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DEPARTMENT OF PSYCHOLOGY

FORMATION OF PREJUDICE AND NATIONAL IDENTITY: THE ROLE OF COGNITIVE DEVELOPMENT AND IN-GROUP AND INTERGROUP RELATIONS IN CHILDREN AND ADOLESCENTS

DOCTOR OF PHILOSOPHY DISSERTATION

MARIOS KYRIAKIDIS

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Marios Kyriakidis

ΠΕΡΙΛΗΨΗ

Κύριος στόχος της έρευνας είναι η διερεύνηση του τρόπου που τα κοινωνικά φαινόμενα, της προκατάληψης και της εθνοτικής ταυτότητας επηρεάζονται από την γνωστική ανάπτυξη των παιδιών και εφήβων από την ηλικία των 7 μέχρι των 17 ετών στην Ελληνοκυπριακή κοινότητα της Κύπρου. Η παρούσα διατριβή στοχεύει επίσης στη διερεύνηση του βαθμού στον οποίο η ποιότητα των ενδο-ομαδικών διαπροσωπικών σχέσεων (σχέσεις εξαναγκασμού/σχέσεις συνεργασίας σύμφωνα με την κοινωνική ψυχολογία του Jean Piaget), που διατηρούν με τους γονείς, εκπαιδευτικούς και συμμαθητές καθώς και οι διομαδικές σχέσεις των μαθητών με μέλη της Τουρκοκυπριακής κοινότητας σχετίζονται με τα επίπεδα προκατάληψης στους μαθητές για διάφορες εξω-ομάδες (Τουρκοκύπριοι, Τούρκοι και πολίτες άλλων χωρών). Ιδιαίτερη έμφαση αποδίδεται στο ρόλο των ενδοομαδικών κοινωνικών νορμών της σε διάφορες ηλικιακές ομάδες σε σχέση με τα συναισθήματα προκατάληψης. Σε μεθοδολογικό επίπεδο, έχει επιλεγεί μικτή μεθοδολογία. Έχουν συλλεγεί δεδομένα σε δυο διαφορετικές χρονικές στιγμές στα πλαίσια διαχρονικής έρευνας με ερωτηματολόγιο (αξιολόγηση κοινωνικών πεποιθήσεων και γνωστικών ικανοτήτων) και ποιοτικά (ομάδες εστίασης) δεδομένα, έχουν αναλυθεί βάσει της πολυμεταβλητής στατιστικής και της θεματικής ανάλυσης αντίστοιχα. Οκτακόσιοι σαράντα τρείς μαθητές δημοτικών, γυμνασίων και λυκείων, οι οποίοι αντιπροσώπευαν τέσσερις διαφορετικές ηλικιακές ομάδες οι οποίες αντιπροσώπευαν τα διάφορα στάδια ανάπτυξης του Piaget (1$^\eta$ ηλικιακή ομάδα: 7-8 ετών: πρώιμο στάδιο συγκεκριμένης λογικής σκέψης, 2$^\eta$ ηλικιακή ομάδα: 10-11 ετών: ύστερο στάδιο συγκεκριμένης λογικής σκέψης, 13-14 ετών: πρώιμο στάδιο λογικής αφαιρετικής σκέψης, 16-17 ετών: ύστερο στάδιο λογικής αφαιρετικής σκέψης) αφότου έχει ληφθεί συγκατάθεση κατόπιν ενημέρωσης από τους γονείς, έχουν συμμετέχει στην πρώτη φάση χορήγησης ερωτηματολογίων. Στην συνέχεια όσον αφορά την

πρώτη φάση χορήγησης ερωτηματολογίων, είχαν επιλεγεί 690 συμμετέχοντες, λόγω της ελληνοκυπριακής τους καταγωγής, για σκοπούς πολυμεταβλητών στατιστικών αναλύσεων. Ακολούθως στην δεύτερη φάση χορήγησης, έλαβαν μέρος 501 συμμετέχοντες. Επιπρόσθετα, όσον αφορά την ποιοτική μεθοδολογία, είχαν λάβει μέρος 15 συμμετέχοντες, οι οποίοι συνέθεσαν 4 ομάδες εστίασης, οι οποίες αντιπροσώπευαν όπως και στην ποσοτική μεθοδολογία τις 4 ηλικιακές ομάδες. Βάσει των αποτελέσματων, διαφαίνεται ότι η δημιουργία συναισθημάτων προκατάληψης, επηρεάζεται από την γενική γνωστική ικανότητα, τις κοινωνικές νόρμες και τις ενδο-ομαδικές και διομαδικές σχέσεις συνεργασίας. Παράλληλα, διαπιστώνεται ότι η ταύτιση με την υπο-ομάδα και συγκεκριμένα με την εθνοτική/κοινοτική ταυτότητα, φαίνεται να σχετίζεται με την ενδο-ομαδική προκατάληψη, την διατήρηση δηλαδή θετικών αντιλήψεων για την ενδο-ομάδα, την μη επαφή με την έξω-ομάδα, την απουσία σχέσεων συνεργασίας και συγκεκριμένες δευτερεύουσες γνωστικές δεξιότητες. Επιπλέον, διαφαίνεται ότι η επίδραση της γνωστικής ανάπτυξης ως προς την εμφάνιση της προκατάληψης και της εθνικής ταυτότητας διαφοροποιείται αναλόγως της ηλικίας των παιδιών και εφήβων. Συγκεκριμένα, διαφαίνεται ότι οι γνωστικές δεξιότητες συμβάλλουν σε ακόμη μεγαλύτερο βαθμό, ως προς την μείωση της προκατάληψης στην πρώιμη και ύστερη εφηβεία. Παράλληλα, διαπιστώθηκε ότι η επίδραση των κοινωνικών νορμών ως προς την αποδυνάμωση των συναισθημάτων προκατάληψης είναι ισχυρότερη κατά την ύστερη παιδική ηλικία ως επίσης και την πρώιμη/μέση εφηβεία σε σχέση με την μέση παιδική ηλικία (ηλικίες 7-8 ετών). Παράλληλα, έχει διαφανεί ότι η επίδραση της μη επαφής ως προς την εμφάνιση συναισθημάτων προκατάληψης, διαφοροποιείται αναλόγως της ηλικίας. Συγκεκριμένα, φαίνεται ότι η επίδραση της είναι μειωμένη κατά την πρώτη παιδική ηλικία και την ύστερη εφηβεία για διαφορετικούς λόγους σε κάθε ηλικία. Στη βάση των προαναφερθέντων ευρημάτων, συζητούνται στη διατριβη

οι αρχές πάνω στις οποίες πρέπει να στηριχθούν, τυχόν παρεμβατικά προγράμματα που δημιουργούνται με απώτερο στόχο την μείωση της προκατάληψης, ούτως ώστε να περιλαμβάνουν πολυεπίπεδες παρεμβάσεις, σε ατομικό και συλλογικό επίπεδο, οι οποίες να εμπερικλείουν συγκεκριμένους γνωστικούς παράγοντες που θα σχεδιάζονται βάσει των ιδιαιτεροτήτων της κάθε ηλικιακής ομάδας.

Λέξεις Κλειδιά: Προκατάληψη, Εθνική Ταυτότητα, Γνωστική Ανάπτυξη, Είδος Κοινωνικών Σχέσεων, Κοινωνικές Νόρμες

ABSTRACT

The main objective of the research presented in this dissertation is to explore how the social phenomena of prejudice and ethnic identity are influenced by the cognitive development of children and adolescents from the age of 7 to 17 in the Greek Cypriot community of Cyprus. Another objective is to investigate the extent to which the quality of intra group social relationships (relations of constraint/relations of cooperation in the social psychology of Jean Piaget) that children and adolescents maintain with parents, teachers and classmates as well as intergroup relations with members of the Turkish Cypriot community relate to levels of prejudice towards various outgroups (Turkish Cypriots, Turks, and people from other countries). Of special interest is the role of in-group social norms in relation to the feelings of prejudice in different age groups. As far as methodology was concerned, a mixed methods design was applied. For the quantitative part a two wave longitudinal study was designed with the use of a questionnaire (assessment of the various psychosocial variables and a cognitive ability test). Qualitative data from both children and adolescents were collected (focus groups discussions) and were analyzed by thematic analysis. Eight hundred forty three students of primary, junior high school and senior high school representing four different age groups according to Piaget's developmental stages (1st age group: 7-8 years old: early period of concrete operational thinking, 2nd age group: 10-11 years: late period of concrete operational thinking, 13-14 years: early period of formal operational thinking, 16-17 years: late period of formal operational thinking), after informed parental consent was taken by parents, participated to the first wave of questionnaires administration. Moreover, 690 participants were selected, because of their Greek Cypriot origin for multivariate statistical analysis. Subsequently, in the second phase, 501 participants participated. In addition, regarding qualitative methodology, 15 participants

participated in focus group discussions. They composed four focus groups, which represented, as in the quantitative methodology, the four age groups, based on development stages of Piaget. Results indicated that feelings of prejudice are influenced by age and general cognitive ability, social norms and relations of constraint and cooperation. Concomitantly, identification with the subgroup appeared to be related with in-group bias, namely maintaining more positive perceptions about the in-group compared to out-groups, no contact with the outgroup, absence of social relations of cooperation and specific secondary cognitive abilities. Additionally, it appeared that the influence of cognitive development concerning the emergence of prejudice and ethnic/communal identity varies according to children's and adolescents age. In parallel, it has been shown, that the influence of no-contact with the outgroup regarding the emergence of feelings of prejudice vary by age. In particular, it appeared that its effects were reduced in early childhood and late adolescence in comparison to the middle age group, albeit for different reasons in the two age groups. Cognitive ability seems to contribute to an even greater role in differentiating prejudiced from non-prejudiced individuals in early and late adolescence. At the same time, it has been found that the effect of social norms in the formation of prejudice is stronger in later childhood as well as in early / middle adolescence compared to middle childhood (ages 7-8).

On the basis of the above findings, principles and guidelines are proposed for the design of any intervention programs implemented with the ultimate aim of reducing prejudice. Such programs should include multilevel interventions at both the individual and collective level. These interventions should take into consideration specific cognitive abilities as well as the specificities of each age group.

Key Words: Prejudice, Subgroup identification, Cognitive Development, Type of Social Relations, Social Norms

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DEDICATION

To my wife Constantia

And to my children, Christos and Elias

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INTRODUCTION AND IMPORTANCE OF THE STUDY

Cyprus until recently, was considered a country, where people migrated to other nations for economic and political reasons. Cypriots migrated to other countries, mainly in United Kingdom and Australia, during 1950s and after the Turkish invasion of 1974, due to the negative impact of the events of 1974 in terms of displacement and economic downturn since according to Pashardes and Hadjispyrou, (2003), during and immediately after the invasion, in 1974-75, GDP dropped by 17.9%.

As noted by Trimikliniotis (1999), until, 1990, state policies didn't allow people with migrant biography to reside and work in Cyprus. However, he added that in early 90s the foresaid state policy had changed, permitting many people coming from other countries, mainly countries of South Asia, as well as ex-Soviet Union, to come and work in Cyprus. He explained that the state policy of immigration was modified, due to the fact that the local work force was fully exploited. Furthermore, Pashardes, (2011), maintained that immigration in Cyprus, increased even more, when Cyprus became a member of the European Union in 2004. Nowadays, according to the Eurostat, in 2020, 16,42% of residents in Cyprus, are not native Cypriots. Unfortunately, it is generally accepted that the Greek Cypriots are characterized by feelings of xenophobias towards people with migrant background. For example the 2012 Round of European Social Survey (ESS) revealed that Cyprus was the most xenophobic country in amongst the other EU countries. And whilst in 2019 the most recent round of ESS registered a significant improvement of the negative attitudes towards immigrants and immigration Cyprus is still in the group of the three most xenophobic countries of Europe.

In particular, Spyrou, (2001), claims that people coming from less developed countries than Cyprus, are considered lower in social status, by Greek-Cypriots as compared to people coming from economically advanced countries. In addition, it is quite possible that the foresaid attitudes would not only be expressed but also formed in the school setting as well. Unfortunately until today there is scarcity of representative sample surveys of social developmental research in Cyprus that would explore the representations of students about "otherness", at different age groups with the exception of a PhD thesis by Tsolia (Tsolia, 2018), who explored interethnic bullying in Greek Cypriot secondary schools and some work in the educational sector, (Philippou (2007), Zembylas, (2007, 2010), Makriyianni, (2006), Christou, (2007), which is mostly performed with a non-representative sample or is of qualitative nature.

The aim of this thesis is not only to fill this gap in relation to the exploration of this issue in Cyprus by comparing different age groups covering the period from 7-17 years with a representative sample of students for the first time in Cyprus but to also make a theoretical contribution to existing theories of the development of prejudice and ethnic identity in childhood and adolescence. In particular, the thesis investigates the way prejudice and ethnic identity relates to children's and adolescent's cognitive development, the quality of intra and intergroup relations and in-group norms regarding otherness. More specifically, the proposed research aims to investigate the degree to which prejudice and subgroup identification are being influenced by the cognitive development of children and adolescents in age groups relating to the early and late stages of developmental stage described by Piaget (1952) (concrete operational stage, and formal operational stage). Moreover, the thesis explores the developmental trajectories of the evolution of prejudice and national identification in relation to both the age of children and adolescents

and more specifically their cognitive achievements in specific cognitive abilities (seriation, multiple classification, analogical think, isolation of variables etc).

Given the complexities arising in Cyprus from the unresolved state of the Cyprus issue and it's nature as a post-conflict and divided society representations of otherness in our case also involve feelings and relationships with members of the Turkish Cypriot community in Cyprus and feelings towards Turks as the main "enemy image" (Spyrou, 2002, 2007), Stavrinides and Georgiou (2011). Last but not least, this thesis will operationalize for the first time the Piagetian relations of constraint and cooperation as the asymmetrical or symmetrical relationship with significant others, (parents, teachers and peers), and explore their relationship to feelings of prejudice, towards people coming from the outgroup (Turkish-Cypriots) and people coming from other ethnic backgrounds as well as their subgroup identification.

To sum up, the study is important for the following reasons: Firstly, it attempts to investigate in depth the ontogenetic emergence of prejudice and national identification with the ethnic (Greek), subgroup (Greek Cypriot) and superordinate group (Cypriot) in relation to children's and adolescent's cognitive development in the Greek-Cypriot context for the first time in Cyprus. Moreover, the role of social relations between children, adolescents and significant others such as peers, teachers and parents will be assessed regarding the position of children and adolescents in the representational field and particularly the social norms of these significant others, which aims at the integration of relations of constraint and cooperation in Piagetian theory, into a theory of intergroup relations.

Until now, many researchers have claimed that phenomena such as prejudice tend to be eliminated when a child grows up developmentally (Aboud, 1988). Nevertheless, the age where these phenomena reach their peak in the framework of developmental stages as described by

Piaget has been debated (Nesdale, 2004, Bennet and Sani, 2004). Consequently, this would be the first study in Cyprus that will investigate the emergence of prejudice and subgroup identification, throughout the developmental path of both children and adolescents. With the exception of the work of Stavrinides and Georgiou, (2011), who investigated how developmental changes, influence perceptions of Greek-Cypriot children towards Turkish-Cypriots, there is no other work covering the age range from 7-17 years.

Given that, similar research has been conducted in other European and North American countries, it may be claimed that, the findings of this thesis will enhance the existing knowledge concerning the aforesaid issues.

It is generally accepted, that some of the social values and norms in the Cypriot context do not fully correspond to the western European ones . Consequently, it could be said that the particular research could give valuable findings concerning the development of prejudice and subgroup identification in childhood and adolescence in a south European country and specifically a divided and post-conflict society.

 Added to that, this research focuses on a topic that undeniably contributes to existing literature with its originality. In particular, it would be the first time that the role of social relations, contact and social norms will be explored in relation to the cognitive level of children and adolescents from an ontogenetic perspective . The above element of the research will be studied, through the assessment of relations that children have with significant others (peers, parents and teachers) in their lives in different age groups complemented by a longitudinal analysis which will shed more light on the issue of the directionality of the relationships under exploration. This will be done, provided that, the notions of constraint and cooperation, that are directly related with the phenomenon of compliance or internalization of norms, will be studied in the framework of

social relations and intergroup contact. Last but not least, findings derived from this research could be applied in the creation and implementation of prevention programs against prejudice in the Greek Cypriot educational system concerning children with migrant background and Turkish-Cypriots and Turkish people. Consequently, for this reason, the thesis reviews existing policy, identifies its current limitations and contributes to overcoming these limitations.

The findings of this thesis will contribute in the adjustment of educational programs and materials to the cognitive and social particularities of each developmental stage for the particular context of Cyprus. Moreover they could be adapted not only to the socio-cultural context but to the relational context as well. Added to that, the in-depth investigation of the way, subgroup identification is constructed, in a social and developmental level, could be applied in the creation of psychoeducational programs aiming to bring into contact, the two main communities of the island (Greek Cypriots and Turkish Cypriots), in the case of its reunification. These psychoeducational programs could also be applied, even before reunification as part of confidence building measures, facilitated by the Bi-communal Technical Committee of Education.

Structure of the Thesis

This PhD thesis is divided in four main parts: Firstly, literature review including the development of theoretical notions related to our study such as prejudice, cognitive and moral development, secondly methodology describing the methodological tools used in quantitative and qualitative level thirdly a presentations of the results of the quantitative and qualitative research and lastly interpretation of the findings with practical interpretation of the findings with practical suggestions for intervention programs.

Chapter 1: Socio-Developmental Perspective on Subgroup identification and Prejudice

This chapter is divided in four sections. First the section entitled *Cognitive and Moral Development* reviews theories of cognitive and moral aspects of human development. As far as the cognitive development is concerned, at first, theory of Piaget, (1952) and Fischer, (1980) is described. According to this theory, control of behaviour is achieved through cognition. More precisely, control of behaviour through cognitive processes, is achieved through sensory-motor means, representational means and finally abstract means. Furthermore, a lot of emphasis is allocated to the Piagetian theories of cognitive and moral development. Regarding cognitive aspects, to begin with, theoretical concept of assimilation (incorporation of a newly acquired information) and accommodation (modification of existing cognitive schemes through the use of the newly acquired information), are described in order to define the broader term of adaptation and consequently underline the importance of environmental stimuli concerning the development of human personality. Nevertheless, equivalent importance is allocated to the biological factors as well. In particular, in order to support the importance of biological means concerning the cognitive development, stages of children's cognitive development, (sensory-motor stage, preoperational stage, concrete operational stage, formal operational stage) according to Piagetian theory are described. Additionally, the importance of biological factors is reinforced by the fact that stages of brains neurological development coincide with cognitive development. As far as children's moral development is concerned, a great emphasis is given to the Piagetian theories concerning children's moral development and more specifically, to the importance of social relations that children and adolescents maintain with significant others (relations of constraint being characterized by unilateral respect and strict obedience to rules set by authority figures such as parents and teachers and relations of cooperation being characterized by mutual

respect and free expression of points of view). Moreover, the stages of moral development according to Piagetian theory (first age period-before 8-10 years old: strict obedience to the rules imposed by individuals representing authority figures and second age period-after 8-10 years old: adopting moral values by interacting with peers) are briefly defined. Last but not least, theories of Social Domain theory (Killen and Smetana, 2015) and Moral Foundations Theory, (Haidt & Joseph 2004) that attempt to define morality through various aspects of human reasoning and moral principles are cited. The second section is entitled *Development of Social Identity* and cites various theories concerning the development of social identity. To begin with, theory of Erickson (1968), is firstly described, that provides a broad definition of identity and underlines the importance of environmental stimuli concerning its emergence. The following theories that are described, in the chapter, investigate social identity based to its social aspects. More specifically, Social Identity Theory supports that individuals identity development is greatly influenced by their participation to specific social groups. In addition, Social Identity Theory, (Tajfel, 1979), adds that, people's collective identity is also supported by cognitive elements as well. Inversely, Social Dominance theory, (Sidanius, 1999), is mainly supported by social components due to the fact that, it maintains that some individuals tend to prefer to belong to socially valued groups.

The third section of the main chapter, *Theories regarding the development of prejudice in children and adolescents and social norms,* is divided in two main parts. The first part investigates in depth the emergence of prejudice in childhood and adolescence. First of all, theoretical terms of stereotypes, prejudice and discrimination are clearly defined and distinguished. Then numerous theories explaining the emergence of prejudice in children and adolescents are cited. Firstly, the socio-cognitive theory of Aboud, (1988), asserts that the expression of feelings of prejudice is greatly influenced by childrens cognitive development.

Moreover, dual process theory, (Devine, 1989), who also supports the idea that feelings of prejudice are closely related to childrens cognitive attainments, adds that social representations regarding people coming from other social settings, are stored to childrens long term memory. Additionally, Social Identity Development Theory proposed by Nesdale, (2004), introduces the concept of social identity development in four distinct stages: the first period (before 2-3 years old), where children cannot distinguish the racial differences between individuals, the second period, (3 years old), where children start to be aware of the differences between people coming from different ethnic backgrounds, the third period, (starting around 4 years old), where children are identified with their in-group and develop a preference for their ingroup over outgroups (In group bias), and lastly the fourth period (starting around 9 years of age) where children start to express feelings of prejudice towards people that belong to different social groups than their own depending on the existence of various conditions like past conflict, threats and negative norms. Additionally, societal social cognitive motivational theory, (SSCMT), (Barrett, 2007), and Social Projection Theory (SPT), (Rennels, J.L, & Langlois, J. (2015), emphasize the importance of social stimuli that shape the beliefs of members of a particular social group towards people coming from other social backgrounds. In the second part, theoretical notion of social norms is generally defined, different types of social norms are described and their significance concerning the modification of human behavior is underlined. Lastly, the fourth subchapter, entitled *Intergroup Relations in Children and Adolescents*, gives a broad definition of intergroup behaviour as well discusses the role of intergroup contact which was of special interest in this thesis.

Chapter 2: Socio-developmental perspective on subgroup identification and prejudice concerning the Cyprus context

The second chapter of the literature review is mostly concentrated on the Cyprus context and it follows the same structure as the first chapter, therefore, it is divided in four sections. The first section, being entitled *History of Cyprus*, cites the most important historical events of its 10,000 year old history, from prehistoric times to the contemporary era, in order to clarify the socio-historical context, provided that it is considered one of the most important factors that may shape intergroup relationships towards Turkish Cypriots, people with migrant background and otherness more generally. In addition, the following two sections *Emergence of subgroup identification and prejudice in the Cyprus context* and *Intergroup contact and social representation in the Cyprus context*, discuss concepts of subgroup identification, prejudice and intergroup contact and social representation in the Cyprus context. The section *Emergence of subgroup identification and prejudice in the Cyprus context*, is mostly concentrated on the way, education influences the emergence of subgroup identification and feelings of prejudice towards Turks and Turkish-Cypriot children. Moreover, the section *Intergroup contact and social representation in the Cyprus context,* is divided in two main parts: in the first part, general theoretical concepts related with intergroup contact are extensively discussed, such as the concept of social representations, including not only the cognitive component but the social component as well as the notion of essentialism, defined as a common group of elements and characteristics that constitute the concept of representation. Furthermore, the significance of symbols, norms and artefacts, regarding the emergence of representation towards people from the outgroup is described in detail. Then, the second part of this section is mostly concentrated to the Cyprus context. More specifically, examples of intergroup conflicts in community level were

interpreted by applying principles of contact theory. Furthermore, ideological positions, beliefs and social representations regarding the out-group (either Turkish Cypriots or Greek Cypriots) as well as the intergroup relations are explored. Lastly, the last section of literature review is entitled *Educational policies applied to Cyprus concerning the integration of children with migrant background and application of anti-prejudice strategies.* This chapter, attempts to describe educational policies applied by the Ministry of Education, Culture, Sports and Youth of Cyprus, during the last six years, concerning the integration of children and adolescents with migrant background to the Cypriot society, educational policies towards Turkish Cypriots as well as the work of the Bi-communal Technical Committee of Education which was established in 2016.

Finally, this chapter ends with the evaluation of the findings of chapter 2 and the emerging research questions that lead to the proposal of various hypotheses that would be explored in the thesis.

Chapter 3: Methods-Quantitative and Qualitative Research

Generally speaking, the third chapter of the thesis, concerns the description of the mixed methods rationale applied in order to gather both quantitative and qualitative data on the basis of complementarity.

More specifically, as far as the quantitative research methodology was concerned, the first section of methodology, describes all the preparations before official collection of data, such as the pilot study and the sample of the research (participants of the research). Moreover, it explains in detail, the reasons that specific methodological tools were chosen in order to conduct research

and collect the data. Then, the procedure followed in order to collect data was described. Additionally, concerning qualitative research, the main research question was the following one:

" How children and adolescents perceive themselves in the framework of their national or ethnic identity and how they position themselves in relation to various outgroups? "

Then, the methodological strategies applied in order to gather research data were reported. In particular, demographics, (age, area of residence, ethnicity) of children and adolescents participating to the study, have been described in order to examine the representativeness of the sample. Furthermore, the procedure of collecting qualitative research data has been briefly described, (contact of parents and schools, securing informed consent by schools and parents, description of methodological tools and reasons for choosing the particular methodological research means, in order to gather research data (in our case focus group discussions) and lastly the methodology applied (thematic discourse analysis), in order to firstly codify and then interpret data. In addition, psychosocial and cognitive variables have been described. Moreover, in the framework of qualitative methodology, empirical research, took place, provided that, circulars of the Ministry of Education and Culture, that were issued the last 6 years, were investigated and studied, in order to acquire a more accurate picture regarding the educational policies implemented in order to reduce prejudiced attitudes towards both people with migrant background and Turkish Cypriots in the school setting.

