conflict perspective that argues that the greater the class disparity the less likely minority students are to feel wanted, both within the school and in the larger community. As Foster and Finchilescu (1986) state, "this distinction is particularly germane to South Africa where socially structured status and power differentials assume such significant proportions".

The dearth of information pertaining to the attitudes and needs of teachers preceding the advent of desegregation in the United States, (Buxton et al, 1974, cited in Vice, 1991) indicates that there was little preparation for integration available to teachers. Similarly, Lemon (1995) stated that integration in Zimbabwe took place abruptly and without formulation of strategy, indicating that there, too, teachers were left to devise their own strategies. Although Cochran-Smith (1992) concludes that teachers have had to learn by 'getting on with the job' and by questioning their experiences, all the literature stresses the need for teachers to receive training and support in order

to become effective educators in multicultural situations (Martinez, 1994; Birrell, 1995).

1.5 SUMMARY

Since the new dispensation in South Africa took over in 1994, a single Ministry of Education has been formed, all previously white schools have been integrated and discrimination on any grounds has been declared unlawful. The policy shift took place within a relatively short time, was executed by top-down legislation and was compulsory for all teachers.

Because education may be used to either maintain the status quo or to effect change, how teachers and schools negotiate issues of race and culture is crucial in the shaping of the new society (Soudien, 1994). Of four possible models of cultural integration, Multiculturalism balances the competing social needs of social cohesion and commonality on the one hand and the expression of cultural diversity on the other. Therefore it is necessary that the curriculum validates knowledge constructs and worlviews of all students.

Teacher attitudes and beliefs influence the learning and socialisation of pupils, with teachers' cultural sensitivity correlating positively with minority students' performance. Thus culturally insensitive teachers may hinder achievement. Some researchers have found that culturally relevant teachers need not necessarily come from the same minority group as the students, while others concluded that the race of the teacher is an important factor and hence stressed the need for more minority teachers in integrated schools. The creation of a trusting relationship and the demonstration of intentionality by the teacher are considered. Age has been found to be relevant to teacher attitudes with older teachers being less rigid and more dedicated to integration.

Skuy and Vice (1996) cited a small but significant majority of white teachers in favour of integrated schools. Language was the most significant factor in determining attitudes to integration, with English speaking teachers being more positive and less discriminating than were Afrikaans-speaking teachers. Private school teachers anticipated fewer teaching difficulties than did Government school teachers, with teachers in the more integrated Private schools being the most positive towards integration. Higher educational levels of teachers influenced more positive attitudes and teachers endorsed the need for in-service training in multicultural teaching techniques

Burnout has been related to chronic stress which may lead to low job satisfaction and reduced commitment to remaining in the job. Despite a wide variety of perceived stressors that have been identified, in South Africa it was found that teachers do cope with stress.

Many studies comprising intergroup contact have been found to reduce negative racist attitudes. Accordingly, much research on teacher attitude change focusses on the enhancement of cultural awareness and self-confidence through exposure to multicultural classrooms. Some researchers have used dissonance to alter prejudice and others have addressed teachers' feelings of loss and helplessness due to the change process.

The issues discussed above are explored in the present study.

CHAPTER 2: THE STUDY

2.1 RATIONALE AND AIMS

In the previous study conducted by Vice (1991), and reported in Skuy and Vice (1996), it was considered desirable to understand those factors associated with attitude formation and with attitude change towards racial integration of schools in order to facilitate the acceptance of what was then the impending propulsion towards the desegregation of government schools.

It was anticipated that involvement of the teachers in the process of change might be effective in mediating their expectations, perceptions, awareness and beliefs in order to enhance the outcomes of the change itself.

Studies which had been conducted in those countries where desegregation had been mandatory for some years had revealed ambiguous outcomes. It was therefore decided that a useful comparison of particularly South African perceptions could be made between those teachers who taught at private schools, and therefore who had actual experience of integrated classrooms, and those teachers who taught at the government schools, and who might have been anticipating integration. It was also seen to be necessary to understand the factors associated with these perceptions, the perceived benefits and difficulties envisioned and the perceptions of the training that might be required.

The present study revisited the schools and the teachers of the previous study, and, in part, replicated it. The original study took place four years before the end of Apartheid, while the present study was effected two years after the democratic changeover and eighteen months after the compulsory integration of all schools. Teachers' perceptions regarding integrated schooling were therefore surveyed from the perspective of hindsight and their experience of integration was tapped. Those elements in the current teaching situation which were experienced as successful and beneficial or stressful and onerous were investigated. Comparisons with the conclusions of the previous study were made to detect whether the same factors were indeed predictive of teacher perceptions, whether there had been any changes in these perceptions and in which direction these changes had occurred.

Aims

The study had the following aims:

General Aims

The study aimed to assess the attitudes of teachers in government and private high schools towards the racial integration of schools.

The study further aimed to compare these outcomes with those of the previous study by Vice (1991), in order to determine the extent of attitude change between 1990, when Vice's data were collected, and 1996, for the current data survey.

Specific Aims

The specific aims of the study were:

1) To conduct cross-cultural comparisons across subgroups on attitudes and stressors of teachers. These subgroups are based on the categorising variables of **government versus private** schools, **level of integration** of schools, **socio-economic status** of government schools, **teacher language** groups, **sex, age** groups and other categorising variables.

2) To conduct longitudinal comparisons of the 1990 and 1996 attitudes using the categorising variables specified.

3) To determine the benefits and difficulties experienced by the teachers.

2.2 METHOD

2.2.1 The Sample

A) The Schools

Sixteen of the eighteen original schools participated in the study. One school had closed down and ceased to exist, and the principal of another school refused to allow the teachers to answer the questionnaire, his reason being that the subject of race was avoided at the school as being potentially divisive and should not be discussed.

All of the sixteen schools which participated were co-educational, English-medium, secondary schools. Ten of the schools were previously segregated, whites-only government schools in 1990 at which time all of the schools had adopted the Model C structure (i.e. state-aided semi-private school), while none had adopted the Model B (i.e. state school with an open admissions policy) structure.

Notwithstanding the unavailability of two of the schools, the ten government schools represented four levels of socio-economic status (SES). These levels were similar to the status levels of the original study. The SES levels were determined by the ratings of the principals, as no formal record of this information is kept by them or by the Department of Education. Table 2.1 presents information regarding the 1990 and 1996 government schools in the study.

Table 2.1

Comparison of government schools by socio-economic status, number of replies received in 1990 and 1996, and level of integration in 1996.

SOCIO-ECONOM STATUS	NUMBER OF SCHOOLS 1990	NUMBER OF SCHOOLS 1996	TOTAL REPLIES 1990	TOTAL REPLIES 1996	% OF PUPILS 'OF COLOUR'
UPPER-MIDDLE	3	2	33	53	APPROX 27%
MIDDLE	3	3	49	92	APPROX 22%
LOWER-MIDDLE	3	3	56	79	APPROX 18%
LOWER	3	2	61	31	APPROX 75%

The total number of teachers from government schools who completed questionnaires which could be used was 255, compared to 199 in 1990.

In 1990, the ten government schools all had a pupil population which was 100% 'white'. As can be seen from Table 2.1, in 1996, integration levels in most SES schools ranged from 18% to 27% of pupils 'of colour', with the higher economic status schools having slightly more pupils from other groups. This trend was not borne out in the 'lower' socio-economic status schools, which exhibited a high level of integration of approximately 75%, and which was higher than any of the private schools. The teacher response from the two 'highly integrated' schools was 31, or 12% of government school teachers, while that from the 'less integrated' schools was 224, or 88% of the government school teachers.

The same six private schools as in the original study participated in this study. The schools had been selected so that they represented two levels of integration. There were three 'less integrated' schools, with less than 35% of pupils other than white, with a teacher response of 44, or 57% of the private school teachers, and three 'more integrated' schools, which had approximately 50% of pupils of colour and a teacher response of 33, or 43% of the private school teachers. Table 2.2 below presents information regarding the 1990 and 1996 private school samples.

Table 2.2

Comparison of integration levels of private schools and number of replies received in 1990 and 1996.

SCHOOL	% PUPILS 'OF COLOUR' 1990	NUMBER OF REPLIES 1990	% PUPILS 'OF COLOUR' 1996	NUMBER OF REPLIES 1996
1	below 35%	17	50%	4
2	below 35%	16	50%	12
3	50%	11	66%	15
4	below 35%	10	12%	7
5	50%	16	50%	13
6	50%	4	16%	11

As can be seen from Table 2.2, in 1996 there were two schools which were 'less integrated' with 12% - 16% pupils other than white and a teacher response of 18, or 29% of the private school teachers, and four schools which were 'more integrated' with 44% to 50% of pupils of colour and a teacher response of 44, or 71% of replies from private schools. While two of the schools had moved from 'less' to the higher level of integration, two had remained at 'more integrated', one had remained, at 12%, in the 'less integrated' range and one had severely dropped its level of integration from 'more integrated' to 'less integrated'. Two of the private schools had integration levels lower than almost all the government schools. The total number of teachers in private schools who completed questionnaires which could be used was 62, compared with 77 in 1990.

B) The Teachers

A total of 317 completed questionnaires which could be used were received from the teachers, as compared with 276 questionnaires in the original study. Biographical data pertaining to the teachers, and comparisons with those obtained in the earlier study, are presented in Table 2.3 below.

Table 2.3

Biographical data of respondents of the 1996 and 1990 studies.

	FREQUENCY 1996	PERCENT 1996	PERCENT 1990
SEX			
males	92	29.0%	25%
females	225	71%	75%
AGE			
18-24	33	10.1%	9%
25-29	56	17.7%	17%
30-34	49	15.5%	16%
35-40	46	14.5%	17%
40+	133	42%	41%
LANGUAGE			
English	270	85.2%	82%
Afrikaans	47	14.8%	18%
QUALIFICATIONS			
diploma	79	25%	29%
degree/dip	145	46%	47%
post-grad	87	29%	24%
YEARS EXPERIENCE			
below 3 yrs	59	18.65	18%
4-6 yrs	47	14.8%	15%
7-9 yrs	36	11.4%	13%
10+ yrs	175	55.2%	54%

*Note: Rounding error occurs when percentages do not sum to 100%

As can be seen from Table 2.3, the proportions of teachers in each of the categories were very similar for the 1990 and 1996 samples.

To the question "Under Apartheid, in what group were you classified?" eight teachers answered that they were categorised in groups other than 'White'. Three teachers answered 'Black', one answered 'Indian' and four answered 'Coloured'. Since this group constituted a very small proportion of the sample, and since the original study had been conducted only with 'White' respondents, it was decided to exclude these subjects from the data analysis.

The categories of responses for both 'Age and Years of Experience' questions correlated highly, and

it was decided to only include Age as a category for the statistical analysis.

The responses to the question "How long have you taught in integrated classes?" reflected the type of schools in which the teachers were employed. In general, private school teachers had had more years of teaching in integrated classes, while teachers in government schools were in their second or third year of mixed-race teaching.

In answer to "What subjects are you teaching at present?" 482 responses were given, naming 36 different subjects. Most respondents were teaching more than one subject, and five respondents were teaching four subjects. They were broadly coded into the following categories: mathematics and science (111), languages (115), geography, history etc (112), and cultural subjects or trades such as typing and woodwork (35), guidance and religion (55). No comparative analysis of responses by subject teaching was undertaken, as the majority of teachers were teaching subjects across the various categories.

2.2.2 The Measure

In order to compare attitudes of teachers in post-Apartheid South Africa to those surveyed six years previously, it was decided that close replication of the earlier study would be best. Some of the limitations which were inherent in the previous study, and which were discussed therein, would therefore be intrinsic to this study. In discussing the limitations of her study, Vice, (1991) cites lack of randomness and lack of control for extraneous variables which could have affected the responses. She also discussed the weak factor structure of the twenty-eight item attitude scale due to low internal consistency of the scale.

The "Questionnaire on Integrated Schools" (Vice 1991) which had been adapted from Bot and Schlemmer (1986), was further adapted and extended. A pilot questionnaire was drafted which included extra questions regarding the integration process. The twenty-eight core questions which tapped attitudes to integration were retained, although the tenses of some were transposed to reflect the altered status quo. Ten new questions were added which tapped self-perceptions surrounding the expectations of integration compared to its perceived outcomes.

A pilot study was then conducted within two comparable government secondary schools which were not included in the final study. In each school, teachers were requested to complete the questionnaire and were invited to comment and to state approximately how much time had been spent on its completion.

The majority of respondents reported that they had spent ten to fifteen minutes completing the

questionnaire. In order to facilitate completion the following alterations were made:

- Questions which were inaccurately completed or which were considered to be ambiguous were re-phrased.
- Since many of the open-ended questions had been left unanswered, some were removed and others were condensed.
- Responses to the question "What aspects of teaching are you finding the most stressful?" were content analysed and tabulated for speed and ease of answering. In keeping with the format of the "Attitudes to Integration" scale, replies were sought on a four-point Likert type scale for each of the 16 stress items, viz. '(ALMOST) NEVER', 'SOMETIMES', 'OFTEN' and ' (ALMOST) ALWAYS'. This is referred to as the "Stressor Scale".(See Appendix. The Questionnaire on Integrated Schools, Page 5, Section 14). These were scored from 1 point, (ALMOST) NEVER, to 4 points (ALMOST) ALWAYS.
- Since many of the open-ended questions had been left unanswered, some were removed, others were condensed.
- In order to tap subjective perceptions of change it was considered necessary to split each of the final ten questions into a contrasting before/after time structure.
- Some respondents had been distressed due to emotionally charged terminology or subject matter which had been employed in the forced-choice section in the pilot questionnaire. Therefore, an open space inviting comments was made available towards the end of the questionnaire in the hope of capturing any residual thoughts or emotional material evoked, but not previously expressed, by the forced-choice section. The order of the questions was altered to facilitate spontaneous reactions and to 'cushion' the impact of racially based statements.

The final Questionnaire on Integrated Schools - (Revised) was structured as follows:
Eleven questions relating to biographical information which elicited the following variables:
sex: age: home language: school type (private or Model C): educational qualifications: length of teaching experience: subjects of instruction: experience in integrated classrooms: integration level of classrooms pre-1992 and during 1996: 'ethnic group': participation in the original survey in 1990.

Five open-ended questions were retained which solicited ideas regarding

- courses which help teachers with the integration process and their efficacy
- how well pupils have integrated and what would have been effective in assisting the process
- unexpected outcomes of integration
- perceived benefits of integration and expected benefits
- stressful aspects of teaching

These open-ended questions were intended to elicit the teachers' subjective perspectives of the teachers to tap into those issues which were individualistically significant and readily accessible. The questions were placed early in the questionnaire, before the forced-choice items, in order to avoid introducing concepts and thereby possibly crystallising attitudes by the measurement process itself (Foster, 1991).

There were forty-eight items which were closed ended questions. These comprised the twenty-eight original "Perception of Integration"questions (Vice 1991), and the ten split items which sought to investigate self-perceptions of change. It was considered advisable to keep the format uniform for both these sections for ease of response. Teachers were asked to respond to statements in terms of a 4-point Likert-type rating scale which ranged from 'Strongly Agree', to 'Agree' to Disagree' and 'Strongly Disagree'. Four points were scored for strong agreement with items, three for agreement, two for disagreement and one point for strong disagreement. When agreement was negative, the scoring was reversed, and high scores indicated positive attitudes to integration. Results of the 1990 study were likewise reversed for the negatively phrased questions for ease of comparability.

Data in this study was collected during 1996, and reference is made to that year during this report. Similarly, data presented in Vice's (1991) study was collected during 1990 and presentation of those results is labelled as 1990. Furthermore, Private schools have been officially renamed Independent and Government schools are now called Public. However, terminology throughout this paper will refer to the old usage for ease of comparability between the two studies.

2.2.3 Procedure

A letter was sent by the Department of Specialised Education of this University to the principal of each school. The letter re-established contact, reminded principals of the original research which had been conducted in their schools, and informed them of the intention of this project to replicate the earlier study. (See Appendix E). Each principal was contacted telephonically in order to obtain verbal permission to replicate the research in their schools. Only one school refused permission. The questionnaires were delivered to the sixteen participating schools and given to the principals who then asked the staff to complete them. Questionnaires were then left in staff rooms and teachers completed them either during school breaks or took them home. Completed questionnaires were collected one to two weeks later.

2.2.4 Experimental Design

This study may be thought of as a cross-sectional survey in which current (1996) attitudes towards integration are assessed. When viewed in the contest of Vice's study, the design may be viewed as longitudinal, although, strictly speaking, longitudinal designs involve the measurement of a single sample on more than one occasion. In the present study, however, only 50 of the 317 respondents were

identified as definitely common to Vice's sample.

As in the research of Vice (1991), an ex post facto criterion group design was used. As the design involved no randomisation procedure to treatment groups, correlational rather than cause-effect relations may be drawn as there is no guarantee of group comparability on related variables.

With this cautionary statement on causal inferences, comparisons were made between the attitudes of racial integration of teachers in private and government schools, between more and less integrated schools and between the four socio-economic levels of government schools. Moreover, the results of this study were compared with those of the initial study done in 1990, in order to assess any changes in perceptions over six years.

2.2.5 Procedure and statistical analyses used.

Descriptive statistics: Means and standard deviations were computed on all continuous data.
In order to address the requirements of the first specific aim of the study, analysis of intergroup comparisons on continuous variables took the form of univariate and multivariate analyses of variance, t tests and Scheffe post hoc comparisons which identify significant inter-group comparisons, means and standard deviations. Intergroup comparisons on categorised variables took the form of Chi square analyses. Principal component analysis was used to summarise the items into underlying dimensions.

The second specific aim of the study, i.e. comparison of 1990 versus 1996 attitudes, was addressed using categorical data via Chi square analyses.

Content analysis was used in deriving the themes underlying the open-ended responses, hereby addressing the third specific aim of the study.

The approach adopted throughout the present research was to conduct both overall or multivariate intergroup comparisons as well as intergroup comparisons at the univariate level. The multivariate approach is favoured over the univariate approach as it adopts an overall level of significance (usually 1% or 5% for the test) and takes into account the intercorrelations of the subscales. By contrast, testing a large number of univariate t tests, each with its own level of significance, inflates the overall level of significance. In other words, the chance of erroneously declaring a significant overall difference between the groups when testing an overall comparison at the multivariate level is lower than when several univariate comparisons are conducted.

CHAPTER 3: RESULTS

The analysis of the results of the study may be broadly categorised as cross-sectional and longitudinal. This categorisation is consistent with the two central aims of the study, viz. the assessment of current attitudes of teachers and the comparison of these attitudes to those of teachers six years ago.

The cross-sectional results component (3.1) is devoted to the 1996 survey and comprises descriptive and comparative statistics at the item level as well as at a more summary level for the group and its subgroups.

The longitudinal component (3.2) comprises comparisons over time of the results of Vice's 1990 study and the present day study.

3.1 THE CROSS-SECTIONAL ANALYSIS

In the first section descriptive statistics (means and standard deviations) are presented for the various subgroups of the sample at both the item and summary level for items. Consistent with the four main sections of the questionnaire, the cross-sectional results are presented in four sections

- 3.1.1 - current attitudes on the 'Attitude to Integration' Scale
- 3.1.2 - self-perceived change
- 3.1.3 - perceived stressors of integration
- 3.1.4 - qualitative responses

In all these sections biographical categorising variables (such as home language, school type, etc) are considered.

3.1.1 Current Attitudes On The 'Attitude to Integration' Scale.

The attitudes of the present respondents were compared across the levels of the biographical variables of home language, school type, level of integration of schools, age, teachers' qualifications, sex, socio-economic status and previous courses attended. These comparisons were conducted at the item level (3.1.1.1) as well as at a more summary level of 'current principal components'(3.1.1.2). The 'historical principal components'(factors) are presented in comparative form in the longitudinal results component (3.2).

3.1.1.1 Comparisons across subgroups of 'Attitude to Integration' scale at the item level.

Intergroup comparisons on each item were conducted via the Analysis of Variance (ANOVA) technique for the biographical variables. While the complete results of these analyses are presented in Tables 1-9 in Appendix A, a summary of the mean attitudes of the total group on each item is presented in Table

3.1. Additionally, attitudes of subgroups are also indicated in the case of significant differences only. Scores of those items which were negatively worded have been reversed in order that high scores are consistently reflective of positive attitudes to integration. Items which were reversed were items 4, 5, 6, 8, 9, 14, 15, 16, 17, 18, 19,21,22, 26, 27 and 28. Means greater than 2.5 are reflections of positive attitudes. Table 3.1 is on the fold-out page that follows on Page 25a.

