

https://dspace.org/

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

Da Silva, Zena

2015-02-20
http://hdl.handle.net/10539/17020

Downloaded from a DSpace repository. https://dspace.org/

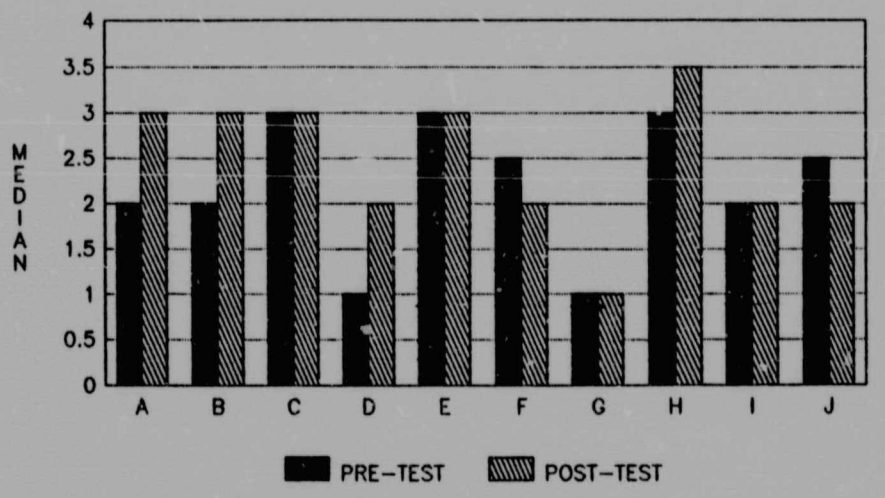

FIGURE XII (a):
Control needs assessment.
(Overall changes)

TABLE 13

EVALUATIONS OF THE COURSE

		MEDIANS			
		SESSION 1	SESSION 2	SESSION 3	TRENDS
1	I felt comfortable to participate in the sessions	3	3	3	
2	I gained further awareness about the issues under discussion	3	3	3	
3	The subjects were explored in an effective fashion	3	3	3	
4	The material covered was relevant to me	3	3	3.5	+
5	I had an opportunity to explore my own attitude to issues	3	3	3.5	*

* SIGNIFICANT $p < 0{,}0361$
+ SHIFT

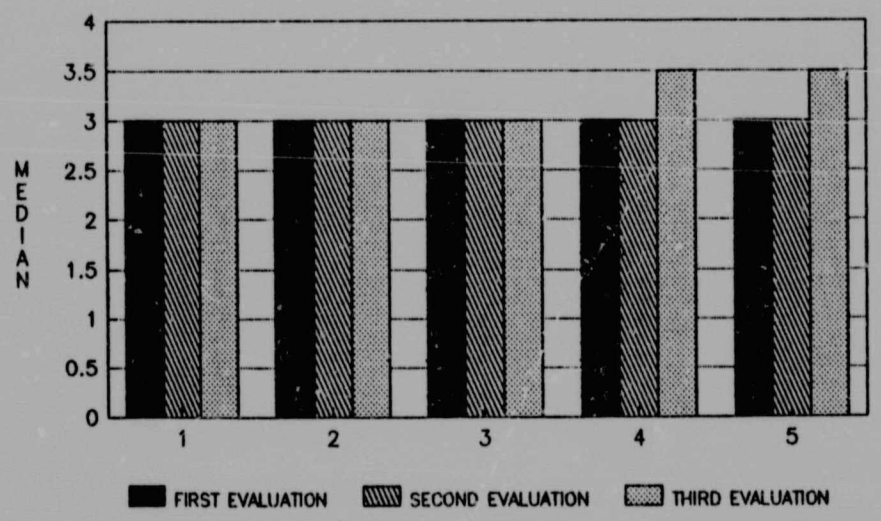

FIGURE XIII:
Evaluations of the course.

APPENDIX II

MULTICULTURAL EDUCATIONAL INTERVENTION PROGRAMME

The Nonracial Schools' Programme offers assistance to teachers in recently integrated schools. This questionnaire forms part of the Programme.

The questionnaire is designed to gather information on the needs and perceptions of the teacher community with regard to the integrated nature of the school. Your opinions will be valuable and guide us in further development of the Programme. This questionnaire is anonymous.

Please note: In this questionnaire the term "integrated school" refers to a school that admits pupils from all race and cultural groups.

Please respond to all questions by placing a tick in the relevant box.

