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

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TABLE 3

MODEL C - PERSONAL DIFFICULTIES EXPERIENCED

	MEDIANS		
	PRE-TEST	POST-TEST	TRENDS
1. Frustration at not completing the syllabus	1	2	#
2. Standards have been lowered	2	2	
3. Teaching has become more demanding	3	3	+
4. Increased workloads	3	2,5	
5. Frustration at not being able to communicate effectively with students	2,5	2,5	
6. Unfamiliarity with regard to dealing with children of a different culture	1	2	#
7. Impatient as a result of slow work pace	1,5	2	#
8. Difficulty experienced in teaching the English Second Language child	2	2	
9. Role of teacher has expanded, e.g. from didactic role to mediator, facilitator, negotiator	2,5	3	+
10. Difficulty in coping with the wide variations in behaviour, attitude and learning styles	1,5	2	#

+ SHIFTS
# NEGATIVE SHIFT

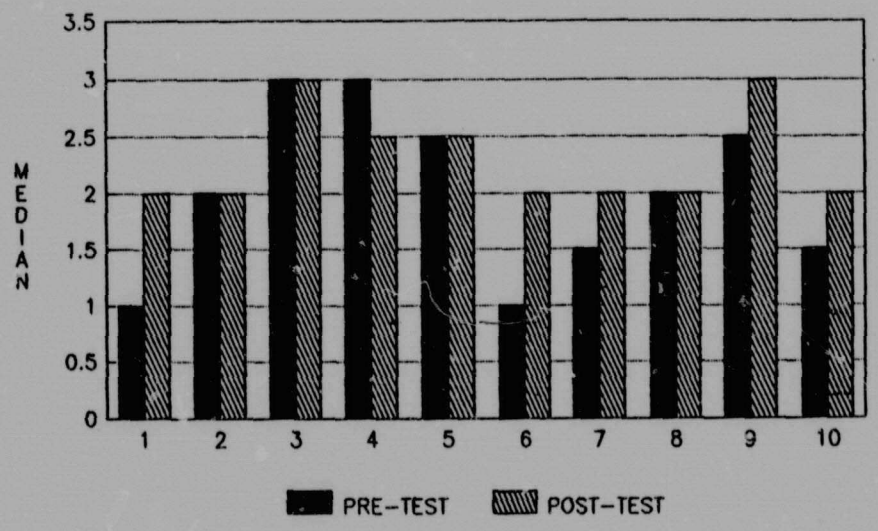


FIGURE III:
Personal difficulties experienced

TABLE 4

THE CHILDREN - PERCEIVED BENEFITS OF A MODEL C SETTING

	MEDIANS		
	PRE-TEST	POST-TEST	TRENDS
1. Enthusiasm to learn	2	1,5	#
2. Increased knowledge of various cultural traditions (e.g. different figures and symbols of admiration)	2	2	
3. Eagerness to learn about different cultures	1	2	+
4. Cultural enrichment (e.g. music, sports)	2	2	
5. Diffusing of racial prejudice	2	2	
6. A generation of children receiving equal education and therefore equal opportunities	3	3	

+ SHIFTS
# NEGATIVE SHIFT

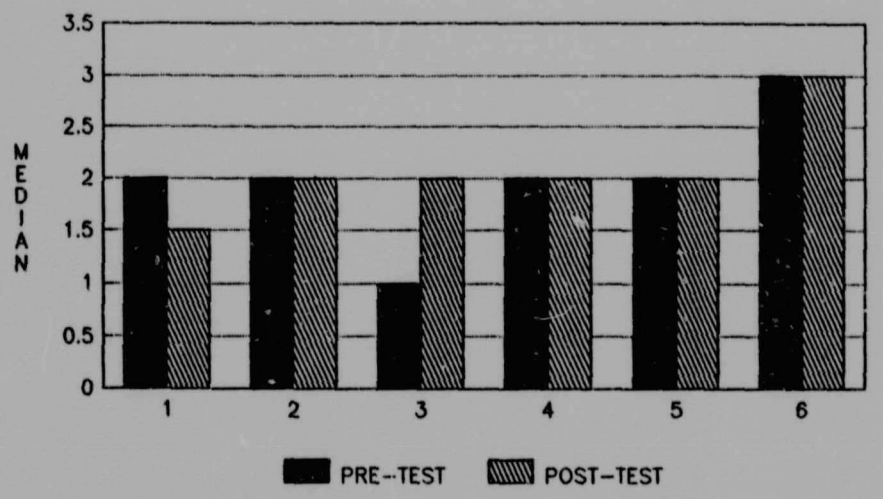


FIGURE IV:
Perceived benefits of a Model C setting to the children.

