THE INTEGRATION OF IMMIGRANT YOUTH INTO THE SCHOOL CONTEXT

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Abstract

The objective of this research is to examine the influence of acculturation preferences, sex and age on immigrant youth's social integration into the school context of their host society. The analyses are performed using the survey of 1,186 immigrant youth and their teachers from 225 classes. The cross-sectional survey was conducted in primary public schools in the German-speaking part of Switzerland between February and April 2008. A generalized linear model was employed to analyze the questions of the study. In short, the results indicate that those immigrant youth who wish simultaneously to maintain their ethnic cultural heritage as well as to adopt the mainstream culture have the best prospects of being socially integrated at school. The findings also show that among immigrant youth girls tend to be better socially integrated at school than boys. Furthermore, younger immigrants indicate better social integration than the older ones. Finally, the immigrant youth's social integration within the school is supported by teachers favoring an integration strategy.
Key words: *acculturation, immigrant youth, primary school, social integration.*

Introduction

Globalization processes, environmental catastrophes, and political conflicts of the past and present centuries have contributed to increasing migratory movements all over the world. Thus, large numbers of immigrants have made cultural diversity a common characteristic of school environment in most European countries. The change in behavior taking place among individuals of different cultural heritage who are involved in a "first-hand contact" is commonly defined as acculturation (Redfield, Linton, & Herskovits, 1936). The contemporary theoretical discourse on acculturation points to the importance of focusing on changes taking place in the dominant group, as well as those occurring in non-dominant groups (Berry, 2003; Berry, 2006a; Makarova, 2008; Sam, 2006; Ward, 2008). Furthermore, a differentiation is made between acculturation development, as a highly variable process, and different outcomes of this process (Berry, 2006b).

Current research on acculturation favors the Interactive Acculturation Model, with one dimension of culture maintenance and the other dimension of adoption of the mainstream culture (Bourhis, Moïse, Perreault, & Senécal, 1997). Hence, the acculturation process may lead to four different outcomes that collectively are referred to as acculturation strategies: integration (i.e. high value in the maintenance of the ethnic origin culture as well as high value in the adoption of the host society culture), assimilation (i.e. low value in the maintenance of the ethnic origin culture and high value in the adoption of the host society culture), separation/segregation[1] (i.e. high value in the maintenance of the ethnic origin culture and low value in the adoption of the host society culture), and marginalization (i.e. low value in the maintenance of the ethnic origin culture and low value in the adoption of the host society culture).

Problem of Research

The overall results of a cross-cultural study conducted in 13 countries[2] show that "overall and across all countries and ethnic groups" immigrant youth prefer the integration strategy (Phinney, Berry, Vedder, & Liebkind, 2006, p. 86). The separation strategy was the second most preferred attitude among immigrant youth, followed by assimilation, and marginalization (Phinney, Berry, Vedder, & Liebkind, 2006). Generally, research shows that the integration strategy is positively related and the marginalization strategy is negatively related to the immigrants' adaptation to the host society. At the same time, the assimilation and separation strategies are found to have a moderate relation to immigrant adaptation (Berry, Phinney, Sam, & Vedder, 2006; Berry & Sabatier, 2010; Pfafferott & Brown, 2006; Ward & Rana-Deuba, 1999). Moreover, the adaptation of immigrants can also be influenced by the discrepancies between one's own acculturation preferences and the perceived acculturation preferences of the dominant group members (Pfafferott & Brown, 2006). Those discrepancies in the perception of acculturation preferences between the majority and minority groups can also lead to detrimental consequences for inter-group relations (Montreuil & Bourhis, 2004; Navas, García, Sánchez, Rojas, Pumares, & Fernández, 2005). Moreover, perceived discrimination correlates positively with the separation and marginalization strategies of immigrant youth. Thus, immigrants who experience discrimination are likely to find support primarily within their ethnic networks rather than in social networks of their host society (Phinney, Berry, Vedder, & Liebkind, 2006).

The adaptation of immigrant youth is also influenced by individual sociodemographic factors. The results of the International Comparative Study of Ethnocultural Youth (ICSEY) demonstrate that boys are generally better psychologically adapted while girls show a better sociocultural adaptation, and younger immigrants are generally better adapted than the older youth (Sam, Vedder, Ward, & Horenczyk, 2006).

