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по результатам подготовленной

научно-квалификационной работы (диссертации)

на тему:

«Роль ценностей и установок учителей в изменении межкультурных отношений в школе»

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Оглавление

Введение

This research stems from the assumption that the schools across the world are facing a number of emergencies, and one of the main challenges is posed by the quality and quantity of diversity among pupils. Teaching, in the sense of transmitting knowledge, is no longer enough. Often, the pre-teaching training does not provide enough psychological and pedagogical tools to tackle such a complexity and, therefore, teachers feel hopeless and students may face failure. Considering the multi-faceting nature of the issue, it has been chosen to select those psychological mechanism that are mostly involved in forming positive attitudes towards the unknown by increasing acceptance and serenity within the learning environment.

Актуальность исследования

Migration floods have dramatically increased in frequency and numbers over the past two decades in Europe. The phenomenon is continually changing in characteristics and populations affected by it and the challenges they are posing are evolving, as well, demanding a difficult shift in the host communities. Many spheres within the social structure are struggling to find effective strategies and policies to balance the needs of the local population and those of immigrants who moved pursuing better life conditions for themselves and their keens: economically, socially, politically, and more. At the frontline there are the schools, with their personnel and the meso-environment that gravitates around. In this thesis, I focus on how teachers should (and therefore should not) respond to this challenge. Their role is considered horizontally, through a panel of adults equally involved in the education process, and vertically, through the dynamic that involves educators and pupils.

Проблема исследования

This study is dedicated to discrete how children's attitudes towards outgroup members, more specifically with a migrant background, within the school setting can be ameliorated. The active role of teachers has been isolated as a crucial factor in the processes leading to this outcome and one of the aspects that has not been fully explored yet. The research is in part motivated by the acknowledgment of teachers' responsibility to prepare all students adequately, which is greater, still more arduous, than ever. According to Gay (2010), teaching diverse students starts from embracing beliefs that recognise the strength of cultural diversity. Yet, teachers need to translate those positive

beliefs about cultural diversity into culturally responsive practices in their daily teaching.

The research problem that I have addressed in this work is whether teachers' values, attitudes towards migrants and cultural diversity beliefs can change intercultural relationships in schools. I developed three studies with intertwined research questions. Each of those studies contributes to understanding some crucial, yet marginally investigated, aspects of the complex relation between teachers' personas and their impact on class environments in an ever-changing student population.

Состояние разработанности проблемы исследования

Cultural groups and their individual members perform various pattern, so national policies, through their own inner organizations and institutions must take it into consideration (Berry, 1999). The Human Value Theory (Schwartz, 1994; Schwartz et al., cit.) and the attitudes toward immigration (Berry, Kim, Power, Young, & Bujaki, 1989; Berry, 2003) are fundamental components of the present research, but not as separate or independent factors. The focus must include the relation between the two.

Firstly, values can determine the relevance that is given to different beliefs in any evaluation of an attitude object (Esses, Haddock, and Zanna, 1993). Another possible approach argues that the relevance of the object of an attitude for the pursue of the motivational goals expressed in values is the underlying mechanism between them (Sagiv and Schwartz, 1995). In this sense, the arrival of immigrants will affect attitudes toward immigration by enhancing or obstructing specific motivational goals (Davidov, Meuleman, Billiet, & Schmidt, 2008).

Social Identity Developmental Theory (Nesdale, 2004) postulates that intergroup prejudice in young children relates to the social group's norms or expectations concerning appropriate attitudes and behavior. Accordingly, the impact of school norms (inclusion and friendliness vs. no school norms) on children's intergroup attitudes is a key factor in children relationships with peers (Nesdale, Durkin, Maass, & Griffiths, 2004; Nesdale & Lawson, 2011).

This review has established that teachers, in their attitudes and expectations, establish biased interactions with children (both with and without migrant background) and must be aware of the impact that their intervention exerts at different levels. It has been shown that students use the relationships between their teachers and other students

to form impressions about those peers (Hughes, Cavell, & Jackson, 1999; Hughes, Cavell, & Willson, 2001). The perception of differences in these interactions might negatively affect students' evaluation of ethnic differences in their classrooms (Thijs, & Verkuyten, 2014).

