

Intercultural Motivational Teaching Styles in an At-Risk Primary School

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INTERCULTURAL MOTIVATIONAL TEACHER STYLES IN AN AT-RISK ELEMENTARY SCHOOL

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WHAT WE LEARNED

ACCEPTANCE IS INSUFFICIENT FOR EQUAL NEED SUPPORT

AUTONOMY SUPPORT REQUIRES COMPREHENSION OF STUDENTS' PERCEPTION

ADAPTATION IS REQUESTED FOR SWITCHING PERSPECTIVE

INTRODUCTION

Previous research

- Students of all backgrounds benefit from equal need support (Archambault et al., 2020).
- Conceptions about students' diverse cultural backgrounds could affect teachers' behavior (Gay, 2009).
- Notably teachers in at risk schools tend to misinterpret students' needs and adopt undermining strategies (e.g., control; Hornstra et al., 2015).

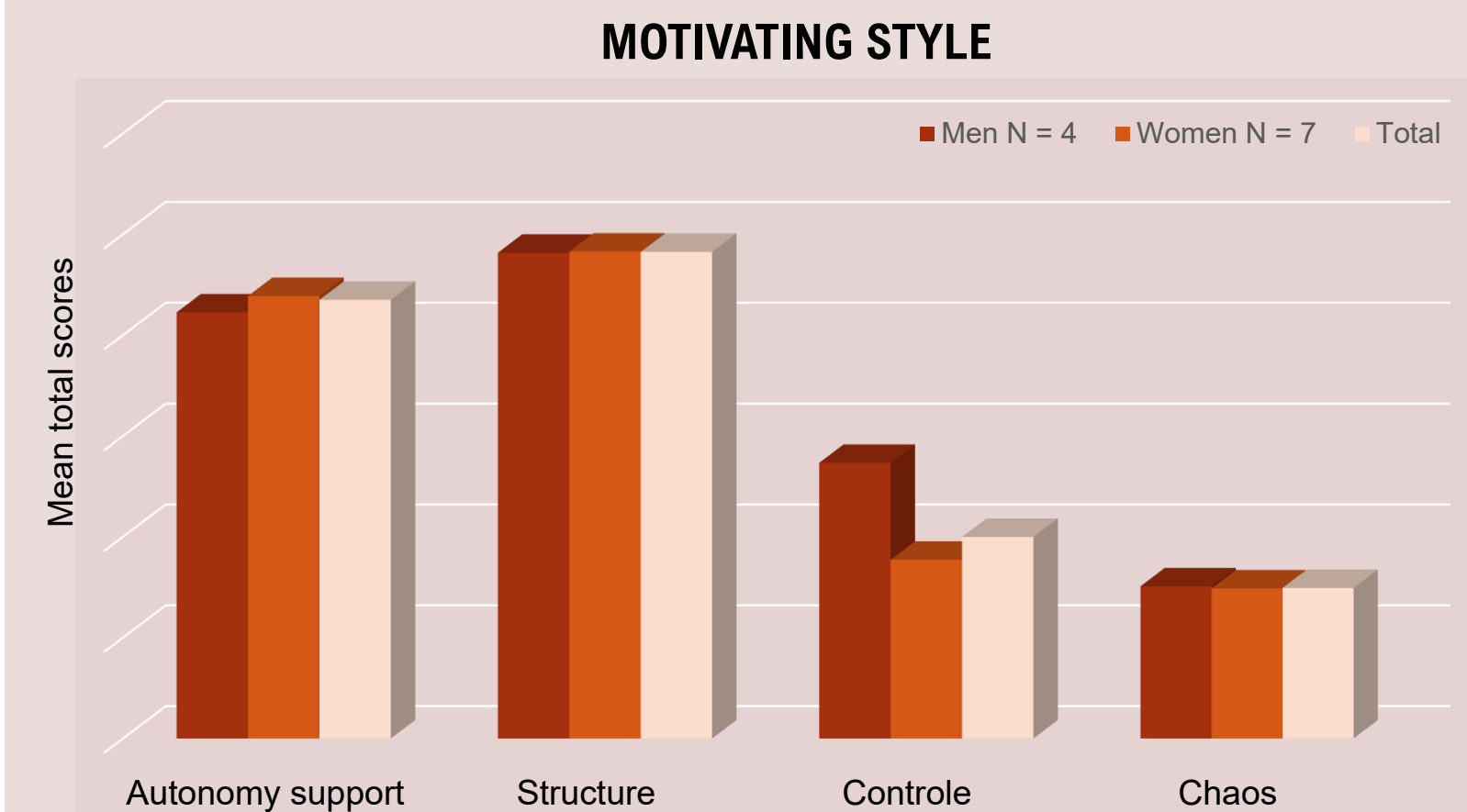
Context

- A case study exploring motivating styles and intercultural competences of teachers in a multi-cultural at-risk elementary school in Amsterdam to detect a potential connection between both variables.