Research Focus

For immigrant youth, school is the social setting where their acculturation process is taking place and acculturation preferences of other group members are assessed (Vedder & Horenczyk, 2006). Pyhältö, Soini, and Pietarinen (2010) suggest that perceived social interactions within the school community can be the most rewarding, as well as the most problematic, part of a school career. Compared to national youth, a sense of belonging to a school and peer relationships of good quality are more important for immigrant youth's wellbeing and their school adjustment (Vedder & Horenczyk, 2006).

For successful school adjustment of the immigrant youth the role of teachers is important "with respect to achieving academic goals (instructional support) and with regard to the regulation of emotional and social processes (emotional support)" (Vedder & Horenczyk, 2006, p. 423). At the same time, previous research shows that acculturation attitudes of teachers influence the way they handle their students' ethnic heterogeneity (Bender-Szymanski, Hesse, & Göbel, 2000; Wagner, van Dick, Petzel, & Auernheimer, 2001). Therefore, we suggest that the adaptation of immigrant youth to the school environment can be influenced by both their own acculturation orientation and their teachers' expectations. Based on previous discussions, we assume that acculturation strategies adopted by immigrant youth have a considerable impact on their social integration into the school context of the host society. Moreover, we assume that sex and age can be important predictors for relationship outcomes in the school context. Consequently, the first question to be addressed is: Which acculturation strategies are preferred by immigrant youth compared to their teachers? Secondly, the present research will analyze the effect of immigrant youth's acculturation orientations, their sex and age on their relationships with

classmates and teachers. Finally, it will discuss the role the teachers' acculturation preferences play in immigrant youth's perceptions of the quality of student-teacher relationships.

Methodology of Research

General Background of Research

The current quantitative study had a cross-sectional design and was conducted between February and April 2008. It was carried out at the Department of Educational Psychology of the University of Bern. During this study students and teachers from 225 classes in primary public schools in the German-speaking part of Switzerland were surveyed. The participants completed a paper questionnaire during class time; they were instructed and supervised by trained research assistants (Makarova, Schönbächler, & Herzog, 2008).

Research Sample

Overall, 4,384 students and 225 teachers were surveyed for this study. From the student survey, the data from 1,186 immigrant youth were selected for the analysis, with 76.0% of them born in Switzerland and 24.0% born abroad. The sample consisted of 50.3% male and 49.7% female students. All of them were fifth grade students. The students' ages ranged between 10 and 16 years, with an average age of 12 years. The teachers 'sample consisted of 54.7% male and 45.3% female teachers. Their teaching experience ranged from 1 to 22 years (M = 8.45 years; SD = 6.23).

Instrument and Procedure

Acculturation orientations were measured in two dimensions according to the Interaction Acculturation Model (Bourhis, Moïse, Perreault, & Senécal, 1997). Each dimension of the acculturation orientations was measured by 5 items. For each item the respondents were asked to indicate the extent of their agreement on a 5-point scale ranged from 1 (strongly disagree) to 5 (strongly agree). The measure of the maintenance of the ethnic origin culture in the questionnaire for immigrant youth included statements such as, "It is important that youth from my ethnic group living in Switzerland preserve their own language/ religion/ clothing style/ lifestyle/ cultural traditions".[3] The measure of the adoption of the host society culture included statements such as, "It is important that youth from my ethnic group living in Switzerland adopt the Swiss language/ religion/ clothing style/ lifestyle/ cultural traditions".

Subsequently, in the questionnaire for teachers they were asked to fill out the same measures with respect to their expectation about the way the immigrant youth should acculturate in Switzerland. Hence, the questions were re-phrased to "It is important that immigrant youth living in Switzerland preserve their own language/ religion/ clothing style/ lifestyle/ cultural traditions", and "It is important that immigrant youth living in Switzerland adopt the Swiss language/ religion/ clothing style/ lifestyle/ cultural traditions".

After a principle component analysis four factors were employed: (i) immigrant youth acculturation orientations towards the maintenance of the ethnic origin culture (Cronbach's alpha = 0.85, R^2 = 63%), (ii) immigrant youth acculturation orientations towards the adoption of the Swiss culture (Cronbach's alpha = 0.81, R^2 = 58%), (iii) teachers' acculturation orientations towards the maintenance of the ethnic origin culture by immigrant youth (Cronbach's alpha = 0.70, R^2 = 47%), and (iv) teachers' acculturation orientations towards the adoption of the Swiss culture by immigrant youth (Cronbach's alpha = 0.66, R^2 = 44%).

