The Impact of Teacher Perceptions on the Acculturation Strategies

of Refugee-Immigrant Students

by

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ABSTRACT

The acculturation of refugee-immigrant students is a complex process. The acculturation strategies of refugee-immigrant students are dependent upon the dominant society's acculturation expectations. There is ample research to support that refugee-immigrants prefer integration as an acculturation strategy (Berry, 2015). However, integration cannot be truly successful unless the dominant society promotes multiculturalism. The present study used a framework of the Mutual Intercultural Relations in Plural Societies (MIRIPS) and the Theories of Prejudice Scale to investigate the dominant society's (teachers) attitudes about the acculturation of refugee-immigrant students (non-dominant group). The constructs investigated were acculturation expectations (multiculturalism, melting pot, segregation, exclusion), multicultural ideology, and the mindset (fixed or growth) towards the malleability of prejudice. The present study also investigated the relationships between these constructs. Online surveys were sent to the teachers of refugee-immigrant students from a midwestern public school district resulting in 50 participants. The findings revealed that participants in the study preferred the acculturation strategy of multiculturalism, had a positive multicultural ideology, and had a growth mindset towards the malleability of prejudice. Despite the high scores in these constructs, a Pearson's Correlation Coefficient test found no statistical significance findings. This was due to the lack of variability in the responses, as all respondents had high scores in multiculturalism, multicultural ideology, and growth mindset. However, findings also revealed a strong relationship between multicultural ideology and the acculturation strategies of melting pot and segregation. The findings have implications to teacher professional development in multicultural

education and future research. School districts with refugee-immigrant students can replicate this study to assess if teacher actions are reflective of their attitudes, as this study found that teachers could still have beliefs in acculturation subscales of melting pot and segregation despite a high score in multiculturalism. Future research should also be done to investigate a broader sample of teachers for more variability and to investigate the acculturation strategies of the refugee-immigrant student population. Surveying the students would show if the findings support the teachers's high scores in acculturation expectations, multicultural ideology, and mindset towards the malleability of prejudice. *Keywords:* acculturation, refugee-immigrant students, dominant society, acculturation expectations, multiculturalism, melting pot, segregation, exclusion, acculturation strategies, integration, multicultural ideology, mindset (fixed or growth), malleability of prejudice

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CHAPTER I

INTRODUCTION

School districts across the country are becoming more racially and ethnically

diverse. The lack of diversity of teachers can have a major impact on how refugee-

immigrant students acculturate to the United States, especially in public school districts

where there are more diverse students. By 2044, the United States is projected to become

a plurality nation. The Asian population is projected to be the second fastest-growing

ethnic group, with an increase of 128% projected for the Asian alone population and an

increase of 143% projected for the Asian alone or in combination population (Colby &

Ortman, 2015). The U.S. Census Bureau (2018) reported that the percentage of non-

Hispanic White students enrolled in school was only 51.9% in 2017 compared to 59.7%

in 2007. The diversity in United States schools is on an upward trend. However, this

upward trend has not extended to the teaching force. In 2015-16, traditional public

schools employed only 19% non-White teachers, while charter schools employed 29%

(Geiger, 2018). When broken down by community type for public school districts, city

schools employed only 31% non-White teachers (Geiger, 2018). The National Center for

Education Statistics (NCES) issued similar findings, reporting that in 2015-16 about 80%

of public school teachers were White (2019). The disparity in diversity between teachers

and students can have a major impact on how refugee-immigrant students, especially

Asians, acculturate to the United States.

Understanding refugee-immigrant acculturation is a complex issue. There are

language barriers, cultural differences, and other types of stress during this process of

adaptation (Schwartz et al., 2010). According to Berry and Hou (2017), "The concept of

acculturation refers to the ways in which refugee-immigrants, and subsequent generations, change culturally and psychologically in order to adapt to living with the multiple cultural groups that are present in the larger society (p. 29). Acculturation does not occur in a day or even a year, but for as long as multiple cultural groups of people are in contact with each other. The larger or dominant society is a fundamental part of acculturation (Berry, 2017). The expectations of the dominant society will dictate how the non-dominant cultural groups are able to acculturate, as well as the perception the dominant society has of those groups. There are well-known cases of this in the United States. For example, African-Americans faced discrimination and prejudice from Whites as the non-dominant cultural group in society and still do to this day.

Refugee-immigrants also experience prejudice in the United States. It is not uncommon to turn on the news and hear debates about building a wall to keep illegal refugee-immigrants from crossing our southern border or limiting how many refugee-immigrants will be given asylum and resettled into communities across the country. Prejudice or even the perception of prejudice can impact the acculturation of refugee-immigrant students. Carol Dweck is well-known for her theory on mindset. Her concepts of a fixed or growth mindset are primarily used when talking about intelligence. For example, a fixed mindset is demonstrated when an individual believes that he or she has a limited or fixed amount of intelligence and cannot really change that (Dweck, 2006). Furthermore, individuals who believe intelligence is a fixed trait tend to avoid challenging situations where their intelligence is tested. This notion extends to the malleability of prejudice as well. People who have a fixed view about the malleability of prejudice may hold stereotypes about other cultural groups or avoid interracial

interactions altogether where their prejudice could be discovered (Carr, Dweck, & Pauker, 2012).

The Asian ethnic group is growing and will continue to grow in the United States. The Immigration and Naturalization Act of 1965, which replaced the national-origins quota system, was a major factor to this growth (Editors, 2010). Immigration from Asian countries quadrupled the first five years after the bill was passed, especially from countries like Vietnam due to the war (Editors, 2010). Asian families have established themselves in the United States, but a new wave of Asian refugee-immigrants has been relocated through the United States Refugee Admissions Program. According to FY15 Refugee Admissions Statistics (2015), 69,933 refugees were admitted into the United States in 2015, with approximately 43,048 being East, Near East, or South Asian, and coming from 24 different countries. Metropolis City Schools, located in the Midwest, has experienced this influx of Asian refugee-immigrants firsthand.

Metropolis has a diverse population of Asian refugee-immigrant students in one section of town due to the location of an agency to help newly resettled refugee-immigrants integrate to the United States. The agency offers many services, such as job placement, neighborhood tours, enrolling in school, and English language learning to name a few. Historically, this area of Metropolis has been a hub for international families. Italians were once the prominent cultural group in this area and still remain a fixture to this day with many Italian restaurants and grocery stores remaining in the community. However, Metropolis saw a population shift in 2007 when Asian refugee-immigrants began being resettled into the same area that was once predominantly Italian. The cluster of schools in this area of Metropolis changed significantly in student

demographics as these Asian refugee-immigrant students began enrolling in the schools. The area has shifted from predominantly Italian to Bhutanese-Nepali, Karen, and Burmese refugee-immigrants. The area has also seen an influx of new businesses that tailor to the culture of these new Asian cultural groups. Conversely, the White population has diminished in the area and the White student population is under 10% in most of the schools, with exception of the teachers. White teachers still comprise the majority of teachers in this area of Metropolis despite the shift in student demographics. Therefore, it is important to research how the teachers' (dominant society) beliefs and attitudes will impact the acculturation of their refugee-immigrant students.

Teachers who are working with this population of refugee-immigrant students must foster a growth mindset towards a multicultural education. The content in the curriculum, or rather what is left, out can be an indicator if there is a growth mindset towards multicultural education (Nieto & Bode, 2018). School leaders and teachers have a major impact on curriculum. For example, English teachers who have freedom over their content will include literature that shows the significance of women, people of color, and different cultures, which exemplfies a growth mindset towards multicultural education (Nieto & Bode, 2018). Teachers can say they have a growth mindset towards multicultural education, but their actions will confirm this notion and the curriculum can be an indicator if their beliefs match their actions. Ultimately, refugee-immigrant students are entitled to a multicultural education that includes their respective cultures.

Statement of the Problem

Metropolis has a unique student population, especially with a high number of Asian refugee-immigrants. Acculturation research has suggested that Asians are in favor

of integration as an acculturation strategy. Integration allows refugee-immigrants to maintain their own culture and also be involved in the culture of the larger society (Berry, 2011). Successful integration can only occur with acceptance of refugee-immigrants from the larger or dominant society (Berry, 2017). Refugee-immigrant students who are able to integrate are more adjusted in school, the community, and also have a positive psychological well-being (Berry & Sabatier, 2010). However, research has shown that Asians are the least acculturated ethnic group and 34% of Asian American students have reported being victimized by violence in their schools (Peguero, 2009; Thai, Connell, & Thebes, 2010). One of the first experiences with the larger society for Asian refugee-immigrant students in Metropolis will be going to school. Teachers will have a major role in the acculturation of these students.

Purpose of the Study

The purpose of this study was to investigate if a fixed or growth mindset towards the malleability of prejudice had an effect on teacher attitudes towards acculturation expectations (multiculturalism, melting pot, segregation, exclusion) for refugee immigrant students as well as their own multicultural ideology. First, this study investigated the relationship between acculturation expectations and the mindset towards the malleability of prejudice of teachers. Next, this study investigated the relationship between multicultural ideology and the mindset towards the malleability of prejudice of teachers. Finally, this study investigated the relationship between acculturation expectations and the multicultural ideology of teachers. School districts can use the data from this study to create programs to help integrate refugee-immigrant students and/or to develop professional development for teachers about acculturation. School districts can

also use these data to help teachers reflect on their own individual attitudes and mindset about refugee-immigrants and how it impacts acculturation.

Significance of the Study

The temperament of the larger society towards refugee-immigrants is critical to acculturation. The acculturation arena is constantly changing, especially in the United States. One can travel to different regions in the country and find different mindsets and beliefs when it comes to refugee-immigrants. In areas such as Metropolis, refugee-immigrants did not choose to be placed there. It is important to research how the dominant society and new refugee-immigrant cultural groups adjust to each other. Acculturation research in school districts such as Metropolis will benefit other school districts who enroll refugee-immigrant students as this study will be able to be replicated.

Assumptions Underlying the Study

The following assumptions are made regarding this study:

1. The sample of participants will reflect the population (teachers of refugee-immigrant students) for the study.

2. The instrument will elicit measurements on acculturation expectations, multicultural ideology, and the mindset of the larger society (teachers).

3. The participants will fully understand the questions/statements in the questionnaire.

Research Design

This study used a causal comparative survey design to investigate teacher attitudes about the acculturation process of immigrant students. The study assessed the dependent variables of acculturation expectations and multicultural ideology. It then

assessed the independent variable of a fixed or growth mindset towards the malleability of prejudice. The purpose of the design was to assess if a fixed or growth mindset towards the malleability of prejudice (cause) had an effect on teacher attitudes towards acculturation expectations and multicultural ideology. For example, the survey data collected assessed which mindset group (fixed or growth) will score higher on acculturation expectations and multicultural ideology. There is limited information on how the mindset of individuals, such as teachers, impacts the acculturation process of refugee-immigrant students. The setting of the research study took place in a cluster of schools in Metropolis, an inner city, public school district in a Midwestern state. The schools all feed the same high school in the district. The research population surveyed teachers ranging from grades K-12 in the cluster of schools. The online, voluntary survey link was sent to the entire teaching staff of each school in the cluster via email with permission of the district's research department. The researcher's role was to collect and analyze data using the secure, confidential SurveyMonkey platform.

Research Questions and Hypotheses

1. What is the relationship between acculturation expectations (multiculturalism, melting pot, segregation, exclusion) and the mindset towards the malleability of prejudice of teachers?

2. What is the relationship between multicultural ideology and the mindset towards the malleability of prejudice of teachers?

3. What is the relationship between acculturation expectations (multiculturalism, melting pot, segregation, exclusion) and the multicultural ideology of teachers?

Hypothesis 1: Teachers with a growth mindset will score higher in the multiculturalism or melting pot subscale of acculturation expectations of refugee-immigrant students.

Hypothesis 2: Teachers with a high score in multicultural ideology will have a growth mindset.

Hypothesis 3: Teachers with a high score in multicultural ideology will score higher in the multiculturalism subscale of acculturation expectations of refugee-immigrant students.

Delimitations of the Study

There are delimitations to the study. A delimitation is that the schools chosen by the researcher are in the neighborhoods where refugee families are relocated. The purposive sampling procedure decreases the generalizability of findings. This study will not be generalizable to all schools that have immigrant students. It also may not reflect the views of the teachers in the rest of the district since these teachers specifically work with immigrant students in the cluster of schools chosen. Another delimitation is that the researcher was employed by one of the schools in the cluster chosen. Teachers may answer differently if they find out this information.

Operational Terms

Acculturation - "The concept of acculturation refers to the ways in which refugee-immigrants, and subsequent generations, change culturally and psychologically in order to adapt to living with the multiple cultural groups that are present in the larger society (Berry & Hou, 2017, p. 29).

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Acculturation Expectations - There are also four acculturation strategies for the dominant group: 1) multiculturalism, 2) melting pot, 3) segregation, and 4) exclusion.

Acculturation Strategies - According to Berry (2017), the non-dominant group has four acculturation strategies: 1) integration, 2) assimilation, 3) separation, and 4) marginalization.

Acculturative Stress - Acculturative stress is caused by the struggle to navigate cultural differences, as well as prejudice and discrimination in relation to one's cultural identity or country of origin (Sirin, Ryce, Gupta, & Rogers-Sirin, 2013).

Assimilation - When individuals in the non-dominant group do not wish to maintain their cultural identity and instead seek daily interaction with other cultures in the dominant society (Berry, 2011).

Dweck's Implicit theories - The way a person believes about human attributes (prejudice, intelligence, etc.).

Entity theorist - Fixed mindset towards human attributes (i.e., a person cannot change their prejudiced views)

Exclusion - Marginalization, when imposed by the dominant group, is called "exclusion" (Berry, 2017).

Incremental theorist - Growth mindset towards human attributes (i.e., a person can change their prejudiced views)

Integration - Integration is when an acculturating person is able to maintain his or her culture and is involved in the culture of the larger society. There must be a mutual accommodation for integration to be successful for refugee-immigrants. Both groups must be free to live as "culturally different peoples" (Berry, 2011).

Larger Society or Dominant Society - For the study, these terms refer to the United States, specifically the teachers.

Marginalization - Marginalization is when individuals have little interest in cultural maintenance and have little interest in interacting with other cultural groups. Refugee-immigrants who become marginalized lose all cultural identity and do not feel that they have a place in society (Berry, 2011).

Melting Pot - When the dominant society embraces assimilation, it is defined as the melting pot in Berry's model (Berry 2017).

Multiculturalism - The dominant society embraces integration and promotes a sense of belonging to all cultures (Berry, 2017).

Refugee-Immigrant(s) - The word refugee-immigrant(s) refers to the population of refugee-immigrant students who attend the clusters of schools used in the study. It should be noted that the population is comprised of mostly Asian students.

Segregation - When the dominant culture forces separation, this is called segregation (Berry 2017).

Separation - Separation is when acculturating individuals place a value on holding on to their original culture but avoid interactions with other groups in the dominant culture (Berry, 2011).

Teachers - For the study, teachers refer to general education teachers, special education teachers, English language learner specialists, teacher aides, and teachers of other subjects, such as career tech, physical education, music, and art.

CHAPTER II

REVIEW OF LITERATURE

Chapter II begins with an introduction of how attitudes and mindset of the larger society impact acculturation for refugee-immigrants. Next, a brief history of acculturation and acculturation models are presented, followed by Carol Dweck's implicit self-theories to the groundwork for the theoretical framework. The theoretical framework emphasizes the importance of attitudes and mindset of the larger society and their impact on the acculturation of refugee-immigrants. The literature review then describes Berry's acculturation model in more detail using existing studies to discuss the stressors during the acculturation process. The existing research themes were (a) understanding stressors between cultural groups (dominant and non-dominant), (b) understanding stressors between group members of the same cultural group, (c) understanding the stressors caused by shedding or maintaining one's identity, (d) understanding the impact of perceived discrimination between cultural groups, (e) understanding that mindset impacts the stress levels between two cultural groups, and (f) understanding that a growth mindset can create less stress between two cultural groups. Finally, the chapter finishes with a summary of the research and the most important takeaways.