TABLE 3.1 MEAN ATTITUDES FOR WHOLE GROUP SHOWING SIGNIFICANTLY DIFFERENT ITEMS FOR SUBGROUPS

		HOMELANGUAGE			SCHOOLTYPE			INTEGRATION			INTERACTION SCHOOLTYPE BY INTEGRATION					TEACHER QUALIFICATIONS				SES - GOVERNMENT SCHOOLS					COURSES ATTENDED		
ITEM	TOTAL GROUP	ENG	AFRI	F	PVT	GOVT	F	LESS	MORE	F	PVT LESS	PVT MORE	GOVT LESS	GOVT MORE	F	DIP	DEG	POST GRAD	F	UPPER MID	MID	LOWER MID	LOWER	F	DID	DID NOT	F
1 Integrated schools best prepare a pupil for life in South African Society	3.32	3.37	3.00	*** 11.91	3.65	3.25	*** 17.42																				
2 It does not matter what race my colleagues are, provided they are competent	3.72	3.76	3.58	* 4.22												3.58	3.79	3.74	* 3.01								
3 All South African children regardless of race, should receive equal education	3.72																										
4 It is generally better to teach children of different races separately	3.07	3.12	2.73	** 8.79	3.35	3.00	** 9.59				3.00	3.50	3.02	2.87	* 5.63												
5 Teachers needed special training to teach integrated classes adequately	2.31				2.53	2.25	* 5.89																		1.95	2.36	*** 3.54
6 Integration of schools has done little to improve the race relations among students	2.93																										
7 All white children should learn an African language in school	3.05																										
8 Since integration of schools the syllabus of most subjects needs to be revised to include material relevant to pupils of all races	2.00							2.10	1.69	*** 20.30	2.55	1.57	2.06	1.87	** 9.42										3.27	3.00	* 2.49
9 All schools need to give classes on race relations	2.36																										
10 Disadvantage rather than race causes black children to underachieve at school	3.26																								3.48	3.22	* 2.25
11 It is important that all schools should teach the children of one race group the history and cultural background of other groups	3.07										3.00	3.30	3.08	2.77	** 6.92												
12 The prescence of children of different races has enriched the life of the school	3.11				3.52	3.02	*** 21.02									2.97	3.17	3.23	* 3.76								
13 The racial composition of a class is irrelevant as far as teaching a class is concerned	2.70				2.94	2.65	* 4.70																		2.44	2.78	* 2.57
14 Teaching integrated classes is more difficult than teaching segregated classes	2.24				2.61	2.15	*** 17.88																		2.06	2.31	* 2.14
15 Racial integration in schools has led to a lowering of standards of education for white children	2.36				2.82	2.24	*** 25.86																				
16 Some text books have been unsuitable for use in an integrated school due to racial bias	2.07				1.84	2.12	** 6.70				2.22	1.68	2.11	2.19	* 6.00					1.85	2.18	2.20	2.19	* 2.85			
17 Differences in the cultural backgrounds of pupils have posed serious educational problems in schools	2.45	2.48	2.22	* 5.05	2.65	2.39	* 6.41																				
18 The English spoken by the majority of black pupils requires special attention before they are able to benefit from the education being offered at a formerly white school	1.95				2.40	1.84	*** 29.12																		1.76	1.99	* 1.99
19 Most white parents are not in favour of their child's school being opened to all races	2.92																										
20 It would be a good thing if more multiracial staff were introduced into schools as soon as possible	2.68				2.87	2.63	* 4.84																				
21 The age difference between black and white pupils is posing a problem in schools	2.56				2.79	2.51	** 8.04				2.50	2.91	2.51	2.45	* 3.87										2.73	2.50	* 2.23
22 Black school pupils are highly politicised	2.54	2.50	2.73	* 3.70																							
23 It was inevitable that schools would eventually become multiracial	3.37	3.43	3.00	*** 21.40	3.50	3.33	* 3.96																				
24 The establishment of a single Department of Education for all races has been successful	2.20							2.09	2.50	** 9.95										2.13	2.16	2.05	2.52	* 2.85			
25 Teaching in an integrated school has been more satisfying than teaching in a single race school	2.79	2.83	2.53	* 5.34	3.32	2.66	*** 37.04									2.72	2.73	2.98	* 2.65								
26 When pupils are of different races it poses a communication problem	2.58				2.97	2.49	*** 19.30	2.40	2.14	* 4.05																	
27 The inferior educational background of black pupils in relation to their white counterparts is a problem in integrated schools	1.95				2.18	1.89	** 9.91																				
28 Teachers would be better equipped to work in integrated schools if they are provided with an intervention/training programme	2.15																								1.97	2.17	* 1.99

NOTE 1: Items 4, 5, 6, 8, 9, 14, 15, 16, 17, 18, 19, 21, 22, 26, 27, 28 have been reversed

NOTE 2: Scores higher than 2.5 reflect positive attitudes

* $p < 0.05$
** $p < 0.01$
*** $p < 0.001$

SCALE: 1= strongly disagree
2= disagree
3= agree
4= strongly agree

Comments on Table 3.1 follow below:

The whole sample: The mean attitudes of the total group of respondents on 17 of the 28 items were positive. Of the other 11 items the most negative items were the two items referring to the educational background and the standard of spoken English of Black pupils. (See Appendix A Fig. 1)

Home language: The direction of the attitudes of English and Afrikaans speaking respondents was in the main the same, with English speaking respondents responding more positively on six of the seven significantly differing items. While Afrikaans speaking teachers felt that Black children were not politicised, they were less positive than English speaking teachers regarding the benefits of including children or teachers of different races in schools, and of the inevitability of having to do so.

School type: On 15 of the 16 significantly differing items, private school teachers were more positive than government school teachers, with government teachers nonetheless positive on seven of these items and private school teachers positive on thirteen items. While both groups indicated negative, although significantly differing attitudes, to three items, the single item where private school teachers indicated the more negative attitudes was their strong endorsement of the need for suitable textbooks.

Level of integration of private vs government schools: The results of a two-way Analysis of Variance with main effects of school type and integration and the interaction effects of school type x integration reveal five items on which interaction effects are significant. This indicates that the effect of level of integration on attitudes is different for private and government school teachers. For example, teachers of the more integrated private schools and of the less integrated government schools were more positively disposed to teaching the history and culture of other races than were those in the more integrated government schools and the less integrated private schools (Item 11).

The Effect of integration: As proportions of less versus more integrated schools were substantially different in private compared to government schools, the effect of school type was held constant in the analysis of the main effect of integration. Thereafter, significant differences were found on three of the 28 items. Teachers at more integrated schools were more positive toward the Department of Education, and they reported fewer communication difficulties, but they were more negative toward the syllabus than were those teachers in less integrated settings.

Age: No significant differences were observed in the attitudes of respondents of different age groups.

Teachers' qualifications: In general, mean attitudes are increasingly positive with increasing teacher qualification on most of the 28 Items. While attitudes of all the groups were positive on the three

significantly differing items, post hoc Scheffe tests revealed significant differences between the 'Diploma' versus 'Degree plus Diploma' teacher groups on Item 2, with teachers holding Diplomas being less open toward accepting teachers of other races.

Sex: No significant differences between male and female teachers were observed on any item.

Socio-economic status (SES): On two items, significant differences were found in the responses of teachers in government schools of different SES. Post hoc Scheffe tests showed that the 'lower' SES schools were most positive regarding the Ministry of Education, while the 'upper-middle' SES schools indicated a greater need for revised text-books.

Attendance at Courses: Significant differences between the responses of teachers categorised by course attendance was evident on eight items; in general, teachers who had attended courses were more aware of problems and endorsed the need for potential solutions such as special training.

3.1.1.2 Effects of the independent variables in relation to the principal components of the dependent variable. Factor structure for this study.

In order to summarise the present results (1996 attitudes), a principal component analysis was employed to extract factors from the 28 'Attitudes to Integration' items. Five principal components (PC's) were retained by Kaiser's rule of eigenvalues of one or more. The five factor solution was supported by Cattell's (1993) Scree test whereby the latent roots are plotted against the factor number. These five factors together account for 47% of the variance in the scores. Lest these five principal components be confused with the principal components of Vice (1991), they are referred to as the 'current principal components'.

Table 3.2. The five 'current principal components' (factors)

FACTOR	PRINCIPAL COMPONENT (FACTOR)	MEANING OF HIGH SCORES	ITEM NUMBERS	% VARIANCE
1	"General problems encountered"	fewer problems encountered.	1, 15, 17, 18, 19, 21, 22, 27	20%
2	"Constructive solutions"	more positive attitudes to the constructive solutions	1, 4, 7, 10, 11, 12, 16, 20, 23, 25.	12%
3	"Need for help"	awareness of complications encountered and recommendation for special assistance	5, 8, 9, 11, 14, 28.	6%
4	"Teaching-specific difficulties"	fewer teaching-specific difficulties encountered	4, 5, 13, 14, 24, 25, 26, 27.	5%
5	"Ethical issues"	more positive attitudes	2, 3, 19.	4%

Based on the Factor Analysis, five component scores were calculated for each subject. Thereafter, One-way Multivariate Analyses of Variance (MANOVA) were computed in order to examine intergroup differences on the current principal components as a function of home language, school type, level of integration of schools, age, sex, and previous courses attended. The means for the different subgroups on each of the factors and the results for the MANOVA comparisons are presented in Tables 10 and 11 in Appendix A.

Home language : The English and the Afrikaans speaking teachers differed significantly in their attitudes on one of the factors, namely the 'constructive solutions' factor ($F=14.3$; $p<0,001$), with the Afrikaans teachers displaying the more negative attitudes. This difference has contributed to the significant multivariate comparison ($p<0,01$) showing an overall difference between the two language groups in their responses on the five factors (Wilks' Lambda (0.95)is significant at $p<0,01$).

School type: The teachers in private and government schools differed significantly on the 'general problems' and 'constructive solutions' principal components, with mean attitude scores of private school teachers consistently more positive than the means of the government school teachers. The multivariate group difference on all five factors is highly significant (Wilks' Lambda= 0.91; $p<0,001$).

Level of Integration: With the effect of school-type controlled, a significant difference occurred between teachers of less and more integrated schools on the 'teaching-specific difficulties' factor ($p<0,01$), with teachers in more integrated schools holding more positive attitudes than their colleagues

in less integrated schools. The multivariate comparison is once again significant.(Wilks' Lambda= .96; p<0,05).

School type x level of integration: When the effects of school type and level of integration are considered as main effects in a two-way MANOVA, the overall interaction effect is significant (p<0,001). The contribution to the significance of this multivariate result is from the first three factors, 'general problems', 'constructive solutions' and 'need for help' on which there are significant univariate results. Based on the mean scores of private and government schools by level of integration, the three significant univariate interaction effects may be interpreted as follows:

- 'need for help' factor : teachers in more integrated private schools expressed a greater need for help than did teachers in less integrated private schools, while less integrated government school teachers expressed a greater need for help than did more integrated government school teachers. The greatest contribution to this effect was that of item 5 "Teachers needed special training to teach integrated classes adequately".
- 'general problems' and 'constructive solutions' factors : teachers in more integrated government schools were least positive, while those in more integrated private schools were most positive. Teachers in less integrated schools were fairly neutral in their attitudes.

Age: A significant difference on the 'need for help' factor was found (p<0,05), with 35-40 years old teachers expressing a greater need for help and training than those in the other age groups. The overall multivariate ANOVA result was, however, not significant. There is, thus, not an overall significant age group difference.

Sex: No significant difference was found between responses of the male and female teachers on any of the five factors.

Previous courses attended: Teachers with previous course attendance requested more assistance on the 'need for help' factor and expressed more teaching specific difficulties than teachers with no course attendance. The overall multivariate result was significant (Wilks' Lambda=0.93; p<0,01).

3.1.2 Self-perceived change

Retrospective and current attitudes of respondents were tapped by the 10 items of Question 17. The aim of the analysis of these items was to reflect perceptions of positively changing and negatively changing attitudes. The items were coded as follows. Strongly disagree/disagree responses were combined, as were agree/strongly agree, to yield negative/positive attitudes to each statement. The resultant attitudes on the retrospective and current items were cross tabulated to yield the following

categories:

- **negative** before; **negative** now
- **negative** before; **positive** now
- **positive** before; **negative** now
- **positive** before; **positive** now

for the total group, teachers of private versus government schools and home language of teachers. The results of these categorisations are presented in Table 12 Appendix A.

Additionally, this information is distilled by the collapsing of the third and fourth categories (positive before and negative after; positive before and positive after) to yield a 'positive before' category, and the collapsing of the second and fourth categories to yield a 'positive now' category. The graph presented in Figure 3.1, Page 30a reflects this collapsed level of detail. The difference between the two percentages yields an estimate of the overall change perceived by the respondents. The first and fourth categories (negative before negative after, positive before positive after) reflect fairly stable attitudes and are thus not considered in the estimation of attitude change. The overall change in group and subgroup attitudes is the third level of detail in Appendix A, Table 12. The results shown in Figure 3.1 are summarised on page 31.

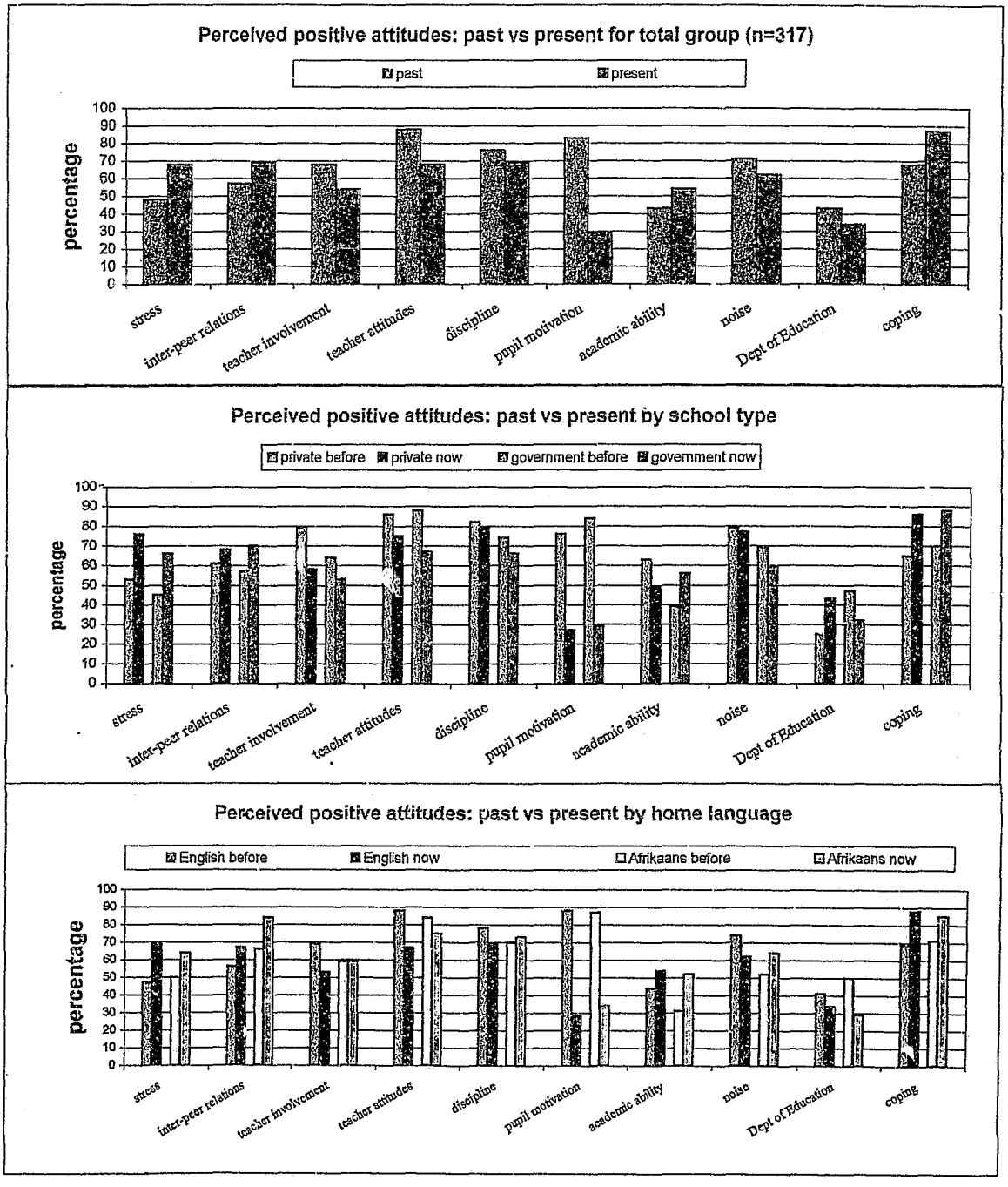


Fig 3.1: Past vs present teachers' perceptions of attitudes towards integration

Currently held attitudes: As shown in Figure 3.1 present attitudes on all items were generally positive for all groups, particularly teachers' self-perceived coping abilities. Negative responses were recorded for pupil motivation and Ministry of Education.

Perceived attitude change: Respondents perceived their attitudes to be more positive than previously on the items of stress, inter-peer relations, pupil academic ability and teacher coping. Their attitudes were perceived to be more negative than previously on the items relating to teacher involvement, teacher attitudes, discipline, noise, the Department of Education, and pupil motivation.

School type: Private school teachers perceived positive change on the items of stress, inter-peer relations, the Department of Education and teacher coping. Government school teachers perceived positive change on the former two items as well as pupil academic ability and teacher coping.

Home language: Both English and Afrikaans speaking teachers perceived positive change on stress, inter-peer relations, pupil academic ability and coping, with Afrikaans speakers, in addition, observing positive change on noise levels and discipline. On eight of the ten items the reported change in the attitudes of the Afrikaans speaking teachers is more strongly positive than that of their English speaking colleagues. This change is significant on five of the eight issues. Afrikaans speaking teachers perceived positive attitude change on the above items and a small positive change in attitudes towards discipline.

3.1.3 Perceived stressors of integration - The 'Stressor Scale'

In this section, the results of the stress items as perceived by the teachers and termed the 'Stressor Scale' are evaluated in terms of their relative rank (3.1.3.1) and compared across subgroups (3.1.3.2). As the internal consistency of the Stressor Scale is high (Cronbach Alpha = 0,87), the scale is considered to be homogeneous, consequently, principal components were not sought.

3.1.3.1 Perceived stressors by relative rank.

The stressors are rank ordered according to mean response for the total group and for the dominant group (i.e. for English speaking teachers) and these are represented in Figure 1 Appendix B. Figures 2 and 3 (Appendix B) indicate stressors for the subgroups of Home Language and School Type.

Intergroup comparisons on each item were conducted via the Analysis of Variance (ANOVA) technique for the independent variables. Complete results are presented in Tables 1-9 in Appendix B. A summary of the perceived stressors of the total group on each item is presented in Table 3.3. Perceptions of subgroups are indicated in the case of significant differences only. Table 3.3 is presented as a fold-out on Page 31a.

TABLE 3.3 MEAN PERCEIVED STRESS FOR WHOLE GROUP SHOWING SIGNIFICANTLY DIFFERENT ITEMS FOR SUBGROUPS

		SCHOOLTYPE			LEVEL OF INTEGRATION			INTEGRATION SCHOOLTYPE BY INTEGRATION					SEX			TEACHER QUALIFICATIONS				SES - GOVERNMENT SCHOOLS					AGE					
ITEM	TOTAL GROUP	PVT	GOVT	F	LESS	MORE	F	PVT LESS	PVT MORE	GOVT LESS	GOVT MORE	F	MALE	FEMALE	F	DIP	DEG	POST GRAD	F	UPPER MID	MID	LOWER MID	LOWER	F	18-24	25-29	30-34	35-39	40+	F
1 Pupils not understanding teaching materials	2.23	1.97	2.29	*** 11.00	2.00	2.23	* 3.86																							
2 Needing to explain material more carefully	2.76	2.45	2.84	*** 12.40	2.42	2.89	*** 13.15													2.81	2.73	2.85	3.16	* 2.65						
3 Not understanding when pupils speak	1.89	1.65	1.95	** 10.50																										
4 Differing educational levels of pupils	2.88	2.45	2.98	*** 24.92												2.96	2.94	2.74	* 3.16						2.73	3.05	3.0	3.00	2.73	** 3.30
5 Differences in standards of behaviour	2.37	2.03	2.45	*** 11.15																										
6 Difficulties with classroom discipline	1.90	1.71	1.95	* 4.07				1.83	1.66	1.90	2.29	* 4.18	2.04	1.84	* 1.19					2.02	1.82	1.91	2.29	* 2.84						
7 Increased noise	2.32	1.97	2.41	** 9.02	2.11	2.65	** 10.20	1.94	1.98	2.28	3.32	** 8.99								2.47	2.23	2.22	3.32	*** 10.66						
8 Increase in litter	2.32	1.95	2.41	** 9.72	2.07	2.55	** 7.71									2.65	2.26	2.14	** 3.86	2.28	2.38	2.25	3.10	*** 5.76						
9 Large classes	2.44	1.41	2.69	*** 98.03	1.96	2.44	** 10.02	1.33	1.43	2.59	3.45	* 6.32				2.71	2.45	3.25	* 3.60	2.55	2.55	2.67	3.45	*** 8.24						
10 Extra marking time	2.28	1.68	2.43	*** 29.16	1.98	2.38	* 6.39													2.17	2.40	2.38	3.06	*** 5.86	1.83	2.46	2.58	2.39	2.12	** 3.13
11 Cliques forming on the basis of race	2.81	2.52	2.89	** 8.18				2.33	2.59	2.97	2.29	** 9.55								2.98	2.87	3.08	2.29	*** 6.09						
12 Racism of pupils towards teachers	1.49																								1.53	1.71	1.29	1.65	1.38	** 3.56
13 Victimisation of race groups	1.56							1.39	1.64	1.58	1.35	* 5.31																		
14 Punctuality problems	2.67	2.31	2.76	*** 12.35	2.50	2.86	* 5.76	2.33	2.30	2.67	3.42	** 7.03								2.91	2.47	2.73	3.41	*** 10.57						
15 Non- participation in extra-mural activities	2.22	1.79	2.33	*** 19.31																										
16 Apathy towards work/lack of motivation of pupils	2.39	1.94	2.51	*** 23.51																										

Higher score = more perceived stress

* $p < 0.05$
** $p < 0.01$
*** $p < 0.001$

SCALE: 1= (almost) never
2= sometimes
3= often
4= (almost) always

3.1.3.2 Comparison of stressors by subgroup.

Whole group: From a possible maximum of 4, the overall mean was less than 2.5, with most composite responses falling between 1.5 and 2.5. This suggests that the overall perceived stress level was not intense and stressors were encountered 'sometimes' to 'often', rather than 'almost always' or 'always' (See Appendix B, Figure 1). Overt racism at 1.5 was reported to have seldom occurred, although racial in-groups were far more prevalent at 2.8. The most stressful item was reported to be the differing education levels of pupils.

