

**ICS PhD Project 7:
Teachers' socialization of positive intergroup relations. Disentangling ethnicity and social class.**

Aim

To get a better understanding of teachers' impact on children's ethnic and social class relations.

Background

Like many other Western countries, the Netherlands is faced with persistent ethnic and socioeconomic segregation, which is not only characterized by educational and economic inequalities, but also by indifference and sometimes hostility between different groups. Schools are in unique position to counter this segregation as they are responsible for providing equal educational opportunities and promoting positive intergroup relations. The success of this likely depends on the role of individual teachers. However, most of the research to date has focused on school system characteristics (e.g., tracking) and formal (citizenship) curricula.

This PhD project will make a unique contribution by focusing on social class and ethnicity at the same time, and by integrating theories from social/developmental psychology, sociology, and educational science. More specifically, we will integrate self-determination theory and social identity theory to study (a) whether and how social class (next to ethnicity) is a relevant characteristic that primary school students (grades 5-6) use for social categorization, (b) how primary school teachers' group attitudes and anti-prejudice motivations affect their communications about socioeconomic and ethnic differences and (c) how these communications ultimately contribute to students' intergroup relations.

The PhD project is part of a larger interlinked research project ("Countering ethnic and socioeconomic segregation in schools: Teachers' socialization of academic adjustment and intergroup harmony in diverse classes") in which the PhD candidate will collaborate with another PhD candidate in the Department of Education (UU).

Research design

This project involves a joint data collection (together with the other PhD candidate) of (predominantly) survey data in Dutch primary schools. Dutch language proficiency therefore is a requirement for the PhD candidate. The data collection will span a single school year and have a three-wave longitudinal design involving 70 classes (grade level 5-6) with 70 teachers and ±1800 children.

Profile

- Dutch language proficiency

Literature

- Kuppens, T., Spears, R., Manstead, A. S. R., Spruyt, B., & Easterbrook, M. J. (2018). Educationism and the irony of meritocracy: Negative attitudes of higher educated people towards the less educated. *Journal of Experimental Social Psychology, 76*, 429–447
- Legault, L., Green-Demers, I., Grant, P., & Chung, J. (2007). On the self-regulation of implicit and explicit prejudice: a self-determination theory perspective. *Personality & Social Psychology Bulletin, 33*, 732–749.

Project initiators

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Location

Department of Interdisciplinary Social Science, Utrecht University

PLEASE NOTE: this project starts July 1, 2022