SECTION 1

1. Please indicate whether you are:

Male	
Female	

2. Your age group:

18 - 24	25 - 29	30 - 40	40+

3. Your position in the school:

Teacher	
Other (please specify)	

4. Your home language:

English	Afrikaans	Other (specify)

5. Duration of employment at this school:

Less than a year (please indicate the number of months)	.. months
Number of years (please indicate the number)	.. years
Not applicable	

6. Length of experience in the teaching profession:

Less than a year (please indicate the number of months)	.. months
Number of years (please indicate the number)	.. years
Not applicable	

7. Have you previously taught children of a different race to your own?

Yes	
No	

7.1. If yes, please specify:

The number of years		
In this school these children were	Few (minority)	
	Many	
	Majority	

8. Since the school has become Model C, comment on the difficulties you have experienced in relation to: A - the Children, B - the Families, C - Personal

Please indicate whether the difficulties experienced have been

0 - None	1 - Slight	2 - Moderate	3 - Considerable

A	THE CHILDREN	0	1	2	3
	1. Poor listening skills				
	2. Short attention span				
	3. Deficits in early learning experiences				
	4. Passivity - non-response to questions and reprimand				
	5. Unfamiliarity with English (e.g. not understanding work)				
	6. Slower work pace				
	7. Punctuality/orientation (e.g. projects/homework not handed in on time)				
	8. Lack of confidence				
	9. Excessively rowdy				
	10. Aggressive, rough play on the playground; disregard for feelings of others				
	11. Lack of motivation				
	12. Increased incidence of theft				
	13. Disrespect for authority, disobeying instructions (e.g. teachers and prefects)				
	14. Cultural differences in expression of behaviour/attitudes				
	15. Other (specify)				

Please indicate whether the difficulties experienced have been

0 - None	1 - Slight	2 - Moderate	3 - Considerable

8.

		0	1	2	3
B	THE FAMILIES				
	1. Lack of supervision of homework				
	2. Lack of parental value of education				
	3. Unrealistic expectation of teacher with regard to educating and disciplining a child				
	4. Lack of parental resources				
	5. Lack of community resources (e.g. libraries, material resources)				
	6. Inaccessibility of a parental figure				
	7. Behaviour suggesting trauma in a child				
	8. Strong expectation of corporal punishment				
	9. Difference in financial status				
	10. Unrealistic expectation of child				
	11. Great variation in attitudes				
	12. Other (specify)				
C	PERSONAL (yourself)				
	1. Frustration at not completing the syllabus				
	2. Standards have been lowered				
	3. Teaching has become more demanding				
	4. Increased workloads				
	5. Frustration at not being able to communicate effectively with students				
	6. Unfamiliarity with regard to dealing with children of a different culture				
	7. Impatient as a result of slow work pace				
	8. Difficulty experienced in teaching the English Second Language child				
	9. Role of teacher has expanded, e.g. from didactic role to mediator, facilitator, negotiator				
	10. Difficulty in coping with the wide variations in behaviour, attitudes and learning styles				
	11. Other (specify)				

9. Comment on important benefits a Model C setting has in relation to:
A - the Children, B - the Families, C - Personal

Please indicate whether the benefits experienced have been

0 - None	1 - Slight	2 - Moderate	3 - Considerable

		0	1	2	3
A	THE CHILDREN				
	1. Enthusiasm to learn				
	2. Increased knowledge of various cultural traditions (e.g. different figures and symbols of admiration)				
	3. Eagerness to learn about different cultures				
	4. Cultural enrichment (e.g. music, sports)				
	5. Diffusing of racial prejudice				
	6. A generation of children receiving equal education and therefore equal opportunities				
	7. Other (specify)				
B	THE FAMILIES				
	1. Increased parental support and enthusiasm				
	2. Gaining knowledge of richness of various cultures				
	3. Through the children, families become more involved with the educational growth of their children and of themselves				
	4. Diffusing of racial prejudice				
	5. Other (specify)				
C	PERSONAL (yourself)				
	1. Contributing to positive intergroup relations				
	2. Facilitating respect between different race, cultural and language groups				
	3. Fostering reciprocal teacher peer education and support				
	4. Due to first-hand interaction and observation, perceptions of "people as people" have been established				
	5. Empowering and reinforcing parents' role in the educational growth of their children				
	6. Other (specify)				

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

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

		1	2	3	4	5
A	Multicultural education will best prepare a pupil for life in South Africa					
B	Multicultural education acknowledges the fact that each group wants to retain its own particular identity and important aspects of its culture					
C	Integration of schools will do little to improve the race relations among pupils					
D	It is generally better to teach children of different races separately					
E	The presence of children of different races would enrich the life of a school					
F	It is generally better to teach children of different races separately					
G	Differences in the cultural background of pupils would pose serious educational problems in integrated schools					
H	Racial integration in schools will lead to a lowering of present standards of education					
I	A single Department of Education for all races should be established					
J	Teachers need special training to teach integrated classes adequately					
K	All children should learn an African language in school					
L	All teachers should become familiar with an African language					
M	It is important that all schools should teach children the history and cultural backgrounds of different groups in South Africa					
N	Some textbooks and teaching aids are unsuitable for use in an integrated school due to racial bias					
O	In an integrated school the syllabus of most subjects would need to be revised to include material relevant to pupils of all races					

