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## **Ethnic Diversity: perception, attitudes and initial teacher education. An exploratory study with Spanish university teacher students<sup>1</sup>**

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### **Abstract**

*Spain is facing a transformation of increasing ethnic heterogeneity. This has had important impacts on diverse institutions, and specifically the Spanish school system, which is challenged to offer education for students from diverse ethnic groups. Ethnic diversity in the classroom, intercultural and civic education, and the initial education of future teachers are the focus of analysis from the perspectives of sociology, anthropology, psychology, philosophy, and pedagogy: this paper is from the approach of educational psychology. The purpose is to analyse student teachers' attitudes and perceptions towards ethnic diversity, and to review the effect of courses in each level of courses in the specialities of Hearing & Speech, Special Education, Infant Education and Primary Education.*

### **Introduction**

Society in Spain has undergone significant changes during the last fifteen years, ranging from political repression to socio-economic inequalities that have provoked mass migratory movements into Spain from different countries. These have had an effect of the consolidation of social groups of people from very diverse ethnic backgrounds. Spain is now facing a transformation of increasing ethnic heterogeneity. This has had important impacts on diverse institutions, and specifically the Spanish school system, which is challenged to offer education for students from diverse ethnic groups (Fernández, Aguilar, & Gutiérrez, 2002). Ethnic diversity in the classroom, intercultural and civic education, and the initial education of future teachers are the focus of many publications and analyses from the perspectives of sociology, anthropology, psychology, philosophy, and pedagogy. This paper has been written from the approach of educational psychology.

Some research on intercultural education suggests teachers are aware of the current social and school context and of the substantial changes in the teacher's professional profile. They also have generally optimistic and positive attitudes towards intercultural education (Bartolomé, 2004; Domingo, 1998; Fernández et al., 2002). But investigations of initial and inservice teacher education gives on one hand a romantic and positive discourse about multiculturalism and inclusion, and on the other the praxis and the teaching-learning process. Teaching pupils from diverse ethnic origins could lead to

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<sup>1</sup> The present study, supervised by Dr. Alejandra Navarro, is a part of the first period of research within the doctoral program: *Psychological development, instruction and education: Contemporary perspectives*, at the Universidad Autonoma de Madrid, Spain. It will be presented to a committee in September 2007 in order to obtain the research sufficiency certificate.

anxiety and professional impotence, and most students training as teachers feel unprepared and unable to address the ethnic and cultural diversity they will face in the classroom (Bakari, 2003; Barry & Lechner, 1995; Bartolomé, 1997; Causey, Thomas & Armento, 2000; Garmon, 2004; Groulx, 2001; Hermans, 2002; Moliner & García, 2005; Sales, Moliner & Sánchez, 2001; Wilkins, 2001).

Hagan and McGlynn (2004) suggest that society needs monocultural teachers to be transformed into inter/multicultural teachers, with the capacity to cross cultural borders and teach effectively in increasingly heterogeneous schools. Previously different models or programs, exclusively focused on giving information, have been tried and found unsuccessful. Later, others emphasised the need for theory-practice and reflection (Cabrera, Espín, Marín & Rodríguez, 2002; Jordán, 2002). Spanish scholars of intercultural education now agree that teacher education programs should address three aspects: knowledge, didactic skills and intercultural attitudes (Besalú, 2004; Bartolomé, 1997; Domingo, 1998; Fernández et al., 2002, Moliner & García, 2005; Sales, Moliner & Sánchez, 2001), since teachers' attitudes will determine the adequacy – or not – of intercultural education (Schramm, 1992).

The Spanish government has in recent years adapted its school policies to meet current social needs. The Organic Act of Education 2/2006, (article 6.2) establishes minimum primary school teaching content (Real Decree 1513/2006) that includes

- knowledge and appreciation of the values and norms of coexistence, learning to work with others, preparation for active citizenship and respect for human rights and pluralism in a democratic society;
- the abilities to prevent conflict and promote peace, allowing development with autonomy in familiar settings social groups;
- knowledge, understanding and respect for different cultures, including equality rights and opportunities for men, women and those with disabilities.