Объект и предмет исследования

The research object is the study of the changes in intercultural relationships among pupils.

The research subject is the role of teachers' values and acculturation expectations in changing pupils' intercultural relationships.

Цель исследования

The aim of this study is to provide evidence supporting the concurrent role of the cross-cultural dimensions of the migrations and the (still developing) social elements present int the teacher-student' and peers' dynamics. All of them have been proved reliable and significant agents when referring to social processes of inclusion and exclusion.

Задачи исследования

1) Theoretical:

- to identify the main theoretical and methodological approaches to the study of teachers' role modelling for social skills;

- to develop the conceptual basis of the study of teachers' values and attitudes as a factor in changing pupils' acculturation expectations.

2) Methodological:

- to define methods for studying acculturation strategies among children;

- to define methods to study teacher-pupils dynamics;

- to determine the methodology of the study;

- to develop the design of the empirical research;

- to develop and validate methods for the assessment of social skills transmission.

3) Empirical:

- to analyze the relationship of teachers' values and acculturation preferences with the responses of children to peers with migrant backgrounds;

- to determine the personal and professional features that contribute to teachers' own values and acculturation preferences;

- to determine the pupils' perception of immigrants' identity based on contextual and relational information.

Гипотезы исследования

The general hypothesis:

- Teachers' openness and self-transcendence values and inclusive strategies will facilitate more favourable attitudes among pupils towards peers from immigrant backgrounds.

The specific hypotheses:

- Personal factors, namely gender and religion, will show significant differences both in values and in acculturation strategies.
- Professional factors, namely professional role, length of experience, and subject of expertise, will marginally be associated with different expressions of values and acculturation expectations among European teachers.
- Tolerance will be a moderator between values and acculturation preferences. More specifically, it will be negatively associated to Self-Enhancement and Conservatism and positively associated to Openness to Change and Self-Transcendence. Further, it will be negatively associated to Segregation, Exclusion, and Melting-Pot, and positively associated to Multiculturalism.
- Pro-social instructions are positively related to the likeability towards newcomers as individuals, positively related to positive attitudes towards both the in-group and the out-group, and negatively related to negative attitudes towards both the in-group and the out-group.
- Children pay attention to contextual and emotional factors when forming and graphically expressing a provisional image of a newcomer.

Научная новизна работы

In this work, many elements can be seen as theoretically and methodologically novel.

1) Several constructs have been previously tested on the general population or separately for the group of teachers and the group of pupils. The present research offers a tentative approach to better understand social and individual factors within a specific professional context (school staff) and the dynamic interplay between two of its main agent groups (teachers and pupils). Human Values (Schwartz, cit.), Acculturation Preferences (Berry, cit.), SIDT (Nesdale, cit.hu) have been

systematically sequenced and combined in order to investigate their role in transmitting pro-social skills, specifically towards immigrants. The mediating role of Tolerance in enhancing the positive relation between two values (Self-transcendence and Openness to change) and Multiculturalism has been tested through a quasi-experiment via a standard set of instructions designed to include them. Therefore, the positive link found between instructions and increasing favourable attitudes can be seen as first evidence of the modelling function of teachers in this realm. The third study expand on the previous results and introduces a shift in focus when dealing with diversity in the classroom: even though educational actions aiming at developing cognitive/factual knowledge are relevant and opportune, the emotional sphere has proved to be the most retained aspect among students, raising the issue of its underestimated role in the dialogue between the receiving and the settling cultures.

2) This research work has been designed to include several techniques. The aspects of novelty can be seen as follow: a) the validation of two international scales for the Italian and the Russian population; b) the replication of the use of vignette techniques, previously employed to detect group norms among peers, to address pro-social norms within the vertical relationship between teachers and pupils; 3) the use of drawings to explore children's perception of identity factors, their salience and meaningfulness, referred to another peer.