Chapter 4: Results of quantitative research

First of all, in this section, demographic and descriptive results were cited. Then, the influence of demographic factors and gender on psychosocial and cognitive variables is explored with the main purpose of establishing their possible influence on our predictors and outcomes so that they

could be statistically controlled if needed in further multivariate analyses. Additionally, the interrelationship between the various predictor and outcome variables is described, where results having been elicited by inferential statistics and cross-lagged modeling in AMOS are cited. As far, as the quantitative analysis is concerned, results indicate that prejudice towards people coming from the outgroup or people with migrant background, is influenced by social norms as well as social relations of constraint and cooperation. At the same time, it appears that quantity of no contact, influences feelings of prejudice in childhood, in early and middle adolescence. Nevertheless, it seems that feelings of prejudice are not influenced by quantity of no contact during early childhood and late adolescence. At the same time, it was evident that certain cognitive abilities were negatively related to the emergence of prejudice. Regarding subgroup identification, it appeared that social norms didn't have the same impact towards it as compared to the feelings of prejudice. Nevertheless, it was found that subgroup identification was closely related to the quantity of no contact with people coming from the outgroup. Furthermore, it appeared that cognitive abilities and in-group norms, play a more substantial role as children and adolescents grow up, concerning the reduction of prejudiced feelings and biased attitudes.

Chapter 5: Results of qualitative research

Concerning the qualitative analysis results, it was observed that most children and adolescents, except adolescents aged 13-14 years old, consider Greek Cypriot identity as a dual subgroup identification. Regarding the emergence of feelings of threat, it appeared that children from all age groups, didn't mention that they were feeling threatened by Turkish-Cypriots. In addition, as far as feelings towards outgroups (Turkish Cypriot community), it appeared that children aged 7-8 years old and adolescents aged 13-14 years old, defined Turkish Cypriot community, as a dual ethnic identity. Furthermore, regarding the second age group, (children aged 10-11 years old), it

appeared that, participants identified it, as an ethnic community exclusively related with the geographical space. Finally, regarding adolescents aged 16-17 years old; it appeared that they haven't described precisely the aforementioned national group as opposed to the other age groups. Now as far as feelings towards Turkish Cypriots, it appeared that children aged 7-8 years old, have expressed generally positive feelings towards them. Nevertheless, children and adolescents aged 10-11 and 13-14 years old, expressed mostly negative and neutral feelings. Additionally, adolescents aged 16-17 years old, expressed neutral feelings towards people coming from the outgroup. Moreover, regarding feelings of threat towards outgroup (Turkish Cypriot community), children aged 10-11 years old and adolescents aged 13-14 years old, expressed feelings of threat, as opposed to the children and adolescents aged 7-8 years old and 17-18 years old that didn't express any feelings of threat towards people coming from the outgroup.

Chapter 6: Discussion

This chapter, the final chapter of the thesis, attempts to interpret the results derived from the quantitative as well as qualitative data in order to synthesize the main findings and to elicit conclusions that will help us to better understand the way cognitive development of children and adolescents influences social phenomena of prejudice and subgroup identification. Results of the study have shown that children and adolescents adopt less biased feelings towards people coming from other ethnic backgrounds as well as people coming from the outgroup, as they grow up with the exception of the oldest group of adolescents (16-17 year old lyceum students). Furthermore, it appeared that children aged 10-11 years old, as well as adolescents aged 13-14 years old adopted the least negative feelings towards people from various outgroups. Consequently, it seemed that feelings of prejudice emerge in a different way to children and

adolescents depending to their age as well as their cognitive abilities. At the same time, it appeared that no contact with people coming from the outgroup community, as well as negative social norms, low cognitive abilities and social relations of constraint with significant others, (social relations based on unilateral respect), were closely related with the emergence of feelings of prejudice, towards people coming from other countries as well as people coming from the Turkish-Cypriot community. On the contrary, social relations of cooperation (social relations based on respect), positive norms, and contact especially in the middle age groups (10-14 year olds), seemed to be related with the emergence of biased attitudes. Consequently, the abovementioned findings of the research, could be applied to the implementation of psychoeducational programs and state policies aiming to reduce bias towards people, with migrant biography, as well as people coming from the outgroup, in a targeted age group of students, that seems to be children and adolescents aged 11 to 14 years old. Specifically, the research findings could be used to design and implement psychoeducational programs that are adapted to the age of the children. Such programs should attempt to modify and exploit factors that appear to be closely related to the appearance of biased behaviors, thereby contributing to their greater success. For example, through the implementation of psychoeducational programs, social relationships of cooperation and specific cognitive skills which appear to lower prejudice to a greater extent, may be strengthened.

CHAPTER 1: SOCIO-DEVELOPMENTAL PERSPECTIVE ON SUBGROUP IDENTIFICATION AND PREJUDICE

1.1. Cognitive and Moral Development

Maybe one of the most important Piagetian theories was the theory concerning the cognitive development of children and adolescents. Piaget (1954), asserted that cognitive development was divided into specific periods called stages, each of them representing different cognitive achievements. Firstly, the first stage of cognitive development, (from the date of birth until the age of two years old), was called "sensory-motor stage". Its main feature was the fact that infants started to realize that an object was a permanent entity. Secondly, during the preoperational stage (from the age of two to six years old), symbolic though was emerged and developed. Furthermore, during the concrete operational stage (from the age of seven to the age of twelve years old), we observed the appearance and development of cognitive concepts such as the concept of numbers and space, having as a common element reversibility. Lastly, during the formal operational stage (from the age of twelve years old until adult life), the emergence and development of abstract concepts, involving hypothetico-deductive reasoning occurred.

De Ribaubierre (2001), maintained that Piagets primary objective was to study how people acquired knowledge. Consequently, its epistemology was characterized as constructivist, as he supported that knowledge emerged through person's actions and cognitive activities. As a consequence, cognitive development was occurring when individuals were interacting with their surrounding environment, through processes of equilibration which contributed to the elaboration of new mental structures. Furthermore, Piaget asserted that the concept of adaptation was a common element of knowledge and individuals. According to him, adaptation was

supported by two processes: first of all the process of assimilation where individuals incorporated newly acquired information and secondly the process of accommodation, where individuals modified already existing schemes by using the newly retrieved information, in order to improve their adaptation to their surrounding environment. Namely, Fischer, (1980), claimed that in order for psychological theories to have scientific validity, they had to take into consideration both biological and environmental elements. (e.g., Aebli, 1978; Endler & Magnuson, 1976; Greenfield, 1976). The importance of the interaction of organism and environment was playing an even more pivotal role in developmental psychology as compared with other scientific fields of psychology. To illustrate this, child's maturity was influenced not only by organism (for example genes) but by environmental factors as well. For example, the process of myelination in the cerebral cortex was affected by environmental stimuli as well (Fischer & Lazerson, 1984, Peiper, 1963). Moreover, G Gottlieb (1976), claimed that in order for normal physical and behavioral development to occur, it was important for individuals to experience specific experiences even from the life in uterus, and Cornell and Gottfried (1976) found that physical development in premature infants was reinforced by environmental stimulation. Consequently, it appeared that the interaction of environmental stimuli with individual actions, leaded to the emergence of new cognitive concepts. This process was called equilibration according to Piaget. Nevertheless, the process of coordination was not a stable process, but it was a continuously evolving cognitive process.

According to Fischer, (1980), cognition is a concept characterized by various aspects. In consequence, it is perceived that in the framework of the developmental literature, cognition concerns the skills related with the knowledge of the physical world or knowledge assessed by various Piagetian tasks. Nevertheless, there is not a clearly defined representation, of how the

term of cognition should be applied (Chandler, 1977; Flavell, 1977; Kessen, 1966). More specifically, according to skills theory, cognition is defined as the procedure exercised by individuals (Catania, 1978; Skinner, 1938, 1969), in order to control their behaviours. In particular, people could administer behaviours and attitudes concerning their way of thinking and committing actions. The aforementioned behaviours and attitudes are successively expressed through sensory motor means, representational means and abstract means. Henceforth, at first infant's are controlling changes occurring in their environment, through sensory motor means, then children are controlling them through representational means and lastly, adolescents and adults are controlling changes through abstract means. So, it appears that representations include sensory motor actions and in parallel abstractions included in representations. In consequence, at this point, it is argued that Fischer's theoretical notions have many points in common, with Piaget's theory of cognitive development, which is only to be expected given that Fischer has built on Paget's theory. However, one aspect of Piagetian theory that has been consistently overlooked even in one of the most "social" theories like that of Fisher who stressed the importance of the Vygotskian notion of the Zone of Proximal Development and scaffolding is Piaget's own social psychology that he elaborated in his Moral Judgment of the Child (1932) where he made in important distinction between relations of constraint and relations of co-operation. This distinction could have important ramifications for our understanding of the way prejudice develops in children.

Based on the aforementioned theory, Piaget and Weil, (1951), described the stages of development of children's understanding of the concept of country, a theory that followed the same cognitive processes as the Piagetian theory of cognitive development. To begin with, a pre-stage, the so-called stage of ignorance was described. More specifically, this pre stage occurred

before 5 years of age. This prestage was characterized by the fact that children were aware that they lived in a specific town, and they possess information concerning it. Nevertheless, they were not aware of the country in which they resided, consequently, at this age period; it seemed that the concept of country had not appeared yet. Then, the first stage took place from the age of 5 until 7-8 years. At this stage, children were aware of the name of their country and of the fact that their city of residence was situated in it. Nevertheless, they could not understand that they maintained both properties: the property of the resident of the town/city as well as the property of the resident of the country. In particular, they believed that they possessed either one or the other property. Then the second stage, included the ages from 7-8 to 10-11 years old. At this stage of development, children were able to understand cognitive notions such as the cognitive notion of inclusion that were defined by spatial-geographical concepts. Consequently, they could understand that the town or city, where they live was a part of their country. Lastly, on the third stage, starting from 10 years old, children and adolescents could master not only spatial inclusion relationships between their town/city and their homeland, but they were able also to use more abstract concepts related with inclusion.

Furthermore, according to Barrett, (2007), Piaget and Weil, (1951), maintained that children's emotional representations concerning their country of origin, as well as other countries, developed in a similar way as compared to the cognitive representation of their country of origin. In particular, children, before the age of 7-8 years old, expressed their preference to their homeland, based to idiosyncratic factors and their individual's needs. Then, between the ages of 7-8 and 10-11 years old, children tended to express their preference for their country of origin, based on beliefs adopted by their surroundings. Lastly, from 10-11 years of age, children justify their preference for their home country, based to abstract national and state ideals. It appeared

that the above theories of cognitive development were supported by the neurological development of cognition. In particular, myelination of prefrontal connections increased during early childhood, middle childhood and adolescence (Giedd et al., 1996; Huttenlocher & Dabholkar, 1997; Klinberg, Vaidya, Gabrieli, Moseley, & Hedehus, 1999). Consequently, the gradual increase of myelination contributed to the improvement of cognitive functions such as information processing and executive control. At the same time, it was perceived that cognitive abilities related with executive functioning were maturing at different age periods. More specifically, the cognitive ability of attention was importantly developed during infancy and early childhood, as opposed to the middle childhood where cognitive abilities of self-control and self regulation were developing. Nevertheless, cognitive ability of self-regulation and strategic decision making were regressed between eleven and thirteen years of age (Anderson et al., 1996, 2001), due to the transition between the different developmental stages (Kirk, 1985). Another interesting finding that concerned the cognitive development that occurred during childhood and adolescence was the fact that according to Demetriou, (2003), relationships between hyper cognitive abilities and lower levels of cognitive functioning were being modified at the age of 11-12 years old. This change was expressed through the emergence of more accurate self-representations regarding person's new cognitive skills. In addition, this newly acquired skill was reinforced at the end of adolescence, permitting thus individuals to reinforce their self-awareness concerning their abilities and personal traits. It was generally accepted that cognitive abilities could be used by people in order to protect themselves or be adapted to their environment. Newman et al., (2016), claimed that numerous cognitive strategies could be applied (Helzer & Dunning, 2012; Hepper, Gramzow, & Sedikides, 2010; Kruglanski, 1996; Tesser, Crepaz, Collins, Cornell, & Beach, 2000). For instance, people instead of retrieving representative

information regarding themselves that would harm their self-esteem prefer to retrieve already stored positively biased information in their long-term memory (Sanitioso, Kunda, & Fong, 1990). One similar cognitive strategy was the so-called *mnemic neglect* (Sedikides & Green, 2004; Sedikides, Green, & Pinter, 2004), where people assess information concerning themselves, whether it had a positive or a negative meaning concerning their self-image. Consequently, it appeared that positive information concerning ourselves was extensively processed as opposed to the negative information, where it was superficially processed. Being superficially processed, it never constituted a part of people's personal identity (Pinter, Green, Sedikides, & Gregg, 2011). So, it had not the same possibilities as positively biased self relevant information, to be eventually retrieved from long term memory.

In parallel with theories of cognitive development, theories of moral development had been developed. Firstly, Ulrich et al., (2009), asserted that, Piaget had developed theories concerning the moral development of children. According to him, moral values emerged exclusively in the framework of specific social relations in particular relations of constraint and relations of cooperation. First of all, relations of constraint, were characterized by obedience to significant others representing authority such as parents or educators. On the other hand, relations of cooperation, were characterized by reciprocal respect, acceptance and understanding. Furthermore, individuals maintaining relations of cooperation between each other, tended to juxtapose arguments in order to clarify their opinions. In parallel, they took care of other people's opinions.

Furthermore, Piaget, (1970), asserted that morality was the product of hereditary transmitted factors and environmental stimuli, including relations with other people. At the same time, he claimed that the concept of morality was developed in two periods. In the first period, children

defined morality as the strict obedience to the rules, set by significant others (parents, educators), that represented authority figures. Nevertheless, from the age of 8-10 years old, children adopted moral values and concepts by interacting with their peers in an equal status. Furthermore, Psaltis, (2015), claimed that according to Piaget, societies that privileged strict compliance to social hierarchy did not allow the emergence of rationality and autonomous morality.

Killen and Smetana, (2015), supported that children were able to understand and adopt moral values, through their peer's relations. Stepanovic, (2015), maintained that according to Piaget, peer relations contributed to the emergence of abstract thinking (Piaget 1941/1999, 1950/1999, 1960/1999). In addition, he added that, the development of higher cognitive abilities such as the cognitive ability of reflexion, objectivity and critical thinking, could emerge exclusively by social relations of cooperation.

At this point it might be argued that the facilitation of moral development through peer interaction was closely related with the Social Domain Theory. (Smetana, 2013). According to Killen and Smetana, (2015), social domain theory, asserted that there were various aspects of human reasoning, such as moral aspects, (e.g justice), social aspects, (e.g group norms) and emotional aspects (e.g setting goals, identity issues; Nucci, 2001). Consequently, when people were confronted with social situations, they might take into consideration one or more of the aforementioned aspects, in order to decide how they should act (Killen, M., & Smetana, J.G. 2015). Many of the principles that characterized Social Domain Theory, were common with the principles of Moral Foundations Theory (MFT; e.g., Graham et al., 2011; Haidt & Graham, 2007; Haidt & Joseph, 2004) .The main similarity of Moral Foundations Theory with Social Domain Theory, was that the former, defined morality as a holistic concept encompassing social norms, values and rituals (Haidt & Kesebir, 2010, p. 800; see also Graham et al., 2011).

Nevertheless, Moral Foundations Theory claimed that moral values were evolving through time. Based on the Moral Foundations Theory, morality was based to the following moral principles: Harm/Care, Fairness/Reciprocity, Ingroup/Loyalty, Authority/ Respect, and Purity/Sanctity.

The first principle *Harm/Care* concerned the human ability of empathy and taking care of other people (Shweder, Much, Mahapatra, & Park, 1997). Secondly, the principle *Fairness/Reciprocity,* promoted values of altruism and justice. More specifically, the aforementioned principle aimed to reduce feelings of prejudice towards people coming from marginalized groups (Skinner, Feather, Freeman, & Roche, 2007). Thirdly, the following principle was *Fairness/Reciprocity*. According to this principle, individuals interacted with each other, in order to gain personal benefits through their interpersonal relations. In addition, the principle *Loyalty/Betrayal,* underlined the fact that individuals affiliated in groups, had more possibilities to protect their personal interests. Furthermore, the principle *Authority/Respect,* expressed the compliance that people, adopted towards state institutions or authority figures (Haidt & Graham, 2009; Stenner, 2005; Frimer et al.,2014). Lastly, the foundation *Sanctity/Purity*, was related to the criteria applied by individuals in order to make the right choices in their daily life. Thus the main criterion was whether feelings of disgust would be emerged from a particular choice. In consequence, actions, people, or groups being considered as abhorrent were avoided (Faulkner, Schaller, Park, & Duncan, 2004; Navarrete & Fessler, 2006; Rozin, Haidt & McCauley, 2008).

At this point, it might be argued that social relations did not contribute uniquely to the development of morality in children. But it seemed that, they played a pivotal role concerning the development of cognitive abilities. The above statement was supported by various research data. In particular Webb et al., (1998), who examined the impact of an heterogeneous group

composition, concerning students academic performance (low, medium and high), on physics problems, found that students with high abilities improved their performance when they were attending courses with students with the same abilities as them. Similar findings concerning younger ages (children aged 6-7), have been found by Fawcett and Garton (2005). Nevertheless, according to some other research data, it seemed that children that have participated in common academic projects or targets with peers having less learning or cognitive abilities, showed lower performance (Tudge, 1989, 1992). Establishing strong social relations, with teachers and peers, in a social context, such as for example school enhanced children's cognitive and emotional skills such as emotional awareness and academic readiness. (Denhamet al., 2013; Garner &Waajid, 2008, Arsenio, Cooperman, & Lover, 2000). Furthermore, maintaining social relations with peers contributed to the development of morality in children. (Piaget, 1932). This might be due to the fact that in the framework of social relations with peers, socio-emotional skills were used. In consequence, this enabled children to understand other peoples perspectives, a pattern of attitude considered as a fundamental feature of morality. So, it appeared that, moral values could be acquired through social interactions between individuals. Psaltis et al., (2015), maintained that gradual changes from the macro-level to the micro level modified the quality of social relations. In particular, they tended to take place firstly on the socio-demographic and economic level. Consequently, cultural values and beliefs of a particular social group were adapted to the foresaid modifications. In turn, cultural values played a significant role concerning individuals cognitive and social development. All these findings and theoretical frameworks point to the close links between cognitive and moral development but also suggest that most of the recent theories, after Piaget somehow downplayed the role of social relations and their quality in promoting or becoming a hindrance to both cognitive and moral development. In the thesis it is

our intention to bring back at the centre of attention the Piaget's social psychology (Psaltis, 2015) and the Piagetian distinction between social relations of constraint and co-operation (Piaget, 1932) and find a way to measure it so that its role can be explored both in relation to cognitive ability but also in relation to Intergroup norms and prejudice and secondarily to moral development of children and adolescents.

1.2. Development of Social Identity

According to Erickson (1968), identity is transformed through successive periods during life, being considered as a theoretical concept that could be transformed through the years ; ''. . .identity was never 'established' as an 'achievement' in the form of a personality armor, or of anything static and unchangeable'' (Erikson, 1968, p.24). Moreover, Erikson maintained that human identity is developed through the interplay of people with environmental stimuli including human activities, artefacts, historical events etc. (Erikson, 1968). Similar views were expressed by Ramos et al. (2016). In particular Ramos et al., (2016), emphasized the importance of natural environment concerning formation of human identity. In particular, he argued that landscape could modify people's identities that create ties with it. Consequently, individuals become emotionally closed with particular social settings. ''. . ''Former'' environments are forever in us. . .'' (Erikson, 1968, p.24). Apart from the importance of social setting that considerably influenced the development of identity, it appeared that it broadly influenced individual's cognitive abilities also (Erikson, 1968).

On the other hand it appeared that, Hogg, (2016), defined social identity as a social psychological theory that was concentrated to the study of the self conception in relation with the associated cognitive processes and social beliefs that occur during the group processes and intergroup relations. More specifically, according to Social Identity Theory (Tajfel, 1978), peoples affiliation to specific groups, was exclusively responsible for peoples identity development (Phinney, 1990,1992). Moreover, Social Identity Theory maintained that people were assessing other people by placing them into distinct social groups defined by criteria such as gender, age, religious beliefs, socio-economic status etc (Tajfel and Turner, 1985). Furthermore, the aforementioned theory, maintained according to Islam, (2014), that a person

defined its sense of self, by taking into consideration a specific social group and personal identity. In consequence, being identified with a social group, helped individuals to protect and reinforce their self-identity. Moreover, he added that by using group identities, individuals tended to categorize the group where they belong, as the in-group, in opposition to the outgroup, the group that they do not belong. So, they allocated positive properties to the in-group and they maintained a positive attitude towards it.

Moreover, Hierman, (2015), asserted, that, a salient social identity was understood here as "one which was functioning psychologically to increase the influence of one's membership in that group on perception and behavior" (Oakes 1987, p.118). People might have multiple social identities that could be expressed in different settings. Nevertheless some of them, in specific settings might be more noticeable, than others. In other words, people might activate or deactivate their social identities influenced not only by their surrounding environment but by circumstances that might occur in specific situations. Ethnicity was considered as an aspect of social identity due to the fact that a nation was considered as one of the more salient broader social groups people belong to.

Furthermore, Brown and Hewstone, (1999), claimed that being a member of a particular group, influenced considerably self-image as well as people's attitudes and behaviours. Based on the main principles of Social Identity Theory, Turner, (1987), claimed that social identity theory was encompassing cognitive elements as well. More specifically, he considered social identity as an abstract theoretical concept, characterized by hierarchy. In the framework of this theory, people were assessing whether other peoples characteristics were coinciding with the prototypical characteristics of a category. Nevertheless these prototypical characteristics were not objectively defined. They rather reflected the stereotypical attributes applied by social settings in order to

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describe them. So, when people were thinking of a person belonging to a specific social group, they were retrieving from their memory, stereotyped representations of that specific social group. Based to these findings, Killen, (2007), claimed that categorizing people to already determined social categories resulted to the emergence of intergroup bias.

The above theories might be correlated with the theory of Social Dominance Theory. According to Pratto, Sidanius and Levin, (2006), it contributed to the better understanding of the way group based social hierarchy was functioning. Furthermore, the aforesaid theory stated that, social processes that produced prejudiced behaviours and attitudes, should be taken into consideration, from various aspects such as for instance, cultural policies, practices applied by institutions, intra group and intergroup relations etc (e.g., Pratto, 1999; Sidanius, 1993; Sidanius & Pratto, 1999;Sidanius, Pratto, van Laar, & Levin, 2004). In addition, according to Social Dominance Theory, there were specific mechanisms that supported the emergence and maintenance of group based social inequalities, being the following ones: 1) legitimizing myths, 2) institutional discrimination, 3) individual discrimination. First of all, legitimizing myths represented the ensemble of cultural and societal values, beliefs and stereotypes and they were divided in two distinct types: Hierarchy-enhancing legitimizing myths justified collective actions of oppression and social inequality (for example, attitudes of racism and nationalism). On the other hand hierarchy-attenuating legitimizing myths included social beliefs and legislations that opposed social inequalities and the dominance of the economically and socially social classes, such as socialism and communism, human rights etc. Concomitantly, institutions were identically divided in hierarchy enhancing and hierarchy attenuating institutions. In particular, hierarchy enhancing institutions tended to support more powerful and dominant social groups as opposed to more disadvantaged social groups. Consequently, by adopting the foregoing policies, social

inequalities were promoted and maintained. KGB, GESTAPO, FBI, were considered examples of hierarchy-enhancing institutions. On the other hand, hierarchy-attenuating (HA) institutions, such as welfare and religious organizations supported people belonging to socially disadvantaged groups. Lastly individual discrimination was defined as the biased attitude individuals were adopting towards others based to criteria such as their nationality, social class or gender.

In consequence, individuals whose attitudes were characterized by Social Dominance orientation adopted social beliefs supporting racist or nationalistic behaviour (Sidanius & Pratto, 1999) and they expressed their preference to the groups that were socially and nationally privileged. At the same time they tended to reject groups that considered them as marginalized (Pratto & Stewart, 2012). Moreover it appeared that people, who adopted a Social Dominance Orientation, were characterized by different personality traits as compared to people low in Social Dominance Orientation. In particular, people high in Social Dominance Orientation, were identified very strongly to the group in which they belonged, and as a result, they adopted less complex social identities. Consequently, they were more prone to adopt biased attitudes towards people coming from other lower status social groups. In parallel, people with low Social Dominance Orientation, expressed feelings of empathy towards people, so it was possible that they could include various social identities (e.g., McFarland, Webb, & Brown, 2012). Verkuyten and Martinovic (2012) maintained that people having socially low complex identities, had the tendency to exclude individuals easier from other groups than their own.

To sum up, it appeared that theories concerning the development of social identity, were focusing mainly to social aspects and concepts such as for example, how people categorized themselves or others in social groups. Nevertheless, at the same time it might be argued that cognitive aspects concerning the development of social identity had not been investigated to the

same degree, as compared to other social phenomena such as prejudice as we will see in the following chapter.

1.3. Theories regarding the development of prejudice in children and adolescents and social norms

Adopting negative views or patterns of behavior towards people coming from other social groups, was an attitude that had multiple dimensions and therefore it was expressed in different ways, regarding cognitive, socio-emotional and behavioral aspects. First of all, regarding the cognitive aspect of negative views concerning people coming from other social settings, Peterson et al., (2016), defined stereotype as the belief that people coming from particular social groups were characterized by particular personality traits and patterns of behaviour (Greenwald & Banaji, 1995; Wilson, Lindsey, & Schooler, 2000). On the other hand, prejudice concerns negatively impregnated feelings towards people coming from a different social group (Singh, 2015; Stangor & O' Brien, 2010). Lastly, discrimination is representing the different patterns of behavior that people maintain towards people from other groups, by taking into account their group of origin or the group where they belong to (Vescio & Bloodhart, 2010). Stereotypes are expressed in an explicit and implicit way (Gawronski, Strack, & Bodenhausen, 2009). When stereotypes are expressed explicitly, people can regulate them and inhibit their expression (Gawronski & Bodenausen, 2006), as opposed to the implicit stereotypes, where people are not aware of their existence. Moreover, implicit stereotypes are unconsciously expressed. Raabe and Beelman, (2011), maintained that prejudice, had multiple dimensions encompassing affective, cognitive and behavioural elements. Additionally, prejudiced attitudes were characterized by generalized opinions, provided that all members of the outgroup were attributed negative internal and external characteristics and properties.