Home language: As can be seen in Table 3.3, mean stress on 13 of the 16 items was higher for Afrikaans than for English speaking teachers, although no significant differences were found for the two groups.

School type: On 14 of the 16 stressor items, government school teachers perceived significantly more stress than private school teachers. On nine of these items differences were highly significant,(at the 0.001 level of significance). No significance was found on only two of the stressor items.

Interaction of school type x level of integration: When the interaction between school type and level of integration was observed, it was found that teachers of more integrated government schools experienced more stress than those at less integrated government schools, while teachers at more integrated private schools reported experiencing less stress than those at less integrated private schools.

Integration:(holding of school type constant) Significantly more stress was experienced on six of the stressor items by teachers in more integrated schools than those in less integrated schools. No other significant differences occurred.

Age: Significant age effects occurred on three of the 16 stressor items, where there is a consistent pattern in the mean scores of increasing stress experienced with increasing age, with the exception of the oldest age groups (40+ years) who experienced stress comparable to the stress levels of younger teachers.

Teachers' qualifications: Significant differences between perceived stress of teachers of differing qualification levels were found on 3 of the 16 stressor items. In general, the more qualified the group, the less stress perceived, with the exception of the item on large classes.

Sex: Male and female teachers reported similar patterns of perceived stress on all items other than on the item which measured difficulties with discipline, where males experienced significantly more stress

than did females.

Socio-economic status of government schools: Teachers in the 'lower' **socio-economic** schools compared to their colleagues in higher socio-economic circumstances were found to perceive significantly higher stress levels on seven of the 16 stressor items. On six of these items results were highly significant ($p < 0{,}001$). However, this group perceived the lowest level of stress compared to the other socio-economic groups for the item on racial cliques.

Previous courses attended: No significant differences were noted between stress levels of teachers who had and who had not attended courses on integration training.

3.1.4 Qualitative Results.

Content analysis was performed on the answers given by the respondents to the open-ended questions. The results of the content analysis, in which the frequencies of occurrence for each category are classified, are presented in Table 3.4 Page 34.

Complete results may be seen in Appendix C Figures 1 - 5.

Table 3.4 CONTENT ANALYSIS OF QUALITATIVE RESPONSES

	no.	% of respondents	% of total sample
INTEGRATION OF PUPILS N=269			
very well/well/fairly well	228	85	72
not very well/no mixing	27	10	9
O.K. but only at school	14	5	4
FACILITATION OF INTEGRATION N=175			
bridging classes	50	28	16
participation in extra mural activities	22	12	7
starting young	20	11	6
teaching ethical/correct behaviour	36	20	11
teachers'/schools responsibility	45	25	2
parental involvement	2	1	1
UNEXPECTED OUTCOMES N=135			
better than expected	50	37	16
cross cultural friendships/romances	14	10	4
learning curve for pupils and teachers	7	5	2
discovery of special talents	6	4	2
racial tension	31	23	10
discipline difficulties	12	9	4
poor pupil motivation	11	8	3
BENEFITS OF INTEGRATION N=303			
none/few	27	9	9
respect/tolerance/assimilation	121	40	38
broadening learning environment	73	24	23
benefits to the country	58	19	18
fairness and ethics	18	6	6
reflection of the larger society	6	2	2
STRESSFUL ASPECTS OF TEACHING N=489			
non-teaching issues/administration etc	103	21	32
discipline difficulties/ noise and litter	102	21	34
pupil work ethic	73	15	23
disparity of educational backgrounds/English/Afrikaans	152	31	48
communication problems	29	6	9
poor salaries/low status of teachers	15	3	2

Integration of pupils :As can be seen in table 3.4, the majority of subjects commented on the quality of the integration of pupils, and the vast majority of these were positive.

Facilitation of integration: With regard to the facilitation of integration, a range of suggestions were identified, with a broad emphasis on school related activities.

Unexpected outcomes: The majority of responses to this question reflected unexpected positive outcomes, while forty percent of responses were negative. Teachers who mentioned poor pupil work ethic often remarked that it is not only black pupils who are unmotivated.

Benefits of integration: Almost all teachers commented on the benefits of integration , with only very few making negative observations.

Stressful aspects of teaching: Most teachers responded to the question on perceived stressors, with some giving multiple answers. Three main areas identified by teachers were non-teaching and administrative issues, discipline and noise, and the disparity of educational backgrounds of the children.

3.2 COMPARISONS OF TEACHERS' ATTITUDES IN 1990 AND IN 1996

This section comprises the longitudinal component of the study, as it compares the attitudes of teachers in 1990 (Skuy & Vice, 1996; Vice, 1991) and in the present study (1996). Following a check on the comparability of the 1990 and 1996 respondent groups (3.2.1), section 3.2.2 presents the method used for categorising responses. Thereafter, the results of the longitudinal comparisons are presented in section 3.2.3.

Comparability of the 1990 and 1996 samples.

In order to investigate the comparability of the present-day sample to the sample used in 1990, the attitudes of the 50 respondents who claimed participation in the 1990 survey were compared to the 209 respondents who claimed non-participation. Fifty-eight respondents were uncertain and were thus omitted from the comparison. The comparison was computed on the "Attitude to Integration" scale, the three historical factors derived from Vice's study, and the sixteen "stressor" items.

Significant differences ($p<0.05$) were observed on only three of the items on the 'Attitude to Integration' Scale, on none of the three 'historical factors' of Vice and on none of the sixteen 'stressor' items. Considering that significance on one or two items would be expected by chance at a 5% significance level, the evidence is strongly suggestive that the 50 respondents who claim previous

participation are not significantly different in their attitudes from the other respondents. Assuming that the 50 respondents are a representative sample, it is probable that the 1990 and the 1996 samples are comparable. Results are presented in Tables 1 and 2 Appendix D.

3.2.2. The method used for the longitudinal comparisons of attitude.

Consistent with the methodology employed in the study of Vice (1991), scores on the three 'historical' factors were categorised as 'Agree' or 'Disagree' for each respondent. The criterion for this categorisation was whether the mean score exceeded 2,5 times the number of items in the principal component, the figure of 2,5 representing the mid-point of the four point Likert-type scale. Additionally, the Agree/Disagree categorisation was applied at the item level for the items of each factor.

At the item level, the percentage of respondents who responded Agree/Strongly Agree versus Disagree/Strongly Disagree was calculated. The Agree versus Disagree categorisation of each item was constructed to reflect positive attitudes to integration. This convention was applied to the corresponding items in Vice's study for ease of comparability.

Complete results for comparisons of the variables of home language, age, school type, level of integration and socio-economic status of schools are presented in Appendix D, Tables 3 - 5. The percentage agreement of items on each factor in both studies is presented in Tables 6 - 8, (Appendix D). Consistent with Vice's choice of independent variables, the variables of home language, school type and level of integration of schools were used to compare changes over time (1990-1996) on the factors and their underlying items at the item level, showing the chi square significance, and for the two factors, 'problems' and 'general perception' in Table 3.4 below.

The 'difficulties' factor was omitted from longitudinal comparison as item 5 :"Teachers need special training to teach integrated classes adequately" was not reversed in its computation in Vice's study. As comparison at the factor level becomes inappropriate, comparisons on this factor are presented at the item level only. Item 6 has been omitted from the 'general perception' factor in this study for consistency with the previous study.

3.2.3 Comparison of attitudes of 1990 and 1996

In this section, comparison on the 'problems' factor and its component items, on the 'general perception' factor and its component items and on the items of the 'difficulties' factor are presented in 3.2.3.1 - 3.2.3.3 respectively. Results at the item level are presented in Appendix D, Tables 6-8. In section 3.2.3.4, changes in percentages are presented for all items not included in the three factors.

3.2.3.1 Comparison of the 'problems' and 'general perception' factor.

Results for longitudinal comparisons of both the 'problems 'and the 'general perception' factors are presented in Table 3.5.

Table 3.5

Longitudinal comparisons of percentages of positive attitudes expressed by teachers in 1990 and in 1996 for the 'problems' and 'general perception' factors (Pcs) for the total group and subgroups

	n		% POSITIVE			
			'Problems' PC		'Gen perception' PC	
	1990	1996	1990	1996	1990	1996
Whole group	276	317	29	***41	59	***89
Home language:						
English	213	267	34	41	69	***91
Afrikaans	46	45	14	40	25	***80
School Type:						
Private	77	62	47	53	69	***95
Government	199	255	22	***38	55	***88
Level of Integration:						
Private - more integrated	32	44	55	59	87	95
Private - Less integrated	44	18	42	39	58	**94
Govt - More integrated	(i)	31	(i)	39	(i)	88
Govt - Less integrated		224		38		
All Schools - More integrated		75		51		91
Al Schools - less integrated		242		38		89

(i) Government schools were not integrated in 1990

As may be seen in Table 3.5, attitudes over time have changed significantly ($p<0.001$) at the global factor level. Although these significant changes in attitude - all in the direction of more positive attitudes - are observed for both English and Afrikaans respondent groups for both the 'problems' and the 'general perception' factors, the majority of respondents remain negatively disposed to the 'problems' factor. In other words, most respondents are acknowledging problems. Similar proportions of negative attitude are observed for all groups except for the more integrated private schools. Furthermore, highly significant positive change ($p<0.001$) is noted on both these factors for government school teachers, and for private school teachers on the 'general perception' factor. Since government schools were not integrated in 1990, changes over time could not be examined for more versus less integrated governments schools. It should be noted that the 'general perception' of all respondents is positive/strongly positive, with 89% of all respondents being positive.

Items comprising the **'problems factor'** (see Appendix D Table 6)

- Highly significant changes over time were observed on item 21: "The age difference between black and white pupils is posing a problem in schools". On this item, virtually all subgroups, with the exception of the private school teachers, who were in any case more positive than the others, expressed highly significant changes in attitudes, all in the direction of more positive responses.
- Similarly, on item 22: "Black school pupils are highly politicised", positive changes in attitudes of almost all subgroups were highly significant. Once again, the responses of the private school teachers were exceptional. In the less integrated private schools generally negative attitudes prevail, compared to the generally positive attitudes of the other subgroups.
- A more negative pattern of responses was observed on item 27: "The inferior educational background of black pupils in relation to their white counterparts is a problem in integrated schools." On this item, attitudes remain strongly negative, a significant change occurring in the case of private schools only (from 11% to 26% agreement ($p<0.05$).

Items comprising the **'general perceptions'** factor (See Appendix D Table 7).

- Responses to Item 24: "The establishment of a single Department of Education for all races has been successful" reflected the most significant change, this change for all groups and subgroups is in a more negative direction.
- Negative changes were also observed on Item 20: "It would be a good thing if more multiracial staff were introduced into schools as soon as possible" for the younger age groups, English speaking respondents, private and government schools, less integrated private schools and for the *'upper-middle' socio-economic schools.*
- Changes on the other items were generally positive with highly significant changes towards disagreement on Item 4: "It is generally better to teach children of different races separately" in the case of both more and less integrated private schools.
- On Item 2: "It does not matter what race my colleagues are, provided they are competent", significant changes occurred in the case of government schools of 'lower-middle' socio-economic status ($p<0.001$) and Afrikaans respondents. Once again, changes were towards more positive responses.

3.2.3.2 Comparison of Items for the 'difficulty' factor. (See Appendix D Table 8).

Significant changes in respondents' Agreement in 1990 versus 1996 were noted, specifically:

- Of the four items comprising the 'difficulty' factor, significant changes over time are most common on Item 26: "When pupils and teachers are of different races it poses a communication problem". On this item significant changes over time were observed for Afrikaans speaking and government school teachers, in particular those in middle and lower

SES schools, as well as for older teachers (aged 35-39 years). In all these instances changes were in the direction of more positive attitudes.

- Fewer significant changes were observed on Item 13: "The racial composition of a class is irrelevant as far as teaching a class is concerned", with those significant changes observed for both English and Afrikaans speaking respondents. The direction of the change for English speakers was towards a less positive attitude, but towards a more positive attitude for Afrikaans speakers.
- There was only one significant change on Item 5: "Teachers need special training to teach integrated classes adequately." On this item, the only significant attitude change, in the case of government school teachers in middle SES schools, was towards less need for training.
- No significant change was observed on Item 14, with teachers still believing that it is more difficult to teach integrated classes. The most positive group were the teachers from the less integrated private schools.

3.2.3.3 Comparisons of "Attitude to Integration" scale.

Full results of comparisons of attitudes 1990-1996 for all 28 items for school type, home language for level of integration, socio-economic status and school type and for age are presented in Appendix D, Tables 3 - 5.

Significant changes were found on items that are not considered in Vice's three factors. These items are: 3, 6-9, 11, 15-19 and 28. The main findings on these items are:

- The 1996 attitudes of English speaking respondents are significantly less positive than they were in 1990 on the following two items; Less agreement on item 6, "Integration of schools has done little to improve the race relations among pupils" (1990=87%, 1996=76%, $p<0,01$) and less agreement on item 11, "It is important that all schools should teach the children of one race group the history and cultural background of other groups" (1990=95%, 1996=87%, $p<0,01$). However, attitudes in 1996 are still positive/highly positive.
- Similarly, government school teachers are strongly positive towards Item 7, "All white children should learn an African language at school", notwithstanding their significant negative change (1990=91%, 1996=81%, $p<0.01$)
- Although 1996 attitudes of teachers in private schools towards Item 18, "The English spoken by the majority of black pupils requires special attention before they are able to benefit from the education being offered at a formerly white school" remain negative, they are significantly more positive than in 1990 (1990=1% agreement, 1996=35% agreement, $p<0.001$). A similar pattern was found for English speaking respondents (990=7% agreement, 1996=21% agreement, $p<0.001$). The greatest positive change occurred in the responses of the teachers in the more integrated private schools (1990=0% agreement, 1996=41% agreement, $p<0.001$).

- Attitudes to Item 19, "Most white parents are not in favour of their child's school being opened to all races" are positive (i.e. they indicate disagreement), reflecting highly significant change in the case of the following groups: government teachers (1990=44%, 1996=76%, $p<0.001$); English speaking respondents (1990=56%, 1996=78%, $p>0.001$); Afrikaans speaking respondents (1990=32%, 1996=73%, $p<0.001$). On this Item the SES group that demonstrated the least change were the teachers from the lower SES government schools (1990=44%, 1996=55%, $p<0.05$). These schools are also the most integrated of the government schools. Teachers from less integrated private schools showed no change in attitude to this item (1990=1996=67%).

CHAPTER 4 :DISCUSSION

4.1 INTERPRETATION OF FINDINGS

4.1.1 Current attitudes and perceived stress.

In this study, English speaking teachers were more positively inclined towards school integration and had experienced it as more favourable than did Afrikaans speaking teachers. This finding reinforces previous findings by Bot (1991), Bot and Schlemmer (1986), Skuy & Vice (1996) that racial attitudes in South Africa are generally determined according to language group membership. However, it must be noted that the Afrikaans speaking teachers were, nonetheless, positive in their attitudes. The greatest divergence between the groups was noted on issues referring to macro political policies, such as whether integrated schooling had been inevitable or whether it was deemed necessary for preparation for life in South African society. It was also indicated that Afrikaans speaking teachers were experiencing somewhat more stress in schools over a wide range of stressors.

The most compelling variable influencing teachers' attitudes to the experience of integration has been the type of school, private or government, in which the teachers were employed. Although government school teachers demonstrated positive attitudes, private school teachers were significantly more enthusiastic towards integration on almost all items. They perceived that standards of education had not been compromised, in contrast to the 65% of government school teachers who believed that standards for White pupils had dropped. Private school teachers believed that the presence of children of different races had more considerably enriched the life of the school and they expressed much more satisfaction from teaching in integrated classes. Although both private and government school teachers expressed concern regarding the level of English spoken by the majority of Black pupils, private school teachers were considerably more optimistic. While these findings are similar to those of Vice (1991), results in the present survey indicate that school type has emerged as having the highest association with teachers' beliefs and experiences of integrated schooling.

The difference between government and private school employment is also pivotal when assessing perceived stress. While teachers at private schools reported low occurrence of stressors, teachers at government schools found school life to be remarkably more stressful. The large classes and the concomitant extra workload was found to be a principal source of stress, as were differences in the educational levels of pupils. Teachers in the more integrated government schools were particularly vulnerable to these difficulties. Teachers in both private and government schools perceived a high level of student apathy which was evident across all race groups. In South Africa, Buwalda (1987) and Hayward (1991) quoted pupil apathy as stressful. According to multi-national research by Stenlund

(1995) poorly motivated students induce high levels of discouragement and stress in teachers adding to teacher burnout.

Nonetheless, it is noted that stress levels in general were not high. This supports the findings of Buwalda (1987) and Hayward (1991) that despite the pressures teachers perceive themselves to experience, they do cope. Indeed, teachers stated that they have experienced less stress than they had anticipated and they expressed pride in their self-perceived ability to cope.

Although the more liberal and culturally tolerant teachers might have been expected to choose employment in integrated private schools, as described by Foster (1986) and Peterson (1994), it is likely that disparities between attitudes of private and government school teachers may also have been precipitated by the imbalance in entrance qualification for pupils. While private schools may accept pupils with the ability to pay the high schools fees, they also carefully select non-paying black pupils for bursaries. However, government schools, which may not legally refuse tuition to any child regardless of educational level or standard of English would have a far wider variation in the educational level of the children in far larger classes. Some government schools reported that they had developed bridging classes to counter previous educational disadvantage, but most teachers had to contend with the dilemmas in the classroom, while attempting to cover the normal syllabus. This lends credence to warnings by Lemon (1995) and Tomaselli (1993) that the gap between rich and poor schools would be maintained or even be excacerbated.

As private schools had been integrated for up to twenty years, school ethos and patterns of interaction had been long established. However, in government schools the integration experience had been relatively swift, leaving both teachers and pupils to deal with the novelty and uncertainty of the inter-cultural contact without being able to refer to precedent or preparation. Thus the more negative perceptions of integration and the higher perceived stress of government school teachers may be an indication of some 'culture shock' and lack of self-confidence (Gay, 1978; Cannella & Reiff, 1994).

In general, teachers in the more integrated schools were more positive regarding the experience of integration than were those from less integrated schools, confirming the Skuy and Vice (1996) conclusion that the integration experience itself promotes positive attitudes. Furthermore, the integration of comparable numbers of pupils from various racial groups could have been conceptualised by teachers as a multicultural, pluralistic process, whereas the integration of a small, perhaps token, minority of pupils of other race groups has been conceptualised as a monocultural, assimilation process, with the objective of absorbing these pupils into the dominant group and where integration was defined as an adjustment problem for the Black children only. As described by Carrim (1995) Rizvi (1986) and others, not only do the goals of these models of cultural integration differ, but

also the cognitions and attitudes of the teachers similarly differ. This paradigm divergence is reflected in the more culturally sensitive attitudes of teachers in highly integrated schools to the need for revision of the syllabus and textbooks.

This trend was also demonstrated in teachers' perceptions of pupil interaction. Teachers from all schools believed that the integration experience has improved race relations among students and the reported incidence of racism towards either pupils or teachers was very low. However, many teachers reported pupil cliques forming on the basis of race. Racially exclusive groupings occurred more in government than in private schools, with the less integrated government schools exhibiting the most group exclusivity, and the more integrated government schools exhibiting the least racial differentiation, and therefore a more satisfactory integration with more relaxed socialisation between the groups. The perceived social integration of pupils is partially linked to the teachers' general attitudes to integration whereby private school teachers are generally more positive than are government school teach[illegible]. Within the government schools, teachers from more integrated schools are slightly more positive th[illegible] are those from less integrated schools. This finding, consistent with findings by Miller (1990) might be explained in terms of a conflict perspective. Miller argues that the greater the class disparity, the less likely minority students are to feel welcome.

Government schools with the lowest socio-economic status were also the schools having the highest level of integration, of up to 75% Black pupils. Although the finding that teachers at these schools were somewhat more positively inclined towards integration than teachers at higher SES government schools is consistent with the Contact hypothesis, they contradict the conclusions of Vice (1991) who determined that teachers at higher SES schools were more in favour of integration than those at lower SES schools. It is possible that the level of integration could have had a confounding effect on the results.

This study evidenced no differences between male and female teachers in their attitudes to integration. However, on the stressor scale males reported somewhat more stress than did females with regard to difficulties with discipline. At the time of the survey, corporal punishment had just been prohibited. Previously only men had been permitted to resort to caning, while women had, of necessity, acquired other forms of classroom control. These results, therefore, might have been an expression of the disempowerment [illegible]perienced by the men who were faced with developing new disciplinary skills.

In general it was found that attitudes to integration became increasingly positive with increasing teacher qualification. This finding confirms that of Vice (1991) and supports the Banks and Banks (1995) contention that culturally relevant teachers need more sophisticated knowledge and understanding of issues and the Johnson & Johnson (1996) belief in the necessity for more abstract cognitive styles.

Of the 17% of teachers who responded that they had attended courses aimed at improving their skills in integrated classrooms, many reported that the courses had been specifically focussed on language teaching skills. In spite of many teachers' expressed dissatisfaction with the inadequate training that they had encountered, the fact that they formulated a need for appropriate preparation indicates that an awareness had indeed been created regarding the concerns surrounding multicultural education. Many teachers who had not attended courses remained unaware of the necessity to do so, and possibly incognizant of the issues involved. Despite comments of Martinez (1994) and Birrell (1995) that all the literature stresses the need for teachers to have training when moving into multicultural teaching situations, the South African reality mirrored that of other countries such as the United States (Buxton et al, 1974) and Zimbabwe (Lemon, 1995) and in the main, teachers have had little preparation or support. After two years of experience, teachers' pre-integration uncertainty had possibly abated, and they were using strategies which they had themselves evolved.

