

Promuovere le relazioni interpersonali in un intervento a scuola: il ruolo dello status socio-economico e dell'etnia nel fare amicizia

Paula Luengo Kanacri, PhD.

Psychology Department, P. Universidad Católica de Chile
Centre for Social Conflict and Cohesion Studies



WEB CONFERENCE SU PIATTAFORMA

MIGRAZIONI E DIVER

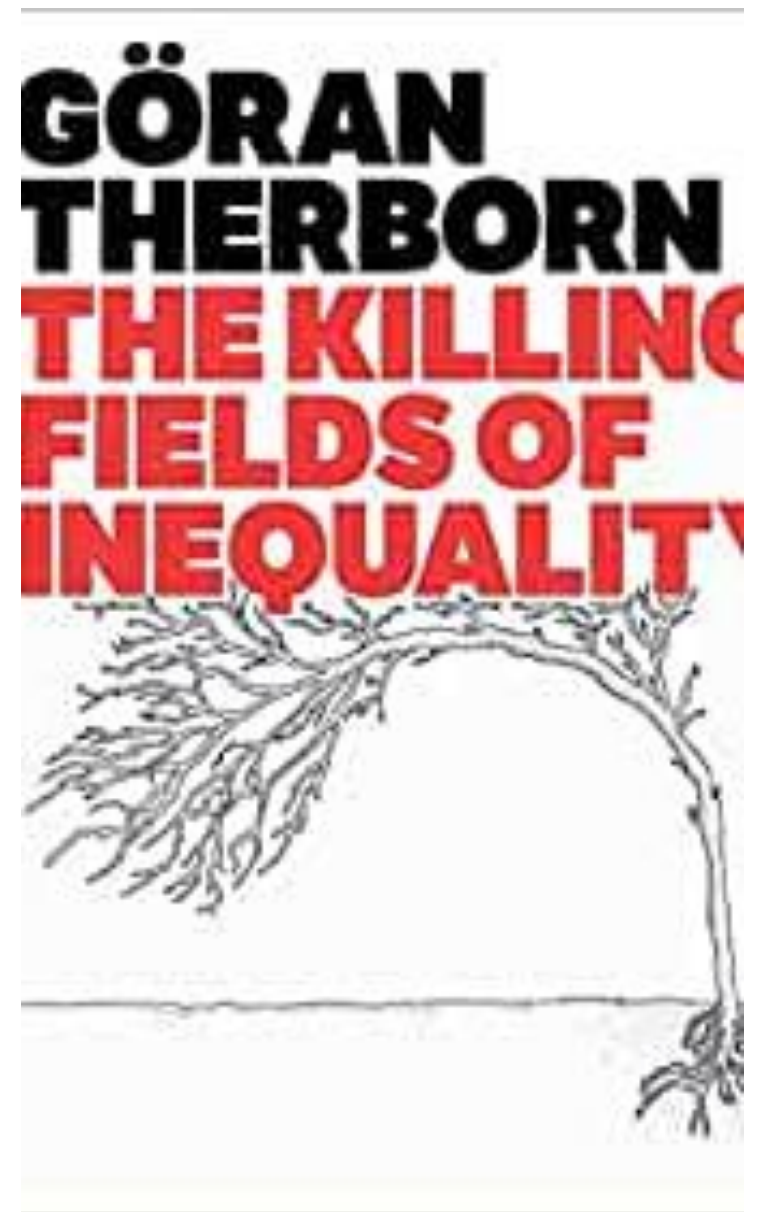
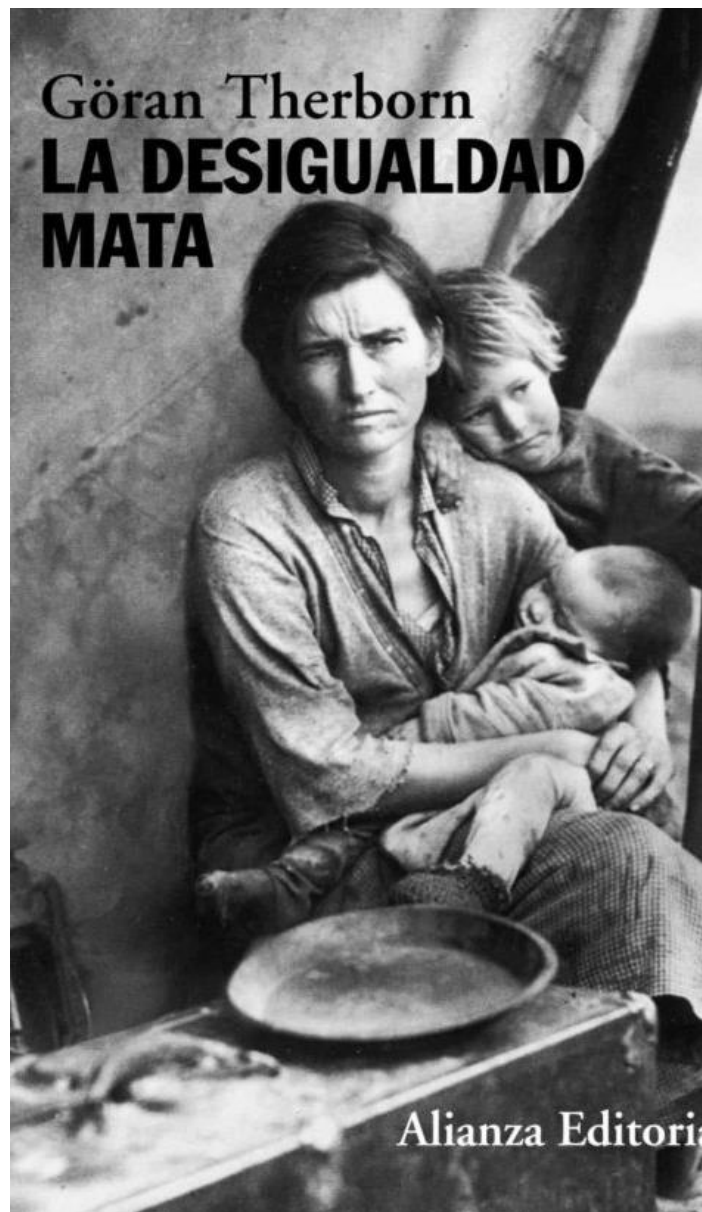
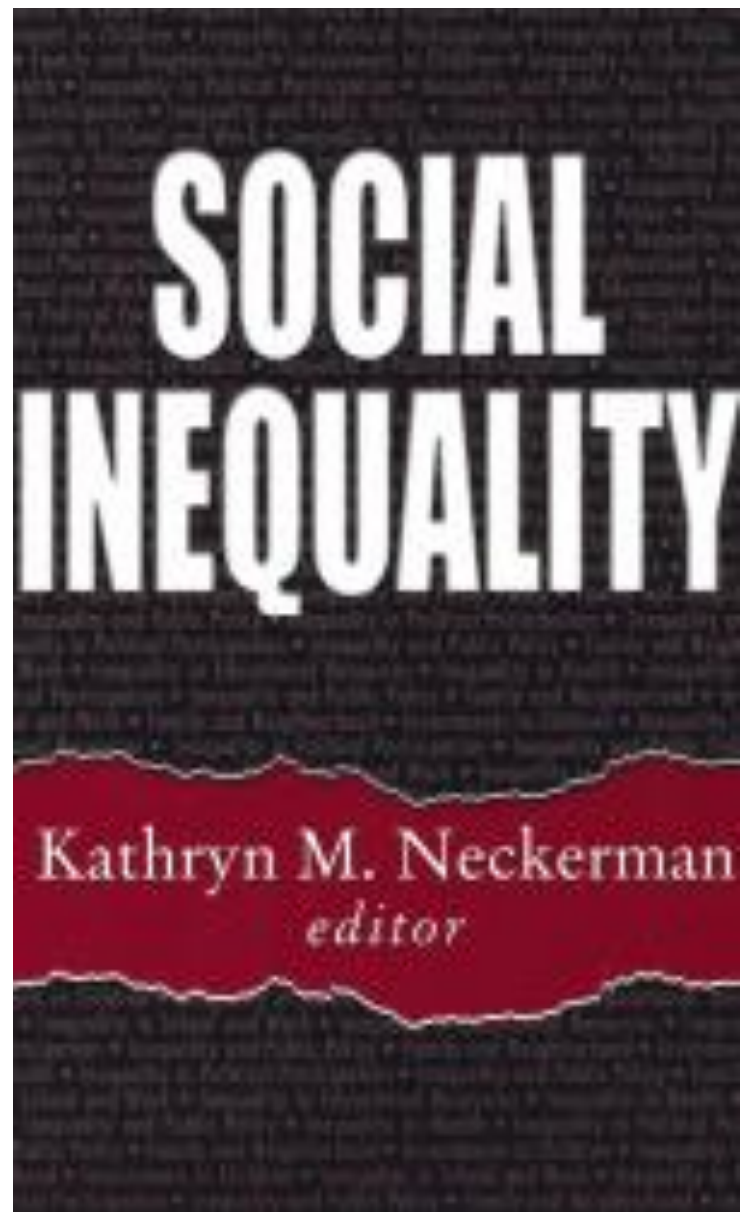
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1-2 OTTO