Теоретико-методологическая база исследования

Theoretical and methodological foundations for the present work are derived from: 1. Social Identity Theory (Tajfel and Turner, 1979) and Social Identity Developmental Theory (Nesdale, cit.); 2. Hypothesis of Contact (Allport, 1954); 3. Theory of Basic Human Values (Schwartz, cit.); 4. Acculturation strategies and preferences within the mainstream population (Berry, cit.); 5. Stereotypes and Prejudice in Childhood (Aboud, 2008); 6. Imitative Learning (Bandura, 1977).

Материалы и методы исследования

The chosen investigation methods included: 1) PVQ-21 (Schwartz, 2007); 2. MIRIPS (Centre for Applied Cross-Cultural Research, 2010); Vignette (Hazel, 1995); Likeability Scale (Reysen, 2005); 3. Multi-response Racial Attitude Scale (Doyle and Aboud, 1995); 4. Overlap of Self, Ingroup and Outgroup items (Schuber and Otten ,

2002); 5. Drawings (Brooks, 2005). 6) Diverse statistical analyses (Cronbach's α, Pearson's correlation, ANOVA, MANOVA, Chi-Squared test, Interrater reliability tests, SEM, Multigroup Path Modelling) and statistical packages were used (SPSS 22.0, Amos 22.0, and Jamovi 1.0.).

Выборка и эмпирическая база исследования

The research included three different samples: 1) the study on school staff's values and acculturation preferences involved 123 school professionals, aged between 20 and 65 years (M=31.5, SD=10.9), representing 16 countries in Europe; 2) the field study (whose participants formed the samples for both the 2nd and in the 3rd design) was conducted in Russia and in Italy. Data were collected in 3 schools in Northern Italy (in the outskirts of Milan, in Roverino – Ferrara, and in Padua) and in 5 schools in Russia, in Moscow and the nearby region (Zvenigorod and Peredel'kino). Participants were children in their last year of primary school and their teachers. The total number of children involved was 216 in Russia and 119 in Italy (M=10.23).

Теоретическая и практическая значимость работы

On a theoretical level, the present results are enriching the existing knowledge on inter-group dynamics within the school context. Firstly, previous research on values and acculturation preferences within the host community (Sapienza, Hichy, Guarnera, & Nuovo, 2010) has shown mainly the direct effects of Self-Enhancement and Conservatism on acculturation strategies. This study is adding Tolerance as a mediator, thus unfolding indirect effects of all the values on each strategy: these findings open more undercurrent paths that can be taken further to better explain intercultural relationships from the mainstream society's point of view. Secondly, the effect of teachers' attitudes on the pupils' academic performance has been long established (among the first, refer to Hanushek, 1989). Still, the link between teachers' attitudes and students' pro-social skills is not fully explored (Hwang & Evans, 2011) and this study offers a valuable addition to the field in the specific context of migrations. Finally, consistently with previous research (Kustatscher, 2017), the results on how children perceive the psychological identity of immigrant peers can be considered a meaningful extension to cross-cultural relations in school.

On a practical level, the present findings seem relevant in the field of education, educational psychology, and developmental psychology. For teachers (but similarly,

more broadly, for school staff and caregivers) they can be mostly applied in the daily interactions and for trainings. The awareness that children are sensitive to a verbal priming when facing a new and foreign member in their class-group should remind the adults that the classroom, the school, and the surroundings, are never a fully neutral environment for newcomers with an immigration background. Personal and professional factors can foster a more (or less) welcoming atmosphere and they can be partially changed through *ad-hoc* trainings. Other professionals in the field of mental health can also potentially benefit from these findings, especially when considering how positive and negative emotions are perceived and how emotional competences are often overlooked in formal education. That applies to those practitioners working specifically with children (i.e., in schools) or in any field involving cross-cultural meetings and/or clashes. On a different level, the country differences highlight persistent challenges that Italian and Russian immigration policies are facing at several levels, not only in schools, and some suggestions are offered based on the present results.