Teachers expressed strong negative attitudes towards the new unified Ministry of Education, censuring both the success of its establishment and the amount of support they perceived they themselves had received. In terms of the unacknowledged emotional components of the change process, as discussed by Marshak (1996), teachers experience frustration and alienation if issues such as feelings of loss or of uncertainty about conditions and terms of employment are not addressed. At the time of the present survey, educational structure, policy, and curriculum were in the process of being overhauled. Integration was involuntary and was enforced by legislation.

Thus the hostility of the teachers confirm the views of both Shade (1995) and Bot (1987) who argued that teachers need to be voluntarily involved in the process of change which should not be executed 'top-down' by legislation. The pool of teacher expertise is considerable and their years of experience and practical application could be constructively tapped. However, it is a matter of some concern that there has been a lack of consultation between administrators and teachers and the experience of teaachers has been ignored (Soudien, 1994). The new Ministry, while being earnest in their desire to redress the legacies of the past government, are being equally prescriptive.

4.1.2 Attitude change: Comparison of teachers' attitudes between 1990 and 1996.

In this section, discussion is focussed on changes in teacher attitudes between 1990, as assessed in the original study by Vice, and 1996, as measured in this survey.

Results in 1996 indicated that 89% of teachers who were surveyed, as evaluated on the historical 'general perception' factor, expressed positive attitudes towards the integration of schools. This signifies a very considerable positive shift in attitudes from the 59% measured in the 1990 survey, indicating that integration has been a positive. Consistent with the Contact hypothesis, Skuy & Vice

(1996) reported that in 1990 the most positive outlooks were recorded for teachers who had taught in integrated schools and a positive attitude shift would therefore have been expected to occur (Bradnum, 1993; Harvey, 1992; Giangreco, 1993 and others).

However, these changes in attitudes cannot be attributed solely to the contact experienced by teachers in the schools. Changes in the education system have been but one part of the transformations in the larger society which have contributed towards positive attitude change through emotional and cognitive dissonance, reassessment of values and re-invention of identity (Badenhorst & Claassen, 1995; Freeman, 1992).

While great positive changes have occurred for English speaking teachers, (69% in 1990 to 91% in 1996), the most remarkable positive shift has been observed in the opinions of Afrikaans speaking teachers, (25% in 1990 to 80% in 1996). Whereas a significant discrepancy, which has been discussed above, was still evident between the perspectives of English and Afrikaans speaking teachers, the revolution in the viewpoint of Afrikaans speakers has been profound. This lends credence to Jung (1996) who argued that while all cultural identity in South Africa was fluid, Afrikaaner ethnic identity was being reconstructed.

Whereas attitudes of teachers in private schools have become considerably more positive on the 'General Perceptions' factor, it is teachers of the less integrated private schools who have recorded the greater change and by 1996, attitudes of private school teachers were highly positive towards integration in schools.

Teachers in the higher SES schools, particularly younger teachers and English speakers, expressed misgivings regarding the speedy introduction of multiracial staff into schools. This might have been symptomatic of the climate of uncertainty regarding their own employment security, or a fear that underqualified teachers might be thrust into the schools if deployment took place 'as soon as possible'. Furthermore, although Chance et al (1996) expressed the need for schools to employ Black teachers, the schools which were included in the survey had a predominance of White teachers who are working in a racially segregated social environment, despite schools being integrated for pupils. Thus, broader personal contact with Black teachers, as equal professionals, is likely to dispel unwarranted fears and myths among teachers.

Attitudes of the whole group of teachers also showed a considerable shift in the positive direction on the 'Problems' historical factor. The change was significant and percentages of positive attitudes in 1996 were recorded as 41% compared with 29% in 1990 with teachers in the more integrated private schools holding the most positive attitudes. However, the majority were still negative, demonstrating

that teachers consider that the problems still do exist. Two main fears, that of a highly politicised student body, and that of large pupil age discrepancies, both of which had caused alarm in 1990, had been partially dispelled by 1996, with government school teachers recording the greatest positive change, and reaching levels comparable with less integrated private schools. The problem of politicisation and the disruption of school time-tables, which had occurred when students wished to participate in commemoration days, had fallen away once these dates had been included in national public holidays, and the political strategy of confrontation in order to effect changes in the education system had been abandoned when these changes become government policy. In order to dispel the anxiety surrounding pupil age differences, a two-year age lag has been accepted as the maximum gap for school enrolment in some schools.

The third problem contained within this factor, that of the inferior educational background of disadvantaged pupils, was cited in Vice as a major problem, and in the 1996 study was found to be a cause for grave concern for all teachers. Motala (1995), when reviewing the situation in South Africa, found that educational disadvantage is indeed a very serious issue. She concluded that inequality is entrenched in the socio-economic structure of society, that there is a dearth of human resources to address the problem, and that even were financial resources available, funding alone would be insufficient to address the educational gulf.

The only group to believe that these problems were greater in 1996 than they had anticipated in 1990 were the teachers from the less integrated private schools. Paradoxically, this was the only group of teachers who asserted that t aching integrated classes is no more difficult than teaching segregated classes, possibly because their classes are small, integration is minimal and teaching styles have not needed to change. The level of integration in these two schools, both elite schools, had fallen to 12% and 16% over the six years and they perceived the problems as negatively as teachers in the Government schools. This finding is consistent with previously quoted findings by Miller (1990) regarding high SES schools being unwelcoming to minority groups. These less integrated schools were able to protect themselves from perceived problems by means of restricted enrolment, teaching within a monocultural paradigm, and an assimilationist agenda.

Whereas it has previously been noted that teachers in the more integrated schools perceived problems to be less formidable than they had previously anticipated, these teachers, whether in private or in government schools, have found some aspects of intercultural teaching were more difficult than they had previously expected. They also found the racial composition of a class to be more relevant than they had anticipated. These shifts in awareness point to the growing acknowledgement by the teachers that culture and race cannot be ignored, and flexible teaching styles and more culturally sensitive educational philosophies need to be developed. The importance of teacher understanding of these aspects of

pluralism have been stressed in all the literature on intercultural education.

A change in teacher attitudes had been noticed during the collection of data for this survey. Vice (1991) reported that teachers were interested in her questionnaire, many commenting that it had given them new ideas to think about and that the questionnaire had precipitated occasional discussions of the issues in the staff room.

At the time of the collection of data for the 1996 survey, the changeover of government had occurred two years previously. When constructing the questionnaire some care was taken to neutralise racial concepts, although terminology in the core 28 questions was kept as close to the original as possible for comparability. Issues of integration were no longer novel. Some teachers at private schools indicated that the questionnaire had been difficult for them to complete as their school had always been integrated and they returned half-completed forms which had to be discarded. However, some comments made by teachers were more emotional. Remarks were occasionally written in the margins, referring to terminology which had offended. One comment written on the front page stated "I refuse to fill this in. It is a racist document". It seems that attitudes to issues of race had become much more culturally sensitive, more self-conscious and politically correct.

Walsh (1990) and Miller (1992) have found that attitude change occurs with increased self-awareness, and with high social desirability. The political climate in South Africa since the changeover has been conducive to social desirability change. It would be difficult to ascertain how much of the positive change was genuine change and how much was image-induced and how much was conscious manipulation and how much sub-conscious. There is also the possibility of negative change being motivated by 'liberal backlash' and some of the negative change in the higher SES schools might be attributable to this.

4.2 PRACTICAL IMPLICATIONS:

While Black schools in historically Black areas are, in reality, completely monocultural, all previously White schools are facing some form of cultural adjustment. Results of this study have shown how individual teachers, particularly in government schools, are wrestling with issues which have, in many cases, been thrust on them. Teacher attitudes towards integration have become positive and accepting. Although it is evident that the goodwill exists, there are areas of apprehension and stress. There is a danger that without both theoretical and practical support, teachers will attempt to continue using old techniques while aiming toward old expectations. In some of the schools, particularly those with low integration levels, there is evidence that this is in fact happening. Other teachers have changed, rising to challenges which confront them daily and these changes need to be acknowledged.

The advent of the new syllabus is consistent with intercultural educational philosophy and techniques and presents the opportunity for equipping teachers with necessary skills through courses or in-service training. Courses could include some of the following aspects:

- awareness of the role of the teacher as facilitator
- awareness of the impact of the attitudes of the teachers on pupil outcomes
- development of teachers' personal cultural identity
- communication and discipline skills with heterogeneous groups
- development of suitable teaching materials, texts and curricula
- empowerment of teachers over some changes through consultation
- use of interculturally experienced teachers as trainers.

4.3 LIMITATIONS OF THE STUDY

The survey method used in this study limited the control of extraneous factors which could have affected the responses. The questionnaires were distributed to the schools over a period of three weeks. Teachers were given a week, and in some cases headmasters requested two weeks, to complete questionnaires. These were done in their own time, often at break in the staff room, or were taken home for completion. It is possible that various circumstances influenced responses, either events which occurred in the larger society or on the personal level, through discussion or collaboration with other teachers. Not all the teachers of the school filled in the questionnaire, and therefore results could be skewed.

Attitudes which were expressed were stated attitudes and not necessarily true attitudes. Social desirability could be a confounding factor. Although the questionnaires were anonymous, the language group of the teacher was filled in fairly early in the questionnaire, and Afrikaans speakers may have felt pressure to respond in perceived socially acceptable ways.

Consistent with the comments by Vice in 1991, the twenty-eight item attitude scale which was used in the questionnaire had a weak factor structure. Items in the present survey loaded differently to those of Vice (1991). Thus the factors derived in the two studies were not the same. The present day factors were used to describe current results, and the historical factors were used when comparing the two studies to calculate change. However, there was a commitment to this scale for comparative purposes.

There were further limitations with regard to the sample. Firstly, since no randomisation of the sample was undertaken, correlational rather than causal relations could only be drawn. Secondly, the longitudinal design would have been strengthened had it been possible to derive the original scores for those 50 respondents who claimed to have participated in the first study.

Teachers in private schools found some of the questions difficult, particularly those 10 questions pertaining to perception of change (Question 17). Some headmasters of these schools commented that since their schools had 'always been integrated' it was inappropriate for them to complete that section. Therefore some private schools had very small samples. Furthermore, these ten questions relating to perception of change did not sufficiently corresponded with the 28 attitude items and therefore could not be used to calculate whether perceived change did in fact correlate with measured change over the six years. However, these items did tap into some new areas, such as pupil motivation and perceived teacher competence.

4.4 IMPLICATIONS FOR FURTHER RESEARCH

In the schools visited by this study a small number of teachers who completed the questionnaire were from race groups other than White. Although their questionnaires were not used when computing results as the sample was too small, it would be advantageous to appraise their experiences of integration into these previously White schools and to analyse which were the inhibiting and which the enabling factors for this integration. A wider school sample would be needed.

This study was undertaken as a succession to the original study by Vice in 1991 and it is part of a larger project initiated by the Department of Specialised Education. Similar studies in schools in diverse areas are proceeding, with investigations into teacher, pupil and parent attitudes the outcomes of which will be combined.

Future research could be aimed toward practical implications of attitude change. Programs have been developed in the United States and these may need modification for relevant use in South Africa. That there is still a need for appropriate multicultural skills among teachers, their positive attitude change notwithstanding, has been highlighted by those teachers who have attended classes. It is the time for the development of programs for practical intervention.

4.5 CONCLUSIONS

The integration process in schools involves more than the enrolment of black children into formally segregated schools. The review of the literature has described how various societies have grappled with different ways of accommodating culturally different groups. They have initiated the four models of integration, namely assimilation, cultural adjustment, homogenization and pluralism, to reflect the differing stages in their politico-philosophical evolution. These constructs usually changed in response to pressure or crises within the social fabric and even in western societies, changes, such as the ending of educational segregation, or the start of school bussing in the United States, occurred without the comfort of systematic, organised preparation. Change in the South African education system was revolutionary, taking place over a few years. Structures of total separation and exclusion were recreated

into one system of complete inclusion, with only a short interlude of experimentation with the differing models of semi-inclusion, the Models A, B and C. Although South Africans were unprepared for change, they do have the advantage of evaluating outcomes of other education systems.

Curriculum 2005 is a proactive attempt to create the correct environment for learning. Aims are consistent with those of multicultural education. The aim is to develop understanding, communicative skills and critical cognitive skills which will be meaningful to each individual's cultural reality and useful in the world in which he/she will live. It is a holistic system which aims to develop the entire child to his/her capacity and in his/her time-frame. It is education in its broadest sense. Because it is constructed for the child, it is a system consistent with integration of many cultures. The role of the teacher will be to facilitate this learning as opposed to the conventional style of information delivery. However, if the new curriculum is to be successfully implemented, teachers will need training and support. Teachers cannot be asked to solve all societal problems alone (Martinez, 1994; Birrell, 1995).

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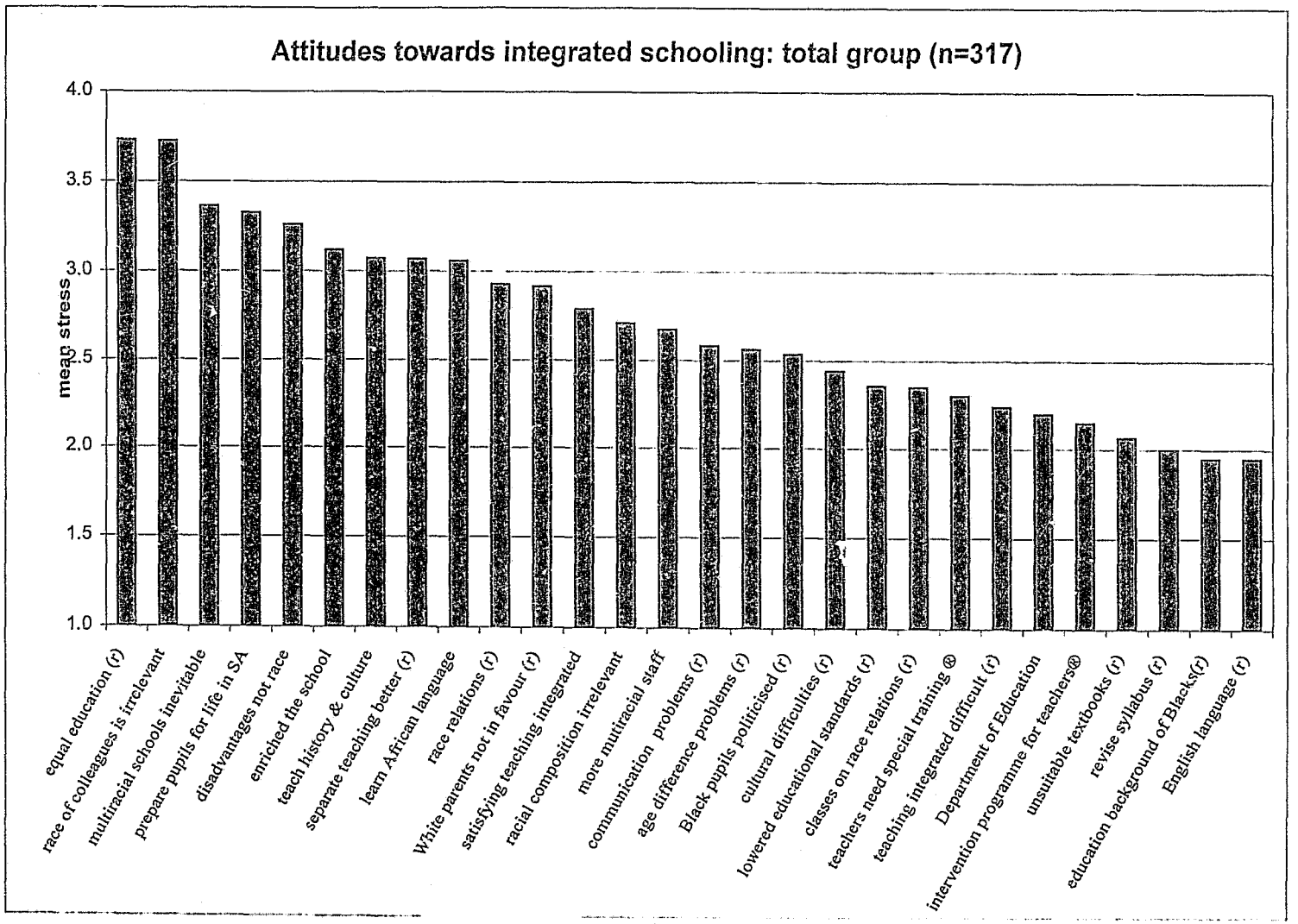
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APPENDIX A



Appendix A: Figure 1

APPENDIX A

Table 1: **Comparison of responses from English and Afrikaans speaking teachers (df = 1 ; 315)**

	MEANS		STD DEVIATION		MEANS SQUARE		
ITEM	ENGL	AFRIK	ENGL	AFRIK	EFFECT	ERROR	F
1	3.37	3.00	0.66	0.77	5.40	0.45	*** 11.91
2	3.76	3.58	0.50	0.69	1.23	0.28	* 4.32
3	3.74	3.69	0.53	0.60	0.09	0.29	0.31
4	1.88	2.27	0.81	0.81	5.75	0.65	** 8.79
5	2.68	2.73	0.84	0.78	0.12	0.69	0.17
6	2.03	2.22	0.83	0.79	1.42	0.68	2.11
7	3.07	3.02	0.74	0.72	0.11	0.55	0.20
8	2.99	2.98	0.79	0.84	0.01	0.64	0.01
9	2.62	2.73	0.78	0.78	0.51	0.61	0.84
10	3.30	3.18	0.74	0.83	0.61	0.57	1.06
11	3.10	2.89	0.65	0.83	1.57	0.46	3.66
12	3.16	2.91	0.76	0.87	2.33	0.61	3.82
13	2.23	2.60	0.92	0.89	0.62	0.84	0.78
14	2.72	2.93	0.80	0.75	1.83	0.62	2.94
15	2.62	2.36	0.83	0.73	2.31	0.67	3.44
16	2.95	2.80	0.73	0.92	0.93	0.58	1.58
17	2.52	2.78	0.71	0.74	2.55	0.50	* 5.05
18	3.05	3.18	0.79	0.65	0.64	0.59	1.08
19	2.06	2.16	0.69	0.80	0.33	0.50	0.66
20	2.69	2.56	0.77	0.81	0.73	0.61	1.20
21	2.43	2.53	0.72	0.63	0.41	0.51	0.80
22	2.50	2.27	0.76	0.72	2.13	0.57	* 3.70
23	3.43	3.00	0.56	0.67	7.14	0.33	*** 21.40
24	2.20	2.24	0.77	0.83	0.08	0.61	0.13
25	2.83	2.53	0.78	0.92	3.42	0.64	* 5.34
26	2.40	2.49	0.79	0.79	0.30	0.62	0.48
27	3.03	3.16	0.65	0.60	0.57	0.41	1.38
28	2.84	2.80	0.71	0.79	0.02	0.51	0.13

APPENDIX A

Table 2 Comparison of responses of teachers in private and government schools (df = 1 ; 315)

	MEANS		STD DEVIATION		MEANS SQUARE		
ITEM	PRIVATE	GOVT	PRIVATE	GOVT	EFFECT	ERROR	F
1	3.65	3.25	0.52	0.70	7.75	0.44	*** 17.42
2	3.81	3.70	0.51	0.55	0.54	0.30	1.84
3	3.84	3.70	0.41	0.57	0.93	0.29	3.20
4	1.65	2.00	0.85	0.80	6.28	0.65	** 9.59
5	2.47	2.75	0.94	0.80	4.06	0.69	* 5.89
6	2.03	2.08	0.97	0.79	0.13	0.69	0.18
7	3.19	3.03	0.65	0.78	1.38	0.57	2.43
8	3.15	2.96	0.85	0.78	1.62	0.63	2.58
9	2.61	2.66	0.86	0.77	0.11	0.62	0.17
10	3.39	3.24	0.79	0.79	0.46	0.62	0.74
11	3.21	3.04	0.58	0.70	1.45	0.46	3.17
12	3.52	3.02	0.65	0.78	12.10	0.58	*** 21.02
13	2.94	2.65	0.90	0.92	3.93	0.84	* 4.70
14	2.39	2.85	0.93	0.73	10.73	0.60	*** 17.88
15	2.18	2.76	0.86	0.79	16.75	0.65	*** 25.86
16	3.16	2.88	0.68	0.77	3.99	0.57	** 6.70
17	2.35	2.61	0.70	0.71	3.19	0.50	* 6.41
18	2.60	3.16	0.86	0.71	16.09	0.55	*** 29.12
19	1.94	2.12	0.74	0.71	1.73	0.51	3.38
20	2.87	2.63	0.74	0.79	2.96	0.61	* 4.84
21	2.21	2.49	0.66	0.72	4.54	0.56	** 8.04
22	2.42	2.47	0.76	0.77	0.15	0.59	0.26
23	3.50	3.33	0.50	0.61	1.39	0.34	* 3.96
24	2.35	2.16	0.83	0.77	1.80	0.61	2.97
25	3.32	2.66	0.74	0.78	21.97	0.59	*** 37.04
26	2.03	2.51	0.81	0.76	11.37	0.59	*** 19.30
27	2.82	3.11	0.67	0.63	4.02	0.40	** 9.91
28	2.84	2.85	0.66	0.74	0.01	0.52	0.01

Appendix A

Table 3. Comparison of responses of teachers of less and more integrated private and government schools.

