

THE FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

A STUDY OF THE USEFULNESS AND EFFECTIVENESS OF A
SELF-INSTRUCTIONAL PRINT MODULE ON MULTICULTURAL
BEHAVIOUR CHANGE IN APPRENTICES IN MANITOBA

By

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ABSTRACT

This study assessed the usefulness and effectiveness of a self-instructional print module on multicultural behaviour change (i.e., knowledge and ideology) in apprentices in the province of Manitoba. The review of literature reported the results of individual experimentation studies on the effectiveness of instructional media (technology) in relation to Information (Knowledge) and Attitude Change, and Persuasiveness with various ethnocultural subjects.

The Multicultural Ideology Scale, Instructional Materials Motivation Survey, Background Information Questionnaire, researcher-constructed Canadian Multiculturalism Knowledge Inventory and self-study module, underwent a one-to-one evaluation and a field-trial (test) run. The Kuder-Richardson 20 measure and Cronbach's Alpha defined the reliability of the instruments. Measurement and content review experts gave feedback and suggestions for revision before field testing. This phase of the study provided the necessary "pretest" data for (1) clarifying procedures, test directions and materials, and (2) estimating the effectiveness and usefulness of the final prototype. T-tests determined that the pre- to posttest gains were significant.

The main experimental research study followed a "Pretest-Posttest Control Group Design" with randomization. Descriptive and inferential statistics provided answers to the hypotheses posed. All data were analyzed at the .05 level of significance using the SAS System at the University of Manitoba in Winnipeg.

The findings of the study revealed:

1. no significant entry knowledge or attitudinal differences between majority and minority apprentices regarding Canadian multiculturalism or their acceptance of a multicultural ideology.
2. a large and significant posttest difference between the experimental group and the nontreatment control group regarding apprentices knowledge of multiculturalism after adjusting for initial baseline differences.
3. a moderate but nonsignificant posttest difference between the experimental group and the nontreatment control group regarding apprentices acceptance of a multicultural ideology after adjusting for initial baseline differences.
4. no significant posttest interaction effects between ancestry and type of group regarding knowledge of multiculturalism or acceptance of a multicultural ideology after adjusting for initial baseline differences.
5. no significant motivational module appeal difference between majority and minority apprentices.

The conclusion was drawn that the same or similarly designed instruction provides one avenue to fostering multicultural behaviour change in learners in trade apprenticeships.

