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The role of teachers' intercultural competence and class diversity on students' wellbeing and academic performance.

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Master in Psychology of Intercultural Relations

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CIÊNCIAS SOCIAIS
E HUMANAS

Department of Social and Organizational Psychology

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Abstract

The number of students coming from different cultural and ethnic backgrounds has increased over the years. This increase is accompanied by some constraints and challenges in educational contexts. Lack of intercultural skills can influence teachers' behavior towards students, which can influence student well-being and also their academic performance. The present study aimed to characterize the intercultural competence of teachers who teach in Portuguese schools, to explore the relationship between teachers' intercultural competences and students' well-being and academic performance, as well as to test the moderating role of ethnic and cultural diversity of the class. Intercultural competences were addressed through the Framework of Reference for a Culture of Democracy, developed by the Council of Europe. Data collection was carried out through an online questionnaire, with a sample of 312 teachers teaching in the 1st, 2nd, 3rd cycle or secondary education in schools with greater probability of having a high number of ethnically and culturally diverse students in their population. The results revealed a high perceived proficiency in intercultural competences, and teachers considered that their students had good levels of emotional, social, and academic wellbeing, as well as satisfactory academic performance. Some teachers' intercultural competences were found to be related to students' well-being and academic performance. The degree of cultural and ethnic diversity in the class was found to be related to students' well-being and academic performance and revealed a moderating role between one of the intercultural competences and perceived academic performance.

Keywords: Intercultural Competence; Reference Framework of Competences for Democratic Culture; Student Wellbeing; Academic Performance; Ethnic and Cultural Diversity.

APA Classification Codes:

2930 Culture & Ethnology

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Resumo

O número de alunos provenientes de diferentes origens culturais tem aumentado ao longo dos anos. Este aumento vem acompanhado de alguns constrangimentos e desafios nos contextos educacionais. A falta de competências interculturais pode influenciar o comportamento dos professores para com os alunos, podendo influenciar o bem-estar estudantil e também o seu desempenho académico. O presente estudo teve como objetivo caracterizar a competência intercultural de professores que lecionam em escolas portuguesas, explorar a relação entre as competências interculturais dos professores e o bem-estar e desempenho académico dos alunos, bem como testar o papel moderador da diversidade étnica e cultural da turma. As competências interculturais foram abordadas através do Quadro de Referência para uma Cultura da Democracia, desenvolvido pelo Conselho da Europa. A recolha de dados foi realizada através de um questionário *online*, contando com uma amostra de 312 professores a lecionar no 1.º, 2.º, 3.º ciclo ou ensino secundário de escolas com maior probabilidade de conter na sua população estudantil uma elevada diversidade étnica e cultural. Os resultados revelaram uma alta proficiência percebida nas competências interculturais, e os professores consideraram que os seus alunos apresentavam bons níveis de bem-estar emocional, social e académico, bem como desempenho académico satisfatório. Algumas competências interculturais dos professores encontraram-se relacionadas com o bem-estar dos alunos e com o desempenho académico. O grau de diversidade cultural e étnica da turma encontrou-se relacionada com o bem-estar dos estudantes e com o desempenho académico, e revelou um papel moderador entre uma das competências interculturais e o desempenho académico percebido.

Palavras-chave: Competência Intercultural; Quadro de Referência para uma Cultura da Democracia; Bem-Estar Estudantil; Desempenho Escolar; Diversidade Étnica e Cultural.

Códigos de Classificação da APA:

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Introduction

Portuguese society, as other European societies, has suffered many changes in the last few years. The growing number of migrant citizens residing in Portugal has been a consequence of globalisation, international migrations, as well as international conflicts (Araújo, 2008). In 2020, a total of 662 095 foreign citizens resided in Portugal, representing a total of 6.4% of the country's total residents (Oliveira, 2021). Society now faces a changing, complex, and plural shift in its core since it now contains citizens from almost all parts of the world. Portugal is an increasingly culturally and ethnically heterogeneous country (Casa-Nova, 2005). The intercultural reality of Portugal and Europe is undeniable, and migratory movements continue to bring new people every day, with diverse origins, and culturally diverse traditions. There is a growing need to learn to live together and communicate effectively, embracing the enrichment encompassed by ethnic and linguistic diversity (Araújo, 2008).

Because of this, the educational system now welcomes a vast diversified body of students, and schools have a decisive role in the processes of integration and citizenship of this students. Therefore, educational institutions cannot ignore the current reality (Araújo, 2008). However, minority communities remain structurally and traditionally on the peripheries of Portuguese society and, especially, on the margins of educational contexts. The entry of new communities into European societies can mean new challenges for different social and political contexts, as well as educational contexts, and it necessarily implies some impact on the training of educational professionals (Silva & Silva, 2018). Schools indubitably play a crucial role in the processes of integration and inclusion of communities, as these educational spaces receive a huge diversity of young people. Schools also serve a social function of citizenship and democracy, due to its political nature and social function (Silva, 2016; Silva & Silva, 2018). It is also relevant to denote that school education is a process that contributes to the integral development of the person, as well as the construction of identity, as a responsible citizen and participant in the human development of society, in participatory democracy and in society (Silva & Silva, 2018).

Back in 1993, Banks was already discussing the importance of a reform in the education sphere, alluding to the need of multicultural education and egalitarian education for all students. The author recalls the general agreement among scholars and researchers of the need of institutional changes in Education, including the curriculum, teaching materials, the norms, goals, and culture of schools, and behaviours, perceptions, teaching styles and attitudes of teachers and administrators (Banks, 1992; Bennett, 1990; Sleeter & Grant, 1988, cited by

Banks, 1993). Indeed, the growing diversity in society and schools demand that the educational sphere provides the right of all children to educational success and equal opportunities at school, and in society. This can only be achieved if education policies, and especially, teachers, can implement in their classrooms an intercultural education for citizenship (Silva and Silva, 2018).

Schools and staff are intrinsically involved in the cultural, social, and economic problems of minority students, since students spend a lot of hours in educational contexts. However, schools and teachers haven't been able to successfully adapt to these circumstances, due to their complexity. Teacher training does not always encompass competences that help in the teaching practice of this new reality (Pereira, 2013). A teacher can play an important role in a student's life, and the skills to adequately deal with all types of students are necessary and urgent. Teachers need to embrace their role of agents of transformation in these students' lives, and be competently prepared for it (Barrett, 2018).

That being said, the present study aims to explore the intercultural competence of teachers, analysed through the Council of Europe's (2016) Reference Framework of Competences for Democratic Culture (RFCDC). In addition, the study aims to examine possible relations between teachers' intercultural competence and the wellbeing of students, as well as perceived academic performance of those students. Lastly, it aims to analyse a moderating role of the cultural and ethnic composition of the classroom between the intercultural competence of teachers and the wellbeing and academic performance of the students. In the literature, there isn't much research that addresses these specific themes, and the knowledge about them is still limited. As so, this study aims to contribute to the research evidence on intercultural competence of Portuguese teachers, by characterising this competence and relating it to students' wellbeing and academic performance, also exploring the role of cultural and ethnic composition of the classroom.

Chapter I. Literature Review

Portugal is no exception to the growing diversification of societies. In 2020, 662 095 migrant citizens resided in Portugal, with a valid title of residency. This number represents 6.4% of the total residents of the country (Oliveira, 2021). The resident foreign population is not evenly distributed across Portugal, as in the two main framing factors of the geographic distribution of foreigners are opportunities and social networks. According to Oliveira (2021), the foreign population residing in Portugal was mainly concentrated in the Lisbon district, keeping the trend of the last decades, followed by Faro and Setubal districts. It is also relevant to note that all Portuguese districts increased their population of resident migrants, except for Bragança. In 2020, the predominant nationalities in Portugal were from Brazil, United Kingdom, Cape Verde, Romania, and Ukraine. Keeping up with previous-year trends, the population of foreign nationality residing in Portugal tends to be younger than the population of Portuguese nationality (Oliveira, 2021). Concerning families, in 2020, 13.5% of the total number of births were of a foreign mother. This is relevant for Portuguese demography, as this number is particularly high when compared to the relative importance of the foreign population in the total resident population.

In the educational sphere, in the 2019/2020 school year there was an increase of 29.2% in the number of foreign nationality students enrolled in primary and secondary education, compared to the previous school year. A total of 68,018 students of foreign nationality were enrolled in the 2019/2020 school year. About 50.1% are female students. This number reflects the relative importance of these students in the total number of enrolled pupils: in the beginning of the decade, foreign nationality students represented 5% of the total enrolled students in primary and secondary education, as contrasted with the 2019/2020 school year, where foreign nationality students represent 6.7% of the total number of students. The cycle of studies with more foreign students enrolled is the 1st cycle (1st to 4th years of education), where 34.9% of the foreign nationality students are enrolled, followed by the 3rd cycle (7th, 8th and 9th years of education), with 27.2%, and secondary education (10th, 11th and 12th years of education, 20.2% of enrolled foreign nationality students). The 2nd cycle of studies (5th and 6th years of education) is where the number of enrolled foreign nationality students is smallest, composing 17.7% of foreign students' enrolment. It is also relevant to note that since the 2015/2016 school year, the enrolment of foreign nationality students in the 1st cycle of education has grown by 149% (Oliveira, 2021).

Portuguese schools, in the 2019/2020 school year, counted with students of 179 different nationalities. The most numerically represented nationalities are Brazilian, Angolan, Cape Verdean, Guinean, and Ukrainian. However, the proportion of foreign students with South American nationalities, essentially Brazilian, compose around half (49%) of foreign nationality enrolled students, followed by students from PALOP countries (African Countries with Official Portuguese Language), and from the European Union. The nationality groups with the greatest increases in number of students were from South American countries (+40.7%), Asia (+28.9%) and from PALOP countries (+21.9%) (Oliveira, 2021).

Concerning the geographical distribution of the students enrolled in primary and secondary education in Portugal, it follows the previously identified distribution of the resident foreign population. The integration of foreign students in the Portuguese education system reflects the patterns of distribution and residence of the foreign population in Portugal. This means that there is a concentration of foreign students enrolled in primary and secondary education in the Lisbon area, with the enrollment of more than half of the foreign students (51.1%), followed by the North regions with 17.3% of the foreign students, and the Centre, with 15.7%. In all regions, there was an increase in the percentage of foreign students enrolled. It is noteworthy to mention that, although there is a big concentration of students in the Lisbon area, these students end up being numerically diluted in the remaining students, given the number of overall enrolments. The region where the proportion of foreign students, in the total student body, assumed a bigger impact or a larger relevance, continued to be the Algarve region, where the foreign students represent around 13.2% of the total number of students. A similar scenario can be found in Alentejo (although it is the region of continental Portugal with the lowest number of foreign students enrolled). It can be observed that the nationalities of these students also follow the trends of dispersion verified in the resident foreign population: PALOP countries and Asian's students are more concentrated in the Lisbon area, contrasting with the remaining groups of nationalities, which are more dispersed across the various regions of the country (Oliveira, 2021).

Finally, regarding Roma students, the Directorate-General for Education and Science Statistics (DGEEC, 2019), gathered some information about these students. The available data, concerning the 2018/2019 school year, reports a total of 25 140 Roma students enrolled in Portuguese schools. Most of them (87.2%) are enrolled in basic education (1st, 2nd and 3rd cycles), and only around 2.6% are enrolled in secondary education. Historically, Roma students are, of all ethnic minorities present in Portuguese society, the ones that exhibit a lower rate of

school performance on all school cycles, although this largely results from the high school-absenteeism that exists within these communities (Casa-Nova, 2006).

1.1. Students' Wellbeing

When studying mental health in children, educational psychology and related fields have placed great emphasis on the decrement of negative psychological and behavioral symptoms in children, notably so on those who negatively impact school success (Ysseldyke & Reschly, 2014). However, as remarked by Roberson and Renshaw (2019), this trend in the literature may incorrectly view the absence of problems as equivalent of the presence of wellbeing. Further, the authors mention some literature (e.g., Suldo & Shaffer, 2008, cited by Roberson & Renshaw, 2019) that postulate the necessity of integration of positive aspects of children functioning in the assessment of youth mental health.

Following this line of thought, the World Health Organization (WHO) suggests a definition of mental health that consolidates a more positive behavior lens in the literature. WHO defined mental health as:

a state of mental wellbeing that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in (WHO, 2022).

A good example on the amplitude of this type of positive definition of mental health and wellbeing can be shown in Roberson and Renshaw (2019). The authors developed a scale with the intention of validating a theoretical model of student wellbeing. Three constructs emerged. The first, denominated Social Wellbeing, represented prosocial behavior in students. Secondly, Academic Wellbeing, represented an effective academic engagement, and lastly, Emotional Wellbeing, represented by showing positive emotionality in school contexts.

The importance of studying Wellbeing in students is crucial, in order to properly prevent and identify students at a greater or lesser risk (Roberson & Renshaw, 2019). Furthermore, the literature shows that there a lot of factors within the school environment that can have a meaningful impact on young people's mental health (Kidger et al., 2012). Students with culturally and ethnically diverse origins appear to be at an even greater risk of psychological distress, as pointed out by DuPont-Reyes and Villatoro (2019). School contexts introduce

unique challenges and experiences to these students, ending up having an impact on their mental health. The authors reflected on the evidence concerning the association of culturally and ethnically diverse school composition and psychological wellbeing among adolescents. There is also the subject of the impact of demographically diverse students in the environment and available resources in schools, as the availability of these resources can protect or influence the wellbeing of these students. Overall, the authors reported an existing body of evidence supporting the association between the school's cultural and ethnic composition with students' mental health. This is not very surprising, given that children spend most of their time in classrooms and school settings, and their experiences in these contexts may create a huge impact in their socio-emotional functioning (Rucinski, et al., 2018).

The wellbeing of migrant children is shown to be afflicted also by the perceptions of the population's attitudes towards immigrants and descendants in general. Guerra and colleagues (2019) report data (OECD, 2015) from all OECD countries showing the low feeling of belonging of these communities in school contexts, and congruent with Portuguese levels of perceived discrimination, one of the highest in OECD countries (OECD, 2015). Seabra and colleagues (2011) reported that one third of Portuguese young people with an immigrant background felt that they had been discriminated against, at times, by their peers and teachers. The study also revealed that young children descending from immigrants had lower levels of satisfaction with the teachers and the educational system, and 47.5% of respondents with an immigrant background felt some discrimination at school, and even higher levels of discrimination outside the school context.

Guerra and colleagues (2019) analyzed three dimensions of socio-emotional wellbeing of students (both autochthonous Portuguese students and with immigrant origins), the first being the child's general psychological wellbeing, including positive emotions and life satisfaction, secondly, wellbeing in the school environment, which reflects the child's satisfaction with the school environment and with interactions with their teacher, and lastly, peer acceptance, which reflects the child's perception of the ability to establish relationships (interaction and friendship) as well as on their quality. Their results reveal overall high socio-emotional wellbeing in all students; however, they also reveal that immigrant students have significantly lower levels of general wellbeing and peer acceptance than autochthonous students. The differences identified in peer acceptance between immigrant and native students are also more marked in the first cycle of education. Another interesting finding is the relationship between the acculturation preferences of immigrant and descendant students and their socio-emotional wellbeing: the greater the desire for integration, the greater the general

wellbeing of immigrant and descendant students, and the greater their wellbeing in the school environment.

In addition to this, Guerra and colleagues (2019) also surveyed teachers, revealing that 67.5% of the teachers consider that there is no distinction in socio-emotional wellbeing between immigrant/descendant students and native students, while 31.2% consider that the former have a lower level of socioemotional wellbeing. Furthermore, 43.2% of the teachers claim that there are differences in the socio-emotional wellbeing of immigrant students/descendants of immigrants depending on their nationality - the majority's perception is that students with a lower level of social and psychological wellbeing also come from countries outside the Portuguese-speaking European Union, namely São Tomé and Príncipe, Cape Verde, and Angola (Guerra et al., 2019).

Guedes and colleagues (2021) aimed to analyze the role that school contexts (environment and relationships established in these circumstances) may have on the quality of life of young immigrant students enrolled in Portuguese schools. The results revealed significant differences between autochthonous and immigrant students in several dimensions: school security, relationships with teachers and colleagues, school success and overall quality of life. Immigrant and foreign students reported a lower quality of life than autochthonous students, as well as more difficulties in school and worse relations with teachers and peers, supporting the literature reporting integration difficulties and discrimination episodes among foreign and immigrant children. As mentioned before, immigrant students are sometimes caught in new and different social contexts while in educational settings, reflecting a decrease in their wellbeing, quality of life, and life satisfaction (Kouider et al., 2014; Guedes et al., 2021; Perreira & Ornelas, 2011)

On the other hand, DuPont-Reyes and Villatoro (2019) present some literature that can highlight the protective factor of diversity, especially among ethnically and culturally diverse students. Juvonen and colleagues (2018) investigated classroom and school diversity on the loneliness and self-worth of students, and the results showed that higher school and classroom diversity were associated with higher self-worth and lower loneliness (as school diversity increased, self-reported loneliness decreased). Astell-Burt and colleagues (2012) used a measure of proportion of same ethnic/culture peers in schools to gather diversity density among adolescents from London and assessed the relationship between that density and psychological wellbeing in those students. The results showed that, in some groups of African students, same-group density had a protective effect on the psychological wellbeing of those students. Moreover, Fisher and colleagues (2014) found that, among American Midwestern high-

schoolers, schools with high diversity were more protective of poor mental health among the culturally diverse children (although not statistically significant). However, higher diversity in schools was also associated with significantly higher mental health risk in the Caucasian students (Fisher et al., 2014).

So far, a dimension of the lives of minority students has been explored, their wellbeing. However, as will be seen next, other problematics may arise when culturally and ethnic students enroll in schools.

1.2. Academic Performance

As previously seen, foreign and migrant children may be more susceptible to a lack of wellbeing due to their circumstances, than autochthonous students. Guedes and colleagues (2021) evidenced that, on average, foreign adolescents living in Portugal have a significantly lower quality of life than Portuguese ones. Statistically significant differences were also found in variables related to the school context: an above average quality of life (associated mostly with autochthonous Portuguese students) is related to a higher school success, perceived academic performance, perception of safety at school, and better relationship with colleagues. Also, students with above-average quality of life also seem to be more liking of school and experiencing less difficulties in this context. On the other side, in foreign students, quality of life was also associated with liking school and perception of school success. If foreign students exhibit a lower quality of life, it's also expected that other variables suffer a decrease as well (Guedes et al., 2021).