The connection between social needs and education that promotes equal opportunities is not stated adequately, from the writer's view, in the initial teaching training education study programs of the university. Although investigation has indicated that modification of the curriculum is necessary, to include theoretical-practical programs that reflect the new situation and educational needs, this has not been done.

In Spain studies for obtaining the Degree of School Teacher are part of the University Short Cycle Degree ('Diplomatura'). Current academic course include specialties in primary education, childhood education, special education, hearing and speech, foreign language, physical education and music education.<sup>2</sup>

To understand the changes in initial education that might impact on students' perceptions and attitudes towards ethnic diversity, we analysed the current curriculum of initial teacher education at the Universidad Autonoma de Madrid. In the first two courses, all specialties have the same five core subjects (established by the Ministry of Education):

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<sup>2</sup> The content of the courses offered in Official Degrees are partially established by the Ministry of Education. Each university has to define the rest of the courses and then obtain the approval of the Ministry of Education.

Contemporary Education Theories and Institutions, General Didactics, Psychopedagogic Basis of Special Education, Sociology for education, and Developmental and Educational Psychology. None of these core subjects specifically indicated in its contents any relationship to ethnic diversity, listing as content and inequality in education, attitudes and responses, education for living together, equal opportunities, multiculturalism, intercultural education and education in values.

The curriculum for optional courses includes subjects such as Education and Development in Diversity, Education in values, Multicultural Education, Bases for interculturality, Gender Sociology, Interaction in the classroom, and Critical Thinking and Education, and these could influence teachers' perspectives and attitudes. But all these course are elective and also depend on the annual curriculum offered by the faculty.

The purpose of this investigation was to analyse student teachers' attitudes and perceptions towards ethnic diversity, and to review the effect of courses in each level of courses in the specialities of Hearing & Speech, Special Education, Infant Education and Primary Education.

## Study 1

### *Method*

Participants were 328 students (298 females and 30 males) of Initial Teacher Education in the Faculty of Teacher Training and Education of the Universidad Autonoma de Madrid, Spain. The mean age was 21 years 11 months ( $SD = 49.09$ ). All the participants were made aware of the voluntary and confidential character of their participation.

**Table 1: Sample characteristics**

Specialties	Courses			Total
	First	Second	Third	
Hearing and Speech	17	18	30	65
Special Education	37	32	16	85
Childhood Education	47	32	21	100
Primary Education	35	30	13	78
Total	136	112	80	328

### *Measures*

An Ethnic Diversity Questionnaire was constructed for the evaluation of students' attitudes and perceptions. Respondents were instructed to express their level of agreement by means of a Likert type scale. The questionnaire included 52 statements divided into three sections: a) ethnic diversity in Spain, b) the effects of multicultural education on students, teaching staff, work in the classroom and the role of the school (Sales et al, 2001) and c) the information that future teachers are given about teaching and learning process in multicultural education and ethnic diversity (Barry and Lechner, 1995). The questionnaires were analysed using SPSSPC v. 14 + statistical software. Reliability, Factor Analysis and Analysis of Variance (ANOVA) were conducted.

### Results

The analysis of the questionnaire's results includes three basic aspects.

First of all, a reliability analysis was done for the questionnaire applying a Cronbach's Alpha that measures the instrument's internal consistency which ended up being very acceptable ( $\alpha = 0.754$ ).

Second, the factorial analysis was done with the purpose of a structure simplification of the 52 components to a lesser group of variables independent from one another, so as to eliminate redundant information. Bartlett's Sphere Test and contrast ratio KMO (0.897) indicated the convenience of such analysis, explaining almost 63% of the total variance.