Afterwards, the factor values of both acculturation dimensions – culture maintenance

and culture adoption – in students and teachers' data were split by the scale midpoint in order to dichotomize them. Applying the combination of high and low values on both dimensions of acculturation, a new variable in the students and teachers' dataset was calculated in order to identify the four acculturation strategies mentioned earlier, namely: integration, assimilation, separation[4], and marginalization.

Social integration into the school context was measured by 11 items. For each item the respondents were asked to indicate the extent of their agreement on a 5-point scale ranged from 1 (strongly disagree) to 5 (strongly agree). The measurement of the student-student relationships included 6 items: "I feel very comfortable in our class", "There are many children in our class whom I like very much", "I think I'm very much liked by most of my classmates", "In our class we stick together", "I like being in our class", and "If someone in our class has problems, we help each other". The student-teacher relationships were measured by the following 5 items: "I like my teacher", "I have a good relationship with my teacher", "My teacher helps me with problems at school", "My teacher is a role model for me", and "I think my teacher likes to teach our class". After a principle component analysis two factors were employed: (i) student-student relationships (Cronbach's alpha = 0.84, R^2 = 55%), and (ii) student-teacher relationships (Cronbach's alpha = 0.88, R^2 = 69%).

Data Analysis

All analyses were performed using the SPSS statistical software package, version 19.0 (IBM SPSS Inc., 2010). The significance level of $p < 0.05$ was used to determine statistical significance for all analyses. A generalized linear model (GzLM) was employed to analyze the questions of the study (Garson, 2011). Cook's distance measure was applied to identify the outliers with large residuals in order to provide the accuracy of regression outcomes (Cohen, Cohen, West, & Aiken, 2003; Chatterjee & Hadi, 2006). The model fit of the initial model (with outliers) was afterwards compared to the final model (without outliers) in order to indicate the better fitting model.

Results of Research

Preferred Acculturation Strategies

The results illustrate that the surveyed immigrant youth preferred either the integration strategy (48.4%) or the separation strategy (40.3%). The assimilation (6.1%) and marginalization strategies (5.3%) were favored by a smaller proportion of the immigrant youth. However, teachers in Swiss primary schools mostly expected separation (56.4%) of immigrant youth, followed by integration (34.7%), and assimilation (7.6%), and only few of them (1.3%) favored the marginalization strategy.

The differences between the acculturation preferences of immigrant youth and their teachers turned out to be significant (χ^2 = 27.52, df = 3, $p < 0.001$). Hence, immigrant youth favored the integration ($p < 0.001$) and marginalization ($p < 0.01$) strategies significantly more often than their teachers. In contrast, the teachers expected the separation strategy significantly more often compared to the immigrant youth's preference ($p < 0.001$).

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IN THE 21st CENTURY
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Relationships with Classmates: Influence of the Immigrant Youth's
Acculturation Preferences, their Sex and Age

The quality of the relationships with the immigrant youth's classmates (z-score: M = 0.07, SD = 1.00) was predicted by two factors (see Table 1): acculturation strategies, and sex of the immigrant youth and their covariate age (z-score: M = 0.20, SD = 1.01). The predictors were entered into the model in one step.

Table 1. Relationships with Classmates: Factors in GzLM.

		N	%
Immigrant students' acculturation strategies	Integration	599	51.5
	Assimilation	35	3.0
	Separation	470	40.4
	Marginalization	60	5.2
	Total	1164	100.0
Immigrant students' sex	Female	590	50.7
	Male	574	49.3
	Total	1164	100.0

The final GzLM included 1,164 cases (100.0%). As expected, this final model that excluded outliers had a better fit (Deviance Ratio .98; AIC[5] 3281.23) than the initial model (Deviance Ratio 1.02; AIC 3352.71). The omnibus test (Likelihood Ratio χ^2 = 36.60, df = 5, p < 0.001) indicates that both factors and the covariate turn out to be significant predictors for the relationships between immigrant youth and their classmates: acculturation strategies (Wald χ^2 = 19.60, df = 3, p < 0.001), sex (Wald χ^2 = 10.43, df = 1, p < 0.01), and age (Wald χ^2 = 4.27, df = 1, p < 0.05).

Table 2. Relationships with Classmates: Predictors in GzLM.