A photograph of a protest in Chile. In the foreground, a man in a dark t-shirt is running towards the camera with his arms outstretched. To his left, another man in a red shirt and a blue face mask is also running. In the background, a large crowd of people is gathered, some holding flags. On the right side of the image, a large fire is burning brightly, with orange and yellow flames. The overall scene is one of chaos and protest.

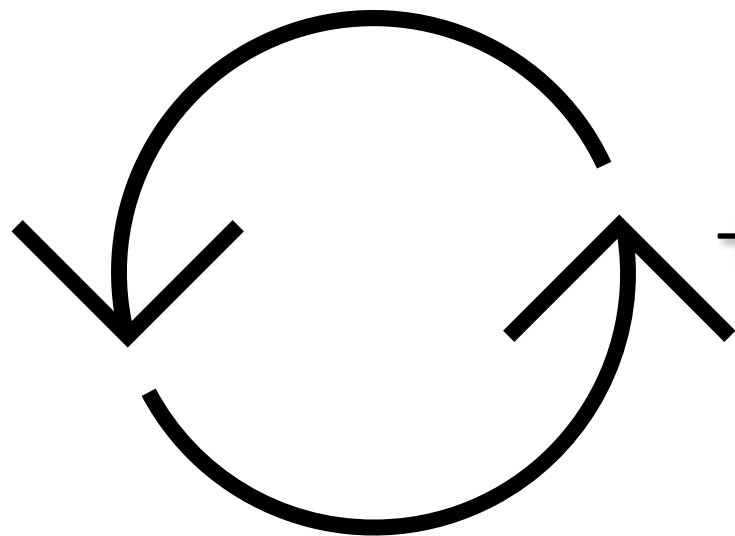
A TUTTI I BAMBINI MIGRANTI CHE ARRIVANO IN CILE
NO AL RAZZISMO E APOROFOBIA
(PER I FATTI DI IQUIQUE DEL 25 SETTEMBRE SCORSO)



The current global pandemic has further highlighted the harmful effects of social inequality on human development.



- INEQUALITY



+ SOCIAL COHESION

IS THE INEQUALITY THAT EMERGES FROM MIGRATORY
FLOWS JUST A CONTEXTUAL FACT, A SCENARIO?

HOW DOES IT AFFECT THE SCHOOL LIFE OF CHILDREN
AND ADOLESCENTS?

Recent research has evidenced that social inequalities and cultural intolerance persist in part because since early stages of life children and youth hold negative stereotypes about disadvantaged and marginalized groups.

(see Elenbaas, Rizzo, & Killen, 2020).



Little is known about psychological roots of social cohesion across childhood and adolescence, mainly concerning behaviors that might encourage a more equitable and inclusive society.

PROSOCIAL BEHAVIORS

Voluntary behaviors aimed at benefiting others



As a behavioral first brick of social cohesion (Baldassarri & Abascal, 2020; Juul, 2010).



The tendency to behave prosocially in favor of others attests to improve attitudes towards people from different social backgrounds (see Eisenberg, Spinrad, & Knafo-Noam, 2015) and from those in situations of exclusion or minorities (e.g., Palacios et al., 2019; Sturgis, Brunton-Smith, Kuha, & Jackson, 2013).

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The micro-level → the classroom



Relevant setting for observation of cohesion and
conflict dynamics in phases of human development
permeable to socialization processes

(i.e., Green, Preston, and Janmaat, 2006; Luengo Kanacri et al., 2017).

How does prosocial behavior extend beyond the borders of the ingroup and to unknown others in a critical period of the development as adolescence?