**Table 2: Mean & SD of the items that make up the four main factors**

Factor 1	<i>M</i>	<i>SD</i>
<b>Teaching Staff Initial Formation to Attend the Ethnic Diversity</b>	2.73	0.99
C2. In general, the different specialties of teaching include subjects that deal with the topic of ethnic diversity.	2.90	1.24
C3. Up until now, my teaching studies have provided me with techniques to work in ethnically diverse classrooms.	2.54	1.28
C4. Up until now, my teaching studies have allowed me to take conscience of the ethnic diversity existing in Spain.	3.20	1.32
C5. Up until now, my teaching studies have allowed me to take conscience of the importance it is to know the educational needs of the ethnically diverse students.	3.24	1.24
C6. Up until now, my teaching studies have provided me with techniques to efficiently teach the ethnically diverse students.	2.37	1.12
C7. Up until now, my teaching studies have provided me with knowledge to be able to use multicultural materials.	2.50	1.15
C8. Up until now, my teaching studies have given me elements to adequately communicate with the families of the students coming from different ethnicities.	2.16	0.99
C9. Up until now, my teaching studies have provided me with knowledge to make adaptations to the curriculum in an ethnically heterogeneous classroom.	2.72	1.21
C10. Up until now, my teaching studies have provided me enough preparation to adequately understand the ethnically diverse students.	2.48	1.10
C11. When I finish my studies at this university, I will be prepared enough to adequately face the teaching and learning process of the ethnically diverse students,	2.93	1.09

Factor 2		
<b>Positive Effects of Ethnic Diversity</b>	4.04	0.65
A1. For society, the living together of people from diverse ethnic groups is enriching.	4.24	0.82
A4. Immigration can contribute to the prosperity of Spain.	3.60	0.96
B1. The dynamics of a class with students with different ethnicities favours its socialization.	4.16	0.82
B2. A class with students with different ethnic descent enriches the job with more diverse and attractive contents.	4.13	0.86
B3. The contact between students from diverse ethnic groups favours a better adaptation to social changes.	4.13	0.82
B4. The living together of students coming from diverse ethnicities ends up being more encouraging for learning.	3.58	0.99
B6. The ethnic diversity in the classroom gives place to more enriching learning experiences.	4.14	0.79
B14. Given that all cultures are as valid and significant as our own, the school should welcome and assume ethnic diversity.	4.30	0.83
B23. Ethnic diversity is a positive thing for the students.	4.08	0.90
Factor 3		
<b>Attitude about the Aid that the Spanish Government must provide to the Immigrant</b>	3.87	0.78
A8.1 Provide access to housing	4.24	0.82
A8.2 Right to public sanitary assistance	2.19	1.16
A8.3 Free education for their children	2.61	1.15
A8.4 Free education for their spouses	3.60	0.96
A8.5 Unemployment subsidy	3.71	1.11
A8.6 Spanish lessons	4.31	0.92
A8.7. Professional Formation Courses	4.04	0.99
B8. The students that come from ethnic minorities must have the same educational opportunities as the students of Spanish descent.	4.56	0.69
Factor 4		
<b>Negative effects of the Ethnic Diversity in the classroom</b>	2.37	0.72
B5. The ethnic diversity in the classroom makes the teaching staff's job difficult.	2.83	1.13
B10. The students coming from ethnic minorities would have more progress if the attended schools of their own ethnicity.	2.30	1.08
B11. The presence of students of different ethnicity in the classroom creates a bigger number of discipline problems.	2.61	1.07

B13. The presence of students of different ethnicity in the classroom creates more problems than advantages.	2.11	0.97
B15. In school, the students from minor ethnic groups should be in groups separated from the major group.	1.54	0.86
B16. The presence of students of different ethnicity creates in the classroom coexistence problems because of a value conflict.	2.72	1.15
B17. The school should centre on teaching Spanish culture exclusively, even though students from different ethnic groups attend it.	2.35	1.17

Lastly, an ANOVA 4 X 3 (Specialty X Course) multivariate of fixed effect was conducted. For reasons of space, we are going to describe only the most significant results according to our goals.