Parameter	β	SE	Wald Chi-Square	df	Sig.	Exp(β)
(Intercept)	-0.33	0.15	5.00	1	0.025	0.72
Integration	0.44	0.15	8.49	1	0.004	1.55
Assimilation	0.28	0.21	1.74	1	0.187	
Separation	0.21	0.15	1.88	1	0.171	
Marginalization	0[a]	.	.	.	.	1
Female	0.19	0.06	10.43	1	0.001	1.20
Male	0[a]	0.	.	.	.	1
Age	-0.06	0.03	4.27	1	0.039	0.94
(Scale)	0.97[b]	0.04				

Note: Dependent Variable: z-score student-student relationships; Model: (Intercept): acculturation strategies, sex, z-score age; [a]: Set to zero because this parameter is redundant; [b]: Maximum likelihood estimate.

The regression coefficients of the model show that, for immigrant youth, favoring the integration strategy is a significantly better predictor for positive relationships with their classmates than preferring the marginalization strategy. The female youth in our sample reported significantly better peer relationships compared to the male youth, while younger immigrants

reported better relationships with classmates than older students. The effect sizes based on odds ratios Exp(β) indicate that chances to have good relationships with classmates are increased by a factor of 1.55 for youth who prefer the integration strategy compared to those who prefer the marginalization strategy; and for female youth by a factor 1.20 compared to male youth, while controlling for other variables in the model. Age decreases the chances for having good peer relationships by a factor .94, while controlling for other variables in the model (see Table 2).

Additionally, pairwise comparisons were computed for every pair of levels of the factor acculturation strategies in the GzLM (see Table 3).

Table 3. Relationships with Classmates: Post-Hoc Test.

(I)	(J)	Mean Difference (I-J)	SE	df	Bonferroni Sig.
Integration	Assimilation	0.16	0.15	1	1.00
	Separation	0.23	0.06	1	**0.001**
	Marginalization	0.44	0.15	1	**0.021**

Note: No other significant pair differences between levels of the factor acculturation strategies were indicated.

The results indicated that those immigrant youth who prefer the integration strategy reported significantly more positive peer relationships compared to those who prefer the separation or marginalization strategy (see Table 3).

Students' Relationships with the Teacher: Influence of the Immigrant Youth's Acculturation Preferences, their Sex and Age

In this model the quality of the relationships with the teacher (z-score: M = 0.07, SD = 1.03) was predicted by two factors: the immigrant youths' acculturation strategies and sex (see Table 4), as well as the covariate age (z-score: M = 0.20, SD = 1.01). The predictors were entered into the model in one step.

Table 4. Students' Relationships with the Teacher: Factors in GzLM.

		N	%
Immigrant students' acculturation strategies	Integration	600	51.6
	Assimilation	33	2.8
	Separation	471	40.5
	Marginalization	58	5.0
	Total	1162	100.0
Immigrant students' sex	Female	588	50.6
	Male	574	49.4
	Total	1162	100.0

The final GzLM included 1,162 cases (100.0%). As expected, the final model that excluded outliers had a better fit (Deviance Ratio 1.00; AIC 3310.00) than the initial model (Deviance Ratio 1.04; AIC 3375.16). The omnibus test (Likelihood Ratio χ^2 = 76.21, df = 5, p < 0.001) indicates that both factors and the covariate turn out to be significant predictors for the relationships immigrant youth have with their teachers: acculturation strategies (Wald χ^2 = 52.86, df = 3, p < 0.001), sex (Wald χ^2 = 19.19, df = 1, p < 0.001), and age (Wald χ^2 = 4.31, df = 1, p < 0.05).

Table 5. Students' Relationships with the Teacher: Predictors in GzLM.

Parameter	β	SE	Wald Chi-Square	df	Sig.	Exp(β)
(Intercept)	-0.24	0.14	3.02	1	0.082	0.79
Integration	0.39	0.14	7.70	1	**0.006**	1.48
Assimilation	0.03	0.21	0.02	1	0.877	
Separation	-0.05	0.14	0.11	1	0.741	
Marginalization	0[a]	.	.	.	.	1
Female	0.26	0.06	19.19	1	**0.000**	1.30
Male	0[a]	.	.	.	.	1
Age	-0.06	0.03	4.31	1	**0.038**	0.94
(Scale)	1.00[b]	0.04				

Note: Dependent Variable: z-score student-teacher relationship; Model: (Intercept): acculturation strategies, sex, z-score age; [a]: Set to zero because this parameter is redundant; [b]: Maximum likelihood estimate.