There are numerous theoretical backgrounds explaining the emergence of prejudice in children and adolescents. To begin with, one of the first theories that attempted to explain the social

phenomenon of prejudice, and was inspired by Freudian psychoanalytic thought was the theory of Emotional Maladjustment or Authoritarian Personality, by Adorno (Adorno, Frenkel-Brunswik, Levinson & Sanford, 1950). According to the aforementioned theory, the expression of feelings of prejudice was strongly related with personality traits. In particular, people who adopted prejudiced patterns of behaviour; had grown up in families where repression and harsh discipline were the norm. So, children were having feelings of anger and hostility towards parents. Consequently, they were attempting to transfer all these negatively impregnated emotions to individuals, being considered as having lower social status. Furthermore, according to the aforementioned theory, individuals expressing feelings of prejudice were considered as extremely compliant to authority figures and at the same time, exceedingly prejudiced towards people coming from minorities.

Later on, the socio-cognitive theory (ST) of Aboud (1988) and Aboud and Doyle (1996a,b), asserted that feelings of prejudice were expressed by children at the age of 5-7 years old. Furthermore, socio-cognitive theory, maintained that the emergence of prejudice in children depended on their cognitive development. More specifically, children who attained the cognitive ability of concrete operations were able to attach greater importance to the personal traits of people rather than categorize them into distinct social groups, and consequently, respond to them as individuals belonging to particular social groups. So, by growing up, children tended to adopt more positive attitudes towards people of other ethnic groups than their own. In addition, it had been argued that, children's cognitive development influenced ethnic cognition as well, which included the perception and beliefs that people had regarding ethnicity (Brubaker, Loveman and Stamatov, 2004). More specifically, ethnic flexibility (individuals coming from different ethnic backgrounds could have similar or different characteristics) and ethnic constancy (peoples

nationality did not change, although people may temporarily change their appearance (e.g., Doyle, Beaudet & Aboud, 1988) and (e.g., Aboud, 1984; Semaj, 1980) respectively. At this point, it might be asserted that the cognitive-developmental theory of prejudice, (Aboud, 2008), had further described how cognitive development was influencing the emergence of prejudice in children. Aboud (1988), claimed that child's behaviour towards people coming from other ethnic backgrounds, was closely related to their cognitive developmental level. In particular, children s cognitive and perceptual development until the age of 7, was influenced by two main processes. To begin with, child's initial behaviours and attitudes were characterized by affective-perceptual processes that supported fear of the unknown situations and attachment to the familial ones. Concomitantly, perceptual processes, supported the preference of individuals having the same physical characteristics with them (for example language, skin color etc and at the same time rejection of individuals not sharing the same characteristics with them. Then, at the age of 7, children were starting to use cognitive processes in order to understand and represent social reality. Consequently, as a result, children could now represent individuals as unique entities rather than members of a particular social group. Another cognitive process that is modified at this age period is the focus of attention. More precisely, children at this age, concentrated their attention to persons that mostly prefer, based to their personal instead of group characteristics, instead of children of younger ages who tended to prefer persons because of their participation to specific group categories. In consequence, based to the aforementioned theory, due to the emergence of the concrete-operational stage at the age of 7, biased beliefs and feelings of prejudice were being reduced, because children at this age could better understand inter-individual differences. In addition, during middle childhood, children tended to judge people by relying more on peoples personal characteristics, rather than the social category to which they

belonged. The aforementioned tendency, might be due to the fact that children, at this developmental period, were more cognitively mature, in consequence, they were able to categorize individuals in various categories. In our research, we predict that due to their cognitive immaturity, younger children would not benefit from intergroup contact, in order to reduce prejudiced attitudes, to the same degree as older children, who possess more developed cognitive skills.

Despite the fact, that the forenamed theory, highlighted the importance of cognitive development concerning the reduction of prejudiced attitudes, it was concentrated mostly to physical attributes (for example skin color) that might differentiate an individual from their ingroup, without taking into consideration any other factors, that were also influencing the emergence of biased behaviours. In addition to this, factors such as childrens membership to a social group that could play a substantial impact regarding the social representation of people coming from other ethnic backgrounds were not taken into account (Milner, 1996; Nesdale, 2001; Nesdale and Flesser, 2001; Vaughan,1988).

Furthermore, dual process theory, (Devine 1989), had many points in common with the above theories (Aboud, 1988, 2008), due to the fact that it is based on the children's cognitive attainment. Nevertheless, it also included social components as well. In particular, the forenamed theory, asserted that children from a very young age, undisputedly adopted social and familial beliefs concerning people coming from other social groups than their own. Moreover, beliefs and social representations concerning people from other social groups were maintained to childrens long term memory. Due to the fact that they were acquired, very early in human life, they strongly influenced children's social representations regarding people coming from other social groups during their life. In addition, it might be argued that family influences to a significant

extent social representation that its members were maintaining towards people coming from other social groups, because of its high level of entitativity (Plotner et al., (2016). Lickel et al., (2001), define entitativity as the "extent to which a group appears to be a coherent entity and therefore possesses the quality of groupness". Svirydzenka and colleagues, (2010), who studied the group entitativity from a developmental perspective, discovered that children aged 10 years old, were able to differentiate social groups based to their level of entitativity. Additionally, they maintained that children at that age had the ability to understand the level of entitativity of different types of groups like adults. Therefore, it appeared that they described group entitativity by concentrating mostly to perceptually dominant characteristics as for example the level of interaction, as opposed to adults who concentrated essentially on more abstract characteristics such as the importance allocated to the group by its members.

Additionally, Plötner et al., (2016), who studied whether children aged 5 to 6 years old, could distinguish the different types of groups, asserted that children at this age were able to clearly define the different kind of groups as adults[1]. One of the more recent and widely accepted theories concerning the emergence of prejudice in children is the theory proposed by Nesdale (2004) named Social Identity Development Theory, (SIDT). In this theory ethnic identity development is divided in four distinct periods: First of all, in the first period (before 2-3 years old), children were not able to understand racial differences between people, or facial/social traits that make them distinct from other individuals. Moreover, the second period started at three years. At this stage, children started to be aware of the facial, behavioural or social differences between people from various ethnic groups. In addition, the third stage of development occurred

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[1] According to Licker et al, (2000), that investigated the way individuals perceive different types of groups, it appeared that groups are divided in the following categories: intimacy groups (for example families or friends), task groups (for example employees working for a common work project, social categories (for example, men, Asian people) and loose associations (for example people waiting for the bus in a bus station).

at 4 years old. In particular, children at this age, started to identify with their in-group, expressing at the same time their preference towards it. Furthermore, children did not adopt feelings of prejudice or bias towards people coming from other groups than their own. Nevertheless, at the fourth age period, starting at about 7 years old, children started to express feelings of prejudice towards people that did not belong to their group. Despite the fact that at this age, children might adopt feelings of prejudice for individuals not belonging to their group, this did not mean that all children would enter at this stage. In order for children to enter to this phase, the following premises had to exist: First of all, children had to adopt prejudiced beliefs that the members of their in group maintain towards people coming from the outgroup. Moreover, they had to be strongly identified with their ingroup. Additionally, negative attitudes maintained towards people coming from the outgroup, as well as feelings of threat from the outgroup, were playing a pivotal role concerning childrens transition to the fourth stage. In our research, we predict that the emergence of feelings of prejudice in childhood and adolescence is not uniquely influenced by cognitive factors. It is also influenced by societal factors such as social norms, symbolic and realistic threats. Contrawise, social reasoning developmental theory (SRDT), considered that implementation of intergroup social relations was not exclusively related with specific societal factors (Rutland, Killen, & Abrams, 2010). In particular, it was confined by a broad number of societal factors covering various aspects of social activity such as function of moral concerns, group identity, group norms, intergroup contact, perceived out-group threat, and stereotypic assumptions (Rutland et al., 2010), that were interfering with childrens social identity development (Nesdale, 2004; Tajfel, 1979). As a consequence, children were relying on different societal factors in order to include or exclude people coming from other social settings, according to their developmental level. Beißert, Gönültaş, and Mulvey (2019), who investigated

the way refugee status as well as the knowledge of language of the host country, (Germany), influence the acceptance of out-groupers, asserted that adolescents aged 10-17 years old, were more eager to accept peer with refugee status being able to speak adequately German language, as opposed to peers with refugee status that whose skills in German language were considered as poor. Furthermore, they added that, researches investigating the way idiosyncratic characteristics, contribute to the acceptance of out-groupers, affirmed that in case Dutch children considered that out groupers (in this case children with refugee status), were sharing common personality characteristics, and they behaved in identical ways with them, they, were more willing to socialize with. Consequently, it appears that social factors influencing the emergence of biased feelings cover broader aspects that it is expected.

Maybe, one of the most important social factors that considerably were influencing people's representation concerning social phenomena was social norms. McDonald and Crandal, (2015), defined social norm as the appropriately expected behavior that could take place in a group. Nisbett & Masuda, (2003) and Nisbett et al., (2001), cited that people's perceptions were varying based on their cultural background. Additionally, Sherif and Sherif, (1953), asserted that social norms, were guiding people about the behavior they had to adopt in a social setting. Moreover, social norms were contributed to the differentiation of members of a particular social group from people coming from other social groups (Hogg and Reid, 2006).

In addition, according to Subjective Group Dynamic Theory, (Abrams, 2007) people, in order to protect their group coherence and worthiness, tended to exclude easier in group members that did not conform to in group norms as opposed to out-group members, calling this the black sheep effect. (Abrams, Marques, Bown, & Henson, 2000; Marques, Abrams, Paez, & Martinez-Taboada, 1998; Marques, Abrams,&Serodio, 2001). Abrams Rutland, & Cameron, (2003),

maintained that children in their middle childhood, tended to express their preference over an out grouper that was complying with their groups social rules and values, as opposed to an in grouper who did not respect his own group regulations. As a consequence, it appeared that, social norms were playing a significant role concerning the attitudes adopted by individuals. Christ et al., (2013), asserted that in-group norms that promote positive contact with people from the out-group were helping its members to get in touch with people coming from other social groups.

Furthermore McDonald and Crandal, (2015), distinguished norms in two distinct categories: First of all, descriptive norms were characterized as the norms that were indicating to individuals how they should behave in social settings. Moreover, injunctive norms, defined what attitudes or patterns of behavior were considered morally appropriate and acceptable by society.

Beyond these two main categories of social norms, Reynolds et al., (2014), cited numerous other types of social norms. Firstly, subjective norm, were defined as the personal belief that most people of its own social environment consider that he/she was able to adopt or not a particular pattern of behavior (Azjen, 1991; Azjen and Fishbein 1980). Moreover, social proof was considered as the information regarding others people behaviour that it was used in order to reassure that our own behavior was socially acceptable (Cialdini, 1984). Furthermore, Scwartz (1977), Schwartz & Howard (1981), described personal norm as the personal choice of not committing a particular act, because of being considered as immoral. Bicchieri, (2006) and Elster, (2007), asserted that moral norm was internally motivated through peoples need to avoid feelings of guilt as opposed to social norm which is externally motivated, because of peoples fear to be sanctioned. Lastly, Turner, Hogg, Oakes, Reicher, and Wetherell (1987), defined in-group norms as the common characteristics that people belonging to a specific social group were

having. It seemed that social norms were playing a substantial role through the course of human life. According to Rutland, Cameron, Milne and McGeorge, (2005), taking into consideration social norms, was a pattern of behavior starting through the first years of life. Corriveau & Harris, (2010), claimed that group norms were influencing preschool children's behavior. Furthermore, Nesdale, Mass, Durkin and Griffiths, (2005), perceived that children, who adopted more positive behaviour towards people from other groups, than their own, were told that their group members liked to work with children coming from different groups. Paluck, (2009), who explored the influence of Mass Media concerning the reduction of feelings of prejudice, found that adults social norms regarding issues related with intergroup relations, in an African country, had been modified, due to the influence of a local TV series, promoting ideas of intergroup reconciliation.

Troop et al., (2014), asserted that children's behaviors towards individuals coming from the outgroup were strongly related to the norms adopted by their peers. Additionally, peers were influencing even more significantly, the way individuals were perceiving people from other national backgrounds and were creating social ties with them, when they entered into adolescence. (McGlothlin, Edmonds, & Killen, 2008; Nesdale, 2004). Gonzalez et al., (2017), who investigated the ethnic identity development of majority and minority Chilean preadolescents, reinforced the foresaid thesis, by claiming that, in case adolescents maintained positive social representations towards people coming from the outgroup and create constructive social relations with them, this would contribute to the acceptance of out-group people from the majority group. Furthermore, they added that, when majority children believed that significant others such as family members and friends were in favor of the creation of social relations with minority children, they tended to identify more strongly with them. In addition, Gonzalez et al.,

(2017), highlighted the fact that social norms influenced more strongly youngest and oldest children coming from the minority and majority group respectively. Social norms were having more impact to younger children coming from the minority group, because they realized in advance the fact that being confronted to them, would contribute to their better adaptation. At the same time, Baumeister and Muraven, (1996), maintained that adolescents were inclined to construct their identity status in a way, being appropriately adapted to their social environment.

Developmental Intergroup Theory, (Lieben and Bigler, 2006), took into account an even broader number of elements that might influence the emergence of stereotypes and prejudice in children and adolescents. More precisely, the forenamed theory, asserted that the formation of stereotypes and feelings of prejudice, was based to the importance attributed to the affective dimensions of individuals and groups. It seemed that the most important individual aspects that were firstly used by other people in order to discriminate people coming from other national backgrounds were personal characteristics that differentiated them, from the in group. Nevertheless, being perceived as perceptually different from other individuals was not exclusively considered as a factor that was contributing to the emergence of biased feelings and attitudes. In order for feelings of prejudice to be emerged, there ought to be many other factors such as, belonging to a minority group, or by categorizing groups to different categories.

Furthermore, Lieben and Bigler, (2006), maintained that stereotyping and prejudice formation emerged through the combination of the appropriate environmental conditions and children's individual characteristics that arise from their cognitive development. Consequently, on that occasion, it may be claimed that Developmental Intergroup Theory, is partly related with Aboud's theory of prejudice, (1988), on the grounds that both theories emphasize the way childrens cognitive development influences how they socially represent people coming from the

outgroup. Therefore, Intergroup Developmental Theory, highlights also the importance of affective conditions as well. More precisely, it appears that people who are socially represented in a stereotypical way, they could also be viewed in a prejudiced way or not. In addition, it appears that Developmental Intergroup Theory, has common elements with Nesdale's Social Identity Developmental Theory, provided that they both stress the importance of social and environmental stimuli regarding the development of prejudice in children. As stated by Lieben and Bigler, (2006), children were receiving implicit information from their parents on the way they would behave to people coming from the outgroup, during their childhood. More precisely, the abovementioned theory suggested that children observe their parents nonverbal behavior during their interactions with out-groupers. Consequently, they internalized the foresaid patterns of behavior, and then, when having encounters with people coming from the outgroup they reproduce them.

According to Societal Social Cognitive Motivational Theory (SSCMT), children were adopting a personal feeling of belonging to their national group. (Barrett, 2007). Additionally, it might be argued that SSCMT, was giving more emphasis to the social stimuli that influence the emergence of prejudice towards people coming from other social groups. In particular, SSCMT could be characterized as a broader theoretical perspective that is encompassing many aspects being considered as influential concerning children's attitudes towards people from outgroups. More specifically, Barrett and Opperheimer, (2014), maintained that children were growing up, in a specific social context, being characterized by its own sociocultural and geopolitical particularities. Consequently, these particular conditions were influencing the social relationships children were maintaining with people from their own group as well as people from outgroup. Furthermore, SSCMT claimed that child's own cognitive mechanisms, as well as its

identification with its own national group of origin, were influencing the environmental stimuli that she will receive. Nevertheless, it appeared that there was not any particular factor that played substantial role concerning the emergence of prejudice towards people coming from other social settings.

Furthermore, SSCMT, added that the aforementioned conditions encompassing environmental as well as individuals factors (cognitive, affectional and motivational), were influencing not only children's behaviors and social relations towards people coming from the outgroup. In addition, they played a principal role, concerning their intergroup contact with the salient outgroup, with which they were having a history of intractable conflict. Moreover, it appeared that the abovementioned conditions had indirect effects as well, apart its direct effects. In particular, the choice of their family's area of residence, and the relations they maintained with other persons, implicitly influence childrens intergroup contact. Apart this, as stated by SSCMT, significant sources of childrens influence of the intergroup relations they maintain with significant others, are equally the school, provided that it was providing numerous information regarding outgroups through school curriculum, textbooks, and educational practices as well.

SSCMT, had some points in common with Social Projection Theory (Rennels & Langlois 2015). More specifically, Social Projection Theory, (Rennes, 2015), maintained that individuals were adopting the belief that people belonging to the same social group, would behave the same way (Robbins & Krueger, 2005). At this point, it might be asserted that Social Projection Theory, had many similar points with Social Reflection Theory because it highlighted the significance of social group concerning the formation of prejudiced behaviours towards people coming from the outgroup. More precisely, Social Learning Theory, (Bandura, 1977), presupposed that childrens biased feelings and attitudes were transferred from their community's social norms and beliefs

through their interaction with their parents. Furthermore, Horowitz & Horowitz, (1938 and Kinder & Sears, (1981), in Nesdale, (1999), claimed that children tended to adopt parental behaviours towards people coming from outgroups, due to the fact that, by identifying with them, they would be rewarded by their family. On that occasion, it is perceived that SSCMT, has a common basis with Integrative Developmental Contextual Theory (IDCT). Accurately, IDCT, (Bar-Tal and Teichman 2005; Teichman & Bar-Tal, 2008) , maintained that social conditions were having an effect on the children's attitudes regarding contact with people coming from the outgroup. Added to that, perhaps the most remarkable contribution of the foresaid theory, was the fact, that it tried to investigate the way children's intergroup attitudes were being developed in social contexts defined by intractable conflict. More specifically, IDCT, proposed that in case two nations were having an intractable conflict between them, members of the in-group tend to adopt a mutual repertory of social representations concerning the outgroup. The preceding repertory was including various stereotypes concerning the outgroup, biased attitudes and feelings towards out-groupers, as well as specific patterns of behavior. Additionally, it was observed that stereotypes and biased feelings towards people coming from the outgroup, were acquired quite early in human life. More precisely, it seemed that feelings of prejudice started to emerge at the age of 2-3 years old, and they maintained with the same intensity throughout middle age (7-9 years old) as well as early adolescence (10 years plus). At that moment, it might be claimed that Bar-Tal and Teichman theory, (2005;2008), is very relevant to the Cyprus context, due to the fact, that it is also a post-conflict society. Consequently, it might be asserted that, mutual repertory of social representations concerning the intergroup relations, consists of master narratives of conflict as well as realistic and symbolic threats that are expected to play a major role in Cyprus.

1.4. The Impact of Social Representations concerning Intergroup Relations

Previous analyses of Social Representations of ethnic conflict (Psaltis, 2012) showed that different positions in the representational field of a conflict are sustained by different social networks that either include or not outgroup members. Such findings point the importance of studying the role of intergroup contact in prejudice reduction in more detail but also keep in mind that relations between prejudice and intergroup contact can be actually bi-directional.

Moscovici (1963) defined social representations as a "system of values, ideas and practices with a twofold function; first, to establish an order which will enable individuals to orient themselves in their material and social world and to master it; and secondly to enable communication to take place among the members of a community by providing them with a code for social exchange and a code for naming and classifying unambiguously the various aspects of their world and their individual and group history". (Moscovici, 1973, p.xiii).

He added that social representations were encompassing social and cognitive elements, which guide people on the appropriate behaviors that they had to adopt. Additionally, Hoijer, (2011), maintained that social representations include socio-cultural elements, helping individuals to give meaning to their social environment. In consequence, one of social representations main function, is to make it possible for persons to give meaning to their individual or collective history.

According to Abric, (1994), social representations were constituted by two main aspects: In particular, they were composed by the cognitive aspects, related with the way individuals were proceeding information and the social aspects, that were concerning the way people collectively generated social representations as a product of the social interaction between them. Concerning the cognitive aspect of representations, it appeared that as Demetriou and Kyriakidis asserted,

(2006), that representations were evolving through human development. More specifically, they became more abstract, helping in consequence individuals to manage more efficiently issues of social life.

Social representations of groups in particular, are related to the notion of essentialism (Kadianaki, 2015). According to this notion, essentialism refers to the existence of common elements within social categories. Haslam et al., (2000) and Wagner et al., (2009), maintained that essentialism was characterized by the following features: 1. It was based to biological and cultural elements, 2. It was stable and could not be modified by human factors, 3. Its main features were identical throughout the years, 4. Features of the members were predetermined, helping in consequence individuals to know the desirable characteristics of the group, 5. Members of the category were belonging uniquely to that category and not to others, 6. Existence of a main purpose, 7. Homogeneity.

Recent developments in social representations theory have attempted an examination of collective memory as social representations (Bar-Tal,2014 ; Psaltis, 2017). According to Levy, (2015), collective memory and heritage were defined as the sum of all these socio-cultural elements such as for instance stories, artefacts and narratives that were being shared between individuals constituting a particular social group and pass through generations. Bar Tal, (2014), asserted that collective memory was characterized by the following characteristics: To begin with, collective memory subjectively represented past events in order to satisfy the objectives of the social group. Moreover, past events were interpreted based to society's specific socio-political and cultural features. Additionally, group members; consider social representations derived from collective memory, as trustworthy historical sources that could be used in order to justify the actions of their in group. Furthermore, social representations based to collective

memories, contributed to the emergence of numerous feelings that were expressed through individual and collective means. In addition, they contributed to the creation of social and cultural symbols, found in artworks such as films, monuments, myths etc,that represented historical events. Collective memory, was considered as a major historical source, that helped members of the group to give a meaning to past or newly occurred historical events. Additionally, collective memories are not static. More precisely, they are modified through years, depending on the emergence of new social needs and objectives. Subsequently, state institutions and authorities could profoundly take advantage of collective memory, in order to implement specific laws and policies and persuade citizens for their necessity. Lastly, collective memory helped group to strengthen its coherence, and be perceived by its members as a distinct, uniquely defined group.

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1.5. The Role of Intergroup Contact in Reducing Prejudice in Children and Adolescents

Although all aforementioned theories attempt to explain the emergence of prejudice and the factors involved, one of the most notable approaches in social psychology of intergroup relations was that of contact hypothesis that was exploring how we could achieve prejudice reduction. One of the most important conditions that could contribute to the promotion of positive intergroup attitudes was the positive contact between two distinct social groups (Hewstone, 2015). Positive contact between two socially distinct groups had to satisfy certain conditions. In particular, Allport, (1954), alluded that; these conditions were including, the maintenance of equal status between two social groups, cooperation between the groups, the establishment of common goals and its support by state institutions.

Pettigrew and Troop, (2006), had further developed the aforementioned theory, by stating that perspective taking, (Craig, Cairns, Hewstone, & Voci, 2002), wider social representations of in-group, (e.g., Gaertner & Dovidio, 2000; Pettigrew, 1998; Sherif, 1966), and perceiving the importance of contact, (Van Dick et al., 2004), could also be considered as mediators that positively influence intergroup contact. Additionally, they asserted that, intergroup contact had positive outcomes such as adopting the belief that groups were holding equal status between them (Islam & Hewstone, 1993; Oaker & Brown, 1986; Paolini et al., 2004) and being eager to rely on outgroup (Hewstone et al., 2005).

Žeželj, Jakšic and Jošic (2015), who examined the impact of supervised contact between Serbian and Roma children in schools; found that Serbian children having more contact with Roma children consequently adopted more positive attitudes towards Roma in gene.

Aboud, Spears & Brown, (2013), maintained that childhood was considered as the most appropriate age in order to create positive intergroup contact with people coming from the

outgroup, by reason of being more flexible as compared to adults. In addition, Wolfer, Schmith, Hewstone and Van Zalk, (2016), suggested that

" Intergroup contact experiences at a young age are particularly effective for acquiring favorable intergroup attitudes. Specific cognitive and psychosocial dynamics (e.g., moral development, identity formation, importance of peers, better understanding, and higher salience of social norms) seem to increase adolescents' sensitivity to intergroup contact experiences, which in turn shape their intergroup attitudes and thus their future levels of prejudice and discrimination. " (p.146). In addition Killen et al., (2007), asserted that children attending mixed raced schools, were more able to realize the negative outcomes of discrimination thus benefiting from intergroup contact and being able to form In-group norms against intergroup exclusion.

At this point, it might be argued that the way children and adolescents were perceiving people from the outgroup was strongly influenced not only by significant others such as family and peers, with whom children were socialized, but by the educational systems as well. Li & Liu, (2014), maintained that being socialized was synonymous to being educated. Ata, Bastian and Lusher (2009), who studied the general setting where intergroup contact took place proposed that, although intergroup contact was contributing to the reduction of social distance, internalized social norms were considered as significant mediators in order for people from different social groups to reduce the social distance between them.

Being socialized with people from your own in group, which they had been getting in touch with people from the out-group, and expressing their positive impressions concerning them, could be considered as a social behaviour that was enhancing inclusive in group norms. Rutland and Brown, (2007), asserted that maintaining indirect contact with people coming from the out group, was helping individuals to adopt positive social representations towards people coming

from the outgroup. In addition, Tropp and Ramiah, (2017), asserted that, in case children and adolescents realized that people from their in-group, were maintaining intergroup relations with people coming from the outgroup, they would be more motivated to create social ties themselves with their out-grouper peers. Additionally, it might be asserted that indirect contact was contributing not only to behavioral changes concerning children's and adolescents attitudes towards people coming from the outgroup. It was also implicating emotional changes as well. In particular, Turner, Hewstone, Voci, & Vonofakou, (2008) and Wright et al., (1997) in Troop and Ramiah, (2017), claimed that by indirectly having contact with people of the out-group, feelings of anxiety towards them would be minimized.

Consequently, it could be argued that indirect contact should be considered one effective type of intervention that could promote intergroup contact. In addition there were various other types of intervention strategies that could be used in order to enhance contact between in-groupers and out-groupers. Kenworthy, Turner, Hewstone, and Voci (2005) in Aboud et al., (2012), asserted that, intergroup contact could be reinforced by concentrating mostly to individual traits of behavior than racial characteristics and enhancing cognitive and emotional abilities of perspective-taking and empathy respectively.

At this point, it might be asserted that the theory of intergroup contact is closely related with two theoretical concepts of social psychology. First of all, according to social identity theory, (Tajfel and Turner, 1979), people were maintaining less positive representations concerning people coming from outgroup as compared to people coming from their own group. In consequence, the said representations led people to adopt more favorable attitudes towards people coming from their in-group, as opposed to people coming from the outgroup.

