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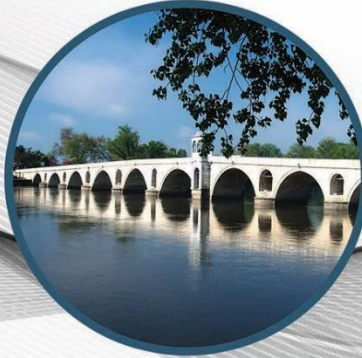
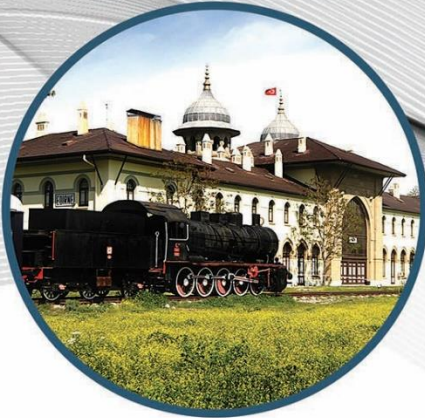
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Hetero-Stereotypes of Macedonian and Turkish Ethnic Groups in Ethnically Mixed Schools and the Existence of Discrimination: Attitudes of Teachers and Parents

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Abstract

Ethnic origin can be the reason (factor) of the emergence and existence of ethnic prejudices and stereotypes on the basis of negative characteristics in relation to members of other ethnic groups and this leads to the existence of attitudes of teachers and parents for the existence of discrimination or to become a source of discrimination against members of other ethnic groups. Even if objectively there is no discrimination, it is sufficient only to have a perception that primary school students are discriminated against on this basis, in order to cause problems in the educational process. This can especially be expressed in primary schools in which students with different ethnic backgrounds study can cause segregation or self-segregation within a school or, even more closely, within a single unit by one or more ethnic groups, which can make it difficult or completely impossible to communicate between students and teachers who belong to different ethnicities. The work is based on research of the mentioned problem from the aspect of individuals, groups and institutions. The core activity of the research is education, and more specifically -primary education. The subject of the research is the views on the discrimination of students on the ethnic basis of teachers and parents (who have pupils in primary schools) in mixed ethnic schools, as well as the stereotypes that they form for the students. The scientific purpose of this research is to make a scientific description of the attitudes of teachers and parents regarding the discrimination of students by ethnicity in different types of elementary schools with mixed ethnic composition, as well as to establish whether they exist and if they exist, what are the stereotypes which are formed in education for students belonging to an ethnic group different from the teacher / parent. The survey was conducted with a survey and using the Katz Braille scale to determine the stereotypes: positive, negative and ambivalent stereotypes. A sample of 227 parents was enrolled, having children who study in elementary schools with mixed ethnic composition and 120 teachers who teach them. The results indicate that Macedonian and Turkish ethnicity do not attribute negative stereotypes, while for the attitude of discrimination it can be said that both, teachers and parents, belonging to the Macedonian and Turkish ethnic groups, the most present is the attitude of absenteeism and complete absence of the claim for existence discrimination of students on an ethnic basis in schools with mixed ethnic composition.

Key words: *hetero-stereotypes, Turkish ethnic group, Macedonian ethnic group, mixed schools, attitudes*

1. INTRODUCTION

In the Macedonian society, as a multiethnic society, it is very important to monitor developments regarding the attitudes of individual ethnic groups, especially in municipalities where there are two or more ethnic groups. The acquired knowledge can be very useful, both for preventing future conflicts and for pursuing a long-term strategy in that regard. It is very important to emphasize that education, in cooperation with parents could help a lot to overcome certain

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misunderstandings among members of different ethnic groups. Findings from this and similar research should help to begin or continue an open dialogue on all contentious issues in this field.

Knowledge about the attitudes regarding the discrimination of students who are members of certain ethnic groups (teachers and parents of Macedonian, Roma, Turkish and Albanian ethnic origin) on the ethnic basis; as well as the answer to the question: whether there are stereotypes regarding students based on ethnic origin in the same population in elementary schools with mixed ethnic composition, can be a key factor in organizing and implementing an educational process that will be relieved from these negative occurrences of interaction between groups.

2. METHODOLOGY

This research was carried out through survey. To collect data, the following research techniques were used: survey (for teachers and parents) and a modified version of the Katz - Braille scale for determining stereotypes. It offers 44 different attributes that can be attributed to a child in elementary school, according to the emotional charge: 1. Characteristics that include a positive emotional charge, 2. Characteristics that include negative emotional charge and 3. Characteristics that are ambivalent, i.e. they can include both shades, depending on how the person understands them and depending on the situation in which they happen.

Each of these two groups can be further divided into three subgroups, on the aspect of culture, communicational aspect and the desire for learning and progress: 1. On the aspect of ambition and aspiration towards leadership and progress, 2. On the aspect of the level of culture that the group owns and 3. On the aspect of the way they communicate with others.

Likert scale for measuring the intensity of attitudes for discrimination on the basis of the ethnic affiliation of students with intensities from 1 to 5; where "1" means "Strongly disagree", "2" = "Disagree", "3" = "Do not know", "4" = "Agree" and "5" = "Strongly agree".

A sample of 227 parents of children who study in elementary schools with mixed ethnic composition and 120 teachers who teach them was enrolled.