The Chilean case

»»» Despite its economic growth, ethnic polarization, and multidimensional socio-economic inequality, are pronounced in Chile as in other Latin American countries.

»»» Chile presents the highest GINI index of inequality among the countries of the Organization for Economic Co-operation and Development (OECD, 2015).



The Chilean case

- ➔ This inequality is also well-manifested in the educational system, which is one of the most segregated systems of the world, triggering unbalanced education opportunities among students from different social classes (see Villalobos & Valenzuela, 2012; see also Carrasco, Bogolasky, Flores, Gutiérrez, & San Martín, 2014).
- ➔ Chile as Latin American country with the highest migratory flow in the last 10 years (PNUD, 2020)
- ➔ According to the last census, 12.8% of the total Chilean population describe themselves as Indigenous (Instituto Nacional de Estadísticas, 2017) but, despite of this relatively high rate, an elevated percentage of the non-Indigenous Chilean report they do not know any Mapuche -the largest ethnic group in the country- person, and if they do, they refer to them simply as acquaintances (Centro de Conflicto y Cohesión Social, 2015).



ProCiviCo

Civic engagement and prosociality for promoting social
cohesion in school settings

An applied model



Theoretical model and its corresponding training itinerary → focused on the development of prosocial skills as precursors of civic participation, favoring in students the exercise of empathy, emotional regulation and overcoming prejudices (based on socioeconomic status), via the increase of individual and collective self-efficacy in cooperative activities for civic participation projects.



PROSOCIAL BEHAVIORS in the peer context



EMOTION REGULATION



EMPATHY



OVERCOMING PREJUDICES



CIVIC ENGAGEMENT
AND COLLECTIVE
EFFICACY



ProCiviCo

Participación prosocial y cívica en contextos escolares
para la cohesión social en Chile



PROCIVICO PROGRAM



PROSOCIAL BEHAVIORS



EMOTION REGULATION



EMPATHY



OVERCOMING PREJUDICES

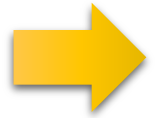


CIVIC ENGAGEMENT

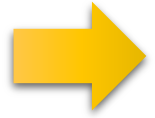


According to the novel goal of this programme (i.e., the inclusion of the long-term goal of promoting social cohesion within classrooms) and based on the fact that the Chilean society is extremely segregated in terms of social groups, in the fourth component we consider the intergroup relations dimension, and concepts such as prejudice and discrimination.

THE PRESENT STUDY



Using a RCT the present study aims to analyze the impact of a school-based intervention to promote prosociality among adolescents on classroom social cohesion.



AIMS

→ changes in the conformation of peer friendship networks considering socioeconomic status, ethnicity and migratory condition in such dynamics as indicative of interpersonal social cohesion.

→ peer relationships---the extent to which friendship selection based on similarity in the own group membership (i.e., socioeconomic status and ethnicity/migratory condition) differs in intervention and control classrooms (using SNA)

→ social cohesion is conceptualized as the tendency to choose friends who belong to different social groups than the own.

HYPOTHESIS

H1

Friendships will, to a lesser extent, be driven by a similarity in adolescents' socioeconomic status in intervention than control classrooms;

H2

and ethnic background;