Also in the Portuguese context, Guerra and colleagues (2019) compared academic performance amongst autochthonous students and students with migrant/foreign origin. The data reveals that students of foreign nationality generally present lower levels of academic success than those observed in autochthonous students, as previously shown. However, in the school year of 2019/2020, the completion/transition rate of foreign students improved, both in primary and secondary education, compared to native Portuguese students. This means that the distance between autochthonous and foreign students drops, reaching the lowest value of the decade. In fact, the transition rate of foreign students in primary and secondary education has improved consistently over the current decade, decreasing the distance between transition rates of autochthonous students and foreign ones, at the same level of education.

Regarding education levels, some differences exist between primary and secondary education. School success rate is overall higher in basic education, despite students' nationality/origin. For foreign students, the same trend applies; transition rate in basic education

is higher than the rate of transition in secondary education (Guerra, et al., 2019). It's also relevant to note that, nevertheless the nationality, female students present higher completion rates for primary and secondary education.

Although a general improvement has been shown in the transition rates of foreign students, these students are not a homogenous group, where contrasts persist (Guerra, et al., 2019). Referencing the 2019/2020 school year (but maintaining the trend of previous years), and concerning academic performance, foreign students from the European continent continue to exhibit better academic performance, with emphasis to students from Eastern Europe. Discrepantly, students with African and Asian origins/nationalities present lower academic performances than the average number of foreigner students in the 2019/2020 academic year. In short, and aggregating by nationality, the foreign students in the 2019/2020 academic year with the most impressive academic performance are from European countries (e.g., Switzerland) with some other countries on the American continent also standing out (e.g., Venezuela). In contrast, the foreign students with lower transition rates, and thus, weaker academic performance, are students national from Asian countries (e.g., Bangladesh, Pakistan), followed by students from African countries (e.g., Guinea-Bissau, Cape Verde) (Guerra, et al., 2019).

As seen, the academic dimension of the educational experience can be tough on culturally diverse children. Guedes and colleagues (2021) also evidence another issue that may arise in interpersonal interactions of these children: communication issues due to a possible linguistic difference. The linguistic barrier is a concern that has been present in European schools, leading to an increasing amount of offers in host language learning programs. At the moment, Portugal assumes various programs and resources in this area, as learning the Portuguese language is considered an important dimension of integration for immigrants. According to Guerra and colleagues (2019), the number of students enrolled in these types of programs has quintupled in the last decade.

Some characteristics can influence the level of achievement and educational success of ethnically diverse students. Rjosk and colleagues (2018) mention individual characteristics, like the socioeconomic background of the children's families, prior knowledge, and cognitive abilities. In addition to these, the composition of the education settings is also relevant for individual outcomes on academic achievement. The literature seems to assume a negative relationship between the proportion of ethnic minority students in the class and academic achievement. However, research exploring the relationship between the ethnic composition of classrooms and the academic achievement of students show mixed results. Some studies found

that students exhibited lower academic achievement scores in classrooms with a high culturally diverse composition (Rjosk et al., 2018), or slightly negative predictive effects of classrooms' ethnic composition on student achievement (Mickelson et al., 2013). Other studies report, however, a possible protective effect of ethnic heterogeneity, that may lead to a higher achievement (e.g., Benner & Crosnoe, 2011). As denoted by Kumar and Maehr (2010) in their review, minority students in classes with high diversity composition can feel greater levels of belonging and thus improve their motivation to engage in learning habits, as opposed to classes where the composition is mostly majority students (where minority students can experience rejection and less motivation).

Nonetheless, it is important to note that, although the research on the proportion of ethnically diverse children in classes typically addresses and assumes negative relationships between academic achievement and the proportion of minority students, other factors can interfere. Interrelated processes and associated aspects – independent of class composition or individual characteristics – may negatively impact culturally diverse students' achievement (Rjosk et al., 2018)

- (a) School resources. Minority students often lack access to schools with encouraging organizational and structural features, good resources, programs that encourage learning or even qualified teachers.
- (b) Language. As mentioned before, minority students face the language barrier very often, as these students are many times estranged to the host country instruction language.
- (c) Learning culture. These students may have a different disposition towards school and learning environments (e.g., intermittent school attendance, negative attitudes toward school, etc).
- (d) Instructional quality. The quality of instruction by the teachers in classes with high cultural diversity may be poorer in learning opportunities and have less benefits. For example, as shown by Ready and Wright (2011), teachers show lower achievement expectations from minority students. This biased expectation may lead teachers to provide a less challenging environment or to not engage in positive interactions with these students.

The last factor is especially relevant, because it denotes the role that teachers' expectations and predispositions may impact students' academic achievement, and, as it'll be seen next, wellbeing.

1.3. The role of the teachers on students' wellbeing and academic performance

Bronfenbrenner's bioecological model of human development (Bronfenbrenner & Morris, 2006) proposes that proximal processes (i.e., interactions between children and caregivers or peers) are present in children's educational experiences with their teachers, and these processes contribute daily to the student's development. Since children spend most of their time in school, it is presumable that the time spent together with teachers influence a lot of variants of student's lives. Kidger and colleagues (2012) presented results that seem to corroborate previously validated literature, linking teachers' mental health and wellbeing with the wellbeing of the students themselves: supportive student-teacher relationships are associated with lower levels of depression in the students. Likewise, positive relationships between teachers and students are associated with higher positive outcomes for students, as seen in Cornelius-White (2007, cited by Kidger et al., 2012). Harding and colleagues (2019) concluded that better teacher wellbeing was associated with better student wellbeing and lower psychological distress in students. In addition, lower depressive symptoms in teachers were associated with higher wellbeing in students. These results further seem to highlight the complex and interrelated relationship between teacher and students' wellbeing.

Student-teacher relationship has been identified as a relevant predictor of student's outcomes, and on average, this relationship declines in quality as children advance through their educational stages (Jerome et al., 2009). However, it is notable that, in school, children experience a lot of fluctuations, and contexts are constantly changing (peer groups, physical settings, expectations, teachers, etc). These fluctuating external characteristics may be temporary, as well as their influence in students' lives (Jerome et al., 2009). It is also relevant to note that teachers themselves are vulnerable to wellbeing risks, as being a teacher is an occupation that is often associated with lack of wellbeing and depressive symptoms (Kidger et al., 2016).

As covered above, there seems to be a link between the teacher's emotional state and the psychological health of the students. This link seems to go even further: Rucinski and colleagues (2018) found an association between the quality of the relation between students and teachers and depressive symptoms in students, but also, higher conflict between teacher and student was also related with higher teacher-reported aggression and lower academic achievement of the students. The literature seems to agree on the relevance of pleasant relationships between teachers and students for achievement in school (Holzer et al., 2022). Nonetheless, not only the wellbeing of the teacher and the relationship between teacher-student

are relevant. There are other dimensions that may further evidence the teachers' roles in students' psychological and academic paths.

Klusmann and colleagues (2016) found that there was a significant relationship between teachers' emotional exhaustion and the mathematic achievement of students. This relationship was also moderated by the ethnic composition of the class, meaning that teachers' emotional exhaustion was more strongly related to lower achievement in students in classes with a high number of minority students. In addition, Arens and Morin (2016) found that the more emotionally exhausted a teacher is, the lower is the classes' achievement, as well as satisfaction with school and perception of teacher support. Moreover, there is another theme that stands out in the literature of academic achievement: the teachers' expectations.

The subjective understanding of a teacher regarding student's cognitive abilities has implications in various dimensions of student's educational settings, like interactions within the classroom, access to opportunities and resources, and educational equity, as the presence of bias in teachers' judgements may exacerbate educational inequality and have negative consequences for the students (Ready & Wright, 2011; Baker et al., 2015). Notwithstanding, teachers' judgements lack accuracy and suffer in variability. There is a gap between teachers' judgments of academic performance of their students, and the actual quantified performance of those students (Südkamp et al., 2012). These judgements of academic achievement are affected by the achievement itself, however, other student characteristics may impact teachers' judgements about academic performance, like gender, ethnicity, and minority status (Kaiser et al., 2017). Südkamp and colleagues (2012) propose four factors that may intervene in teachers' judgement accuracy. First, the characteristics of the judgment (whether is it a direct judgement or an indirect one). Secondly, the subject covered by the test that's target of judgement. Thirdly, teachers' characteristics, like cognitive abilities and professional experience. Finally, characteristics of the student, like ethnicity, socioeconomic or minority status. On this last one, it is recognized in the literature that the ethnicity of the student is particularly prone to bias the teachers' judgments. This may be caused by the generally lower academic achievement of minority students, which may lead biased expectations from teachers (Tenenbaum & Ruck, 2007).

Ready and Wright (2011) found that teachers perceive substantial ethnic, socioeconomic and gender differences in students' academic performance. However, approximately half of these differences are explained by the actual between-group disparities. The leftover perceptual inaccuracies are more derived from classroom characteristics: teachers

in lower-socioeconomic-status and lower-achieving educational contexts, more often underestimate the students' academic abilities.

As seen, a teacher may have a decisive role in the students' academic and emotional dimensions during the educational experience. Schools in Portugal now face new realities with today's intercultural climate in the student body, and teachers must possess the necessary characteristics to carry out an equalitarian and intercultural education. The teachers' role in promoting equal educational opportunities and building democratic citizenship amongst its students is crucial (Araújo, 2008).

In Portugal, the faculty is marked by a progressive aging of the professional class, at all levels of education. In the school year of 2019/2020, more than 50% of Portuguese teachers were aged 50 and over. A higher percentage of 15% of teachers, at all levels of education, are aged 60 or over. This indicates that in the next seven years, public education could lose a vast number of teachers (19 479) due to retirement, and in addition, there's a reduction in number of graduates in courses leading to the qualification of teachers. If these demographic trends in the teaching career continue, a future of difficulty in hiring qualified teachers is soon to appear (Estado da Educação, 2020). Also relevant is the scarce existence, in Portugal, of teachers with culturally and ethnically diverse characteristics (Silva & Silva, 2018).

Regarding the training of Portuguese teachers, it has been a topic of great importance given the necessity of educational policies on working with cultural and ethnic diversity. The need of a more diversity-focused teacher training is important. However, these trainings are subject to the agendas of education supervisory bodies and may not be responsive to the intercultural climate that is present in Portuguese schools (Leite, 2005). Intercultural competence should be a key dimension in teacher preparation and training, as cultural diversity in the student body will necessarily mobilize competences that are fundamental, but not always approached in teacher training (Cushner & Mahon, 2017). The Council of Europe has been one of the European supranational bodies that has most contributed to the promotion and streamline of intercultural educational policies, in addition to the being the main driver and promoter of intercultural education (Araújo, 2008).

1.4. Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC)

While the concepts surrounding intercultural competence have been in high methodological interest in the past decades, its understanding had remained mixed and dependent on methodological frameworks, multiple approaches, and definitions (de Vijver & Leung, 2009).

The Council of Europe developed a reference framework of competences for democratic culture. The goal was to equip European educators with a set of competences that would help teach the students how to live in a democratic, diverse society. The goal of the model is to “describe the competences which need to be acquired by learners if they are to become effective participatory citizens and live peacefully together with others as equals in culturally diverse democratic societies.” (Council of Europe, 2016, p.15). In order to effectively participate in a culture of democracy, these competences are not automatically acquired, but are rather learned and practised. There is also an entrusting perspective, in the sense that the model is developed to aid educational practitioners in empowering all learners, in the sense that “an education system which equips people with such competences empowers them, endowing them with the capacities which they need to become active participants in democratic processes, in intercultural dialogue and in society more generally” (Council of Europe, 2016, p.16).

The CoE defines “competence” as “the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context” (Council of Europe, 2016, p.23). Thereby, intercultural competence is defined as “the ability to mobilise and deploy relevant psychological resources (i.e., values, attitudes, skills, knowledge and/or understanding) in order to respond appropriately and effectively to the demands, challenges and opportunities presented by intercultural situations” (Council of Europe, 2016, p.23).

An interculturally competent individual will mobilize and deploy psychological resources, dynamically, according to the situation. This psychological process involves the selection, activation, and organisation of relevant psychological resources, that will then guide behaviour, in an appropriate and effective manner. On this note, the Council of Europe (2016) adds “the term “competences” (...) is used in the current account to refer to the specific individual resources (i.e., the specific values, attitudes, skills, knowledge and understanding) that are mobilised and deployed in the production of competent behaviour.” (p.24). The relevance of the situation is also crucial, since in real-life situations these competences are rarely used individually, but are rather activated and applied in clusters, depending on the situation and the individual (needs and goals).

In summary,

(...) democratically and interculturally competent behaviour is viewed by the present model as arising from a dynamic and adaptive process in which an individual responds

appropriately and effectively to the constantly shifting demands, challenges and opportunities that are presented by democratic and intercultural situations. This is achieved through the flexible mobilisation, orchestration, and deployment of varying subsets of psychological resources, drawn selectively from the individual's full repertoire of values, attitudes, skills, knowledge and understanding. (Council of Europe, 2016, p.25).

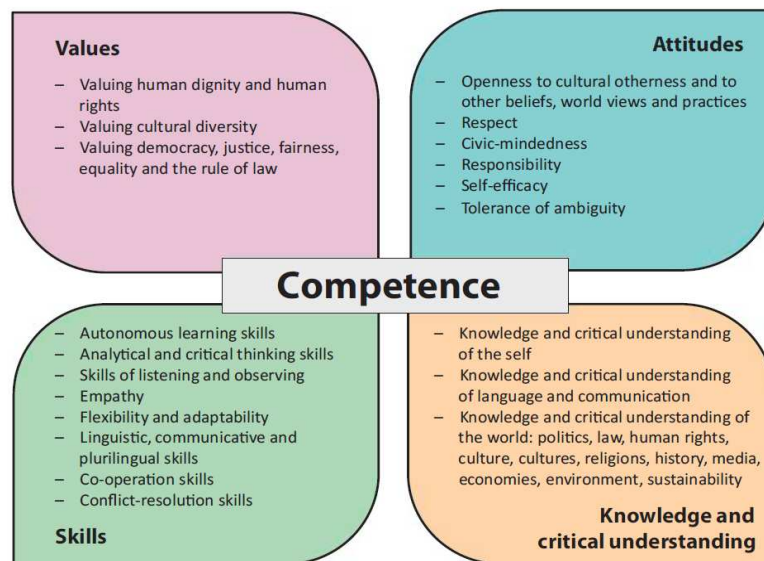
As mentioned before, intercultural competence has been widely dissected, and there are a variety of opinions, definitions, schemes and models amongst administrators and researchers. There is a wide-spread difficulty in identifying and specifying components of this complex concept (Deardorff, 2006). The CoE's RFCDC is grounded in an in-depth analysis of existing conceptual schemes of both intercultural and democratic competence, formulated by the CoE itself, as well as other international bodies, national governments, and academic researchers. The RFCDC is an attempt to capture, synthesise and build upon the optimal characteristics of other existing competence schemes (Council of Europe, 2016). A total of 101 competence schemes were audited, identified, and verified¹. These schemes were dissected, and 55 competences were identified. Then, a set of seven principled criteria were defined and applied to the competences, in order to systematise the list.

The competences had to be (a) Conceptually clear; (b) Formulated at a general rather than at a specific level; (c) Not tied to a particular professional role; (d) Not idiosyncratic to just one or a very of the audited competence schemes; (e) not the behaviours through which competence is exhibited; (f) Conceptually distinct from other competences; (g) not generic competences (Council of Europe, 2016, p. 29).

To ensure the model met its primary goal (to be used in educational planning), it was also crucial for the competences to be assessable, teachable, and learnable (Council of Europe, 2016). A total of 20 competences was obtained, and subject to further conceptual refinement and clarification. The competences fall into four broad dimensions: Values, Attitudes, Skills, and Knowledge and Critical Understanding (as seen in Figure 1.1.)

¹ For a lengthier review of this process, please consult Council of Europe, 2016.

Figure 1.1.



Reference Framework of Competences for Democratic Culture (RFCDC) (Retrieved from Council of Europe, 2016)

1.4.1. Values

According to the Council of Europe (2016), values are “general beliefs that individuals hold about the desirable goals that should be striven for in life.” (p.36). The theoretical model adopted by the CoE is the Schwartz’s Model of Human Values (Schwartz, 1992). This conception implies that values (a) are beliefs; (b) refer to desirable goals; (c) transcend specific situations and actions; (d) serve as criteria or standards; (e) are organized by importance; (f) guide action by their relative importance; (g) decide between possibilities; (h) justify behaviours, opinions, and attitudes; (i) appraise actions from self or other. (Schwartz, 1992, 1994, 2003). In the context of intercultural competence, values are essential to conceptualize the competences that allow an individual to participate effectively in intercultural and democratic societal contexts, as values offer patterns of judgement and evaluation that impact people’s participation in cultural interactions (Council of Europe, 2016, Trachtenberg et al., 2020). Values are presumed to be related to individual variations through direct or subjacent influence, are relatively stable, and their individual formation occurs in the socialization of each individual (Schwartz, 2003, Berson & Oreg, 2016).

Schwartz (1992) identified ten basic and distinct motivational values (see Table 1.1.). Each basic value is characterized by its central motivational goal, and consciously represents

three universal requirements of human existence, to which societies and individuals respond: “needs of individuals as biological organisms, requisites of coordinated social interaction, and survival and welfare needs of groups.” (Schwartz, 1992, p.4). These basic values are common to all individuals, independently of the cultural context (Schwartz, 1992, 1994, 2003), and are resumed in Table 1.1.

Table 1.1.

Conceptual Definition of Schwartz’s Model of Human Values (Retrieved from Schwartz, 2003, p.267, 268)

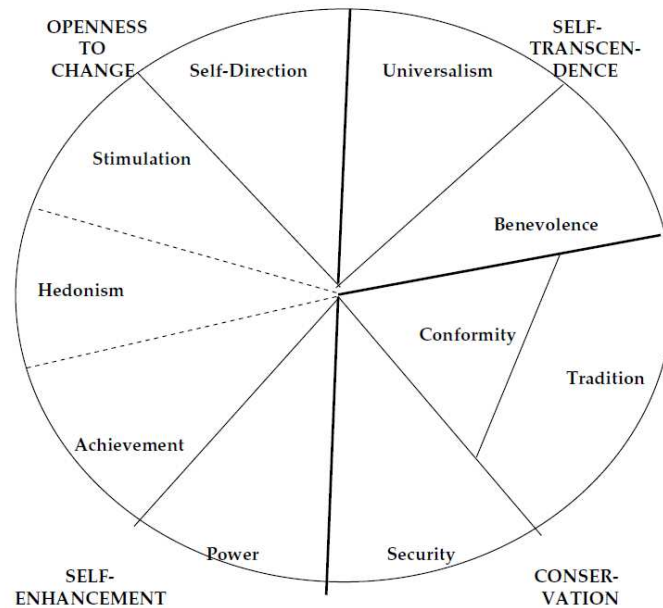
Value	Conceptual Definition
Power	Social status and prestige, control or dominance over people and resources.
Achievement	Personal success through demonstrating competence according to social standards.
Hedonism	Pleasure and sensuous gratification for oneself.
Stimulation	Excitement, novelty, and challenge in life.
Self-Direction	Independent thought and action-choosing, creating, exploring.
Universalism	Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.
Benevolence	Preservation and enhancement of the welfare of people with whom one is in frequent personal contact.
Tradition	Respect, commitment and acceptance of the customs and ideas that traditional culture or religion provide the self.
Conformity	Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.
Security	Safety, harmony, and stability of society, of relationships, and of self.