1.6. Evaluation of the Current Theoretical Background Concerning the Emergence of Prejudice and Subgroup identification

Based on the theoretical background of the concepts of cognitive and moral development and social phenomena such as feelings of bias, intergroup contact and social relationships, we may conclude the following: To begin with, concerning cognitive and moral development, the theoretical background that gave the greater emphasis on the subject-object interaction towards the cognitive and moral development, was the Piagetian theory. However, the Piagetian theory despite its emphasis on the importance of social relations of constraint and co-operation did not provide any comprehensive theoretical framework to understand the development of subgroup identification and prejudice in childhood. Aboud (1980) in turn who premised her work on Piagetian theory offered some important insights in relation to the role of specific cognitive skills. However, she completely overlooked Piagets social psychology and his social psychology of the role of social relations of constraint and co-operation and the moral development of the child. The literature review shows that cognitive factors seem to importantly affect social phenomena. For instance, the social phenomenon of stereotypes appears to be influenced by cognitive aspects that predispose the individual to categorize the individual to specific social categories, such as gender, ethnic origin etc. Additionally, it appears that feelings of prejudice are highly related to individual cognitive abilities due to the fact that as they grow older, they acquire more sophisticated cognitive mechanisms of thought, consequently, they are less prejudiced towards people of the outgroup. In general, it has been observed through the literature review, that theories attempting to explain social phenomena such as prejudice for example, are mainly based on certain aspects of human activity such as for example broad social aspects or

secondary ones. However, there is no evidence of a theoretical model that combines both cognitive and social factors in order to explain social phenomena such as prejudice or stereotypes. Added to that, it was observed, that there is not any theory illustrating the importance of distinct cognitive abilities concerning the appearance of social phenomena such as prejudice or the moral development of children and adolescents.

In particular, such an evaluation leads us to the conclusion that a comprehensive theory exploring the role of the following elements: 1) Cognitive abilities, 2) In-group Norms, 3) Intergroup Contact on prejudice and subgroup identification is still lacking. What we propose to do in the following thesis is to explore the role of the aforementioned variables on the development of prejudice and their relation to subgroup identification in the particular context of Cyprus.

CHAPTER 2: SOCIO-DEVELOPMENTAL PERSPECTIVE ON NATIONAL IDENTITY AND PREJUDICE CONCERNING THE CYPRUS CONTEXT

2.1. History of Cyprus

Cyprus is the third largest island in the Mediterranean Sea, after Sicily and Sardinia. The first evidence of human settlement dated back to the Paleolithic period. During the Bronze period, urban centres were created such as the prehistoric settlements situated near the village of Enkomi and near the Larnaca Salt Lake and the trading of copper contributed to the prosperity of the island at that time. In the second millennia, B.C Myceaneans from Greece were settled to the island. Due to its geographical position, in the middle of three continents, (Europe, Asia and Africa), Cyprus, was conquered by numerous kingdoms and empires: Assyrians, Egyptians, Persians, Ptolemees, Romans, Byzantines, Lusignans and Venetians. In 1571, Ottomans conquered Cyprus and it became a part of the Ottoman Empire (Lytras and Psaltis, 2011). Since, Cyprus was conquered by Ottomans, people from Anatolia had settled there as well as the soldiers who had fought there, creating in consequence the Turkish Cypriot community. Cyprus was under Ottoman rule for about three centuries. Although British Empire took over its administration in 1871, it remained de jure under Ottoman sovereignty, until 1914, a year where it was formally annexed to it. In mid-fifties, EOKA, a Greek Cypriot Organization, fought against British authorities in order to achieve its main objective that was its unification with Greece. At the same time, the first intercommunal conflicts took place, between Greek and Turkish Cypriots since the latter declared their intention for partition of the island (*taksim*). Nevertheless, Republic of Cyprus was declared as an independent bicommunal state, on 16 August 1960 after the London and Zurich agreements that took place on February 1959. Patrick,

(1976), reported that in 1963/64, Turkish Cypriots withdrew from the administration of the island and the government posts, after intercommunal clashes took place. Furthermore, he added that Turkish Cypriots were concentrated in ethnically homogenous urban and rural areas, where they implemented their own provisional administration. Additionally, the two main communities of Cyprus (Greek Cypriots and Turkish Cypriots) were not segregated and lived together in 114 mixed villages in 1960 but their number dramatically decreased after intercommunal conflicts (Psaltis and Lytras, 2011). On 15 July 1974, the Greek military junta helped by a local, paramilitary organization named EOKA B constituted by Greek Cypriot ultra-nationalists executed a coup d etat, against the president and archbishop Makarios in order to unite Cyprus with Greece. In consequence, coup d'état, had as a result, the military Turkish invasion in Cyprus, on 20 July 1974 which resulted to the occupation of 37% of its territory, loss of human lives and the displacement of Greek Cypriots to the south and Turkish Cypriots to the north. In February 1975, Turkish Cypriots, declared the Turkish Federated State of Cyprus, as an attempt to prepare a political settlement of Cyprus issue in the form of a bi-zonal federation. In 15 November 1983, Turkish Cypriot administration and Turkey proclaimed unilaterally, the independence of the "Turkish Republic of Northern Cyprus", a state that is not internationally recognized until today except by Turkey. Almost thirty years later, in April 2003, check points through the green line, the geographic line of division between the two communities, were partially opened by the Turkish Cypriot administration and Turkey. In consequence, people from Greek and Turkish Cypriot community, were allowed to visit the north and the south part of the island respectively. In 2004, after negotiations between the two sides took place, the UNSG K.Annan, proposed a solution plan to solve the Cyprus issue which was put to a referendum in both communities. The majority of Greek Cypriots rejected the aforementioned plan of islands

reunification as opposed to the majority of Turkish Cypriots who voted in favor of it. On the same year, on 01 May 2004, the Republic of Cyprus joined the European Union, as a whole. However, the "acquis communautaire", was not applied to the north, due to the unresolved political issue. Since then, political negotiations between the two communities took place intermittently, in order to settle the Cyprus issue. Their main aim was to reunite the two communities living in Cyprus, in the form of bi-zonal and bicommunal federation (Attalides, 1979 ; Loizides & Antoniades, 2009 ; Lacher & Kaymak, 2005 ; Papadakis, 2005 , 2008) whilst in 2008 a number of Bi-communal Technical Committees were established by the leaders of the two communities in order to facilitate everyday collaboration between the two communities and implement a number of confidence building measures like the opening of more checkpoints, conservation of monuments across the existing divide, health, the environment and culture with a Bi-communal technical committee in education being the latest addition in November 2015.

The establishment of this latter committee is directly relevant to the topic of this thesis since it largely was the result of public pressure by academics and educators after a racist attack by Greek Cypriot secondary school students on 15 November 2015 anniversary of the Unilateral declaration of the so called "Turkish Republic of Northern Cyprus" in the occupied areas in 15 November 1983. The main argument of society who demanded the establishment of this committee was the fact that young people were not prepared to co-exist with the other community due to the elevated levels of prejudice towards its members.

2.2. Emergence of National Identity and Prejudice in Cyprus

According to Lloyd and Duveen (1992), ethnicity is a crucial component of social identity that it is imperatively imposed like gender and age. Given the post-conflict nature of divided Cyprus and the still unresolved Cyprus problem one would expect that both national identity and prejudice occupy a prominent role in somehow regulating intra and intercommunal relations given that children are socialized from the years of nursery school onwards into a certain ethno nationalist discourse through the content of the curricula, school commemorations, history teaching and actual teaching practice (Philippou, 2005; Philippou & Theodorou, 2016; Spyrou, 2012; Papadakis, 2008; Makriyianni, 2006; Zembylas, Michaelidou & Afantitou, 2012; Stavrinides & Georgiou, 2011; Makriyianni & Psaltis, 2007) that form what Bar-Tal and Teichman (2005) call the Shared Psychological Intergroup Repertoir (SPIR).

As Philippou, (2007), maintained, children in Cyprus as anywhere else in the world have the tendency to construct their identity based on age, gender, social class, ethnicity and religion due to the fact that these were the most commonly used social categories in interpersonal relations but as she found in Cyprus in a research conducted 20 years ago in a sample of 140 ten year olds from the district of Larnaca (Philippou, 2005) the more salient and important identifications where religious identity and a variety of national identifications (Cypriot, Greek Cypriot, Greek in that order). Philippou also revealed a certain western and Eurocentric hierarchy of people and countries with West Europeans being seen more favorably, followed by Americans, East Europeans, Asians, Middle East and Africa. The aforesaid findings were replicated in another research in 2007 by Theodorou (Philippou & Theodorou, 2013). At this point, it might be asserted that the emergence of children's ethnic identity was also being influenced by the socio-cultural and historical context of their country of origin and residence as well as the particularities of

identity politics (Philippou & Klerides, 2010) reflected in the Greek Cypriot educational system where different *Hellenocentric*, *Hellenocypriocentric* and *Cypriocentric* discourses or positions (Psaltis, 2012) were circulating at the same time in Greek Cypriot classrooms. At the same time Philippou found supporting evidence that by far the more disliked group amongst Greek Cypriot children was the Turks, which is not a surprise given the events of 1974 and *other research findings showing that Greek-Cypriot children construct the Turks as 'Enemy-Others' (Spyrou 2002; Ioannidou 2004; Zembylas, Michaelidou, and Afantitou-Lambrianou 2010; Zembylas 2010a, 2010b).*

A few years later Makriyianni (2006) reported data collected from around 500 nine to ten year old students from Nicosia District which confirmed the very negative image children had about Turks and then in decreasing ranking of prejudice came Turkish Cypriots with mostly neutral to negative feelings and then followed English with neutral to positive feelings and then Greeks, Greek Cypriots and Cypriots with positive feelings. There was therefore strong evidence of Ingroup favouritism in these findings. In terms of national identification Makriyianni (2006) again confirmed that children around 9-10 years of age firstly identified as Cypriot, then Greek Cypriot and then Greek. Makriyianni (2006) however noted that for many children 'Cypriot' was not a category which included 'Turkish-Cypriots,' but it was used to describe children's self-image, which excluded all those who did not happen to be born in Cyprus by (Greek-)Cypriot parents.

In 2009 a large scale representative sample survey of 1,333 Greek Cypriots students covering the age groups from 11 -17 in Greek Cypriot schools Zembylas, Michaelidou and Lambrianou-

Afantitou (2010) explored, attitudes that Greek Cypriot students adopt, towards people with migrant background as well as people belonging to the outgroup (in this case Turkish-Cypriots). They found that attitudes adopted by Greek Cypriot students concerning people coming from other countries as well as Turkish-Cypriots, at this age range, were mostly negative. More precisely, based to the findings of the aforementioned research, it appeared that more than 50% of participants, considered that people with migrant background, didn't have the same social status as them. Furthermore, it appeared that, students attending senior high school, were maintaining the most negative attitudes towards people with migrant background as compared to students attending primary school (ages 11-12 years old) and students attending junior high school. In addition, regarding the opinions that students were maintaining concerning people with migrant background, it was perceived that the most favorable opinions were attributed to Greeks and then nationalities belonging to the Western Europe and North America followed. The least favorable opinions were attributed to Turkish, as opposed to Turkish-Cypriots, for those the opinions were mostly neutral. Lastly, as far as the impact of gender was concerned, it appeared that girls maintained more positive opinions concerning people with migrant background as opposed to boys. Around the same period Stavrinides and Georgiou (2011), who investigated the relationship between the internalization of national identity and in-group/outgroup attitudes among Greek Cypriot children, they found in general, that Greek-Cypriot children maintained more positive feelings towards people coming from the outgroup in a younger age, nevertheless as they grew up, they showed less positive feelings towards the outgroup. However, in their study they found no relationship between strength of identification with the Greek Cypriot subgroup identity and prejudice towards TCs. In particular, in the aforementioned research, sample of participants was consisted by 75 Greek-Cypriot children (40 boys and 35 girls), and

their mean age was 10.3 years old. Results of the study, revealed that national identity was not correlated with outgroup attitudes. At the same time, it appeared that positive national identity is negatively correlated with negative in-group attitudes. Additionally, as the gender and age effect was concerned, it appeared that older boys maintained more intensely feelings of positive national identity as opposed to younger boys. Contrastingly, younger girls maintained more intensely feelings of positive national identity contrary to older girls. At the same time, Mertan, (2011) who studied prejudice development in Turkish Cypriot community, found that Turkish Cypriot children, irrespective of their age and gender expressed ingroup favoritism towards their in group. Moreover, it seemed that, Turkish Cypriot children identified very strongly with Turkish Cypriot identity, regardless of their age. Nevertheless, it was found that being identified with Turkish Cypriot identity was not correlated with biased feelings towards children coming from the outgroup (Greek-Cypriot community).

As far as the educational system was concerned, it appeared that education, contributed to the emergence of negative perceptions and representations concerning, children coming from the outgroup and especially those groups that are considered traditional enemies of the in group. Furthermore, Spyrou (2007) maintained that negative perceptions of children of the ingroup, concerning people coming from the outgroup, were adopted by them not exclusively as a pattern of behaviour or attitudes imposed by their nation. Nevertheless, they internalized the aforementioned beliefs becoming thus a social representation that helped them interpret the behaviour of people of the outgroup. As far as the Cypriot context was concerned, it was observed, that education played a significant role regarding the emergence of subjectively impregnated representations concerning people from the outgroup, in particular Turks and then Turkish Cypriots . More specifically, as Peristianis, Faiz et al., (2009), asserted that history of

Cyprus, was not presented independently as the history of the island. Instead history of Cyprus was exclusively considered as a part of the history of Greece and Turkey in the south and north of the dividing line correspondingly, an educational trend that had been reinforced since the Turkish invasion in the island and its division. Furthermore, Theodosopoulos, (in Spyrou, 2007), maintained that people coming from the outgroup (in the case of Greek-Cypriot community, Turkish Cypriots), were strongly identified to the historical image of their antecedents, as it was projected by the national historical narrative. In consequence, in case Ottomans would be represented in the framework of national historical narrative, as conquerors that their main purpose would be the expansion of the Ottoman Empire, the same social representation would be applied to the Turkish Cypriots and Turkish people in general. Therefore, an expression of these negative representations that Greek-Cypriot and Turkish Cypriot children held towards people coming from the outgroup, according to Psaltis, (2010), was that they might adopt negative patterns of behaviour towards them, due to the fact that they might feel threatened by people of the other community. Regarding Greek-Cypriot children, it appeared that, as they grew up, they had mostly feelings of symbolic threats, (threats related with the loss of in group identity and social-cultural values) towards Turkish Cypriot community, a fact that contributed to the adoption of negative representations concerning people from the outgroup. The above findings were in line with the findings of Stavrinides and Georgiou (2011) and Shah and Oppenheimer (2011), where older children tended to give meaning to their national identity, a pattern of attitude, caused by feelings of symbolic threat (Stephan &Stephan, 2001).

The representations of the students as depicted by the abovementioned research no doubt carry many similarities with the representations of the Cyprus problem described in the past by large scale representative sample surveys in adults over 18 years old. This should be expected given

that teachers and policy makers are part of this adult world. However, there is still the ontogenetic question about when in what ways the internalization of these representations takes place in the school.

2.3. Intergroup Contact and Social Representations concerning outgroup community

Psaltis (2012), asserted that people living in conflict or post conflict societies, tended to adopt specific social representations in order to express the reasons that they were in conflict with the out group. In the case of Cyprus, it seemed that the division of the island had contributed to the emergence of specific social representations in Greek and Turkish Cypriot community that had many points in common but at the same time, they were characterized by significant differences. More specifically, according to Psaltis (2012):

"There is no doubt that both Greek Cypriots and Turkish Cypriots share some reference points in relation to the Cyprus issue that make communication between them possible (e.g. a past of intercommunal conflict, the presence of foreign troops in Cyprus, the existence of displaced people, the existence of an internationally recognized and an unrecognized state in Cyprus). In parallel, it appeared that there were numerous differences as well; regarding the way Greek and Turkish Cypriot people represented social reality" (p.89)

Papadakis, (2008) and Psaltis (2012), admitted that different social representations had emerged in the Greek and Turkish Cypriot community respectively, due to the historical narratives used by each community in the framework of education. Consequently, it appeared that among Greek and Turkish Cypriots, had been created common social representations that reinforced the Greekness and Turkishness of their social identity respectively. Furthermore, the aforementioned

social representations contributed significantly to the creation and maintenance of antagonistic, zero sum, intergroup relations between the Greek and Turkish Cypriot community. In particular, social representations giving emphasis to Greekness or Turkishness of Cypriot identity, seemed to alienate individuals from people coming from the outgroup, reducing thus any social ties with it. Contrariwise, individuals considering their social identity as more Cypriocentric, tended to adopt more positive attitudes towards people from the other community, permitting them thus to maintain social relations with them. But the most important finding from the large scale representative survey from data collected from 853 Greek Cypriots 18 years old and over was the identification of Hellenocypriotcentric form of majoritarian identity which consisted a departure from both the traditional Hellenocentric view and the traditional Cypriocentric position that came into prominence just after the disillusionment with Greece after the coup d'état of 1974 and the consequent invasion by Turkey. This position which was characterized by both moderate levels of Cypriocentrism and Hellenocentrism was characteristic for low levels of contact with Turkish Cypriots and high levels of threat. In this identity position a majoritarian view of bi-communal relations was exhibited that was claiming extra rights for the community of Greek Cypriots compared to the community of Turkish Cypriot on the basis of numerical inequality in favor of Greek Cypriots thus not recognizing that the Republic of Cyprus was also allocated equal rights to Turkish-Cypriot community. Importantly, the same research revealed that this identity position was expressed by individuals who gave more importance to being Cypriot than Greek and also from participants who gave equal importance to being Cypriot and Greek (cf. Psaltis and Cakal, 2016) A similar form Hellenocypriotcentric discourse was registered in an analysis of the curricula in recent years by Philippou and Klerides (2015). Identifying the emergence of this stance and its relation to prejudice towards various outgroups was one of the aims of this thesis.

Thus according to Psaltis, (2012), social representations of people in Greek-Cypriot community, concerning people coming from various outgroups (Turks, TCs and Immigrants) seemed to be only weakly related with a specific degree of identification (Cypriot, Greek Cypriot or Greek)but much more strongly related with feelings of realistic and symbolic threats and levels of intergroup contact. At the same moment, it may be argued that the foresaid findings could be applied to people with migrant background as well. Nevertheless, strength of identification with a sub-group or communal identity (being a Greek Cypriot) was still found to be weakly related to prejudice towards various outgroups as one would predict on the basis of SIT.

Indeed increased strength of identification with a communal identity could be related to various factors well known to be related to negative intergroup relations. These are In group favouritism, high levels of threat (realistic and symbolic threat), negative norms and avoidance of contact with members from the outgroup. For example it is well known that Greek Cypriot and Turkish Cypriot community, share some common characteristics such as the common geo-historical background, similar food habits, traditional dances and appearance but they also had different socio-cultural heritage seemed to influence in a parallel way their representation concerning people coming from the outgroup. Whether similarities will be downplayed and differences exacerbated could very well relate to a sense of symbolic threat so it is important to measure this kind of threat specifically and its developmental trajectory. To the extent that an exaggerated ethnocentric sense of difference is also related to a sense of Ingroup superiority one could expect that such negative relations could generalize towards various outgroups beyond the traditional enemy-others like immigrants, and refugees. For example, Psaltis et al., (2019), who investigated social representations of Greek Cypriots and Turkish Cypriots towards people coming from out groups (in particular refugees and migrants), maintained that Greek Cypriots and Turkish

Cypriots social representations, concerning the term "refugee" or "migrant" had basic similarities provided that people from both communities, defined the aforementioned term, as people who met hardships or people who suffered, and people who came to Cyprus for economic reasons. At the same time, it was perceived that social representations regarding people with migrant background or refugees had also significant differences linked to each community's distinct socio-cultural elements. More specifically, in addition to the above descriptions allocated to refugees, Greek Cypriots tended to compare the term "refugee" with the events of 1974. Furthermore, regarding Turkish Cypriots, it appeared that they compared the term "migrants", with Turkey and Turkish migrants. This might be due to the fact that occupied areas of Cyprus, where Turkish Cypriot community was residing, received people coming from mainland Turkey, in order to find a job. Additionally, it appeared that people coming from Turkish Cypriot community, experienced more intense feelings of realistic and symbolic threats towards people with migrant background, and refugees. According to Stephan, Diaz-Loving & Duran, (2000) and Stephan et al., (2002), symbolic threats occurred mostly to minority groups as opposed to majority groups where people mainly experienced feelings of realistic threats. Still, in the case of Greek Cypriots this research that was conducted as recently as 2018 with a representative sample of 500 over 18 years old revealed that both realistic and symbolic threats towards refugees, and even more towards immigrants, were present and predicted high levels of prejudice. Having said this, another interesting dimension of this study was the comparisons of the attitudes towards immigrants and refugees between the years 2015 and 2018 which showed a significant improvement that the authors of the report attributed to slow exit from the financial crisis that would have certainly raised levels of realistic threats. A similar improvement trend was also registered between Round 6 (2012) and Round 9 (2018-2019) of the European Social Survey

(ESS) in Cyprus. In 2012 according to ESS Greek Cypriots showed the more xenophobic attitudes in Europe but in 2018-2019 a significant reduction in prejudice levels brought Cyprus down to being the third more xenophobic country. To the extent that parents and teacher's views are expected to influence children through the formation of norms as discussed in the previous chapter one might expect to find an improved picture in the present thesis compared to the findings from student samples discussed earlier. This hypothesis could be further supported by a series of educational policies that came into place since 2004 in Cyprus as they result of three interlocking changes: a) Cyprus participation in the EU, b) The ongoing educational reform and an Increased number of interventions about managing diversity in the Educational system on the basis of Intercultural education and c) The ongoing effort to solve the Cyprus issue and the implementation of Confidence building measures in wider society and education in particular by the various Bicommunal Technical Committees established since 2008.

2.4. Policies towards "Otherness" in the Greek Cypriot Educational System

2.4.1. Specific Policies relating to Bi-communal Relations in Cyprus

The policy that mostly contributed to the formation of social representations of Turks and Turkish Cypriots since 1974 was Den Xechno (*I do not forget*) , which later became *I Know, I*

Do not Forget and I struggle (Gnorizo, Den Xechno kai Agonizomai) and then in its most recent version of *I Know, I do not forget and I demand* (Gnorizo, Den Xechno kai Diekdiko)[2].

According to Charalambous et al., (2014), educational policy of "I don't forget" was developed in three distinct periods: To begin with, the first period, emerged from the mid-eighties until nineties. More precisely, in the first period, it appeared that the aforementioned educational policy emphasized the negative consequences of the Turkish invasion, in 1974 as well as the revival of the collective memory of occupied towns, villages and ancient monuments. Furthermore, the second period, concerned the period, during nineties. During those years, educational policy's name was changed to "I know, I don't forget and I struggle", in order to enhance its cognitive aspects as well. Lastly, the third period concerned the period starting from 2003 until now. During this period, the foresaid policy lost its significance as compared to the two previous periods. Furthermore, according to Christou, (2006), although the slogan "I know, I don't forget and I struggle", represented the official state position concerning the settlement of the Cyprus issue, which was the reunification of Cyprus and the peaceful coexistence of Cypriots, either of Greek and Turkish origin, it was perceived that Greek Cypriots students in reality didn't cognitively or emotionally represent the reunification of both communities. This could be interpreted by the fact that the geographical, political and social isolation of Greek and Turkish Cypriot communities, didn't allow people from both sides to socially represent their peaceful coexistence and come into contact. Killoran (2000), who studied the way Greek and Turkish Cypriots, symbolized their national identity, asserted that in Greek Cypriots collective social representations, Turkish Cypriot community was significantly absent. On the other hand, Turkish Cypriots tended to over-represent Turkish elements of their national identity, by

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[2] http://www.moec.gov.cy/dde/odigies_scholikis_chronias_2019_20/c.1.2.pdf

overshadowing Cypriot socio-cultural elements constituting their national identity. Consequently, it might be argued that, by living side by side, the two communities didn't have the necessary occasions to be involved in mutual social interactions and create intergroup social ties and relationships. Therefore, this phenomenon of social isolation and ignorance between the two communities, could negatively impact or alter the emergence of in group social norms that favor the inter group contact. Tropp et al., (2014), who investigated the contribution of inclusive and exclusive peer norms regarding the creation of intergroup relationships, between ethnic minority and majority children, asserted that the emergence of in group social norms promoting intergroup relations could significantly facilitate the intergroup contact of in group children, with children coming from the outgroup.

Consequently, at this point, it may be asserted that educational policies, implemented by state, regarding bi-communal relations in Cyprus, such as for example, the educational policy of "Den Xechno", do not contribute to the emergence of the appropriate socio-cultural conditions that would improve intergroup relations. Christou (2006), maintained that the majority of Greek-Cypriot students, were identifying their personal national desires with the preceding educational policy. More precisely, Greek-Cypriot students were expressing their desire to return to their homeland in the north part of the island. However, at the same time, they were not adopting the reunification of both communities in Cyprus (Greek-Cypriot and Turkish-Cypriot community), which was the cornerstone of the peaceful coexistence as one of their personal national goals. Psaltis et al., (2017), who investigated the relation of threats and intergroup anxiety with the adherence to master narratives, claimed that children were aware of their victimization from people coming from the outgroup, from their early childhood. Then as Stephan et al., (2009), affirmed, internalisation of social representations concerning their victimization by people

belonging to the outgroup, was followed by abstract concepts of realistic, symbolic and group esteem threats.