H3

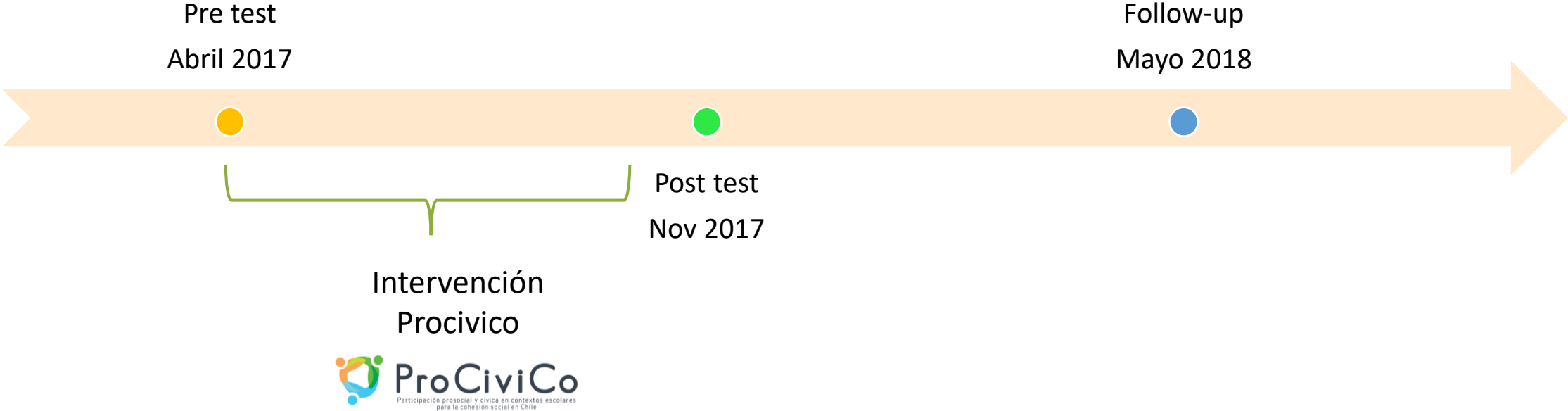
& 4

High SES' (Hypothesis 3) and Chilean (Hypothesis 4) adolescents will receive more friendship nominations than their peers from low SES and with ethnic background in control but not in intervention classrooms.

SAMPLE & DESIGN

- ➔ The final sample contained 537 students from seven intervention classrooms ($M_{age\ t1} = 12.35$; $SD\ t1 = .08$, 47% girls) and six control classrooms ($M_{age\ t1} = 12.29$, $SD\ t1 = .11$; 51% girls) assessed at 3 waves, around 6 months apart.
- ➔ A RCT at the school level -- > Schools were randomly assigned to the intervention and control condition.
- ➔ According to the Chilean Ministry of Education, these schools are considered as middle-low to middle socioeconomic status schools. The average classroom size was 41.2 students ($SD = 8.1$, range from 29 to 51).
- ➔ Measures and procedures to protect the confidentiality and rights of participants were approved by the Institutional Review Board of the participating university. Parental active consent and adolescents' assent were obtained for all participants included in the study.