The theory also expounds on the structure of the set of values, as well as the dynamic relations among them, in the sense that actions in congruence or pursuit of a value have consequences (psychological, practical, and social) that may conflict with the actions or pursuits of other values:

For example, the pursuit of achievement values may conflict with the pursuit of benevolence values—seeking success for self is likely to obstruct actions aimed at enhancing the welfare of others who need one's help. However, the pursuit of achievement values may be compatible with the pursuit of power values—seeking personal success for oneself is likely to strengthen and to be strengthened by actions aimed at enhancing one's own social position and authority over others. (Schwartz, 2003, p. 268)

The communalities and conflicts amid the ten basic values generates an integrated, bidimensional circular structure (see Figure 1.2.). Two orthogonal dimensions can be summarized: (a) Self-enhancement vs. self-transcendence, where achievement and power values (i.e., pursuit of own's interests) defy benevolence and universalism values (i.e., concern for others' interests and welfare); and (b) Openness to change vs. conservation, where stimulation and self-direction values (i.e., readiness for new experiences, emphasis on independence) oppose conformity, security, and tradition values (i.e., resistance to change, self-restriction and order). The value Hedonism, though, shares elements of both self-enhancement and openness to change (Schwartz, 2003). This circular structure (cf., Figure 1.2.) depicts patterns of opposition or proximity relationships between the identified values, which means that, the closer the values are to each other, the more akin their underlying motivation will be. Also, the further away the values are from each other, the more antagonist the motivation will be (Schwartz, 1992, 1994, 2003).

Figure 1.2.



Model of Human Values (retrieved from Schwartz, 2005)

1.4.2. Attitudes

An attitude can be defined as a “mental orientation which an individual adopts towards someone or something (e.g., a person, a group, an institution, an issue, an event, a symbol)” (Council of Europe, 2016, p. 39), and is usually composed of four dimensions towards an object: (a) an opinion or belief; (b) an emotion or feeling; (c) a positive or negative evaluation; and (d) a tendency of behaviour. (Council of Europe, 2016).

Following this line of thought, a teacher with positive attitudes towards cultural diversity tends to be generally open to new experiences, interested in understanding the differences between cultural backgrounds, and to incorporate those differences in the educational context (Leutwyler et al., 2018). There’s also the consideration of diversity as an enrichment for all, as opposed to a restriction (Hachfeld et al., 2021). Also relevant are the attitudes a teacher maintains in relation to the maintenance of cultural manifestations and conformity to the dominant culture. A teacher who doesn’t expect its students to drop their cultural backgrounds while integrating a new society demonstrates highly developed attitudes towards integration and exhibits less assimilationist beliefs (Berry, 2003; Leutwyler et al., 2018; Makarova & Herzog, 2013). The Council of Europe (2016) also emphasizes attitudes that share conceptual bases with the previously mentioned: (a) Openness to cultural otherness and to other

beliefs, world views and practices; (b) Respect; (c) Civic-mindedness; and (d) Tolerance of Ambiguity. (Council of Europe, 2016, pp. 39-43).

In the CoE's RFCDC (2016) also refers two other dimensions of attitudes relevant to the intercultural teaching activity. First, responsibility, towards one's own actions. This involves the reflection about personal conduct, and the change that may encompass that reflection. In addition to this, there's self-efficacy, which can be reflected upon after the responsibility to reflect about oneself (Council of Europe, 2016). Self-efficacy can be described as an attitude towards oneself that's associated with self-assessment and trust regarding one's skills and competencies in performing an activity (Aelterman et al., 2007; Council of Europe, 2016).

An attitude can not necessarily predict a teacher's behaviour in the classroom, because the teacher may not incorporate the attitude into action. However, teachers' beliefs about their personal efficacy on the job were positively related with the teachers' ability to maintain an accepting and secure classroom climate, as well as a bigger concern with meeting the needs of all students; on this note, teacher efficacy has also been related with better teaching practices while dealing with low-achievement students (Guyton & Wesche, 2005; Gibson & Dembo, 1984; Kitsantas, 2012). Guyton and Wesche (2005) proposed a construct, allying teacher efficacy with multicultural settings: "Just as personal teaching efficacy (the confidence that one can effectively teach children) has been shown to be an important teacher attribute (...), teachers need similar confidence to be effective in multicultural settings—a concept of multicultural efficacy." (Guyton & Wesche, 2005, p. 23; Gibson & Dembo, 1984).

Concluding, teachers' attitudes influence their classroom behaviour, as well as their ability to correctly respond to their students' needs. Attitudes can be a part of the successful implementation of school policies oriented towards the respect for differences or can be an impending factor to this process (Mlinar & Krammer, 2021).

1.4.3. Skills

The CoE's definition of skill is "the capacity for carrying out complex, well-organised patterns of either thinking or behaviour in an adaptive manner in order to achieve a particular end or goal." (Council of Europe, 2016, p. 44). The team then proceeds to name some sets of skills that are relevant and useful for a culture of democracy. For example, skills of listening and observing, analytical and critical thinking skills, adaptability and flexibility, amongst others. However, an emphasis was applied to the skill of empathy. This set of skills is requested in order to understand and relate to other people's feelings, thoughts and beliefs, as well as seeing

the world from someone else's perspective. It presupposes the capacity to comfortably step outside one's own frame of references, and to adopt other's perspectives and frames of references. It is particularly relevant in the intercultural context, because it is fundamental to imagining the beliefs, world views and needs of a culturally diverse other, in addition to making an effort to understand the emotions and experiences of people from a different cultural background (Council of Europe, 2016; Wang et al., 2003). Besides, teachers could only benefit from the nurture of this skill, as empathetic teachers have an easier time at understanding their students' educational experiences and making the students comfortable to accept themselves and relate to peers (Forghani-Arani et al., 2019). When teachers place themselves in their students' contexts, their needs are more accessible, and thus the teacher can better prepare and adequate a response to them, increasing the probability of a better academic performance (Carnicer & Calderón, 2014).

As mentioned by Wang and colleagues (2003), "more than tolerance is needed to adapt and evolve with these growing diversity and societal changes." (p.221). The authors also mention a relatively new concept, of "ethnocultural empathy", directing the skill of empathy towards "people from racial and ethnic cultural groups who are different from one's own ethnocultural group" (p.221). This concept has been up-and-coming as a way to promote the mutual understanding between cultural and ethnic groups (Wang et al., 2003).

1.4.4. *Knowledge and Critical Understanding*

Knowledge and Critical Understanding is the last dimension proposed by the RFCDC. Knowledge can be defined as "the body of information that is possessed by a person, while understanding is the comprehension and appreciation of meanings" (Council of Europe, 2016, p.51). Critical understanding is interpreted by the Council of Europe (2016) as to opposition to the automatic and unreflective interpretation of meanings and contexts, in the sense that this term emphasises the need for a more reflected comprehension and appreciation of situations that may be ambiguous, like intercultural dialogue. This way, and critically understanding a determined situation, an active reflection will be made, promoting a more informed interpretation (Council of Europe, 2016). The most important forms of knowledge and critical understanding that are proposed fall into three self-explanatory main sets: (a) Knowledge and critical understanding of the self; (b) Knowledge and critical understanding of language and communication; (c) Knowledge and critical understanding of the world. (Council of Europe, 2016).

A teacher can exhibit knowledge towards its culturally diverse class by having a consciousness of the main values, history, and cultural manifestations of its students' cultures (Guyton & Wesche, 2010). Furthermore, teachers should be able to understand historical and political contexts that lead to discrimination (Forghani-Arani et al., 2019).

In addition, it is important for teachers to reflect on themselves and their cultural identity, as to better apply culturally sensitive teaching strategies and increasing their awareness on culturally effective methods (Mlinar & Krammer, 2021). This is even more relevant in the light of previously mentioned literature relating teachers' beliefs and prejudices to their teaching methods and students' outcomes (psychological and academic) (Forghani-Arani et al., 2019).

1.5. The Present Study

The fast pace of globalization makes diversity in schools a standard scenario. Portuguese schools face more heterogenous student bodies, and teachers must deal with that reality in their practices. However, as seen throughout the last chapter, it is not always easy for a teacher to cope with diversity in the classroom. As covered in the last pages, the teachers' beliefs, emotions, and competences can impact student wellbeing and academic performance, especially with minority students. In addition to that, the cultural diversity in the composition of the class can also pose an additional toll on the teaching practice, aggravating the teachers' psychological and even physical resources.

The present study aims to characterize the intercultural competence of teachers who practice in the 1st, 2nd and 3rd cycles, or in secondary education, in Portuguese school groupings/non-grouped schools with a higher composition of cultural and ethnic diversity in the student body. Moreover, it also aims to explore the relations between teachers' intercultural competence and the perceived wellbeing and academic performance of the students, as well as explore a possible moderator role of the cultural and ethnic diversity of the class (cf. Figure 1.3.).

The results of this study may be useful to educational policies focused on the diversity of schools, since it can reveal important data about the intercultural competence of teachers practicing in Portuguese educational contexts, and thus, a more informed and conscious choice can be made when planning capacity trainings, for example.

Based on the literature, the following hypotheses are formulated:

Hypothesis 1: Intercultural competence of the teachers (i.e., relevant values, appreciation of cultural diversity, attitudes towards integration, efficacy with diversity, empathic

perspective taking, knowledge and critical understanding) are positively related with perceived students' social, academic, and emotional wellbeing.

Hypothesis 2: Intercultural competence of the teachers (i.e., relevant values, appreciation of cultural diversity, attitudes towards integration, efficacy with diversity, empathic perspective taking, knowledge and critical understanding) are positively related with perceived academic performance of the students.

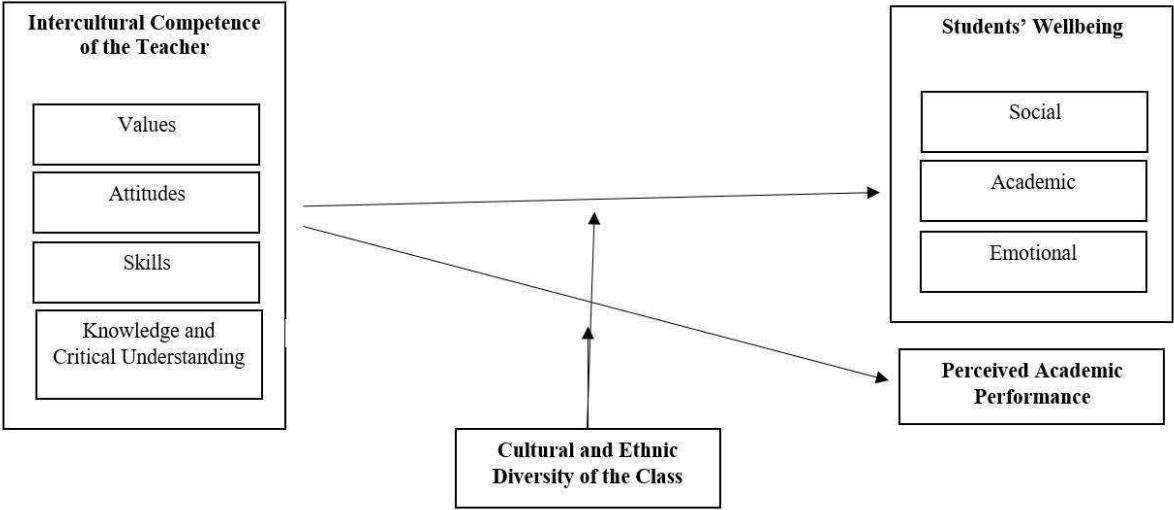
Hypothesis 3: Students' social, academic, and emotional wellbeing is negatively related with cultural and ethnic diversity of the class.

Hypothesis 4: Perceived academic performance of the students' is negatively related with cultural and ethnic diversity of the class.

Hypothesis 5: Cultural and ethnic diversity of the class moderates the relationship between teachers' intercultural competence (i.e., relevant values, appreciation of cultural diversity, attitudes towards integration, efficacy with diversity, empathic perspective taking, knowledge and critical understanding) and perceived social, academic, and emotional wellbeing of the students.

Hypothesis 6: Cultural and ethnic diversity of the class moderates the relationship between teachers' intercultural competence (i.e., relevant values, appreciation of cultural diversity, attitudes towards integration, efficacy with diversity, empathic perspective taking, knowledge and critical understanding) and perceived academic performance of the students.

Figure 1.3.



Model of the Study. Teachers' Intercultural Competence (Values, Attitudes, Skills and Knowledge and Critical Understanding) as a predictor of the Students' Wellbeing and Perceived Academic Performance, moderated by the Cultural and Ethnic Diversity of the class.

Chapter II. Method

2.1. Context of the Study

It's important to start the context of this study by noting it's complemented by a study developed in similar conditions and using the same sample of data. Both studies were developed within CLAVE's project (Project funded by the Foundation for Science and Technology - FCT-PTDC/SOC-SOC/30635/2017 - CLAVE aims to better understand human values and to relate them to inclusion and social justice), and both studies were developed in form of master's thesis.²

The purpose of this study required that the data collection would be made in a population that deals with diversity, namely, teachers from Portuguese school groupings and non-grouped schools that exhibit a large ethnically diverse population of students. The interest for this study rested, specifically, in the presence of foreign students, and/or endemic Roma people/afro-descendants, in the teacher's classes. In pursuit of this sample of school groupings/non-grouped schools, the following programs/initiatives were addressed, and 231 schools belonging to them were contacted:

- (a) The Network of Schools for Intercultural Education (portuguese entity, Rede de Escolas para a Educação Intercultural, i.e., REEI),
- (b) School groupings and non-grouped schools that are distinguished with Intercultural School Seal (Selo Escola Intercultural, initiative of High Commissioner for Migration, I.P., Portugal (ACM, I.P.), the Directorate-General for Education of the Ministry of Education and Science, Portugal (DGE) and the Aga Khan Portugal Foundation),
- (c) School groupings/non-grouped schools that are part of the Educational Territories of Priority Intervention Program (initiative of the Portuguese government, Programa Territórios Educativos de Intervenção Prioritária, i.e., TEIP).

The acceptance to participate was around 22.08%, meaning that 51 schools agreed to participate in this study. The teachers were invited to participate in a survey, while reflecting on the classes they teach. Then, they were asked to consider the class with the most cultural and ethnic diversity, meaning, the class with the highest numbers of students from minority groups. The concept of minority and majority groups were defined following the proposal by the

² For more information, please check Tavares, M. (2021). Competência intercultural e bem-estar profissional dos professores: o papel moderador do clima escolar e da diversidade étnica e cultural dos alunos. [Master's thesis, ISCTE-IUL]. Repositório do Iscte – Instituto Universitário de Lisboa. <https://repositorio.iscte-iul.pt/handle/10071/24459>

Census' 2021 Group Work - "Ethnic-Racial" Issues (2019)³. As such, the majority group was defined as white people with Portuguese nationality and origin. The minority groups were characterised by people with Portuguese nationality and belonging to an ethnic minority (e.g., Roma people), people with Portuguese nationality and migrant origin (e.g., african, north/south-american, central and eastern european, asian) and people with foreign nationality.

All together, participants identified 312 classes, where the majority of them (68.1%) had diversity levels greater than 15%. The classes belonging to the first cycle of education (first to fourth years of school) composed about 26.2% of the sample, while 19.7% belonged to the second cycle of education (fifth and sixth years of school), and 33.3% belonged to the third cycle (seventh, eighth and ninth years of school). Lastly, 20.7% of the classes belonged to high school/professional education (tenth, eleventh and twelfth years of school).

Concerning the students, and based on the information provided by the teachers, the classes included a total of 6246 students. The majority of the students had Portuguese nationality and origin (66.7%), whereas the least represented group was students with Portuguese nationality and belonging to a ethnic minority (4.8%). About 18.2% of the characterised students had Portuguese nationality and migrant origin, and around 10.3% had foreign nationality. The students were also, mostly, of the masculine sex (M=51.5%). It is also important to note that 13.5% of the classes had, at least, one student that had been retained in the same school year.

Table 2.1.

Sociodemographic Information about the Class

	<i>N</i>	<i>%</i>	<i>M</i>
Students	6246		
Gender			
Feminine			47.65
Masculine			51.46
Nationality and origin			
Portuguese nationality and origin	4134	66.67%	

³ This group was created by the Portuguese government (Order No. 7363/2018), with the objective of substantiating the ethnic-racial characterization and composition of the population in Portugal. It would also be included in the 2021 census of the population (Alto Comissariado para as Migrações, 2021).

Portuguese nationality and belonging to an ethnic minority	302	4.83%
Portuguese nationality and migrant origin	1134	18.16%
Foreign nationality	646	10.34%
Class	312	
Diversity levels		
Inferior to 15%		31.90%
Superior to 15%		68.10%
Cycle of teaching		
1 st cycle		26.22%
2 nd cycle		19.74%
3 rd cycle		33.33%
Secondary/Professional		20.71%
Retention of, at least, one student		13.48

Note. M = Mean

2.2. Participants

The sample recruited for this study was composed of 312 teachers, where 94.1% were of Portuguese nationality and origin, 5.2% were of Portuguese nationality but immigrant origin, and 0.7% had foreign nationality. Regarding age, participants ranged from 24 to 67 years old ($M=49.77$; $SD=7.85$), and, concerning sex, 76.4% of the sample identifies as female, and the remaining 23.6% as male. More than 85% of the participants taught in schools located in continental Portugal, whereas 14.1% taught in the islands (11% taught in Madeira island, and 3.3% in the Azores islands). Moreover, 46.4% of the teachers has taught in the same school district for more than 10 years, contrasting with the 14.4% that has taught in the same grouping of schools for less than a year. The most frequent cycle of teaching was the 3rd cycle, with 127 teachers teaching in those school years, followed by secondary education, where 85 teachers reported to teach. About 61 teachers taught in more than one school cycle, and nine teachers taught at three different school cycles, including also secondary education. The disciplinary groups also showed this tendency, showing only 68 teachers from recruiting groups exclusively for the 1st cycle, and 207 teachers from recruiting groups in the 2nd and 3rd cycles, and secondary education. Furthermore, 11 teachers belonged to the Portuguese Sign Language and Special Education recruiting groups (that can teach in preschool, 1st, 2nd and 3rd cycles, and secondary

education, depending on the variant), 10 teachers belonged to the English recruiting group (being allowed to teach in the 1st and 3rd cycle, and also in secondary education, depending on the variant), and 6 teachers responded, “other recruiting group”. Lastly, regarding the years of teaching activity, the participants have, on average, 23 years of teaching activity, ranging from zero years of activity to 44 years ($M = 23.13$; $SD = 9.40$).