Every year, more refugee-immigrant students enroll in school districts across the United States. This can be stressful for students and teachers alike. There are many cultural differences that must be navigated for students such as language barriers, maintaining or shedding one's culture, family life in a new culture, and a brand new school environment. Teachers have stressors as well. For example, their school district

may not have enough resources to teach a diverse population of students, especially if there is a language barrier. Also, there may not be enough funding to properly train teachers on how to teach diverse populations of students. Moreover, teachers may not hold a favorable mindset of immigration or favorable mindset to refugee-immigrants maintaining their culture (language, religion, etc.) while living in the United States. Studies show that refugee-immigrants going through acculturation have less stress when the larger society promotes multiculturalism (Berry, 2017). Studies also show that a growth mindset can help bridge tensions between diverse groups of people who were taught stereotypes about respective ethnic groups (Carr et al., 2012). Schools can proactively plan training for teachers of refugee-immigrant students and help improve acculturation by recognizing these findings.

Theoretical Framework

The theoretical framework emphasizes the importance of attitudes and mindset of the larger society and their impact on the acculturation of refugee-immigrants.

Acculturation

Acculturation can occur in a variety of ways such as military action, colonization, or migration. It can also last years, decades, or even centuries. Basically, acculturation can last as long as there are culturally different individuals or groups in contact. Acculturation has been studied extensively, but the definition has evolved over time. The most cited definition was proposed by Redfield, Hinton, and Herskovits in 1936. It was defined as, "Those phenomena which result when groups of individuals having different cultures come into continuous, firsthand contact with subsequent changes in the original culture patterns of either or both groups" (Redfield, Hinton, & Herskovits, 1936, p. 149).

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Over time, the definition of acculturation has changed, and theorists have created models to assess acculturation.

Early acculturation models were unidimensional and focused on the assimilation of the refugee-immigrants into the dominant society. Refugee-immigrants were vulnerable to the rejection or tolerance of the dominant society, but the onus was put on them to be able to successfully adapt to their new environment. The unidimensional model has faced criticisms and led to the development of bidimensional models of acculturation to assess the role of the dominant society. More attention has recently been paid to acculturation expectations of host communities within the host society and the major impact those expectations have on refugee-immigrants.

John W. Berry and Acculturation

John W. Berry, a leading acculturation researcher, has expanded acculturation research. "During acculturation, groups of people and their individual members engage in intercultural contact, producing a potential for conflict, and the need for negotiation in order to achieve outcomes that are adaptive for both parties" (Berry, 2005, p. 697). Berry advanced acculturation research by establishing a two-dimensional model with a relationship between the non-dominant and dominant culture. This relationship between the individual/group (non-dominant culture) and host society (dominant culture) is vital to the process of acculturation. It extended the early, one-dimensional framework of acculturation (how refugee-immigrants assimilated to the dominant society), to a two-dimensional model where both groups are in continuous contact. The model assesses the relationship between the acculturation expectations (multiculturalism, melting pot, segregation, exclusion) of the dominant society and the acculturation strategies

(integration, assimilation, separation, marginalization) of the non-dominant group.

Berry's (2017) research has evolved due to the belief that intercultural contact has

become more complex. In most countries there is not one dominant mainstream group,

so acculturating refugee-immigrants come into contact with other ethnic groups as well.

Thus, acculturation can be different for different ethnocultural groups.

Expanding Berry's Framework

In 1997, Bourhis et al. created the Interactive Acculturation Model (IAM) as an

expansion to Berry's acculturation model (Horenczyk, Jasinskaja-Lahti, Sam, & Vedder

2013). The framework of the IAM addressed the relationship between refugee-

immigrants and the dominant society including the following elements: (1) national

refugee-immigration policies of the host society, (2) dominant host community

acculturation orientations, (3) refugee-immigrant communities acculturation orientations,

and (4) interpersonal and intergroup relational outcomes (harmonious, problematic,

conflictual) (Bourhis, Montaruli, El☐Geledi, Harvey, & Barrette, 2010). In the IAM

model minority and majority views on acculturation produce intergroup outcomes,

similar to Berry's model. The IAM replaced Berry's issue of contact and participation

with the issue of cultural adoption strategies of both groups (Horenczyk et al., 2013).

This model has assessed acculturation orientations for both groups, similar to Berry's, but

added an individual component (individualism) to delineate between acculturation

orientations within groups and individuals in the non-dominant and dominant groups.

Each acculturation orientation is viewed as having concordance or discordance based on

the dominant and non-dominant groups views on acculturation. Basically, there would be

discord between the host society and refugee-immigrants groups if their acculturation

orientations did not match (Horenczyk et al., 2013). Furthermore, these orientations would resemble national policy in the host society. For example, a dominant society that had favorable policies of immigration would promote more tolerance (harmonious relational outcome) for refugee-immigrants. However, lack of systematic research on this model has been done (Horenczyk et al., 2013).

Another model that is closely related to the IAM and Berry's model of acculturation is the Concordance Model of Acculturation (CMA) (Piontowski, Rohmann, & Florack, 2002). A similarity between the IAM model and CMA models is that they addressed the notion that discrepancy between acculturation orientations between the dominant and non-dominant groups would yield more conflict (discordance). A major difference is that the CMA model uses the issue of contact and participation in lieu of cultural adoption strategies (Horenczyk et al., 2013). However, the CMA model differs from Berry's model in regard to the notion that the concordance and discordance of the dominant and non-dominant group's acculturation orientations should be assessed separately, whereas Berry's has them intertwined. It also excludes the individualism component of the IAM model and adds the relational outcome of perceived threat (Horenczyk et al., 2013). Numerous studies can be found using this model of acculturation.

Berry's framework is widely used as a starting point for acculturation research, but the topic is complex. For example, there are many differences between minority cultural groups (non-dominant groups) in the United States, especially the Asian group. The differing attitudes about one's own culture would be important to note in Asian refugee-immigrants due to the diversity within the subgroups. However, there has been

little research to examine the association between behavioral enculturation, acculturation's possible psychological correlates, and the psychological functioning of Asian American adolescents (Kim & Omizo, 2010). Enculturation is the variations among ethnic groups when it comes to maintaining the norms of one's indigenous group and plays an important role in the acculturation process (Kim & Omizo, 2010). For example, acculturating members of the Asian group may identify as Asian American or only wish to be considered Asian. Therefore, "Asian American" would resemble a person who identifies with the dominant society and their own cultural group. Berry's model does not address enculturation directly but rather categorizes this as the acculturation strategy of integration.

Berry's research has been essential to how we have conceptualized acculturation outcomes, classified acculturation attitudes, and categorized acculturating groups, but it may constrain it as well (Ward, 2008). Colleen Ward's research has aimed to "think outside of the Berry boxes." Acculturation research has proven that refugee-immigrants prefer integration, but do people really understand how integration is achieved or what it means? Ward (2008) proposed that identity conflict be studied to answer these questions. A scale was created to measure the ethno-cultural identity conflict (EIC), and findings indicated that identity conflict is stronger when ethnic groups migrate to societies where their culture, language, and ethnicity is noticeably different (Ward, Stuart, & Kus, 2011). In another study, Ward and Kus (2012) contended that Berry's original model was based on conceptualizing acculturation modes by attitudes rather than self-reporting behaviors, but also noted that Berry's later research included behaviors. However, Ward and Kus (2012) contended that clearer definitions were still needed for dimensions of

acculturation. In a study of 298 first-generation refugee-immigrants in New Zealand, findings concluded that integration occurred more frequently when it was defined in attitudinal terms rather than behavioral terms (Ward & Kus, 2012).

There may be discrepancies about how to measure acculturation of refugee-immigrants, but a common theme is that the dominant society plays an important role and that younger refugee-immigrants prefer integration as an acculturation strategy (Schwartz, Unger, Zamboanga, & Szapocznik, 2010). Integration requires the promotion of multiculturalism within the dominant society, specifically the theory of promoting a multicultural educational system.

Multicultural Education

Multicultural education is an important system to have in place to promote multiculturalism in a society. Students' lives are impacted by the political, social, and economic conditions of society (Nieto & Bode, 2018). It has a direct impact on the student's identity, which is an important aspect of acculturation. Keeping one's identity not only helps refugee-immigrant students integrate in Berry's framework for acculturation, but it can also frame how a person experiences the world around them. For example, language identity can be identified as a spoken accent (Nieto & Bode, 2018). Depending on social class, some people are viewed less favorably when they have an accent. According to Schwartz et al. (2010), refugee-immigrants who know how to speak English or come from English-speaking countries are looked at more favorably by the larger society. Therefore, an accent may inhibit a refugee-immigrant student from integrating due to the way he or she is viewed by peers or teachers.

Multicultural education must give students access to equitable and high-quality education so all students can achieve (Nieto & Bode, 2018). Basically, students who are given the same resources may be seen as equal, but that does not necessarily promote equity. Multicultural education is more than having feel-good assemblies to create school environments with equity. Students from diverse backgrounds like refugee-immigrant students must be understood, feel valued, and have the same expectations as all students. Teachers work with students every day in the classroom. Teachers with limited experiences may not understand the students they teach. Their assumptions of their backgrounds may include stereotypes as well. Assessing the mindset of teachers would shed more light onto the attitudes and beliefs of the dominant society and their behaviors towards refugee-immigrants. Multiculturalism is a must for refugee-immigrants to successfully integrate; so if the beliefs of educators do not promote it, then programs to support multicultural education will not be successful.

Multicultural education should not just affirm language, culture, or identity, but it must confront power and privilege and make connections among the latter. Multicultural education is a challenging topic. Typically, when racism is brought up to schools with predominantly White teachers, they want to hurry on to another topic like sexism (Nieto & Bode, 2018). While sexism is an important topic, the discomfort with race and racism is a reason to confront it directly. A fixed or growth mindset can dictate how individuals view and confront issues like racism.

Implicit Self-Theories

Carol Dweck has been integral in the research of one's mindset. People can have implicit theories about any personal attribute, like intelligence or prejudice. Dweck's

research on mindset and self-theories of motivation and personality can be vital to understanding the impact of the larger society on the acculturation process. According to Dweck (2006), people can be classified as having a fixed mindset or a growth mindset. For example, a person could believe that he or she is not good at math and never will be (fixed), while another person, who struggles in math, may believe that he or she can learn with hard work and studying (growth). This notion then led to Dweck's self-theories that people can be classified as entity theorists or incremental theorists. Entity theorists, for example, would believe that a person's personality traits are fixed, while an incremental theorist would believe that personality traits are malleable (Dweck, 2006). It is important to look at one's mindset when studying acculturation because Berry's model shows a causal relationship between the individual or group and the dominant society in the acculturation process. For example, if members of the dominant society are prejudiced, then the individual or group would not have success integrating into society and will experience acculturative stress.

Berry's Model of Acculturation

Acculturation varies for ethnocultural groups of people and even individuals in the same group. Berry referred to these variations as acculturation strategies, which are derived from two basic issues facing acculturating peoples. These issues are the preference to maintain one's heritage culture and the amount of contact or participation one will have with the dominant society and other ethnocultural groups (Berry, 2017). Acculturation strategies are dependent upon the cultural and psychological changes that result from the contact between the ethnocultural groups including the attitudes and behaviors that are generated (Berry, 2017). Each group has its own set of views and

acculturation strategies are based on these views. According to Berry (2017), the non-dominant group has four preferred acculturation strategies: 1) integration, 2) assimilation, 3) separation, and 4) marginalization. There are also four preferred acculturation strategies for the dominant group: 1) multiculturalism, 2) melting pot, 3) segregation, and 4) exclusion. Figure 1 illustrates this relationship.
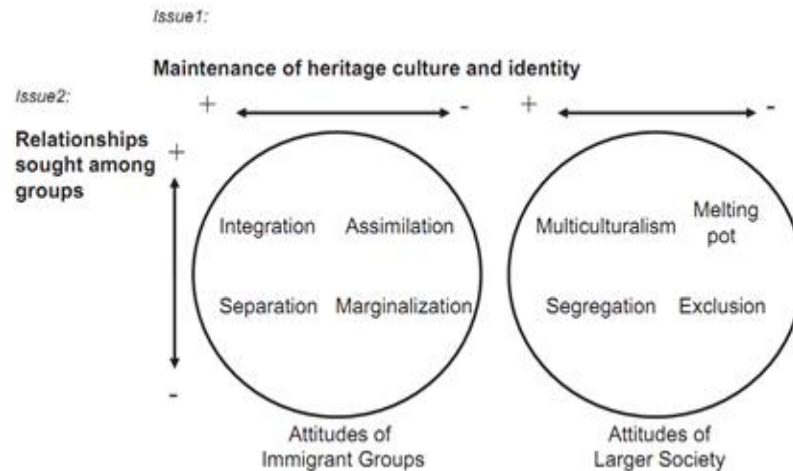
Figure 2.1. Acculturation model. Reprinted from Berry, J. W. (Ed.). (2017). *Mutual intercultural relations*. Cambridge University Press.

It would be assumed that refugee-immigrants are free to choose their acculturation strategy, but that is not entirely the case. These acculturation strategies intersect during the acculturation process. Therefore, the success of the acculturation strategies of refugee-immigrants is impacted by the acculturation expectations of the dominant society. For example, integration could not be successfully achieved if the dominant society did not promote multiculturalism by having support systems (education, health, labor) in place for the non-dominant groups in order for integration to be successful.

Integration

   According to Berry (2010), there must be a mutual accommodation for integration to be successful for refugee-immigrants. Both groups must be free to live as "culturally different peoples." Integration is achieved when ethnocultural groups or individuals have an interest in maintaining their original culture and interacting with the dominant society. Integration requires non-dominant groups to adopt the basic values of the larger society, but the dominant group must be prepared to adapt national institutions (e.g., education, health, labor) to better meet the needs of the non-dominant group (Berry, 2005). According to Berry's model, the acculturation strategy of integration for refugee-immigrants would only be successful if the acculturation expectation of the dominant society promoted multiculturalism. Therefore, a society that encourages multiculturalism promotes a sense of belonging to all people within that society. Berry and Hou (2017) believe that a sense of belonging is important to successful integration. It is not simply a sense of belonging to the dominant country but rather to both countries. Refugee-immigrants who feel a sense of belonging to their home country establish a cultural anchor during the transition to a new country. Moreover, a sense of belonging to the new host country promotes the feeling of acceptance. In a recent study conducted in Canada, Berry and Hou (2017) examined refugee-immigrant engagement between their new society and heritage culture in relation to their well-being. "Consistent with much of the research on acculturation strategies, we found that the integration strategy (in the present case a strong sense of belonging to the two countries) was by far the most preferred strategy (Berry & Hou, 2017, p. 260). Conversely, marginalization showed the poorest levels of well-being.

Assimilation

Assimilation was once thought to be the same as acculturation, but this is not the case in Berry's model. When individuals in the non-dominant group do not wish to maintain their cultural identity and instead seek daily interaction with other cultures in the dominant society, assimilation is defined (Berry, 2011). If the dominant society embraces assimilation, it is defined as the melting pot in Berry's model. Research shows that most refugee-immigrants prefer integration, so forcing ethnocultural groups to assimilate would not constitute a melting pot but rather a pressure cooker (Berry, 2017). Assimilation can be impacted by the length of time in a new country and by the amount of contact with the dominant society. Berry and Hou's (2017) research showed that assimilated refugee-immigrants had lived in Canada for a longer period of time and were more likely to be employed. This group of people had a lower connection to their cultural community, which can be directly correlated to how long they had been in the country and how much contact they had with the dominant society.

Separation and Marginalization

Separation is when acculturating individuals place a value on holding on to their original culture but avoid interactions with other groups in the dominant culture. When the dominant culture forces separation, this is called segregation (Berry, 2017). Berry and Hou's (2017) research showed that refugee-immigrants in the separation group had spent less time in Canada and were more likely to have experienced discrimination. Some refugee-immigrants may choose separation as their acculturation strategy, but experiencing discrimination will lessen the chance of assimilation or integration and can lead to marginalization.