Given the failure in the existing policies to educate about the Turkish Cypriot community and its history in objective way it is thus no surprise that the very negative representation of Turks often functions as an anchor to give meaning to Turkish Cypriots. Zembylas, (2010), asserted that Greek Cypriot children represented Turkish Cypriot children as individuals whose national identity was constituted exclusively by Turkish cultural elements. In addition, he claimed that, in case Turkish Cypriot children were adapted to the Greek-Cypriot norms and spoke Greek language, they would be accepted by the majority of Greek-Cypriot children. Otherwise, Turkish Cypriot children that didn't speak Greek and deviated from the mainstream social norms, they were socially represented by majority children in a stereotypical way. At the same time, it appeared that national identity, seemed to be a complicated notion, due to the fact, that it encompassed not only social elements but environmental as well. Consequently, it might be argued that Greek-Cypriot children maintained social representations regarding Turkish-Cypriots, being closely related with the occupied areas in the north and representations of forced displacement by the Turkish army in 1974. More specifically, Christou and Spyrou, (2012), asserted that occupied areas were considered as territories socially, culturally and cognitively related with children's national identity, due to the fact they were inscribed in their parents personal memories (place of birth, town or village of residence before 1974), or in their own collective social memories (for example places of worship, or historic monuments linked with the history of the Greek-Cypriot community in the island, as they came into sight during formal schooling). Additionally, according to Spyrou, (2002), the ceasefire line, that divided Greek and Turkish Cypriot population, apart had a symbolic significance as well. More precisely, it

contributed to the emergence of Greek and Turkish Cypriots own ethnic identities as distinct national identities.

Furthermore, occupied areas in the last sixteen years, after the opening of the checkpoints in 2003 acquired new significance as well. Tsolia, (2018), maintained that the opening of checkpoints was highly significant, due to the fact that intergroup contact between members of both communities had been increased and as a result, biased attitudes and feelings of prejudice between Greek and Turkish Cypriots could be reduced. In consequence, we could say that intergroup contact between children and adolescents of both communities, could contribute to the emergence of positive feelings between them, and therefore the reduction of biased attitudes and prejudice. Unfortunately, the potential of intergroup contact to achieve its full potential, despite consistent evidence that in both communities intergroup contact leads to significant reductions in prejudice, has not yet realised. The potential has not fully materialized yet since only a minority of the Greek Cypriot community today crosses the checkpoints regularly (estimated to be around 20-30%, although 2/3 of the population at cross to the other side at least once) because of political contestation around the importance of the opening of the checkpoints and the value of contact in facilitating the solution of the Cyprus problem. Yucel & Psaltis (2019), who investigated the contribution of intergroup contact regarding the willingness of Greek-Cypriots and Turkish-Cypriots to coexist peacefully, by gathering research data from 502 Greek-Cypriots and 504 Turkish-Cypriots, found that, intergroup contact was leading to more trust and less prejudice as well as more willingness for renewed cohabitation. Moreover, Psaltis et al., (2017), who examined the acceptance of coexistence between Greek-Cypriots and Turkish-Cypriots, found that participants of the research, that had more intergroup contacts were more in favor of the implementation of peace amnesties. In addition , it appeared that, intergroup

contact was reducing ingroupers negative feelings towards people coming from the outgroup. Additionally, McKeown & Psaltis (2017), who explored intergroup contact, intergroup trust and future contact intentions, in 2 conflict settings, among 268 participants in Northern Ireland (Protestants and Catholics) and 408 participants in Cyprus (Greek-Cypriots and Turkish-Cypriots), revealed that for participants coming from Ireland, (both Catholics and Protestants) and Cyprus (Greek-Cypriot community and Turkish-Cypriot community), quality of contact was playing a much more significant role, than quantity of contact concerning their willingness to socialize with out-groupers.

As Psaltis (2012) showed however, only the individuals in favour of reconciliation and rapprochement between the two communities (about 30% of the population) have a clear view of the value of intergroup contact. The rest (a communitarian maximalist orientation or the traditional ethno-nationalist one) are either indifferent or explicitly against the opening of the checkpoints often arguing in favour of their closing by the Republic of Cyprus. Unfortunately this variety of ideological positions on the value of intergroup contacts also exists in educators (Psaltis, Lytras & Costache, 2011). Gillborn and Mirza, (2000) and Gillborn (2008), maintained that teachers also held prejudiced attitudes towards children coming from other countries. Furthermore, Phoenix (2002) and Stevens (2007), claimed that, children coming from minorities were homogenously represented and forced to be adapted to the norms implemented by majority. The tensions in the educational world around reconciliation and the Den Xechno policy became clear in the case of newly proposed policies towards reconciliation that were attempted by a government that came into power in 2008. As reported by Philippou & Klerides (2010), many teachers, academics and parents expressed views, that the abovementioned educational policies, should be applied after a settlement of Cyprus problem would take place. In addition, other

people believed that educational policies aimining to reconcile both communities of the island, could contribute to the solution of Cyprus issue. Furthermore, there were also some people considering that national Greek identity, would be endangered by the educational policy of reconciliation..

At this point, it is important to note that in the last five years, and in particular in 2015, educational policies implemented by the Republic of Cyprus, concerning bi-communal relations in Cyprus, started to be differentiated from the educational policy of "I don't forget", that was developed, in the past three decades. In particular, according to Press Information Office of the Republic of Cyprus, on December 2015, the president of the Republic of Cyprus Mr. Nicos Anastasiades and the leader of the Turkish Cypriot Community Mr Mustafa Akinci established the Bi-Communal Technical Committee on Education, after they had signed an agreement between them. The mandate of the committee announced in November 2015 concerned three pillars:

 -Review existing research and good practices in education in Cyprus and abroad and undertake new relevant research on how education can contribute to conflict transformation, peace, reconciliation and the countering of prejudice, discrimination, racism, xenophobia and extremism.

-Work on devising a mutually acceptable mechanism for the implementation of confidence building measures in schools of the two educational systems and promote contact and co-operation between students and educators from the two communities.

-Recommend best policy options and course of action that will allow co-ordination of the two educational systems, thus contributing to a viable, sustainable and functional bi-communal, bi-zonal federation.

In consequence, the main objective of Bi-Communal Technical Committee on Education, was the promotion of intergroup contact between children and teachers of the Greek and the Turkish Cypriot community, through the implementation of various actions and educational intervention programs.

One of them was the intervention program "Imagine", which was implemented by the Association of Historical Dialogue and Research, (AHDR), and the Home of Cooperation, in October 2017, on a pilot basis, for students attending primary schools after the leaders of the Greek-Cypriot and Turkish-Cypriot communities, had established the Bi-Communal Technical Committee on Education, with the support of the Federal Foreign Office of Germany and the UN Peacekeeping Force in Cyprus. More precisely, Imagine is an intervention program, aiming to promote Anti-racism Education/Education of Peace and intergroup contact between the two communities of the island, based in UN resolutions. Then from the school year, 2017/18, the intervention program "Imagine", extended to the students attending junior and senior high school.

In the foregoing program, participants included primary school teachers and students of primary schools, coming from Greek Cypriot and Turkish Cypriot schools. It was completed in two periods. First of all, in the first period, teachers and students enrolled in the program, were trained by trainers of AHDR in order to be able to engage in activities regarding biased attitudes and behaviors towards people coming from the outgroup. Furthermore, teachers and students

participating to the initial phase of the program, were also prepared in order to establish intergroup contact with individuals coming from the Turkish-Cypriot community.

Then, in the second period, voluntary students coming from the two communities took part in common intergroup educational or sports activities taking place in the buffer zone. More precisely, students of Greek-Cypriot and Turkish-Cypriot primary schools, had the opportunity to enroll to the following activities, taking place in the UN buffer zone: 1. "Visit at the Home for Cooperation and Anti-racist Workshop", where participants, were involved in tasks regarding with anti-racism policy, 2. Organization of sports activities in cooperation with NGO Peace Players International (PPI) – Cyprus. In particular, through the aforementioned activities, participants would have the opportunity to develop social skills such as for example team-work oriented habits and accepting others. During last year, almost 4595 students and 497 teachers respectively, participated to the Imagine Program. As this thesis is written, the programme is extended to visits across the existing divide. More precisely, a Conference addressing to principals of primary schools of both Greek and Turkish-Cypriot community, took place in buffer zone[3], on December 2019, after the completion of the activities of the Intervention Program "Imagine", and the participation to it, of approximately 3700 students and 600 teachers of Greek-Cypriot and Turkish-Cypriot community. Added to that, educational seminars, addressing to Greek-Cypriots and Turkish-Cypriots teachers being part of the intervention program "Imagine", and implemented under the responsibility of the Pedagogical Institute of Cyprus took place on February 2020, in Nicosia and Larnaca district. The purpose of the foresaid educational seminar was to educate teachers on issues such as stereotypes, xenophobia and racist

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[3] Buffer zone is a demilitarized area, situated between the areas controlled by the government of the Republic of Cyprus and the occupied areas.

behaviors, and how they could more efficiently encounter these difficulties in the educational setting.

2.4.2. Educational Policies Applied in the Greek Cypriot schools concerning the Integration of Children with Migrant Background and Application of Anti-Prejudice Policy.

In order to investigate the policies adopted by the Cyprus educational system, in relation to racism and feelings of prejudice, we reviewed the relevant literature around Intercultural education (e.g Hajisoteriou, 2010; Hajisoteriou et al., 2012; Hajisoteriou and Angelides, 2013).

Hajisoteriou, Neophytou and Angelides, (2012), highlighted the fact that the educational policy of multiculturalism, being implemented in 90s, was criticized due to the fact, that, children with migrant background were encouraged to be adapted to the Greek-Cypriot community. At the same time they were superficially engaged with their culture of origin in the school life, in the form of dances, food and traditions that ended up supporting that deconstructing stereotypes. Hadjisoteriou & Angelides (2013), affirmed that the arrival of immigrants in Cyprus, in 1990s, had as a result the reconsideration of the educational objectifs concerning national educational goals. Consequently, in 2008, MECSY of Cyprus, implemented a new educational policy, aiming to adapt the national educational goals to the current socio-cultural conditions. The aforementioned educational policy, was based to the intercultural model, provided that its main objective was the promotion of social justice in education and at the same time, the reduction of biased attitudes and stereotypes. Nevertheless, Hadjisoteriou, (2010) and Zembylas and Iasonos, (2010), (in Hadjisoteriou & Angelides, 2013), claimed that, despite the fact, that MECSY was in

favor of the implementation of the intercultural model in schools, in reality, they didn't apply educational policies that were promoting intercultural education.

Hajisoteriou Karousiou and Angelides (2013), who examined how children conceptualized cultural identity, maintained that most of Greek-Cypriot children as well as children with migrant background, didn't interact substantially between each other. Consequently, they stressed the importance of educational interventions guided by teachers in order for children to understand the cultural diversity. Such interventions included the promotion of creativity, social interactions between children with migrant background and Greek-Cypriot children. Furthermore, the implementation of a code of ethics by teachers, that would include principles such as democracy, considerable commitment to group, willingness to enhance our knowledge of other cultures and taking care of other people were also considered as effective interventions that could enhance children understanding of cultural diversity.

The review of literature in education identified the shift from "multicultural" to "intercultural" education in the educational policies and programmes of the ministry. However, what was not clear was how the theories reviewed earlier were in any way manifested in the policies.

In order to fill this gap we had to collect the circulars issued by the Ministry of Education, Culture, Sports and Youth relating to these topics, were firstly classified by applying certain criteria. In particular, circulars, issued from 2012[4], until 2018 have been thoroughly studied and investigated. In consequence, circulars related with the prevention of racism and prejudices were

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[4] That was the year, where circulars were electronically available to the official website of the Ministry of Education and Culture of the Republic of Cyprus. Furthermore, it was not deemed necessary to go back beyond this point since the most important aspect of the investigation of educational policies applied to Cyprus, was to situate the finding in the current policies and not to do a historical analysis of the development of educational policies. Moreover, six years would be enough to cover the years that the older children would have expressed during their school career in each level of education (primary and secondary).

selected. Then they were categorized by applying the following criteria taking into consideration their nature and content: 1) general informative circulars, 2) circulars related with the implementation of educational policy, 3) circulars related with cultural affairs and events. From this broad investigation, it initially appeared that from 2012 until 2017, circulars relating with the prevention of racism and prejudice were gradually increasing, except the year 2016 and 2018. As far as the nature of circulars was concerned, it was ascertained that during the last 6 years, circulars concerning the implementation of anti-racism policies were increasing as opposed to the general informative circulars that constituted the majority of circulars in the first years with the exception of 2018 (summaries of all these circulars can be found in Appendix III). Most of these circulars give primary importance to language teaching for students with a migration biography and there is much less emphasis on how to deal with the xenophobia, racism and high levels of prejudice towards the various outgroups reviewed earlier. Another striking fact concerning Intercultural Education, is that policies towards children with migrant background and bi-communal relations are dealt separately. Furthermore, there is an absence of any positive policy towards Turkey and Turks. With the exception of some educational material (e.g Discovering the Elephant[5]) which has some emphasis on the discussion of social identities only, there is no discussion of Ingroup norms, threats and the role that could be played by Intergroup contact. Also, social developmental theories of the development of prejudice were not identified in any of the material published by the ministry.

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[5] http://www.moec.gov.cy/dde/diapolitismiki/ilektroniko_yliko/3_3_anakalyptontas_ton_elefanta.pdf

2.4.3. Evaluation of the Socio-Developmental Perspective on National Identity and Prejudice concerning the Cyprus Context

In reviewing all relevant literature that explored national identity and prejudice in the Greek Cypriot community of Cyprus in this chapter, it becomes clear that the phenomena of national identity and prejudice had never been systematically studied from age 7 to 17 with the same methodology by collecting a representative sample from Greek Cypriot schools from all districts of the Greek Cypriot community of Cyprus. Most of the studies have also been in the educational sector drawing in an eclectic way from social developmental research but not offering a unified theoretical framework integrating all the important dimensions predicting prejudice identified in the social psychological and social developmental literature.

In addition, it was quite interesting that the aforementioned social phenomena were investigated not only according to the present socio-cultural context. They were also situated and studied based on the past socio-cultural context, provided that, collective memory of past events occurred in both communities (Greek and Turkish Cypriot community), was considered as a significant factor influencing social phenomena such as prejudice towards people from the outgroup as well as the emergence of national identity. Nevertheless, it appeared that, research in Cyprus, regarding attitudes towards others like Turkish Cypriots, people of other countries (weather immigrants or not) and Turks, was mostly ethnographic, not updated and more importantly it lacks a theoretical framework that could make sense of all these findings and then draw policy recommendations.

Furthermore, it seemed that cognitive factors contributing to the development of prejudice in the context of Cyprus or specific social representations of people coming from the outgroup have not

been investigated and thus related with these notions. At this point it might be argued that it is crucially important, to investigate social phenomena such as prejudice or national identity by taking into consideration the cognitive aspects as well given the knowledge from Aboud's theory and the various empirical evidence that supported her position in at least some of the socio-cultural contexts that she studied. More specifically, by taking into account the cognitive aspects related with the emergence of prejudice and national identity in the Cyprus context, in both communities, we would be firstly able to clarify, to what extent, cognitive factors would be related with these phenomena. In addition, concerning the Cyprus context, the present study, will be the first one to take an ontogenetic view of these phenomena from the age of 7-17 years old, thus covering the whole school career of students. This thesis also aims to suggest specific policy proposals on the basis of the findings and thus an analysis of the existing policies relating to otherness (both Turkish-Cypriots) and migrants is necessary.

2.4.4. Educational Policies concerning Intercultural Education in Cyprus

According to Panayiotopoulos and Nicolaidou, (2007), in Zembylas (2010), "intercultural education" was a term being introduced in the Greek-Cypriot educational system in the last two decades. In particular, Zembylas, (2010), added that the abovementioned term, was introduced in 2002, through the implementation of a state policy in the primary education concerning the intercultural education. Added to that, it was important to highlight the fact that, this policy emphasized the teaching of Greek as a second language to students with migrant background as well as at their adaptation to the host society, (in our case the Greek-Cypriot society).

Theodorou, (2014), claimed that the development of Intercultural Education in Cyprus was divided in three distinct periods: The first phase was covering the period from 1997 until 2001. This period, was characterized mainly by the fact that interventions concerning Intercultural education, were not implemented on a regular basis. Furthermore, they were mostly concentrated to the teaching of Greek as a second language. In the second phase (2001-2005), it appeared that MECSY, attempted to implement specific policies regarding Intercultural Education. However, these policies were considered to have an assimilative character. However in the third phase (2006-until now), MECSY objectives concerning Intercultural Education, were not any more restricted to the mere learning of Greek language, which was constituting a rather assimilative practice. Indeed, their objectives at this period were mostly approaching the authentic purposes of Intercultural Education, which were related with the promotion of humanistic values such as for example democracy, justice, human rights and accepting diversity.

Nevertheless, as Theodorou and Philippou maintained, (2013), in Cyprus, intercultural education didn't have the same support by the state as opposed to the European education. More precisely, they asserted that the formation of the intercultural education during the period, 1997-2009, was not steadily developed. Nonetheless, European educational policy was applied by the MECSY earlier as compared to the Intercultural Education and at the same time, it was more extensively supported. Consequently, they explained that European educational policy was more promoted, due to the fact that, European identity was considered as a supra national identity that was encompassing Greek and Greek-Cypriot cultural values.

Therefore, it appeared that European education, in some points had different objectives as compared to the Intercultural education. More specifically, Philippou and Theodorou, (2013), claimed that European education was mostly concentrated to the development of individual skills

aiming to promote the economic and technological growth of Europe. Concurrently, it didn't take into consideration the fostering of skills such as critical thinking that could contribute to social changes. On the other hand, Intercultural education, appeared to have as its main objective, the enhancement of social and moral values such as for instance social solidarity, justice and tolerance. Nevertheless, although Intercultural education, promoted the enhancement of democratic principles, in reality, it didn't provide the necessary skills to children in order to be able to deeply investigate social issues and therefore taking the necessary responsibilities so as to achieve social change. Apart this, Theodorou, (2014), claimed that Intercultural Education in Cyprus was characterized by a significant discrepancy between the circulars issued by the MECSY, expressing the formal state policy to respect cultural diversity and the measures applied, in practice whose main purpose was to assimilate children with migrant background to the Greek-Cypriot society. Furthermore, she gave as an instance, the fact that intercultural education was exclusively limited to the learning of Greek as a second language, without making any attempt to accept their mother tongue as well as their culture. Added to that, she asserted that intercultural education was addressed entirely to minority students without giving the opportunity to indigenous pupils to be initiated to its key principles.

2.5. Evaluation of the Current Educational Policies Applied to Cyprus regarding the Integration of Children with Migrant Background and Application of Anti-Prejudice policy.

First of all, it seemed that circulars of the MECSY promoting pedagogical measures in order to reduce incidents of prejudice and bullying in schools had been increased during the last five years. At this point, one question that emerges, given that most of these projects were funded by the EU and other international organizations, is whether the aforementioned policy adopted by

the MECSY, would be reflected in the social norms of contemporary Cypriot school culture, and in particular have an influence on attitudes towards people with migrant background and others (like Turkish Cypriots and Turks). In particular, Psaltis et al., (2019), claimed that as compared to the recent past, (in particular the year 2015), individuals from both Greek Cypriot and Turkish Cypriot community, in 2018-1019 maintained more quality social ties from people coming from other countries. Moreover, it was perceived, that the MECSY, adopted the intercultural model, having in mind that the forenamed strategy would contribute to the better adaptation of people coming from other countries. Concomitantly, it would help children coming from Greek-Cypriot community to reduce any feelings of bias and prejudice towards children with migrant background. One of the numerous measures adopted by the MECSY in the framework of the Intercultural Model policy was the publication of a manual, in different languages spoken by the great majority of people with migrant background in Cyprus, describing their basic rights as well as the main objectives of Intercultural Educational Model. Consequently, the aim of this manual was to make children and parents to get acquainted to the Greek-Cypriot social norms and way of living.

At this point, it might be claimed that, the aforementioned policies and measures adopted by the MECSY could be considered as measures that reinforce "inclusive exclusion", a concept defined by Agamben (1998). According to it, inclusive exclusion was defined as the participating of people with migrant background to their hosting country social life and daily activities, without being truly included. According to Hadjisoteriou and Angelides, (2013), phenomena of "inclusive exclusion" policy were taking place in the Cypriot educational system as well. For instance, students with migrant background in the educational system, could regularly attend secondary schools. Nevertheless, they attended it, in a specific status. Besides, children with

migrant background attending primary schools, were being excepted from the courses of "Health Education", (a course offered in primary schools which its main objective is learning life skills to children such as emotional awareness, adopting healthy life attitudes etc). Consequently, children with migrant background are deprived by the opportunity to acquire social knowledge and skills, that would help them to be adjusted to the Cyprus society. Added to that, we can assert that, parents are not truly involved to the intercultural policies, imposed by the state due to the fact that, they are exclusively being informed for intercultural education by the manual published by the MECSY. Apart from this, any parental involvement that is mentioned to the guidelines of intercultural policy is deemed not to be scheduled and organized on a regular basis. Johnson, (2002 in Hadjisoteriou, 2012), argues that parental implication regarding the implementation of intercultural policy, is of crucial importance to the inclusion of children with migrant background.

Furthermore, it was observed, that the above measures have been decided by the MECSY, but at the same time, there is not any institutional team, or group of professionals of the Ministry that are responsible for the supervision of the application of these measures, that will be assessed with measurable criteria. Hadjisoteriou, (2012), asserted that, intercultural education was mostly applied by school personnel such as school principals and teachers. Consequently at this point, it may be claimed, that the implementation of the intercultural policy does not depend from the MECSY but rather from the personal beliefs of school principals and teachers, which are at the same time being influenced by the existing social norms of children's families that attend their school. In addition, Hadjisoteriou & Angelides, (2013), maintained that decentralization has as a result the involvement of numerous people concerning the application of the intercultural policy, something that leads to increased possibilities of policy change. In addition, as far as teachers'

training regarding intercultural education is concerned it seems at first, that the duration of the training is quite short, (only a few seminars in a two day period). Furthermore, the participation to the preceding seminars is optional for the teachers, and there are not any incentives allocated to teachers having completed them. Hadjisoteriou and Angelides, (2013), suggest that, seminars concerning intercultural education take place only one or two times on an annual basis and the participation to them is not compulsory. Furthermore, they add, that teachers being involved with the teaching of Greek as a second language do not receive any specialized guidance by the MECSY.

To sum up, it seems that, intercultural policy adopted by the ministry, is mostly concentrated to practical measures that their main objective is the integration of students with migrant background to the Cypriot society. Nevertheless, it may be argued that the preceding measures, do not significantly contribute to the inclusion of children of migrant background for the following reasons: First of all, measures aiming to really integrate children with migrant background, such as involving their family to school life or giving the necessary opportunities for Greek Cypriot children to get in touch with children with migrant background through common intergroup activities, where both in group and out group children would have common goals and would cooperate under equal status, do not seem to be applied. Additionally, there is not any regulation concerning the supervision of the implementation of the intercultural policy applied in schools by the MECSY, as opposed to the education of children with special needs, that it is legally protected and thoroughly supervised, giving thus the idea to schools principals, teachers and society in general that its application is not compulsory.

2.6. Theoretical Implications Related to the Current Research and Hypotheses

As it has been extensively described and can be seen from the previous chapter, policies implemented by the concerning the integration of children coming from different ethnic backgrounds, mostly focus on language learning by immigrants include mostly practical measures promoting mainly their superficial integration to the local society and not their meaningful participation to the Greek Cypriot setting as productive and equal members to its Greek-Cypriots members. Banks & McGee Banks (2009), claim that educational policies whose main objective is limited to the learning of the language of the receiving country, are not considered efficient, due to the fact that cultural aspects should also be taken into account. Furthermore, Banks and Banks (1995) and Gay and Howard (2000), (in Geerlings, Thijs and Verkuyten, in press), maintain that intercultural education in order to achieve its primary purpose, has to apply educational policies that truly promote intergroup contact and consequently the acceptance of students with migrant background. Instead, they assert that principles of intercultural education are mostly applied to the school curriculum, without really influencing children's social attitudes.

This is probably due to the lack of emphasis on quality intergroup contact in circulars of the ministry and material. Explicit emphasis on qualitative intergroup contact is given only on bi-communal relations and the programme imagine but it is not exclusively articulated on issues around immigration. In both cases there is a need to understand the role of intergroup relations, age and cognitive development in the formation of prejudice and national identity in ages that cover both the elementary and secondary school. This leads us to our first and second hypothesis to be explored in this thesis:

Hypothesis 1: Feelings of prejudice towards others (people of the Turkish-Cypriot community, Turkish and people from other Outgroups), as well as identification with national identity, are related with the cognitive developmental attainments related to Piaget's theory. Piaget and Weil (1951) and Aboud (1988) asserted that children as they grow up, develop cognitive skills related with perspective taking, and more flexible ways of categorizing that consequently would lead them to express less feelings of prejudice towards people coming from other social groups than their own.

Hypothesis 2: Effects of contact on prejudice reduction will vary depending on the age group that the participants belong to. More precisely, we hypothesize on the basis of previous findings reported by Aboud (1988) that contact will work less well for the younger children compared to the older children and adolescents.

Given the policies of *Den Xechno* that are in place until today and the ambivalence and tensions around this policy and its relationship to other policies relating to bi-communal relations or more general policies about Intercultural Education one would expect variations in attitudes between the various outgroups. In particular internalization of Ingroup norms about Turkish Cypriots would be expected to relate to prejudice towards Turkish Cypriots and Turks, given the similarity between the two groups in the minds of many students. This leads us to our third hypothesis:

Hypothesis 3: Emergence of prejudice and national identity of children and adolescents is mostly influenced by the internalization of social norms and emergence of intergroup threats rather than personal experience with the outgroup through contact, given the expected low levels of contact due to the specificity of Cyprus as a deeply divided society.

The Piagetian social psychology (Piaget, 1932) has probably a lot to offer to our understanding of the development of prejudice and in the thesis we aim to further explore this possibility. On the basis of this framework with propose the exploration of three hypotheses:

.Hypothesis 4: Cognitive abilities (expected to be related to moral development) will be related to reduced levels of prejudice.

Hypothesis 5a: Social Relations of Co-operation will increase with age and Social Relations of Constraint will decrease with age.

Hypothesis 5b: Social relations (relations of constraint and relations of cooperation), that children and adolescents maintain with significant others, (parents, teachers and peers), would influence prejudice in opposing ways. More specifically, we may hypothesize that individuals maintaining relations of cooperation, adopt less prejudiced feelings towards people with migrant background, as well as people coming from outgroup, as compared to individuals maintaining relations of constraint.