2.3. Instruments

The majority of the instruments used in the study were translated from their original version to an adapted Portuguese one, using 3-step translation quality control method - Brislin’s back-translation model (1970). This method required that a native student from the research group (two students and two supervising teachers) initially translated the English version to Portuguese, as well as instructions and scales of answer. Then, using the Portuguese version, an english-fluent student translated it to English again. The research group then compared and evaluated the three versions, hence creating a final Portuguese version. (see Appendix D). The work of George and Mallery (2020) will be used to classify the scale’s reliability and internal consistency.

The instruments that followed this process were Appreciation of Cultural Diversity (Leutwyler, Petrovic and Jokić, 2018), Attitudes Towards Integration (Leutwyler et al., 2018), Efficacy with Diversity (Guyton & Wesche, 2005), Empathic Perspective Taking (Wang et al., 2003), and Student’s Wellbeing (Roberson & Renshaw, 2019). It is also important to note that, in order not to overwhelm the participants, subscales were used and not the original, complete, version of the instruments.

It is also important to note that, since the study is composed of a large number of different instruments, the response scales were adapted to improve the response facility of the questionnaire. In contemplation of this, two models of response were applied, when relevant: a seven-point Likert scale, that ranged from 1 – Strongly Disagree, to 7 – Strongly Agree, and a division of levels per percentage, them being, (1) 0 to 20%, (2) 21 to 40%, (3) 41 to 60%, (4) 61 to 80% and (5) 81 to 100%. The instruments that varied from these two scales of response, due to their individual specifications, were the Portrait Values Questionnaire (PVQ21) (Schwartz, 2003; adapted version for the European Social Survey (ESS)) and the subscale Efficacy with Diversity (Guyton & Wesche, 2005).

2.3.1. Class Information

As previously stated, teachers were first asked to consider the classes they teach, and to identify the class with the most cultural and ethnic diversity, and, henceforth, consider it throughout the rest of the questionnaire. The participants were then asked to characterise the class concerning the students' gender, the cycle of teaching, the nationality of the students and the percentage of students with one or more retentions.

2.3.2. Values

Schwartz conceptualised the ten human values in a circular, bidimensional structure, where four orientations are of higher order: self-transcendence vs. self-promotion and openness to change vs. conservation. In order to measure these dimensions, the Portrait Values Questionnaire (PVQ21) scale was applied (Schwartz, 2003; adapted version for the European Social Survey (ESS)). It is composed of 21 items that had been previously translated to a Portuguese version by the CLAVE project (<https://claveproject.wordpress.com/>), who thoughtfully shared that version.

The 21 items are small descriptions of different people, where desires, aspirations or personal objectives are implied, pointing to the importance of an exclusive value. For each description, the participant is asked to rate how much they consider that person to be similar to him/herself, using a 6-point Likert scale: 1 - Exactly like me to 6 - Nothing like me. An example of an item, representing a person that values power: “a person for whom it is important to be rich. Wants to have a lot of money and expensive things”.

The adapted version for the ESS had acceptable internal consistency on three of the four dimensions (self-transcendence, $\alpha = .74$; openness to change, $\alpha = .75$ and conservation, $\alpha = .75$), and on the dimension of self-promotion, a good internal consistency was achieved ($\alpha = .81$). In the present sample, two of the dimensions had acceptable internal consistency (self-transcendence, $\alpha = .75$; and openness to change, $\alpha = .74$), while the other two dimensions had lower internal consistency (self-promotion, $\alpha = .67$; and conservation, $\alpha = .69$) (George & Mallery, 2020a).

The author recommends that each respondent's responses be centered around their own average response, in order to control for individual differences. Following that guideline, and given the format of the response scale, the responses were subject to a recodification so that higher scores represent a greater importance to the person of the measured value. This also means that the

importance score for each higher-order value dimension results also from the average of the items that make up each dimension.

As suggested by Schwartz (2003), the analysis was focused on the basic and bipolar conceptual dimensions of values (self-transcendence vs. self-promotion and openness to change vs. conservation), to enhance the consistency of the data, as opposed to the individual analysis of each of the ten individual values. As such, the scores of the four higher-values were subtracted and administered into two new variables, one for each dimension. This means that the conservation value scores were subtracted from the openness to change scores, and the self-promotion scores were subtracted from the self-transcendence scores. The results vary between -5 and 5, with zero as midpoint (meaning, in this case, that the participant attributes equal importance to both values). In this sense, scores that are closer to 5 indicate a bigger attributed importance to self-transcendence and openness to change values, and scores closer to -5 indicate bigger attributed importance to self-promotion and conservation values.

2.3.3. Attitudes

2.3.3.1. Appreciation of Cultural Diversity. Leutwyler and colleagues (2018) aimed to develop a teacher-specific intercultural competence construct, and thus proposed four core elements. Two of those subscales were used in this study: “Appreciation of Cultural Diversity” and “Attitudes Towards Integration”. The “Appreciation of Cultural Diversity” subscale (Leutwyler et al., 2018; adapted version) was applied to assess to what extent do teachers consider cultural diversity as an enrichment opportunity for all, as opposed to being burdened or restricted by it. This instrument was composed of seven items (e.g., I am convinced that minority and majority students can learn a lot from each other), aggregated in one index score, and the participant was asked to rate each statement according to a seven-point Likert scale, that ranged from 1 – Strongly Disagree, to 7 – Strongly Agree. Teachers whose average response approached higher values are expected to be more appreciative of cultural diversity in their classrooms.

The authors reported a good internal consistency, with a Cronbach’s alpha of .88. In the present sample, a Cronbach’s alpha of .95 was obtained, indicating an excellent internal consistency of this measure (George & Mallery, 2020).

2.3.3.2. Attitudes towards Integration. The “Attitudes Towards Integration” subscale (Leutwyler et al., 2018; adapted version) is meant to assess the teacher’s expectations towards the maintenance of cultural heritages of minority students entangled in the larger society. This

subscale takes inspiration in Berry's work (2003), regarding acculturation processes, and was composed of five items (e.g. Minority students should be encouraged to maintain also values of their own culture.). The items were aggregated in one index score, and the participants were required to rate the statements using a seven-point Likert scale, that ranged from 1 – Strongly Disagree, to 7 – Strongly Agree. That means that teachers who scored a higher average response, tend to uphold the maintenance of culturally diverse backgrounds on minority students. In Leutwyler and colleagues' (2018) work, the Cronbach's alpha revealed a good internal consistency ($\alpha = .83$), and in this sample the value is .86, revealing a good internal consistency (George & Mallery, 2020).

2.3.3.3. Efficacy with Diversity. The teachers' self-reported efficacy in culturally diverse classrooms was measured using a section of the Multicultural Efficacy Scale (Section C, Efficacy with Diversity; Guyton & Wesche, 2005; adapted version). Although the section originally comprises 20 items, three items were excluded for the purpose of this study. The exclusions derived from our understanding that those items would not apply to the Portuguese context (e.g., an excluded item was "I can identify cultural biases in commercial materials used in teaching").

Participants were presented with 17 statements and asked to rate them using a seven-point Likert scale, that went from 1 - "I do not believe I could do this very well", to 7 - "I am quite confident that this would be easy to do.". The items were aggregated in one index score. An example of a statement is "I can adapt instructional methods to meet the needs of learners from diverse groups.". A higher average score in this scale indicates a more prominent perceived self-efficacy while dealing and teaching culturally diverse classrooms. The original section of the instrument demonstrated an excellent internal consistency ($\alpha = .93$), and the present sample did as well ($\alpha = .97$).

2.3.4. Skills

2.3.4.1. Empathic Perspective Taking. A section of the Scale of Ethnocultural Empathy (Wang et al., 2003; adapted version) was used to assess teachers' intentions of placing themselves in the role of students with different racial or ethnic backgrounds, and thus better understand their experiences and emotions. Based on the work by Wang and colleagues (2003; adapted version), the subscale presented to participants was named Empathic Perspective Taking. The scale was originally composed of seven items, but two items were eliminated for our study's purpose, concluding with five items (eg. I can relate to the frustration that some

people feel about having fewer opportunities due to their racial or ethnic backgrounds.). The eliminated items were excluded for being more specific than our study's intent (e.g., an eliminated item was "I don't know a lot of information about important social and political events of racial and ethnic groups other than my own."). Teachers were asked to rate their agreement with each statement, using a seven-point Likert scale, that ranged from 1 – Strongly Disagree, to 7 – Strongly Agree.

The original subscale had an acceptable internal consistency and a single-factor structure ($\alpha = .75$). However, through a Principal Component Analysis, our sample revealed a different structure than the original. Two components emerged based on the valence of the items. One component integrated three positively valenced items, that represented the ease in taking an empathic perspective ($\alpha = .76$). The other component included two negatively valenced items that referred to difficulty in taking an empathic perspective ($r = .62$). The items were, then, aggregated in two index scores. It was necessary to invert the two items that were negatively formulated, but after that, teacher's whose average score was higher, were assumed to take an empathic perspective taking more comfortably.

2.3.5. Knowledge and Critical Understanding

The instruments used for the assessment of Knowledge and Critical Understanding were some of the descriptors proposed by the Council of Europe (2018, adapted version) in the Reference Framework of Competences for Democratic Culture. These descriptors were statements that described an observable behaviour of an individual in regard to a certain competence, and thus revealing its proficiency in that competence. Developed within the Council, the descriptors were previously tested by schools and voluntary teachers from across the Member-States, however, there is no known Alpha coefficient of the instrument.

For the present study, 14 out of 100 descriptors were selected. The items were aggregated in three index scores, or dimensions: (a) Knowledge and Critical Understanding of the Self (3 items; $\alpha = .87$; e.g., "I can reflect critically on my own values and beliefs"); (b) Knowledge and Critical Understanding of Language and Communication (2 items; Spearman-Brown's coefficient = $.87$; e.g., "I can explain how social relationships are sometimes encoded in the linguistic forms that are used in conversations (in greetings, forms of address, use of expletives, etc.)"), e (c) Knowledge and Critical Understanding of the World (9 items; $\alpha = .95$; e.g., "I can reflect critically on the fluid nature of history and how interpretations of the past vary over time and across cultures.").

Participants were asked to rate their agreement with each statement, using a seven-point Likert scale, that ranged from 1 – Strongly Disagree, to 7 – Strongly Agree. The average answer of the participant indicated its level of Knowledge and Critical Understanding, where higher values determined a higher comprehension of central aspects to a democratic culture.

2.3.6. Students

2.3.6.1. Students' Wellbeing. The student's perceived wellbeing was assessed using a behaviour rating scale, the Student Wellbeing Teacher-Report Scale (Roberson and Renshaw, 2019). This scale is intended to be answered by teachers and, according to the authors, can be used as a screening method for measuring the youths' wellbeing dimension of mental health, at school. The original scale proposes three dimensional constructs: (a) prosocial behaviour, referred as Social Wellbeing; (b) academic engagement, referred as Academic Wellbeing; and (c) positive emotionality, referred as Emotional Wellbeing (Roberson and Renshaw, 2019). The Principal Component analysis applied to our data revealed the same three dimensions. The items were aggregated in three index scores: (a) social wellbeing (6 items; $\alpha = .92$; e.g., "Treats classmates kindly"); (b) academic wellbeing (6 items; $\alpha = .93$; e.g., "Engaged in learning"); and (c) emotional wellbeing (5 items; $\alpha = .90$; e.g., "Smiles at school").

Although the original scale proposes that the teacher evaluates each student individually, that wasn't pragmatic due to the purpose and nature of the present study. In line with this, the scale of response was adapted to encompass all the students of the most ethnically/culturally diverse class of each teacher. The instructions were to select the percentage of the class's students that corresponded to each of the descriptions, the percentages being: (1) 0 to 20%, (2) 21 to 40%, (3) 41 to 60%, (4) 61 to 80% and (5) 81 to 100%. This means that if a participant selected (5) 81 to 100% to all items, it would presumably perceive the class with the most ethnic and cultural diversity as filled with students whose social, academic and emotional wellbeing is prominent. The same goes for the other end of the scale: if (1) 0 to 20% was the predominant response of the participant, then only a few students from the thought-about class would exhibit signals of wellbeing.

2.3.6.2. Academic Performance. Regarding the academic performance of the students, teachers were requested to distribute the students through five different academic levels, them being: (1) 0 to 20%, (2) 21 to 40%, (3) 41 to 60%, (4) 61 to 80% and (5) 81 to 100%.

2.3.7. Gini-Simpson Index (GSI) (Diversity Level)

The Gini-Simpson Index (Hurlbert, 1971; Simpson, 1949) was calculated in order to establish the cultural and ethnic diversity of the classes. As previously reported, teachers were asked to distribute the students from their most ethnically diverse class in four different groups, resulting in 4164 students with Portuguese nationality and origin (66.7%), 1134 students with Portuguese nationality and immigrant origin (18.2%), 646 students with foreign nationality (10.3%) and, lastly, 302 students with Portuguese nationality and belonging to a ethnic minority (4.8%). The index value indicates the probability that two students, taken randomly from the group of all students, belong to different ethnic groups. The numerical representation of the index varies from 0 (0% chance that the students belong to different ethnic groups) to 1 (100% chance that the students belong to different ethnic groups), and it takes into account the number of different ethnic groups.

2.3.8. Sociodemographic Information

The participants were, lastly, asked to provide some sociodemographic information to refine their characterization. The professional questions contemplated the name of the school district in which they taught, how long they have been teaching there, their cycle of teaching, their disciplinary group, and number of years of teaching activity. The personal questions included their age, sex, nationality, and ethnic group.

2.4. Principal Component Analysis

The Principal Component Analysis was applied on all instruments⁴ used in this study, in order to assess if the original structure and analytical dimensions are followed in this sample.

The instruments revealed themselves identical to their original structure (see Table 2.2.), with the exception of, as previously seen, the Empathic Perspective Taking subscale (Wang et al., 2003) (see Table 2.3.). The original subscale featured a single-factor structure, however, the analysis concerning the present sample revealed a two-component structure, based on the valence of the items. One component was composed of three positively valenced items, referring to the ease in taking an empathic perspective (explaining 40.2% of the total variance), and the other component featured two negatively valenced items, referring to difficulty in taking

⁴ With the exception of the Portrait Values Questionnaire (PVQ21). This instrument is analysed with Multidimensional Scaling (MDS), as are the instruments based on the Schwartz (1992) model. This multivariate analysis is used to visualise, and quantify, similarity and dissimilarity between groups of items.

an empathic perspective (explaining 29.3% of the total variance). The two components explain, thus, 69.5% of the total variance. The Kaiser-Meyer-Olkin test indicated an input matrix with reasonable suitability of the sample for performing the Principal Component Analysis (KMO = .62). Lastly, the Bartlett test revealed the correlation between the initial variables ($X^2(10) = 300.73$, $p < 0.001$) (see Table 2.2.).

Table 2.2.

Principal Component Analysis

Instrument	Factors	Explained Variance	KMO	Bartlett's Test
Appreciation of Cultural Diversity	1	75.92%	.90	$X^2_{(21)} = 2093.39^{***}$
Attitudes Towards Integration	1	63.78%	.82	$X^2_{(10)} = 642.14^{***}$
Efficacy with Diversity	1	64.89%	.96	$X^2_{(136)} = 4176.58^{***}$
Empathic Perspective Taking	2	69.51%	.62	$X^2_{(10)} = 300.73^{***}$
Facility		40.21%		
Difficulty		29.29%		
Knowledge and Critical Understanding	3	77.37%	.92	$X^2_{(92)} = 3682.59^{***}$
Of Self		21.97%		
Of Language and Communication		15.27%		
Of World		40.13%		
Students Wellbeing	3	70.17%	.95	$X^2_{(136)} = 4550.56^{***}$
Social		26.62%		
Academic		25.89%		
Emotional		23.16%		

Note: $***p < 0.001$

Table 2.3.

Matrix of Components After Rotation. Empathetic Perspective Taking

	Components	
	Facility	Difficulty
Consigo imaginar como se sente uma pessoa de um grupo racializado ou etnia num grupo de pessoas diferentes.	0.88	-0.02

Consigo relacionar-me com a frustração que algumas pessoas sentem em ter menos oportunidades devido à sua origem racial ou étnica.	0.79	-0.04
É fácil para mim compreender como seria se fosse uma pessoa de outra origem racial ou étnica que não a minha.	0.78	-0.10
É difícil para mim colocar-me no lugar de alguém que é racial e/ou etnicamente diferente de mim.	-0.06	0.85
É difícil para mim relacionar-me com histórias em que as pessoas falam de discriminação racial ou étnica que experienciam no seu dia-a-dia.	-0.05	0.85

Note. Extraction method: Principal Component Analysis. Rotation method: Varimax with Kaiser criterion.

2.5. Procedure

The data collection took place between May and June of 2021, via *Qualtrics Survey*, a platform that enables the creation of individual questionnaires online. Given that the study proposed teachers as participants, and it required that invitations would be sent to schools, it was necessary that the Directorate-General for Education (Direção-Geral da Educação (DGE)) would approve. The study was, then, submitted through the system of Monitoring Surveys in School Environments (Monitorização de Inquéritos em Meio Escolar (MIME)), so that it could be applied in school environments (Order No. 15847/2007). The necessary materials to be submitted, in PDF form, were a methodological note, the advisor's statement, the informed consent and the questionnaire that would be administered (Appendix A, B, C and D, respectively).