Marginalization is when individuals have little interest in cultural maintenance and have little interest in interacting with other cultural groups. Refugee-immigrants who become marginalized lose all cultural identity and do not feel that they have a place in society (Berry, 2017). In Berry and Hou's (2017) study, there were many factors that led to refugee-immigrants being in the marginalized group.

> Those in the marginalized group were more likely to be underemployed and have a lower income, were very likely to have come to Canada in the family of dependent class, and more likely to be widowed or never married. This seems to represent a way of living in Canada that, while being initially tied to a family, they now are more alone in both their economic and family situation. (Berry & Hou, 2017, p. 260)

This research is also reinforced in another study. Berry and Sabatier (2010) conducted a study to measure acculturation attitudes, identity, and behaviors in two different societies (Canada and France), each with different policies and practices on immigration. In both instances, youth preferred integration and had higher self-esteem scores than youth who were marginalized.

The Impact of Acculturative Stress on the Acculturation Process

Acculturative stress is caused by the struggle to navigate cultural differences, as well as prejudice and discrimination in relation to one's cultural identity or country of origin (Sirin et al., 2013). According to Berry (2005), refugee-immigrants experienced less acculturative stress with integration, and stress steadily increased from assimilation to marginalization. However, acculturative stress can be different for each individual and is a major factor to the acculturation process for refugee-immigrants. According to Benson, Sun, Hodge, and Androff (2012), stressors are added to the acculturation process when refugee-immigrants have held different cultural and religious beliefs from the host culture. In a longitudinal study, Sirin et al. (2013) explored mental health symptoms

(depression, somatic symptoms, anxiety) of first-generation and second-generation

refugee-immigrant adolescents. Results showed that higher exposure to acculturative

stress predicted more mental health symptoms.

In another study, Kim, Chen, and Spencer (2012) assessed the social determinants

of health and mental health for Asian Americans. A sample of 2,067 Asian Americans

was used from the National Latino and Asian American Study. Results showed that

discrimination and limited English skills were related to higher outcomes of physical and

mental health issues. Research studies on acculturative stress have been important to

acculturation because the stress caused during acculturation had a major impact on the

outcome (integration, assimilation, separation, and marginalization). The aforementioned

studies showed that mental health can deteriorate due to acculturative stress. There are

many variables in acculturation that have caused high levels of acculturative stress for

refugee-immigrants including maintaining or shedding one's cultural identity, family,

perceived discrimination, and mindset.

Identity and Acculturative Stress

Cultural and personal identity are key components of the acculturation process.

According to Berry (2011), cultural identity encompasses both ethnic and national

identities and their interplay (Asian, Asian-American, American). Furthermore, cultural

identity and personal identity are separate. Personal identities are individually centered

with personal goals, values and beliefs. Cultural identities encompass attitudes and

behaviors of a group (i.e., Asian traditions). Confusion about one's cultural identity

would cause stress or confusion about one's personal identity (Schwartz, Montgomery, &

Briones, 2006). Farver, Xu, Bhadha, Narang, and Lieber (2007) found that research is

mixed as to whether refugee-immigrants can acculturate (not choosing integration) and still strongly identify with their ethnic group. For example, if an refugee-immigrant adolescent chose to assimilate, he or she would lose aspects of his or her cultural identity. Moreover, teenagers may value learning the language of the host culture to better fit in with their peers at school if seeking assimilation. According to Baek-Choi and Thomas (2009), language broadened social ties, networks and resources. Students would have less acculturative stress at school by forming a new personal identity, but there could still be acculturative stress in the home if parents did not accept this new identity. Juang and Nguyen (2011) found that acculturative stress varied between first-generation (foreign-born with foreign-born parents), second-generation (born in the U.S. with at least one foreign-born parent), and third-generation (U.S. born) refugee-immigrants. Cultural identity can also come from one's family.

Family and Acculturative Stress

Mossakowski and Zhang (2014) conducted a study to assess if social support from families of Asian Americans helped with discrimination. Their findings showed that emotional support from family members helped buffer stress from everyday discrimination. Research also suggested that Asian Americans saw family members as being available when the stress of discrimination became too hard to handle individually. Another study about the effect of family was conducted by Lueck and Wilson (2010), which examined linguistic and social factors to predict acculturative stress in Asians and Asian Americans. The results showed that family cohesion equaled lower acculturative stress for Asian Americans, but this is not always the case.

Family can add acculturative stress for acculturating adolescents. According to Berry, Phinney, Sam, and Vedder (2012), refugee-immigrants deal with two cultural worlds of their own families and cultural communities, and of their peers, school, and larger society. There can be stress from both cultures (non-dominant and dominant) during the acculturation process. Adolescents are faced with tough choices as they must choose to retain the values and the behaviors of their family and community or to adopt those of larger society. Adolescents acquire within the family the adaptive patterns of behavior, personal characteristics, values, and social responses expected of them in their heritage culture (Berry et al., 2012). It would be very stressful for teenagers wanting to get involved in culture of the dominant, especially if they no longer valued the same traditions and cultural heritage of their parents. The parents may be seeking separation, while their children may be seeking integration or assimilation, which causes acculturative stress. Farver et al. (2007) conducted a study comparing Asian Indians to European adolescents. One hundred eighty participants were surveyed for each group. The study examined how the child-rearing beliefs of the families affected the social well-being of the children. Results found that Asian-Indian adolescents reported higher family conflict due to shaming by the parents. However, research also showed that Asian-Indian families who were integrated or assimilated into society had less family conflict and anxiety. Furthermore, Asian-Indian students had higher ethnic identity achievement scores overall according to the study. This was positively associated with self-esteem and reinforced that integration caused less stress. There are major implications for future research on acculturation because integration is difficult to obtain if one's family does not support it or undermines the strategy by causing acculturative stress (family conflict).

The Impact of Perceived Discrimination on Acculturation Strategies

"The experience of discrimination (or even the perception of discrimination) has a major impact on the ways in which youth acculturate, and on the degree of adaptive success" (Berry & Sabatier, 2010, p. 192). Hui, Chen, Leung, and Berry (2015) investigated the acculturation experiences and intercultural relations in Hong Kong. The study incorporated views from the dominant (Hong Kong residents) and non-dominant groups (refugee-immigrants from China) in society. It also investigated the tolerance that the dominant group had for different cultures and the perceived discrimination the non-dominant group reported. The study's findings supported integration as a preferred acculturative strategy for the non-dominant group. Moreover, there was more tolerance from the dominant group and less perceived discrimination from the non-dominant group.

Perceived discrimination can also come in the form of a perceived stereotype. The model-minority-myth (MMM) has perpetuated a number of stereotypes about Asian Americans including exceptional academic achievement, social incompetency, and being physically weak and non-confrontational (Niwa, Way, Qin, & Okazaki, 2011). Asians are lauded as model minorities by the American public but are simultaneously marginalized as outsiders as perpetual foreigners (Xu & Lee, 2013). The MMM stereotype has led to acculturative stress in Asians refugee-immigrants and Asian-Americans alike, especially for adolescents. For example, during a 10-year-study at a Brooklyn High School, a Chinese American student reported that all of the Asians in his high school sat in the back of the cafeteria at lunch. The student concluded that the Asian students were perceived as weak and therefore, had to sit in the back. A female Chinese American student reported that she would be treated differently if she forgot to do her

homework. Students and teachers alike expected Asian students to be high achieving.

Chinese American students also felt that the language barrier led to the stereotype of

being socially incompetent. These students felt that the MMM was an unfair label and

that it added extra pressure to their schooling but also led to bullying and harassment

because they were perceived as weak and socially incompetent (Niwa et al., 2011).

Furthermore, Yu and Wang (2013) conducted a study that found that integration

and separation were predominant strategies for Chinese students overseas in Germany.

Their research showed that males and females differed drastically in preferred

acculturation strategies. Twenty-seven out of 31 males chose separation over integration,

while 27 of 31 females chose integration. Furthermore, the research showed that females

were looked at more favorably in the German society and thus were able to integrate

more easily than males who were not looked at as favorably. The males then exhibited

the acculturation strategy of separation. Overall, results showed that the dominant

society's impact on acculturation strategies was the deciding factor between integration

and assimilation.

Acculturation and Adolescents

Acculturation has been shown to be easier for adolescents. According to Mui and

Kang (2006), there is more stress for adults because they have to adjust physically,

psychologically, financially, spiritually, socially, and sometimes have to learn a new

language. Adolescents have the advantage of being immersed in the culture and language

of the dominant society when attending school. Cheung, Chudek, and Heine (2011)

conducted a study to assess the rate of acculturation for younger refugee-immigrants.

The study was conducted in Canada and showed that younger Hong Kong refugee-

immigrants acculturated faster than older refugee-immigrants. It also showed that the longer they were in Canada, the more they identified with Canada's culture. The faster rate of acculturation by adolescents could cause parents to lose their status as the primary provider for the family and only have networks with people of their own ethnic group, especially if they could not communicate with members of the dominant society. "The Asian parent may be confronted with the loss of power and respect because his or her role as cultural conservator and family decision maker may be undermined" (Mui & Kang, 2006, p. 252). This would then cause more acculturative stress.

Another issue with adolescents acculturating faster than adults is that adolescents may not identify with the goals of their family. According to Rogers-Sirin and Gupta (2012), adolescents typically acculturated at a faster pace in the United States and their goals may not reflect family goals. Adolescents may become upset that their family does not understand their new value system as well. In a recent study, Goforth, Pham, and Oka (2015) examined the acculturation gap, acculturative stress, parent-child conflict, and behavior problems of Arab American parents and adolescents, respectively. The results showed that children had more orientation to American mainstream culture and parents had more orientation to their heritage culture.

The Impact of a Growth Mindset

A growth mindset could help bridge the gap between acculturating families, as well as with the dominant society. In a longitudinal study about the transition to high school conducted by Yeager et al. (2014), responses to social adversity, and levels of stress, health, and academic achievement were investigated. After finding which theory (entity/incremental) students exhibited, participants were taught interventions to combat

the entity theory (fixed mindset) in the two other portions of the study. Results showed that students who saw themselves through the lens of the entity theory had higher levels of negativity towards adverse situations. According to Yeager et al. (2014), children reacted to exclusion by feeling worse about themselves. Conversely, students who were later given the intervention during the study showed less levels of negativity towards adverse situations and also showed academic improvement. These interventions could be vital to helping refugee-immigrant students acculturate.

Another Dweck study aimed to find out why empathy breaks down and how much effort people would give to show empathy when it was challenging. The results found that motivation was high for people when it came to showing empathy. In other words, people wanted to be empathetic of other people's struggles. Moreover, the results showed that people who had a malleable theory of empathy (it could be developed) would make more effort to be emphatic than those who had a fixed theory of empathy (Schumann, Zaki, & Dweck, 2014).

The Impact of Mindset on the Malleability of Prejudice

People who view attributes as fixed may avoid situations when their abilities are questioned (Carr et al., 2012), but not all situations are avoidable. Acculturation is one of these situations. With the larger society playing such a major role in acculturation, a fixed mindset on attributes such as prejudice can have a major impact. For example, Carr et al. (2012) pointed out that most people do not want to be labeled as prejudiced but can be fearful of discovering they have a trait of prejudice that may be exposed. Therefore, they will shy away from challenging situations like activities that help confront prejudiced behaviors. This could in turn make them look prejudiced.

Carr et al. (2012), conducted eight studies on beliefs on malleability of prejudice with White students. Results showed that beliefs about the malleability of prejudice could shape behaviors that seemed prejudiced, even if that was not the belief of the person. The findings also showed that White Americans were more reluctant to interact with other racial groups when they had a fixed view on prejudice. The fixed view was also linked to less interest in working to reduce one's prejudice. Carr et al. (2012) concluded that it is important to look at one's beliefs of the malleability of prejudice because a person's beliefs will give insights to a person's behaviors. This is important to Berry's research because discrimination has been known to emanate from stereotypes for Asian Americans, such as the MMM stereotype. If children can be taught incremental theorist interventions at a young age, it could help eliminate stereotypes, thus promoting acceptance and integration.

Dweck also conducted two more studies aimed to assess if changing perceptions of group malleability. The first study aimed to find if pre-interventions could increase cooperation between groups (Palestinian and Jewish-Israeli adolescents). Students were taught leadership skills and about how groups of people can change over time and how leaders can influence that change (i.e., Martin Luther King). While these groups are typically at conflict, findings showed that pre-encounter interventions on group malleability could promote cooperation between two conflicting groups as students completed tasks together (Goldenberg et al., 2016). This notion is backed up in a second study, where Levontin, Halperin, and Dweck (2013) induced that traits were malleable on two different groups (Israelis and Arabs). The study found that if Israelis embraced that traits were malleable, it produced low negative attitudes towards Arabs, whom they do

not typically get along with. The results of the study showed that when people believe

that traits are malleable, they will show more tolerance and compromise than when they

believe otherwise, which is needed by the dominant society during the acculturation

process.

Confronting Prejudice and Becoming Resilient Through a Growth Mindset

In a 2010 study, Rattan and Dweck assessed the role of implicit theories to

motivate people to confront prejudice. Results showed that incremental theorists were

more likely to confront someone who made a biased comment due to their thinking that

the person had the ability to change. Incremental theorists were also more likely to not

reject a person who had been prejudiced towards them. The research suggested that

entity theorists would be less likely to confront bias as they do not feel the actions will

ever change. Asians and Asian Americans are thought to be non-confrontational when it

comes to conflict. The MMM stereotype may cause individuals in the Asian subgroup to

have a fixed mindset about the stereotype and harbor the feeling that it will never change.

Therefore, this fixed mindset could lead Asian students to become marginalized during

the acculturation process.

Another study was conducted by Yeager and Dweck (2012), this time on

resilience. Students must be able to respond resiliently when confronted with peer

victimization. Students can be given labels in high school and can believe that that label

is fixed and will stick with them throughout their high school career. Entity theorists may

use more aggression towards bullies while incremental theorist would seek out a positive

strategy to eliminate the problem. This was confirmed in a study where students were

taught the incremental theory and more students showed less retaliation on a scenario one

month after receiving intervention (Yeager & Dweck, 2012). High school is a big transition and the research showed that adolescents were more vulnerable to social adversities when they believed their peers could not change. The main implication from this study is similar to the aforementioned study. Incremental theorists found positive strategies to deal with bullying. This could limit mental health issues associated with bullying for Asian and Asian American students during acculturation, which are associated with separation and marginalization.

Dweck's research can be beneficial to Berry's model of acculturation. The dominant society plays a major role because it influences the acculturation strategies of refugee-immigrants. Identifying members of the dominant society who believed in stereotypes, like teachers, would be beneficial because schools could implement professional development on how to promote multicultural education. Multiculturalism is a vital component of acculturation to Berry's framework. It portrays the acculturation expectations of the dominant society that supports integration for refugee-immigrants. However, multiculturalism can be very complex, especially in schools and their surrounding communities where refugee-students reside.

Implications to Education

Debates about immigration remain as unfounded allegations have been made during political campaigns, such as accusing refugee-immigrants of bringing crime and disease into the United States (Nieto & Bode, 2018). Schools and communities go hand in hand. Oppressive forces that may limit opportunities for students from diverse backgrounds reflect the society at large. A framework for multicultural education must

include language, social class, sexual orientation, gender, ethnicity, religion, and other differences (Nieto & Bode, 2018).

Differing attitudes across the nation about immigration have had a direct impact on the acculturation of refugee-immigrant students. Refugee-immigrant students may face discrimination in schools due to differences in clothing, food, language, or religion. Furthermore, negative perspectives by individuals and negative social ideologies for refugee-immigrants could also influence school policies and practices (Nieto & Bode, 2018). Schools must have teacher education programs and curriculum that resemble the United States as a nation of new refugee-immigrants who deserve full participation in a democratic society and enable them to succeed in the classroom.