TABLE 5

THE FAMILIES - PERCEIVED BENEFITS OF A MODEL C SETTING

	MEDIANS		
	PRE-TEST	POST-TEST	TRENDS
1. Increased parental support and enthusiasm	1	1,5	+
2. Gained knowledge of richness of various cultures	1	2	+
3. Through the children, families become more involved with the educational growth of their children and of themselves	2	2	
4. Diffusing of racial prejudice	2	2	

+ SHIFTS

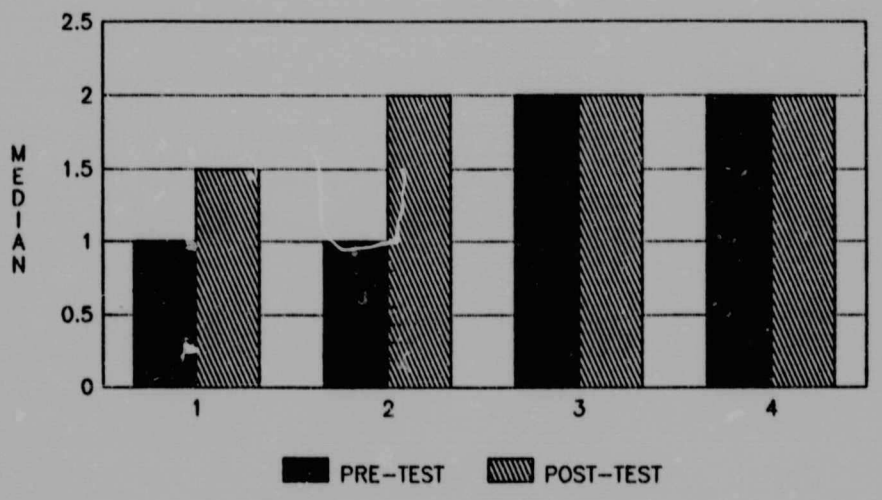


FIGURE V:
Perceived benefits of a Model C setting to the families.

TABLE 6

PERSONAL - PERCEIVED BENEFITS OF A MODEL C SETTING

	MEDIANS		
	PRE-TEST	POST-TEST	TRENDS
1. Contributing to positive intergroup relations	3	2	#
2. Facilitating respect between different race, cultural and language groups	3	2,5	#
3. Fostering reciprocal teacher peer education and support	2	2	
4. Due to first-hand interaction and observation, perceptions of 'people as people' have been established	2,5	2	#
5. Empowering and reinforcing parents' role in the educational growth of their children	2	2	

NEGATIVE SHIFT

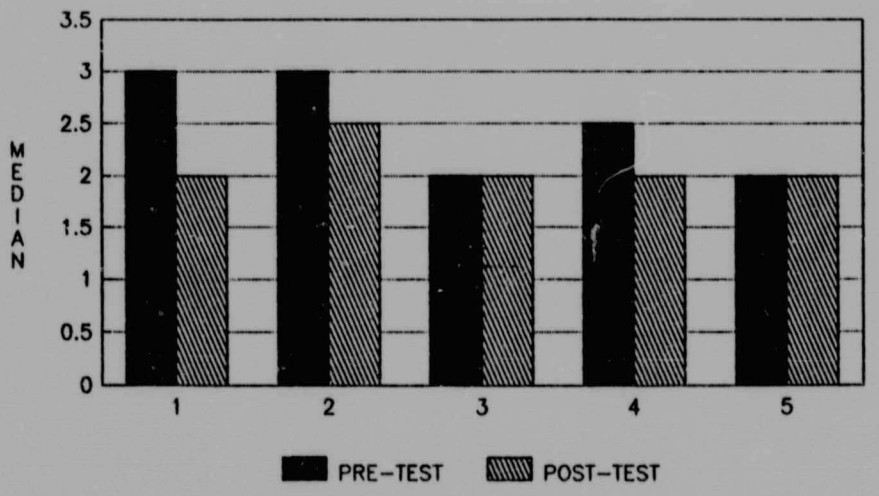


FIGURE VI:
Perceived personal benefits
of a Model C setting.