ITEM	MEANS				MEAN SQUARE		F
	LESS INTEGRATED		MORE INTEGRATED		EFFECT	ERROR	
	PVT	GOVT	PVT	GOVT			
1	3.61	3.25	3.66	3.23	0.05	0.45	0.11
2	3.89	3.69	3.77	3.77	0.34	0.30	1.16
3	3.72	3.70	3.89	3.70	0.12	0.29	0.42
4	2.00	1.98	1.50	2.13	3.64	0.65	*5.63
5	2.55	2.22	2.52	2.42	0.46	0.69	0.66
6	1.89	2.12	2.09	1.81	2.32	0.68	3.39
7	3.06	3.06	3.25	2.81	1.73	0.56	3.07
8	2.56	2.06	1.57	1.87	5.57	0.59	**9.42
9	2.44	2.69	2.68	2.45	1.95	0.62	3.15
10	3.28	3.26	3.36	3.13	0.40	0.62	0.65
11	3.00	3.08	3.30	2.77	3.10	0.45	**6.92
12	3.22	3.02	3.64	3.03	1.42	0.57	2.48
13	2.94	2.63	2.93	2.87	0.58	0.84	0.70
14	2.72	2.15	2.57	2.16	0.25	0.60	0.41
15	2.61	2.26	2.91	2.13	1.59	0.65	2.46
16	2.22	2.11	1.68	2.19	3.37	0.56	*6.00
17	2.50	2.41	2.70	2.26	1.11	0.50	2.23
18	2.11	1.84	2.52	1.81	1.72	0.55	3.13
19	2.94	2.91	3.11	2.65	1.64	0.51	3.24
20	2.61	2.64	2.98	2.55	1.81	0.61	2.97
21	2.50	2.51	2.91	2.45	1.93	0.50	*3.87
22	2.33	2.52	2.68	2.55	0.90	0.59	1.55
23	3.44	3.35	5.52	3.22	0.35	0.35	1.00
24	2.06	2.12	2.48	2.52	0.00	0.59	0.01
25	3.11	2.66	3.41	2.65	0.85	0.59	1.41
26	2.72	2.47	3.07	2.65	0.25	0.59	0.43
27	2.06	1.87	2.23	2.10	0.03	0.40	0.08
28	2.28	2.13	2.11	2.32	1.14	0.52	2.18

APPENDIX A

Table 4. Effect of Integration: Comparison of responses of teachers of less and more integrated private and government schools (effect of integration, holding school type constant)

ITEM	MEANS		MEANS SQUARE		F
	LESS INTEG	MORE INTEG	EFFECT	ERROR	
1	3.43	3.44	0.00	0.44	0.01
2	3.78	3.77	0.01	0.30	0.03
3	3.71	3.82	0.38	0.29	1.31
4	1.99	1.81	1.08	0.65	1.68
5	2.39	2.47	0.23	0.69	0.34
6	2.00	1.95	0.11	0.68	0.16
7	3.06	3.02	0.03	0.56	0.05
8	2.31	1.72	11.99	0.59	***20.03
9	2.57	2.57	0.00	0.62	0.00
10	3.27	3.25	0.02	0.62	0.03
11	3.04	3.03	0.00	0.45	0.00
12	3.12	3.33	1.56	0.57	2.73
13	2.78	2.90	0.47	0.84	0.57
14	2.43	2.36	0.17	0.60	0.28
15	2.44	2.52	0.25	0.65	0.38
16	2.17	1.94	1.83	0.56	3.26
17	2.46	2.48	0.02	0.50	0.05
18	1.98	12.16	1.25	0.55	2.27
19	2.93	2.88	0.08	0.51	0.16
20	2.62	2.76	0.66	0.61	1.09
21	2.51	2.68	1.05	0.50	2.11
22	2.43	2.62	1.22	0.59	2.09
23	3.40	3.37	0.02	0.35	0.05
24	2.09	2.50	5.87	0.59	**9.95
25	2.89	3.03	0.69	0.59	1.17
26	2.60	2.86	2.37	0.59	*4.05
27	1.96	2.16	1.41	0.40	3.52
28	2.20	2.22	0.07	0.52	0.02

APPENDIX A

Table 5 Analysis of Variance of response of teachers according to age (df = 4; 311)

ITEM	MS EFFECT	MS ERROR	F RATIO
1	0.59	0.47	1.26
2	0.42	0.30	1.41
3	0.05	0.30	0.15
4	0.42	0.68	0.62
5	1.25	069	1.80
6	0.65	0.69	0.94
7	0.09	0.57	0.15
8	0.85	0.62	1.37
9	1.29	0.61	2.10
10	0.01	0.63	0.01
11	0.24	0.46	0.51
12	0.10	0.62	0.16
13	1.61	0.84	1.92
14	0.53	0.63	0.84
15	0.91	0.69	1.32
16	0.50	0.58	0.49
17	0.36	0.51	0.70
18	0.45	0.60	0.75
19	0.80	0.51	1.56
20	0.35	0.62	0.57
21	0.07	0.52	0.13
22	0.92	0.58	1.58
23	0.08	0.36	0.93
24	0.14	0.62	0.93
25	0.13	0.67	0.19
26	1.03	0.62	1.66
27	0.01	0.42	0.02
28	0.98	0.52	1.73

Note: Means and Standard Deviations for the five age groups are not supplied in view of the non-significant results.

APPENDIX A

Table 6 **Results of ANOVA comparisons of attitudes of respondents by qualification levels (df = 3; 314)**

	MEANS			STANDARD DEVIATION			MEANS SQUARE		
ITEM	DIP-LOMA	DEGREE & DIPLOMA	POST GRAD	DIP-LOMA	DEGREE & DIP-LOMA	POST GRAD	EFFECT	ERROR	F
1	3.22	3.37	3.36	0.69	0.62	0.78	045	0.47	0.97
2	3.58	3.79	3.75	0.67	0.44	0.55	0.88	0.29	*3.01
3	3.61	3.78	3.75	0.69	0.46	0.51	0.54	0.29	1.86
4	2.09	1.92	1.80	0.82	0.80	0.85	1.14	0.67	1.71
5	2.72	2.70	2.67	0.93	0.80	0.80	0.05	0.71	0.07
6	2.08	2.11	1.99	0.90	0.78	0.83	0.41	0.69	0.59
7	3.08	3.08	3.03	0.76	0.74	0.80	0.14	0.57	0.25
8	3.04	2.96	3.06	0.79	0.82	0.74	0.44	0.63	0.69
9	2.75	2.64	2.59	0.79	0.78	0.80	0.41	0.62	0.66
10	3.15	3.26	3.36	0.79	0.80	0.73	0.59	0.62	0.95
11	3.01	3.06	3.18	0.67	0.67	0.67	0.80	0.46	1.75
12	2.97	3.17	3.23	0.74	0.71	0.73	2.24	0.60	*3.76
13	2.73	2.67	2.77	0.94	0.93	0.91	2.29	0.85	0.34
14	2.89	2.80	2.59	0.73	0.78	0.54	1.39	0.62	2.22
15	2.66	2.67	2.62	0.75	0.87	0.85	0.51	0.70	0.72
16	2.76	2.97	3.03	0.74	0.75	0.80	1.15	0.58	2.00
17	2.63	2.57	2.49	0.70	0.72	0.71	0.58	0.51	1.15
18	3.16	3.06	2.95	0.69	0.77	0.83	0.62	0.60	1.03
19	2.15	2.10	1.99	0.74	0.71	0.72	0.52	0.51	1.01
20	2.53	2.72	2.72	0.71	0.85	0.74	0.75	0.62	1.21
21	2.56	2.41	2.38	0.76	0.72	0.67	0.52	0.51	1.02
22	2.66	2.43	2.37	0.78	0.73	0.79	1.50	0.58	2.61
23	3.37	3.33	3.42	0.58	0.64	0.54	0.22	0.35	0.62
24	2.25	2.22	2.08	0.78	0.80	0.73	1.31	0.60	2.17
25	2.72	2.73	2.98	0.78	0.82	0.82	1.72	0.65	*2.65
26	2.54	2.39	2.33	0.80	0.77	0.82	0.67	0.62	1.08
27	3.06	3.06	3.05	0.65	0.63	0.68	0.10	0.42	0.24
28	2.94	2.88	2.72	0.74	0.68	0.76	0.69	0.52	1.33

APPENDIX A

Table 7 **Comparisons of responses of teachers according to sex**

	MEANS		STD DEVIATION		MEANS SQUARE		
ITEM	MALES	FEMALES	MALES	FEMALES	EFFECT	ERROR	F
1	3.36	3.32	0.69	0.68	0.12	0.47	0.26
2	3.65	3.75	0.60	0.52	0.64	0.30	2.17
3	3.77	3.71	0.47	0.57	0.24	0.29	0.82
4	2.00	1.90	0.86	0.80	0.62	0.67	0.93
5	2.66	2.71	0.80	0.85	0.15	0.70	0.21
6	2.10	2.06	0.87	0.82	0.08	0.69	0.12
7	2.93	3.11	0.82	0.23	2.03	0.56	3.60
8	2.87	3.05	0.84	0.77	2.21	0.63	3.51
9	2.57	2.68	0.76	0.80	0.93	0.62	1.50
10	3.18	3.29	0.86	0.75	0.77	0.62	1.25
11	3.09	3.07	0.74	0.65	0.03	0.46	0.06
12	3.14	3.11	0.79	0.78	0.06	0.61	0.10
13	2.77	2.68	0.93	0.92	0.50	0.85	0.59
14	2.76	2.76	0.75	0.82	0.00	0.63	0.00
15	2.63	2.65	0.86	0.83	0.02	0.70	0.03
16	2.93	2.93	0.82	0.74	0.00	0.58	0.00
17	2.63	2.53	0.74	0.70	0.67	0.51	1.33
18	3.09	3.04	0.74	0.70	0.14	0.60	0.23
19	2.16	2.05	0.73	0.71	0.79	0.51	1.53
20	2.54	2.73	0.80	0.77	2.24	0.61	3.66
21	2.50	2.41	0.73	0.71	0.49	0.51	0.96
22	2.51	2.44	0.83	0.74	0.29	0.59	0.49
23	3.38	3.36	0.68	0.56	0.03	0.35	0.08
24	2.28	2.17	0.83	0.74	0.84	0.61	1.38
25	2.76	2.80	0.80	0.82	0.10	0.66	0.15
26	2.52	2.37	0.79	0.79	1.44	0.62	2.32
27	3.07	3.04	0.68	0.63	0.03	0.42	0.07
28	2.75	2.89	0.75	0.71	1.26	0.52	2.43

Appendix A

Table 8 Comparisons of responses of teachers according to socio-economic status of government schools

	MEANS				MEANS SQUARE		
ITEM	UPPER MID	MIDDLE	LOWER MID	LOWER	EFFECT	ERROR	F
1	3.42	3.26	3.14	3.23	0.81	0.48	1.68
2	3.79	3.62	3.71	3.77	0.42	0.30	1.35
3	3.72	3.75	3.62	3.71	0.27	0.32	0.83
4	1.85	2.00	2.05	2.13	0.64	0.64	1.01
5	2.85	2.67	2.85	2.58	0.90	0.64	1.41
6	2.06	2.07	2.23	1.81	1.36	0.62	2.21
7	3.08	3.02	3.09	2.81	0.64	0.60	1.07
8	2.92	2.93	2.96	3.13	0.34	0.61	0.55
9	2.60	2.65	2.78	2.45	0.92	0.59	1.55
10	3.34	3.24	3.23	3.13	0.31	0.62	0.49
11	3.09	3.10	3.04	2.77	0.88	0.48	1.84
12	3.21	3.07	2.85	3.03	1.46	0.60	2.42
13	2.40	2.75	2.63	2.87	1.95	0.83	2.36
14	3.06	2.87	2.70	2.84	1.39	0.53	2.64
15	2.74	2.71	2.78	2.87	0.24	0.63	0.38
16	3.15	2.82	2.80	2.81	1.66	0.58	*2.85
17	2.58	2.60	2.58	2.74	0.22	0.50	0.43
18	3.05	3.13	3.26	3.19	0.52	0.51	1.02
19	2.09	2.11	2.06	2.35	0.67	0.50	1.34
20	2.66	2.63	2.63	2.55	0.08	0.63	0.13
21	2.40	2.60	2.42	2.55	0.68	0.52	1.32
22	2.53	2.52	2.39	2.45	0.30	0.59	0.51
23	3.51	3.30	3.29	3.23	0.74	0.37	2.01
24	2.13	2.16	2.05	2.52	1.64	0.57	*2.85
25	2.85	2.67	2.52	2.65	1.16	0.60	1.95
26	2.49	2.50	2.59	2.35	0.45	0.58	0.78
27	3.13	3.12	3.15	2.90	0.49	0.39	1.27
28	2.92	2.84	2.89	2.68	0.45	0.55	0.82

APPENDIX A

Table 9 **Comparison of responses of teachers who have/have not attended courses on classroom integration**

ITEM	MEANS		t-VALUE
	HAVE ATTENDED n=63	HAVE NOT ATTENDED n=201	
1	3.38	3.32	0.59
2	3.76	3.77	0.14
3	3.83	3.76	0.93
4	1.89	1.93	0.30
5	3.05	2.64	*** 3.54
6	2.16	2.03	1.01
7	3.27	3.00	* 2.49
8	3.17	2.95	1.95
9	2.78	2.60	1.61
10	3.48	3.22	* 2.25
11	3.13	3.04	0.87
12	3.19	3.14	0.41
13	2.44	2.78	* 2.57
14	2.94	2.69	* 2.14
15	2.73	1.57	1.35
16	3.03	2.90	1.18
17	2.48	2.56	0.77
18	3.24	3.01	* 1.99
19	2.10	2.06	0.35
20	2.78	2.67	0.98
21	2.27	2.50	* 2.23
22	2.40	2.50	0.93
23	3.48	3.38	1.13
24	2.29	2.19	0.83
25	2.90	2.78	1.11
26	2.43	2.41	0.17
27	3.06	3.07	0.10
28	3.03	2.83	* 1.99

Appendix A

Table 10 Five present day principal components - means (higher score = more positive)

	'GENERAL PROBLEMS'	'CONSTRUCTIVE SOLUTIONS'	'NEED FOR HELP'	'TEACHING SPECIFIC SOLUTIONS'	'ETHICAL ISSUES'
SEX:					
Males	-0.10	-0.06	-0.11	0.04	-0.01
Females	0.04	0.03	0.05	-0.02	0.01
AGE:					
18-24	-0.04	0.12	0.17	-0.03	0.02
25-29	0.18	-0.09	0.16	-0.18	-0.02
30-34	-0.14	0.08	-0.07	0.07	0.02
35-40	-0.02	0.12	0.29	0.12	0.08
40+	-0.01	0.02	-0.18	0.01	-0.03
HOME LANGUAGE:					
English	-0.01	**0.09**	-0.06	0.01	0.03
Afrikaans	-0.10	**-0.50**	0.18	-0.04	-0.04
PREVIOUS COURSES ATTENDED:					
Yes	0.08	0.20	**0.35**	**-0.26**	0.14
No	-0.03	-0.01	**-0.11**	**0.06**	0.07
SCHOOL TYPE:					
Private	**0.43**	**0.50**	-0.12	**0.38**	-0.16
Government	**-0.10**	**-0.12**	0.03	**-0.09**	0.04
LEVEL OF INTEGRATION:					
Less int	**-0.07**	**-0.07**	0.00	**-0.14**	0.03
More int	**0.24**	**0.22**	-0.01	**0.44**	-0.09
LEVEL OF INTEG/ SCHOOL TYPE:					
Less int pvt	**-0.01**	**0.18**	-0.66	**0.11**	0.09
Less int govt	**-0.08**	**-0.09**	0.66	**-0.16**	0.02
More int pvt	**0.61**	**0.63**	0.10	**0.49**	-0.26
More int govt	**-0.28**	**-0.36**	-0.17	**0.36**	0.16

Note: Bold = significance

Appendix A: Table 11: Multivariate comparisons across subgroups on the current factors

EFFECT	GEN PROBS	CONST-RUCTIVE SOLUTION	NEED FOR HELP	TEACHING SPECIFIC DIFFS	ETHICAL ISSUES	WILKS' LAMBDA
HOME LANGUAGE						
MS effect	0.31	**13.22**	2.18	0.11	0.20	****0.95**
MS error	0.96	**0.92**	0.97	1.01	0.98	
F ratio	0.32	*****14.30**	2.26	0.11	0.20	
SCHOOL TYPE						
MS effect	**7.87**	**13.64**	1.73	1.36	1.10	*****0.91**
MS error	**0.95**	**0.93**	0.98	0.94	1.00	
F ratio	****8.32**	*****14.60**	1.77	1.44	1.10	
INTERAC-TION (school type x integration						
MS effect	**5.88**	**4.59**	**8.37**	0.17	2.08	*****0.93**
MS error	**0.95**	**0.93**	**0.98**	0.94	1.00	
F ratio	***6.22**	***4.91**	****8.56**	0.18	2.08	
INTEGRA-TION						
MS effect	1.54	0.26	2.42	**7.02**	0.41	***0.96**
MS error	0.95	0.93	0.98	**0.94**	1.00	
F ratio	1.62	0.28	2.47	****7.44**	0.41	
AGE						
MS effect	0.71	0.47	**2.76**	0.72	0.12	0.9[illegible]
MS error	1.00	1.01	**0.98**	1.00	1.01	
F ratio	0.70	0.47	***2.83**	0.72	0.12	
SEX						
Ms effect	1.32	0.53	1.71	0.24	0.03	0.99
MS error	1.00	1.00	1.00	1.00	1.00	
F ratio	1.32	0.53	1.72	0.24	0,03	
PREVIOUS COURSES						
MS effect	0.66	2.28	**10.05**	**4.79**	0.28	****0.93**
MS error	1.04	0.98	**0.96**	**1.02**	0.82	
F ratio	0.63	2.32	****10.41**	***4.71**	0.34	

Note: **Bold = significance**

Appendix A

Table 11(b) Analysis of Variance of the three historical principal components for the levels of biographical variables

INDEPENDENT VARIABLE	PC	MEAN SQUARE Effect	Error	DEGREES OF FREEDOM	F RATIO	WILKS LAMBDA
AGE	diff	3.13	2.11	4; 312	1.49	0.96
	prob	0.61	1.20			
	gen	1.77	9.25			
SEX	diff	0.03	2.12	1; 315	0.02	1.00
	prob	1.02	1.19		0.86	
	gen	3.46	9.17		0.38	
QUALIFICATION	diff	3.85	2.13	2; 308	1.81	0.96
	prob	3.04	1.19		2.55	
	gen	25.52	9.09		2.81	
HOME LANGUAGE	diff	4.60	2.11	1; 31	2.18	** 0.96
	prob	0.04	1.17		0.03	
	gen	107.84	8.80		*** 12.27	
SCHOOL TYPE	diff	46.44	1.98	1; 315	*** 23.48	*** 0.89
	prob	9.49	1.16		** 8.15	
	gen	217.43	8.49		*** 25.60	
LEVEL OF INTEGRATION (ALL SCHOOLS)	diff	25.75	2.04		*** 12.60	
	prob	11.20	1.16	1; 315	** 9.66	*** 0.93
	gen	109.77	8.83		*** 12.42	
TWO-WAY ANOVA LEVEL OF INTEGRATION X SCHOOL TYPE	diff	1.26	619.11	1; 313	0.64	
	prob	2.41	360.44		2.09	
	gen	21.24	2645.94		2.51	
LEVEL OF INTEGRATION (GOVERNMENT)	diff	3.81	1.82	1; 253	2.08	0.99
	prob	0.57	1.09		0.53	
	gen	0.06	8.92		0.01	

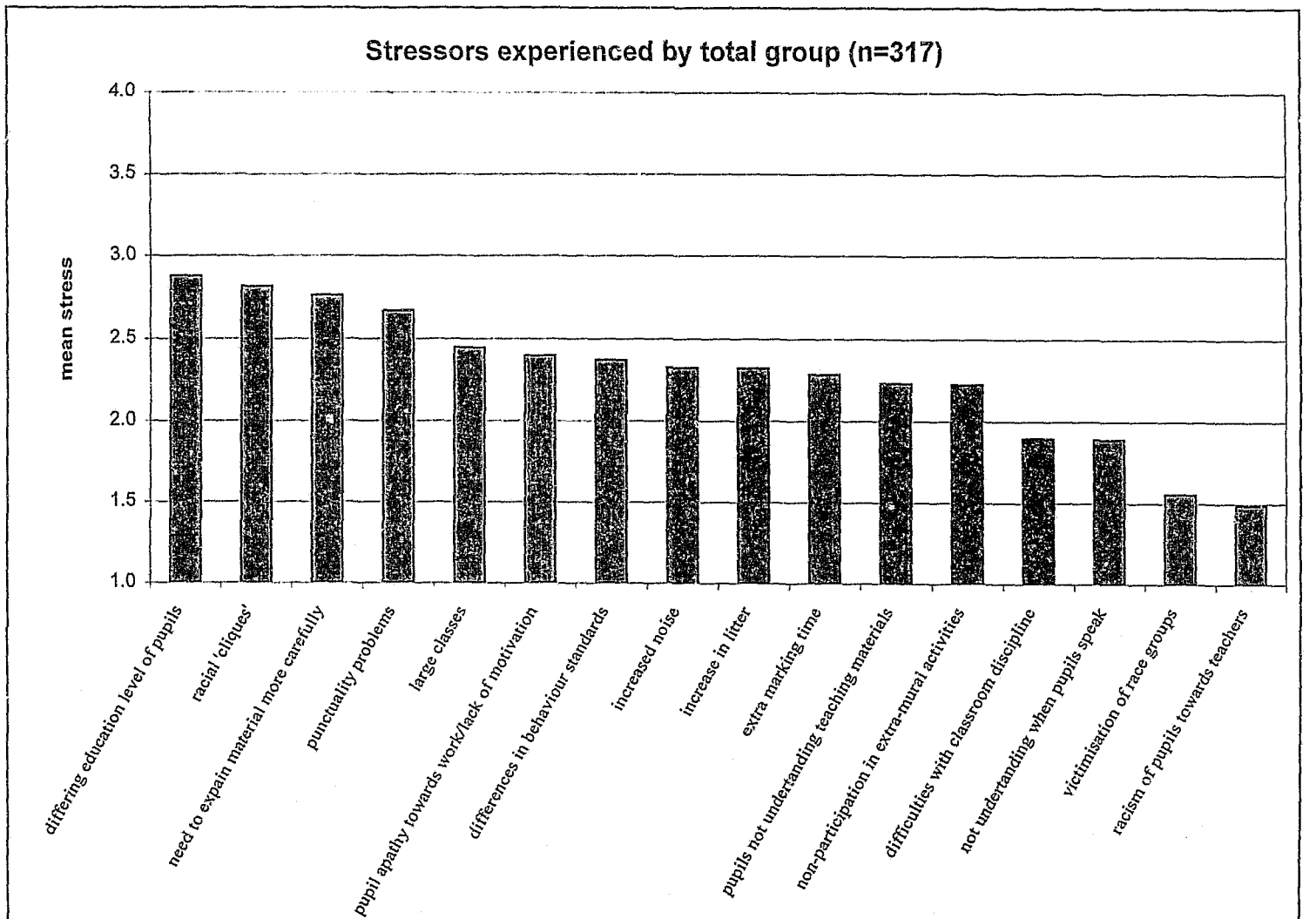
APPENDIX A: Table 12 - Self perceived change of teachers by school type and language