Through the analysis, significant differences were found in the 'Initial Teacher Education to Assist the Ethnic Diversity' variable in function of Specialty  $F(3, 327) = 7.12, p < 0.000$  and also in the function of Course  $F(2, 327) = 5.56, p < 0.004$ .

In the same way, the 'Another Teaching Staff Specialty different from what it is studied provides more Formation on Assistance to the Ethnic Diversity' and obtained more significant values in function of Specialty  $F(3, 327) = 6.45, p < 0.000$  and in function of Course  $F(2, 327) = 4.97, p < 0.007$ .

On one hand, the 'negative attitudes about ethnic diversity' variable only showed significant differences in function of Specialty  $F(3, 327) = 2.86, p < 0.037$ .

Meanwhile 'the Immigrants should Assimilate Spanish Culture' variable presented significant point in function of Course  $F(2, 327) = 7.85, p < 0.000$ .

To know the significant differences among the different groups of specialties and courses, a post hoc multiple comparison Turkey DHS test was carried out. Results can be consulted in the tables 3a and 3b annexed.

## Study 2

### Method

#### Participants

A small sample of 12 students was randomly selected from those returning the questionnaire. 75% females and 25% males, the mean ages were 23 years 6 months ( $SD = 66.22$ ).

## Measures

The questionnaire data, having been analysed, was used to frame a semi structured interview. The interview focused on the broader social attitudes and values identified through the questionnaire, and the students were invited to expand on the responses given. Respondents discussed their ideas in relation to three dimensions: ethnic diversity, multicultural education and initial teacher education.

**Table 4: Interview main questions**

Issue	Question
<i>Ethnic Diversity</i>	-For you, what is ethnic diversity? -Do you know that today there is more ethnic diversity in Spain, What do you think is the cause? -What do you understand by 'immigrant'?
<i>Multicultural Education</i>	-In what aspects can immigration contribute to Spain? -Should everyone share the same costumes and lifestyles? -Do you think a greater ethnic diversity affects the school system in Spain? -Focusing in elementary school, for example, is ethnic diversity in the classroom positive or negative? -What's the teacher's roll in front of ethnic diversity?
<i>Initial Formation</i>	-Do you think teachers should be prepared to work in a classroom with students of diverse ethnic origins? -How is the teacher's attitude in front of ethnic diversity in the classroom? -Up to now, have your teaching studies allowed you take conscience of the ethnic diversity that exists in Spain? -Up to now, which subjects from your teaching studies have provided you with formation to assist the ethnic diversity in the classroom? -Which is more important, formation or attitude?

All the interviews were made in an individual way, were recorded and subsequently transcribed literally, in order to analyse their contents. In the interviews' transcriptions, all the information that allowed identification of the participants was codified in order to protect their confidentiality.

With the interviews' analysis, a series of categories (content analysis) were determined, which will be described in the following part:

## Results

The results of the interview's analysis are summarized in three categories:

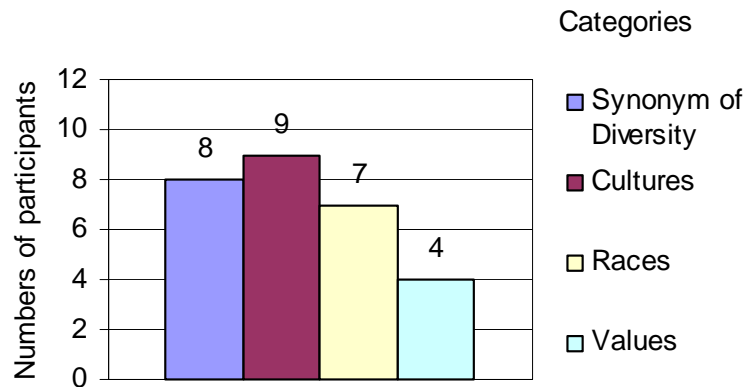
A) *Perception of Ethnic Diversity*: One of the goals in this section was to know what the students understand by 'concept of ethnic diversity'.



