

Teacher-student interpersonal behaviour in multicultural classes

In this study, teachers' interpersonal behaviour strategies and the perceptions of students regarding their teachers' interpersonal behaviour were investigated. The research problem is: What directions can be formulated for the design of professional development activities for (student) teachers, aimed at increasing the effectiveness of teachers in multicultural classrooms? The study is aimed at teachers' behaviour strategies, their practical knowledge and teachers' and students' views on these behaviours from an interpersonal perspective. To analyze and map the teacher-student relationship the Model for Interpersonal Teacher Behaviour is being used. In this model, teaching is described in terms of two dimensions: Influence (teacher dominance vs. submission) and Proximity (teacher cooperation vs. opposition). A qualitative study has been conducted with a sample of 20 experienced teachers, who were videotaped during one lesson. With a selection of 15 teachers a video-stimulated interview has been conducted to elicit their practical knowledge. The quantitative part of this study consists of a sample of 79 teachers (116 classes) from 21 multicultural schools in the Middle and Western parts of the Netherlands. Teachers and students completed the Questionnaire on Teacher Interaction (QTI). Additionally, students completed a questionnaire on their background, home situation and school outcomes.