The regression coefficients of the model show that, for immigrant youth, favoring the integration strategy is a significantly better predictor for positive relationships with the teacher than preferring the marginalization strategy. Moreover, female youth reported significantly better relationships with the teacher compared to male youth, and younger students with migration background reported better relationships with the teacher than older students. The effect sizes based on odds ratios Exp(β) indicate that chances to have a good relationship with the teacher are increased by a factor of 1.48 for youth who prefer the integration strategy compared to youth who prefer the marginalization strategy, and for female youth by a factor of 1.30 compared to male youth, while controlling for other variables in the model. Age, however, decreases chances for having good student-teacher relationships by a factor of .94, while controlling for other variables in the model (see Table 5).

Additionally, pairwise comparisons were computed for every pair of levels of the factor acculturation strategies in the GzLM (see Table 6).

Table 6. Students' Relationships with the Teacher: Post-Hoc Test.

(I)	(J)	Mean Difference (I-J)	SE	df	Bonferroni Sig.
Integration	Assimilation	0.36	0.16	1	0.150
	Separation	0.44	0.06	1	0.000
	Marginalization	0.39	0.14	1	0.033

Note: No other significant pair differences between levels of the factor acculturation strategies were indicated.

The results indicated that those immigrant youth who prefer the integration strategy reported significantly more positive relationships with their teacher than those who prefer the separation or marginalization strategy (see Table 6).

*Students' Relationships with the Teacher: Influence of the Teacher's
Acculturation Preferences*

In order to analyze the impact of the teachers' preferred acculturation strategy on immigrant youth's perception of their relationship with the teacher, the variable student-teacher relationships was first aggregated at the class level and then entered into the GzLM as a dependent variable (z-score: M = 0.08, SD = 0.98). The factor teacher's acculturation strategies was entered as a predictor (see Table 7).

Table 7. Students' Relationships with the Teacher: Factor in GzLM.

		N	%
Teachers' acculturation strategies	Integration	412	36.2
	Assimilation	83	7.3
	Separation	643	56.5
	Total	1138	100.0

The final model included 1,138 cases (100.0%). As expected, the final model that excluded outliers had a better fit (Deviance Ratio 0.94; AIC 3165.22) than the initial model (Deviance Ratio 1.08; AIC 3420.18). The omnibus test (Likelihood Ratio χ^2 = 14.43, df = 2, p < 0.001) indicates that the teachers' acculturation strategy[6] turns out to be a significant predictor (Wald χ^2 = 15.66, df = 2, p < 0.001) for the immigrant youth's perception of the relationship quality with their teacher. The regression coefficients of the model show that the average perception of the student-teacher relationship was significantly better in those classes where teachers preferred the integration strategy compared to those classes where teachers expected immigrant youth to follow the separation strategy in their acculturation process. The effect sizes based on odds ratios Exp(β) indicate that the perception of a good student-teacher relationship is increased by a factor of 1.25 in those classes where teachers preferred the integration strategy compared to those classes where teachers expected the separation strategy (see Table 8).

Table 8. Students' Relationships with the Teacher: Predictor in GzLM.

Parameter	β	SE	Wald Chi-Square	df	Sig.	Exp(β)
(Intercept)	0.00	0.04	0.00	1	0.990	1.00
Integration	0.22	0.06	12.88	1	0.000	1.25
Assimilation	-0.05	0.09	0.34	1	0.558	
Separation	0[a]	.	.	.	.	1
(Scale)	0.94[b]	0.04				

Note: Dependent Variable: z-score student-teacher relationships-class-mean; Model: (Intercept): acculturation strategies; [a]: Set to zero because this parameter is redundant; [b]: Maximum likelihood estimate.

Additionally, pairwise comparisons were computed for every pair of levels of the factor acculturation strategies of teachers (see Table 9).

Table 9. Students' Relationships with the Teacher: Post-Hoc.

(I)	(J)	Mean Difference (I-J)	SE	df	Bonferroni Sig.
Integration	Assimilation	0.27	0.09	1	0.008
	Separation	0.22	0.06	1	0.001

Note: No other significant pair differences between levels of the factor acculturation strategies were indicated.

The results indicated that in those classes where teachers preferred the integration strategy immigrant youth reported significantly more positive relationships with their teachers compared to those classes where teachers expected separation or assimilation from immigrant students (see Table 9).