TABLE 7
ATTITUDES TOWARDS INTEGRATION IN EDUCATION

		MEDIANS		
		PRE-TEST	POST-TEST	TRENDS
A	Multicultural education will best prepare a pupil for life in S.Africa	4	4	
B	Multicultural education acknowledges the fact that each group wants to retain it's own particular indentity and important aspects of it's culture	3.5	4	+
C	Integration of schools will do little to improve the race relations among pupils	5	4	+
D	It is generally better to teach children of different races seperately	4	2	+
E	The presence of children of different races would enrich the life of the school	4	4	
F	Differences in the cultural background of pupils would pose serious educational problems in integrated schools	4	2	+
G	Racial integration in schools will lead to a lowering of present standards of education	2	2	
H	A single Department of Education for all races should be established	4.5	4	#

+ SHIFTS
# NEGATIVE SHIFT

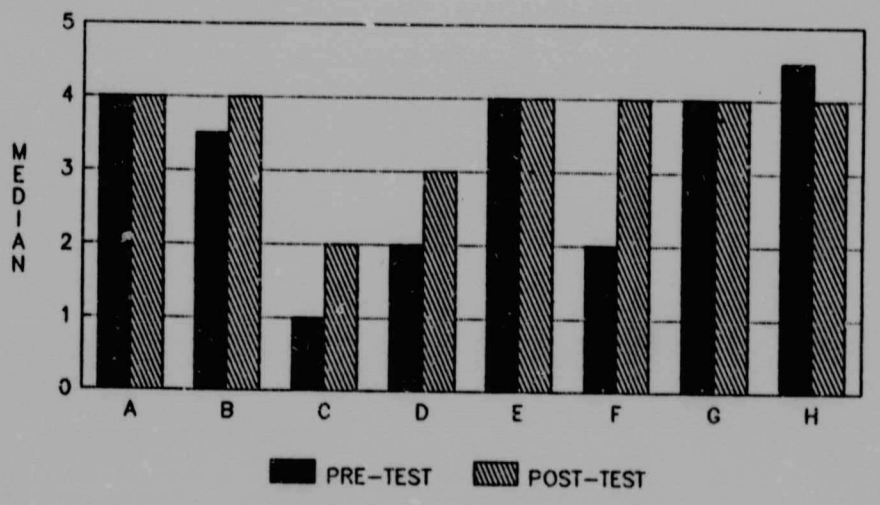


FIGURE VII:
Attitudes towards integration
in education.

TABLE 8
IMPLICATIONS AND ATTITUDES TO CHANGE IN EDUCATION

		MEDIANS		
		PRE-TEST	POST-TEST	TRENDS
I	Teachers need special training to teach integrated classes adequately	4.5	4	#
J	All children should learn an African language	4	4	
K	All teachers should become familiar with an African language	4	4	
L	It is important that all schools should teach children the history and cultural backgrounds of different groups in South Africa	4	5	+
M	Some textbooks and teaching aids are unsuitable for use in an integrated school due to racial bias	5	5	
N	In an integrated school the syllabus of most subjects would need to be revised to include material relevant to pupils of all races	5	5	
O	Teachers feel comfortable enough in the classroom to encourage alternative knowledge of, and exploration of different political viewpoints, social systems and values	3	3	
P	Multiracial schools function better with multiracial staff	3	3	
Q	Teachers feel anxious with regard to playing an active role in promoting change	2.5	3	+