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

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

		1	2	3	4	5
P	Teachers feel comfortable enough in the classroom to encourage alternative knowledge of and exploration of different political viewpoints, social systems and values					
Q	Multiracial schools function better with multiracial staff					
R	Teachers feel anxious with regard to playing an active role in promoting change					
S	Black school children are likely to be highly politically aware					
T	The age difference between black and white pupils in the same standard will pose a problem in integrated schools					
U	The inferior educational background of black pupils in relation to their white counterparts will be a problem in integrated schools.					
V	Language differences between pupils and teachers poses a communication problem					
W	Disadvantage rather than race causes black children to underachieve at school					
X	Differences in life experiences between black and white pupils will make multicultural education difficult					

11. In which education system do you think children learn best? Please tick your choice.

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

11.1. Please give a reason for your choice:

12. At present many government schools are not multiracial. As regards future educational policy, which one of the following approaches would you like to see implemented in government schools? Please tick the relevant box.

A	Separate schools should be allowed to continue for a particular race, language and religious group if required	
B	All schools should become integrated, but should be allowed to set quotas	
C	Schools should be open to all races subject only to practical considerations (e.g. proximity to the school)	
D	Schools should be open to all races subject only to academic considerations (e.g. satisfying academic admission requirements)	
E	Other (please specify):	

SECTION 2 ...

SECTION 2

In order for you to benefit optimally from the **Nonracial Schools Programme**, the intervention needs to be designed around your needs.

The following workshop topics have been set up in response to teachers' previous requests for help in meeting the challenge of change in the classroom and in society. Please select the five topics which you feel are most important, and number them in order of preference from 1 to 5, with 1 being the most essential.

A. Culture
Worldview; the influence of culture on perceptions and attitudes; stereotyping and prejudice; understanding a range of cultures ☐

B. Communication
Cross-cultural communication; communication in the classroom; communication and stress management ☐

C. Multilingualism
Language and culture; understanding the ESL child; problem-solving in a multilingual classroom ☐

D. Multicultural Education
Approaches to diversity; aims and objectives of MCE, and their application in the classroom ☐

E. Coping with Change
The process of transition, needs and resources for change management ☐

F. Learning and Teaching Styles
Values and their influence on learning and teaching; the importance of teacher expectations ☐

G. Discipline and Creativity
Discipline in a multicultural classroom; the role of creativity in education ☐

H. The Adaptive School
Family and community involvement; the school as bearer of the culture(s) in society; adapting to the future ☐

I. Conflict
Processes of conflict development and resolution, goals, issues and tactics; growth out of conflict ☐

J. Violence
Stress, trauma and violence - understanding and coping with children's and adults' experience of violence ☐

K. COMMENTS: _____

_____

_____ _____

Suggest further ways in which you could be assisted to meet the challenge of multicultural education,

e.g.: Ongoing consultation (outside organisation/education department;
Provision of relevant educational literature.

A		
B		
C		

THANK YOU FOR YOUR ASSISTANCE

Johannesburg Parent and Child Counselling Centre

NRS PROGRAMME

A BETTER EDUCATION FOR A BETTER NATION

Tel. (011) 484-1734/5/6

SOME STATEMENTS ARE GIVEN BELOW.
PLEASE INDICATE WHETHER YOU EXPERIENCE THE FOLLOWING:

1 None of the time	2 A little of the time	3 Sometimes	4 Most of the time	5 All of the time

		1	2	3	4	5
A	I experience difficulty in understanding different cultures, their values and attitudes					
B	It is frustrating to communicate with people who have worldviews that differ from my own					
C	I experience frustration teaching the ESL child					
D	Fostering mutual enrichment and appreciation of each culture will make multicultural education difficult					
E	Change is difficult					
F	The diversity of learning and teaching styles impacts negatively on the academic performance of a child					
G	I do not feel comfortable enough in the classroom to foster creativity and to implement discipline					
H	Lack of family and community involvement in the school hinders nation building					
I	Mediating a conflict situation in a non-racial classroom is difficult					
J	Understanding and coping with children's experience of violence makes me feel inadequate					

APPENDIX III

Johannesburg Parent and Child Counselling Centre

NRS PROGRAMME

A BETTER EDUCATION FOR A BETTER NATION

Tel. (011) 484-1734/5/6

EVALUATION BY PARTICIPANTS

POSITION:

TEACHER	
OTHER (please specify) _____	

DATE: _____

SESSION NO.: _____

Please respond to all the questions. There are no right or wrong answers, only your opinion is sought. Please place a cross in the column that most applies to you.

	Extremely	Very Much	Moder-ately	Slightly	Not at all
1. I felt comfortable to participate in the session					
2. I gained further awareness about the issues under discussion					
3. The subjects were explored in an effective fashion					
4. The material covered was relevant to me					
5. I had an opportunity to explore my own attitude to issues					

6. Any other comments: _____

_____

_____

_____

_____

THANK YOU FOR YOUR ASSISTANCE.

Author Da Silva Z
Name of thesis Effects of a brief intervention programme on teacher attituteds towards multicultural education 1995

PUBLISHER:
University of the Witwatersrand, Johannesburg
©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.