Discussion

When it comes to acculturation preferences held by immigrant youth, our study supports the findings of the International Comparative Study of Ethnocultural Youth (Berry, Phinney, Sam, & Vedder, 2006). Consistently, the surveyed immigrant youth rejects assimilation or marginalization in their acculturation. At the same time, they prefer not only integration but also separation as their acculturation strategy (e.g. Phinney, Berry, Vedder, & Liebkind, 2006).

The outcomes with respect to the teachers' acculturation show that Swiss primary teachers held an exclusionist attitude about the way the immigrant youth should acculturate: teachers expect immigrant youth to adopt the separation strategy significantly more and the integration strategy significantly less in comparison to the preferences shown by immigrant youth. Those findings do not correspond with the results of a study conducted in Israeli schools, where teachers favored the assimilation of immigrants in educational contexts (Horenczyk & Tatar, 2002). The inconsistency of the results concerning the teachers' acculturation preferences could be explained by the different measurement of the teachers' acculturation attitudes, which in our study refers to the teachers' expectation in terms of immigrant youth acculturation in a broader context of the host society and not within the school context in particular. However, it also proposes that the context of the whole society itself (e.g. immigrants' characteristics, policies relating to immigrants' integration) has an impact on teachers' acculturation preferences.

In terms of correlations between the preferred acculturation strategy and immigrants' adaptation to their host society, the results support the outcomes of previous research (e.g. Berry, Phinney, Sam, & Vedder, 2006) and confirm their validity in school context as well. Consequently, those immigrant youth who prefer the integration strategy in their acculturation have the best prospects to have positive relationships with their peers as well as with their teachers. In contrast, those immigrants who marginalize their cultural heritage as well as reject the adoption of the host culture seem to be at risk of having a lower quality of relationships at school. At the same time, the separation strategy has less positive influence on peer relationships and on student-teacher relationships than the integration strategy. Thus, the findings support the moderate impact of the separation strategy on peer relations in school context.

The results of the study also suggest that female immigrant youth indicate better social integration into the school context compared to their male counterparts, while younger students report better social integration than older students. This is consistent with the previous findings that among immigrant youth girls show better sociocultural adaptation than boys, and younger immigrants indicate better adaptation than the older ones (Sam, Vedder, Ward, & Horenczyk, 2006).

Moreover, in those classes where teachers prefer the integration strategy, the immigrant students' perception of the student-teacher relationship was significantly more positive, compared to those classes where teachers expect the immigrant youth to either maintain their ethnic origin culture (separation) or adopt the host culture (assimilation). This finding supports the claim that teachers should be aware that "the integrative way of acculturating is likely to lead immigrant youth to more satisfactory and successful transitions to adulthood in their culturally diverse societies and support immigrant youth in accomplishing integration" (Vedder, Horenczyk, & Liebkind, 2006, p. 159).

Overall, the current results support the idea that those immigrant youth who wish to maintain their ethnic cultural heritage as well as adopt the mainstream culture indicate the most advantageous social integration within the school context of the host society. Furthermore, teachers favoring the integration strategy can support immigrant youth's social integration at school.

Conclusions

Present-day cultural diversity of students highlights the meaning of acculturation for immigrant youth in the school context. Those immigrant youth who negotiate a variety of cultural backgrounds and integrate their heterogeneous experiences have the best prospects of social integration at school. Those youth who fail to find a balance between the diverse cultural contexts, in which they are involved, seem to be at disadvantage with respect to their peer relationships as well as their relationships with teachers. Especially boys and older students with an immigrant background seem to have more difficulties when it comes to successful social integration at school.

The results of the present research have particularly important implications for teachers: they illustrate that some ways of handling their students' heterogeneity are more supportive of the social integration of young people with an immigration background than others.

Acknowledgements

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(Endnotes)

1   The term "separation" usually refers to an immigrant group and the term "segregation" to the dominant group of the host society (e.g. Berry, 2005; Berry, 2008).
2   The "International Comparative Study of Ethnocultural Youth (ICSEY)" was carried out in Australia, Canada, Finland, France, Germany, Israel, the Netherlands, New Zealand, Norway, Portugal, Sweden, the UK and the USA (Berry, Phinney, Sam, & Vedder, 2006).
3   All sample questions and/or items are translated from German by the first author.
4   In this paper the term separation strategy refers either to the acculturation preferences of the immigrant youth or to the teachers' expectation about the way of immigrant youth acculturation in Switzerland.
5   Akaike's Information Criterion.
6   Teachers who preferred the marginalization strategy were excluded from the analysis because of the small proportion of those teachers in the sample (1.3%).

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