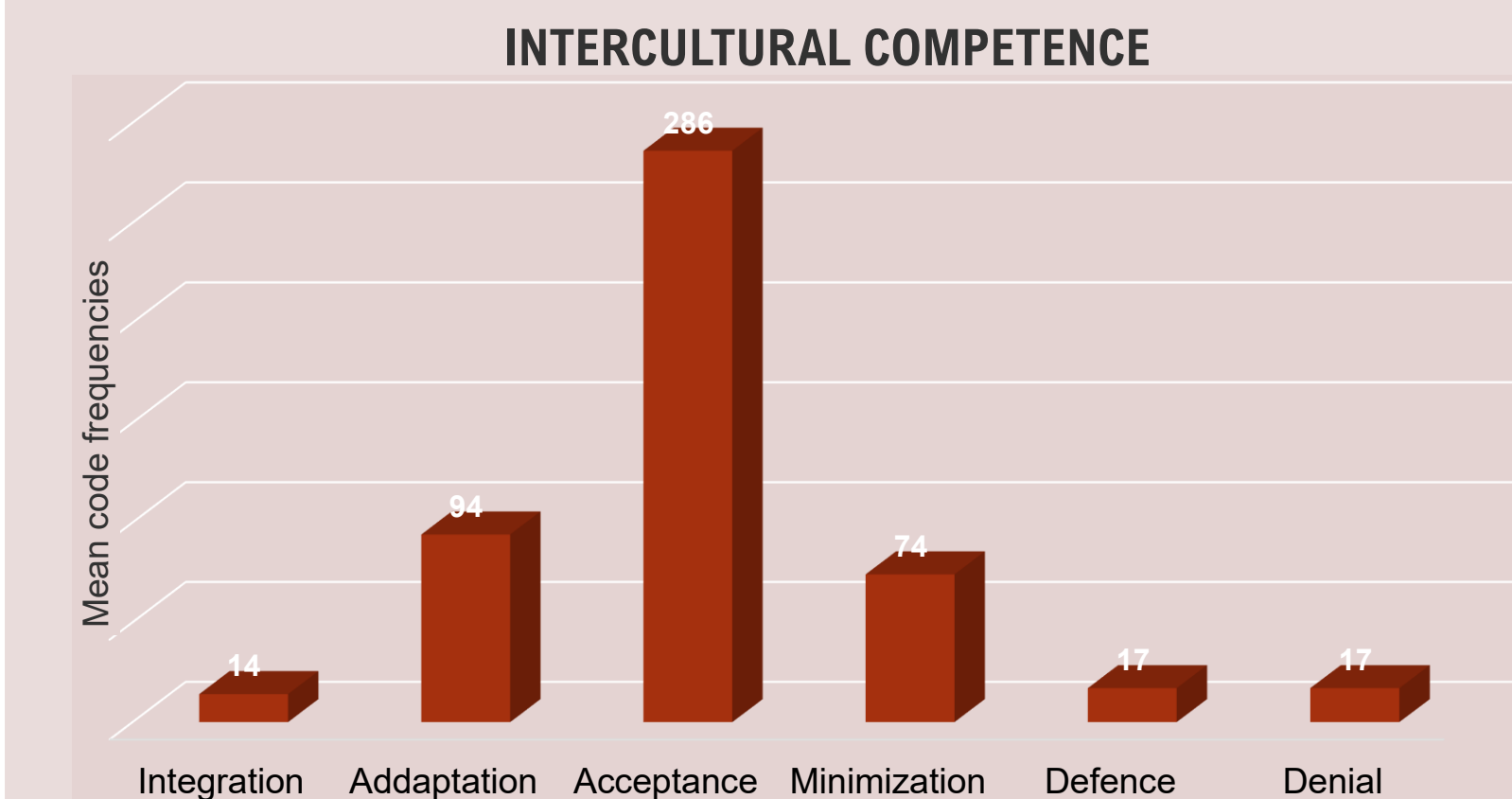
METHOD

MOTIVATING STYLE N = 34	INTERCULTURAL COMPETENCE N = 11
Situations in School questionnaire Based on a 7-point Likert scale (SIS; Aelterman et al., 2019) Triangulated in interview Coded in motivation themes plus recognition; preference	Semi structured interview Six main questions, one per topic (Hammer et al., 2003) Coded in six themes of competence level plus other relevant themes
Need thwarting	Ethnocentric orientation
Control Chaos	Denial Defense Minimization
Need support	Ethnorelative orientation
Autonomy support Structure	Acceptance Adaptation Integration