**Table 5: Definition of Categories for the answers to the question: For you, what is ethnic diversity?**

Category	Description
Synonym of Diversity	Reference to synonyms of the concept 'diversity' (different, plurality, variety)
Cultures	Refers specifically to the word 'culture'
Races	Refers to those answers where the interviewed mentions the word 'race'.
Vales	Concentrates in all answers where they make reference to values such as respect, tolerance, living together.

As it can be appreciated in Figure 1, nine interviewed people mentioned the cultural aspects as a defining element to the concept of 'diversity', eight pointed out some synonym of 'diversity', seven referred aspects about 'race' and only four indicated values.

**Figure 1. Numbers of the mentioned categories defining the concept: 'Ethnic Diversity'.**

It is interesting to see the type of answers that characterized these categories:

(C, 20; 0) 'It's like plurality of races, of cultures' (*Synonym of Diversity, Race, and Culture*).

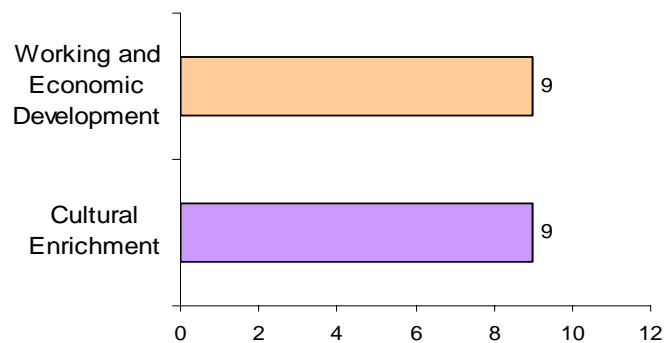
(S, 19; 9) 'Well, the living together and the respect of many cultures in the same place, in the same country' (*Culture and Values*).

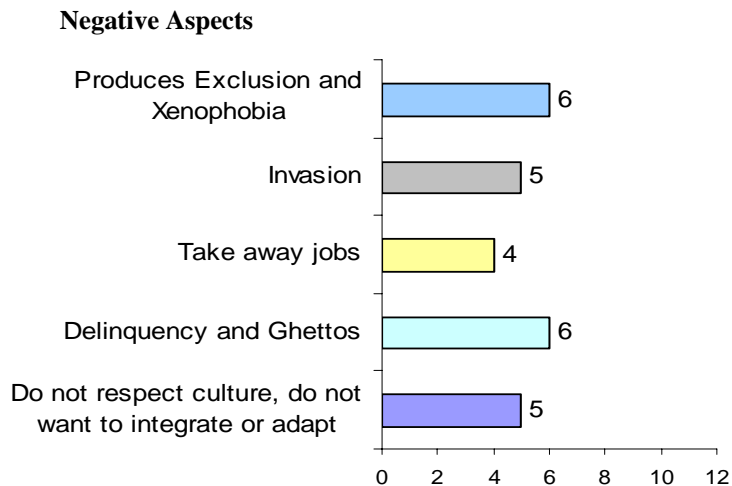
In the same way, another goal was to know how the students valued immigration. The arguments with which they answered are grouped in the following categories.