Основные результаты исследования и положения, выносимые на защиту

In this paragraph, the main results obtained from each study are briefly described.

1) Regarding to the relations between school staff's values and acculturation preferences, structural equation modelling revealed that all the paths through Tolerance are significant. The coefficients of the first model are $\chi2/df$ (3.161, 2) = 1.580, CFI = .996, GFI = .993, RMSEA = .069, PCLOSE = .302, SRMR = .026 (Fig. 1).
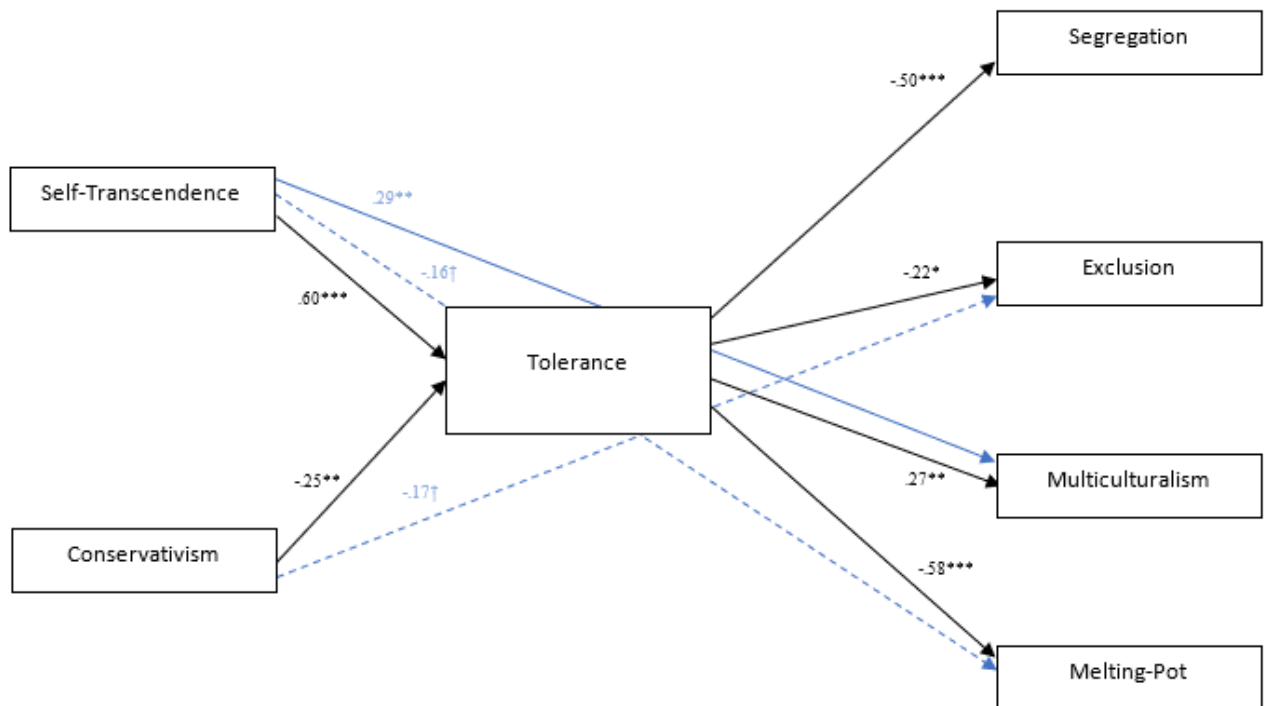
Figure 1.

Figure 1. Path model of associations between Self-Transcendence and Conservativism, and Acculturation Preferences with the mediation of Tolerance within the school staff. Notes: the parameters represent standardized coefficients. *p < .05; **p < .01; ***p < .001; † tendency.