	Negative before/ negative now (%)					Negative before/ positive now (%)					Positive before/ negative now (%)					Positive before/ positive now (%)				
	total	school type		language		total	school type		language		total	school type		language		total	school type		language	
Item	%	private	gov	Eng	Afrik	%	private	gov	Eng	Afrik	%	private	gov	Eng	Afrik	%	private	gov	Eng	Afrik
1	18	16	19	18	20	34	32	35	35	30	14	9	14	13	16	34	44	31	34	34
2	14	11	14	14	7	29	28	29	29	27	17	21	16	18	9	40	40	41	38	57
3	16	5	19	16	18	16	16	17	15	23	30	37	28	31	23	38	42	36	38	36
4	2	0	2	2	5	10	14	10	10	11	30	25	31	31	20	58	61	57	57	64
5	11	9	11	10	16	13	9	14	13	14	20	12	22	22	11	56	70	52	56	59
6	14	21	13	14	11	3	4	3	3	2	57	53	58	63	55	26	23	26	25	32
7	23	11	26	21	36	34	26	36	35	32	23	40	19	25	11	20	23	20	19	20
8	20	12	21	19	25	9	9	10	7	23	18	11	20	19	11	53	68	49	55	41
9	33	37	32	33	32	24	39	21	26	18	33	21	36	33	39	10	4	11	8	11
10	2	2	2	2	0	29	33	28	28	30	10	12	10	9	16	58	53	60	60	55

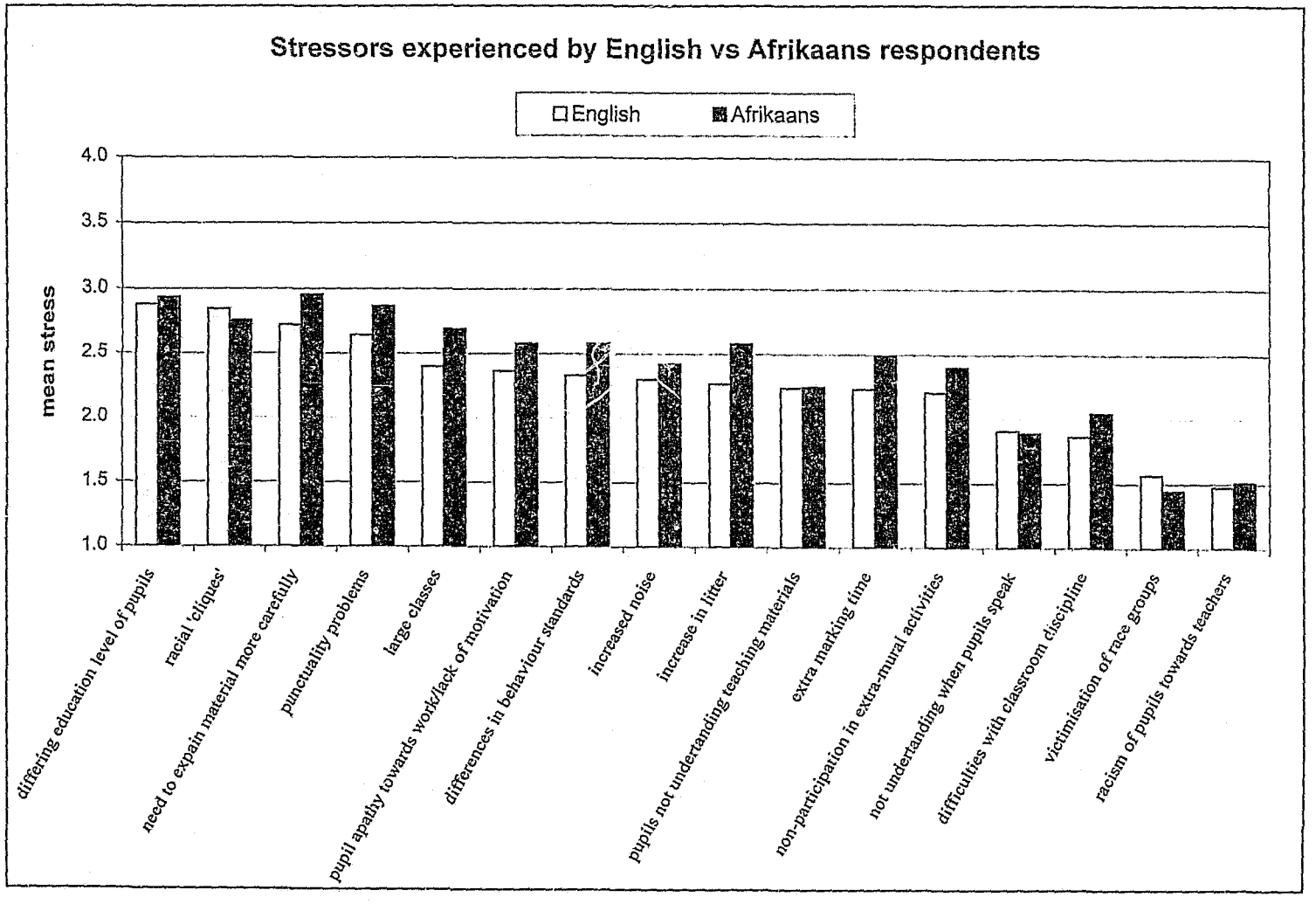
	Positive before (%)					Positive now (%)				
	total	school type		language		total	school type		language	
Item	%	private	gov	Eng	Afrik	%	private	gov	Eng	Afrik
1	48	53	45	47	50	68	76	66	69	64
2	57	61	57	56	66	69	68	70	67	84
3	68	79	64	69	59	54	58	53	53	59
4	88	86	88	88	84	68	75	67	67	75
5	76	82	74	78	70	69	79	66	69	73
6	83	76	84	88	87	29	27	29	28	34
7	43	63	39	44	31	54	49	56	54	52
8	71	79	69	74	52	62	77	59	62	64
9	43	25	47	41	50	34	43	32	34	29
10	68	65	70	69	71	87	86	88	88	85

	Attitude change (%)				
	total	school type		language	
Item	%	private	gov	Eng	Afrik
1	20	23	21	22	14
2	12	7	13	11	18
3	-14	-21	-11	-16	0
4	-20	-11	-21	-21	-9
5	-7	-3	-8	-9	3
6	-54	-49	-55	-60	-53
7	11	-14	17	10	21
8	-9	-2	-10	-12	12
9	-9	18	-15	-7	-21
10	19	21	18	19	14

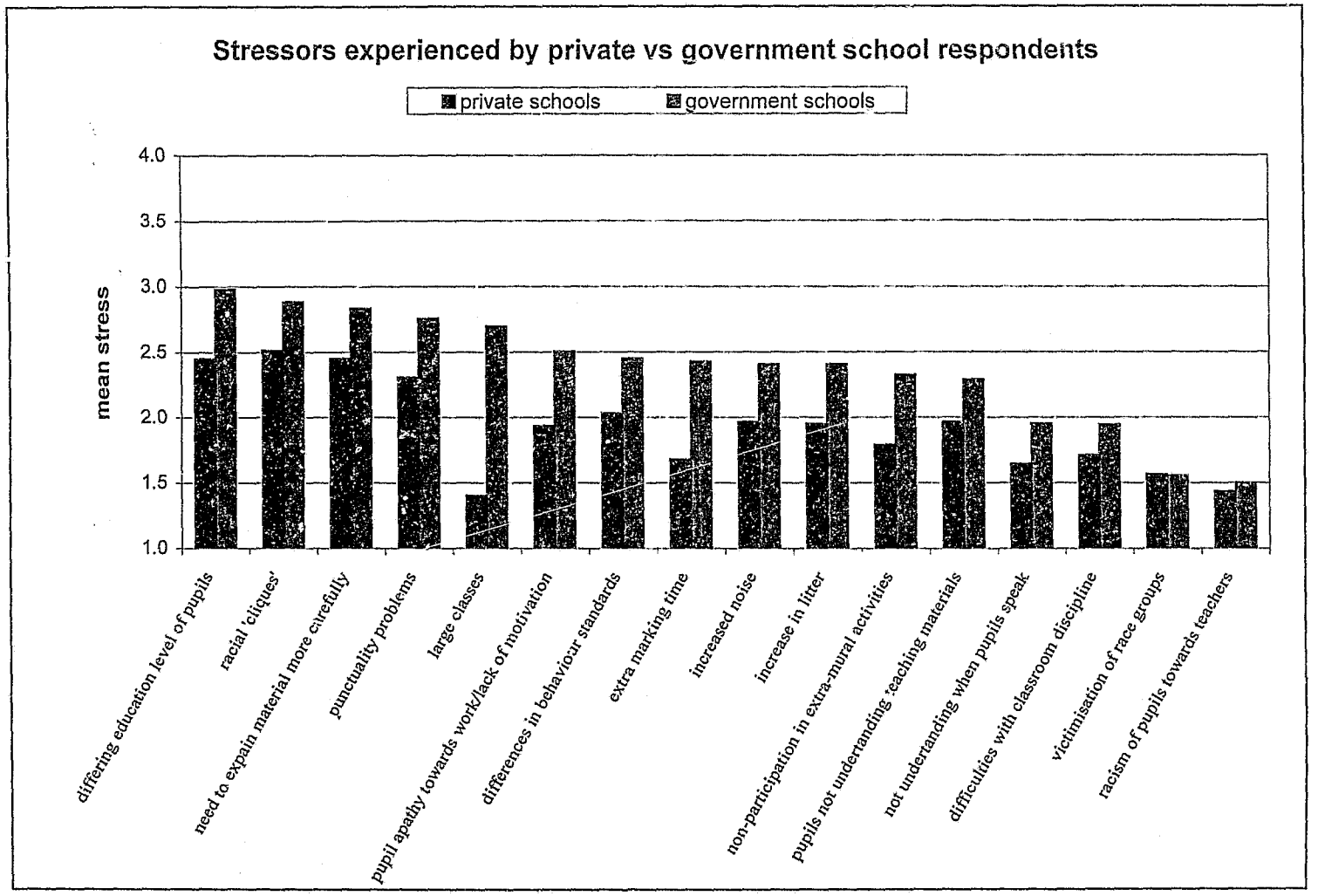
APPENDIX B



Appendix B: Figure 1



Appendix B : Figure 2



Appendix B: Figure 3

APPENDIX B

Table 1: Comparison of stressors by home language

	MEANS		STANDARD DEVIATION		MEANS SQUARE		
ITEM	ENGL	AFRIK	ENGL	AFRIK	EFFECT	ERROR	F
1	2.24	2.24	0.70	0.65	0.00	0.49	0.01
2	2.72	2.96	0.79	0.74	2.15	0.61	3.55
3	1.91	1.89	0.66	0.80	0.01	0.46	0.03
4	2.88	2.93	0.78	0.75	0.11	0.60	0.18
5	2.33	2.58	0.89	0.92	2.37	0.81	2.94
6	1.86	2.04	0.80	0.90	1.29	0.66	1.94
7	2.30	2.42	1.03	1.14	0.58	1.09	0.53
8	2.27	2.58	1.04	1.01	3.75	1.08	3.46
9	2.40	2.69	1.06	1.00	3.28	1.10	3.98
10	2.23	2.49	0.99	1.10	2.61	1.01	2.58
11	2.84	2.76	0.91	0.93	0.29	0.83	0.35
12	1.48	1.61	0.68	0.76	0.05	0.48	0.10
13	1.57	1.44	0.61	0.55	0.56	0.36	1.55
14	2.64	2.87	0.94	0.84	1.97	0.85	2.31
15	2.20	2.40	0.88	0.91	1.51	0.79	1.91
16	2.36	2.58	0.56	0.87	1.77	0.74	2.40

APPENDIX B

Table 2: Comparison of stressors by school type (df = 1 ; 315)

	MEANS		STANDARD DEVIATION		MEANS SQUARE		
ITEM	PRIVATE	GOVT	PRIVATE	GOVT	EFFECT	ERROR	F
1	1.97	2.29	0.65	0.69	5.19	0.47	*** 11.00
2	2.45	2.84	0.84	0.75	7.34	0.59	*** 12.40
3	1.65	1.95	0.57	0.69	4.72	0.45	** 10.50
4	2.45	2.98	0.86	0.71	12.95	0.56	*** 24.92
5	2.03	2.45	0.96	0.87	8.74	0.78	*** 11.15
6	1.71	1.95	0.84	0.82	2.76	0.68	* 4.07
7	1.97	2.41	0.94	1.06	9.66	1.07	** 9.02
8	1.95	2.41	1.03	1.03	10.38	1.07	** 9.72
9	1.41	2.69	0.78	0.96	83.62	0.85	*** 98.03
10	1.68	2.43	0.90	0.99	28.06	0.95	*** 29.16
11	2.52	2.89	0.92	0.91	6.83	0.84	** 8.18
12	1.44	1.50	0.62	0.72	0.22	0.49	0.45
13	1.56	1.55	0.56	0.62	0.01	0.37	0.02
14	2.31	2.76	0.97	0.89	10.12	0.82	*** 12.35
15	1.79	2.33	0.81	0.87	14.28	0.74	*** 19.31
16	1.94	2.51	0.83	0.83	16.23	0.69	*** 23.51

APPENDIX B

Table 3 Interaction effect of stressors for integration by school type.

ITEM	MEANS				MEAN SQUARE		F.	WILKS' LAMBDA
	LESS EINTGR		MORE INTEGR					
	PVT	GOVT	PVT	GOVT	ERROR	EFFECT		
1	1.72	2.28	2.07	2.39	0.48	0.47	1.03	***
2	2.06	2.79	2.61	3.16	0.30	0.57	0.53	
3	1.56	1.94	1.68	2.06	0.00	0.45	0.00	
4	2.28	2.96	2.52	3.10	0.11	0.56	0.20	
5	1.94	2.42	2.07	2.65	0.82	0.78	0.10	
6	1.83	1.90	1.66	2.29	2.80	0.67	4.18*	
7	1.94	2.28	1.98	3.32	8.84	0.98	8.99**	
8	1.83	2.31	2.00	3.10	3.32	1.02	3.25	
9	1.33	2.59	1.43	3.45	5.01	0.79	6.32*	
10	1.61	2.34	1.70	3.06	3.47	0.91	3.80	
11	2.33	2.97	2.59	2.29	7.62	0.80	9.55**	
12	1.44	1.49	1.43	1.61	0.17	0.49	0.34	
13	1.39	1.58	1.64	1.35	1.95	0.36	5.31*	
14	2.33	2.67	2.30	3.42	5.45	0.78	7.03**	
15	1.78	2.36	1.80	2.10	0.67	0.74	0.91	
16	2.06	2.46	1.89	2.84	2.61	0.68	3.83	

APPENDIX B

Table 4 Comparison of stressors for integration by school type (effect of integration)

ITEM	INTEGRATION - MEANS		MEAN SQUARE		F	WILKS' LAMBDA
	LESS INT	MORE INT	EFFECT	ERROR		
1	2.00	2.23	1.81	0.47	*3.86	***
2	2.42	2.89	7.51	0.57	***13.15	
3	1.75	1.87	0.56	0.45	1.24	
4	2.62	2.81	1.24	0.46	2.22	
5	2.18	2.36	1.03	0.78	1.32	
6	1.87	1.97	0.42	0.67	0.62	
7	2.11	2.65	10.03	0.98	**10.20	
8	2.07	2.55	7.86	1.02	**7.71	
9	1.96	2.44	7.95	0.79	**10.02	
10	1.98	2.38	5.83	0.91	*6.39	
11	2.65	2.44	1.54	0.80	1.93	
12	1.47	1.52	0.11	0.49	0.23	
13	1.48	1.50	0.00	0.36	0.01	
14	2.50	2.86	4.46	0.78	*5.76	
15	2.07	1.95	0.51	0.74	0.69	
16	2.26	2.36	0.38	0.68	0.56	

APPENDIX B

Table 5 Comparison of stressors by age

	MEANS					STANDARD DEVIATION				
ITEM	18-24	25-29	30-34	35-39	40+	18-24	25-29	30-34	35-39	40+
1	2.23	2.16	2.31	2.41	2.18	0.73	0.63	0.69	0.69	0.72
2	2.77	2.75	2.73	2.80	2.72	0.68	0.77	0.68	0.78	0.85
3	1.90	1.96	1.90	1.93	1.87	0.76	0.69	0.63	0.72	0.66
4	2.73	3.05	3.10	3.00	2.73	0.83	0.54	0.72	0.70	0.82
5	2.30	2.41	2.54	2.35	2.30	0.95	0.97	0.82	0.92	0.88
6	2.17	1.95	1.88	1.91	1.80	0.75	0.84	0.82	0.81	0.82
7	2.10	2.30	2.44	2.43	2.29	1.00	1.09	0.87	1.07	1.09
8	1.93	2.52	2.25	2.46	2.28	1.01	1.08	0.96	1.03	1.06
9	2.23	2.59	2.63	2.59	2.28	1.09	0.93	1.00	1.13	1.07
10	1.83	2.46	2.58	2.39	2.12	0.91	0.95	1.03	1.02	1.00
11	2.83	2.88	2.94	3.04	2.70	0.79	0.94	0.93	0.76	0.96
12	1.53	1.71	1.29	1.65	1.38	0.73	0.82	0.58	0.79	0.57
13	1.40	1.66	1.52	1.72	1.48	0.50	0.67	0.68	0.54	0.57
14	2.40	2.55	2.90	2.85	2.64	1.07	0.99	0.83	0.96	0.87
15	1.93	2.39	2.35	2.28	2.17	0.83	0.97	0.84	0.89	0.88
16	2.33	2.57	2.44	2.48	2.29	0.92	0.83	0.77	0.84	0.90

NB: Means square not given due to lack of significance

APPENDIX B

Table 6: Comparison of stressors on level of teacher qualification (Df= 1; 315)

	MEANS			STANDARD DEVIATION			MEANS SQUARE		
ITEM	DIP-LOMA	DEGREE & DIPLOMA	POST GRAD	DIP-LOMA	DEGREE & DIP-LOMA	POST GRAD	EFFECT	ERROR	F
1	2.38	2.23	2.08	0.74	0.68	0.63	1.26	0.48	2.63
2	2.89	2.79	2.61	0.82	0.76	0.78	1.13	0.61	1.86
3	2.00	1.83	1.91	0.75	0.67	0.58	0.58	0.46	1.25
4	2.96	2.94	2.74	0.74	0.74	0.81	1.87	0.59	*3.16
5	2.52	2.36	2.26	0.83	0.33	0.31	1.00	0.81	1.23
6	2.03	1.94	1.74	0.73	0.89	0.78	1.61	0.68	2.38
7	2.56	2.30	2.17	1.01	1.04	1.07	2.34	1.09	2.15
8	2.65	2.26	2.14	1.00	1.05	1.02	4.12	1.07	**3.86
9	2.71	2.45	2.25	0.99	1.08	1.04	3.91	1.09	*3.60
10	2.51	2.20	2.25	0.99	1.04	0.99	2.43	1.02	2.37
11	2.81	2.84	2.78	0.96	0.91	0.93	0.11	0.86	0.13
12	1.61	1.48	1.41	0.77	0.66	0.71	0.74	0.49	1.52
13	1.63	1.56	1.48	0.62	0.61	0.59	0.32	0.37	0.86
14	2.90	2.60	2.60	0.84	0.97	0.90	1.99	0.84	2.38
15	2.27	2.13	2.37	0.89	0.88	0.88	1.68	0.78	2.16
16	2.57	2.39	2.26	0.83	0.88	0.84	1.41	0.73	1.92