After DGE's approval (n. ° of inquiry 0771000001), an invitation to the study was disseminated through the school districts and non-grouped schools, through the directors of the executive board, via email. In the email, the research group asked the directors to share the study with the teachers from his/her school. The criteria for being a participant was: (a) having a minimum 18 years-old, (b) knowing how to read/write in Portuguese, and (c) being a teacher of at least one mandatory school cycle in Portugal (1st, 2nd, 3rd cycle and secondary/professional education), while exerting in a grouping school/non-grouped school with some cultural and ethnic diversity.

Before the questionnaire itself, the informed consent was presented, where the participant could find the information about the study's objectives, its 15-minute duration, and the rights associated with participating, namely, the voluntary nature of the study, the

confidentiality and anonymity of the answers, and the possibility of removing the responses from the database (ensured by assigning a code to each questionnaire, known to the participant in the beginning of the questionnaire, that could be traced back and his/her answers and thus ensure their removal if wanted). As an incentive to participate, the informed consent also mentioned that the surveyed teachers could qualify to win 1 of 20 LIDL gift-cards, in the amount of 15€. After the consent, the questionnaire appeared. Upon completion, the participants could provide their email (unassociated with their answers) and participate in the gift-card draw.

Chapter III. Results

3.1. Analytical Strategy

The data was analysed using IBM SPSS software version 27. The analysis began by eliminating 222 invalid responses, two of them per request of the participants, and the rest because they were incomplete, resulting in a response rate of 41.6%.

Having in account the teachers' intercultural competence as a possible predictor of the criterion variables (student's social, academic, and emotional wellbeing, and perceived academic performance), as well as the role of moderating variables (the classes' ethnic and cultural diversity), the strategy was to perform a hierarchical multiple linear regression, using the enter method. In order to do so, the variables in analysis were standardised (because of the difference between measurement scales), and the variables were divided in two blocks. In the first block, the predictor and moderator variables were included, and in the second block, the predicting and moderating variables, and the interaction terms.

Finally, to interpret the significant interaction terms, a template developed by Jeremy Dawson (2014) was used, Interpreting Interaction Effects (an excel spreadsheet), available at <http://www.jeremydawson.co.uk/slopes.html>.

3.2. Descriptive Statistics

3.2.1. Values⁵

On average, teachers tend to attribute, first, greater importance to values of self-transcendence ($M = 5.18$, $SD = 0.67$), then to values of openness to change ($M = 4.12$, $SD = 0.82$), followed by conservation ($M = 4.01$, $SD = 0.83$), and, lastly, self-promotion ($M = 2.88$, $SD = 0.85$) (see Table 3.1.). Concerning the created differentials, the results of self-transcendence vs self-promotion ranged from -0.67 to 5.00 points, with an average of 2.31 points ($SD = 1.03$), while the results of openness to change vs conservation ranged between -2.83 and 3.67 points, with an average of 0.11 points ($SD = 1.09$). This means that, on average, teachers tend to attribute greater importance to the values of self-transcendence and openness to change, respectively and as previously seen (see Table 3.1.).

⁵ To facilitate interpretation and coherence, the original variables are used in the descriptive analysis, instead of the centered four higher-order human values.

3.2.2. Attitudes

Teachers consider their students' cultural background an enriching opportunity and a positive aspect for everyone in the school ($M = 6.20$, $SD = 1.08$), and tend to support the maintenance of cultural heritages in their minority student's day-to-day ($M = 5.99$, $SD = 0.99$). Concerning efficacy with diversity, teachers consider themselves and their teaching in diversity settings as effective ($M = 5.95$, $SD = 0.99$) (see Table 3.1.). In conclusion, teachers showed, in general, very positive attitudes towards their students with different cultural and ethnical origins.

3.2.3. Skills

Participants reported, on average, facility in taking an empathic perspective, meaning that it is easy for them to position themselves in the roles of students with diverse backgrounds, and acknowledge their daily experiences ($M = 5.25$, $SD = 1.29$). In the inverted component, depicting difficulty in taking an empathic perspective, the average scores follow the above-mentioned trend ($M = 4.70$, $SD = 1.81$) (see Table 3.1.).

3.2.4. Knowledge and Critical Understanding

Teachers disclosed, first, good levels of knowledge and critical understanding of themselves ($M = 5.90$, $SD = 0.94$), then of language and communication ($M = 5.69$, $SD = 1.10$), and, lastly, knowledge and critical understanding of the world ($M = 5.67$, $SD = 1.02$) (see Table 3.1.).

3.2.5. Students' Wellbeing

From the teachers' perspective, their students exhibit higher levels of emotional wellbeing ($M = 4.06$, $SD = 0.94$), followed by social wellbeing ($M = 3.70$, $SD = 0.86$), and, lastly, academic wellbeing ($M = 3.20$, $SD = 1.04$) (see Table 3.1.).

3.2.6. Academic Performance

The participants distributed their students, mostly, on the third level of academic performance, 41 to 60% ($M = 3.40$, $SD = 0.58$) (see Table 3.1.).

3.2.7. Class's Diversity

The average probability of two students, taken at random, belonging to different cultural/ethnic groups is of 39% ($SD = 0.22$) (see Table 3.1.).

Table 3.1.

Descriptive Statistics of the Study's Variables

	<i>M</i>	<i>SD</i>	Min.	Max.
Values				
Self-transcendence	5.18	0.67	3.00	6.00
Conservation	4.01	0.83	1.50	6.00
Self-promotion	2.88	0.85	1.00	6.00
Openness to change	4.12	0.82	1.83	6.00
Self-transcendence vs. self-promotion	2.31	1.03	-0.67	5.00
Openness to change vs. conservation	0.11	1.09	-2.83	3.67
Attitudes				
Appreciation of Cultural Diversity	6.20	1.08	1.86	7.00
Attitudes towards Integration	5.99	0.99	1.80	7.00
Efficacy with Diversity	5.95	0.90	2.18	7.00
Skills				
Empathic Perspective Taking: Facility	5.25	1.29	1.67	7.00
Empathic Perspective Taking: Difficulty	4.70	1.81	1.00	7.00
Knowledge and Critical Understanding				
Of self	5.90	0.94	2.00	7.00
Of language and communication	5.69	1.10	2.00	7.00
Of the world	5.67	1.02	2.00	7.00
Students' wellbeing				
Social	3.70	0.94	1.00	5.00
Academic	3.20	1.04	1.00	5.00
Emotional	4.06	0.86	1.20	5.00
Academic Performance	3.40	1.04	1.00	5.00
Cultural and Ethnic Diversity of the class	0.39	0.22	0.00	0.80

3.3. Correlational Analysis

3.3.1. Intercultural Competence

Firstly, it is important to note that all dimensions of the students' wellbeing are correlated with each other. This means that when a teacher estimates high levels of social, academic, or emotional wellbeing of the students, the other dimensions tend to be high as well (Social x Academic: $r = .81, p < .001$; Social x Emotional: $r = .75, p < .001$; Academic x Emotional: $r = .71, p < .001$). Secondly, the wellbeing of the students is correlated with perceived academic performance, namely, the social ($r = .49, p < .001$), academic ($r = .60, p < .001$), and emotional wellbeing ($r = .47, p < .001$) wellbeing (see Table 3.2.). This can mean that the more a teacher considers his/her students as socially proactive, academically engaged and with a positive emotionality, the better he/she will place the students in terms of levels of academic performance.

3.3.1.1. Values. There were no significant statistical correlations between the dimensions of self-transcendence vs self-promotion or openness to change vs conservation and the perceived wellbeing of students, nor with the perceived academic performance (see Table 3.2.).

3.3.1.2. Attitudes. All dimensions of the attitude component of intercultural competence are positively related to the perceived social, academic, and emotional wellbeing of the students (see Table 3.2.). In other words, teachers who consider cultural diversity as an asset and an enrichment opportunity, teachers who support the maintenance of cultural heritages in their students, and teachers who report a bigger efficacy in intercultural teaching settings tend to perceive their students with prosocial behaviour ($r = .26, p < .001$; $r = .24, p < .001$; $r = .27, p < .001$, respectively) academic engagement ($r = .19, p = .001$; $r = .19, p = .002$; $r = .27, p < .001$) and positive emotionality ($r = .20, p = .001$; $r = .18, p = .002$; $r = .26, p < .001$).

Concerning the perceived academic performance, there is a relation with appreciation of social diversity ($r = .17, p = .004$) and efficacy with diversity ($r = .14, p = .034$). When a teacher considers diversity as a positive aspect for all, and considers him/herself effective in diversity settings, he/she tends to perceive the students in higher academic levels.

3.3.1.3. Skills. There were no significant correlations between the facility/difficulty in empathic perspective taking and the social or emotional wellbeing of the students (see Table 3.2.), nor with the perceived academic performance of the students. There was, however, a significant positive correlation between the facility in empathic perspective taking and the

academic wellbeing of the children ($r = .13, p = .032$), meaning that teachers who show facility in placing themselves in the roles of students with culturally diverse backgrounds, and better understand the different experiences and emotions, report higher levels of academic wellbeing and engagement of their students.

3.3.1.4. Knowledge and Critical Understanding. There were significant positive correlations between all dimensions of knowledge and critical understanding and the dimensions of students' wellbeing (see Table 3.2.). The more knowledgeable a teacher is about himself ($r = .19, p = .001; r = .22, p < .001; r = .13, p = .023$), about language and communication ($r = .23, p < .001; r = .22, p < .001; r = .26, p < .001$), and, about the world ($r = .22, p < .001; r = .23, p < .001; r = .16, p = .006$), the better he/she considers the students to be in terms of social, academic and emotional wellbeing (respectively).

Regarding the perceived academic performance, there were no significant correlations between the knowledge and critical understanding dimensions and the perceived academic performance of the students.

These results are, then, partially consistent with hypotheses 1 and 2, as some components of intercultural competence are positively related with the wellbeing of the students and perceived academic achievement, and others are not.

3.3.2. Class Diversity

The amount of diversity in class is negatively related with the social ($r = -.13, p = .031$) and academic ($r = -.17, p = .003$) wellbeing of the students. The more diverse a class is, the less the teachers consider their students to be well, socially, and academically.

In addition, the ethnic and cultural diversity of the class is also related, negatively, with the perceived academic performance of the students ($r = -.29, p < .001$). The more cultural and ethnic diversity there is in a class, the lower the teacher perceives its students to perform, academically.

Hypotheses 3 and 4 are, then, confirmed.

3.3.4. Other associations

Besides the interactions between the criteria, predictors and moderating variables that compose this study, other associations were found amongst the variables in analysis.

- (a) Regarding the openness to change versus conservation values, there was a correlation between these dimensions and all the knowledge and critical understanding

components. participants who more highly valued openness to change, exhibited higher values in knowledge and critical understanding.

- (b) In regard to the self-promotion vs self-transcendence values, there was a correlation between the self-transcendence values and all dimensions of attitudes, skills and knowledge and critical understanding. This indicates that teachers who more highly value self-transcendence, exhibit more positive attitudes, skills and higher knowledge and critical understanding.
- (c) The different components of attitudes in this study are positively related amongst each other, indicating that a teacher who highly appreciates cultural diversity, tends to have positive attitudes towards diversity, and feel effective in diversity settings. These variables were also correlated with the facility in empathic perspective taking, and all the components of knowledge and critical understanding, meaning that teachers with positive attitudes can better position themselves in the roles of someone different than them, and displayed higher levels of knowledge and critical understanding.
- (d) Respecting skills, the facility and difficulty in empathic perspective taking are related, conveying that a teacher who exhibits ease in perspective taking, does not experience difficulty. Both the skills dimensions are related to knowledge and critical understanding of the self and the world, remarking that teachers with greater skills, display higher knowledge and critical understanding of themselves and of the world. In addition, the facility in empathic perspective taking component is related to knowledge and critical understanding of language and communication. This way, the easier it is for a teacher to place him/herself in the role of a student with culturally diverse background, the higher his/her knowledge of language and communication is.
- (e) All the dimensions of knowledge and critical understanding are correlated with each other, indicating that the more a teacher is knowledgeable about itself, the world, or language and communication, the more it is about each other component.
- (f) Finally, addressing the class's diversity, there is a relation with the openness to change vs conservation dimension, the knowledge of self, and efficacy. The more cultural and ethnic the students in class are, the more a teacher values openness to change and is knowledgeable about his/herself. In addition, the more diverse a class is, the more effective a teacher feels about teaching in diversity settings.

Table 3.2.

Pearson's Correlations

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
1. Social wellbeing															
2. Academic wellbeing	.81***														
3. Emotional wellbeing	.75***	.71***													
4. Self-transcendence vs. self-promotion	-.01	.07	.05												
5. Openness to new experiences vs conservatism	.05	.07	.03	.11*											
6. Appreciation of cultural diversity	.26***	.19***	.20***	.11*	.26***										
7. Attitudes towards integration	.24***	.19**	.18**	.10*	.27***	.61***									
8. Efficacy with diversity	.27***	.27***	.26***	.12*	.25***	.51***	.58***								
9. Empathic perspective taking: facility	.09	.13**	.05	.07	.26***	.18**	.17**	.44***							
10. Empathic perspective taking: difficulty	.02	-.01	.02	.01	.14**	.07	-.03	.08	.13**						
11. Knowledge and critical understanding of self	.19***	.22***	.13**	.19***	.23***	.43***	.34***	.60***	.46***	.13**					
12. Knowledge and critical understanding of language and communication	.23***	.22***	.26***	.17**	.21***	.34***	.30***	.52***	.35***	.03	.63***				
13. Knowledge and critical understanding of the world	.22***	.23***	.16**	.18**	.26***	.31***	.28***	.52***	.46***	.13**	.65***	.64***			
14. Academic performance	.49***	.60***	.47***	.00	.06	.17**	.09	.14**	-.02	-.03	.06	.05	.05		
15. Cultural and ethnic diversity of the class	-.13**	-.17**	-.08	.13**	.01	.10	.02	.11*	.09	.10	.14**	.10*	.11*	-.29***	

Note. ***p<0.001, **p<0.05, *p<0.10

3.4. Test of the model

To analyse the possible predictive role of teachers' intercultural competence in the students' wellbeing, and on the perceived academic performance, moderated by the ethnic and cultural diversity of the students, a few hierarchical multiple linear regressions analysis were performed. Primarily, the effect of seven potential control variables was tested (age, sex, nationality, recruitment group, teaching cycle, how long have they have been teaching, in total, and in current school). However, no variable proved to be statistically significant, neither by the enter method, nor by the stepwise method, therefore, it was decided not to insert any of these variables in the final models. Once the input of predictors, moderators and interaction effects was done by blocks, with enter method, two estimated models were obtained, for each of the dependent variables' dimensions. The results of the models integrating all predictors and interaction terms are discussed next.

Firstly, regarding the social wellbeing of the students, the final model is significant and explains 11,0% of the variation in the perceived social wellbeing of the students ($F(21,194) = 2.274, p = .002$) (see Table 3.3.). The results demonstrate a significant and negative relation between the social wellbeing of the students and the ethnic and cultural diversity of the class ($\beta = -.15, t = -2.06, p = .041$), as well as a significant and positive relation between the social wellbeing of the students and the knowledge and critical understanding of the world of the teachers ($\beta = .24, t = 2.22, p = .028$). This indicates that higher levels of diversity in the class are associated with a lower perceived social wellbeing of the students, and that the more a teacher is knowledgeable about the world, the better he/she perceives its students to be, in terms of social wellbeing.

Table 3.3.

Social Wellbeing Model Analysis

	<i>B</i>	<i>SE</i>	<i>B</i>	<i>T</i>
Block 1				
Constant	3.62	.06		58.79
Cultural and Ethnic Diversity of the Class	-.17	.07	-.16	-2.53
Values				
Openness to change vs. Conservation	.03	.07	.02	.37
Self-transcendence vs. Self-promotion	-.12	.07	-.12	-1.71

Attitudes				
Appreciation of Cultural Diversity	.17	.08	.17	1.98
Attitudes towards Integration	.12	.09	.12	1.33
Efficacy with Diversity	.05	.09	.06	.59
Skills				
Empathic Perspective Taking				
Facility	-.02	.08	-.02	-.24
Difficulty	-.01	.07	-.01	-.15
Knowledge and Critical Understanding				
Of Self	-.04	.09	-.04	-.39
Of Language and Communication	-.03	.10	-.03	-.33
Of the World	.24	.10	.26	2.46
<hr/>				
Block 2				
Constant	3.64	.06		56.26
Cultural and Ethnic Diversity of the Class [A]	-.15	.07	-.14	-2.06**
Values				
Openness to change vs. Conservation [B]	.03	.07	.03	.38
Self-transcendence vs. Self-promotion [C]	-.11	.07	-.11	-1.52
Attitudes				
Appreciation of Cultural Diversity [D]	.12	.09	.13	1.37
Attitudes towards Integration [E]	.11	.09	.11	1.17
Efficacy with Diversity [F]	.04	.10	.04	.41
Skills				
Empathic Perspective Taking				
Facility [G]	-.02	.08	-.02	-.28
Difficulty [H]	-.02	.07	-.02	-.28
Knowledge and Critical Understanding				
Of Self [I]	-.02	.10	-.02	-.16
Of Language and Communication [J]	-.01	.10	-.01	-.10
Of the World [K]	.24	.11	.25	2.22**

Interaction Effect [A*B]	-.05	.08	-.05	-.66
Interaction Effect [A*C]	-.02	.08	-.02	-.26
Interaction Effect [A*D]	-.07	.10	-.07	-.72
Interaction Effect [A*E]	.02	.10	.02	.19
Interaction Effect [A*F]	-.13	.11	-.11	-1.15
Interaction Effect [A*G]	-.01	.10	-.01	-.07
Interaction Effect [A*H]	-.06	.07	-.06	-.87
Interaction Effect [A*I]	.07	.11	.06	.61
Interaction Effect [A*J]	-.05	.10	-.05	-.51
Interaction Effect [A*K]	.12	.10	.11	1.18

$$R^2 = .198$$

$$R^2 (\text{adjusted}) = .111$$

$$F(21,194) = 2.274^{**}$$

Note. *** $p \leq 0.001$. ** $p < 0.05$. * $p < 0.10$

Secondly, concerning the academic wellbeing of the students, a significant model emerged ($F(21,196) = 1.820, p = .019$) that explains 7.4% of the variation on the perceived academic wellbeing of the students (see Table 3.4.). Following the trend of the previous dimension of wellbeing, the results show a significant and negative relation between the academic wellbeing of the students and the ethnic and cultural diversity of the class ($\beta = -.20, t = -2.59, p = .010$), along with a significant and positive relation between the academic wellbeing of the students and the knowledge and critical understanding of the world of the teachers ($\beta = .24, t = 2.04, p = .043$). These associations show that a teacher with higher levels of knowledge about the world, tends to better classify its students in academic wellbeing, and that higher levels of diversity in the class are associated with lower academic wellbeing of the students.