**Table 6: Definition of Categories of answers to the question: In what aspects can immigration contribute to Spain?**

Category	Description
<b>Group 1 Contribution</b>	
Working and Economic Development	Refers to the immigrant's working characteristics (cheap labour, do the jobs Spanish people don't want to do, non-qualified jobs) and they also mention the improvement or the growth of the economy.
Cultural Enrichment	Refers to the affirmation from the interviewed about the cultural enrichment, knowing other cultures, exchange, share, live together, tolerate and respect.
<b>Group 2 Negative Aspects</b>	
Do Not Respect the Culture / Do not want to Integrate or Adapt	Makes the immigrant responsible for not wanting to integrate or adapt, immigrants keep their customs.
Delinquency and Ghettos	Refer specifically to the word 'ghetto' or a group of people with the same identity, in addition to the different problems such as robbery, violence, delinquency.
Delinquency and Ghettos	Refer specifically to the word 'ghetto' or a group of people with the same identity, in addition to the different problems such as robbery, violence, delinquency.
Take away jobs	It is mentioned concretely that immigrants come here to take away the jobs, the immigrant occupies the local people jobs, and it's also pointed out that the Spanish do not take such jobs because they do not accept the working conditions.
Invasion	The immigrant is made responsible for the feeling of threat, rejection, and attack that is felt by the Spanish mainly because the other person comes by an illegal way.
Produces Exclusion and Xenophobia	Refers to prejudices which people are not prepared to integrate the immigrant, feeling of rejection.

**Figure 2. Contribution of Immigration to Spain**





In Figure 2 it can be observed that nine participants gave as an argument of contribution of immigration the cultural enrichment and the working and economic development of the country. Now, within the arguments of negative aspects, six interviewed mentioned that immigration increases delinquency and ghettos and are produced because of society's exclusion and xenophobia. Five participants referred that immigrants do not respect the majority's cultures and are responsible for the lack of integration, and also mention that a feeling of invasion is generated. Also, four interviewed mentioned that immigrants take away job positions from the Spanish.

B) *Attitude*. In this section, one of the goals was to know the student's attitude towards ethnic diversity. They were asked: Is the teacher's attitude towards ethnic diversity in the classroom positive or negative?

Nine participants answered stating in a positive way as well as in a negative way, two interviewed consider that the teacher's attitude towards ethnic diversity is negative and one said it was positive.

Next, we present one of the answers expressed by the students:

(B, 21; 1) 'Well, there are teacher that do worry and do make an effort so that his or her student who just arrived in the middle of the school year feel okay and integrated and can pick up the pace in class. And there are other teachers that, if the kid is there in class, do not think in drop everything, because they will not lose ten minutes more with that kid that gives him more work' (*Positive-Negative*).

C) *Initial Formation*. One of the goals in this section was to know the perception of the students about their initial formation to assist the ethnic diversity in the classroom, for

which it was asked: Up to now, which subjects from your teaching studies have provided you with formation to assist the ethnic diversity in the classroom?

The analysis revealed that nine students answered in a negative way, saying that up until now they have received no preparation. However, going deeper into the interviews, six of them mentioned subjects that talk about topics such as: values, life quality, equality, curricular adaptation, among others, that thinking about it, provide them with elements in a general way about the ethnic diversity in the classroom. Three interviewed responded in an affirmative way.

Next some examples of arguments that the participants used as answers are presented.

(D, 36; 0) 'If there is an elective course I haven't taken it. In the common and mandatory subjects I don't see things for interculturality'.

(M, 24; 3) 'They talk about values, but they don't tell what to do if a kid who does not speak Spanish and fifteen that does and how to carry out with the class'.

(E, 19; 9) 'What I see is that now that this problem of diversity is given, they tell us to do a didactic unit and they ask us to always introduce a case in which a kid needs curricular adaptation, so I think that there is no specific subject but that all of them are taking measures to prepare us in one way for it, not so specifically, but more generally so that we can have an idea of what might happen'.

## **Discussion**

The findings suggest that teacher students' perception and attitudes are favoured towards ethnic diversity. In fact, the majority considers being totally in agreement that the alumni proceeding from ethnic minorities must have the same educational opportunities as the alumni of Spanish origin, and that ethnic diversity in the classroom is enriching.

These results do not only originate from the questionnaire, but confirm the ones obtained in the interview. So nine interviewees mention as an argument of the contribution of immigration and the positive valorisation of the ethnic diversity in the classroom: 'The Cultural Enrichment'.