School policies and practices must promote multicultural education. For example, English only policies can send a message about languages other than English, such as your language is not welcome here (Nieto & Bode, 2018). These policies may have been created to help students speak English, but they can also result in a depreciation of identity for students from diverse backgrounds. Furthermore, schools need to have a curriculum in place that teaches refugee-immigrant students about the struggles of their people in the United States. Schools tend to have a curriculum that portrays an easy assimilation into society for refugee-immigrants by rarely teaching the complete history of racism and exploitation of so many of our people (Africans, American Indians, Mexicans, Puerto Ricans, etc.). Multiple perspectives on these experiences could highlight the struggle of survival of these groups and produce a true multicultural educational experience for refugee-immigrant students.

Summary

Acculturation is an ongoing process where ethnocultural groups are coming into contact more frequently. It is important to understand both cultures in contact but also the individuals in the group. According to Berry (2011), the non-dominant group has four preferred acculturation strategies: 1) integration, 2) assimilation, 3) separation, and 4) marginalization. There are many factors that contribute to the success of the preferred acculturation strategies of refugee-immigrants, whether on a group level or individual level. Level of income, family support, discrimination, and cultural identity can have an impact on which strategy will be successful. The amount of acculturative stress, directly related to these factors, will positively or negatively affect the process. The dominant society plays a major role in the success of the refugee-immigrants' preferred acculturation strategies based on its own acculturation preferences. There are four preferred acculturation strategies for the dominant group: 1) multiculturalism, 2) melting pot, 3) segregation, and 4) exclusion.

Both groups are impacted by the acculturation process. According to Berry (2011), intercultural contact can promote change in either or both groups. Changes in social structure and cultural practices can occur at the group level and changes to a person's behavioral repertoire can occur at the individual level. Berry (2011) points out that behavior is socially constructed by day-to-day behaviors and that groups enter into contact voluntarily or involuntarily. For example, refugee-immigrants and asylum seekers would be involuntary groups and may not find aspects of the new culture appealing. The dominant society may not be accepting of involuntary groups like refugee-immigrants being resettled into their country as well.

Expanding Berry's framework using Dweck's research on implicit theories will help researchers better understand how the mindset of a group or an individual in the larger society can dictate acculturation strategies for refugee-immigrants. A growth mindset has been associated to tackling tough challenges, while a fixed mindset has been associated with avoiding tough challenges (Dweck, 2006). Confronting tough challenges, like prejudice can help eliminate stereotypes. Carr et al. (2012) found that White Americans were more likely to avoid interactions outside of their race when they had a fixed mindset about the malleability of prejudice. This correlates to curriculum in school districts that glosses over tough moments in American history, such as slavery (Nieto & Bode, 2018). School districts that promoted a growth mindset would promote multicultural education that taught students the impact of racism and prejudice in American history. Therefore, assessing the mindset of teachers is important to learning why certain groups of refugee-immigrant students successfully integrate into society and others do not.

CHAPTER III

METHODOLOGY

The methodology chapter contains the following categories in the order of research questions, research design, participants, sampling procedures, instruments, data collection, statistical treatment, limitations and summary (Newman, Benz, Weis, & McNeil, 1997). A detailed account is provided of how the study was performed and analyzed in these subsections. This research study was guided by the research questions listed below.

Research Questions and Hypotheses

1. What is the relationship between acculturation expectations (multiculturalism, melting pot, segregation, exclusion) and the mindset towards the malleability of prejudice of teachers?

2. What is the relationship between multicultural ideology and the mindset towards the malleability of prejudice of teachers?

3. What is the relationship between acculturation expectations (multiculturalism, melting pot, segregation, exclusion) and the multicultural ideology of teachers?

Hypothesis 1: Teachers with a growth mindset will have higher scores in the multiculturalism or melting pot subscale of acculturation expectations of refugee-immigrant students.

Hypotheses 2: Teachers with a high score in multicultural ideology will have a growth mindset.

Hypotheses 3: Teachers with a high score in multicultural ideology will have a higher score in the multiculturalism subscale of acculturation expectations of refugee-immigrant students.

Research Design

This study used a causal comparative survey design to investigate teacher attitudes about the acculturation process of refugee-immigrant students. The study assessed the dependent variables of acculturation expectations and multicultural ideology. It then assessed the independent variable of a fixed or growth mindset towards the malleability of prejudice. The purpose of the design was to assess if a fixed or growth mindset towards the malleability of prejudice (cause) had an effect on teacher attitudes towards acculturation expectations and multicultural ideology. For example, the survey data collected assessed which mindset group (fixed or growth) scored higher on acculturation expectations and multicultural ideology. Surveys were used to gather the data from the participants. Kelley, Clark, Brown, and Sitzia (2003) listed the advantages of survey research as (1) research is based on real-world observation, (2) the broad coverage is more likely to represent the sample, and (3) a large data set can be obtained in a short amount of time in a cost-effective manner (p. 262). The authors also pointed out the disadvantages of survey research are the paucity of depth about the topic and the difficulty gaining a high response rate (Kelley et al., 2003, p. 262). Surveys need to address the quality control related to sampling validity, instrumentation, and content validity. Each of these items are addressed later in the sampling procedures and instrument sections. There is limited information about how a fixed or growth mindset influences teacher attitudes about acculturation for refugee-immigrants. The data

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collected added to the acculturation literature about teacher impact on the acculturation process for refugee-immigrants. It also provided further research opportunities in terms of how mindset impacts teacher attitudes about the acculturation process of refugee-immigrants.

Participants

The target population consisted of teachers (grades K-12) in a cluster of schools in one midwestern public school district. There were four elementary schools, one middle school, and one high school. The cluster of schools was chosen because all schools (elementary and middle school) feed into the same high school. The cluster of schools was also chosen due to its high refugee-immigrant population, specifically Asian, and its convenience to the researcher. All teachers in the cluster of schools were invited to participate in the survey. The researcher respected and followed the district's guidelines for participation. 2017-18 Report Card Data from the Ohio Department of Education (ODE) was used to determine this number. There was a total of 274 possible participants listed for the cluster of schools. The goal of the researcher was to get 162 responses. This would give the researcher an acceptable 65.58% response rate (Creswell, 2009). Table 3.1 was created from using report data from the Ohio Department of Education (2018):

Table 3.1

Immigrant Student and Teacher Data

School	Asian or Pacific Islander Student Population %	ELL Student Population %	Economically Disadvantaged %	General Ed Teachers	Special Ed Teachers	ELL Specialists	Other (Teacher Aide, Phys Ed, etc.)	Total (Teachers)
Elementary 1	42	58.1	100	33	3	0	4	40
Elementary 2	38.7	38.9	100	19	3	0	3	25
Elementary 3	39.4	40.6	100	27	3	0	6	36
Elementary 4	14.4	10.3	100	18	4	0	8	30
Middle School	38.8	37.9	100	27	11	5	18	61
High School	41.5	48.1	100	37	15	5	25	82
								274

Note: Reprinted from Ohio Department of Education. (2018). District local report cards. Retrieved from: http://reportcard.education.ohio.gov/Pages/default.aspx.

Sampling Procedures

Nonprobability, purposive sampling was used to collect the data. Nonprobability, purposive sampling was chosen to identify a target sample of teachers who work with children who are refugee-immigrants (Trochim & Donnelly, 2008). An advantage was that teachers in the cluster of schools chosen all worked with or had immigrant students in their buildings. A disadvantage was that the nonprobability sample may have weak external validity because it may not have represented the entire teacher population throughout the school district (Trochim & Donnelly, 2008). Fowler's (1988) sample size recommendations were followed to increase validity. According to Fowler's (1988) Sample Size Table, the confidence range of less than 6% error required at least a sample size of 200 with a 20/80 chance of differentiating responses among the levels on the Likert-type scale. To adequately obtain the sample size for the study, teachers from six schools in the district were surveyed. The ODE (2018) data showed that there were 274

possible teachers, so the goal of the researcher was to get 162 responses so there would

be a 95% confidence level and high external validity for the response rate. Keeping in

mind that sample error would increase with a low response rate of completed

questionnaires (Trochim & Donnelly, 2008); specific reminder procedures sent by the

researcher (via the school district contact) were used to encourage participants to

complete and return questionnaires. One week after the initial invitation to participate

email was sent, a follow-up email was sent to encourage participation and to let

participants know that they had one more week to complete the survey.

Instruments

Two instruments and a general set of demographics were used in the study. The

instruments were a partial version of the Mutual Intercultural Relations in Plural Societies

(MIRIPS) Questionnaire (Berry, 2013) and the Theories of Prejudice Scale (Carr et al.,

2012). The MIRIPS Questionnaire measured the dependent variables of acculturation

strategies and multicultural ideology of the dominant society. The Theories of Prejudice

Scale measured the independent variable of a fixed or growth mindset towards the

malleability of prejudice. The researcher converted the two instruments into a one-page

online survey so that participants completed all parts in one sitting in approximately 10 to

15 minutes. There was a total of 32 items followed by the demographic questions. It

should be noted that the headings acculturation strategies, multicultural ideology, and

malleability towards prejudice were omitted from the survey to eliminate social

desirability. Also, the words refugee-immigrant(s), refugee-immigrant students, and

American(s) were added to the acculturation strategy items in the survey to fit the

population of students the teachers worked with in the study. For example: Refugee-

immigrant students should engage in social activities that involve both Americans and refugee-immigrants.

Acculturation Expectations

The first construct of the survey assessed acculturation expectations (multiculturalism, melting pot, segregation, exclusion). Participants were given 16 statements (i.e., I feel that refugee-immigrants should maintain their own culture traditions, but also accept those of the United States.). A Likert scale was used to assess teacher responses (1-*Strongly disagree*, 2-*Somewhat disagree*, 3-*Not sure/neutral*, 4-*Somewhat agree*, 5-*Strongly agree*). The participants were then scored based on the scoring document provided on the MIRIPS website. Multiculturalism was scored by totaling items 5, 9, 15, and 16 and then calculating the average for a mean score. Melting pot was scored by totaling items 6, 10, 11, and 12 and then calculating the average for a mean score. Segregation was scored by totaling items 1, 4, 8, and 14 and then calculating the average for a mean score. Exclusion was scored by totaling items 2, 3, 7, and 13 and then calculating the average for a mean score. Teachers were then matched to an acculturation expectation (multiculturalism, melting pot, segregation, exclusion) based on their highest mean score.

Multicultural Ideology

The second construct of the survey assessed multicultural ideology. Teachers were given 10 statements related to multiculturalism. For example, (1) A society that has a variety of ethnic and cultural groups is more able to tackle new problems as they occur. (2) The unity of this country is weakened by people of different ethnic and cultural backgrounds sticking to their old ways. The same Likert scale (1-*Strongly disagree*, 2-

Somewhat disagree, 3-*Not sure/neutral*, 4-*Somewhat agree*, 5-*Strongly agree*) used in the

acculturation expectations section was used to assess teacher responses. A positive

multicultural ideology was assessed by totaling items 17, 18, 20, 24, and 25. A negative

multicultural ideology was assessed by totaling items 19, 21, 22, 23, and 26, but with a

reversed Likert scale (5, 4, 3, 2 ,1). All items were then totaled to create a score from 10

to 50. A high score meant a high multicultural ideology. A mean score was then

calculated from the totals.

Mindset

Lastly, the Theories of Prejudice Scale addressed the construct of a fixed or

growth mindset towards the malleability of prejudice. However, the Likert scale (1-

Strongly disagree, 2-*Somewhat disagree*, 3-*Not sure/neutral*, 4-*Somewhat agree*, 5-

Strongly agree) was adapted by the researcher for consistency with the rest of the survey.

The teachers were given six statements about prejudice. For example, (1) People have a

certain amount of prejudice and they can't really change that. (2) People's level of

prejudice is something very basic about them that they can't change very much. A fixed

mindset (entity theorist) was assessed by totaling items 27, 28, 31, and 32 and calculating

a mean score. A growth mindset (incremental theorist) was assessed by totaling items 29

and 30 and calculating a mean score.

The MIRIPS Questionnaire and the Theories of Prejudice Scale used close-ended

Likert-type questions. These types of questions provided easy-to-understand statistical

data to describe the responses and allowed the researcher to process data rapidly

(Houtkoop-Steenstra & Houtkoop-Steenstra, 2000). There was a limitation to using this

method. The close-ended questions did not allow participants to share additional

information, which could produce less rich responses (Houtkoop-Steenstra & Houtkoop-Steenstra, 2000). However, the approach used to collect information was straightforward. Participations were contacted via email and surveys were completed using SurveyMonkey. The electronic administration saved the researcher time and money (postage costs).

Evidence of Validity of the Instrument

Many instruments can be found to assess acculturation, but there is debate about which ones are the best to use. Models of acculturation have changed as more research has been conducted. Berry's model of acculturation was used because it is bidimensional; it was able to assess both the dominant and non-dominant group and showed the impact the relationship between the two groups has on acculturation, as well as the complexity of the non-dominant group's role in the process. According to Berry (2011), societies are now culturally plural, which means there is not one culture, language, or identity. Therefore, it is important to have a bidimensional model to assess these culturally plural societies, such as Berry's. However, Berry's research has also shown that immigrant students mostly prefer the acculturation strategy of integration and the researcher would have had difficulty gaining access to the immigrant student population. The researcher decided to only assess one side (dominant society) of Berry's model, which was the teachers of immigrant students. The four domains of the dominant society's acculturation expectations (multiculturalism, melting pot, segregation, exclusion) for immigrant students were assessed.

The MIRIPS Questionnaire has been used in studies worldwide, demonstrating reliability and validity. According to research by Berry (2017), the dominant society's

attitude about acculturation expectations and multicultural ideology could have a positive

or negative impact on acculturation of refugee-immigrants. For example, people who

valued diversity would show more respect and acceptance of others. This causal

relationship reinforced the internal validity of the instrument. Also, Berry (2017)

reported that the Cronbach's alpha score for acculturation expectations from other similar

studies was as follows: multiculturalism (0.73), segregation (0.65), melting pot (0.64),

and exclusion (0.62). The Cronbach's alpha score for multicultural ideology was 0.77,

which shows reliability of the instrument being used in other studies.

The Theories of Prejudice scale was used because Dweck's research on mindset

(fixed or growth) is well-known. Dweck's (2016), *Self-Theories* book has over 30 years

of research compiled. Numerous scales (personality, intelligence, etc.) can be found to

measure a fixed or growth mindset. These factors show a high reliability and validity for

the instruments used in Dweck's research. Specifically, the Theories of Prejudice Scale

was piloted before being used in a study. According to Carr et al. (2012), the pilot

confirmed the scale was internally reliable. Furthermore, Carr et al. (2012) noted, "We

included more fixed than malleable items in the scale as the malleable view may be seen

as more socially desirable and may bias individuals to respond in more malleable terms,

suppressing variability in the measure" (p. 7).

Data Collection and Privacy Practices

The data collection was approved by the Youngstown State Institutional Review

Board. All Institutional Review Board policies and guidelines were followed. The

researcher also got approval from the school district. The survey was sent by the

methodologist and she deleted all IP addresses and sent the data to the researcher, so the

respondents' confidentiality was protected. The email introduced the researcher and provided a link to the voluntary survey. The link took willing participants to the secure online survey hosted at SurveyMonkey (a survey software). The one-page survey began with a consent form, followed by questions about acculturation expectations, multicultural ideology, questions about mindset towards the malleability of prejudice, and demographic questions. The total survey took approximately 10 to 15 minutes to complete.

It was stated that consent was given by when respondents clicked the "I agree" statement. All responses were kept confidential and no identifying information was used in the research report. The respondents were given two weeks to complete the online survey. SurveyMonkey provides a safe, secure, private online platform to conduct research. For this study, the researcher has followed the Terms of Use outlined on the company's website. By following the Terms of Use, SurveyMonkey gives permission to create, share, collect and analyze data on the platform (see attached permission letter from SurveyMonkey). After the researcher created the survey, using the collector options tab, the anonymous responses option was turned on so that data collected excluded email and IP addresses.