The coefficients for the second model are χ2/df (19.270, 8) = 2.409, CFI = .958, GFI = .960, RMSEA = .107, PCLOSE = .059, SRMR = .058 (Fig. 2).
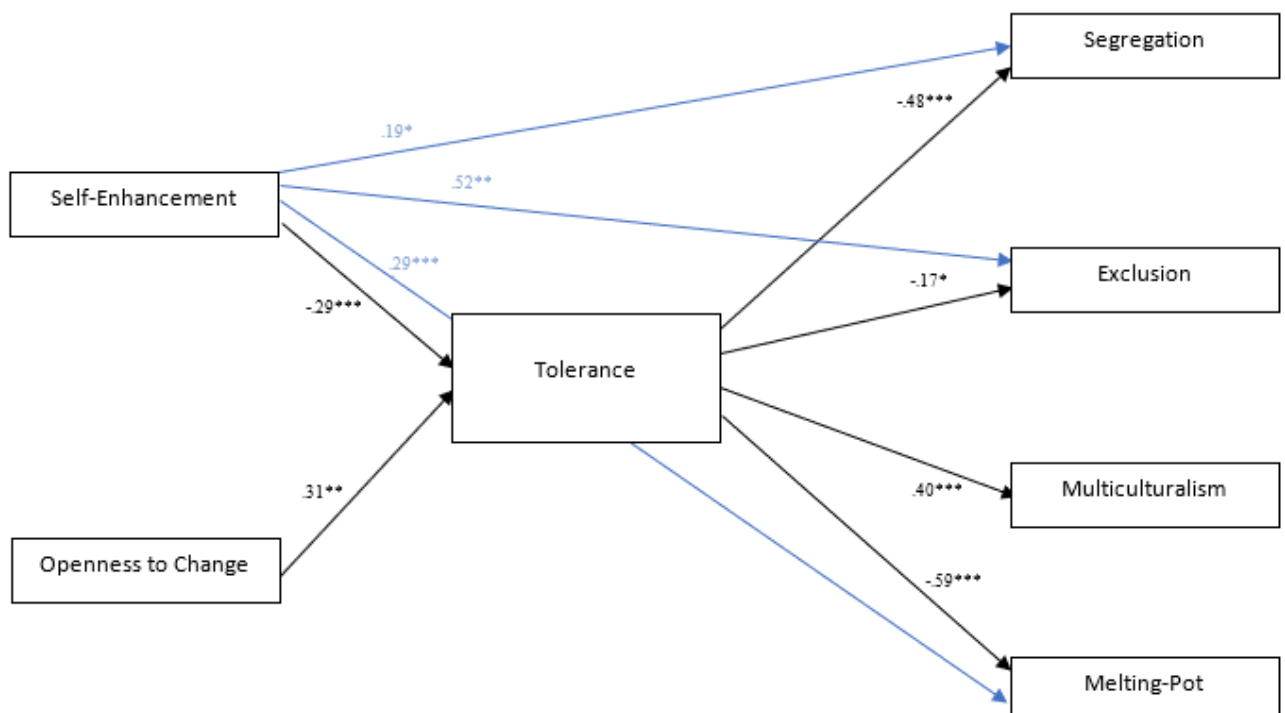
Figure 2.

Figure 2. Path model of associations between Self-Enhancement and Openness to Change, and Acculturation Preferences with the mediation of Tolerance within the school staff. Notes: the parameters represent standardized coefficients. *p < .05; **p < .01; ***p < .001.

Notably, only two Values showed significant direct effects on Acculturation strategies apart from the effects through the mediating role of Tolerance: Self-Enhancement on Segregation, Exclusion and Melting-Pot; Self-Transcendence on Multiculturalism. There are also two tendencies in the direct effect of Self-Transcendence on Melting-Pot and Conservativism on Exclusion.

The significance of indirect effects of the four higher-ranking values on each acculturation strategy, using Maximum-Likelihood estimation and 2000 bootstrapped samples were evaluated (see Table 1).

Table 1.