At a general level, the initial formation that the future teachers receive does not produce a significant impact among courses, nor does it produce differences among specialties. However, in a specific manner in the post hoc multiple comparison Turkey DHS test difference was found ( $p < 0.007$ ) among the specialties of Hearing and Speech, and Primary Education about the initial formation that they receive to attend the ethnic diversity, although limited by the fixed effect.

The analysis of the interview points out that nine students answer in a negative way, that up until now they had not received formation related to multicultural education and are not provided with techniques to teach the students of different ethnicities.

These results resemble other investigations that mention that teachers have a positive vision about multiculturalism and are not prepared to assist the ethnic diversity in the classroom. (Bakari, 2003; Bartolomé, 1997, 2004; Barry & Lechner, 1995; Causey et al, 2000; Domingo, 1998; Fernández et al, 2002; Garmon, 2004; Groulx, 2001; Hermans, 2002; Moliner & García, 2005; Sales et al, 2001; Wilkins, 2001).

Speaking about if an alternative specialty to the one being studied provides more formation about assistance to ethnic diversity, significant values were obtained in functions of the specialty between Hearing and Speech and Special ( $p < 0.005$ ), between Special and Childhood ( $p < 0.000$ ), and between Childhood and Primary ( $p < 0.018$ ). In function of course, significant differences were found between the First and the Third ( $p < 0.001$ ).

With the interviews, it has been possible to go deeper on initial formation and even though in a specific way, the future teachers do not have any subject that focuses on the topic of ethnic diversity; it was thought that other subjects that inspect topics such as values, life quality, equality, curricular adaptation also cover ethnic diversity in the classroom.

We know that nowadays education is being transformed to adapt to social needs and that the students must develop skills that allow them to know and appreciate values and the rules of living together, learn to work according to such rules, prepare the active exercise of citizenship and respect human rights, as well as the pluralism characteristics of a democratic society, know, understand and respect the different cultures and the difference between people (BOE 08.12.06).

In conclusion, modifying the teacher's profile and his or her initial formation is required, in which they must be provided with tools (didactic skills) that help them face this reality, strengthening programs fundamentally in an attitude aspect with a theoretic, practical, and reflective perspective.

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**Annexes Table 3a. Tukey DHS Post hoc *t*-tests (Specialty)**

Dependant Variable	(I) Specialty	(J) Specialty	Differenced between measures (I-J)	Typical Error	Signific ation	Trust interval to 95%.	
						Inferior Limit	Superior Limit
Teaching Staff Initial Formation to Assist the Ethnic Diversity	Hearing & Speech	Special	-.3396126	.15635943	.133	-.7434505	.0642252
		Childhood	-.1989982	.15119237	.553	-.5894908	.1914944
		Primary	-.5207107(*)	.15937076	.007	-.9323261	-.1090954
	Special	H & S	.3396126	.15635943	.133	-.0642252	.7434505
		Childhood	.1406145	.13999773	.747	-.2209652	.5021941
		Primary	-.1810981	.14879270	.616	-.5653929	.2031968
	Childhood	H & S	.1989982	.15119237	.553	-.1914944	.5894908
		Special	-.1406145	.13999773	.747	-.5021941	.2209652
		Primary	-.3217126	.14335317	.114	-.6919584	.0485333
	Primary	H & S	.5207107(*)	.15937076	.007	.1090954	.9323261
		Special	.1810981	.14879270	.616	-.2031968	.5653929
		Childhood	.3217126	.14335317	.114	-.0485333	.6919584
The Immigrants should Assimilate Spanish Culture	Hearing & Speech	Special	.2996086	.15728388	.228	-.1066168	.7058341
		Childhood	.0550705	.15208627	.984	-.3377308	.4478719
		Primary	-.1077605	.16031301	.908	-.5218095	.3062884
	Special	H & S	-.2996086	.15728388	.228	-.7058341	.1066168
		Childhood	-.2445381	.14082544	.307	-.6082555	.1191793
		Primary	-.4073692(*)	.14967241	.034	-.7939361	-.0208022
	Childhood	H & S	-.0550705	.15208627	.984	-.4478719	.3377308
		Special	.2445381	.14082544	.307	-.1191793	.6082555
		Primary	-.1628311	.14420072	.672	-.5352660	.2096038
	Primary	H & S	.1077605	.16031301	.908	-.3062884	.5218095
		Special	.4073692(*)	.14967241	.034	.0208022	.7939361
		Childhood	.1628311	.14420072	.672	-.2096038	.5352660
Other Teaching Specialty that provides more formation on ethnic diversity in the classroom	Hearing & Speech	Special	.5372302(*)	.15893090	.005	.1267509	.9477095
		Childhood	-.0515633	.15367886	.987	-.4484779	.3453513
		Primary	.3773652	.16199175	.094	-.0410195	.7957499
	Special	H & S	-.5372302(*)	.15893090	.005	-.9477095	-.1267509
		Childhood	-.5887936(*)	.14230011	.000	-.9563197	-.2212675
		Primary	-.1598650	.15123973	.716	-.5504799	.2307499
	Childhood	H & S	.0515633	.15367886	.987	-.3453513	.4484779
		Special	.5887936(*)	.14230011	.000	.2212675	.9563197
		Primary	.4289286(*)	.14571073	.018	.0525937	.8052635
	Primary	H & S	-.3773652	.16199175	.094	-.7957499	.0410195
		Special	.1598650	.15123973	.716	-.2307499	.5504799
		Childhood	-.4289286(*)	.14571073	.018	-.8052635	-.0525937