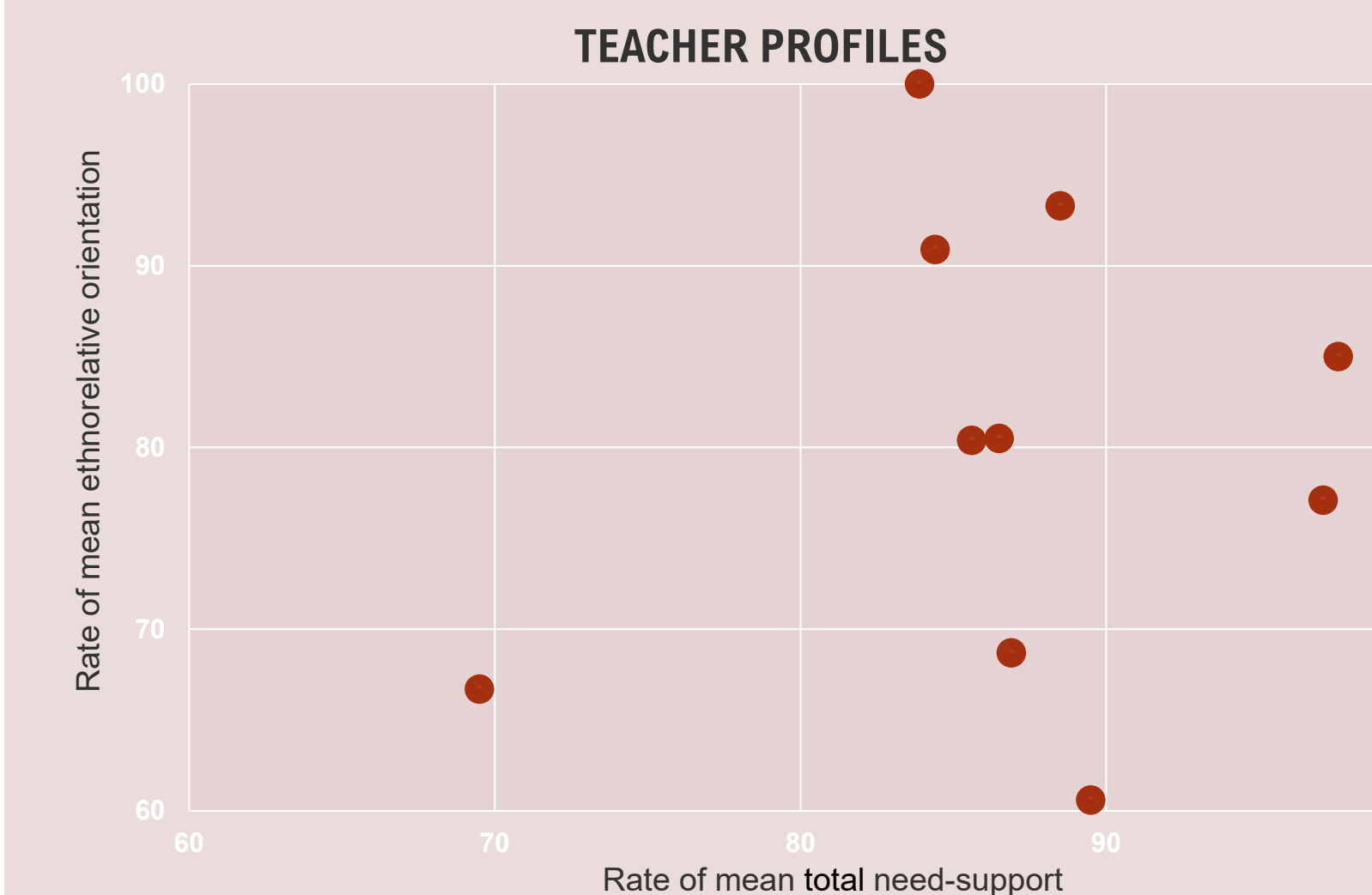
RESULTS



Most interviewees identified themselves with their score and described their preference as: "structure is the most important".



Acceptance was mainly explained by recognizing differences and similarities (in)between cultures. "sometimes we compare religions and sometimes we discuss differences; in my class we treat both".



A cautious positive association between motivation style and intercultural competence was found.

Note. One teacher was eliminated because of an outlier position.

CONCLUSION

- Acceptance is the knowledge of different perspectives. Adaptation is the skill to adjust feelings and behavior into other perspectives.
- Understanding culture's role for need support might lead to new insights in motivational teacher behavior which could contribute to equal educational opportunities.
- Results did not match with previous research reporting a need-thwarting teaching style more frequent in at-risk schools (Hornstra et al., 2015).
- Other coded themes were Relatedness; Behavior of others; No cultural related answer; Difficult to answer; Process of intercultural consciousness.

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