Standardized direct and indirect effects of High-Ranking Values on Acculturation Strategies for Tolerance.

| | Outcomes | | | | | | | |
| | Segregation | | Exclusion | | Multiculturalism | | Melting-Pot | |
Predictor	Direct	Indirect	Direct	Indirect	Direct	Indirect	Direct	Indirect
Self-enhancement	.19*	.14**	.52**	.05*	.05	-.12**	.29**	.17**
Openness	-.07	-.15**	.03	-.05*	.11	.13**	-.05	-.19**
Conservativism	.10	.13**	-.17	.05*	-.11	-.07**	.07	.14**
Self-transcendence	-.06	-.30***	-.12	-.13*	.29**	.16**	-.16	-.34***

* < .05; **p < .01; ***p < .001.

The analysis shows that there were significant indirect effects of Tolerance. More in details, for Self Enhancement three positive partial mediations (Segregation, Exclusion, Melting-Pot) and one negative full mediation for Multiculturalism were shown.

For Openness to Change the results showed four full mediations, three negative ones (Segregation, Exclusion, Melting-Pot) and one positive (Multiculturalism).

In Conservativism there were also four full mediations, three positive (Segregation, Exclusion, Melting-Pot) and one negative for Multiculturalism.

For Self-Transcendence three negative full mediations (Segregation, Exclusion, Melting-Pot) and one positive partial mediation (Multiculturalism) were shown.

2) As for the pro-social instructions, a main effect on Likeability was found, $F(1, 223) = 7.067$, $p = .008$, $\eta^2 = .03$ (Table 2). Participants reported significantly more positive expectations in the condition of pro-social instructions (M = 4.24, SD = 0.73) than in the case of discipline (M = 3.83, SD = 0.86).

Table 2.

Likeability means of groups with Pro-social and Behavioural Instructions (N=227)

Condition	N	Mean	StDv
1.Openness	110	4.24	.73
2.Discipline	117	3.83	.86

Multiple regression analysis was used to test if the instructions and countries of origins significantly predicted participants' ratings positive attributes of the newcomer. The results of the regression indicated that these two predictors explained 10% of the variance ($R^2 = .10$, $F(2,224)=12.71$, $p<.01$. (Table 3)

Table 3.

Results for Multiple Linear Regression with Instructions and Country predicting Likeability

Variable	*B*	*SE*	β	*t*	*p*
(Intercept)	5.07	0.21	0.00	23.97	.000
Instructions	-0.32	0.11	-0.20	-2.98	.003
Country	-0.34	0.11	-0.21	-3.12	.002

3) Ingroup identification and Intergroup distance were also included in the analyses.

First, we have tested whether country of origin bore significance within the sample according to one of our main hypotheses. A MANCOVA with "country" as independent variable and "newcomer's likeability", "outgroup positive" and "outgroup negative" attitudes, "intergroup distance" and "ingroup identification" as dependent variables was performed. The analysis showed a significant multivariate main effect: Wilks' λ = .797, $F(5,323) = 16.47$, $p < .001$, η2 = .203. ANCOVAs on the individual measures were significant for all the scales (Table 4).

Table 4

Countries' Means for Newcomer's Likeability, Outgroup Positive, Outgroup-Negative, Intergroup Distance and Ingroup Identification (N Italy=127, N Russia=202)

| Scale	Italy	Russia	F(1,327)	Partial $\eta 2$
	M(SD)	M(SD)		
1.Newcomer's Likeability	4.14(.07)	3.90(.05)	7.79	.023**
2.Outgroup Positive	3.56(.08)	4.07(.06)	26.60	.075***
3.Outgroup Negative	2.34(.09)	2.11(.07)	4.41	.013*
4.Ingroup Identification	5.33(.15)	4.58(.12)	14.90	.044***
5.Intergroup Distance	4.57(1.9)	5.26(1.6)	13.09	.038***

*p<.05, **p<.01, ***p≤.001

Note: M for Newcomer's Likeability scale lies above the average point; M for Outgroup Positive is above average and Outgroup Negative below; Ingroup Identification and Intergroup Distance are respectively above and below the mean point.