Table 3.4.

Academic Wellbeing Model Analysis

	<i>B</i>	<i>SE</i>	<i>B</i>	<i>T</i>
Block 1				
Constant	3.14	.07		47.46
Cultural and Ethnic Diversity of the Class	-.16	.07	-.15	-2.32

Values				
Openness to change vs. Conservation	.08	.07	.08	1.13
Self-transcendence vs. Self-promotion	-.04	.07	-.04	-.57
Attitudes				
Appreciation of Cultural Diversity	.09	.09	.09	1.01
Attitudes towards Integration	.00	.09	.00	.04
Efficacy with Diversity	.11	.10	.11	1.11
Skills				
Empathic Perspective Taking				
Facility	-.07	.08	-.07	-.84
Difficulty	-.01	.07	-.01	-.12
Knowledge and Critical Understanding				
Of Self	.08	.10	.08	.78
Of Language and Communication	-.09	.10	-.09	-.90
Of the World	.26	.11	.26	2.47
<hr/>				
Block 2				
Constant	3.13	.07		44.94
Cultural and Ethnic Diversity of the Class [A]	-.20	.08	-.19	-2.59**
Values				
Openness to change vs. Conservation [B]	.08	.08	.07	.99
Self-transcendence vs. Self-promotion [C]	-.05	.08	-.04	-.61
Attitudes				
Appreciation of Cultural Diversity [D]	.07	.10	.07	.71
Attitudes towards Integration [E]	.02	.10	.02	.18
Efficacy with Diversity [F]	.12	.10	.12	1.17
Skills				
Empathic Perspective Taking				
Facility [G]	-.05	.09	-.05	-.61
Difficulty [H]	.00	.07	.00	.04

Knowledge and Critical Understanding

Of Self [I]	.08	.11	.08	.77
Of Language and Communication [J]	-.08	.11	-.08	-.76
Of the World [K]	.23	.12	.23	2.04**
Interaction Effect [A*B]	-.04	.09	-.04	-.47
Interaction Effect [A*C]	-.05	.08	-.04	-.60
Interaction Effect [A*D]	.03	.11	.03	.30
Interaction Effect [A*E]	.00	.11	.00	-.02
Interaction Effect [A*F]	.02	.12	.02	.19
Interaction Effect [A*G]	.13	.11	.10	1.16
Interaction Effect [A*H]	-.09	.08	-.08	-1.11
Interaction Effect [A*I]	-.10	.12	-.09	-.85
Interaction Effect [A*J]	-.07	.10	-.06	-.67
Interaction Effect [A*K]	.03	.11	.03	.26

$$R^2 = .163$$

$$R^2 (\text{adjusted}) = .074$$

$$F(21,196) = 1.820^{**}$$

Note. *** $p \leq 0.001$. ** $p < 0.05$. * $p < 0.10$

Concluding the wellbeing of the students, a significant model was obtained ($F(21,195) = 1.659, p = .040$), that explains 6% of the variation of the emotional wellbeing of the students (see Table 3.5.). The results reveal a significant positive association between the perceived emotional wellbeing of the students and the efficacy with diversity ($\beta = .19, t = 2.00, p = .047$). This means that higher levels of perceived efficacy in dealing with diversity in teachers are associated with better perceived emotional wellbeing of the students.

Table 3.5.*Emotional Wellbeing Model Analysis*

	<i>B</i>	<i>SE</i>	B	<i>T</i>
Block 1				
Constant	4.00	.06		71.14
Cultural and Ethnic Diversity of the Class	-.09	.06	-.10	-1.44
Values				
Openness to change vs. Conservation	.06	.06	.07	1.01
Self-transcendence vs. Self-promotion	-.08	.06	-.09	-1.23
Attitudes				
Appreciation of Cultural Diversity	.08	.08	.09	1.02
Attitudes towards Integration	.00	.09	.00	.05
Efficacy with Diversity	.19	.09	.21	2.16
Skills				
Empathic Perspective Taking				
Facility	-.13	.07	-.14	-1.80
Difficulty	.05	.06	.06	.85
Knowledge and Critical Understanding				
Of Self	-.11	.08	-.13	-1.35
Of Language and Communication	.17	.09	.19	1.88
Of the World	.08	.09	.10	.92
Block 2				
Constant	4.00	.06		67.52
Cultural and Ethnic Diversity of the Class [A]	-.09	.07	-.10	-1.39
Values				
Openness to change vs. Conservation [B]	.06	.07	.06	.89
Self-transcendence vs. Self-promotion [C]	-.08	.06	-.09	-1.22
Attitudes				

Appreciation of Cultural Diversity [D]	.06	.09	.07	.67
Attitudes towards Integration [E]	.01	.09	.01	.11
Efficacy with Diversity [F]	.19	.09	.20	2.00**
Skills				
Empathic Perspective Taking				
Facility [G]	-.13	.07	-.14	-1.73
Difficulty [H]	.05	.06	.05	.78
Knowledge and Critical Understanding				
Of Self [I]	-.11	.09	-.13	-1.26
Of Language and Communication [J]	.17	.09	.20	1.84
Of the World [K]	.10	.10	.12	1.02
Interaction Effect [A*B]	-.05	.07	-.05	-.65
Interaction Effect [A*C]	-.02	.07	-.02	-.26
Interaction Effect [A*D]	-.06	.09	-.07	-.69
Interaction Effect [A*E]	.00	.10	-.01	-.05
Interaction Effect [A*F]	.00	.11	.00	.02
Interaction Effect [A*G]	.01	.09	.01	.11
Interaction Effect [A*H]	-.07	.07	-.08	-1.10
Interaction Effect [A*I]	.01	.10	.01	.10
Interaction Effect [A*J]	.00	.09	-.01	-.05
Interaction Effect [A*K]	.05	.09	.05	.55

$$R^2 = .152$$

$$R^2 (\text{adjusted}) = .060$$

$$F(21,195) = 1.659^{**}$$

Note. *** $p \leq 0.001$. ** $p < 0.05$. * $p < 0.10$

The level of cultural and ethnic diversity in the class did not moderate the relation between any of the wellbeing dimensions and the intercultural competence of the teachers (all p 's $> .05$), so hypothesis 5 is not confirmed.

Now addressing the perceived academic performance of the students, the results show a marginally significant model ($F(21,188) = 1.511, p = .078$), that explains 4.9% of the variation

of the perceived academic performance of the students. Results show a significant negative association between the perceived academic performance of the students and the ethnic and cultural diversity of the class ($\beta = -.17, t = -4.02, p < .001$), as well as a positive significant association between the academic performance and the appreciation of cultural diversity ($\beta = .14, t = 2.38, p = .018$). This can mean that higher levels of cultural and ethnic diversity in the class are associated with lower perceived academic performance of the students, and higher levels of appreciation of cultural diversity are associated with higher perceived academic performance.

Table 3.6.

Perceived Academic Performance Model Analysis

	<i>B</i>	<i>SE</i>	<i>B</i>	<i>T</i>
Block 1				
Constant	3.41	.04		90.24
Cultural and Ethnic Diversity of the Class	-.16	.04	-.27	-3.86
Values				
Openness to change vs. Conservation	.04	.04	.07	.97
Self-transcendence vs. Self-promotion	.02	.04	.04	.49
Attitudes				
Appreciation of Cultural Diversity	.11	.05	.20	2.13
Attitudes towards Integration	-.10	.06	-.16	-1.82
Efficacy with Diversity	.07	.06	.12	1.24
Skills				
Empathic Perspective Taking				
Facility	-.02	.05	-.03	-.40
Difficulty	-.05	.04	-.08	-1.11
Knowledge and Critical Understanding				
Of Self	.02	.06	.03	.31
Of Language and Communication	-.06	.06	-.10	-.99
Of the World	.06	.06	.11	1.02

Block 2

Constant	3.40	.04		86.10
Cultural and Ethnic Diversity of the Class [A]	-.17	.04	-.30	-4.02***
Values				
Openness to change vs. Conservation [B]	.04	.04	.06	.86
Self-transcendence vs. Self-promotion [C]	.01	.04	.02	.31
Attitudes				
Appreciation of Cultural Diversity [D]	.14	.06	.24	2.38**
Attitudes towards Integration [E]	-.10	.06	-.16	-1.67
Efficacy with Diversity [F]	.06	.06	.11	1.10
Skills				
Empathic Perspective Taking				
Facility [G]	-.02	.05	-.03	-.32
Difficulty [H]	-.04	.04	-.08	-1.06
Knowledge and Critical Understanding				
Of Self [I]	-.01	.06	-.01	-.12
Of Language and Communication [J]	-.07	.06	-.12	-1.12
Of the World [K]	.09	.06	.17	1.44
Interaction Effect [A*B]	.03	.05	.04	.51
Interaction Effect [A*C]	-.06	.05	-.10	-1.25
Interaction Effect [A*D]	-.01	.06	-.02	-.20
Interaction Effect [A*E]	.00	.07	.00	.00
Interaction Effect [A*F]	.07	.07	.09	.97
Interaction Effect [A*G]	-.03	.06	-.04	-.44
Interaction Effect [A*H]	.01	.05	.02	.30
Interaction Effect [A*I]	.07	.07	.11	1.02
Interaction Effect [A*J]	.03	.06	.05	.53
Interaction Effect [A*K]	-.11	.06	-.17	-1.75*

$$R^2 = .144$$

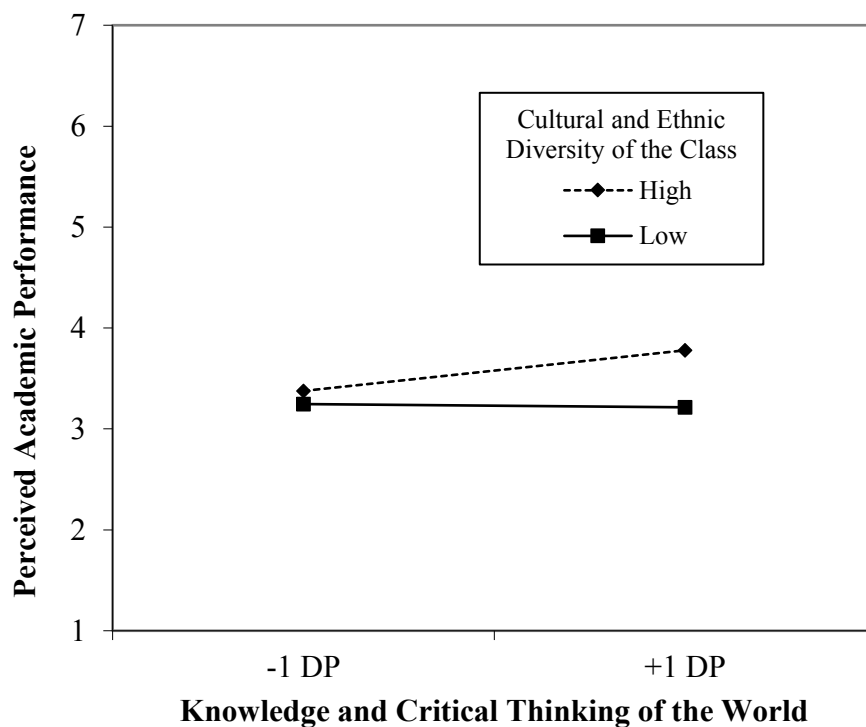
$$R^2 \text{ (adjusted)} = .049$$

$$F(21,188) = 1.511^*$$

Note. *** $p \leq 0.001$. ** $p < 0.05$. * $p < 0.10$

Relative to the interaction effects, the results exhibit a marginally significant moderation of class diversity between the intercultural competence of the teachers, namely, between knowledge and critical understanding of the world, and the perceived academic performance of the students ($\beta = -.11$, $t = -1.75$, $p = .081$), as can be shown in Figure 3.1.

Figure 3.1.



Moderation effect of Class Diversity in the Relation between Knowledge and Critical Understanding and the Perceived Academic Performance of the Students.

The results suggest that, when the cultural and ethnic diversity of the class is high (+1DP), the effect of knowledge and critical understanding of the world on the perceived academic performance of the students is positive and significant ($\beta = .20$, $t = 2.02$, $p = .045$) (cf. Figure 3.1.). This means that, the more knowledge and critical understanding of the world a teacher possesses, the better he/she will perceive the students to perform, academically, when

the cultural and ethnic diversity of the class is high. However, when the cultural and ethnic diversity of the class is low ($-1DP$), the relation between knowledge and critical understanding of the world and perceived academic performance is null ($\beta = -.02, t = -0.21, p = .834$). Thereby, the relation between the intercultural competence of the teacher, namely, its knowledge and critical understanding of the world, and the perceived academic performance of the students, is impacted by the level of cultural and ethnic diversity of the class. Hypothesis 6 is partially confirmed.

Chapter IV. Discussion

Educational contexts in Portugal have faced many changes in the recent years and are now dealing with a student body composed of a myriad of cultural expressions and manifestations. In the school year of 2019/2020 there was an increase of 29.2% in the number of foreign nationality students in Portuguese schools, where these students now compose around 6.7% of the total number of pupils (Oliveira, 2021). This growth can translate into some constraints for educational contexts and for students themselves, as students spend a lot of time in school environments. On the one hand, students of foreign nationalities may be more prone to lack of emotional well-being, as well as being at greater risk of poor academic performance (Du-Pont-Reyes & Villatoro, 2019; Rucinski et al., 2018; Guerra et al., 2019). There are several factors that can influence these trends, since school contexts can cause these students new challenges and constraints, as well as the society that surrounds them, through discriminatory processes (OECD, 2015). On the other hand, the increase in cultural and ethnic diversity in schools can also be a challenge for education professionals, who now deal with a heterogeneous and challenging reality. Educational professionals, particularly teachers, are at greater risk of stress and general lack of well-being (Kidger et al., 2012). More than ever, teachers are under some pressure, given their importance in the socio-psychological development of students, as well as their academic performance. Furthermore, the literature suggests that teachers' well-being, their expectations, and beliefs can influence both students' well-being and their academic performance. Adding to these factors a greater cultural diversity in the student body, the need for skills to deal with this new reality is extremely relevant and urgent. Even so, educational contexts do not seem fully prepared to deal effectively with this situation.

The present study aimed to explore and characterise the intercultural competences of teachers who teach in Portuguese schools, as well as to explore the relationship between the respective intercultural competences and the students' perceived social, academic, and emotional well-being, as well as their perceived academic performance. It was also intended to analyse the possible moderating relationship of the level of cultural and ethnic diversity in the classroom between teachers' intercultural competences and students' well-being and academic performance.

Concerning the perceived wellbeing of the students and their academic performance, teachers considered that at least 61 to 80% of the students in the class with high cultural diversity were emotionally well, showing positive emotionality in educational contexts (Roberson & Renshaw, 2019). These results may shed light on the literature trend that

acknowledges a protective factor in diversity levels for cultural and ethnic diverse students, as the presence of other minority groups students may lead to a greater sense of belonging, higher self-worth, and less loneliness (DuPont-Reyes & Villatoro, 2019; Juvonen et al., 2018; Astell-Burt et al., 2012; Fisher et al., 2014), thus contributing to an easier display of positive emotionality and psychological wellbeing in these students. However, regarding the social and academic wellbeing of the students, teachers considered that 41 to 60% of the students exhibits prosocial behaviours and are academically engaged in school (Roberson & Renshaw, 2019). The lower positioning of these dimensions of wellbeing may be a reflection of the discrimination felt by minority students in school contexts and the lack of peer support (Seabra et al., 2011; Guerra et al., 2019; Guedes, 2021), that can diminish these students' willingness to be prosocial. Also, the dissatisfaction with the educational system and with teachers, as well as the aggravated academic difficulties and relationships with school staff may condition the students' ability to be academically engaged (Seabra et al., 2011; Guedes et al., 2021). This can also explain the fact that teachers in the present study did not consider the students in their most culturally diverse class to classify, on average, above 60% in academic performance. On the other hand, the wellbeing of the students was positively related with the academic performance, meaning that the more a teacher considered his/her students be socially proactive, academically engaged and with a positive emotionality, the better he/she placed the students in terms of levels of academic performance. Similar results were found in Guedes and colleagues' work (2021), where quality of life (conceptualized as a combination of subjective and objective wellbeing) was related with liking school, higher perceived academic achievement, and school success, as well as less difficulties in school.

The intercultural competence of the teachers was assessed in this study through the Council of Europe's (2016) Reference Framework of Competences for Democratic Culture (RFCDC), that proposes a division of intercultural competence in four broad dimensions: Values, Attitudes, Skills, and Knowledge and Critical Understanding. The discussion of results in the present study will follow this order of thought.

Starting with the values dimension, in this study teachers tended to attribute more importance to values that enact the understanding, appreciation, tolerance and preservation of others' welfare (i.e., values of self-transcendence), as opposed to values depicting personal success, prestige and control over people (i.e., values of self-enhancement). Furthermore, teachers demonstrated greater importance to values regarding excitement and challenges in life, as well as independence (i.e., openness to change), as opposed to values concerning the restraint of actions and respect/commitment to traditional processes (i.e., conservation) (Schwartz,

1994). These results follow the trend in the research (Granjo & Peixoto, 2013; Cordeiro et al., 2018), and tend to align with the vocational choice behind choosing to be a teacher, which seems to be associated with altruism and a sense of mission, accompanied by the wish to do well by others (Borges, 1996).

Teachers considered themselves to be very good in the attitudes, skills, and knowledge and critical understanding dimensions of intercultural competence. Given that the sample of teachers participating in this study were professionals that practiced in high cultural diversity contexts, like schools inserted in the Network of Schools for Intercultural Education (i.e., REEI), it is no surprise that teachers are conscious of their competences in this context. REEI schools, for example, are based on the principles of, among others, (1) recognition and appreciation of diversity as a source of learning and personal and collective development; (2) assumption of Intercultural Education as a continuous process, in permanent adaptation to the context; (3) grounding of intercultural education, as an integral part of citizenship education (ACM et al., 2020). Teachers that are familiar and in contact with these principles may have an easier time placing them in practice and appreciating their meaning. In addition, if teachers are successful in these specific contexts, their general sense of competence is increased (Romijn et al., 2020). REEI schools are also subject to specific trainings that may help teachers to develop their competences, as the training in multicultural contexts can lead to a higher efficacy in these contexts (ACM et al., 2020, OECD, 2019).