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**Table 3.b. Turkey DHS Post hoc *t*-tests (Grade)**

Dependant Variable	(I) Year	(J) Year	Differences between measures (I-J)	Typical Error	Signification	Trust Interval to 95%.	
						Interior Limit	Superior Limit
Attitude about the aid that the Spanish State must provide to the immigrant	First	Second	.0091638	.12752377	.997	-.2911305	.3094582
		Third	.3335810(*)	.14081736	.048	.0019827	.6651792
	Second	First	-.0091638	.12752377	.997	-.3094582	.2911305
		Third	.3244171	.14629867	.070	-.0200886	.6689228
	Third	First	-.3335810(*)	.14081736	.048	-.6651792	-.0019827
		Second	-.3244171	.14629867	.070	-.6689228	.0200886
Immigrants must assimilate the Spanish culture	First	Second	.4864820(*)	.12180135	.000	.1996629	.7733012
		Third	.3919601(*)	.13449841	.011	.0752418	.7086785
	Second	First	-.4864820(*)	.12180135	.000	-.7733012	-.1996629
		Third	-.0945219	.13973376	.777	-.4235685	.2345247
	Third	First	-.3919601(*)	.13449841	.011	-.7086785	-.0752418
		Second	.0945219	.13973376	.777	-.2345247	.4235685
Students from different ethnic descent respond in a different way in school activities	First	Second	-.3521533(*)	.12229035	.012	-.6401240	-.0641827
		Third	-.5572552(*)	.13503839	.000	-.8752451	-.2392653
	Second	First	.3521533(*)	.12229035	.012	.0641827	.6401240
		Third	-.2051019	.14029475	.311	-.5354695	.1252658
	Third	First	.5572552(*)	.13503839	.000	.2392653	.8752451
		Second	.2051019	.14029475	.311	-.1252658	.5354695
Another Teaching Specialty that provide more formation on ethnic diversity in the classroom	First	Second	-.1989535	.12307681	.240	-.4887762	.0908691
		Third	-.5094367(*)	.13590683	.001	-.8294716	-.1894018
	Second	First	.1989535	.12307681	.240	-.0908691	.4887762
		Third	-.3104832	.14119700	.073	-.6429754	.0220091
	Third	First	.5094367(*)	.13590683	.001	.1894018	.8294716
		Second	.3104832	.14119700	.073	-.0220091	.6429754

Turkey DHS; Based upon observed measures. \* The measurement difference is significant to a level of .05