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NEGATIVE SHIFT

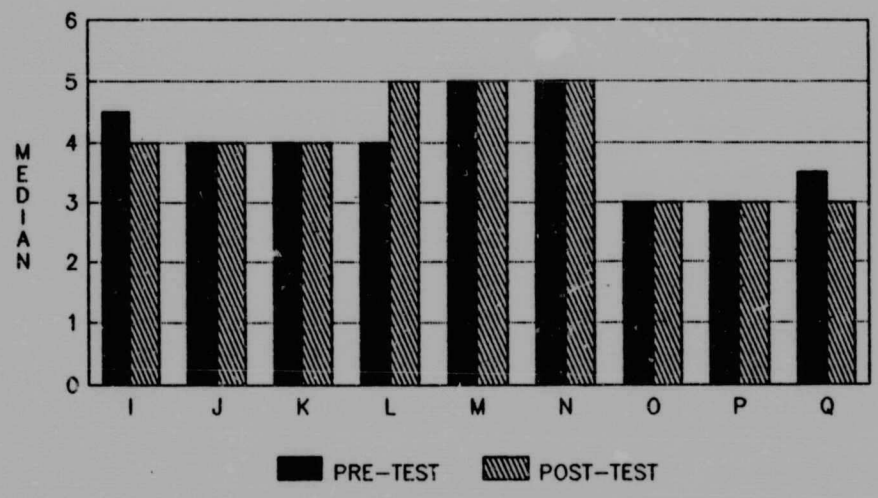


FIGURE VIII:
Implications and attitudes to change in education.

TABLE 9

VIEWS ON DISADVANTAGE IN EDUCATION

		MEDIANS		
		PRE-TEST	POST-TEST	TRENDS
R	Black school children are likely to be highly politically aware	4	4	
S	The age difference between black and white pupils in the same standard will pose a problem in integrated schools	4	4	
T	The inferior educational background of black pupils in relation to their white counterparts will be a problem in integrated schools	4	4	
U	Language differences between pupils and teachers poses a communication problem	4	4	
V	Disadvantage rather than race causes black children to underachieve at school	4.5	4	#
W	Differences in life experiences between black and white pupils will make multicultural education difficult	3	4	#

NEGATIVE SHIFT

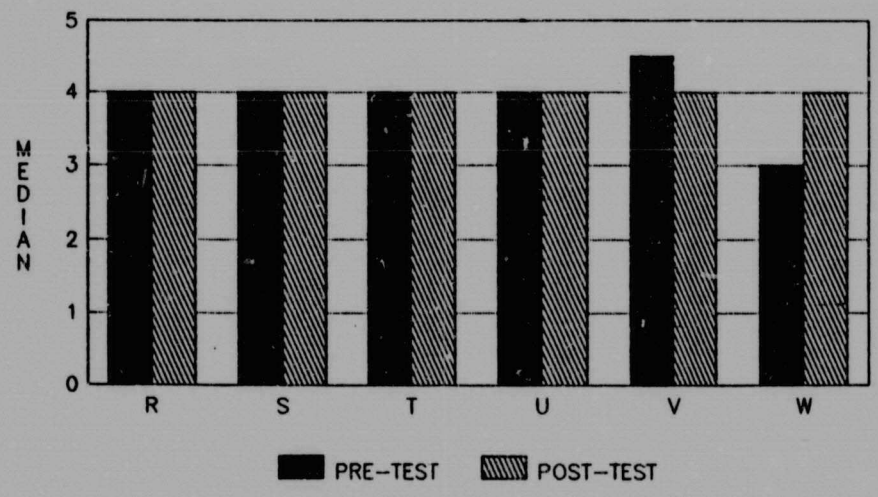


FIGURE IX:
Views on disadvantage
in education.

TABLE 10

INDICATE IN WHICH EDUCATION SYSTEM YOU THINK CHILDREN LEARN BEST

		FREQUENCIES	
		PRE-TEST	POST-TEST
A	'Melting pot' (the minority group's culture is gradually assimilated)	0	0
B	Amalgamation (all the different cultures interact and a new culture emerges)	0	0
C	Structural pluralism (various cultures develop largely independently, retaining their particular identities)	0	1
D	'Salad Bowl' (the identity of all cultures within the community is retained and developed to foster mutual enrichment and appreciation of each culture	14	13