Following this line of thought, and focusing on the attitudes dimensions, the results showed a relation between the wellbeing of the students and the consideration of cultural diversity as an enriching experience, the support of cultural heritages, and a higher perceived efficacy in intercultural teaching practices. Teachers who demonstrated the above-mentioned attitudes tended to perceive their students with higher prosocial behaviour, academic engagement, and positive emotionality. Indeed, when the relationship between teachers and foreign students is marked by respect, acceptance and positive attitudes, the psychosocial adjustment of these students' is positively impacted, as well as their academic achievement (Hoti et al., 2015). Regarding this, the results of this study also revealed a predictive role of appreciation of cultural diversity on the perceived academic performance of the students, meaning that a teacher that is generally open to new experiences and doesn't consider diversity as a burden or restriction (i.e., with higher appreciation for cultural diversity) will rate the students in higher academic levels. This means that there is, at the same time, a confirmation but also an opposition to the literature, in the sense that teachers' subjective understanding of their students' cognitive abilities can indeed be influenced by their belief systems (Ready &

Wright, 2011; Baker et al., 2015). However, this subjective understanding of the students' academic performance can have a positive direction if the teacher holds positive attitudes towards minority students.

The perceived efficacy in dealing with intercultural teaching settings was another attitudes' dimension that merits attention. The relation between perceived efficacy in teachers and students' outcomes, is documented in the literature (e.g., Aelterman et al., 2007), and was reflected in this study's results. Efficacy with diversity was related with academic performance, as teachers who considered themselves as effective in intercultural settings tended to perceive their students in higher academic performance levels. This may happen because, since efficacy presupposes a reflection about personal behaviour, teachers who consider themselves as effective will have more reflective teaching practices and a higher concern for meeting the students' needs (Guyton & Wesche, 2005; Gibson & Dembo, 1984), and thus better classify their own performances and, consequently, students' academic performances. The perceived efficacy of the teacher was also a predictor of the emotional wellbeing of the students, reflecting once again the relevance of the study of teachers' efficacy and its effects. Higher levels of perceived efficacy in dealing with diversity in teachers are predictive of better perceived emotional wellbeing of the students. Once again, self-efficacy depends on a reflection, and the literature has shown that teachers' personal efficacy was related with the maintenance of an accepting and secure classroom climate (Gibson & Dembo, 1984; Kitsantas, 2012), where students feel safer for displaying positive emotionality.

The skills dimension of intercultural competence exhibited a relation between the facility in empathic perspective taking and the academic wellbeing of the students. Teachers who displayed easiness in placing themselves in the contexts of culturally diverse students, reported higher levels of academic wellbeing and engagement of the students. When teachers are able to position themselves in different mindsets than their own's, it is easier for them to understand the needs of culturally diverse students. By making these needs more accessible, the teacher is then able to better comprehend and prepare responses that are adequate, specifically in academic contexts (Carnicer & Calderón, 2014), which then may contribute to a perceived higher academic wellbeing (i.e., engagement of the students).

The knowledge and critical understanding of teachers was an important dimension in the results of the study. All the dimensions of knowledge and critical understanding (i.e., of self, of language and communication, and of the world) were related the social, academic, and emotional wellbeing of the students. Moreover, the dimension of knowledge and understanding of the world was a predictor of the social and academic wellbeing of the students. The relevance

of being knowledgeable about the reality of the students is documented in the literature. By exhibiting knowledge of the main cultural manifestations of the students' cultures, its main values and history (Guyton & Wesche, 2010), a teacher may create a space in educational contexts that provides the necessary conditions for students to exhibit prosocial behaviour and academic engagement. Besides, the knowledge of the world and different cultural expressions may promote a more culturally sensitive approach in the teaching practice, as well as increasing the necessary awareness of culturally effective methods (Mlinar & Krammer, 2021). By understanding, for example, the political and historical contexts that may provoke discrimination, a teacher can better reflect on his/her own prejudices and the way they may impact the teaching practice (Forghani-Arani et al., 2019) and thus correct its flaws, promoting a greater wellbeing in the students.

Remaining in the knowledge and critical understanding component but addressing now the impact of the cultural and ethnic diversity of the class, the results evidenced that the more knowledge and critical understanding of the world a teacher possesses, the better he/she will perceive the students to perform, academically, when the cultural and ethnic diversity of the class is high. This means that the amount of cultural and ethnic diversity in the class impacts the relationship between the intercultural competence of knowledge and understanding of the world and the perception of academic performance of the students. The lack of available research regarding these themes in the literature make it harder to explore these types of results. Still, it can be said that this role of class diversity may arise from the activation of the knowledge and understanding of the world competence in the specific situation that is teaching in a culturally and ethnic diverse class. The Council of Europe (2016) presupposes that competence "involves the selection, activation, organisation and co-ordination of relevant psychological resources which are then applied through behaviour in such a way that the individual adapts appropriately and effectively to a given situation" (p.24, Council of Europe, 2016). The high levels of cultural and ethnic diversity in a teaching context may be a situation that requires the activation of this competence. Once the competence of knowledge and understanding of the world is activated, the teacher may then better reflect on social, historical, and political contexts surrounding the discrimination process, as well as own beliefs and judgements, and more accurately judge the academic performance of the student, without biases that would gap the actual performance of the student and the perceived performance by the teacher (Forghani-Arani et al., 2019; Südkamp et al., 2012; Kaiser et al., 2017).

The knowledge and training of teachers who practice in intercultural context is urgent. Guedes and colleagues (2012) argues that the discrimination felt by young students of minority

backgrounds, on the part of their peers, teachers, or other educational staff members, is motivated by the lack of knowledge on these parties. The authors also argue for the overcoming of this discrimination through the promotion of coexistence and shared experiences. The concept of intercultural implies reciprocity and sharing in learning, communication, and human relationships; interculturalism is a humanist attitude that desires dialogue, respect for differences and mutual understanding (Araújo, 2008). Leite (2005) proposes the concept of “Cultural Bilingualism”, which is understood as the education where each person acquires in-depth knowledge of their own culture but also acquires knowledge of other cultures and which, therefore, can promote the development of attitudes of empathy and respect, and thus promoting equal educational and social opportunities (Araújo, 2008).

The literature reports a demand for policies and practices in the field of teacher education, through the redesign of the curriculums (i.e., the inclusion of specific needs of the culturally diverse students), more specific trainings, the organisational development of schools, among others (Pereira, 2013; Leite, 2005). The recruitment of teachers with migrant backgrounds, for example, would be a useful approach in the mediation between values, cultures and experiences of the students and the teacher (Guedes et al., 2021).

Finally, concerning the cultural and ethnic diversity of the class, and concluding the perceived academic performance of the students, a negative association was documented between the cultural and ethnic diversity of the class and the perceived academic performance of the students. The higher the levels of cultural and ethnic diversity of the class, the lower the teachers perceived the students to perform, academically. These results tend to highlight the trend in the literature about the negative impact of cultural/ethnic composition of the class on student achievement (Rjosk et al., 2018; Mickelson et al., 2013). However, it is important to remark that the academic achievement of minority groups’ students may be impacted by other factors, other than the demographic composition of the class, and the literature shows mixed results in the influence of cultural ethnic composition of the class on student achievement, as some studies report a possible protective effect of cultural/ethnic composition of the class for the minority groups’ students (Rjosk et al., 2018; Benner & Crosnoe, 2011; Kumar & Maher, 2010).

Regarding wellbeing of the students, the cultural and ethnic diversity of the class did not moderate the relationship between the intercultural competence of the teachers and the students’ wellbeing. A possible explanatory factor may be the reduced variability in the cultural and ethnic diversity of the class, meaning that the possible moderating relationship that is suggested in the literature will only be significant in higher levels of cultural and ethnic

diversity. However, the cultural and ethnic diversity of the class was a negative predictor of social and academic wellbeing of the students. This is in line with previous studies that documented the possible risk of cultural and ethnic composition of the class on the psychological distress of the students, and thus, lack of wellbeing and academic engagement (DuPont-Reyes & Villatoro, 2019; Rucinski et al., 2018). It can also be speculated that the cultural and ethnic diversity of the class did not negatively predict emotional wellbeing because of the already mentioned protective factor that may exist in classes with high cultural and ethnic diversity (DuPont-Reyes & Villatoro, 2019; Juvonen et al., 2018; Astell-Burt et al., 2012; Fisher et al., 2014).

4.1. Limitations of the Study

Some limitations of this study must be mentioned.

Firstly, the sample was of convenience, collected in a specific context and according to specific purposes (i.e., schools with high cultural and ethnic diversity). This means that the sample is not representative of the universe of Portuguese teachers, so the results cannot be generalized to schools with different educational contexts. Also, the sample size limits the statistical power of the analyses. Secondly, another limitation is the exclusive use of self-report measures, potentially risking the existence of socially desirable responses. Also, the assessment of students' wellbeing and academic performance was made through the subjective point of view of the teacher. Third, since the present study is of correlational nature, it is not possible to establish causal relationships between the variables. Fourth, regarding the choice of the instruments, since the choice was made specifically in line with the study's objectives, it makes the comparability between studies a harder process. Lastly, the approach of the Reference Framework of Competences for Democratic Culture is seen by some authors (e.g., Jónsson & Rodriguez, 2019) as too broad and general. However, efforts were made in the study to administer more specific instruments to the context on which the RFCDC was being used.

4.2. Practical Implications and Future Research Suggestions

In Portugal, the area of intercultural competence in educational literature is limited and resources are scarce. The present study aimed at contributing to that area of research and to better understand and characterize the intercultural competence of teachers practicing in Portuguese schools with high cultural and ethnic diversity. Given the growth of cultural and ethnic diversity in the educational context, it is also relevant to assess the teachers' perceptions

about their students' wellbeing and academic performance, and thus contribute to a research gap, on which there is little knowledge in the Portuguese context.

Some suggestions to future research may be: (a) replicating the present study on a larger scale, with more and other types of teachers (i.e., kindergarten, universities); (b) replicate the present study on schools where cultural diversity is lowest, in order to compare variables and, (c) as recommended by Van de Vijver and Leung (2009), the use of various different methods in intercultural competence research is the best method to boost quality and impact of the research. In this sense, it would be relevant to combine qualitative and quantitative measure in future research. For example, academic performance could be quantifiably measured, student wellbeing could be assessed directly with the students, longitudinal measures could be useful to determine which competences are more relevant on the long run, among others.

Conclusion

Educational contexts have suffered a change in the student body demographic in the last few years. The number of culturally and ethnically diverse students has been rising every new school year, and schools have been dealing with this reality for some years now. Minority groups' students have different needs and are more susceptible to lack of wellbeing as well as lower academic achievement. The amount of time spent at school by students provides the educational staff with the responsibility to make the school a safe and nurturing environment for all the students, especially teachers, whose beliefs and moods may affect the wellbeing and academic performance of the students. It is crucial that teachers who deal daily with cultural and ethnic diversity possess the tools to effectively deal with this composition of the student body, in order to avoid the negative consequences of the lack of intercultural competence.

Essentially, educational contexts need to consider the need for intercultural competence in the teachers' practice, and this study aimed to shed some light on the current intercultural competence level of teachers in Portuguese contexts. It may be useful for informing educational policies and contributing to the necessities in the training of teachers and educators. The promotion of intercultural competence in teachers is relevant to increase wellbeing in both students and teachers, as well as academic achievement of students, supporting the educational goal of a supportive, egalitarian school for all students, despite the nationality or origin.

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Appendices

Appendix A - Nota Metodológica

O presente estudo realiza-se no quadro da atual Estratégia de Educação para a Cidadania, que integra a Interculturalidade como um dos 17 domínios a trabalhar na componente curricular de Cidadania e Desenvolvimento do Currículo Nacional (de exploração obrigatória em todos os ciclos e níveis de ensino).

Neste âmbito, o estudo tem como objetivo caracterizar as competências interculturais de professores que se encontram a lecionar no 1º, 2º, ou 3º ciclos ou no ensino secundário de escolas portuguesas. Ainda, pretende explorar a relação entre as competências interculturais e um conjunto de variáveis escolares, designadamente o bem-estar subjetivo dos professores e a perceção dos professores relativamente ao bem-estar e desempenho académico dos alunos. Por fim, o estudo explora também o papel moderador do clima escolar na relação entre as competências interculturais e as variáveis escolares referidas. Finalmente, o estudo pretende contribuir para o conhecimento sobre as competências interculturais dos professores de escolas portuguesas de modo a informar a política educativa neste domínio, designadamente no que se refere aos planos de capacitação e de desenvolvimento profissional dos professores.

Trata-se de um estudo quantitativo, desenvolvido na forma de questionário online (com recurso à plataforma Qualtrics), de preenchimento individual e anónimo, com a duração aproximada de 15m. O questionário é composto por 10 instrumentos, que avaliam a competência intercultural no quadro do modelo teórico de Barrett (2016), e ainda uma medida de bem-estar subjetivo dos professores (Barbieri et al., 2019), de clima escolar (Berson & Oreg, 2016), e, por fim, duas medidas de perceção dos professores sobre bem-estar dos alunos (Roberson & Renshaw, 2019) e desempenho académico (cf. instrumento completo em anexo de submissão). Para além destas variáveis, será solicitado aos participantes informação relativamente às seguintes variáveis de caracterização sociodemográfica: nome do agrupamento, idade, sexo, grupo de recrutamento, ciclo(s) em leciona, e número de anos de atividade docente. Os dados encontram-se acessíveis apenas aos orientadores do estudo e às estudantes, e serão analisados de forma agregada, garantindo-se o total anonimato dos participantes e o sigilo da informação recolhida. Os dados recolhidos serão utilizados para fins estritamente académicos e científicos. A equipa de investigação compromete-se, ainda, a devolver os dados recolhidos aos agrupamentos. A participação dos professores exige o seu Consentimento Informado, o qual se anexa a este pedido. No final do estudo, os participantes recebem um código que permite que, a qualquer

momento, e se assim o desejarem, possam aceder aos seus dados e solicitar a sua remoção da base de dados.

Relativamente à amostra, considerando o número de variáveis em estudo e o modelo teórico proposto, será necessário inquirir 400 professores, 100 por nível de ensino, antecipando-se uma taxa de resposta de 25% por agrupamento de escolas participantes. Serão selecionados e contactados os agrupamentos de escolas que apresentem uma população escolar diversa em termos socioculturais, designadamente no que se refere à presença de alunos estrangeiros, e/ou alunos autóctones afrodescendentes e/ou de etnia cigana. A identificação dos agrupamentos será realizada a partir da análise da caracterização dos agrupamentos apresentado no respetivo Projeto Educativo, a par da consulta da lista de agrupamentos que integram a Rede de Escolas para a Educação Intercultural. Concluída a identificação dos agrupamentos elegíveis, será estabelecido contacto via email com o/a Diretor(a) do Agrupamento de Escolas, procedendo-se a uma breve apresentação do estudo e solicitando o agendamento de uma reunião para apresentação formal e detalhada da investigação. No caso de o/a diretor(a) concordar com a realização do estudo, ser-lhe-á solicitado que divulgue o endereço eletrónico de acesso junto dos professores do agrupamento.

Appendix B – Declaração do Orientador

Eu, Ricardo Filipe Pinto Borges Rodrigues, Doutor em Psicologia Social e das Organizações pelo Iscte-Instituto Universitário de Lisboa, Cartão de Cidadão n.º x, Cédula Profissional n.º x (Ordem dos Psicólogos), para os devidos efeitos declaro que me encontro a orientar as dissertações de mestrado das alunas Margarida Grácio de Sousa e Mariana Nobre Tavares, que se encontram a frequentar o 2.º ano do Mestrado em Psicologia das Relações Interculturais e do Mestrado em Psicologia Social e das Organizações, respetivamente, no Iscte – Instituto Universitário de Lisboa.

Mais informo que, neste âmbito, acompanho e supervisiono o estudo Competências Interculturais de Professores em Escolas Portuguesas, pelo que a metodologia e os instrumentos propostos foram por mim revistos e têm o meu pleno acordo.

Cordialmente,

O Orientador do Estudo

Doutor Ricardo Borges Rodrigues

Lisboa, 5 de março, 2021.

Appendix C - Consentimento Informado

A diversidade social e cultural constitui uma característica importante em várias comunidades educativas. Neste contexto, este estudo visa caracterizar as Competências Interculturais dos professores de escolas portuguesas considerando o papel do Clima Escolar. O estudo pretende, ainda, analisar a relação entre as competências e o bem-estar subjetivo dos professores e a perceção dos professores relativamente ao bem-estar e desempenho académico dos alunos.

Esta pesquisa está a ser realizada no âmbito de duas dissertações de mestrado a decorrer no ISCTE – Instituto Universitário de Lisboa, sob a coordenação do professor Ricardo Borges Rodrigues do ISCTE-IUL (Ricardo.Rodrigues@iscte-iul.pt) e da investigadora Iva Tendais do Instituto de Ciências Sociais da Universidade de Lisboa (iva.tendais@ics.ulisboa.pt).

A sua participação no estudo envolve a resposta a um inquérito online com a duração aproximada de 15 minutos. As suas respostas vão permitir uma análise global das competências interculturais dos professores portugueses em comunidades educativas com elevada diversidade social e cultural, e podem, desse modo, contribuir para o desenho de políticas educativas mais eficazes na promoção de um clima de escola positivo, promotor do bem-estar dos professores e dos alunos.

A sua participação no estudo é voluntária e os dados recolhidos são confidenciais e anónimos. A análise dos dados será realizada para o conjunto dos participantes, e os resultados serão utilizados para fins estritamente académicos e científicos.

Poderá interromper a sua participação no estudo a qualquer momento. No final do estudo, receberá um código que deverá conservar e que poderá utilizar posteriormente, se assim o desejar, para solicitar o acesso aos seus dados e à sua remoção da base de dados.

Estamos disponíveis para esclarecer qualquer questão que possa ter sobre o estudo, enviando um email para ricardo.rodrigues@iscte-iul.pt.

Agradecemos, desde já, a sua amável colaboração e o tempo que, eventualmente, possa dedicar a este estudo.

Atendendo ao acima exposto, convidamo-lo/a a indicar abaixo se aceita participar no estudo. Se aceitar participar, por favor clique no botão no canto inferior direito da página, e avance para a página seguinte.

Appendix D - Questionário

O Estudo

A diversidade social e cultural constitui uma característica importante em várias comunidades educativas. Neste contexto, este estudo visa caracterizar as Competências Interculturais dos professores de escolas portuguesas considerando o papel do Clima Escolar. O estudo pretende, ainda, analisar a relação entre as competências e o bem-estar subjetivo dos professores e a perceção dos professores relativamente ao bem-estar e desempenho académico dos alunos.