Perhaps, one of the most important topics that this thesis will investigate, and can be applied to the creation and implementation of an educational policy that would promote the integration of children with migrant background, or improve relations with the other community is the relative weight that societal aspects and specifically, social norms, intergroup contact and related prejudice reduction mechanisms should have in any proposed program. More specifically, the investigation of the way specific social norms (not accepting negative comments concerning people coming from various outgroups, being friendly towards people coming from the outgroup, maintaining friendships with people coming from the outgroup), are expected to be related with outgroup evaluation towards people coming from other national backgrounds. So by

applying the preceding findings to the design and implementation of preventive psychoeducational programs, aiming to limit prejudiced attitudes towards students with migrant background, children from other ethnic groups will be substantially accepted to the school community.

Therefore, the current research, will explore the comparative impact of various possible predictors on various prejudice measures in children and adolescents by age group. Consequently, we will be able to know at which period of childhood and adolescence; possible predictors modify the most, individual's attitudes towards people coming from other ethnic backgrounds. Following this, various kinds of intervention programs could be designed based on the specific features and needs of each developmental period, (Initial years of middle childhood, late years of middle childhood, initial years of adolescence, late years of adolescence), ensuring thereby their efficiency. Two more hypotheses could thus be formulated that compared the impact of Intra group and Intergroup social relations:

Hypothesis 6a: Social norms that children and adolescents maintain about the views of significant others (parents, teachers and peers), will play a central role in the formation of prejudice, more than social relations of constraint and co-operation as they are more closely related to threats and the evaluation outgroups.

Hypothesis 6b: The role of Ingroup norms that children and adolescents maintain about the views of significant others (parents, teachers and peers), will vary on the basis of previous findings by Nesdale (2004) and Abrams (2009) who claim that the role of norms becomes bigger in children over 9 years of age.

On the whole, for the design of such programs it is also important to explore the directionality of possible relationships between predictors and outcomes given that most studies reviewed up to now and all undertaken in Cyprus are of a cross-sectional nature that mask the directionality of the effects. For this reason the final hypotheses of the thesis will be the following:

Hypothesis 7a: Although the various theoretical frameworks reviewed favor the proposal of unidirectional models from certain predictors: a) social relational in nature (Intragroup and Intergroup), b) Individual characteristics (cognitive abilities, subgroup identification) or feelings of threat to various prejudice measures it is possible to envisage bi-directional relationships between all these variables as in the case of contact effects and selection bias.

Hypothesis 7b: The direction of these findings could change depending on the age group of the participants.

To recapitulate, it may be claimed that the findings of this research could provide important information, covering all significant aspects of individual and collective patterns of human behavior that would lead to the design and implementation of effective psychoeducational programs promoting intergroup contact between children and adolescents with migrant background and children and adolescents of the in group, and subsequently reduce biased attitudes and feelings in the school setting.

CHAPTER 3: METHODOLOGY-QUANTITATIVE AND QUALITATIVE RESEARCH

Current Research: In the recent years, social researchers have increasingly come to accept that the combination of quantitative and qualitative methodologies, (or 'interpretive' as they were sometimes called) is a legitimate and useful approach to social research. The success of the mixed methods in social science research has led scholars to attempt to formulate rules for combining qualitative and quantitative research which reflect the procedures that had been tried successfully in mixed method projects (Creswell, 2002; Bryman, 2008). In this research project it was decided that a logic of complementarity should be followed, especially in the exploration of notions of social categorization and identification where quantitative methodology is not best equipped to capture the richness of meanings behind ethnic/communal or national identifications at different levels of inclusivity.

Thus the present research generally uses separate quantitative and qualitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other method. In this case the, the quantitative and qualitative data collection was concurrent, integrating the results of the two methodologies during the interpretation phase. This interpretation can either note the convergence of the findings as a way to strengthen the knowledge claims of the study or explain any lack of convergence that may result (Creswell, 2002: 217).

First of all, the principal aim of the research is the investigation of the way the social phenomena of prejudice and subgroup identification are influenced by children's and adolescent's cognitive development, as it is described through the Piagetian theory of development. In particular the

thesis will examine whether both age and specifically general cognitive ability as well as moral development, are correlated with the emergence of the above social phenomena. Added to that, it will examine which of the secondary cognitive abilities such as seriation, multiple categorization skills, isolation of variables, analogies and abstract thinking correlate mostly to prejudice and national identity. Finally, it will investigate the way inter-group (contact), in group norms and social relations, (relations of constraint and cooperation) that they maintain with significant others influence the emergence of the above social phenomena in different age groups.

3.1. Importance of qualitative methodology

In order to enrich our research data and in consequence to generate complementary data reach in meaning that would facilitate our interpretation of the quantitative findings we decided to include qualitative methodology and consequently collect qualitative data. Haradhan. (2018), maintained that qualitative research comprised various advantages such as the fact that it described in more detail social phenomena and therefore contributed to the explanation of various quantitative findings. Added to that, according to Powel et al., (1996), the use of focus groups[6], contributed to the securing of research validity in terms of ensuring that the questions posed in a questionnaire survey were relevant to the population under study.

Furthermore, it could be argued that by combining quantitative and qualitative research methods, researchers can have a broader knowledge of the social phenomena that they study. Consequently, Johnson and Onwuegbuzie, (2004) in Brierley (2017), maintained that

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[6] Bryman, (2008), defined focus group as a group being constituted by the group coordinator and a specific number of participants. Participants were then being interviewed by group coordinator in specific issues. A great significance was given to their opinions expressed in the framework of the group as well as to the inter individual interactions between them.

complementing quantitative methodology with data derived by qualitative research contributed to the development of theoretical background as well as practical implications.

Using both types of research methodology helps professionals involved in research, to conduct it, under the scope of pragmatic research. In the framework of pragmatic research, researchers could apply either quantitative or qualitative research methods, considering that the foresaid methodological approaches complement each other. Onwuegbuzie and Leech, (2002), affirmed that, pragmatic researchers conducting research in social sciences could benefit from numerous advantages. Perhaps, the most important advantage of conducting research, when applying the principles of pragmatic research, was the fact that, by using both types of research, we were able to explore aspects that could not be examined by exclusively applying one research method (either quantitative or qualitative research). Consequently, we could have a global approach of a social phenomenon. For instance, by combining quantitative and qualitative methodology, we were able to obtain scientifically valid data, and concomitantly explain significantly their importance and capture the meaning concerning the notions we explore as well as the representations that children and adolescents adopt towards persons coming from various outgroups. Added to that, Bryman, (2008), asserted that, qualitative research contributed to the generation of new theories, as well as to the better understanding of the way individuals signified social realities. As DeVaus, (2002), claimed, "Qualitative methods are often regarded as providing rich data about real life people and situations and being more able to make sense of behavior and to understand behavior within its wider context". (p. 5).

3.2. Research Question (Quantitative research)

. In order for the aforementioned research objectives to be appropriately explored, the following hypotheses were established:

Hypothesis 1: Feelings of prejudice towards others (people of the Turkish-Cypriot community, Turkish and people from other countries [EU west, EU east and third country]), as well as identification with national identity, are related with the cognitive developmental attainments related to Piaget's theory. Piaget and Weil (1951) and Aboud (1988) asserted that children as they grow up, develop cognitive skills related with perspective taking, and more flexible ways of categorizing that consequently would lead them to express less feelings of prejudice towards people coming from other social groups than their own.

Hypothesis 2: Effects of contact on prejudice reduction will vary depending on the age group that the participants belong to. More precisely, we hypothesize on the basis of previous findings reported by Aboud (1988) that contact will work less well for the younger children compared to the older children and adolescents.

Hypothesis 3: Emergence of prejudice and national identity of children and adolescents is mostly influenced by the internalization of social norms and emergence of intergroup threats rather than personal experience with the outgroup through contact, given the expected low levels of contact due to the specificity of Cyprus as a deeply divided society.

Hypothesis 4: Cognitive abilities (expected to be related to moral development) will be related to reduced levels of prejudice.

Hypothesis 5a: Social Relations of Co-operation will increase with age and Social Relations of Constraint will decrease with age.

Hypothesis 5b: Moreover, Social relations (relations of constraint and relations of cooperation), that children and adolescents maintain with significant others, (parents, teachers and peers), would influence prejudice in opposing ways. More specifically, we may hypothesize that individuals maintaining relations of cooperation, adopt less prejudiced feelings towards people with migrant background, as well as people coming from outgroup, as compared to individuals maintaining relations of constraint.

Hypothesis 6a: Social norms that children and adolescents maintain about the views of significant others (parents, teachers and peers), will play a central role in the formation of prejudice, more than social relations of constraint and co-operation as they are more closely related to threats and the evaluation outgroups.

Hypothesis 6b: The role of Ingroup norms that children and adolescents maintain about the views of significant others (parents, teachers and peers), will vary on the basis of previous findings by Nesdale (2004) and Abrams (2009) who claim that the role of norms becomes bigger in children over 9 years of age.

Hypothesis 7a: Although the various theoretical frameworks reviewed favor the proposal of unidirectional models from certain predictors: a) social relational in nature (Intragroup and Intergroup), b) Individual characteristics (cognitive abilities, subgroup identification) or feelings

of threat to various prejudice measures it is possible to envisage bi-directional relationships between all these variables as in the case of contact effects and selection bias.

Hypothesis 7b: The direction of these findings could change depending on the age group of the participants.

Given that issues of identity are notoriously difficult to explore with the use of only quantitative approaches, we took the decision to create the conditions for children of various ages, to discuss the issue of identity and otherness in the context of focus group discussions.

3.3. Research Question (Qualitative research)

How children and adolescents perceive themselves in the framework of their subgroup identification as well as people from other nations and how do their representations change from 7-17 years old? What is the direction of ontogenetic change?

3.4. Pilot study

A pilot study is defined as a "Survey is conducted with few individuals of the target population or the sample of a survey, in order to test and refine the survey instruments (questionnaire and instruction manual, data processing manual and programmes) before the main data collection across the target population or the full sample" [7]. According to Teijlingen and Hundley (2003), pilot studies are a crucial element of a good study design. Conducting a pilot study did not guarantee success in the main study, but it did increase its likelihood. One of the advantages of conducting a pilot study was that it might give advance warning about where the main research project could fail, where research protocols might not be followed, or whether proposed methods or instruments were inappropriate or too complicated (De Vaus,1993). A pilot study was used in

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[7] http://uis.unesco.org/en/glossary-term/pilot-survey

this thesis aiming to investigate whether students would adequately understand the instructions of the questionnaire. Pilot study took place from October 2016 until December 2016. The sample consisted of 58 students of primary school, junior and senior high school, in Paphos district. The main reason, the pilot sample comprised 58 participants, was that, 58 was deemed enough of a sample to identify any possible problems with the instruments. In order to confirm that suggested psychosocial variables would be characterized by an adequate degree of reliability, statistical techniques of factor analysis were applied. Additionally, some variables being newly created, in consequence, they should be tested for comprehension and reliability. Based on the preliminary analysis in the framework of the pilot study, it appeared that internal reliability of all scales, except one, was adequate. In particular, Cronbachs's alpha was ranging from $\alpha=0.69$ to $\alpha=0.97$. Additionally, regarding newly created variables, internal consistency of the abovementioned scales was ranging from $\alpha=0.70$ to $\alpha=0.90$. Finally, during the administration of questionnaires, it was observed that the majority of participants understood their instructions and completed them without any obvious difficulties.

Defining type of research design: The thesis follows a mixed methods design. For the quantitative part, the type of research design that was chosen in order to answer main and secondary research questions of the study is the mixed embedded research, two way longitudinal cohort designs. Papanastasiou, (2016), defines, mixed methods research as

"The methodology research that applies quantitative as well as qualitative methods in order to collect and analyse data, linking results and exporting conclusions". (p. 236).

Furthermore, Papanastasiou, (2016), adds that embedded design of the mixed methodology, is applied when, there is an additional section in the research, concerning quantitative or qualitative

data, (depending on the type of the main research), in order to enhance its findings. Now as far as the two way longitudinal design was concerned, Bryman, (2008), determines longitudinal design as the design where

"A sample is surveyed and is surveyed again on at least one further occasion" (p. 57). Moreover Bryman, (2008), describes that in cohort design the sample is constituted by individuals that share some common characteristics.

Mixed research longitudinal design was chosen due to its various advantages. Firstly, Creswell and Clark, (2011), argue that mixed research methods, give more opportunities to study research questions as compared to exclusively using quantitative or qualitative research design. Furthermore, they add, that by combing both quantitative and qualitative research methods, we are able to apply inductive as well as deductive reasoning and use skills such as peoples observation or recording human behaviour. In addition, Papanastasiou, (2016), maintains that mixed research contributes to a more holistic investigation of the research problem, due to the fact that all research methods of collecting and analysing data can be applied. Consequently, he adds, that mixed research methods have a dual utility. First of all, they contribute to the generalization of the results in the general population, due to the use of the quantitative techniques, and simultaneously, they contribute to a deeper investigation of the research questions. Now as far as the longitudinal design was concerned, its main advantages are the following ones: Lynn, (2009), asserts that longitudinal research design has advantages compared to cross-sectional studies. In particular, he adds that some of the most important advantage of longitudinal survey is the fact that, in case research data will be modified through their collection, we could be able to identify the reasons that caused the aforementioned changes. He also argued that

"Analysis of the ordinal nature of events, which requires longitudinal data, often sheds light on issues of causality. For example, a cross sectional survey can establish an association between factors A and B. But a longitudinal survey might establish that for most population units, that have experienced both A and B, A happened before B, making it rather more likely that A caused B, than vice versa (though of course a third factor, C may have caused both A and B, and this and other possibilities must always be considered" (p.6).

Defining population and sample: The population of the research consisted of all pupils enrolled in the 2nd grade of the primary school, 5th grade, of the primary school, 2nd grade of junior high school (gymnasium) and 2nd grade of senior high school (lyceum), in the school year 2016/17. According to the Ministry of Education and Culture statistics (8308 pupils were attending 2nd grade, 8068 pupils were attending 5th grade, 6780 pupils were attending 2nd grade junior high school and 6780 pupils approximately were attending 2nd grade senior high school according to data from the academic year 2015/16). Pupils enrolled in all the other grades were excluded. As far as administration of questionnaires was concerned, panel design was applied. Hsiao, (1986), maintained that

"Panel data have several advantages over cross-sectional or time-series data including, more accurate inference of model parameters, greater capacity for capturing the complexity of human behaviour and simplifying computation and statistical inference" (p.4). In consequence, administration of questionnaires was repeated again after a mean of 9 month period.

Sample of the research: Participants of the study were selected by random stratified sampling. In consequence, criteria of residence in urban or rural areas and district were applied. Sample of

the research was constituted by 833 participants in the first wave of research, 370 boys (44.41% of the sample) and 455 girls (54.62% of the sample). From 833 participants, 690 were of Greek Cypriot origin (82.83% of the sample) and 143 originated from other countries (17.16% of the sample). Given the research questions, participants who were finally included in the analysis were those having Greek-Cypriot origins. The average age of participants was 11.82. Based to their father's socio-economic status, (Hollingshead, 1975) it appeared that, 23.6% were major business and professionals, 21.9% were medium business, and minor professionals, 12.2% were skilled craftsmen, clerical, sales workers, 6.4% were machine operators semiskilled workers, 3.3% were unskilled workers, menial service workers and 32.6% didn't answer the question. Regarding mothers socio-economic status, 25.4% were major business and professionals, 24.2% were medium business, minor professionals, 6.8% were skilled craftsmen, clerical, sales workers, 4.9% were machine operators semiskilled workers, 9.9% were unskilled workers, menial service workers and 28.8% couldn't be codified because participants didn't answer.

As far as father's educational level was concerned, 19.6% attained tertiary level education (master's degree education), 29.7% attained tertiary level education (bachelor's degree education), 13% attained short cycle tertiary education, 28.6% attained senior high school, 5.9% attained junior high school, 1.5% attained primary school, 1.3% didn't finish primary school and 0.2% didn't answer. Concerning mother's educational level, it appeared that 20.7% attained tertiary level education (master's degree education), 36.7% attained tertiary level education (bachelor's degree), 14.5% attained short cycle tertiary education, 21.6% attained senior high school, 4.8% attained junior high school, 1.3% attained primary school and 0.2% didn't finish primary school. By comparing the aforementioned results, concerning parents educational level, with the results regarding general populations educational level, it seemed that parents of

individuals participating to the research were more educated than the general population. More precisely, according to the census of general population carried out by the Statistical Service of the Ministry of Finance of Cyprus in 2011, (that was the most recent census taking place by the Statistical Service), it appeared, that as far as men educational level was concerned, 5.99% attained tertiary level education (master's degree education), 14.25% attained tertiary level education (bachelor's degree), 8.33% attained short cycle tertiary education, 40.30% attained senior high school, 12.66% attained junior high school, 13.78% attained primary school, 2.18% didn't finish primary school and lastly 0.4% hasn't attended school. Furthermore, regarding women's educational level, it seemed that 5.22% attained tertiary level education (master's degree education), 15% attained tertiary level education (bachelor's degree), 12.02% attained short cycle tertiary education, 32.84% attained senior high school, 11.78% attained junior high school, 15.56% attained primary school, 4.73% didn't finish primary school and lastly 1.12% hasn't attended school. At this point, we might conclude that this difference concerning parent's educational level of children and adolescents participating to the research with general population's educational level was expected since research sample had excluded older people who had much less educational qualifications.

As far as the second wave of research was concerned, 501 participants were included in the sample. They were all of Greek Cypriot origin. The average age of participants was 11.79%. Based to their father's socio-economic status, (Hollingshead, 1975) it appeared that, 24.4% were major business and professional, 21.4% were medium business, and minor professionals, 11.8% were skilled craftsmen, clerical, sales workers, 6.6% were machine operators semiskilled workers and 3.6% were unskilled workers, menial service workers. Regarding mothers socio-economic status, 25.9% were major business and professionals, 25% were medium business,

minor professionals, 7.4% were skilled craftsmen, clerical, sales workers, 5.4% were machine operators semiskilled workers and 9.8% were unskilled workers, menial service workers. As far as father's educational level was concerned, 19.6% attained tertiary level education (master's degree education), 29.7% attained tertiary level education (bachelor's degree education), 13% attained short cycle tertiary education, 28.6% attained senior high school, 5.9% attained junior high school, 1.5% attained primary school and 1.3% didn't finish primary school. Concerning mother's educational level, it appeared that 20.7% attained tertiary level education (master's degree education), 36.7% attained tertiary level education (bachelor's degree), 14.5% attained short cycle tertiary education, 21.6% attained senior high school, 4.8% attained junior high school, 1.3% attained primary school and 0.2% didn't finish primary school.

Procedure: At the second semester of the school year 2015/16, the methodology of the research as well as, all necessary documents for its accomplishment such as questionnaires and informed consents for the quantitative and qualitative research were reviewed and approved by the Centre of Educational Research and Assessment of the Pedagogical Institute of Cyprus as well as the Cyprus National Bioethics Committee. Then, methodology planning of the research, accompanied by all necessary documents, was transferred to the Directors of Primary Education, Secondary General Education and Secondary Technical and Vocational Education for approval. Final approval from the above educational departments was received at the end of school year 2015/16 (see appendix III for final approval). At the beginning of the academic year 2016/17, lists including candidate primary schools, junior high schools and senior high schools, that would participate to the research had been prepared according to the principles of stratified sampling, taking into account, criteria of residence (urban or rural area) and district (Nicosia district, Limassol district, Larnaca district, Paphos district, Famagusta district). One main list, and three

supplementary lists had been prepared, where main researcher would contact school principals. In case a selected school wouldn't accept to participate to the research, a school from supplementary lists would be chosen. Apart from the main researcher who was the coordinator of the research, one researcher was responsible for the administration of questionnaires in each district, except Nicosia district where two researchers were responsible, due to the fact that it was the most populated district in Cyprus. In the meantime, main researcher, visited primary, junior and senior high schools in all five districts of Cyprus (Nicosia, Limassol, Larnaca, Paphos and Famagusta district), during one week, and had meetings with school principals or school counselors in order to arrange meetings for the administration of the questionnaires, in November 2016. Most of the researchers constituting the research team, have contacted schools in order to invite them to participate to the research. Additional visits in schools had been arranged by the main researcher/coordinator, in January 2017 and February 2017, in order to reinforce the sample of the research. From the 50 schools that the research team had contacted, 38 schools (76% of schools), accepted to participated to the research, 10 schools (20% of schools), refused to participate, and lastly, 2 schools (4% of schools), although they initially accepted to participate and received the informed consent forms, subsequently changed their minds and informed about their withdrawal or never returned the informed consents. School authorities were systematically informed through email regarding the procedures of the questionnaires administration. In particular they were reminded a day before, for the collection of informed consent forms signed by student's parents, that would be collected by researchers. After informed consents were gathered by researchers, they were given to the main researcher, who prepared the lists of the participants and sent them back to them, in order to organize the administration. The 1st wave of the administration of questionnaires lasted for a 5 month period

(December 2016-April 2017), and the 2nd phase lasted for a 4 month period (September 2017-January 2018). At this point, it is important to note that during the period of questionnaires administration, important political events occurred that might have influenced views concerning Turkish-Cypriot community, among Greek-Cypriots. For example, during the period 2015-16, opinions regarding Turkish-Cypriots were very positive, due to progress in negotiations, held in Crans Montana, regarding the settlement of the Cyprus issue. Questionnaires of the first wave of research were administered during January 2017-April 2017 as opposed to the questionnaires of the second wave of research, that were collected during September 2017-January 2018, after the collapse of negotiation talks. Consequently, it might be argued that, positive feelings towards Turkish-Cypriots would be reduced because of the collapse of negotiations. Psaltis et al., (2017), asserted that, changes in the social context, affect people concerning their inter-individual and intergroup relations.

In primary schools, questionnaires were mainly administered in two different dates, (a separate date for each type of questionnaire), as opposed to junior and senior high schools where both types of questionnaires were administered on the same date. Before starting the administration of questionnaires, main researcher, had a meeting with the researchers, where he gave general instructions concerning questionnaires administration. Moreover, additional instructions were sent to researchers illustrated with examples regarding the administration of the questionnaires, through email. A timetable, where dates of administration of questionnaires in each school were recorded, was organized by main researcher, and then notified to researchers, in order to avoid, simultaneous arrangement of administration sessions in schools. Immediately, after finishing the administration of the questionnaires, school authorities received thank you letters, reminding them also for the repetition of the administration of questionnaires in the following school year.

Moreover, every time, a questionnaire administration was finished, main researcher was calling researchers in order to have feedback on the questionnaire administration procedure, and to assess whether there were any points that could be taken into account in order to improve the process of administration. In addition, payment slips, were sent to the researchers through email, before or after payment. Remuneration included, time spent on administration as well as travel expenses. Regarding the second phase of administering questionnaires, three researchers were responsible for administering questionnaires. One of them was responsible for the Nicosia, Limassol and Famagusta district, and the two others were responsible for Larnaca and Paphos district. In some cases research assistants were recruited, in order to assist researchers regarding the administration of questionnaires. The reason, research assistants were recruited was due to the fact that in some schools, number of participants was quite high. As a consequence, questionnaires had to be administered at the same time, to more than one class. Procedures of organization and administration of questionnaires of the second wave were identical to the procedures applied to the first wave of research. Nevertheless, in the second wave, the arrangement of the dates of administration with the school administration was undertaken by researchers with the aim of keeping as close a possible to a 9 month gap between Wave 1 and Wave 2. As a consequence, allowances of phone calls and time spent on telephone communication with school authorities had been included in the final remuneration.

Means of collecting information: Concerning quantitative research, the means of collecting information was the two parts of the questionnaire. In the first place, the first part of the questionnaire was constituted by seven units assessing psychosocial aspects of behavior. In particular, first sub-questionnaire assessed general outgroup evaluation (number of items:6), the intention of socialization with people coming from other nations, Turkey and Turkish Cypriot

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community (number of items:3), positive feelings towards Greek Cypriot identity, (number of items:5), contact of participants with out-group (Turkish Cypriot Community), (number of items:8), feelings of threat (either symbolic or realistic) regarding the outgroup (number of items:6), norms and beliefs adopted by participants regarding the use of negative comments towards Turkish Cypriots (number of items:4), norms and beliefs adopted by participants regarding the importance of being friendly towards Turkish Cypriots (number of items:4), norms and beliefs adopted by participants regarding the importance of having Turkish Cypriot friends (number of items:4), relations of constraint (number of items:12), relations of cooperation, (number of items: 8), and implicit prejudice (number of items:16). As far as the social phenomenon of implicit prejudice was concerned, it was measured in the following way: Researchers and assistant researchers read a story to the participants of the study, where two boys a Greek and a Turkish Cypriot boy, had visited a zoo during a school excursion. Then they had to complete semi-finished sentences where they had to attribute particular attitudes to the Greek-Cypriot or the Turkish Cypriot participant. (Davis, Leman, Barrett, 2007). As far as the second part of the questionnaire was concerned, it was constituted by five units assessing the following cognitive abilities: seriation (number of items: 4), classes (number of items: 4), inclusion (number of items: 4), inference (number of items:4), and moral development (number of item:1). In addition, for the 3rd and 4rth age group, there was one additional question assessing abstract thinking (number of item: 1). Moreover, the above cognitive abilities constituted the ability of general cognitive ability.

Functional definitions of the various items were formed into a number of scales as follows (see Appendix IV)

As possible predictors of various Prejudice Measures and on the basis of the theoretical ideas reviewed in Chapter 1 we decided to test the following variables:

Intra and Inter-Group Social Relational Measures

Relations of Constraint were considered the average score of declarations of each participant in the questions assessing the existence of social relations characterized by asymmetrical power between them and significant others (parents, teachers, friends, classmates). For example, participants of the research had to express their opinion on a 7-point Likert Scale, where number 1 represented the answer "Totally Disagree", whereas number 7 represented the answer "Totally Agree". Lastly, number 99, represented the answer "I do not know/I do not answer". The Cronbachs's α was .90 for the first wave and .88 for the second wave.

Additionally, *Relations of Cooperation,* were considered the average score of declarations of each participant in the questions assessing the existence of social relations characterized by equal status between them and significant others (parents, teachers, friends, classmates). For instance, participants of the research had to express their opinion on a 7-point Likert Scale, where number 1 represented the answer "Totally Disagree", whereas number 7 represented the answer "Totally Agree". Lastly, number 99, represented the answer "I do not know/I do not answer". The Cronbachs's α was .66 for the first wave and .60 for the second wave.