On the introduction page of the survey, the privacy practices were disclosed so that participants felt comfortable participating. The introduction states, "The online survey will not collect personal information, such as emails or computer IP addresses. Your answers will be sent to and stored a password protected link. No one, including the researcher will know if you participated in the study." The survey was shared using the web link collector type function. After the survey was created, a usable web link was

generated. The link was embedded in an email which was then forwarded to the teachers

from a representative of the school district. Under the collector control option, the survey

was set to open at a specific time. Once the survey was open, respondents could

complete the survey and data were collected. Also, the survey was set to close two weeks

later. If respondents attempted to complete after the deadline, a message that the survey

was closed popped up. An online consent form was created at the start of the survey (see

Appendix D). If the participants met the criteria and willingly chose to participate, a

button stated, "I agree" began the survey. The online consent stated, "ELECTRONIC

CONSENT: By clicking "I agree" below you are indicating that you are at least 18 years

old, have read and understood this consent form and you voluntarily agree to participate

in this research study."

Statistical Treatment

Data from the survey were uploaded to an Excel spreadsheet and then transferred

to SPSS, a statistical analysis program. Utilizing SPSS, the researcher ran a descriptive

statistical analysis on the data collected through the survey. The response rate was

conducted by deeming the validity of the survey data. Descriptive statistics were used to

obtain the mean score of each subscale of acculturation expectations (multiculturalism,

melting pot, segregation, exclusion), the mean score for multicultural ideology, and the

mean score for mindset (fixed or growth) towards the malleability of prejudice.

Descriptive statistics were also run to determine demographics (gender, race, grade level,

years taught at current school, years taught overall) of the participants. Next, Pearson's

Correlation Coefficient analysis was conducted to investigate statistical significance

between acculturation expectations, multicultural ideology, and mindset (fixed or growth)

towards the malleability of prejudice. Specifically, the Pearson's Correlation Coefficient analysis was conducted to show the relationship between each subscale (multiculturalism, melting pot, segregation, exclusion) and type of mindset (fixed or growth) to show the relationship between respondents' multicultural ideology score and type of mindset (fixed or growth), and to show the relationship between respondents' multicultural ideology score and acculturation expectations (multiculturalism, melting pot, segregation, exclusion). Thus, the Pearson's Correlation Coefficient analysis determined if the hypotheses of the researcher were accepted or rejected.

Limitations

Threats to validity and reliability of the study exist, despite researchers attempts to properly collect and analyze data. In this study, threats may have been present due to instrumentation clarity in terms of self-reporting by respondents, and nonprobability, purposive sampling.

Clear possible threats to the validity (Trochim & Donnelly, 2008) included the self-reporting of the respondents. Teachers could have shown bias in their responses by attempting to answer questions by how they felt their school district wanted them to answer. According to Trochim and Donnelly (2008), respondents may spin their responses to make them look better. Teachers may also have answered in a way to look good in terms of multiculturalism and views on prejudice, as people do not wish to be viewed as prejudiced or unaccepting of refugee-immigrants. Furthermore, the timing of the study is a limitation because the school district has had these types of students for over a decade and has made changes to help accommodate non-English speaking, refugee-immigrant students. The teachers working in these schools will most likely have

a favorable view of refugee-immigrants and this might not reflect the views of the society outside of the school building.

Lastly, purposive sampling may have had weak external validity. The respondents may not have been representative of the entire school district population of teachers (Trochim & Donnelly 2008). Subgroups may have formed as well. Even though the data generated the perceptions of a specific group (teachers of immigrant students), a threat was that a possible subgroup was formed, and their responses may have weighed more heavily in the data results (Trochim & Donnelly, 2008). For example, teachers may have discussed the survey questions and collaborated while taking the survey. This subgroup of teachers may have had strong perceptions about immigrant students and that may have slanted the data in one direction. Also, the online format may not have worked with respondents who preferred a standard paper and pencil administered questionnaire. The participants may not have had the technology skills to complete the survey as well.

<p style="text-align:center">Summary</p>

The causal comparative survey design assessed the acculturation expectations, multicultural ideology, and mindset towards the malleability of prejudice of teachers (larger society). This chapter provided justification and clarification for the research design, participants, sampling procedures, instruments, data collection, statistical treatment, and the limitations of this study. The data collected added to the literature of acculturation and provided a new component to compare to Berry's acculturation model; Dweck's implicit theory (a fixed or growth mindset towards the malleability of prejudice). Chapter IV includes a detailed description of the results from the

demographic questions. It also provides the same for the preferred acculturation

strategies based on sense of belonging to one's heritage culture and the United States,

mindset, and perceived discrimination of refugee adolescents.

CHAPTER IV

RESULTS

The purpose of this causal comparative study sought to investigate teacher

attitudes about the acculturation process of refugee-immigrant students. It is appropriate

to utilize survey research to describe the characteristics of a specific population

(Fraenkel, Wallen, & Hyun, 2012). Teachers' mindset towards the malleability of

prejudice was examined to assess if it impacted their acculturation expectations for

refugee-immigrant students and to see how it impacted their multicultural ideology. This

study provided descriptive data that can be used in future studies regarding how teacher

attitudes impact the acculturation of refugee-immigrants students. This chapter presents

the findings related to the one-page survey created by the researcher using the MIRIPS

Questionnaire and Theories of Prejudice Scale. In addition, findings are presented as

related to the research questions:

1. What is the relationship between acculturation expectations (multiculturalism,

    melting pot, segregation, exclusion) and the mindset towards the malleability

    of prejudice of teachers?

2. What is the relationship between multicultural ideology and the mindset

    towards the malleability of prejudice of teachers?

3. What is the relationship between acculturation expectations (multiculturalism,

    melting pot, segregation, exclusion) and the multicultural ideology of

    teachers?

The researcher collected data in accordance with the conditions set forth by the

Youngstown State University's Internal Review Board. A voluntary, online survey was

sent to approximately 200 teachers in a midwestern public school district. The teachers completed the survey and a few demographic questions. The researcher collected and analyzed the data utilizing the secure online platform SurveyMonkey. Descriptive statistics were utilized to explain the distribution of acculturation expectation subscales, multicultural ideology, and mindset across demographic characteristics. In addition, Pearson's Correlation Coefficients were run to determine if there was a statistically significant difference between acculturation expectations, multicultural ideology, and mindset towards the malleability of prejudice.

Response Summary

The population of the study was teachers with refugee-immigrant students in a midwestern public school. Only teachers were considered for the study, so the survey was not sent to administrators. According to Ohio Department of Education (2018) report card data, there are approximately 200 teachers in the cluster of schools chosen for this study. Nonprobability, purposive sampling was used to collect the data. The cluster of schools chosen for the study all have a high population of refugee-immigrant students. A voluntary, online survey was sent to the principal of each school to forward to their respective staff. After giving consent, the teachers were directed to complete a one-page survey and demographic questions.

Of the approximately 200 possible respondents, the response total was 59 responses. Nine responses were deemed invalid as the respondents only filled out the consent portion of the survey. Therefore, 50 responses were deemed valid. Non-response is a concern in survey research (Fraenkel et al., 2012). People do not complete surveys for a variety of reasons, including forgetfulness, misunderstanding, or outright

refusal to complete the survey. The primary reason for concern about non-response is that the people who failed to respond would answer differently than the respondents, thus impacting the results (Fraenkel et al., 2012).

There are two types of non-response, total non-response and item non-response. Total non-response refers to the targeted population that did not answer at all. For this study, approximately 150 teachers did not respond to the survey, resulting in a total non-response rate of 75%. Item non-response rate refers to respondents who failed to answer certain items on a survey. Upon examination of the data, 25% of the respondents only completed the consent form and did not complete the survey. Of the surveys completed, 50 were deemed valid for analysis. A preferred response rate for survey research is approximately 60% (Baruch & Holtom, 2008). The concerns about response rate are discussed in Chapter V in this study.

The results of the survey were collected anonymously through the secure online platform SurveyMonkey. The data were downloaded from SurveyMonkey to an Excel spreadsheet in order to facilitate analysis. A Likert scale was used to assess teacher responses (1 - *Strongly disagree*, 2 - *Somewhat disagree*, 3 - *Not sure/neutral*, 4 - *Somewhat agree*, and 5 - *Strongly agree*). The participants were then scored based on the scoring document provided on the MIRIPS website. Multiculturalism was scored by totaling items 5, 9, 15, and 16 and then calculating the average for a mean score. Melting pot was scored by totaling items 6, 10, 11, and 12 and then calculating the average for a mean score. Segregation was scored by totaling items 1, 4, 8, and 14 and then calculating the average for a mean score. Exclusion was scored by totaling items 2, 3, 7, and 13 and then calculating the average for a mean score. Teachers were then matched to an

acculturation expectation (multiculturalism, melting pot, segregation, exclusion) based on their highest mean score.

The same Likert scale (1 - *Strongly disagree*, 2 - *Somewhat disagree*, 3 - *Not sure/neutral*, 4 - *Somewhat agree*, and 5 - *Strongly agree*) used in the acculturation expectations section was used to assess teacher responses for multicultural ideology. A positive multicultural ideology was assessed by totaling items 17, 18, 20, 24, and 25. A negative multicultural ideology was assessed by totaling items 19, 21, 22, 23, and 26 but with a reversed Likert scale (5, 4, 3, 2 ,1). All items were then totaled to create a score from 10 to 50. A high score meant a high multicultural ideology. A mean score was then calculated from the totals.

Lastly the Likert scale (1 - *Strongly disagree*, 2 - *Somewhat disagree*, 3 - *Not sure/neutral*, 4 - *Somewhat agree*, and 5 - *Strongly agree*) was adapted by the researcher for consistency with the rest of the survey to assess the teachers' attitudes towards the malleability of prejudice. A fixed mindset (entity theorist) was assessed by totaling items 27, 28, 31, and 32 and calculating a mean score. A growth mindset (incremental theorist) was assessed by totaling items 29 and 30 and calculating a mean score.

The data from the Excel spreadsheet were then transferred to SPSS, a statistical analysis program. Utilizing SPSS, the researcher was able to run a descriptive statistical analysis, as well as a Pearson's Correlation Coefficient analysis on the data collected through the survey.

Demographic Data

Table 4.1 shows the demographic breakdown of the respondents in regard to gender, race, grade level taught, years taught at current school, and years taught overall.

The majority of the respondents were White females. Of the 50 respondents, 9 were male (18%) and 41 were female (82%). In regard to race, 44 respondents (88%) identified as White, 3 (6%) identified as Black or African American, 1 (2%) identified as Asian, and 2 (4%) identified as being from Multiple Races. The majority of the respondents taught at the K-3 level. Of the 50 respondents, 25 (50%) taught in grades K-3, 9 (18%) taught in grades 4-6, and 15 (30%) taught in grades 7-9. In terms of teaching experience, the teachers who taught in this particular cluster of schools did not have more than 28% in any range of years taught at their current school. Of the 50 respondents, 14 (28%) had 1-3 years experience at their current school, 10 (20%) had 4-6 years at their current school, 10 (20%) had 7-10 years at their current school, 4 (8%) had 11-15 years at their current school, and 10 (20%) had 16 or more years at their current school. In terms of overall years taught, the majority of the respondents had taught for 16 or more years. Of the 50 respondents, 3 (6%) indicated they had 1-3 years of teaching experience, 4 (8%) indicated they had 4-6 years of teaching experience, 2 (4%) indicated that they had 7-10 years of teaching experience, 9 (18%) indicated they had 11-15 years of experience, and 31 (62%) indicated they had 16 or more years experience.

Table 4.1

Personal Demographic Information About Respondents

Characteristic	n	%
Gender		
Male	9	18
Female	41	82
Race		
White	44	88
Black or African American	3	6
Asian	1	2
Multiple Races	2	4
Grade Level Taught		
K-3	25	50
4-6	9	18
7-9	15	30
Years Taught at Current School		
1-3	14	28
4-6	10	20
7-10	10	20
11-15	4	8
16 or more	10	20
Years Taught Overall		
1-3	3	6
4-6	4	8
7-10	2	4
11-15	9	18
16 or more	31	62

Research Question 1

What is the relationship between acculturation expectations (multiculturalism, melting pot, segregation, exclusion) and the mindset towards the malleability of prejudice of teachers?

Teachers were asked to complete a one-page survey that used the MIRIPS Questionnaire and the Theories of Prejudice Scale. First, participants were scored based on the scoring document provided on the MIRIPS website. Multiculturalism was scored by totaling items 5, 9, 15, and 16 and then calculating the average for a mean score. Melting pot was scored by totaling items 6, 10, 11, and 12 and then calculating the average for a mean score. Segregation was scored by totaling items 1, 4, 8, and 14 and then calculating the average for a mean score. Exclusion was scored by totaling items 2, 3, 7, and 13 and then calculating the average for a mean score. Teachers were then matched to an acculturation expectation (multiculturalism, melting pot, segregation, exclusion) based on their highest mean score. The Likert scale (1 - *Strongly disagree*, 2 - *Somewhat disagree*, 3 - *Not sure/neutral*, 4 - *Somewhat agree*, and 5 - *Strongly agree*) was adapted by the researcher for consistency with the rest of the survey to assess the teachers' attitudes towards the malleability of prejudice. A fixed mindset (entity theorist) was assessed by totaling items 27, 28, 31, and 32 and calculating a mean score. A growth mindset (incremental theorist) was assessed by totaling items 29 and 30 and calculating a mean score.

Table 4.2 shows the minimum, maximum, and mean scores for acculturation strategies (multiculturalism, melting pot, segregation, exclusion) and mindset towards the malleability of prejudice (fixed or growth). Current research findings show that

multiculturalism was the preferred acculturation expectation for teachers with a mean

score of 17.33 out of a max of 20 for the respondents. Teachers also demonstrated a

growth mindset with a mean score of 8.4 out of a max of 10. Fixed mindset scores were

low as the 7.83 mean was out of a possible 20.

Table 4.2

Acculturation Expectations (Multiculturalism, Melting Pot, Segregation, Exclusion) and

Mindset (Fixed and Growth)

Subscales	n	Min	Max	Mean
Acclt. Expectations				
Multiculturalism	48	11	20	17.33
Melting Pot	50	4	13	6.26
Segregation	49	4	13	7.55
Exclusion	46	4	11	5.45
Mindset				
Fixed	48	4	17	7.83

Table 4.3 shows the correlation between acculturation expectations and mindset

towards the malleability of prejudice. Pearson's correlation coefficient was run to show

the relationship between each subscale (multiculturalism, melting pot, segregation,

exclusion) and type of mindset (fixed or growth). The researcher's hypothesis was that

teachers with a growth mindset would have a high score in the subscale of

multiculturalism. Respondents did receive high scores in these areas, but the strength of

the Pearson's correlation for multiculturalism and growth mindset was 0.228, which

showed a weak, positive correlation. The significance value was 0.103, which is greater

than the alpha value of 0.05 for the level of significance, showing that the relationship is

not statistically significant. Therefore, the researcher's hypothesis was rejected.

Table 4.3

Pearson's Correlation Between Acculturation Expectations (Multiculturalism, Melting

Pot, Segregation, Exclusion) and Mindset (Fixed and Growth)

		Multi	Melting Pot	Segregation	Exclusion	Fixed Mindset	Growth Mindset
	Pearson	1	-.026	-.331	-.220	.228	.238
Multiculturalism	Sig (2-tailed)		.860	.023	.146	.128	.103
	Pearson		1	-.116	.270	.164	-.236
Melting Pot	Sig (2-tailed)			.428	.070	.264	.099
	Pearson			1	.243	.171	-.074
Segregation	Sig (2-tailed)				.108	.249	.615

Research Question 2

What is the relationship between multicultural ideology and the mindset towards

the malleability of prejudice of teachers?