Timeline

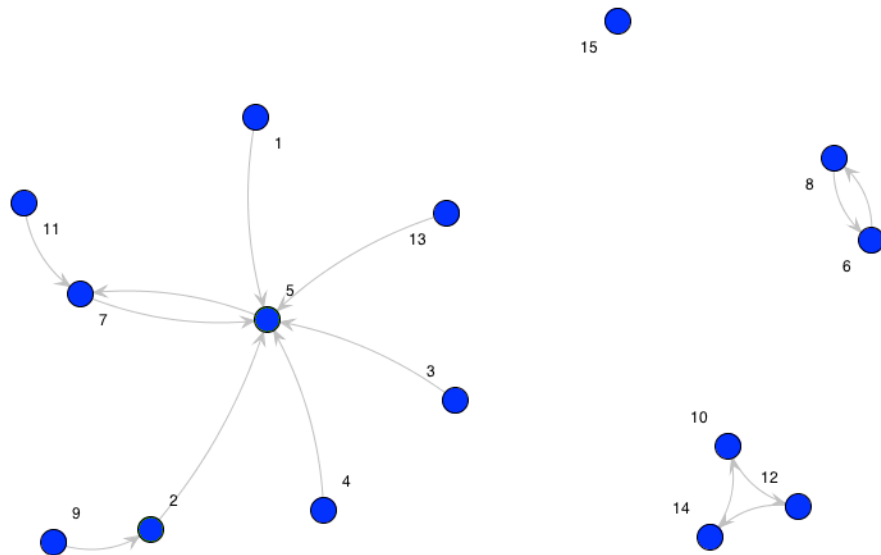


MEASURES

- **Friendship networks** (T1–T2–T3). Peer nominations procedures assessed friendships (Cillessen & Mayeux, 2004). Participants were asked to check on a roster and nominate up to three classmates who best fit the descriptor with whom do you hang out at school during recess (Espelage, Holt, & Henkel, 2003; Palacios, Berger, Luengo Kanacri, Veenstra, & Dijkstra, 2019; average degree_{T1} = 2.51, SD_{T1} = 0.35; average degree_{T2} = 2.51, SD_{T2} = 0.37; average degree_{T3} = 2.34, SD_{T3} = 0.27). Adjacency matrices were created for each classroom on each assessment, representing the different networks with nominations coded as 1 and non-nominations coded as 0.
- **Socioeconomic status (SES)**. Participants reported their mother's educational degree. Mothers' educational level was measured on a six-point scale, ranging from low (0: less than primary school) to high (5: postgraduate degree) (M_{T1} = 2.68; SD_{T1} = 0.16; less than primary school = 3.7%, primary school = 11.9%, secondary school = 45.7%, technical degree = 20.2%, university degree = 15.8%, postgraduate degree = 2.7%). When relying on a single indicator on families' socioeconomic status, the mother's educational level has been used in the developmental literature (e.g., Alexander, Entwisle, Blyth, & McAdoo, 1988) and been associated with adolescents' friendships (Simpkins, Schaefer, Price, & Vest, 2013).
- **Ethnic diversity**. A composite variable was created combining students' nationality and ethnic background. Specifically, participants were asked about their nationality and whether they or their relatives have an indigenous background. Then, we grouped immigrants' students and students who reported having an indigenous background (38% in the sample), distinguishing them from Chilean students without indigenous background (62% in the sample). We only included classrooms with a minimum of 15% of students reporting ethnic diversity.
- **Sex**. Participants were asked about their sex, which was coded 0 for boys and 1 for girls (51% girls).



ANALYTICAL STRATEGY



Analyses were conducted using longitudinal social networks (RSiena; Simulation Investigation for Empirical Network Analysis). This technique allowed us to unravel the development of friendships networks (Ripley, Snijders, Boda, Voros, & Preciado, 2018) while taking into account network structural effects (e.g., reciprocity, transitivity) as well as students' individual covariates (e.g., sex, ethnic and socioeconomic background).

RESULTS

H1

Whereas we found some evidence that adolescents befriended students from different socioeconomic status in intervention classrooms, no evidence was found in control classrooms (SES similarity Est.INT=-0.448, $p < .10$, Est. CON=0.345, $p = .17$). Furthermore, and supporting hypothesis 1, a significant difference between the two effects' parameters was found ($z = -2.127$, $p = .01$).

H2

Also, we found that adolescents befriend peers similar in their ethnicity in control classrooms but not in intervention classrooms (same ethnic diversity Est.INT=-0.128, $p = .20$; Est. CON=0.197, $p = .01$). Furthermore, the difference between the two effects' parameters was significant ($z = -2.53$, $p = .01$), supporting hypotheses 2.

RESULTS

H3
& 4

Adolescents from low SES receive more friendship nominations than peers from higher SES in control but not in intervention classrooms (SES alter Est.INT=0.045, $p=.26$; Est. CON=-0.108, $p=.01$). **Supporting hypothesis 3**, a significant difference between the two effects' parameters was found ($z=2.57$, $p=.01$). These results indicate that while adolescents from low SES received more friendship nominations in control classrooms, in intervention classrooms adolescents from diverse SES receive a similar number of friendship nominations.

Furthermore, adolescents' ethnic diversity did not affect the number of given and received friendship nominations neither in intervention nor in control classrooms (ethnic diversity ego Est. INT=-0.104, $p=.31$; Est. CON=-0.102, $p=.18$; ethnic diversity alter Est. INT=-0.028, $p=.81$; Est. CON=-0.004, $p=.96$), thus, **rejecting hypotheses 4**.

DISCUSSION

➔ From our results → students from different socioeconomic status tended to befriend **each other** significantly more in intervention than in control classrooms. Conversely, we did not find a significant same ethnicity effect in neither of the two types of classrooms, indicating that ethnicity did not play a role in befriending classmates.



These findings highlighted the role of school socialization processes focused on the promotion of prosocial behaviors in contexts marked by social inequality.

DISCUSSION

Limitations:

- limited number of preferences;
- socially heterogeneous environments "at a moderate level".

An intervention focused on the development of prosocial behaviors, school civic participation and overcoming prejudices, facilitates the creation of more cohesive environments and the selection of more heterogeneous friendships in terms of social status.



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bluengo@uc.cl



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Participación prosocial y cívica en contextos escolares para la cohesión social en Chile



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Ya Google Meet. Inscripción en el LINK ADJUNTO

1º Conversatorio ProCiviCo

Ser docente en medio de una pandemia: sentir y acompañar las emociones en cuarentena

JUEVES 25 DE JUNIO | DE 17:00 A 18:30

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