Next, we employed a multigroup path model testing relationships between the intergroup perceived distance and ingroup identification, with likeability and outgroup positive and negative attitudes (Fig. 3).

Figure 3.

Path Model of Intergroup Distance, Ingroup Identification, Newcomer's Likeability, Outgroup Positive, and Outgroup Negative for Italy and Russia
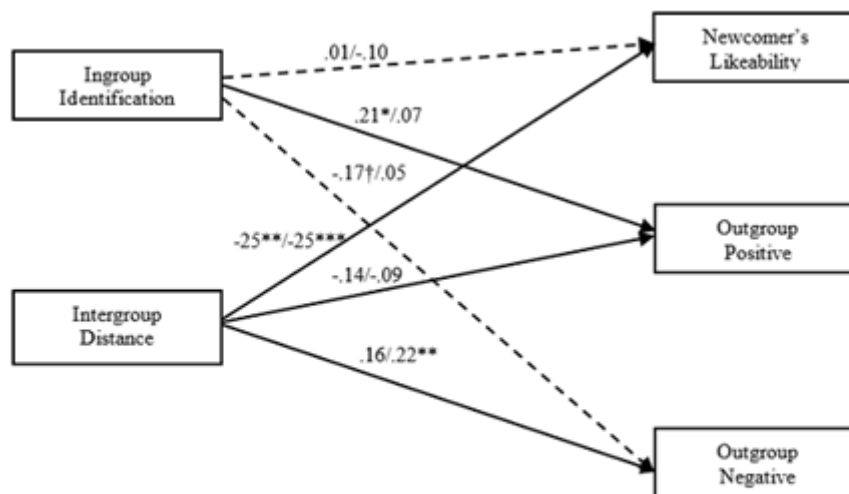
*p<.05, **p<.01, ***p<.001

Note: Coefficients refer to the standardized regression coefficients in the structural weights model. Dashed lines represent relations that were released from invariant constraints. The first coefficient on the arrow refers to the Italian sample and the second coefficient to the Russian sample.

The unconstrained (i.e., free-to-vary) model showed good fit for the combined sample, c2(2, N = 343) = 9.19, p = .000, CFI = .94, RMSEA = .07. However, a fully constrained structural weights solution could not be obtained (c2(8, N = 334) =3.05, p = .002, CFI = .935, ΔCFI = .01, RMSEA = .08), indicating that direction and strength of relationships in the two countries are different across samples. Examination of modification indices suggested that samples differed in the ingroup identification factor loadings on the newcomer as an individual and the unfavourable attribution to his/her group. Hence, these two paths were released from invariance constraints (see dashed lines in Fig. 3), and this partially constrained model was tested across the two samples. Applying this model, we found support for a partially invariant structural weights solution, c2(6, N = 336) = 3.6, p = .001, CFI = .942, ΔCFI = .001, RMSEA = .09.

4) Lastly, in the third study, we calculated the frequencies of themes that were included by pupils both in the whole sample and separately for gender and country of collection. The results are reported in Table 5.

Table 5.

Frequencies of narrative themes in the whole sample (N=165, N Russia=108, N Italy=57, N boys=79, N girls=86)

Themes	Country		Gender		Total(%)
	Russia(%)	Italy(%)	Boys(%)	Girls(%)	
No difference	43(39.8)	4(7)	20(25.3)	27(31.4)	47(28.5)
External factors	29(26.9)	31(54.4)	29(36.7)	31(36)	60(36.4)
Context	11(10.2)	14(24.6)	10(12.7)	15(17.4)	25(15.2)
Culture	18(16.7)	24(42.1)	21(26.6)	21(24.4)	42(25.5)
Psychological factors	73(67.6)	47(82.5)	57(72.2)	63(73.3)	120(72.7)
Positive Emotions	40(37)	38(66.7)	35(44.3)	43(50)	78(47.3)
Negative Emotions	35(32.4)	10(17.5)	24(30.4)	21(24.4)	45(27.3)
Colour	20(18.5)	2(3.5)	8(10.1)	14(16.3)	22(13.3)

Note: The percentages refer to the relevant group and can exceed 100 because some items contribute to more than one category.