Teachers were also scored on their multicultural ideology. The same Likert scale

(1 - *Strongly disagree*, 2 - *Somewhat disagree*, 3 - *Not sure/neutral*, 4 - *Somewhat agree*,

and 5 - *Strongly agree*) was used. A positive multicultural ideology was assessed by

totaling items 17, 18, 20, 24, and 25. A negative multicultural ideology was assessed by

totaling items 19, 21, 22, 23, and 26 but with a reversed Likert scale (5, 4, 3, 2 ,1). All

items were then totaled to create a score from 10 to 50. A high score meant a high

multicultural ideology. The scoring for mindset was explained above.

Table 4.4 shows the breakdown of multicultural ideology scores and mindset scores. Respondents could score a maximum of 50 on their multicultural ideology and had a mean of 42.33. Only 48 of 50 were given a score due to two respondents not completing every question in the multicultural ideology domain and therefore could not be scored. Fifty respondents scored a mean of 8.4 out of a maximum of 10 for having a growth mindset towards the malleability of prejudice, while 48 respondents had a mean score of 7.83 out of a maximum of 17 for having a fixed mindset. Two respondents were not scored for a fixed mindset due to not answering every question in that domain. A Pearson's Correlation Coefficient analysis was conducted to analyze the strength of the relationship and statistical significance between multicultural ideology and mindset (fixed or growth) towards the malleability of prejudice

Table 4.4

Multicultural Ideology and Mindset (Fixed or Growth)

Subscale	n	Min	Max	Mean
MI Total	48	28	50	42.33
Mindset				
Fixed	48	4	17	7.83

Table 4.5 shows the correlation between multicultural ideology and mindset towards the malleability of prejudice. Pearson's correlation coefficient was run to show the relationship between respondents' multicultural ideology score and type of mindset (fixed or growth). The researcher's hypothesis was that teachers with a growth mindset would receive a high score in multicultural ideology. The mean scores were high in both

of these areas on their respective scales. However, there was a weak positive correlation between multiculturalism and growth mindset. Furthermore, the level of significance was 0.116, which is greater than 0.05 and shows no statistical significance. Therefore, the researcher's hypothesis must be rejected.

Table 4.5

Pearson's Correlation Between Multicultural Ideology (MI) and Mindset (Fixed or Growth)

		MI	Fixed Mindset	Growth Mindset
	Pearson	1	-.103	.230
MI	Sig (2-tailed)		.492	.116
	Pearson		1	-.477
Fixed Mindset	Sig (2-tailed)			.001
	Pearson			1
Growth Mindset	Sig (2-tailed)			

Research Question 3

What is the relationship between acculturation expectations (multiculturalism, melting pot, segregation, exclusion) and the multicultural ideology of teachers?

The teachers' acculturation expectations were compared to their multicultural ideology. The scales had different point values with 20 being the maximum for each subscale of acculturation expectations and 50 being the maximum multicultural ideology score. Table 4.6 shows the breakdown for respondents in terms of acculturation expectation subscores and their total multicultural ideology score. The teachers had a

mean score of 17.33 out of a maximum of 20 for multiculturalism and a mean score of

42.33 out of a maximum of 50 for multicultural ideology.

Table 4.6

Acculturation Expectations (Multiculturalism, Melting Pot, Segregation, Exclusion) and

Multicultural Ideology

Subscale	n	Min	Max	Mean
Acclt. Expectations				
Multiculturalism	48	11	20	17.33
Melting Pot	50	4	13	6.26
Segregation	49	4	13	7.55
Exclusion	46	4	11	5.45
MI Total	48	28	50	42.33

Table 4.7 shows the correlation between multicultural ideology and acculturation

expectations. Pearson's correlation coefficient was run to show the relationship between

respondents' multicultural ideology score and acculturation expectations

(multiculturalism, melting pot, segregation, exclusion). The researcher's hypothesis was

that teachers with a high score in multicultural ideology would have a high score in the

acculturation expectation subscale of multiculturalism. The mean scores were high in

both of these areas on their respective scales. However, there was a weak, negative

correlation between multicultural ideology and multiculturalism. Furthermore, the level

of significance was 0.973, which is greater than 0.05 and shows no statistical

significance. Therefore, the researcher's hypothesis must be rejected. However, there were significant findings beyond the hypothesis. Despite no statistical significance between multicultural ideology and the acculturation expectation of multiculturalism, there was a statistical significance between multicultural ideology scores and the acculturation expectations of melting pot and segregation. There was a significant negative relationship (-0.566) between multicultural ideology and melting pot. There was a significant positve correlation (0.415) between multicultural ideology and segregation. There was also a negative correlation (-0.331) between the subscales of multiculturalism and segregation.

Table 4.7

Pearson's Correlation Between Multicultural Ideology (MI) and Acculturation Expectations (Multiculturalism, Melting Pot, Segregation, Exclusion)

		MI	Multi	Melting Pot	Segregation	Exclusion
MI	Pearson	1	-.005	-.566	.415	-.160
	Sig (2-tailed)		.973	.001	.004	.289
Multiculturalism	Pearson		1	-.026	-.331	-.220
	Sig (2-tailed)			.860	.023	.146
Melting Pot	Pearson			1	-.116	.270
	Sig (2-tailed)				.428	..070
Segregation	Pearson				1	.243
	Sig (2-tailed)					.108
Exclusion	Pearson					1
	Sig (2-tailed)					

Pearson's Correlation Coefficients

Pearson's Correlation Coefficients are utilized to see the relationship between variables (Salkind, 2014). For this study, correlation coefficients were used to see the relationship between acculturation expectations and growth mindset, multicultural ideology and growth mindset, and acculturation expectations and multicultural ideology. The researcher found that respondents scored the highest in multiculturalism for acculturation expectations, had high scores in multicultural ideology, and high scores for growth mindset towards the malleability of prejudice. However, no significant statistical relationships were found between the variables and the researcher's hypotheses were rejected.

Summary

Chapter IV presents the results from the descriptive survey study. The population of the study was teachers with refugee-immigrant students in a midwestern public school. There were approximately 200 possible respondents. The final response total was 59 responses, but nine responses were deemed invalid and the response rate was approximately 25%. The participants were given a one-page survey that used items from the MIRIPS Questionnaire and Theories of Prejudice Scale. Participants were also asked some demographic questions.

Hypothesis 1: Teachers with a growth mindset will have higher scores in the multiculturalism or melting pot subscale of acculturation expectations of refugee-immigrant students.

The first research question aimed to find the relationship between acculturation expectations (multiculturalism, melting pot, segregation, exclusion) and the mindset towards the malleability of prejudice of teachers. Research findings show that multiculturalism was the preferred acculturation expectation for teachers with a mean score of 17.33 out of a max of 20 for the respondents. Teachers also demonstrated a growth mindset with a mean score of 8.4 out of a max of 10. There was a weak relationship between growth mindset and the subscales of multiculturalism and melting pot when a correlation coefficient was run, and no statistical significance was found. The researcher's hypothesis was rejected.

Hypotheses 2: Teachers with a high score in multicultural ideology will have a growth mindset.

The second research question aimed to find the relationship between multicultural ideology and the mindset towards the malleability of prejudice of teachers. Respondents could score a maximum of 50 on their multicultural ideology and had a mean score of 42.33. Only 48 of 50 were given a score due to two respondents not completing every question in the multicultural ideology domain and therefore could not be scored. Fifty respondents scored a mean of 8.4 out of a maximum of 10 for having a growth mindset towards the malleability of prejudice, while 48 respondents had a mean score of 7.83 out of a maximum of 17 for having a fixed mindset. There was a weak relationship between the subscales of multicultural ideology and growth mindset when a correlation coefficient was run, and no statistical significance was found. The researcher's hypothesis was rejected.

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Hypotheses 3: Teachers with a high score in multicultural ideology will have a higher score in the multiculturalism subscale of acculturation expectations of refugee-immigrant students.

The third research question aimed to find the relationship between acculturation expectations (multiculturalism, melting pot, segregation, exclusion) and the multicultural ideology of teachers. The teachers had a mean score of 17.33 out of a maximum of 20 for multiculturalism and a mean score of 42.33 out of a maximum of 50 for multicultural ideology. Most respondents scored the highest in subscale of multiculturalism for acculturation expectations, so multiculturalism was compared to multicultural ideology when finding the relationship between acculturation strategies and multicultural ideology. There was a weak relationship between multicultural ideology and the subscales of multiculturalism, but a strong relationship between multicultural ideology and the subscales of melting pot and segregation when a correlation coefficient was run. There was also a negative relationship between the subscales of multiculturalism and segregation. However, no statistical significance was found between multicultural ideology and the acculturation expectation of multiculturalism, so the researcher's hypothesis was rejected.

Demographic data were also collected. Survey results showed that 18% of the respondents were male compared to 82% female. In regard to race, 88% of respondents identified as White, 6% identified as Black or African American, 2% identified as Asian, and 4% identified as being from Multiple Races. The majority of the respondents taught at the K-3 level. Of the 50 respondents, 50% taught in grades K-3, 18% taught in grades 4-6, and 30% taught in grades 7-9. In terms of teaching experience, the teachers who

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taught in this particular cluster of schools did not have more than 28% in any range of years taught at their current school; 28% had 1-3 years experience at their current school, 20% had 4-6 years at their current school, 20% had 7-10 years at their current school, 8% had 11-15 years at their current school, and 20% had 16 or more years at their current school. In terms of overall years taught, the majority of the respondents had taught for 16 or more years, 6% indicated they had 1-3 years of teaching experience, 8% indicated they had 4-6 years of teaching experience, 4% indicated that they had 7-10 years of teaching experience, 18% indicated they had 11-15 years of experience, and 62% indicated they had 16 or more years experience.

CHAPTER V

SUMMARY OF THE STUDY

To provide a foundation for future research into acculturation and mindset, this causal comparative study sought to investigate if a fixed or growth mindset towards the malleability of prejudice had an effect on teacher attitudes towards acculturation expectations (multiculturalism, melting pot, segregation, exclusion) for refugee-immigrant students. Research on mindset has shown that a growth mindset can help people confront challenging issues, such as prejudice and stereotyping. Carr et al. (2012) found that White Americans were more likely to avoid interactions outside of their race when they had a fixed mindset about the malleability of prejudice. Societies such as the United States have multiple ethnic minority groups attempting to acculturate. A growth mindset towards the malleability of prejudice can help eliminate stereotypes towards ethnic minority groups in the United States and lead to positive outcomes during acculturation, such as integration into a multicultural society.

In addition, this study investigated if a fixed or growth mindset towards the malleability of prejudice had an effect on the multicultural ideology of teachers. Multicultural ideology is an important component of acculturation, and refugee-immigrant student lives are impacted by the political, social, and economic conditions of the dominant society (Nieto & Bode, 2018). If multiculturalism is not tolerated in the dominant society, then refugee-immigrant students will not be successful at integration as an acculturation strategy.

The target population for this study was teachers with refugee-immigrant students. The sample population was teachers from five schools in a cluster of schools in

one midwestern public school district. The cluster of schools consisted of four elementary schools and one middle school that all fed into the same high school. The high school chose not to participate in the study. The researcher sent an email with a link to the survey to each principal of their respective school and the principal then forwarded that email to their staff. A reminder email was sent one week after the initial survey was sent. Of these surveys, 50 were deemed valid, which correlates to a 25% response rate.

Respondents were asked to complete an online survey on the platform SurveyMonkey. Two instruments were converted into the one-page online survey. The MIRIPS Questionnaire measured the dependent variables of acculturation strategies and multicultural ideology. The Theories of Prejudice Scale measured the independent variable of a fixed or growth mindset towards the malleability of prejudice. Respondents were categorized into one of four acculturation expectations (multiculturalism, melting pot, segregation, marginalization) and given a positive or negative multicultural ideology score based on scoring from The MIRIPS Questionnaire. Respondents were also asked basic demographic questions.

Descriptive statistics were presented with respect to the respondents, as well as a Pearson's Correlation Coefficient to analyze the relationships between acculturation expectations and mindset, multicultural ideology and mindset, and acculturation expectations and multicultural ideology. This chapter discusses the findings of these tests, the significance of the study, and the implications for future research.

Summary of the Findings

The summary of the findings discusses the results of the study, as well as the significance of the study. Furthermore, Type I and Type II errors and their potential

impact on research conclusions are discussed. This section is organized to present the demographic characteristics of the respondents, findings related to research questions one, two, and three, and threats to conclusion validity.

The demographic data showed that females (82%) outnumbered males (18%) in the survey. The respondents were predominantly White (88%). Of the 50 respondents, 50% were teachers in grades K-3. Also, 94% of the respondents indicated that they have been a teacher for at least 7 years, with 62% indicating 16 or more years of service in education.

Research Question #1 - What is the relationship between acculturation expectations (multiculturalism, melting pot, segregation, exclusion) and the mindset towards the malleability of prejudice of teachers?

Respondents were given a one-page survey from the MIRIPS Questionnaire and Theories of Prejudice Scale. Respondents answered items about acculturation expectations (multiculturalism, melting pot, segregation, exclusion), and items that assessed one's mindset (fixed or growth) towards the malleability of prejudice. After respondents were scored, the relationship between acculturation strategies and mindset was examined.

Descriptive statistics were run on the data collected, as well as Pearson's Correlation Coefficient to answer research question one. The MIRIPS Questionnaire scoring document was used and mean scores were calculated to determine the acculturation strategy (multiculturalism, melting pot, segregation, exclusion) of respondents. The mean score for multiculturalism was the highest at 17.33 out of a 20-point scale. The Theories of Prejudice Scale was used and mean scores were calculated

to determine the respondents' mindset (fixed or growth) towards the malleability of prejudice. Respondents scored the highest in growth mindset with a mean score of 8.43 on a 10-point scale, compared to a 7.80 mean score in fixed mindset on a 20-point scale. The discrepancy in scales was due to the number of items to assess each mindset. Growth mindset had 4 items and fixed mindset had 2 items. respectively. The researcher's hypothesis to research question number one was that teachers with a growth mindset would score higher in the acculturation expectation of multiculturalism and melting pot. Despite respondents having the highest mean scores in those areas, the researcher's hypothesis was rejected because Pearson's Correlation Coefficient showed that there was a weak relationship between growth mindset and the subscales of multiculturalism and melting pot. Furthermore, no statistical significance was found. Despite this weak relationship, the high mean scores for multiculturalism and growth mindset are an important indicator to practices in education.

There can be several factors as to why respondents scored the highest in the acculturation expectation of multiculturalism and growth mindset towards the malleability of prejudice. First, the high mean score in multiculturalism may be due to the fact that many educators in the Metropolis school district value diversity in education. The cluster of schools chosen has a high refugee-immigrant student population, so an environment that promotes multiculturalism has been created. There are several factors that contribute to this multicultural environment. The school district has hired interpreters to work in the schools to better communicate with parents and students. Each school also displays flags of every country that is represented in the student population. Furthermore, the school district has translated important documents in multiple languages

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and has the documents displayed at main entrances so parents know how to access

resources and information when visiting the main office. Finally, students must wear

uniforms but are still able to wear garments such as hijabs. Students are also permitted to

dress according to their cultural norms in observance of religious holidays. These factors

may have contributed to the high scores in the acculturation expectation of

multiculturalism and growth mindset.

In the United States, school policies and practices should resemble a nation not of

past immigrants, but one of new immigrants who deserve a chance to participate fully in

society (Nieto & Bode, 2018). The high mean score in multiculturalism demonstrates

that diversity is embraced in Metropolis. This notion also supports the high mean scores

in growth mindset. Reinforcing Carr et al.'s (2012) research on mindset and the

malleability of prejudice, teachers who do not shy away from interactions outside of their

own race exhibit a growth mindset. It is important for teachers to be comfortable with

diverse students and not hold stereotypes, especially teachers from different ethnic

backgrounds than their students. Typically, diverse students do not see teachers who

resemble themselves in United States classrooms. The National Center for Education

Statistics (NCES) reported that in 2015-16 about 80% of public school teachers were

White (2019). According to the current survey results, 88% of the respondents were

White females. This is on par with national data as the U.S Department of Education

collects data every four years and their most recent release showed that most teachers

tend to be White females (Loewus, 2019). However, the survey results showed that

respondents favored multiculturalism and had a growth mindset despite their lack of

diversity.