Esta pesquisa está a ser realizada no âmbito do Projeto CLAVE (financiado pela Fundação para a Ciência e Tecnologia, FCT-PTDC/SOC-SOC/30635/2017), e no contexto de duas dissertações de mestrado a decorrer no ISCTE – Instituto Universitário de Lisboa, sob a coordenação do professor Ricardo Borges Rodrigues do ISCTE-IUL (Ricardo.Rodrigues@iscte-iul.pt) e da investigadora Iva Tendais do Instituto de Ciências Sociais da Universidade de Lisboa (iva.tendais@ics.ulisboa.pt).

Participação

A sua participação no estudo envolve a resposta a um inquérito online com a duração aproximada de 15 minutos.

As suas respostas vão permitir uma análise global das competências interculturais dos professores portugueses, e podem, desse modo, contribuir para o desenho de políticas educativas mais eficazes na promoção de um clima de escola positivo, promotor do bem-estar dos professores e dos alunos.

A sua participação no estudo é voluntária e os dados recolhidos são confidenciais e anónimos. A análise dos dados será realizada para o conjunto dos participantes, e os resultados serão utilizados para fins estritamente académicos e científicos. Poderá interromper a sua participação no estudo a qualquer momento. Posteriormente, se assim o desejar, poderá solicitar o acesso aos seus dados, ou a sua remoção da base de dados, devendo, para tal, indicar o seguinte código de participante: [xxxxxxxxxxxx](#)

Voucher

Uma parte do questionário incidirá sobre os seus valores. No final do questionário receberá informação sobre quais os valores mais importantes e os menos importantes para si. Para além disso, estará também habilitado/a a ganhar um voucher no valor de 15€, a usar em qualquer hipermercado LIDL.

Contactos

Estamos disponíveis para esclarecer qualquer questão que possa ter sobre o estudo, enviando um email para ricardo.rodrigues@iscte-iul.pt.

Agradecemos, desde já, a sua amável colaboração e o tempo que possa dedicar a este estudo.

- Aceito participar**
- Não aceito participar**

Valores Humanos

As Competências Interculturais dividem-se em quatro componentes: valores, atitudes, competências e conhecimento e compreensão crítica. A primeira parte deste estudo explora os valores.

Nas próximas questões apresentam-se descrições de pessoas com diferentes características.

Assinale, por favor, em que medida cada uma dessas pessoas é ou não parecida consigo.

Exatamente como eu	Muito parecida comigo	Parecida comigo	Um bocadinho parecida comigo	Nada parecida comigo	Não tem nada a ver comigo	Não sei	Prefiro não responder
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Uma pessoa para quem é importante ser rica. Quer ter muito dinheiro e coisas caras.

Uma pessoa para quem é importante que os outros lhe tenham respeito. Quer que as pessoas façam o que ela diz.

Uma pessoa para quem é importante ter sucesso. Gosta de receber o reconhecimento dos outros.

Uma pessoa que dá muita importância a poder mostrar as suas capacidades. Quer que as pessoas admirem o que faz.

Uma pessoa que procura aproveitar todas as oportunidades para se divertir. É importante para ela fazer coisas que lhe dão prazer.

Uma pessoa para quem é importante passar bons momentos. Gosta de tratar bem de si.

Uma pessoa que gosta de surpresas e está sempre à procura de coisas novas para fazer. Acha que é importante fazer muitas coisas diferentes na vida.

Uma pessoa que procura a aventura e gosta de correr riscos. Quer ter uma vida emocionante.

Uma pessoa para quem é importante tomar as suas próprias decisões sobre o que faz. Gosta de ser livre e não estar dependente dos outros.

Uma pessoa que dá importância a ter novas ideias e ser criativa. Gosta de fazer as coisas à sua maneira.

Uma pessoa para quem é importante que o Governo garanta a sua segurança, contra todas as ameaças. Quer que o Estado seja forte, de modo a poder defender os cidadãos.

Uma pessoa que dá importância a viver num sítio onde se sinta segura. Evita tudo o que possa pôr a sua segurança em risco.

Uma pessoa que acha que as pessoas devem fazer o que lhes mandam. Acha que as pessoas devem cumprir sempre as regras mesmo quando ninguém está a ver.

Uma pessoa para quem é importante portar-se sempre como deve ser. Evita fazer coisas que os outros digam que é errado.

Uma pessoa que dá importância à tradição. Faz tudo o que pode para agir de acordo com a sua religião e a sua família.

Uma pessoa para quem é importante ser humilde e modesta. Tenta não chamar a atenção sobre si.

Uma pessoa para quem é importante ajudar os que a rodeiam. Preocupa-se com o bem-estar dos outros.

Uma pessoa para quem é importante ser leal para com os amigos. Dedicar-se às pessoas que lhe são próximas.

Uma pessoa que acha importante que todas as pessoas no mundo sejam tratadas igualmente. Acredita que todos devem ter as mesmas oportunidades na vida.

Uma pessoa para quem é importante ouvir pessoas diferentes de si. Mesmo quando discorda de alguém continua a querer compreender essa pessoa.

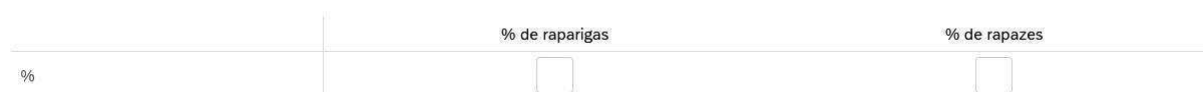
Uma pessoa que acredita seriamente que as pessoas devem proteger a natureza. Proteger o ambiente é importante para ela.

Informações sobre a Turma

Gostaríamos que considerasse as várias turmas que leciona e identificasse aquela com mais diversidade cultural e étnica.

É muito importante que, nas suas respostas, considere sempre esta turma.

Por favor, caracterize, em percentagem, a turma com mais diversidade cultural e étnica que identificou, em função do sexo.



Indique, por favor, o ciclo de ensino a que pertence a turma com mais diversidade cultural e étnica que identificou.

- 1º Ciclo
- 2º Ciclo
- 3º Ciclo
- Secundário/Profissional

Considere os seguintes grupos. Indique, por favor, o número, e não a percentagem, de alunos da turma com mais diversidade cultural e étnica identificada que pertencem a cada grupo. Verifique todos os grupos antes de responder.

Nacionalidade e origem portuguesa.	<input type="checkbox"/>
Nacionalidade portuguesa e pertencente a uma minoria étnica (E.g., Roma/Ciganos).	<input type="checkbox"/>
Nacionalidade portuguesa e origem imigrante (norte-americana, sul-americana, africana, da europa central, da europa de leste e asiática).	<input type="checkbox"/>
Nacionalidade estrangeira.	<input type="checkbox"/>

Indique, por favor, a percentagem de alunos com, pelo menos, uma retenção na turma com mais diversidade cultural e étnica que identificou.

Em algumas das questões seguintes encontrará os termos “**grupos minoritários**” e “**grupo maioritário**”. Para efeitos deste questionário, pedimos-lhe que considere a definição abaixo, apresentada pelo Grupo de Trabalho Censos 2021 – Questões “Étnico-Raciais” (Grupo de Trabalho criado pelo Despacho n.º 7363/2018).

Grupo maioritário - Grupo de pessoas com nacionalidade e origem portuguesa brancas;

Grupos minoritários - Grupo de pessoas com nacionalidade portuguesa e pertencentes a uma minoria étnica (e.g., Roma/Ciganos); nacionalidade portuguesa e origem imigrante (norte americana, sul-americana, africana, da europa central, da europa de leste e asiática); nacionalidade estrangeira.

Apreciação de Diversidade Cultural

As próximas questões correspondem à segunda componente das competências interculturais, as atitudes.

É importante que continue a considerar a turma com mais diversidade cultural e étnica.

Indique, por favor, o seu grau de concordância com cada uma das questões, utilizando a escala indicada.

Discordo Totalmente							Concordo Totalmente	Não se aplica
1	2	3	4	5	6	7		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A presença de alunos de grupos minoritários na sala de aula contribui para o enriquecimento da experiência de todos os alunos.

Todos os alunos podem beneficiar do encontro de alunos de grupos minoritários na sala de aula.

Considero a presença de alunos de grupos minoritários na sala de aula como uma possibilidade de crescimento pessoal de todos os alunos.

Os alunos de grupos minoritários e do grupo maioritário podem aprender muito uns com os outros.

Vejo benefícios para a cultura escolar quando os alunos do grupo maioritário e grupos minoritários aprendem em conjunto.

Vejo benefícios para a coesão da turma quando alunos do grupo maioritário e minoritários aprendem juntos.

Ao encorajar os alunos a compreenderem os alunos de grupos minoritários, eu apoio o seu desenvolvimento social.

Atitudes em relação à integração

As próximas questões correspondem à segunda componente das competências interculturais, as atitudes.

É importante que continue a considerar a turma com mais diversidade cultural e étnica.

Indique, por favor, o seu grau de concordância com cada uma das questões, utilizando a escala indicada.

Discordo Totalmente							Concordo Totalmente	Não se aplica
1	2	3	4	5	6	7		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

É importante apoiar os alunos de grupos minoritários a utilizarem, também, a sua língua materna.

Os alunos de grupos minoritários devem ser encorajados a manter, também, os valores da sua cultura.

É importante encorajar os alunos de grupos minoritários a relacionar novos conhecimentos com a sua própria experiência cultural.

Os regulamentos da escola devem, também, respeitar as necessidades dos alunos de grupos minoritários.

É necessário estabelecer uma boa cooperação com os pais de alunos de grupos minoritários para compreender melhor as necessidades destes.

Eficácia com Diversidade

As próximas questões correspondem à segunda componente das competências interculturais, as atitudes, e refletem algumas capacidades.

É importante que continue a considerar a turma com mais diversidade cultural e étnica.

Por favor, classifique cada uma das afirmações, utilizando a escala indicada: 1 - (Acho que não consigo fazer isto muito bem) a 7 - (Acho que consigo fazer isto muito bem).

Acho que não consigo	1	2	3	4	5	6	Acho que consigo	7	Não se aplica
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consigo realizar atividades pedagógicas para ajudar os alunos a desenvolverem estratégias para lidarem com incidentes raciais.

Consigo adaptar as estratégias de ensino de modo a responder às necessidades dos alunos de grupos minoritários.

Consigo desenvolver materiais apropriados para a sala de aula multicultural.

Consigo desenvolver estratégias de ensino capazes de desconstruir mitos sobre grupos minoritários.

Consigo analisar os materiais educativos quanto ao seu eventual conteúdo estereotípico e/ou preconceituoso.

Consigo ajudar os alunos a analisarem os seus próprios preconceitos.

Consigo apresentar os grupos minoritários na nossa sociedade de forma a promover o respeito mútuo.

Consigo desenvolver atividades que aumentem a autoconfiança dos alunos de grupos minoritários.

Consigo ensinar sobre de que modo o preconceito afeta as pessoas.

Consigo planear atividades pedagógicas para reduzir o preconceito em relação a grupos minoritários.

Consigo ajudar os alunos a lidarem com situações problemáticas causadas por atitudes estereotipadas e/ou preconceituosas.

Consigo que os alunos dos grupos minoritários e do grupo maioritário trabalhem em conjunto.

Consigo identificar práticas escolares que podem prejudicar alunos de grupos minoritários.

Consigo identificar soluções para problemas que possam surgir como resultado da diversidade.

Consigo ajudar os alunos a adotarem a perspectiva de grupos étnicos e culturais diferentes do seu.

Consigo ajudar os alunos a ver a história e os acontecimentos atuais através de diversas perspectivas.

Consigo envolver os alunos na tomada de decisão e na clarificação dos seus valores relativamente a questões multiculturais.

Competências

As próximas questões correspondem à terceira componente das competências interculturais, as competências.

É importante que continue a considerar a turma com mais diversidade cultural e étnica.

Indique, por favor, o seu grau de concordância com cada uma das questões, utilizando a escala indicada.

Discordo Totalmente							Concordo Totalmente	Não se aplica
1	2	3	4	5	6	7		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

É fácil para mim compreender como seria se fosse uma pessoa de outra origem racial ou étnica que não a minha.

É difícil para mim relacionar-me com histórias em que as pessoas falam de discriminação racial ou étnica que experienciam no seu dia-a-dia.

É difícil para mim colocar-me no lugar de alguém que é racial e/ou etnicamente diferente de mim.

Consigo imaginar como se sente uma pessoa de um grupo racializado ou etnia num grupo de pessoas diferentes.

Consigo relacionar-me com a frustração que algumas pessoas sentem em ter menos oportunidades devido à sua origem racial ou étnica.

Conhecimento e Compreensão Crítica

As próximas questões correspondem à quarta componente das competências interculturais, conhecimento e compreensão crítica.

É importante que continue a considerar a turma com mais diversidade cultural e étnica.

Indique, por favor, o seu grau de concordância com cada uma das questões, utilizando a escala indicada.

Discordo Totalmente							Concordo Totalmente	Não se aplica
1	2	3	4	5	6	7		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consigo descrever de que modo os meus pensamentos e emoções influenciam o meu comportamento.

Consigo refletir criticamente sobre os meus valores e crenças.

Consigo refletir criticamente sobre mim a partir de perspetivas diferentes.

Consigo explicar como as relações sociais são, por vezes, codificadas nas formas linguísticas que são utilizadas em conversas (por exemplo, em saudações, formas de se dirigir a outros, etc.).

Consigo refletir criticamente sobre as diferentes formas de comunicar que são empregues, em pelo menos, um outro grupo social ou cultura.

Consigo explicar o significado de conceitos políticos básicos, incluindo democracia, liberdade, cidadania, direitos e responsabilidades.

Consigo refletir criticamente sobre os desafios aos direitos humanos que existem na minha comunidade e sociedade.

Consigo explicar porque é que todas as culturas evoluem e mudam constantemente.

Consigo descrever semelhanças entre culturas.

Consigo explicar de que modo a cultura influencia a forma como as pessoas pensam.

Consigo refletir criticamente sobre como as histórias são frequentemente apresentadas e ensinadas de um ponto de vista etnocêntrico.

Consigo refletir criticamente sobre a natureza fluida da história e como as interpretações do passado variam ao longo do tempo e entre culturas.

Consigo refletir criticamente sobre diversas narrativas, a partir de diferentes perspectivas, sobre as forças e fatores históricos que moldaram o mundo contemporâneo.

Consigo explicar a economia nacional e de que modo os processos económicos e financeiros afetam o funcionamento da sociedade.

Bem-Estar dos Professores

Agora, pedimos-lhe que reflita sobre as seguintes afirmações.

Considere a escola à qual pertence a turma com mais diversidade cultural e étnica.

Indique, por favor, o seu grau de concordância com cada uma das afirmações, utilizando a escala indicada.

Discordo Totalmente							Concordo Totalmente	Não se aplica
1	2	3	4	5	6	7		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gosto de trabalhar nesta escola.

Recomendaria a minha escola como um bom sítio para trabalhar.

Estou satisfeita/o com o meu desempenho nesta escola.

No geral, estou satisfeita/o com o meu trabalho.

Bem-Estar dos Alunos

As próximas questões são sobre os alunos da turma com mais diversidade cultural e étnica que tem considerado.

Selecione, por favor, a percentagem de alunos da turma que corresponde à descrição em cada uma das afirmações.

0 – 20%	21 – 40%	41 – 60%	61 – 80%	81 – 100%	Não se aplica
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ouvir os professores.

Tratar gentilmente os colegas de turma.

Lidar bem com as frustrações.

Comportar-se bem durante as aulas.

Brincar/trabalhar com os colegas.

Sociável.

Participa de forma adequada nas atividades da aula.

Empenhado na aprendizagem.

Confiante com materiais desafiantes ou novos.

Precisa de pouca supervisão.

Confortável a trabalhar de forma independente.

Curioso/interessado em aprender novas coisas.

Parece relaxado e à vontade.

Gosta de trabalhar em grupo com os outros.

Socializa com os outros durante os tempos livres.

Sorri na escola.

Parece feliz nas aulas.

Desempenho Académico

Continue, por favor, a refletir sobre a turma com mais diversidade cultural e étnica. Neste caso, sobre o desempenho académico dos alunos. Distribua, por favor, o número de alunos (e não a percentagem), pelos seguintes níveis de desempenho académico.

Nível 1 0-20%	Nível 2 21-40%	Nível 3 41-60%	Nível 4 61-80%	Nível 5 81-100%
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Clima Escolar

Pedimos, agora, que considere a escola à qual pertence a turma com mais diversidade cultural e étnica que tem considerado.

Indique, por favor, o seu grau de concordância com cada uma das seguintes afirmações, utilizando a escala indicada.

Discordo Totalmente							Concordo Totalmente	Não se aplica
1	2	3	4	5	6	7		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Na minha escola...

Há uma sensação de segurança e estabilidade;

É muito importante cumprir as regras e os regulamentos;

É muito importante ser organizado e metódico;

Somos incentivados a desenvolver ideias por nós próprios;

Somos incentivados a procurar por novas formas de fazer o nosso trabalho;

Somos incentivados a procurar por formas inovadoras de resolver problemas;

As pessoas ajudam-se umas às outras;

Há um ambiente de apoio;

Há um ambiente motivador;

Exige-se aos professores um elevado nível de desempenho;

É muito importante ter sucesso;

Valoriza-se muito a posição no ranking das escolas.

Informação Sociodemográfica

Para terminar, gostaríamos que respondesse, por favor, a algumas questões de caracterização geral.

Nome do agrupamento em que leciona:

Há quanto tempo leciona neste agrupamento:

- Menos de um ano
- 1 a 3 anos
- 4 a 10 anos
- Mais de 10 anos

Ciclos em que leciona:

- 1º ciclo
- 2º ciclo
- 3º ciclo
- Secundário/Profissional

Grupo de recrutamento:

Número de anos de atividade docente:

Idade:

Sexo:

- Feminino
- Masculino

A que grupo pertence:

- Nacionalidade portuguesa e origem portuguesa
- Nacionalidade portuguesa e pertencente a uma minoria étnica (E.g., Roma/Ciganos)
- Nacionalidade portuguesa e origem imigrante (norte-americana, sul-americana, africana, da europa central, da europa de leste e asiática)
- Nacionalidade estrangeira

Chegámos ao fim do questionário.

Muito obrigado pelas suas respostas!