APPENDIX B

Table 7 **Comparison of stressors by sex**

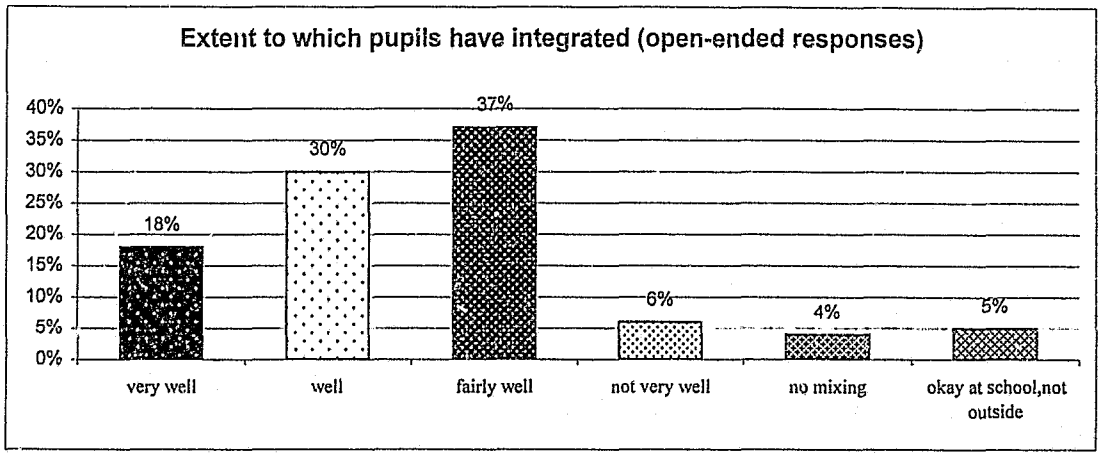
	MEANS		STANDARD DEVIATION			
ITEM	MALES n=92	FEMALES n=225	MALES	FEMALES	t-VALUE	F RATIO
1	2.33	2.19	0.71	0.69	1.62	1.07
2	2.79	2.75	0.83	0.76	0.48	1.19
3	1.88	1.90	0	0.68	-0.21	1.02
4	2.85	2.89	0.75	0.79	-0.43	1.08
5	2.42	2.35	1.03	0.84	0.69	1.49
6	2.04	1.84	0.88	0.80	1.99	* 1.19
7	2.39	2.29	1.09	1.05	0.75	1.03
8	2.36	2.30	1.10	1.03	0.44	1.13
9	2.37	2.48	1.01	1.07	-0.81	1.12
10	2.29	2.28	0.92	1.06	0.14	1.32
11	2.82	2.81	0.97	0.91	0.02	1.15
12	1.57	1.46	0.79	0.66	1.24	1.42
13	1.49	1.58	0.56	0.62	-1.24	1.22
14	2.72	2.65	0.93	0.91	0.60	1.10
15	2.29	2.19	0.90	0.88	0.93	1.03
16	2.45	2.37	0.87	0.85	0.68	1.03

APPENDIX B

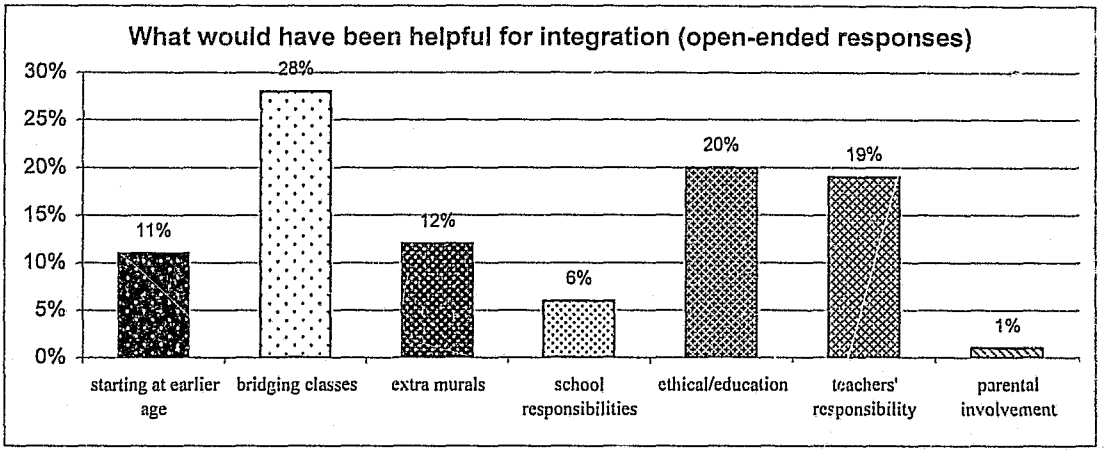
Table 8 **Comparison of stressors by socio-economic status of government schools**

ITEM	MEANS				MEANS SQUARE		
	UPPER MID	MIDDLE	LOWER MID	LOWER	EFFECT	ERROR	F
1	2.23	2.24	2.35	2.39	0.36	0.48	0.74
2	2.81	2.73	2.85	3.16	1.46	0.55	* 2.65
3	1.92	1.88	2.01	2.06	0.40	0.48	0.83
4	3.08	2.93	2.92	3.10	0.45	0.52	0.87
5	2.49	2.37	2.44	6.65	0.62	0.75	0.83
6	2.02	1.82	1.91	2.29	1.87	0.66	* 2.84
7	2.47	2.23	2.22	3.32	10.68	1.00	*** 10.66
8	2.28	2.38	2.25	3.10	5.83	1.01	*** 5.76
9	2.55	2.55	2.67	3.45	6.92	0.84	*** 8.24
10	2.17	2.40	2.38	3.06	5.44	0.93	*** 5.84
11	2.98	2.87	3.08	2.29	4.78	0.79	*** 6.09
12	1.45	1.50	1.49	1.61	0.17	0.52	0.33
13	1.60	1.50	1.66	1.35	0.83	0.38	2.20
14	2.91	2.47	2.73	3.41	7.51	0.71	*** 10.57
15	2.32	2.23	2.53	2.10	1.95	0.75	2.60
16	2.32	2.48	2.53	2.84	1.79	0.68	2.64

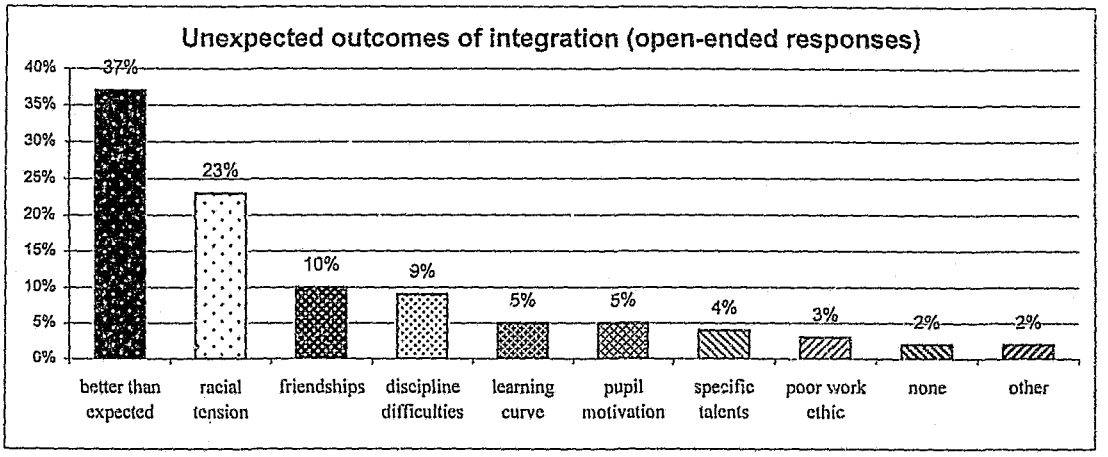
APPENDIX C



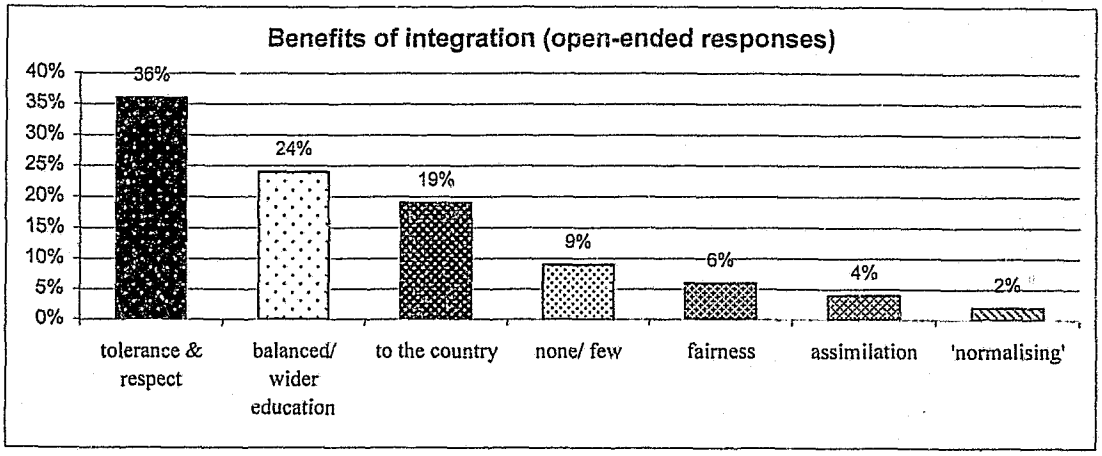
Appendix C: Figure 1



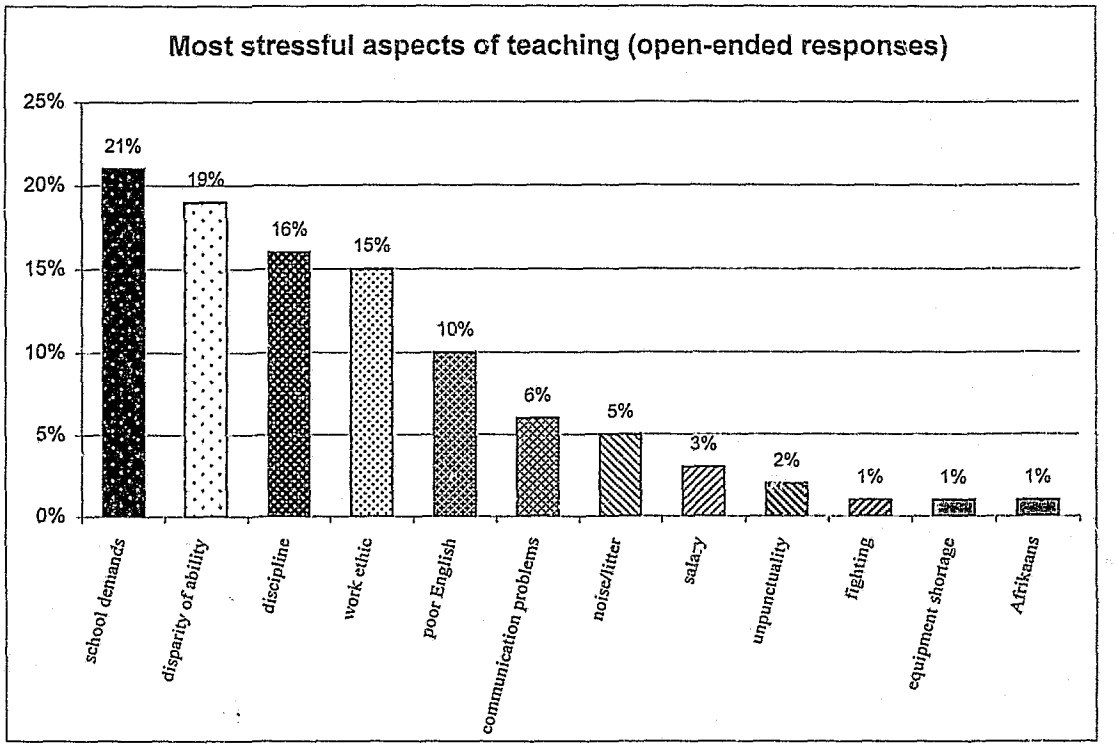
Appendix C: Figure 2



Appendix C: Figure 3



Appendix C: Figure 4



Appendix C: Figure 5

APPENDIX D

APPENDIX D

Table 1 T-test comparisons of attitudes of respondents who claimed participation/non-participation in the 1990 study

	MEANS		STD DEVIATION		
ITEM	GR 1	GR 2	GR 1	GR 2	t VALUE
1	3.40	3.32	0.67	0.68	0.74
2	3.84	3.69	0.37	0.58	1.70
3	3.76	3.74	0.48	0.54	0.22
4	1.82	1.90	0.80	0.80	-0.67
5	2.64	2.73	0.80	0.85	-0.69
6	2.00	2.06	0.81	0.86	-0.46
7	3.18	3.02	0.66	0.79	1.30
8	2.94	3.03	0.82	0.79	-0.79
9	2.64	2.69	0.80	0.78	-0.47
10	3.40	3.22	0.90	0.80	1.47
11	3.20	3.06	0.57	0.68	1.29
12	3.18	3.11	0.75	0.79	0.49
13	2.72	2.72	0.97	0.91	-0.12
14	2.78	2.72	0.74	0.83	0.45
15	2.68	2.62	0.82	0.86	0.47
16	3.08	2.91	0.75	0.76	1.39
17	2.62	2.54	0.67	0.73	0.70
18	3.18	2.99	0.77	0.79	1.53
19	2.04	2.06	0.64	0.72	-0.16
20	2.60	2.67	0.76	0.76	-0.58
21	2.42	2.47	[illegible]	0.71	-0.43
22	2.66	2.41	[illegible]	0.76	*2.08
23	3.46	3.33	0.50	0.59	1.38
24	1.92	2.29	0.78	0.80	*-2.97
25	2.88	2.79	0.84	0.80	0.71
26	2.44	2.39	0.73	0.80	0.39
27	3.20	3.00	0.53	0.66	*2.04
28	2.86	2.89	0.81	0.71	-0.22

Group 1: claim to have participated (n = 50)
Group 2: claim not to have participated (n = 209)
58 Respondents were uncertain and were thus omitted from this analysis

APPENDIX D

Table 2 **Stressors of teachers who claimed to have and have not participated in the 1990 study**

	MEANS		STANDARD DEVIATION		
ITEM	GROUP 1 YES	GROUP 2 NO	GROUP 1 YES	GROUP 2 NO	t-VALUE
1	2.26	2.21	0.72	0.68	0.46
2	2.86	2.72	0.78	0.77	1.13
3	1.86	1.86	0.73	0.70	-0.01
4	2.98	2.83	0.77	0.78	1.20
5	2.44	2.32	088	0.91	0.81
6	1.86	1.97	0.86	0.83	-0.81
7	2.62	2.22	1.01	1.04	2.42
8	2.46	2.28	1.03	1.04	1.11
9	2.30	2.44	1.09	1.06	-0.87
10	2.32	2.25	1.04	1.01	0.42
11	2.80	2.79	0.97	0.92	0.07
12	1.50	1.50	0.81	0.70	-0.02
13	1.52	1.59	0.65	0.60	-0.77
14	2.90	2.56	0.89	0.95	2.26
15	2.44	2.14	0.86	0.90	2.15
16	2.48	2.38	0.97	0.85	0.74

Group 1: claim to have participated (n=50)
Group 2: claim not to have participated (n=209)
58 respondents were uncertain and were thus omitted from this analysis

APPENDIX D

Table 3 **Percentage of teachers positively inclined towards integration, compared across school type and home language for all 28 items in 1990 and 1996**

ITEM	PRIVATE		GOVERNMENT		ENGLISH		AFRIKAANS	
	1990 %	1996 %	1990 %	1996 %	1990 %	1996 %	1990 %	1996 %
n =	77	62	99	255	213	269	45	46
1	98	100	78	* 87	92	92	51	* 76
2	95	100	91	95	97	98	76	* 93
3	98	98	99	97	99	97	96	98
4	89	95	67	78	73	82	42	54
5	48	48	28	34	34	37	27	38
6	90	* 77	78	74	87	** 76	61	69
7	88	90	91	** 81	89	84	93	80
8	12	19	15	21	14	21	18	22
9	43	40	28	40	32	42	33	33
10	91	87	83	86	91	88	58	** 87
11	93	92	91	85	95	** 87	82	78
12	96	92	74	76	89	** 81	50	* 71
13	71	69	49	55	69	* 59	34	* 56
14	54	50	23	24	34	31	20	22
15	53	60	29	35	42	41	9	** 29
16	11	16	23	26	16	* 23	31	31
17	58	58	36	41	48	47	21	31
18	1	*** 35	11	17	7	*** 21	9	13
19	68	79	44	*** 76	56	*** 78	32	*** 73
20	87	* 73	69	58	83	*** 62	43	53
21	40	** 66	13	*** 52	23	*** 57	3	*** 44
22	33	52	22	*** 56	28	*** 53	16	*** 67
23	96	* 100	85	*** 96	94	* 98	71	87
24	96	*** 45	91	*** 33	96	*** 35	78	*** 36
25	81	90	52	57	71	66	26	51
26	72	76	36	* 46	50	52	33	** 51
27	11	* 26	11	11	11	14	13	11
28	18	27	18	25	17	* 25	23	29

APPENDIX D

Table 4 **Percentage of teachers positively inclined towards integration compared across (a) level of integration for private schools; and (b) socio-economic status for government schools for all 28 items in 1990 and 1996**

ITEM	PVT LESS INTEG		PVT MORE INTEG		GOVT: UPPER MIDDLE (LESS)		GOVT: MIDDLE (LESS INT)		GOVT: LOWER MIDDLE (LESS)		GOVT: LOWER (MORE INT)	
	1990 %	1996 %	1990 %	1996 %	1990 %	1996 %	1990 %	1996 %	1990 %	1996 %	1990 %	1996 %
n =	44	18	32	44	33	53	49	92	56	56	61	31
1	98	94	100	100	90	94	84	87	69	* 85	71	84
2	100	100	97	93	100	100	100	97	80	** 97	85	97
3	98	94	100	100	100	98	98	98	100	95	96	97
4	89	72	54	*** 91	76	77	74	79	65	* 81	58	71
5	47	50	43	48	29	26	17	* 37	28	30	36	48
6	89	78	94	* 77	74	75	84	77	66	66	81	81
7	84	78	94	95	96	85	96	* 84	86	80	93	** 68
8	18	* 50	6	7	16	19	10	22	15	24	12	16
9	34	56	47	34	29	43	22	* 40	41	32	23	** 55
10	89	83	97	89	87	89	92	86	81	90	72	74
11	95	89	90	93	91	91	95	87	91	82	88	74
12	95	89	100	93	90	85	80	79	65	68	68	71
13	68	78	78	66	37	36	56	63	44	57	51	61
14	45	61	66	45	20	11	20	25	21	32	30	26
15	40	56	68	61	31	38	28	39	26	32	33	29
16	17	33	3	9	17	11	14	* 30	31	29	27	32
17	42	50	81	61	35	43	39	42	36	42	33	32
18	8	22	0	*** 41	7	17	6	18	7	13	23	23
19	67	67	73	84	7	*** 83	54	* 74	37	*** 82	44	55
20	84	* 56	94	80	93	** 60	68	55	65	58	57	61
21	36	44	47	* 75	14	*** 60	12	*** 54	23	*** 58	21	*** 58
22	32	28	35	* 61	22	** 55	20	*** 54	25	*** 58	21	*** 58
23	96	100	100	100	96	100	86	93	76	*** 97	84	90
24	96	*** [illegible]	100	*** 48	97	*** 32	98	*** 35	86	*** 24	85	*** 48
25	78	89	91	91	66	70	62	61	48	46	40	* 55
26	75	72	70	77	29	47	33	* 51	38	34	38	* 61
27	11	22	14	27	0	9	6	11	9	5	24	29
28	31	33	13	25	11	15	12	* 28	20	24	26	35

APPENDIX D

Table 5 **Percentage of teachers positively inclined towards integration across age for all 28 items 1990 and 1996**

AGE	18-24		25-29		30-34		35-39		40+	
	1990 %	1996 %	1990 %	1996 %	1990 %	1996 %	1990 %	1996 %	1990 %	1996 %
n =	25	32	47	57	45	49	47	46	112	133
1	96	97	94	89	80	86	70	85	83	91
2	96	100	98	96	91	100	87	96	92	96
3	100	97	100	96	98	98	98	98	98	97
4	76	84	79	88	68	76	70	83	74	76
5	16	22	24	33	40	35	29	28	40	46
6	96	78	90	** 65	73	76	68	67	79	80
7	100	** 75	92	84	84	78	96	87	86	84
8	8	13	11	16	11	20	9	17	22	26
9	16	* 41	14	* 33	31	37	32	28	44	48
10	88	88	87	82	84	86	82	83	84	89
11	100	91	96	86	94	90	91	85	88	84
12	96	81	95	81	71	80	69	76	79	79
13	60	59	42	46	58	57	46	57	61	64
14	13	28	27	23	33	37	29	33	39	29
15	37	38	34	40	35	43	21	28	42	44
16	12	22	16	28	9	* 27	25	* 9	25	28
17	45	44	44	39	48	43	25	39	50	50
18	13	34	8	11	11	22	0	** 17	9	17
19	35	* 66	47	* 72	58	* 78	43	*** 85	50	*** 74
20	87	* 56	85	*** 51	75	63	63	61	70	65
21	37	53	20	*** 53	16	*** 61	13	*** 52	22	*** 55
22	24	* 56	31	*** 65	16	** 49	19	*** 59	28	*** 52
23	96	91	98	98	84	96	74	** 98	90	97
24	96	*** 44	98	*** 37	89	*** 33	87	*** 37	93	*** 32
25	69	69	73	63	54	61	54	61	60	65
26	39	34	40	56	53	41	30	* 52	53	59
27	8	19	4	11	18	12	9	17	13	14
28	4	19	8	* 23	26	31	18	18	27	29

Appendix D

Table 6. Comparison of results of *1990 - 1996* percentage agree/disagree on PC 'Difficulties' (high scores = positive attitudes)

		AGE					HOME LANG		SCHOOL TYPE		LEVEL OF INTEG (PVT)		SES (GOVT)			
		18-24	25-29	30-34	35-39	40+	ENG	AFRIK	PVT	GOVT	LESS	MORE	UPP-MID	MID	LOWR MID	LOWR
n =	1990	25	47	45	47	112	213	46	77	199	32	44	33	49	56	61
	1996	32	56	49	46	133	267	45	62	255	18	44	53	92	79	31
ITEM 5	1990	16	24	40	29	40	34	27	48	28	47	43	29	17	28	36
	1996	22	33	35	28	46	37	38	48	34	50	48	26	*37	30	48
ITEM 13	1990	60	42	58	46	61	69	34	71	49	68	78	37	56	44	61
	1996	59	46	57	57	64	*59	*56	69	55	78	66	36	63	57	51
ITEM 14	1990	13	27	33	29	39	34	20	54	23	45	66	20	20	21	30
	1996	28	23	37	33	29	31	22	30	24	61	45	11	25	32	26
ITEM 26	1990	39	40	53	30	53	50	35	72	36	75	70	29	33	38	33
	1996	34	56	41	*52	59	52	**51	76	*42	73	77	47	*51	34	*61