Research Question #2 - What is the relationship between multicultural ideology and the mindset towards the malleability of prejudice of teachers?

The MIRIPS Questionnaire scoring document was used and mean scores were calculated to determine the multicultural ideology of respondents. Scores ranged from 10-50 and respondents had an average mean score of 42.33. The researcher's hypothesis was that teachers who had a high score in multicultural ideology would have a growth mindset. Despite respondents having a high mean score in multicultural ideology and having a growth mindset, the researcher's hypothesis was rejected because Pearson's Correlation Coefficient showed that there was a weak relationship between multicultural ideology. Furthermore, no statistical significance was found. However, it is important to note the high mean score for multicultural ideology.

A positive multicultural ideology promotes positive stewardship for diverse programs, policies, and practices in education. Berry (2005) posited that institutions must be put into place by the dominant society to support refugee-immigrants, such as healthcare and education. Therefore, a positive multicultural ideology would support educational programs, policies, and practices that enabled diverse learners to have success. One way the school district accomplishes this is by offering programs for refugee-immigrant students. There are afterschool programs to give students more support and summer school is offered to English Language Learner (ELL) students. The school district also creates community partnerships and collaborates with the agency that handles the relocation of refugee-immigrants. The agency prepares school leaders with information on the different ethnic groups that are living or will be living in the community. This helps administrators prepare teachers for the students they will have in

their classrooms. Learning about cultural norms helps the teachers build relationships with students because they learn customs and facts about their students' culture. The school district works with the agency to make the transition to school as smooth as possible for students and their families. These programs and community ties create an environment that welcomes and supports diversity, which is key to a positive multicultural ideology.

Research Question #3 - What is the relationship between acculturation expectations (multiculturalism, melting pot, segregation, exclusion) and the multicultural ideology of teachers?

The final research question sought to find the relationship between acculturation expectations and multicultural ideology. The researcher's hypothesis was that teachers who had a high score in multicultural ideology would have a high score in the acculturation expectation of multiculturalism. Despite respondents having a high mean score in multicultural ideology and multiculturalism, the researcher's hypothesis was rejected because Pearson's Correlation Coefficient showed that there was a weak relationship between multicultural ideology and multiculturalism. Furthermore, no statistical significance was found. One reason there was not a strong relationship was because the respondents had similar scores in all constructs in the survey. There was not enough variability in answers to see a strong relationship or statistical significance.

Despite no statistical significance between multicultural ideology and the acculturation expectation of multiculturalism, there was a statistical significance between multicultural ideology scores and the acculturation expectations of melting pot and segregation. There was a significant negative correlation (-0.566) between multicultural

ideology and melting pot. This findng shows that as the scores for multicultural ideology increased, the scores for the subscale of melting pot decreased. In Berry's Acculturation Model (2017), melting pot is associated with assimilation for refugee-immigrants and integration is the most preferred acculturation strategy for the Asian subgroup. This finding supports integration for refugee-immigrants as multicultural ideology scores were high. Conversely, there was a significant positve correlation (0.415) between multicultural ideology and segregation. This finding shows segregation scores increased as multicultural ideology increased. This finding is important to teacher professional development in multicultural education. Some teachers may believe they are promoting multiculturalism in the classroom, but their actions may not match their beliefs due to this correlation. However, there was a negative correlation (0.331) between the subscales of multiculturalism and segregation. This finding shows that segregation scores decreased as multiculturalism scores increased, which supports integration in Berry's model (2017). Overall, these findings have implications that teacher training and professional development is needed in multicultural education. Despite high scores in multicultural ideology and the subscale of multiculturalism, there was a negative correlation between multicultural ideology and the subscale of segregation.

Threats to Validity

Sampling

Sampling error is always a concern in survey research (Fraenkel et al., 2012; Salkind, 2014). The target population for this study was teachers with refugee-immigrant students. Nonprobability, purposive sampling was used to collect the data. Nonprobability, purposive sampling was chosen to gain access to a target sample of

teachers who work with refugee-immigrant students (Trochim & Donnelly, 2008). A nonprobability sampling technique is utilized when there is not a high level of concern about drawing conclusions from the sample population to the general population (Etikan, Musa, & Aldassim, 2016). A homogenous sample was selected in this study because research questions were directed specifically to the attitudes of teachers in terms of acculturation expectations, multicultural ideology, and mindset (fixed or growth) towards the malleability of prejudice. This technique was appropriate for the research design, as the dominant society plays a major role in acculturation. However, selecting a homogeneous sample may have impacted the results of the study. The sample focused on teachers who worked in a cluster of school with refugee-immigrant students, so there was a higher likelihood that respondents would have similar answers. Furthermore, the respondents in this sample were drawn from a similar geographical location and could have exposure to similar training and professional development in diversity and social justice in education. The homogeneity may have contributed to the similarities in mean scores for the acculturation expectation of multiculturalism, multicultural ideology, and mindset (fixed or growth) towards the malleability of prejudice.

Another threat to external validity in the study was the response rate. According to Fowler's (1988) Sample Size Table, the confidence range of less than 6% error required at least a sample size of 200 with a 20/80 chance of differentiating responses among the levels on the Likert-type scale. To adequately obtain the sample size for the study, teachers from six schools in the district were surveyed. The ODE (2018) data showed that there were 274 possible teachers, so the goal of the researcher was to get 162 responses so there would be a 95% confidence level and high external validity for the

response rate. However, the high school was unable to participate in the survey and that cut the sample size by approximately 80 teachers, which left approximately 200 teachers for participation. Of the 59 responses that were collected, 50 were deemed valid for analysis, resulting in a 25% response rate. The researcher attempted to increase participation by sending an introductory email and sending a reminder email midway through the time allotted for the survey. The low response rate may have been due to the fact that the survey was online. According to Nulty (2008), paper surveys typically have a higher response rate than those administered online. There are many reasons this notion may be true. There may have been time constraints due to the survey being sent to possible participants' work email addresses. The school district was strict about employees taking the surveys on their own time and not during the school day as well. Social desirability may have also been a factor. Respondents may have tailored their responses to make them look better (Trochim & Donnelly, 2008). For example, teachers may have answered in a way to look good in terms of multiculturalism and views on prejudice, as teachers would not wish to be viewed as prejudiced or unaccepting of their refugee-immigrants. Finally, participants may have worried about their anonymity. Despite explanations that responses would be collected anonymously, there cannot be 100% reassurance that a data breach would not occur when disseminating information online.

Type I and Type II Errors

Two threats to conclusion validity are Type I and Type II errors. Both of these errors deal with the conclusions that are drawn based upon research data. A Type I error is also finding a false positive. In other words, the researcher finds a relationship

between the variables when one does not exist (Trochim & Donnelly, 2008). A Type I error occurs when multiple analyses are run on a data set and each analysis is treated independently of another. In this study, Pearson's Correlation Coefficient tests were run on the acculturation expectations, multicultural ideology, and mindset data. With the alpha value of 0.05 for the level of significance, no statistically significant findings occurred for the hypotheses. Multiple analyses were not run on this data set to minimize the concerns of a Type I error.

The second threat to conclusion validity is a Type II error. A Type II error is also known as a false negative. Finding no relationships between variables when one exists results in a Type II error (Trochim & Donnelly, 2008). Basically, a Type II error is the failure to find a difference when one is prevalent. It is vital that researchers do not make the blunder of accepting the null hypothesis simply because no statistical significance has been found. Lack of significance does not support the conclusion that the null hypothesis is true (Salkind, 2014). The lack of significance indicates that the data do not provide enough information to prove the null hypothesis is false. In this study, a Type II error is a concern due the low response rate. The sample size was small in this study and the response rate was 25%. While this can be acceptable for online surveys, it did not provide enough responses to see if more variability would occur. Specifically, the absence of high school teachers had an impact on response rate but also could have had an impact on the variation of answers given by respondents.

Discussion

The discussion focuses on the impact that teacher attitudes and mindset can have on the acculturation of refugee-immigrant students. Multicultural ideology stems from

one's mindset. If a teacher does not have a growth mindset about diversity, then

multiculturalism will not succeed in a school (Levontin et al., 2013). Moreover, if

students do not feel valued by their teachers, they will not see a value in education. This

is especially true in schools with diverse learners like refugee-immigrants. These

students are going through the process of acculturation while trying to navigate between

two cultural worlds: the culture of the dominant society and their own. The challenges

faced by these students can cause stress due to language barriers and/or overall cultural

differences. Berry's framework (2017) for acculturation shows the relationship between

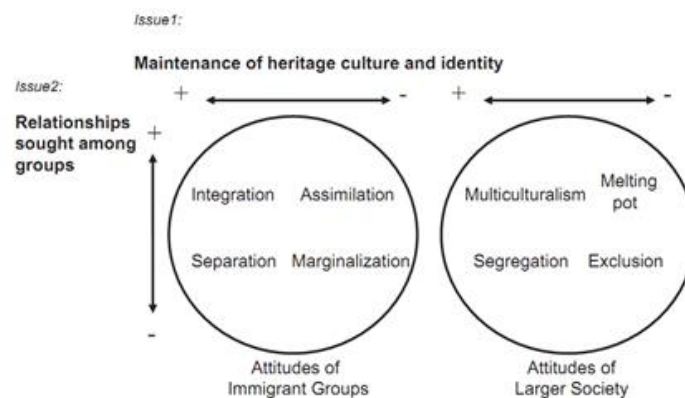refugee-students (non-dominant group) and the host society (dominant group).

Figure 5.1. Acculturation model.

Note: Reprinted from Berry, J. W. (Ed.). (2017). *Mutual intercultural relations*.

Cambridge University Press.

Taking another look at Berry's Model of Acculturation, the preferred integration strategy

of refugee-immigrant groups is dependent upon the larger society promoting

multiculturalism. This study focused on the acculturation expectations, multicultural

ideology, and mindset (fixed or growth) towards the malleability of prejudice. An

awareness of the attitudes teachers possess towards these constructs provides a

foundation for multicultural education and social justice.

These research findings show that teachers who were surveyed have a positive multicultural ideology (42.33/50). The respondents also prefer the acculturation expectation of multiculturalism (17.33/20). Furthermore, the respondents have a growth mindset (8.4/10) towards the malleability of prejudice. The attitudes towards these constructs may be why these teachers work in schools with refugee-immigrant students. Sixty-eight percent of the respondents have worked in their respective building for at least four years. Regardless, the attitudes and beliefs of the teachers set the groundwork for multicultural education. Additionally, this creates an environment where students feel valued, which leads not only to higher student achievement and success, but to a positive acculturation experience for refugee-immigrant students.

Growth mindset is a key component to successful acculturation for refugee-immigrant students. It is important for refugee-immigrant students to have a growth mindset, but it is more important for their teachers to have a growth mindset. Therefore, it is imperative to examine teacher attitudes and behaviors in order to better understand their mindset. Research on mindset has shown that diverse groups of people can work together, remediate differences, and learn to change stereotypical views about ethnic groups of people (Levontin et al., 2013). It has also shown that people who demonstrate a fixed mindset will shy away from challenges that test their abilities (Carr et al., 2012). For example, teachers who hold a fixed mindset about immigration and do not believe that refugees should be relocated to the United States would most likely believe in exclusion as an acculturation expectation in Berry's model of acculturation. Thus, teachers would not embrace multiculturalism in their respective school. This would have a direct impact on students because they would not feel wanted or feel that their culture

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was not valued. According to Yeager et al. (2014), children reacted to exclusion by feeling worse about themselves. It is vital for teachers to have a growth mindset for acculturation to be successful for refugee-immigrant students.

Another component to successful acculturation of refugee-immigrant students is a positive multicultural ideology. A positive multicultural ideology (i.e., placing a value on bilingual education) is imperative to integration in Berry's model (2017) of acculturation. This study found that all teachers surveyed had a positive multicultural ideology, which is the foundation of multicultural education. Administrators may set policies and make curriculum decisions, but teachers dictate if policies and curriculum decisions will work by how well they are implemented. School districts that aim to promote multicultural education must have buy-in from their teachers because the teachers work with the students on a daily basis. Building positive relationships with refugee-immigrant students happens when teachers foster beliefs that promote multiculturalism in their schools.

Schools must resemble the communities they inhabit. In this case, Metropolis is located in the heart of a refugee-immigrant resettlement. The success of these students is dependent upon the practices put in place by the school district and the delivery of those practices by its teachers. Multicultural education is more than beliefs and mission statements; it is a best practice in education. Nieto and Bode (2018) argued that multicultural education must be a part of basic education. For example, multicultural literacy is just as important as basic arithmetic for today's students. It should not be misconstrued that multicultural education is simply for schools with diversity. Multicultural education is for all students and biased education can lead to miseducation

(Nieto & Bode, 2018). Furthermore, Nieto and Bode (2018) posited that teachers in primarily White schools may not think their students need a multicultural education, but that sentiment is wrong. If White students only see only themselves in their educational experiences, they are receiving a partial education which can lead to cultural blindness. This could lead to them seeing themselves as the norm and seeing everyone else as less important (Nieto & Bode, 2018).

Multicultural education is also education for social justice. The refugee-immigrant students in this study come from refugee camps with deplorable conditions. The resettlement process can be a shock as they are thrust into a brand new environment. Social justice requires a multicultural perspective which enables one to think inclusively and be reflective, which can then be applied to real situations (Nieto & Bode, 2018). A multicultural perspective does not exist everywhere in the United States. Refugee-immigrants are not always looked at favorably by some people in this country. However, the teachers in this study have exhibited attitudes that will help refugee-immigrant students have success in their school district. For example, the construct of multicultural ideology had a mean score of 42.33/50 for respondents. The principles of multicultural ideology are about accepting various ethnic groups and understanding that their culture (language, religion, dress) is important and must be included into the dominant society. By having this mindset about multiculturalism, refugee-immigrant students will be able to have success and feel included, which will promote integration into society (Berry, 2017).

This study provided valuable insight in regard to teacher attitudes about acculturation expectations for refugee-students, teachers' beliefs about multicultural

ideology, as well as the teachers' mindset (fixed or growth) towards the malleability of prejudice. Despite the high scores in these constructs, a Pearson's Correlation Coefficient test found no statistically significant findings for the researcher's hypotheses. The respondents of the survey demonstrated high scores in these constructs, but there was not variability in the responses. Therefore, a relationship was not found between constructs. However, there was a significant negative relationship (-0.566) between multicultural ideology and melting pot. There was a significant positve correlation (0.415) between multicultural ideology and segregation. There was also a negative correlation (-0.331) between the subscales of multiculturalism and segregation. The Future Research section of this chapter addresses possible methods to address these findings.

Significance of Study

The study attempted to analyze the relationship between refugee-immigrant students (minority ethnic groups) and teachers (dominant society) during acculturation by addressing the acculturation expectations (multiculturalism, melting pot, segregation, exclusion), multicultural ideology, and mindset towards the malleability of prejudice of teachers. The research findings provided information that is significant to how these constructs impact the acculturation of refugee-immigrant students.