Subsequently, the variable *No contact with Turkish Cypriots* was considered the average score of declarations of each participant in the questions assessing the frequency of meetings with people from out group (Turkish-Cypriots) either in the south of the UN Buffer zone or in occupied areas. For example, participants of the research, had to express the frequency of their

contact with people from outgroup, on a 5-point Likert scale, where number 1 represented contact with out-group (Turkish-Cypriots), on a daily basis, while number 5 represented no contact at all with Turkish Cypriots. Number 99 represented the answer "I do not answer/I do not know". The Cronbachs's a was 0. 89 for the first wave and 0.79 for the second wave.

In group norms-Negative Comments towards Turkish Cypriots, were considered the average score of declarations of each participant, in the question assessing whether significant others (parents, teachers, friends, classmates), accept the use of negative comments regarding people coming from Turkish Cypriot Community. For example, participants of the research, had to express their opinion on a 5-point Likert Scale, where number 1 represented the answer "Not at all acceptable", whereas number 5, represented the answer "Very acceptable". Lastly, number 99, represented the answer "I do not know/I do not answer". The Cronbachs's α was 0.86 for the first wave and 0.89 for the second wave.

Comparatively, *In group norms-Being Friendly towards Turkish Cypriots*, were considered the average score of declarations of each participant in the questions assessing whether significant others (parents, teachers, friends, classmates), accept the intention of being friendly towards Turkish Cypriots. For example, participants of the research had to express their opinion on a 5-point Likert Scale, where number 1 represented the answer "Not at all important", whereas number 5 represented the answer "Very important". Last but not least, number 99, represented the answer "I do not know/I do not answer". The Cronbachs's α was 0.89 for the first wave and 0.90 for the second wave.

In group norms-Having Turkish Cypriot friends, were considered the average score of declarations of each participant in the questions assessing whether significant others (parents, teachers, friends, classmates), accept maintaining friendships with Turkish Cypriot friends. For example, participants of the research had to express their opinion on a 5-point Likert Scale, where number 1 represented the answer "Not at all important", whereas number 5 represented the answer "Very Important". Lastly, number 99, represented the answer "I do not know/I do not answer". (Mackie, Monetti, Denny & Shakya, 2012). The Cronbachs's α was 0.90 for the first wave and 0.88 for the second wave.

Individual Characteristic Predictors

Subgroup Identification was considered the average score of declarations of each participant in the questions assessing pride in their communal/subgroup identity or a feeling that this was an important part of their self. For example, participants had to express their agreement of disagreement concerning statements like, "I feel proud of being Greek-Cypriot". More precisely, they had to answer on a 5-point Likert scale, where number 5 represented the answer "I absolutely agree", number 4, represented the answer "I agree", number 3 represented the answer "Neither agree nor disagree", number 2 represented the answer "Disagree" and the number 1 represented the answer "I absolutely disagree". At the same time, number 99, represented the answer "I don't know". The Cronbachs's α was 0.69 for the first wave and 0.73 for the second wave.

Cognitive Ability Measures

Regarding the cognitive variables of the questionnaire, general cognitive ability was considered the average score of the correct answers of each participant regarding the totality of the cognitive

(cognitive ability of seriation, cognitive ability of multiple categorization, cognitive ability of isolation of variables, cognitive ability of analogies, cognitive ability of abstract thinking), each cognitive ability, excepted abstract thinking and moral development that were represented by a single item were represented by a set of 4 items, constituting a variable. In particular, participants had to answer to a set of 18 multiple choice questions that were assessing the cognitive ability in general as well as the aforementioned cognitive abilities. 16 of the 18 questions were divided in four sets, which included four items (Furth, 1970). First of all, cognitive ability of seriation was considered the average score of the correct answers of each participant regarding the above cognitive ability. Furthermore, cognitive ability of multiple categorization skills was considered the average score of the correct answers of each participant regarding the cognitive ability of categorization. Moreover, cognitive ability of isolation of variables was considered the average score of the correct answers of each participant concerning the cognitive ability of inclusion. In addition, cognitive ability of analogies was considered the average score of the correct answers of each participant regarding the cognitive ability of inference. Participant's answers were noted and the mean score of each cognitive ability (variable), was extracted as well as the mean score of general cognitive ability of each participant. Together with, abstract thinking (concerning the 3rd and 4rth age group), was considered the mean score of the correct answer that each participant gave to the related question. More precisely, participants of the research had to choose the answer that they believed was the correct one, to a given situation. (Choice of the correct combination of medication for the treatment of a medical condition) (See Appendix V).The reason that the question of abstract thinking was added exclusively to the 3rd and 4th age group, was that, abstract thinking was

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starting to emerge at the beginning of adolescence. So, such a question would not yield reliable findings with the younger groups.

Finally, *moral development* was measured by the score of the correct answer to a single question. More specifically, participants had to read two vignettes regarding two children who accidentally broke some glass in different occasions, (Piaget, 1932), and choose the child who didn't respect the moral norms.

Threats (either symbolic or realistic), were considered the average score of declarations of each participant in the questions assessing positive, negative or neutral feelings towards Turkish Cypriot community. More precisely, these feelings included fears (symbolic threat), that out-group people may alter traditions of the in-group or negatively influence Greek Cypriots standard of living (realistic threat). For example, participants of the research had to express their opinion, concerning statements representing symbolic or realistic threats, on a 5-point Likert scale, where number 5 represented the answer "I strongly agree", whereas number 1 represented the answer "I strongly disagree". Finally, number 99 represented the answer "I do not know/I do not answer". Due to the fact, that threats (either symbolic or realistic were constituted by two questions, their correlations was used as a measure of their reliability). Consequently, regarding symbolic threat, the Pearson r was 0. 239**, $p<0.01$ and 0.324** $p<0.01$ for the second wave. As far as the realistic threats were concerned, the Pearson r was 0.430** $p< 0.01$ for the first wave and 0.450** $p< 0.01$, for the second wave.

Prejudice Measures

For the measurement of prejudice a number of measures were used aimed at capturing prejudice in the form of feelings towards Turkish Cypriots, Turks and various outgroups (German, Polish,

Pakistani), In group Bias as an ethnocentric orientation of evaluating the Ingroup better than the outgroups and a behavioral measure that aimed at capturing action tendencies towards coming into contact with various outgroups. In particular:

In-group bias measured positive feelings that participants were maintaining towards people of their in-group in comparison to how they felt towards the rest of the outgroup members. In-group bias was calculated by subtracting the positive feelings towards the in-group community (Greek Cypriot community) from the feelings towards people coming from other national backgrounds. Thereby, questions assessing feelings towards other ethnic backgrounds, were asking participants for example: "How do you feel towards children coming from Germany" on a thermometer, where 50 degrees represented neutral feelings (neither positive nor negative), 0 degrees represented very negative feelings towards people coming from other ethnic backgrounds, 100 degrees represented very positive feelings. Concerning sub group identification with the in-group community (Greek Cypriot community), participants had to express their agreement or disagreement on a 5-point Likert scale, regarding statements expressing positive feelings towards it. (For example: "Generally, I am happy being a Greek-Cypriot"). Thereby, 5 represented the answer "I totally agree" and 1 "I totally disagree". Number 99 represented "I don't know/I don't answer".

General Outgroup Evaluation was considered the average score of declarations of each participant in the questions assessing his/her feelings towards people coming from other ethnic backgrounds. For example, participants had to express their preference or dislike towards people coming from different ethnic background, in a thermometer scale where 100^0 represented very positive feelings towards people coming from different countries, where 0^0 represented very negative feelings towards people coming from different countries. 50^0 represented neutral

feelings towards people coming from different countries (neither positive nor negative feelings). The Cronbachs's α was 0.88 for the first wave and 0.86 for the second wave. For analysis the scale was recoded from 1-11 with 11 representing 100 degrees, 6 representing the middle of the scale (neutral feelings) and 1 representing the negative end of the scale.

General Contact Intentions[8] with people coming from Turkey, Turkish Cypriot community and other countries was considered the average score of declarations of each participant in the questions assessing his/her intention to socialize with children and adolescents of the above ethnic groups. For example, children and adolescents participating to the research, had to answer on a 7-point Likert scale, where number 7 represented the answer "Definitely Yes" and the number 1 represented the answer "Definitively No". Number 4, represented a neutral answer "Neither Yes or No". The Cronbachs's α was 0.79 for the first wave and 0.78 for the second wave.

Positive Emotions towards Turkish-Cypriots and Turkish, was considered the average score of declarations of each participant in the questions assessing his/her feelings towards people coming from Turkish Cypriot community and Turkey. For example, participants had to express their preference or dislike towards people coming from Turkish-Cypriot community and Turkey in a thermometer scale where 100^0 represented excessively positive feelings towards them, where 0^0 represented excessively negative feelings. 50^0 represented neutral feelings (neither positive nor negative feelings). The Pearson's correlation between the two variables was 0. 79 (p<0.001) for the first wave and 0. 82 for the second wave (p<0.001). For analysis the scale was recorded from

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[8] A Factor analysis of the Contact Intentions towards Outgroups (TCs, Turks, Other countries) revealed that only one factor was extracted, so it was decided to use this measure as a Generalised form of contact intentions with "otherness"

1-11 with 11 representing 100 degrees, 6 representing the middle of the scale (neutral feelings) and 1 representing the negative end of the scale.

Implicit Prejudice, was considered the average score of the answers of each participant where he/she assigned a specific pattern of attitude, to the person belonging to in-group (Greek-Cypriot) or to the person belonging to in-group (Greek-Cypriot) or to the person belonging to the out-group (Turkish-Cypriot), after he/she heart a story, read by the research assistants regarding two boys a Greek and a Turkish-Cypriot boy, who visited with their school a zoo (Lemman and Barrett, 2007). For example, number 1 represented the name of the Greek-Cypriot and number 2, represented the name of the Turkish-Cypriot boy. Score of -1, was measuring lack of implicit prejudice as opposed to the score 1, that was measuring presence of implicit prejudice.

Table 1: *Functional Definitions and Range of Psychosocial Variables*

Variable Items	Range	Functional Definitions	Cronbachs's α W1	Cronbachs's α W2
In-Group Bias	10 until -10	*Ingroup bias* measured positive feelings that participants were maintaining towards people of their in-group.	Not applicable	Not applicable
General Outgroup Evaluation	1-11	*General Outgroup Evaluation* was considered the average score of declarations of each participant in the questions assessing his/her feelings towards people coming from other ethnic backgrounds.	.90	.90
Positive Emotions towards Turkish Cypriots and Turkish	1-11	*Positive Emotions towards Turkish-Cypriots and Turkish,* was considered the average score of declarations of each participant in the questions assessing his/her feelings towards people coming from Turkish Cypriot community and Turkey	r=. 72, p<.001	r=.82, p<.001
General Contact Intentions	1-7	*General Contact Intentions* with people coming from Turkey, Turkish Cypriot community and other countries was considered the average score of declarations of each participant in the questions assessing his/her intention to socialize with children and adolescents of the above ethnic groups.	, 79	, 78
Subgroup Identification	1-5	*Subgroup Identification* was the declarations of each participant in the questions assessing feelings of pride and importance towards the subgroup identity	, 69	, 73
No Contact with Turkish Cypriots	1-5	*No contact with Turkish Cypriots* the average score of declarations of each participant in the questions assessing the frequency of meetings with people from out group (Turkish-Cypriots) either in the south or in occupied areas.	,89	, 79
Threats	1-5	*Threats* (either symbolic or realistic), were considered the average score of declarations of each participant in the questions assessing positive, negative or neutral feelings towards Turkish Cypriot community More precisely, these feelings included fears (symbolic threat), that out-group	r=.24**, p<0,01	.r=32** p<0,01

		people may alter traditions of the in-group or negatively influence Greek Cypriots standard of living (realistic threat).		
In-Group Norms-Negative Comments towards Turkish Cypriots	1-5	*In group norms-Negative Comments towards Turkish Cypriots*, were considered the average score of declarations of each participant, in the question assessing whether significant others (parents, teachers, friends, classmates), accept the use of negative comments regarding people coming from Turkish Cypriot Community	.86	.89
In-Group Norms-Being Friendly towards Turkish Cypriots	1-5	*In group norms-Being Friendly towards Turkish Cypriots*, were considered the average score of declarations of each participant in the questions assessing whether significant others (parents, teachers, friends, classmates), accept the intention of being friendly towards Turkish Cypriots.	.88	.90
In group norms-Having Turkish Cypriot friends	1-5	*In group norms-Having Turkish Cypriot friends,* were considered the average score of declarations of each participant in the questions assessing whether significant others (parents, teachers, friends, classmates), accept maintaining friendships with Turkish Cypriot friends	.89	.88
Relations of Constraint	1-7	*Relations of Constraint* were considered the average score of declarations of each participant in the questions assessing the existence of social relations characterized by asymmetrical power between them and significant others (parents, teachers, friends, classmates).	.89	.88
Relations of Cooperation	1-7	*Relations of Cooperation,* were considered the average score of declarations of each participant in the questions assessing the existence of social relations characterized by equal status between them and significant others (parents, teachers, friends,classmates).	.66	.60

3.5. *Analytical Strategy*

As the aim of the research was to get as closer as possible to a representative sample of the four age groups under discussion from the whole of the Greek Cypriot community some comparisons between key demographics and statistical data from the Cyprus Statistical Service were performed in this section

De Vaus, (2002), maintained that inferential statistics could be applied, in case; the sample of the research was obtained by probability sampling methods. Equally important, the type of probability sample was a combination of simple random sampling and stratified cluster sampling due to the fact that schools and intact classrooms were chosen based to the following criteria: 1) Population of each district, 2) Population residing in urban or rural area. Identically, De Vaus, (2002), asserted that a "stratified sampling was designed to produce more representative and thus more accurate samples" (p.74). Furthermore, he added that,

"For a sample to be representative the proportion of various groups in the sample should be the same as in the population (p.74).

The first two criteria were respected to a great extent, due to the fact that, the percentage of boys and girls, participating to the research, were 41.2% and 58.1% respectively as compared to the proportion of Cyprus population (48.6% male and 51.4% female). Regarding the area of residence, 66.8% of the population sample was living in urban areas, and 33.2% were living in rural ones. Correspondingly, the corresponding percentages for Cyprus population are 67.4% and 32.6 respectively. Comparatively, the percentage of participants in the sample according to their district of residence was largely aligned with the percentage of participants in the real

population. (39.4% for Nicosia district, as compared to 38.90% for Cyprus population, 23.0% for Limassol district as compared to 28.0% for Cyprus population and 19.1% for Larnaca district as compared to 17.03% for Cyprus population. However there was a great difference, regarding districts population, for the Paphos and Famagusta region. In particular, participants from the sample coming from Paphos district were 2.9% as compared to 10.50% in the total population. As far as Famagusta district was concerned, participants of the sample coming from the aforementioned area rose to 15.6, as compared to 5.54% of the total population. This might be explained by the fact that in Paphos district, according to the Statistical Service of Cyprus, of the Ministry of Finance, there was the biggest percentage of people with migrant background in Cyprus, (33.60% of people), as compared to Famagusta district where the percentage of people with migrant background, was between the lowest (18.84% of total population), given that for the aim of this research we had to focus our attention on Greek-Cypriots only.

Layout of the results:

The results of the research are presented in the following sections:

1.   Preliminary analysis-Testing for selective attrition

2.   Testing for changes from W1 to W2

3.   The influence of the various demographic variables on Predictors and Outcomes - Comparisons by age groups-Bivariate correlations between Predictors and Outcomes at W1

4. Hierarchical Regressions of all Predictor Variables on all Outcome Variables at W1

6. Hierarchical Regressions testing relative strength of Social Relational (Intragroup and Intergroup) Variables and Individual Characteristic variables at W1

7. Longitudinal (Cross-Lagged analysis)

This set of analyses were planned in order to be able to examine our various hypotheses. In the first place, in the section, entitled, "Preliminary analysis", analysis used through the research was described. Wallace et al., (2011), maintained that:

"Preliminary data analyses are to edit the data to prepare it for further analysis, describe the key features of the data, and summarize the results" (p.13). In the first part, demographic data regarding the gender of participants, the socio-economic level of their family as well as their class were reported. Additionally, descriptive data, such as participant's gender, attendance to public or private school or parent's socio-economic status, were given, in a tabular analysis, that means presenting the results of analysis in tables (De Vaus, 2002). The data were also examined in terms of randomness or not of missing data. Also, given the longitudinal nature of our data it is also important to test for selective attrition from Wave 1 to Wave 2 and this will be done in the preliminary analysis section for both the Predictors, Outcome and Demographic Data.

In the second section changes on all variables from Wave 1 to Wave 2 where examined so as to get a sense of what changes if anything between the 9 month period that intervened between the first and second wave of data collection.

In addition, the third section inferential statistics were used (ANOVA Comparisons by Age Group, Correlations and T-tests for Gender and Other demographic variables) in relation to our predictors and outcomes, in order to investigate and therefore adequately respond to the research questions and specifically in establishing the role of age variations on our variables and directly testing Hypotheses 1 and 2. In the following fourth part of the results we present a series of hierarchical regression analyses for each of our possible predictor variable in relation to our

various Prejudice measures whilst controlling for the influence of the demographic variables that were found in previous analyses to influence predictors and outcomes (age, gender). We also present separate models for each of the four age groups in order to understand possible variations in the relations between predictors and outcomes in the four age groups under examination thus examining Hypotheses 3,4 and 5b.

Next we test the relative strength of the various predictors in the whole sample controlling for relevant demographic variables thus exploring Hypothesis 5.

In the final section of the results chapter which follows we test the possible bi-directionality between predictors and outcomes with the use of cross-lagged analyses thus testing hypothesis 7a and then separately for each age group testing Hypothesis 7b.

CHAPTER 4: RESULTS

4.1. Preliminary analysis

After data cleaning and an initial exploration for outliers and the normality of the distribution of the data we proceeded with factor analysis on the questionnaire items in order to extract the variables, which would be used for the inferential analysis. In order for a scale to be considered as reliable factor analysis results should be one-dimensional and its internal consistency (Cronbachs's'α) should be more than 0,70. The extraction method used, for factor analysis was Varimax. Varimax was chosen, due to the fact that, according to Field, (2013), it helped researchers to manage in a more clear way the distinct factors. Based to this, the following factors were extracted, whose Cronbachs's a, was bigger than 0,70, meaning that they could be considered as acceptable: The variables that had been extracted were the following ones: 1) General Out Group Evaluation of People Coming from Different Ethnic Backgrounds, 2) Intentions for Socializing with Turkish Cypriot, Turkish and People Belonging to Different Socio-Cultural Settings, 3) Positive Feelings towards Turkish Cypriots and Turkish people, 4) Identification with the Greek Cypriot Identity, 5) No Contact with Turkish Cypriots, 6) Symbolic Threats towards Turkish-Cypriot Community, 7) Realistic Threats towards Turkish Cypriot Community 7) In Group Norms: Acceptance of Negative Comments by Significant Others (parents, teachers, friends, classmates), towards the Turkish Cypriot Community, 8) In Group Norms: Importance of Being Friendly towards Turkish Cypriots According to Significant Others (parents, teachers, friends, classmates) 9) In-Group Norms: Importance of Having Turkish Cypriot Friends According to Significant Others (parents, teachers, friends, classmates) 10) Relations of Constraint, 11) Relations of Cooperation, 12)Implicite prejudice, 13) General

Cognitive Ability, 14) Cognitive Ability: Seriation, 15) Cognitive Ability: Multiple Categorization Skills, 16) Cognitive Ability: Isolation of Variables, 17) Cognitive Ability: Analogies.

4.2. Demographic Results

4.2.1. Introduction

In this research the main purpose, was to investigate the way prejudice towards others as well as identification with the subgroup developed and was related in turn to Ingroup bias and prejudice. We also aimed to explore the role of social relations (both ingroup and outgroup) and in group norms, and their relation to children's and adolescent's cognitive development as it was prescripted by Piaget's developmental stages. Furthermore, another additional aim was to investigate which specific cognitive abilities were mostly related with the emergence of the above phenomena (prejudice and national identity). In order to analyze the results, inferential statistics were applied. Henceforth, results that emerged were divided in four main sections. Firstly, in the first section, demographic and descriptive results were presented for both waves of administration. Secondly, as far as the second section was concerned, correlational and inferential results were presented. Thirdly, hierarchical regression models explored the links between a number of predictors and outcome variables relating to various prejudice measures and fourth a similar longitudinal cross-lagged analysis was performed in order to shed more light on the directionality of the relationships between these variables.

4.2.2. Participants of the research

In the first wave of the administration of questionnaires there were eight hundred and thirty three (N=833), children and adolescents that answered the questionnaires after informed consent was given by their parents,. From this sample of participants, one hundred forty three (N=143), participants were excluded from the study, due to the fact, that they were not of Greek-Cypriot origin. Based on research's main hypothesis, it was crucial that only participants having Greek Cypriot origin could participate, due to the fact that we would like to investigate how categorization and degree of identification with their community, was influenced by their cognitive development. The proportion of participants coming from families with migrant background was 17.16% (N=143) and for participants from Greek Cypriot origin was 82.83% (N=690). The above percentages were very close to the proportion of people with migrant background living in Cyprus (15.6%) according to the Statistical Service of Cyprus (2016) of the Ministry of Finance.

Table 2: *Participant's origin N=833*

Origin	N	Percentage
Greek Cypriot Origin	690	82.83%
Origin from other national backgrounds	143	17.16%

Table 3: *Participant's Age Group.*

	W1		W2	
	N	Percentage	N	Percentage
First age group	153	22.2%	102	20.4%
Second age group	150	21.7%	123	24.6%
Third age group	260	37.7%	195	38.9%
Fourth age group	127	18.4%	81	16.2%
Total	690	100.0%	501	100.0%

Table 4: *Participant's Gender.*

	W1		W2	
	N	Percentage	N	Percentage
Male	298	43.2%	201	40.1%
Female	388	56.2%	297	59.3%
Missing value	4	0.6%	3	0.6%
Total	690	100.0%	501	100.0%

4.2.3. Demographic Data Concerning Participants School Status

In the first wave of research, 22% of participants were enrolled in the 2nd class of the primary school, 21.6% of participants were enrolled in the 5th class of the primary school, 37.5% of participants were enrolled in the 2nd class of junior high school and lastly 18.8% of participants were enrolled in the 2nd class of senior high school. As far as the second wave of research was concerned, it appeared that the distribution was not significantly different. In particular, 20.2% of

participants were enrolled in the 2nd class of the primary school, 24.4% were enrolled in the 5th primary class of the primary school, 39.3% were enrolled in the 2nd class of the junior high school, and lastly 16.2% were enrolled in the 2nd class of the senior high school. Regarding type of school attended, in the first wave, 43.6% of participants, attended primary school, 37.8% of participants attended junior high school, and 18.6% of participants attended senior high school. At the same time, in the second wave of research, 44.5 % of participants attended primary school, 39.3% of participants attended junior high school, and lastly 16.2% of participants attended senior high school. Finally concerning category of school attended, in the first wave of research, 90.8% of participants attended public schools as opposed to 9.2 % of participants that attended private schools. Moreover, in the second wave of research, 90.4% of participants attended public schools, as opposed to 9.6% of participants that attended private schools.

Table 5: *Participant's Class.*

	W1		W2	
Class	N	Percentage	N	Percentage
2nd class Primary School	152	22.0%	101	20.2%
5th class Primary School	149	21.6%	122	24.4%
2nd class Junior High School	259	37.5%	197	39.3%
2nd class Senior High School	130	18.8%	81	16.2%
Total	690	100.0%	501	100.0%

Table 6: *Participant's Type of School.*

	W1		W2	
	N	Percentage	N	Percentage
Primary school	301	43.6%	223	44.5%
Junior High school	261	37.8%	197	39.3%
Senior High School	128	18.6%	81	16.2%
Total	690	100.0%	501	100.0%

Table 7: *Participant's Category of School.*

	W1		W2	
	N	Percentage	N	Percentage
Public	643	93.2%	454	90.6%
Private	47	6.8%	47	9.4%
Total	690	100.0%	501	100.0%

4.2.4. Demographic Data of Parents Occupational Status

In the first wave of research, most of the fathers participants were included to the professional category "Technicians, semi-professionals, small business owners" (16.2%) and "Administrators, lesser professionals and owners of medium sized business" (15.9%). The above results were followed by "Smaller business owners, skilled manual workers, craftsmen and tenant farmers" (13.3%) and "Higher executives, owners of grand business and major professionals" (10.6%), "Machine operators and semi-skilled workers" (4.1%) , "Farm labourers, menial service workers" (3.3%), "Smaller business owners, farm owners, managers, minor professionals" (3.2%). Lastly the smallest percentages of professional category were "Unskilled workers" (1.3%) and "Clerical and sales workers, small farm and business owners" (0.3%). As far as the second wave of research was concerned, it appeared that the percentages were almost identical as compared to the first wave of research. In particular, "Administrators, lesser professionals and owners of medium sized business" (15.9%) and "Technicians, semi-professionals, small business owners" (12.5%), were placed to the first places. Then the above professional categories were followed by "Smaller business owners, skilled manual workers, craftsmen and tenant farmers" (13.0%) and "Higher executives, owners of grand business and major professionals" (11.2%). Moreover, the following professional categories, "Machine operators and semi-skilled workers" (4.0%), "Farm labourers, menial service workers" (4.0%) and "Smaller business owners, farm owners" (3.4%), "Managers, minor professionals" (3.2%) were placed. Lastly, in the last positions, "Unskilled workers" (1.3%) and "Clerical and sales workers, small farm and business owners" (0.3%), were appeared.