Further, we run *Chi squared* tests to investigate whether there are significant differences in the inclusion of certain themes regarding to the country: respondents from Russia and Italy had significant discrepancies for all the themes that we identified. In Russia there were higher scores for No-Difference ($X^2(1, N = 165) = 19.701$, p = .000), Negative Emotions ($X^2(1, N = 165) = 4.156$, p = .045) and presence of Colour ($X^2(1, N = 165) = 7.274$, p = .007). Context and Culture were more preponderant among Italians (respectively $X^2(1, N = 165) = 5.998$, p = .021 and $X^2(1, N = 165) = 12.724$, p = .001), as well as Positive Emotions ($X^2(1, N = 165) = 13.141$, p = .000). Even when collapsed

under the umbrellas of external vs. internal factors, participants from the two countries differ significantly. Both External Factors ($X^2(1, N = 165) = 12.223$, p = .001) and Psychological Factors ($X^2(1, N = 165) = 4.156$, p = .045) were more often included in the Italian drawings counting for more than 90% while in the Russian sample, still important, they cover just the 60% (Table 6).

Table 6.

X^2 test for Country and Themes (Russia N=108, Italy N=57)

Country	Russia(%)	Italy(%)
Theme		
No difference	43(26.1)***	4(2.4)***
Context	11(6.7)*	14(8.5)*
Culture	18(10.9)***	24(14.5)***
Positive Emotions	40(24.2)***	38(23)***
Negative Emotions	35(21.2)*	10(6.1)*
Colour	20(12.1)**	2(1.2)**

Note: *<.05, **<.01, ***<.001

Апробация результатов исследования

In the last year, the results of the present research have been presented and discussed in academic workshops and conferences, both through presentations and posters.

- The report "Teachers' role and identity" has been discussed both at the VI International Research Conference "Culture in Society, Between Groups and Across Generations" (Moscow, 05-06 April 20019) in English and at the XII scientific-practical conference "Подросток в мегаполисе: продолженное взросление" (Moscow, 9-11 April 2019) in Russian.
- The report "Which teacher identity for a complex society?" was discussed at the V international forum on teacher education, the IFTE at the Kazan Federal University (29-31 May, 2019).

- The report "Pupils' attitudes towards migrants in Italy and Russia: the role of ingroup identification and intergroup distance" was presented at The Migration Conference (18-20 June, Bari, Italy);
- A poster on "Teachers' role and cross-cultural differences in pupils' attitudes towards migrants: a field-study in Italy and Russia" was presented at the European Congress of Psychology (2-5 July, Moscow).

They have also been the included in the following publications:

- Jones, S.E., Bombieri, L., Livingstone, A.G., Manstead, A.S.R., 2012. *The Influence of Norms and Social Identities on Children's Responses to Bullying.* British Journal of Educational Psychology, 82(2), p. 241-256.
- Bombieri, L., Galyapina, V., & Bushina, E. (2019). *Teachers' Effectiveness at Changing Pupils' Attitudes towards Migrants: A Field Study in Italy and Russia.* Psychology. Journal of Higher School of Economics, 16(2), 285-301.
- Лебедева Н. М., Бомбиери Л., Галяпина В. Н. *Влияние просоциальных установок учителей на отношение учащихся к мигрантам в Италии и России* // Общественные науки и современность 2019. Выпуск 5. С. 142-155.
- Bombieri, L., Galyapina, V., & Lebedeva, N. *Pupils' attitudes towards migrants in Italy and Russia: role of ingroup identification and group similarity perception.* (submitted to European Journal of Teacher Education).
- Bombieri, L., Velkova, K., Galyapina, V. *Beyond Borders, from Text to Lines: How Schoolchildren Visualize Immigrant Peers.* (under review at Journal of Applied Developmental Psychology).

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