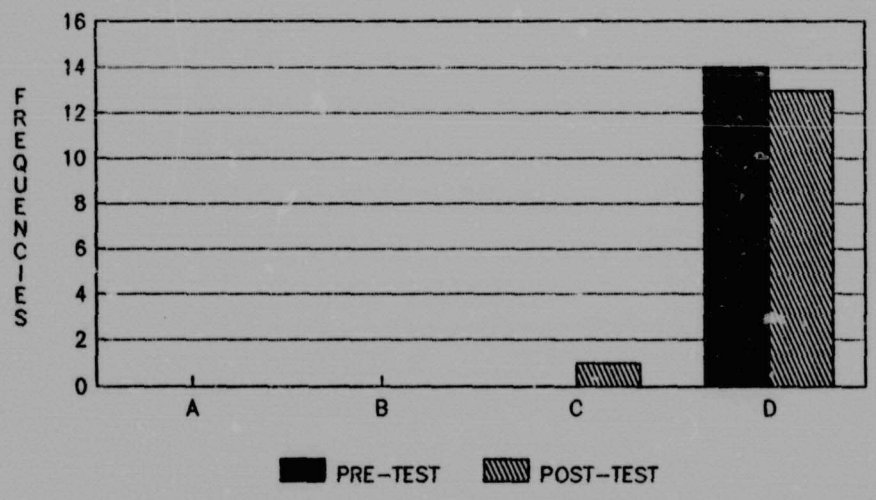


FIGURE X:
Indicate in which education system
do you think children learn best.

TABLE 11

OPINIONS REGARDING FUTURE EDUCATIONAL POLICY

		FREQUENCIES	
		PRE-TEST	POST-TEST
A	Seperate schools should be allowed to continue for a particular race, language and religious group if required	1	4
B	All schools should become integrated, but should be allowed to set quotas	2	2
C	Schools shoul be open to all races subject only to practical considerations (e.g. proximity to the school)	1	2
D	Schools should be open to all races subject only to academic considerations (e.g. satisfying academic admission requirements)	9	6
E	Other (please specify): BRIDGING SCHOOLS	1	0

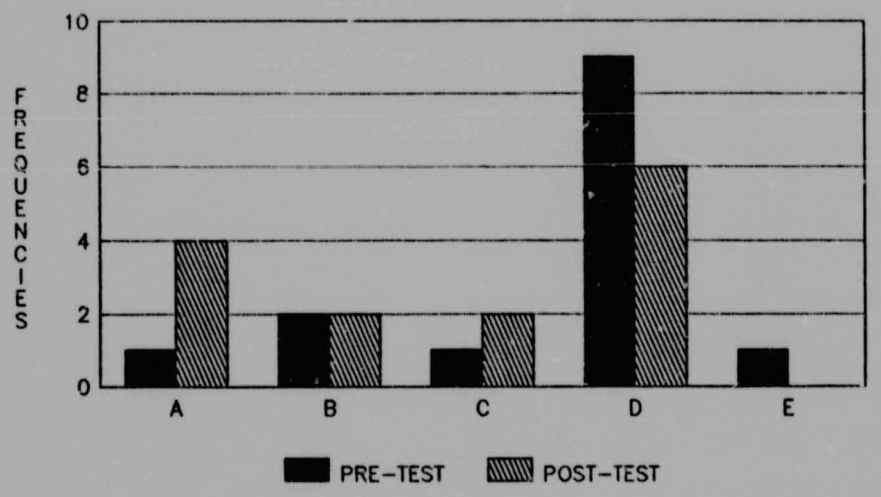


FIGURE XI:
Opinions regarding future
educational policy.

TABLE 12
CONTROL NEEDS ASSESSMENT

		MEDIANS		TRENDS
		PRE-TEST	POST-TEST	
A	I experience difficulty in understanding different cultures, their values and attitudes	2	3	+
B	It is frustrating to communicate with people who have worldviews that differ from my own	2	3	#
C	I experience frustration teaching the ESL child	3	3	
D	Fostering mutual enrichment and appreciation of each culture will make multicultural education difficult	1	2	#
E	Change is difficult	3	3	*
F	The diversity of learning and teaching styles impacts negatively on the academic performance of a child	2.5	2	+
G	I do not feel comfortable enough in the classroom to foster creativity and to implement discipline	1	1	
H	Lack of family and community involvement in the school hinders nation building	3	3.5	#
I	Mediating a conflict situation in a non-racial classroom is difficult	2	2	
J	Understanding and coping with children's experience of violence makes me feel inadequate	2.5	2	+

* SIGNIFICANT $p < 0,080$
+ SHIFTS
# NEGATIVE SHIFT

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