Appendix D

Table 7. Comparison of results of 1990-1996 percentage agree/disagree on PC 'Problems' (high scores = positive attitudes)

		AGE					HOME LANG		SCHOOL TYPE		LEVEL OF INTEG (P\ )		SES (GOVT)			
		18-24	25-29	30-34	35-39	40+	ENG	AFRIK	PVT	GOVT	LESS	MORE	UPP-MID	MID	LOWR MID	LOWR
n =	1990	25	47	45	47	112	213	46	77	199	32	44	33	49	56	61
	1996	22	56	49	46	133	269	45	62	255	18	44	53	92	79	31
ITEM 12	1990	37	20	16	13	22	23	8	40	13	36	47	14	12	12	14
	1996	53	***53	***61	***52	***55	***57	***44	**66	***52	44	*75	***60	***47	***54	***48
ITEM 22	1990	24	31	16	19	28	28	16	33	22	32	35	22	20	23	21
	1996	*56	***65	**49	***59	***52	***53	***67	52	***56	28	*61	**55	***54	***58	***58
ITEM 27	1990	8	4	18	0	13	11	13	11	11	11	14	0	6	9	24
	1996	19	11	12	17	14	14	11	*26	11	22	27	9	11	5	29

Appendix D Table 8. Comparison of results of 1990-1996 percentage agree/disagree PC 'General Perception'

		AGE					HOME LANG		SCHOOL TYPE		LEVEL OF INTEG (PVT)		SES (GOVT)			
		18-24	25-29	30-34	35-39	40+	ENG	AFRIK	PVT	GOVT	LESS	MORE	UPP-MID	MID	LOWR -MID	LOWR
n =	1990	25	47	45	47	112	213	46	77	199	32	44	33	49	56	61
	1996	32	56	49	46	133	267	45	62	255	18	44	53	92	79	31
ITEM 1	1990	96	94	80	70	83	92	51	98	78	98	100	90	84	69	71
	1996	97	89	86	85	91	92	*78	98	*87	94	100	94	87	*85	84
ITEM 2	1990	96	98	91	87	92	97	76	97	91	100	97	100	100	80	85
	1996	100	96	100	96	96	98	*93	95	95	100	93	100	97	**97	97
ITEM 4	1990	76	79	68	70	74	83 (i)	42	89	67	89 (ii)	54	76	74	65	58
	1996	84	98	76	83	76	82	*64	85	78	72	***91	77	79	*81	71
ITEM 16	1990	85	87	84	82	84	91	58	91	83	89	97	87	92	81	72
	1996	88	82	86	83	89	88	*87	87	86	83	89	89	86	90	74
ITEM 12	1990	96	95	71	69	79	89	50	92	74	95	100	90	80	65	68
	1996	81	81	80	76	79	**81	**71	96	76	89	93	85	79	68	71
ITEM 20	1990	87	85	75	63	70	83	43	87	69	84	94	93	68	65	57
	1996	*56	*51	63	61	65	***62	53	*73	*58	*56	80	**60	55	68	61
ITEM 23	1990	96	98	84	74	90	94	71	96	85	96	100	96	86	76	84
	1996	91	98	96	**98	97	*98	87	*100	***96	100	100	100	93	***97	90
ITEM 24	1990	96	98	89	87	93	96	78	96	91	96	100	97	98	86	85
	1996	***44	***37	***33	***37	***32	***35	***36	***45	***33	***39	***48	***32	***35	***24	***48
ITEM 25	1990	69	73	54	54	60	71	26	81	52	78	91	66	62	48	40
	1996	69	63	61	61	65	66	51	90	57	89	91	70	61	46	*55

Note; (i) and (ii). These percentages quoted by Vice are inconsistent with the conclusions drawn in her discussion.

APPENDIX E

APPENDIX E:

Copy of the letter requesting permission to do research within the school.

Please Note: The researcher and a colleague conducted different research within some of the same schools at the same time. The researcher's colleague explore the attitudes of pupils towards the racial integration of schools. Reference to pupils pertains to her study and not to the current study.

Dear

In 1992, Ms Hilary Vice and I conducted a study in which we investigated the attitudes and needs of white high school teachers to racial integration in the schools. You (or your predecessor) kindly gave us permission to include your school in the study, and to survey the teachers at your school.

This study provided valuable information, and culminated inter alia in the acceptance of a manuscript for publication by the reputable British Journal, *Educational Research.* The article will appear in 1996. (Of course, no names of schools will appear there).

Now, with the significant changes that South Africa has undergone since 1992, we consider that it would be very important to do a follow-up investigation of teachers' current attitudes, and to determine the extent of changes in their attitudes and needs that have occurred over these four years. This will enhance the value of the original study, and assist educators to establish the needs of teachers in relation to the new dispensation.

We will send you a copy of the article as soon as it is published next year. Meanwhile, we would be grateful if you would allow us to again survey your teachers early in 1996.

In addition to repeating our earlier study, we would also very much like to extend the investigation, by surveying the attitudes of a sample our you pupils of different races to the integration of the schools. I would therefore appreciate it if you could help us to introduce this additional dimension.

I hope it will be acceptable to you if Ms Ruth Steiner, my research associate, (and about to qualify as an educational psychologist), were to telephone you early in the new year (towards the end of January) to discuss the prospect of your participating in the study, and to make the necessary arrangements.

The collation and publication of results obtained in the new study should be much quicker than on the previous occasion. We undertake to ensure that you are given a copy of these findings as soon as possible. Should you subsequently wish to discuss them with us, we should be happy to do so.

If you have any immediate queries, or any requests for information about the study (both past and prospective) don't hesitate to call me.

I look forward to a rewarding collaboration.

Your sincerely

MERVYN SKUY PhD
Professor of Specialised Education and
Head of the Division.

APPENDIX E:
Copy of the letter given to the school principals at the time of distribution of questionnaires.

Dear

Thank you for granting us permission to include your school in our current study.

In 1991 we surveyed the attitudes and needs of white high school teachers in a number of Johannesburg high schools in relation to racial integration of the schools. The results obtained from your school were included in the study.

I ow have pleasure in enclosing a copy of a draft article which is to be published in the reputable British Journal, *Educational Research,* later this year.

May we request that you do not share this article with the teaching staff until they have completed the "*Teacher Questionnaire*" for our present study. This will ensure that their responses are not contaminated by the previous results. We hope to make a comparison of attitudes then and now. Feedback on the results of the study will be furnished to you as soon as they are available, and hopefully much sooner than the previous results were provided.

For research purposes only, would you kindly indicate the *approximate* percentage of pupils at your school from each of the different race groups:

	Percentage before 1992	Percentage during 1996
"African"		
"Coloured"		
"Indian"		
"White"		
other		

In the interim period, prior to the opening of all government schools to all races, which Model did your school adopt, and in which year was this implemented?

If you would like to make comments with respect to the racial integration of your school, or of the schools generally, please do so in the space provided below.

_____

_____

_____

_____

_____

_____

As before, the name of your school, or of the other 16 participating schools, will not be mentioned in any documentation of the results.

Thank you very much for your assistance and co-operation. It is much appreciated.

Yours sincerely

MERVYN SKUY PhD
Professor of Specialised Education &
Head of the Division

MS RUTH STEINER
Educational Psychology Intern

Questionnaire on Integrated Schools (Pilot Study)

This questionnaire asks for your opinion on a number of issues relating to education in general and to integrated schools in particular.

PLEASE NOTE: In this questionnaire the term "integrated school" refers to a school that admits pupils from all race groups.

This questionnaire is ANONYMOUS

Please mark the appropriate box with an **X**.

Did you participate in the original survey regarding integration in schools in 1990?

Yes	
No	
Uncertain	

1. Please indicate whether you are

MALE	
FEMALE	

2. How old are you?

18 - 24	
25 - 29	
30 - 34	
35 - 39	
40+	

3. What is your home language?

English	
Afrikaans	
Other (please specify)	

4. Is your school

Private?	
Government?	
Presently model C?	

5. What is your highest qualification?

Matriculation	
Diploma in Education (2-3 years)	
Higher Diploma in Education (4 years)	
Further Diploma in Education	
Degree(s)	
Degree and Post-graduate Diploma	
Post-graduate Degree	
Post-graduate Degree and Post-graduate Diploma	
Other (please specify)	

6. How long have you taught?

Less than 1 year	
1 - 3 years	
4 - 6 years	
7 - 9 years	
10+ years	

7. What subjects are you teaching at present?

8. How long have you taught in integrated classes?

Never	
Less than 1 year	
1 - 2 years	
3+ years	

8.1 What percentage of pupils in your classes who were not white in the average?

Before 1994	
During 1994	
During 1995	
During 1996	

8.2 To what "cultural" group do you belong?

White	
Black	
Indian	
Coloured	
Other (please specify)	

9. What difficulties have you experienced due to the integrated nature of the school?

9.1 What do you anticipate would still be the most difficult aspects of teaching for you personally?

10. What benefits have you experienced or expect to experience?

10.1 Have there been any unexpected or surprising outcomes due to integration?

11. Have you attended any training programs? If YES, how useful were they?

11.1 What would have been most helpful to teachers to assist them in the integration process?

11.2 How well have pupils managed to integrate?

11.3 What would have been most helpful to pupils to assist them in the integration process?

11.4 What aspects of teaching have been the most stressful for you in the past few years?

B Some statements regarding education are given below.
Please indicate whether you **(1) STRONGLY DISAGREE**
(2) DISAGREE
(3) AGREE
(4) STRONGLY AGREE

Mark the appropriate column with an X		**1**	**2**	**3**	**4**
1	Integrated schools best prepare a pupil for life in South African society				
2	It does not matter what race my colleagues are, provided they are competent				
3	All South African children regardless of race, should receive equal education				
4	It is generally better to teach children of different races separately				
5	Teachers needed special training to teach integrated classes adequately				
6	Integration of schools has done little to improve the race relations among pupils				
7	All white children should learn an African language in school				
8	Since integration of schools the syllabus of most subjects needs to be revised to include material relevant to pupils of all races				
9	All schools need to give classes on race relations				
10	Disadvantage rather than race causes black children to underachieve at school				
11	It is important that all schools should teach the children of one race group the history and cultural background of other groups				
12	The presence of children of different races has enriched the life of the school				
13	The racial composition of a class is irrelevant as far as teaching a class is concerned				

Please indicate whether you

(1) STRONGLY DISAGREE
(2) DISAGREE
(3) AGREE
(4) STRONGLY AGREE

14	Teaching integrated classes is more difficult than teaching segregated classes	1	2	3	4
15	Racial integration in schools has lead to a lowering of standards of education for white children				
16	Some text books have been unsuitable for use in an integrated school due to racial bias				
17	Differences in the cultural backgrounds of pupils have posed serious educational problems in schools				
18	The English spoken by the majority of black pupils requires special attention before they are able to benefit from the education being offered at a formerly white school				
19	Most white parents are dissatisfied that their child's school has been opened to all races				
20	It would be a good thing if more multiracial staff were introduced into schools as soon as possible				
21	The age difference between black and white pupils is posing a problem in schools				
22	Black school pupils are highly politicised				
23	It was inevitable that schools would eventually become multiracial				
24	The establishment of a single Department of Education for all races has been successful				
25	Teaching in an integrated school has been more satisfying than teaching in a single race school				
26	When pupils and teachers are of different races it poses a communication problem				

Please indicate whether you

(1)STRONGLY DISAGREE
(2) DISAGREE
(3) AGREE
(4) STRONGLY AGREE

27	The inferior educational background of black pupils in relation to their white counterparts is a problem in integrated schools	1	2	3	4
28	Teachers would be better equipped to work in integrated schools if they were provided with an intervention/training programme				
29	Teaching integrated classes has been more stressful than expected				
30	Children of different races are relating to each other better than I anticipated				
31	I have found it more difficult to remain involved with the educational progress of each child				
32	The entire education culture in the school has changed due to a different learning ethic				
33	I have found pupils of other race groups more difficult to teach				
34	Interaction in the staff-room between teachers of different cultural groups is more relaxed than I expected				
35	My own attitude to children of other race groups has become more positive since I have been teaching in an integrated school				
36	Teachers of other race groups have been more competent than I thought they would be				
37	Teaching integrated classes has been harder than I thought it would be				
38	I sometimes wish I could still be teaching in a racially segregated classroom				

This questionnaire took approximately.....minutes to complete.

Thank you for the time you have spent doing this questionnaire.

Questionnaire on Integrated Schools

This questionnaire asks for your opinion on a number of issues relating to education in general and to integrated schools in particular. It aims to assess evolving practices and attitudes in education, and we are keen to tap your personal perceptions. The present study is a follow-up of a previous study done in 1990.
The information required is for research purposes only.

This questionnaire is ANONYMOUS and you are assured of complete confidentiality.

PLEASE NOTE: In this questionnaire the term "integrated school" refers to a school that admits pupils from all race groups.

Please mark the appropriate box with an X.

1. Please indicate whether you are

MALE	
FEMALE	

2. How old are you?

18-24	
25-29	
30-34	
35-39	
40+	

3. What is your home language?

English	
Afrikaans	
Zulu	
Xhosa	
Southern Sotho	
Northern Sotho	
Greek	
Portuguese	
Other (please specify)	

4. Is your school

Private?	
Government?	
Presently Model C?	

5.What is your highest qualification?

Matriculation	
Diploma in Education (2-3 years)	
Higher Diploma in Education (4 years)	
Further Diploma in Education	
Degree(s)	
Degree and Post-graduate diploma	
Post-graduate degree	
Post graduate degree and post-graduate diploma	
Other (please specify)	

6.How long have you taught?

Less than 1 year	
1-3 years	
4-6 years	
7-9 years	
10+ years	

7. What subjects are you teaching at present?

English		Afrikaans		Mathematics	
Zulu/Xhosa		Geography		Add Mathematics	
Science		Biology		Computer Science	
Bible Studies		History		Physical Science	
Guidance		Accounts		Home Economics	
Woodwork		Metalwork		Business Economics	
Music		Art		Technical Drawing	
Other (please specify)					

8. How long have you taught in integrated classes?

Never	
Less than 1 year	
1 - 2 years	
3+ years	

9. **Approximately** what percentage of pupils in your classes were from race groups other than "white" in the following years? Please mark the appropriate box.

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Before 1992											
During 1996											

10.Have you attended any courses regarding integration? If YES, how useful were they? What would have been most helpful to teachers to assist them in the integration process?

7. What subjects are you teaching at present?

English		Afrikaans		Mathematics	
Zulu/Xhosa		Geography		Add Mathematics	
Science		Biology		Computer Science	
Bible Studies		History		Physical Science	
Guidance		Accounts		Home Economics	
Woodwork		Metalwork		Business Economics	
Music		Art		Technical Drawing	
Other (please specify)					

8. How long have you taught in integrated classes?

Never	
Less than 1 year	
1-2 years	
3+ years	

9. **Approximately** what percentage of pupils in your classes were from race groups other than "white" in the following years? Please mark the appropriate box.

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Before 1992											
During 1996											

10. Have you attended any courses regarding integration? If YES, how useful were they? What would have been most helpful to teachers to assist them in the integration process?

11. On the whole, how well have pupils managed to integrate? What would have been most helpful to assist them in the integration process?

12 Have there been any unexpected or surprising outcomes due to integration?

12.1 What benefits of integration have you experienced or expect to experience?

12.2 What aspects of teaching are you finding the most stressful for you?

13. Under Apartheid, in what group were you classified?

"White"	
"African"	
"Indian"	
"Coloured"	
Other (please specify)	

14. Please indicate whether you have experienced any of the following difficulties due to the integrated nature of the school.
Indicate by marking the extent to which problems have been encountered

	(ALMOST) NEVER	SOME-TIMES	OFTEN	(ALMOST) ALWAYS
Pupils not understanding teaching materials				
Needing to explain material more carefully				
Not understanding when pupils speak				
Differing educational levels of pupils				
Differences in standards of behaviour				
Difficulties with classroom discipline				
Increased noise				
Increase in litter				
Large classes				
Extra marking time				
Cliques forming on the basis of race				
Racism of pupils towards teachers				
Victimisation of race groups				
Punctuality problems				
Non-participation in extra-mural activities				
Apathy towards work/lack of motivation of pupils				
Other (please explain)				

15.Some statements regarding education are given below.

Please indicate whether you (1) STRONGLY DISAGREE
(2) DISAGREE
(3) AGREE
(4) STRONGLY AGREE

Mark the appropriate column with an X

1	Integrated schools best prepare a pupil for life in South African Society	1	2	3	4
2	It does not matter what race my colleagues are, provided they are competent	1	2	3	4
3	All South African children regardless of race,should receive equal education	1	2	3	4
4	It is generally better to teach children of different races separately	1	2	3	4
5	Teachers needed special training to teach integrated classes adequately	1	2	3	4
6	Integration of schools has done little to improve the race relations among pupils	1	2	3	4
7	All white children should learn an African language in school	1	2	3	4
8	Since integration of schools the syllabus of most subjects needs to be revised to include material relevant to pupils of all races	1	2	3	4
9	All schools need to give classes on race relations	1	2	3	4
10	Disadvantage rather than race causes black children to underachieve at school	1	2	3	4
11	It is important that all schools should teach the children of one race group the history and cultural background of other groups	1	2	3	4
12	The presence of children of different races has enriched the life of the school	1	2	3	4
13	The racial composition of a class is irrelevant as far as teaching a class is concerned	1	2	3	4

Please indicate whether you

(1) STRONGLY DISAGREE
(2) DISAGREE
(3) AGREE
(4) STRONGLY AGREE

Mark the appropriate column with an X

14	Teaching integrated classes is more difficult than teaching segregated classes	1	2	3	4
15	Racial integration in schools has led to a lowering of standards of education for white children	1	2	3	4
16	Some text books have been unsuitable for use in an integrated school due to racial bias	1	2	3	4
17	Differences in the cultural backgrounds of pupils have posed serious educational problems in schools	1	2	3	4
18	The English spoken by the majority of black pupils requires special attention before they are able to benefit from the education being offered at a formerly white school	1	2	3	4
19	Most white parents are not in favour of their child's school being opened to all races	1	2	3	4
20	It would be a good thing if more multiracial staff were introduced into schools as soon as possible	1	2	3	4
21	The age difference between black and white pupils is posing a problem in schools	1	2	3	4
22	Black school pupils are highly politicised	1	2	3	4
23	It was inevitable that schools would eventually become multiracial	1	2	3	4
24	The establishment of a single Department of Education for all races has been successful	1	2	3	4
25	Teaching in an integrated school has been more satisfying than teaching in a single race school	1	2	3	4
26	When pupils and teachers are of different races it poses a communication problem	1	2	3	4

Please indicate whether you

(1) STRONGLY DISAGREE
(2) DISAGREE
(3) AGREE
(4) STRONGLY AGREE

Mark the appropriate column with an X

27	The inferior educational background of black pupils in relation to their white counterparts is a problem in integrated schools	1	2	3	4
28	Teachers would be better equipped to work in integrated schools if they are provided with an intervention/training programme	1	2	3	4

16. Did you participate in the original survey regarding integration in schools in 1990?

Yes	
No	
Uncertain	

Do you have any comments?

P.T.O.

17. The following questions ask about your own self-perceptions of change.

Please indicate whether you

(1) STRONGLY DISAGREE
(2) DISAGREE
(3) AGREE
(4) STRONGLY AGREE

MARK THE APPROPRIATE COLUMN WITH AN X

1a	Before teaching in integrated classes I anticipated that it would be stressful	1	2	3	4
1b	Since teaching in integrated classes I found it to be more stressful than I anticipated.	1	2	3	4
2a	Before teaching in integrated classes I expected that children of different races would relate well to each other.	1	2	3	4
2b	Since teaching in integrated classes I have found that children of different races are relating to each other even better than I expected	1	2	3	4
3a	Before teaching children of different races I thought it would be difficult to become involved with each child's progress.	1	2	3	4
3b	Since teaching children of different races I have found it easier than I thought to become involved with each child's progress.	1	2	3	4
4a	Before teaching children of all races I was concerned that my negative attitude may alter my capacity to teach.	1	2	3	4
4b	I have found that my own attitude to children of other race groups has become more positive since I have been teaching in an integrated school	1	2	3	4
5a	Before teaching in an integrated classroom I thought that my methods of classroom control would not be suitable for all children	1	2	3	4

Please state whether you (1)STRONGLY DISAGREE
(2) DISAGREE
(3) AGREE
(4) STRONGLY AGREE

5b	Since teaching in an integrated classroom I have found that children are children, regardless of race, and all respond in the same way to discipline.	1	2	3	4
6a	I used to think that children from disadvantaged schools would be very keen to improve and to try hard.	1	2	3	4
6b	I have found many disadvantaged children to be even more keen to do well and study hard than I expected	1	2	3	4
7a	I expected children of other racial groups to be academically slower than the white children	1	2	3	4
7b	I have found some children of other racial groups are more educationally advanced than I anticipated.	1	2	3	4
8a	I was always concerned about the noise level in the classroom if classes became integrated.	1	2	3	4
8b	Since I have been teaching in integrated classes the noise level has been more stressful than I anticipated.	1	2	3	4
9a	Before 1994 I expected that I could rely on the Ministry of Education for assistance.	1	2	3	4
9b	Since 1994, I have found that the Ministry of Education has been less supportive than I anticipated.	1	2	3	4
10a	Before I taught integrated classes I was nervous of the various challenges I would have to face.	1	2	3	4
10b	Since I have been teaching integrated classes, I am proud of the way I have coped	1	2	3	4

Thank you for the time you have spent doing this questionnaire.

Author Steiner R
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