School policy has a major impact on multicultural education, which affects acculturation of refugee-immigrant students. Despite the lack of significant findings, the respondents' high scores in the acculturation expectation of multiculturalism, multicultural ideology, and mindset (fixed or growth) towards the malleability of prejudice demonstrate that the systems and structures in place at Metropolis are having a

positive impact on schools with teachers who have refugee-immigrant students. Findings show that teachers are buying in to promoting an environment that is conducive to multicultural education. The study established that teachers have high scores in the aforementioned constructs. The findings add to the body of literature in acculturation by reinforcing the role of the dominant society in Berry's model (2017). The dominant society must have institutions for refugee-immigrants (Berry, 2017). Metropolis has a World Languages department in place that has an English as a Second Language (ESL) Program. The director and school leaders ensure that students are given resources to succeed, which could help with integration. Past research as shown that refugee-immigrant students prefer the integration strategy, which requires the acculturation expectation of multiculturalism and institutions to support multiculturalism by the dominant society for its success (Berry, 2017). Based on the results of this study, Metropolis is a school district where integration can be successful. This does not mean that the entire school district can create this type of environment as the study was restricted to a cluster of schools with refugee-immigrant students. However, the study did provide information that teachers have the mindset and beliefs to promote a multicultural educational environment that helps refugee-immigrants integrate into the dominant society.

The results of this study also proved to be significant to professional development and training for teachers. These findings have implications that schools with diverse learners can train and prepare teachers to foster an environment that promotes multiculturalism. There has been a dramatic increase in English language learners in the United States and teachers must be trained to teach these students (Nieto & Bode, 2018).

Cultural identity is a major component of acculturation as refugee-immigrants are dealing with juggling their ethnic and national identity (i.e., Asian, Asian-American) on a daily basis. Moreover, refugee-immigrant students deal with the aspect of how much they will adopt the host culture (dominant society) and the level of maintenance of their ethnic culture (language, religion, etc.). Findings suggest that teachers in the Metropolis school district value students maintaining their own culture (language, religion, etc.) which helps them integrate into the dominant society.

Integration will only be successful if teachers understand and embrace the different minority ethnic groups in their schools, which is a key component of multicultural education. Refugee-immigrant students can bring many challenges to a school district. First, the school must have policies and programs that help these students grow and have academic success. Additionally, refugee-immigrant students may have diversity in their ethnic group. For example, Metropolis has a very diverse Asian student population. Even though students are classified as Asian, there are many differences within this group of students. Nieto and Bode (2018) pointed out the diversity within the Asian group (language, social status, etc.) and posited that teachers should recognize these differences and not see Asians as a monolithic group that all look alike. Learning about students' backgrounds and heritage is important to promoting a multicultural educational environment (Nieto & Bode, 2018). A positive multicultural ideology score indicates that teachers in Metropolis recognize these differences and learn about their individual students to promote integration as an acculturation strategy for refugee-immigrant students.

Finally, the findings of this study are significant for teachers on an individual level. The results of the study show that teachers have a growth mindset when it comes to the malleability of prejudice. People with a growth mindset typically believe that people can grow and change (Dweck, 2006). Levontin et al. (2013) contended that a growth mindset helps teachers reflect about their own stereotypes and can help foster positive relationships, even if ethnic groups have been in conflict (i.e., Arabs and Israelites). Positive relationships can be built when tolerance is shown to minority ethnic groups by the dominant group in society. This in turn creates a multicultural educational environment.

Future Research

This study aimed to provide a framework for future research on acculturation and mindset. While this study sought to provide statistical significance for relationships between acculturation expectations (multiculturalism, melting pot, segregation, exclusion), multicultural ideology, and the mindset (fixed or growth) towards the malleability of prejudice respectively, no statistical significance was found after a Pearson's Correlation Coefficient was run on the data set. Findings indicated that teachers who were surveyed had high scores in the acculturation expectation of multiculturalism (17.33/20), multicultural ideology (43.22/50), and growth mindset (8.4/10) for the malleability of prejudice. Moreover, there was a significant negative relationship (-0.566) between multicultural ideology and melting pot. There was a significant positve correlation (0.415) between multicultural ideology and segregation. There was also a negative correlation (-0.331) between the subscales of multiculturalism and segregation. These findings indicate the need for future research.

Additional questions for future research emerged as the findings or lack of findings for this study revealed themselves. The low response rate and homogenous sample may have impacted findings. It would be important to get a higher response rate if replicating this study. Furthermore, there would need to be more variability in the sample. This could be accomplished by opening the survey to teachers in the Metropolis school district who do not teach refugee-immigrant students. Aggregating results by school would also help with variability. The schools in the study all had high populations of Asian refugee-immigrant students, but one school had a far smaller population. It would be interesting to compare the scores of the teachers by school to see if the strong relationships between multicultural ideology and acculturation expectations (melting pot and segregation) came from that teacher population. Another strategy to get a higher response rate would be to interview people face to face or pass out paper surveys. More responses could be garnered this way, but more importantly, teachers could expand on their answers. Follow-up questions could be asked to see if the teacher's mindset and acculturation expectation beliefs truly matched their actions in the classroom. Another method would be to open the survey to other school districts in the geographical area that have similar student populations. This would also help with the variability of responses.

This research had implications to identify teacher leaders. These teacher leaders could help train new teachers about the diversity in their schools and how to effectively build relationships and design lessons to help refugee-immigrant students have social and academic success at school. While it is not known if teachers had a growth mindset or positive multicultural ideology before teaching in this environment, implementing this survey could help identify teacher leaders who would be willing to serve as teacher

leaders in their respective buildings. This would also help administrators find teacher leaders to help deliver professional development about acculturation and how to create and implement a multicultural educational environment.

Finally, this study was conducted to examine the relationship between the non-dominant (refugee-immigrants) and the dominant society (teachers) in regard to acculturation. The teacher data collected would help bridge the gap in research, as numerous studies exist about how refugee-immigrant students prefer to acculturate. These data would provide insight to how the dominant society views ethnic minority groups. These data can also provide necessary information to identify relationships between mindset and acculturation expectations. This research could be conducted on a larger scale to see how teachers in other districts scored on the constructs in this study and provide a network for helping refugee-immigrant students integrate into the United States successfully.

Teachers not only have a major impact on students' achievement, but they also impact if a student feels valued as a person. A teacher's mindset can impact the acculturation of a refugee-immigrant student. The acculturation strategy of integration can only be successful if teachers promote multiculturalism. Research that focuses on acculturation and mindset can help school districts and teachers create a multicultural educational environment. Moreover, it will help schools evaluate if teachers' beliefs match their actions in the classroom towards refugee-immigrant students.

Conclusion

The study used descriptive statistics to assess teachers' acculturation expectations (multiculturalism, melting pot, segregation, exclusion), multicultural ideology, and

mindset (fixed or growth) towards the malleability of prejudice. The target population consisted of teachers (grades K-8) in a cluster of schools in one midwestern public school district. There were four elementary schools and one middle school. The cluster of schools was chosen because all schools (elementary and middle school) feed into the same high school. The cluster of schools was also chosen due to its high refugee-immigrant population, specifically Asian, and its convenience to the researcher. Results showed that respondents scored highest in the acculturation expectation of multiculturalism (17.33/20), multicultural ideology (42.33/50), and growth mindset (8.4/10) towards the malleability of prejudice. Despite the high scores in these constructs, a Pearson's Correlation Coefficient test found no statistically significanct findings for the researcher's hypotheses. A Type II error was a concern with the lack of findings due the sample size and homogeneity of the sample. This study provided the data to document teacher attitudes towards acculturation expectations for refugee-immigrant students, multicultural ideology, and mindset (fixed or growth) towards the malleability of prejudice.

This study proposed to address the gap in acculturation research between the non-dominant society (minority ethnic groups) and dominant society (United States). This study provided valuable data related to acculturation expectations, multicultural ideology, and mindset (fixed or growth) towards the mindset of prejudice. The results of the study provided a foundation for professional development of new teachers in schools with refugee-immigrant students. Additionally, this study has implications to find teacher leaders in regard to promoting a multicultural educational environment. Future researchers can use this study to examine acculturation and mindset in a school setting.

Teachers work with students on a daily basis and have the most opportunities to have an impact on student achievement and success. A teacher's mindset is central to how to they think and feel about students which will dictate their interactions with said students. A growth mindset will not only promote positive interactions with students, but it will also lead to teachers having a positive outlook on multiculturalism. Thus, it will create an environment that promotes multicultural education and a positive acculturation experience for refugee-immigrant students.

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APPENDICES

APPENDIX A

IRB APPROVAL LETTER

YOUNGSTOWN STATE UNIVERSITY

One University Plaza, Youngstown, Ohio 44555
Office of Research
330.941.2377

February 28, 2019

Dr. Jane Beese, Principal Investigator
Mr. Dan Oberhauser, Co-investigator
Department of Counseling, School Psychology and Educational Leadership
UNIVERSITY

RE: HSRC PROTOCOL NUMBER: 132-2019
        TITLE: The Impact of Teacher Perceptions on the Acculturation Strategies of
                      Refugee-immigrant Students

Dear Dr. Beese and Mr. Oberhauser:

The Institutional Review Board has reviewed the abovementioned protocol and determined that it meets the criteria of DHHS 45 CFR 46.104(d)(2) and therefore it is exempt from full committee review.

Any changes in your research activity should be promptly reported to the Institutional Review Board and may not be initiated without IRB approval except where necessary to eliminate hazard to human subjects. Any unanticipated problems involving risks to subjects should also be promptly reported to the IRB.

The IRB would like to extend its best wishes to you in the conduct of this study.

Sincerely,

Dr. Greg Dillon
Interim Associate Vice President for Research
Authorized Institutional Official

GD:cc

c: Dr. Jake Protivnak, Chair
       Department of Counseling, School Psychology and Educational Leadership

EMAIL TO DISTRICT FOR APPROVAL

Hello,

My name is Dan Oberhauser. I am an Assistant Principal at Alliance High School. I am also working on my doctoral degree in Educational Administration at Youngstown State University. I am very passionate about learning about the diverse population in the North cluster of schools at APS.

I am asking for your help in completing research for my doctoral dissertation research study titled "The Impact of Teacher Perceptions on the Acculturation Strategies of Refugee-Immigrant Students". The online survey will be completed by teachers (content, special education, ELL, teacher aides, career tech). As an administrator, I want to learn more about the acculturation of refugee-immigrant students.

Participants may not directly benefit from this study; however, I hope that their participation in the study may provide meaningful information to schools to support diverse student populations. I am asking you to share this link with the staffs of the North cluster of schools.

I believe this study has no known risks; however, as with any online activity the risks related to confidentiality are always possible. To the best of my ability the answers in this study will remain confidential. I will minimize any risks by using the secure, password protected website of SurveyMonkey. The online survey will not collect personal information, such as emails or computer IP addresses. The answers will be sent to and stored on a password protected link. No one, including the researcher will know which teachers participated in the study.

The participation in this study is completely voluntary and participants can withdraw at any time. If they choose to participate, the survey should take 5-10 minutes to complete. The online survey link will be open for two weeks. An email will be sent as a friendly reminder to let participants know that there is one week remaining to complete the survey.

If you have questions about this project or have a problem with the survey, you may contact the researcher, Dan Oberhauser at oberhauser443@gmail.com or the Doctoral Chair, Dr. Jane Beese at 330-941-2236.

Thank you for taking the time to read this email. I have attached a copy of the email I would like to have sent to the teachers if my study is approved by APS.

Dan Oberhauser

EMAIL TO PARTICIPANTS

Hello,

You are being invited to take part in a research study titled "The Impact of Teacher Perceptions on the Acculturation Strategies of Refugee-Immigrant Students". This study is being done by doctoral student, **Dan Oberhauser**, from Youngstown State University. You were selected to participate because you are a teacher in a school with refugee-immigrant students. This survey will be completed by you. I have asked Akron Public Schools to share this link with you, no email addresses were shared with the researcher.

The purpose of this study is to find out teacher expectations of immigrant students. If you agree to take part in this study, you will be asked to complete the following survey. **The survey should take about 5-10 minutes to complete.**

You may not directly benefit from this study; however, I hope that your participation in the study may provide meaningful information to schools to support diverse student populations.

I believe this study has no known risks; however, as with any online activity the risks related to confidentiality are always possible. To the best of my ability your answers in this study will remain confidential. I will minimize any risks by using the secure, password protected website of SurveyMonkey. The online survey will not collect personal information, such as emails or computer IP addresses. Your answers will be sent to and stored on a password protected link. No one, including myself will know if you participated in the study. **Your participation in this study is completely voluntary and you can withdraw at any time.** The online survey link will be open for two weeks.

If you have questions about this project or have a problem with the survey, you may contact the researcher, Dan Oberhauser at oberhauser443@gmail.com or the Doctoral Chair, Dr. Jane Beese at 330-941-2236. If you have questions about your rights as a research participant, please contact the Office of Research Services at YSUIRB@ysu.edu or 330-941-2377.

Please complete the electronic consent below:
ELECTRONIC CONSENT: By clicking "I agree" below you are an adult who is at least 18 years old, have read and understood this consent form and voluntarily agree to participate in this study.

Thank you for taking the time to complete my dissertation study.

Dan Oberhauser

APPENDIX D

SURVEY

Directions: The online survey will not collect personal information, such as emails or computer IP addresses. Your answers will be sent to and stored a password protected link. No one, including the researcher will know if you participated in the study. Please click "I accept" to begin the survey.

Answer the following items using this scale: (1-Strongly disagree, 2-Somewhat disagree, 3-Not sure/neutral, 4-Somewhat agree, 5-Strongly agree).

1. I feel that refugee-immigrant students should maintain their own cultural traditions and not adopt those of the United States.
2. It is not important for refugee-immigrant students to be fluent in either their own language or English.
3. Refugee-immigrant students should not engage in either American or their own ethnic group's social activities.
4. Refugee-immigrant students should engage in social activities that involve their own group members only.
5. Refugee-immigrant students should be fluent in both American and their native language.
6. Refugee-immigrant students should engage in social activities that involve Americans only.
7. I feel that it is not important for refugee-immigrant students to either maintain their cultural traditions or to adopt those of Americans.
8. It is more important for refugee-immigrant students to be fluent in their own language than American.
9. I feel that refugee-immigrant students should maintain their own cultural traditions but also adopt those of Americans.
10. I feel that refugee-immigrant students should adopt American cultural traditions and not maintain their own.
11. Refugee-immigrant students should have only American friends.
12. It is more important for refugee-immigrant students to be fluent in English than in their own language.
13. I don't want to have either American or refugee-immigrant friends.
14. Refugee-immigrant students should have only refugee-immigrant friends.
15. Refugee-immigrant students should engage in social activities that involve both Americans and refugee-immigrants.
16. Refugee-immigrant students should have both refugee-immigrant friends and American friends.
17. We should recognize that cultural and racial diversity is a fundamental characteristic of the American society.
18. We should help ethnic and racial minorities preserve their cultural heritages in the United States.

19. It is best for the United States if all people forget their different ethnic and cultural backgrounds as soon as possible.
20. A society that has a variety of ethnic and cultural groups is more able to tackle new problems as they occur.
21. The unity of this country is weakened by people of different ethnic and cultural backgrounds sticking to their old ways.
22. If people of different ethnic and cultural origins want to keep their own culture, they should keep it to themselves.
23. A society that has a variety of ethnic and cultural groups has more problems with national unity than societies with one or two basic cultural groups.
24. We should do more to learn about the customs or heritage of different ethnic and cultural groups in this country.
25. Refugee-immigrant/ethnic parents must encourage their children to retain the culture and traditions of their homeland.
26. People who come to the United States should change their behavior to be more like us.
27. People have a certain amount of prejudice and they can't really change that.
28. A person's level of prejudice is something very basic about them that they can't change very much.
29. No matter who a person is, they can become a lot less prejudiced.
30. People can change their level of prejudice a great deal.
31. People can learn how to act like they're not prejudiced, but they can't really change their prejudice deep down.
32. As much as I hate to admit it, you can't teach an old dog new tricks. People can't really change how prejudiced they are.

Select the best answer for the following items:

33. What is your gender? (M or F)
34. Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific islander, or some other race?
35. What grade level do you currently teach? (K-3, 4-6, 7-9, 10-12, Multiple Grade Levels)
36. How long have you taught at your current school? (1-3, 4-6, 7-10, 11-14, 15 plus)
37. How many years have you been teaching overall? (1-3, 4-6, 7-10, 11-14, 15 plus)