Title
Prediction of the Satisfaction of Basic Psychological Needs by School-Resilience Patterns of Migrant and Refugee High School Students

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Abstract
Funded by the Swiss National Science Foundation, the National Center of Competence in Research “nccr – on the move” aims to enhance the understanding of contemporary migration patterns. Managed from the University of Neuchatel/Switzerland, the network comprises eleven universities in Switzerland. Under this umbrella the Research Department of the School of Education, University of Applied Sciences and Arts Northwestern Switzerland (FHNW), is leading an international (Germany, Greece, and Switzerland) longitudinal (2019-2023) study on school resilience of migrant and refugee students.

The main goal of the international research project is to understand resilience patterns under which adolescent (age 12-16) refugees and migrants gain agency and move from objects of discrimination and inequalities to successful school students.

The project empirically identifies and compares pathways for policy actions in schools and communities to tackle the structural reasons why and how young immigrants and refugee adults find it difficult to succeed in schools. These resilience pathways will address differences in individual and social risk and identify protective factors for young immigrants and refugee adults of different socioeconomic status, specific immigration or refugee
background, religion, gender – possibly also disability and sexual orientation –, and compare results across countries.

Protective factors are more than the absence of the obstacles commonly highlighted in the literature on ethnic disadvantage, and we assume that factors facilitating advancement in one life domain will also facilitate advancement in others (e.g., labor market, formal education). Despite existing inequalities, the literature hardly provides empirically validated insights about the educational socialization pathways of refugees in particular. Protective characteristics of individuals and groups allow disadvantaged individuals, such as refugees and children of labor migrants, to overcome obstacles linked to discrimination and low educational outcomes. These resilience factors can inform policy interventions enhancing social cohesion in a context where society is skeptical toward immigrants and refugees.

School survey: Survey with about 500 adolescent students (age 14-16) and their respective class teachers from high school classes, and students’ parents in each of the three countries. We will examine after the t0-baseline when entering high school at three time points, namely the end of the respective school year in high schools.

Analyses: By running Latent Class Analyses (Muthen & Muthen, 2017) we’re identifying specific latent school-resilience patterns (profiles) for migrants-students, refugee-students and students without migration-background to the prediction of students’ satisfaction of basic psychological needs (autonomy, competence, and relatedness) following self-determination theory (Deci & Ryan, 2011). The patterns are consisted by the respective levels of (a) the hscl-25 hopkins symptom scale (Derogatis et al, 1974), (b) stress-level (Byrne, 2007), (c) the Big Five Inventory (Rammstedt, 2013), (d) the resilience scale for adolescents (Hjemdal et al, 2006), (e) Rosenberg-Self-Esteem-Scale (Rosenberg, 1985), (f) perceived self-efficacy (Jerusalem & Schwarzer, 1992), and (g) satisfaction with life scale (Diener et al., 1985),

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