3. HETEROSTEREOTYPES of MACEDONIAN and TURKISH ETHNOS

When it comes to the characteristics that Macedonian teachers assign to Turkish students, at first glance it can be seen that they are positive, with the exception of an ambivalent characteristic of "competitive" which appears with 40%. There is no negative characteristic which Macedonian teachers attribute to Turkish students. In contrast to the most frequent characteristics that are positive, the least frequent characteristics of the Macedonian teachers for Turkish students are negative: "Non-cultural", "Non-intelligent", "Lazy", "Wild and inapplicable to norms and rules",

"Selfish" and "Fearful" - with a frequency of 0%. The positive characteristics for Turkish students also prevail among the Macedonian parents, with the exception of two ambivalent characteristics: "Astute", which appears with 47.5% and "Persistent" with 30%. Just like teachers, Macedonian parents have decided that the least frequent characteristics are mostly negative: "Non-intelligent," "Messy" and "Selfish"; with exception of one positive: "Independent" with a frequency of 5%, as well as negative characteristics "Closed", "Huffy", and "Afraidful" with a frequency of 2.5%. Macedonian teachers attribute "Loyal only to their ethnic group" as characteristic of Turkish students with 25%, and parents with 17.5%.

With cross-sectional data of the randomly selected positive and negative characteristics and the place of work & living, in the case of Macedonian teachers/parents the following conclusions are obtained:

- When crossing three positive characteristics "Mannered", "Cultural" and "Inoffensive" with the place of work/living of Macedonian teachers/parents - no connection was found in any case.

- In three negative characteristics "Untrained", "Non-cultural" and "Aggressive" - no connection was found in any case.

- There is no connection between the place of work/living of the teachers/parents of the Macedonians and the characteristic "Loyal only to their ethnic group"

Turkish teachers attributed Macedonian students only with one negative characteristic, "Spoiled" with 39.30%, and as far as the ambivalent characteristics are concerned - two are noted: "Astute" and "Competitive", which appears as the last in the ten most frequent with 33, 33%. Both, the Turkish teachers and the Turkish parents, the feature "Mannered" appears as the most common characteristic, among teachers with 80%, and among parents with 73.68%. The least frequent characteristics of the Turkish teachers are "Non-intelligent," "Unskillful", "Hard to learn and understand", "Incompatible", and "Wild", "Inapplicable to norms and rules" and Selfish with 0% frequency. Obviously, it has been confirmed that negative characteristics are avoided with the lowest possible frequency. Turkish parents have no negative or ambivalent characteristics for the Macedonian students. Negative characteristics in this group are also noted as the least frequent characteristics: "Non-cultural", "Messy", "Vixenish" and "Wild and inapplicable to norms and rules" with 0%.

With cross-sectional data of the randomly selected positive and negative characteristics and the place of work & living, in the case of Turkish teachers/parents the following conclusions are obtained:

- In crossing three positive characteristics "Mannered", "Cultural" and "Inoffensive" with the place of work/living of Turkish teachers/parents - no connection was found in any case.

- When crossing three negative characteristics "Unmannerly", "Non-cultural" and "Aggressive" with the place of work/living of Turkish teachers/parents - in no case was found any connection.

- There is no connection between the place of work/living of Turkish teachers/parents and the characteristic "loyal only to their ethnic group".

4. EXISTENCE of DISCRIMINATION: TEACHERS' and PARENTS' ATTITUDE

According to the data obtained by measuring the attitudes of teachers and parents regarding the existence of discrimination on ethnic grounds in ethnically mixed primary schools, the situation in the Republic of Macedonia is perceived as follows:

1. Intensity of the attitude for discrimination on ethnic grounds: Macedonian teachers In this group of teachers, intensity 5 - "Strongly agree" is not represented at all, while intensity 1 - "Strongly disagree" is most represented with 50.83%.

2. Intensity of the attitude for discrimination on ethnic grounds: Macedonian parents In this group of parents, intensity 4- "Strongly agree" is represented with 2,50%, while intensity 1 - "Strongly disagree" is most represented with 47.5%.

3. Intensity of the attitude for discrimination on ethnic grounds: Turkish teachers In this group of teachers, with 0% is represented an extrem intensity "Strongly agree"; while the most intensive is the intensity of the attitude "Disagree" with 53.33%.

4. Intensity of the attitude for discrimination on ethnic grounds: Turkish parents In this group of parents, intensity 5 - "Strongly agree" is represented with 5,26%, while intensity 1 - "Strongly disagree" is most represented with 34.21%.

5. DISCUSSION and CONCLUSION

Regarding the stereotypes, it can be said that attributing characteristics by the Macedonian teachers to students who belong to the Turkish ethnicity, does not exist. In the most frequent ten characteristics that Macedonian teachers attribute to Turkish students there are no negative ones. Turkish teachers, among the most frequent ten characteristics attributed to the Macedonian students, assigned only the "Spoiled" characteristic with 39.30%, as a negative one. Among the most frequent ten characteristics that Macedonian parents attributed the Turkish schoolmates of their child, there is no negative one. The same case is repeated with the parents of Turkish

students. They do not have any negative characteristics in the most frequent ten, for Macedonian classmates of their child.

There is also a high level of disagreement that there is discrimination of students on an ethnic basis in the Macedonian ethnic group: teachers/parents who have pupils/their child's classmates in Macedonian - Turkish ethnically mixed schools. The intensity of attitude 1 and 2 ("Strongly disagree" and "Disagree") exceed 70% for both - teachers and parents. Also, Turkish teachers and parents in the same schools, have the intensity of the viewpoint 1 and 2 ("Strongly disagree" and "Disagree"), that exceeds 60%.

However, it should not be forgotten that the root of stereotypes and prejudices can be found deep in history and burdened with long centuries of traditional behavior. Moreover, some forms of prejudice and discrimination tend to appear in a very subtle and hardly noticeable form. Often, many efforts to overcome them can be very poor, or not bearing fruit at all. It may take decades of work on that field to produce results that will unequivocally indicate that this problem is overcome. It is an illusion to believe that the problem will simply vanish and that the thesis "there are no good and bad nations", but only "good and bad people" will become generally accepted.

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