In contrast, as far as mother's professional distribution was concerned, significant differences were observed compared to the father's occupational background. In particular, most mothers'

participants were involved to the following professional categories: "Administrators, lesser professionals and owners of medium sized business" (15.9%), "Technicians, semi-professionals, small business owners" (12.5%), "Smaller business owners, farm owners, managers, minor professionals" (12.2%). Untill this point; it might be argued that the results were identical to these of the father's professional occupations. Nevertheless, it appeared that at this point, the above professional occupations were followed by "Farm labourers and menial service workers" (12.2%), "Higher executives, owners of grand business and major professionals" (7%), and "Clerical and sales workers, small farm and business owners" (5.3%). Finally in the last positions of the professional occupations were classified the above professional categories: "Machine operators and semi-skilled workers" (3.3%), "Smaller business owners, Skilled manual workers, craftsmen and tenant farmers" (1.4%) and "Unskilled workers" (0.3%) . As far as the second wave of research was concerned, it appeared that the percentages of professional occupations held, as well as their order were identical to those of the first wave. In particular, the first places were occupied by "Administrators, lesser professionals and owners of medium sized business" (18.8%), "Technicians, semi-professionals, small business owners" (15.4%) and "Smaller business owners, farm owners, managers and minor professionals" (13.2%), Then they were followed by "Farm laborers, menial service workers" (13.0%), "Clerical and sales workers, small farm and business owners" (5.6%), "Higher executives, owners of grand business and major professionals" (5.4%). Lastly, as in the first wave of research, in the last positions, were placed the following professional positions: "Machine operators and semi-skilled workers" (3.6%), "Smaller business owners, skilled manual workers, craftsmen and tenant farmers" (1.8%) and "Unskilled workers" (.4%).

Table 8: *Fathers' and Mothers' Occupation.*

	Fathers Occupation				Mothers Occupation			
	W1		W2		W1		W2	
	N	%	N	%	N	%	N	%
Higher executives, owners of grand business and major professionals	73	10.6%	56	11.2%	51	7.4%	27	5.4%
Administrators, lesser professionals and owners of medium sized business	110	15.9%	82	16.4%	116	16.8%	94	18.8%
Smaller business owners, farm owners, managers, minor professionals	22	3.2%	17	3.4%	89	12.9%	66	13.2%
Technicians, semi-professionals, small business owners	112	16.2%	79	15.8%	91	13.2%	77	15.4%
Clerical and sales workers, small farm and business owners	2	0.3%	1	0.2%	39	5.7%	28	5.6%
Smaller business owners, skilled manual workers, craftsmen and tenant farmers	92	13.3%	65	13.0%	10	1.4%	9	1.8%
Machine operators and semi-skilled workers	28	4.1%	20	4.0%	24	3.5%	18	3.6%
Unskilled workers	9	1.3%	5	1.0%	2	0.3%	2	0.4%
Farm laborers, menial service workers	23	3.3%	20	4.0%	89	12.9%	65	13.0%
Missing value	219	31.7%	156	31.1%	179	25.9%	115	23.0%
Total	690	100.0%	501	100.0%	690	100.0%	501	100.0%

4.2.5. Demographic Data Concerning Parents Educational Level

In the first wave of research, as far as the educational level of mothers was concerned, it appeared that 29.7% of mothers were holders of bachelor degree and 28.6% were holders of

senior high school leaving certificate. Then, 19.6% of mothers participants were holders of master's degree and 13% were holders of short cycle tertiary education diploma. Lastly, 5.9% were holders of junior high school leaving certificate, 1.5% finished primary school and 1.3% didn't finish primary school. As far as the second wave was concerned, it was perceived that there were considerable differences. In particular, 36.1% of participants mothers were holders of bachelors degree, 21.3% and 20.7% were holders of masters degree and senior high school leaving certificate, respectively and 16.5% were holders of short cycle tertiary education diploma. Finally, 3.4%, were holders of junior high school leaving certificate, 1.4% were holders of primary school leaving certificate and lastly 0.3% didn't finish primary school. The difference between W1-W2, suggests that children of mother with higher educational level, were more likely to fill in both W1 and W2 questionnaires.

Table 9: *Parents Educational Level.*

| | Mother's Educational Level | | | | Fathers Educational Level | | | |
| | W1 | | W2 | | W1 | | W2 | |
	N	%	N	%	N	%	N	%
Masters graduate	89	12.9%	75	15.0%	89	12.9%	72	14.4%
Bachelor graduate	135	19.5%	127	25.3%	135	19.6%	103	20.6%
Short cycle tertiary education graduate	59	8.55%	58	11.6%	59	8.6%	43	8.6%
Senior high school graduate	130	18.8%	73	14.6%	130	18.8%	99	19.8%
Junior high school graduate	27	3.9%	12	2.4%	27	3.9%	18	3.6%
Primary school graduate	7	1.0%	5	1.0%	7	1.0%	7	1.4%
Hasn't finished primary school	6	0.8%	1	0.2%	6	0.9%	4	0.8%
Missing value	237	34.3%	150	29.9%	237	34.3%	155	30.9%
Total	690	100.0%	501	100.0%	690	100.0%	501	100.0%

4.2.6. Demographic Data Concerning Area of Residence

The 68,7% and 67,9% of participants were living in the urban areas in first and second wave of research respectively as opposed to 31,3% and 32,1% of participants living in rural areas. The above demographic data, came in line with data derived from 2011 census, carried out by Statistical Service of the Ministry of Finance, where 67,4%, were living in the urban areas and 32,6% in the rural areas.

Table 10: *Area of Residence*

	W1		W2	
	N	Percentage	N	Percentage
Urban area	474	68.7%	340	67.9%
Rural area	216	31.3%	161	32.1%
Total	690	100.0%	501	100.0%

4.2.7. Demographic Data Concerning District of Residence

Regarding the first wave of research, 36.2% of participants came from Nicosia district, 21% came from Limassol district, 17.1% came from Larnaca district, 10.1% from Paphos district and lastly 15.5% came from Famagusta district. Now as far as the second wave was concerned, 36.1% of participants came from Nicosia district, 22% from Limassol district, 17,8% from Larnaca district, 7.6% from Paphos district and finally 16.6% came from Famagusta district. Given the above, in most districts the percentage of persons participating in research was similar to the percentage of people living to each district. In particular, according to the census of 2011, carried out by Statistical Service of the Ministry of Finance of Cyprus, distribution of Cyprus population was as followed: Nicosia district: 38.90%, Limassol district: 28.00%, Larnaca district: 17.30%, Paphos district: 10.5% and Famagusta district: 5.5%

Table 11*: District of Residence.*

	W1		W2	
	N	Percentage	N	Percentage
Nicosia	250	36.2%	181	36.1%
Limassol	145	21.0%	110	22.0%
Larnaca	118	17.1%	89	17.8%
Paphos	70	10.1%	38	7.6%
Famagusta	107	15.5%	83	16.6%
Total	690	100.0%	501	100.0%

4.3. Difference of Social and Cognitive Variables Depending on the Type of Participant

A MANOVA was used in order to compare the means of variables depending on the type of participant (participants completing both waves vs participants completing only wave 1). The MANOVA test revealed no significant difference in our predictors and outcomes based on Participant type , $F_{(13, 204)} = 1.22$, p= 0.26ns; Wilk's $\Lambda = 0.928$, partial $\eta^2 = .072$.

Difference of Demographic Variables Concerning the Type of Participant

A chi square test of independence was performed in order to examine the relation between the type of participants (participants that completed questionnaires in both waves and participants that completed questionnaires in only one wave) and demographic factors. The type of participants differed by age group, X^2 (3,690) = 15.00 p=.002, gender, X^2 (1, 686) = 7.80 p=.005, class, X^2 (3, 690) = 17.70 p=.001, type of school X^2 (2, 690) = 6.76 p=.034 and district X^2 (4, 690) = 15.76 p=.003. Consequently, it might be argued that the representativeness of the sample was influenced due to the high percentage of attrition, a finding that will further be discussed in the section "Limitations".

Table 12: *Difference of Demographic Variables Concerning the Type of Participant.*

	Type of Participant	
Age group (X^2 (3) = 15.002 p = .002)	First only	Both waves
1st age group	32.70%	67.30%
2nd age group	17.30%	82.70%
3rd age group	24.60%	75.40%
4rth age group	35.40%	64.60%
Gender (X^2 (1) = 7.806 p = .005)	First only	Both waves
Male	32.20%	67.80%
Female	22.70%	77.30%
Type of School (χ^2 (2) = 6.758[a] p = .034)		
Primary School	25.20%	74.80%
Junior High School	24.10%	75.90%
Secondary High School	35.90%	64.10%
District (χ^2 (4) =15.764 p = .003)	First only	Both waves
Nicosia	27.20%	72.80%
Limassol	24.10%	75.90%
Larnaca	22.90%	77.10%
Paphos	45.70%	54.30%
Famagusta	21.50%	78.50%

4.3.1. Descriptive Data Concerning Mean and Standard Deviations of Social and

Cognitive Variables

First wave

As far as the first wave of research was concerned, regarding the psychosocial variables, the average score of the variable *In-Group Bias* was M=2.36 (SD=2.41), which represented mostly significant in-group bias given that it is derived by subtracting positive emotions of in-group minus the mean of positive emotions towards the rest of the out-groups. Nevertheless, *General Outgroup Evaluation* was 6.85 (SD=2.11), which represented neutral to somewhat positive feelings towards people from different ethnic backgrounds (out-groups) given that the scale ranged from 1-11 with 6 being the middle of the scale (neutral feelings). There were however, variations of these feelings depending on the outgroup (see table 18 below). Furthermore, *Positive Emotions Towards T/C* was M=6.81 (SD=2.66), which represented again neutral to somewhat positive feelings towards people from the Turkish-Cypriot community. In addition, *Positive Emotions Towards Turks* was M=5.96 (SD=2.85)which represented slightly negative feelings towards people from Turkey). Moreover, the average score of the variable *General Contact Intentions* towards people coming from Turkish-Cypriot community, Turkey and countries outside Cyprus, was M= 4.70 (SD=1.40), that was mostly approaching the answer neutral intentions as far as the socialization with children of other countries was concerned. Added to that, the average score of the variable *Subgroup Identification* was M=3.94 (SD=.08), on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), that was indicating high identification. In addition, the average score of the variable *Quantity of No Contact*, was M=4.35 (SD=.92), that was mostly approaching the answer one time per year, indicating that children rarely interacted with Turkish Cypriots. Additionally, the average score of the variable *Symbolic*

Threat was M=2.65 (SD=0.99), which represented neutral feelings of threat (neither agree nor disagree). Concerning the average score of the variable *Realistic Threat*, that was M=3.34 (SD=1.16), it was again expressing mostly neutral feelings (neither agree nor disagree) but significantly higher than the level of symbolic threat. Further, the average score of the variable *In Group Norms Negative Comments towards Out Group People* (Turkish Cypriot community) was M=2.86 (SD=1.09), that was mostly approaching the answer a little bit acceptable. Together with, the average score of the variable *In Group Norms Being Friendly with People from Out Group* (Turkish Cypriot community) was 3.25 (SD=1.07), that was mostly approaching the answer a little important. Correspondingly, the average score of the variable *In Group Norms Maintaining Friendship with Out-Group People* (Turkish Cypriot community) was M=2.58 (SD=1.10), that was mostly approaching the answer a little important. Concerning the variable *Relations of Constraint*, its mean score was M=3.40 (SD=1.18), an answer that was mostly equivalent to the answer somehow disagree. As far as the variable *Relations of Cooperation* was concerned, its mean score was 5.25 (SD=0.84), that mostly approached the answer somehow agree. Finally as far as the variable *Implicit Prejudice* was concerned, it appeared that the average score of the variable was 0.14 (SD=0.39), that approached mostly the existence of minor feelings of implicit prejudice, provided that the score -1 was measuring lack of implicit prejudice as opposed to the score 1 that was measuring maximum presence of implicit prejudice. As far as the cognitive components of the questionnaire were concerned, the average mean score of *General Cognitive Ability* was M=0.52 (SD=0.24). Moreover the average mean score of the *Cognitive Ability of Seriation* was M=0.79 (SD=0.30), the average mean score of the *Cognitive Ability of Multiple Categorization Skills* was M=0.36 (SD=0.29), the average mean score of the *Cognitive Ability of Isolation* was M=0.48 (SD=0.36), the average mean score of the *Cognitive*

Ability of Analogies was 0.53 (SD=0.39) and finally the average mean score of *Abstract Thinking* was 0.19 (SD=0,40). Finally as far as the average mean score of *Moral Development* was concerned, it was 0.54 (SD=0.49).

Second wave

As far as the second wave of research was concerned, firstly, concerning the psychosocial variables, it appeared that there was a significant difference in the scores of *Quantity of No Contact* in first (M=4.35, SD=.92) and second wave of research(M=4.47, SD=.67); t(442)=-2.685 p=0.008. Furthermore, it appeared that there was a significant difference in the scores of *Realistic Threat* in first (M=3.34, SD=1.16) and second wave of research(M=2.74, SD=.86); t(308)=7.268 p<.001. In addition, there was a significant difference in the scores of *Relations of Constraint* in first (M=3.40, SD=1.18) and second wave of research(M=3.12, SD= 1.15); t(367)= 4.501 p<0.0001. Lastly, as far as the psychosocial variables were concerned, it appeared that there was a significant difference in the scores of *Implicit Prejudice* in first (M=0.14, SD=0.39) and second wave of research(M=0.11, SD= 0.37); t(443)= 0.797 p<0.001. Regarding cognitive variables, first of all, it appeared that there was a significant difference in the scores of *Cognitive Level Score,* in first (M=0.52, SD=0.24) and second wave of research(M=0.59, SD= 0.25); t(470)= -7.453 p<.001. Secondly, it seemed that there was a significant difference in the scores of *Multiple Categorization Skills* in first (M=0.36, SD=0.29) and second wave of research(M=0.39, SD= 0.26); t(470)= -2.352 p=0.019. In addition, it appeared that there was a significant difference in the scores of *Isolation of Variables,* in first (M=0.48, SD=0.36) and second wave of research (M=0.56, SD=0.36; t(470)= -4.21 p<.001. Furthermore, it seemed that there was a significant difference in the scores of *Analogies*, in first (M=0.53, SD=0.29) and second wave of research (M=0.60, SD=0.73; t(470)= -4.228 p<.001. Lastly, it appeared that

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there was a significant difference in the scores of *Abstract-Thinking* in first (M=0.19, SD=0.40) and second wave of research (M=0.24, SD=0.43; t(470)= -2.076 p=0.038.

Table 13: Means *and Standard Deviations of Psychosocial and Cognitive Variables*

	Scales	Wave 1			Wave 2			t	df	p
		N	M	SD	N	M	SD			
1	In group Bias	471	2.36	2.41	471	2.54	2.45	1.390	470	.165
2	General Outgroup Evaluation	483	6.85	2.21	483	6.89	2.18	-.328	482	.743
3	Positive Emotions towards TCs	467	6.81	2.67	467	6.81	2.64	.017	466	.987
4	Positive Emotions towards Turks	463	5.96	2.85	463	6.00	2.94	-.227	462	.821
5	General Contact Intentions	475	4.70	1.40	475	4.65	1.43	.856	474	.393
6	Subgroup Identification	421	3.94	.85	421	3.88	.93	1.248	420	.213
7	Quantity of No Contact	443	4.35	.92	443	4.47	.67	-2.685	442	.008
8	In-Groups-Negative Comments	295	2.86	1.09	295	2.95	1.23	-1.121	294	.263
9	In-Group Norms-Being Friendly	273	3.25	1.07	273	3.19	1.13	.838	272	.403
10	In-Group Norms-Maint. Friends.	260	2.58	1.10	260	2.55	1.11	.383	259	.702
11	Symbolic Threat	355	2.65	.99	355	2.68	1.06	-.529	354	.597
12	Realistic Threat	309	3.34	1.16	309	2.74	.86	7.268	308	.000
13	Relations of Constraint	368	3.40	1.18	368	3.12	1.15	4.501	367	.000
14	Relations of Cooperation	337	5.25	.84	337	5.25	.76	.098	336	.922
15	Implicit Prejudice	461	0.14	0.39	493	0.11	0.37	0.797	443	<.001
16	CognitiveLevelScore	471	.52	.24	471	.59	.25	-7.453	470	.000
17	Seriation_score	471	.79	.30	471	.81	.29	-1.504	470	.133
18	Multiplecat_score	471	.36	.29	471	.39	.26	-2.352	470	.019
19	Isolation_score	471	.48	.36	471	.56	.36	-4.21	470	.000
20	Analogies_score	471	.53	.39	471	.60	.37	-4.228	470	.000
21	Abstract_score	471	.19	.40	471	.24	.43	-2.076	470	.038
22	Moraldevel_score	337	.54	.49	337	.48	.50	1.581	336	.115

4.3.2. Interrelationships Between Demographic, Socio-Economic and Social/Cognitive Variables

A Pearson product-moment correlation coefficient was computed in order to investigate the relationship between demographic factors such as gender, socio-economic status of parents (father and mother separately) and psychosocial variables. As far as the *Socio-Economic Status of Father* was concerned, it appeared that there was a positive correlation with *Socio-Economic Status of Mother* ($r=.219$, $n=501$, $p=0.00$), *Subgroup Identification* ($r=.094$, $n=442$, $p=0.05$) and *In Group Norms-Being Friendly towards Turkish Cypriots* ($r=.154$, $n=334$, $p=0.01$). Moreover, regarding *Gender*, (code 1 represented male and code 2 represented female), it seemed that, it was positively correlated with *General Outgroup Evaluation* ($r=.182$, $n=486$ $p=0.01$), *Positive Feelings towards Turkish-Cypriots and Turkish* ($r=.195$ $n=480$, $p=0.05$),*General Contact Intentions* ($r=.14$, $n=478$, $p=0.01$), *In Group Norms-Being friendly with Turkish Cypriots* ($r=.200$, $n=334$, $p=0.01$) and *Cognitive Ability of Isolation* ($r=.096$, $n=471$, $p=0.05$). In parallel, it was negatively correlated with *In Group Bias* ($r=.-139$, $n=476$, $p=0.01$), *Symbolic Threat* ($r=.-140$, $n=384$, $p=0.01$), *In Group Norms-Negative Comments towards Turkish Cypriots* ($r=.-178$, $n=342$, $p=0.01$) and *Relations of Constraint* ($r=-,144$, $n=375$ $p=0.01$) thus indicating a clear pattern of gender difference on all of the prejudice measures with girls showing significantly lower prejudice levels compared to boys

Table 14: *Interrelations Between Parents Socio-Economic Status and Psychosocial and Cognitive Variables*

Variables	Socio-Economic Status of Father	Socio-Economic Status of Mother	Gender (1=m,2=f)[9]
Socio-Economic Status of Father	1	.219**	.073
Socio-Economic Status of Mother	.219**	1	-.068
Gender	.073	-.068	1
In group-bias	-.040	-.032	-.139**
Scale of Outgroup Evaluation	.025	.066	.182**
Positive feelings TCs Turks	.026	.059	.195*
Scale of General Contact Intentions.	.068	.069	.140**
Scale of Subgroup Identification	.094*	.080	.086
Scale of Quantity of No Contact	.070	-.022	-.026
Symbolic Threat	-.047	-.039	-.140**
Realistic Threat	.029	.061	-.053
InGroupNormsNegComments	.001	.020	-.178**
InGroupNormsFriendly	.154**	.044	.200**
InGroupNormsFriendship	.063	.064	.083
Relations of Constraint	-.087	-.071	-.144**
Relations of Cooperation	-.019	-.035	.029
Implicit Prejudice	-.040	-.024	-.139
GeneralCognitiveLevelScoreW1	.073	-.046	.066
Seriation_scoreW1	.080	.021	.003
Multiplecat_scoreW1	.038	-.031	.-006
Isolation_scoreW1	.025	-.054	.096*
Analogies_scoreW1	.081	-.066	.072
Abstract_scoreW1	-.032	-.044	.044
Moraldevel_scoreW1	.032	-.014	-.015

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[9] M=male, F=female

4.4. Influence of Gender Concerning Social and Cognitive Variables

In order to identify better the mean differences on the measure by gender, we decided to run an independent samples t-test. To begin with, regarding psychosocial variables, there was a significant difference in the scores, concerning *In-Group Bias* for male (M=2.79, SD=2.44) and female participants (M=2.09, SD=2.39), (t= (473)= 3.12, p=.002). Moreover, there was a significant difference in the scores for male (M=6.34, SD=2.16) and female participants (M=7.17, SD=2.19) , (*t* (483)=-4.10, p<0.000), regarding *General Outgroup Evaluation*. Furthermore, there was a significant difference in the scores for male (M=5.72, SD=2.61) and female participants (M=6.80, SD=.261), (t=(477)=-4.39, p<.001), concerning *Positive Emotions towards Turkish-Cypriots and Turkish*. Moreover, there was a significant difference in the scores for male (M=4.45, SD=1.35) and female participants (M=4.87, SD=1.42), (*t*(474)=-3.26, p<0.001), as far as *General Contact Intentions* were concerned. Additionally, there was a significant difference in the scores for male (M=3.09 , SD=1.06) and female participants (M=2.73, SD=1.13) (*t* (338) = 2.94, p<0.003), concerning *In Group Norms-Negative Comments towards Turkish Cypriots*. Further, there was a significant difference in the scores for male (M=2.97, SD=1.12) and female participants (M=3.41, SD=0.99) (*t* (331) = -3.76, p<0.000) regarding *In Group Norms-Being friendly towards Turkish Cypriots*. Moreover, there was a significant difference in the scores for male (M=2.81, SD=1.16) and female participants (M=2.53, SD=0.88) (*t* (380)=2.61 p=0.009) concerning *Symbolic Threat*. Additionally, as far as *Relations of Constraint* were concerned, there was a significant difference in the scores for male (M=3.63, SD=1.20) and female participants (M=3.24, SD=1.15) (*t* (371)=3.10 p=0.002). In parallel, as far as cognitive variables were concerned it appeared, initially that there was a significant difference in the scores for male (M=0.49, SD=0.23) and female participants

(M=0.54, SD=0.24) (*t(466)* = -2.15 p=0,031). Besides, regarding *Cognitive Ability of Isolation of variables*, there was a significant difference in the scores for male (M=0.43, SD=0.36) and female participants (M=0.52 SD=0.37) (*t* (466)=-2.68 p=0.007). Lastly, concerning *Cognitive Ability of Analogies*, there was a significant difference in the score for male (M=0.48, SD=0.39) and female participants (M=0.56, SD=0.39) (*t* (466)=-2.14. p=0.032). Conversely, as far as psychosocial variables were concerned, first of all, concerning *Subgroup Identification* there was not any significant difference in the score for male (M=3.86, SD= 0.94) and female participants (M=3.98, SD=0.78) (*t* (438) =-1.151 p=0.131). Thereafter, regarding *Quantity of No contact with Turkish Cypriots*, there was not any significant difference in the score for male (M=4.38, SD=0.94) and female participants (M=4.32 SD=0.92) (*t* (451)=0.67 p=0.503). Concerning *In Group Norms-Maintaining Friendship with Turkish Cypriots*, there was not any significant difference in the score for male (M=2.48, SD=1.08) and female participants (M=2.67 SD=1.08) (*t* (319)=-1.56 p=0.119. Moreover, as far as *Realistic Threat* was concerned, there was not any significant difference in the score for male (M=3.39 SD=1.13) and female participants (M=3.30, SD=0.079) (*t* (362)=0.723, p=0.470). Furthermore, regarding *Relations of Cooperation*, there was not any significant difference in the score for male (M=5.18, SD=1.06) and female participants (M=5.26, SD=0.78) (*t* (352) =-0.826 p=0.409). Finally, regarding *Implicit Prejudice*, there was not any significant difference in the score for male (M=0.14, SD=0.36) and female participants (M=0.13, SD=0.40) (*t* (456) = 0.186 p=0.853). Regarding cognitive variables, at first, there was not any significant difference, in the score for male (M=0.77, SD=0.30) and female participants (M=0.80, SD=0.29) (*t* (466) = -1.02 p=0.308), concerning the *Cognitive Ability of Seriation.* Moreover, concerning the *Cognitive Ability of Multiple Categorization*, there was not any significant difference in the score for male (M=0.36, SD=0.26) and female

participants (M=0.36, SD=0.30) (*t* (466)= 0.198, p=0.843). Moreover, regarding the *Cognitive Ability of Abstract Thinking,* there was not any significant difference in the score for male (M=0.17, SD=0.38) and female participants (M=0.21 SD=0.41) (*t* (466)=-1.17 p=0.243). Lastly, concerning *Moral Development*, there was not any significant difference in the score for male (M=0.55, SD=0.50) and female participants (M=0.53, SD=0.50) (*t* (335)=0.275 p=0.783).

Table 15: *Gender Differences on All Variables*

		Male			Female			t	d.f.	P
		N	Mean	S.D.	N	Mean	S.D.			
1	In Group Bias	188	2.79	2.44	287	2.09	2.39	3.12	473	.002
2	General Outgroup Evaluation	191	6.34	2.16	294	7.17	2.19	-4.15	483	<0.001
3	Positive feelings TCs/Turks	189	5.72	2.61	290	6.80	2.61	-4.39	477	.000
4	General Contact Intentions	187	4.45	1.35	289	4.87	1.42	-3.26	474	<0.001
5	Subgroup Identification	176	3.86	0.94	264	3.98	0.78	-1.51	438	0.131
6	Quantity of No Contact	255	4.38	0.94	275	4.32	0.92	0.67	451	0.503
7	InGroup Norms Negative Comments	139	3.09	1.06	201	2.73	1.13	2.94	338	<0.003
8	InGroup Norms Being Friendly	136	2.97	1.12	197	3.41	0.99	-3.76	331	<0.000
9	In Group Norms Maintaining Friendship	132	2.48	1.08	189	2.67	1.08	-1.56	319	0.119
10	Symbolic Threat	154	2.81	1.16	228	2.53	0.88	2.61	380	0.009
11	Realistic Threat	144	3.39	1.13	220	3.30	0.079	.723	362	0.470
12	Relations of Constraint	147	3.63	1.20	226	3.24	1.15	3.10	371	0.002
13	Relations of Cooperation	193	5.18	1.06	221	5.26	0.78	-0.826	352	0.409
14	Implicit Prejudice	190	0.14	0.36	268	0.13	0.40	0.186	456	0.853
15	GeneralCognitiveLevelScore	184	0.49	0.23	284	0.54	0.24	-2.15	466	0.031
16	Seriation_score	184	0.77	0.30	284	0.80	0.29	-1.02	466	0.308
17	Multiplecat_score	184	0.36	0.26	366	0.36	0.30	0.198	466	0.843
18	Isolation_score	184	0.43	0.36	284	0.52	0.37	-2.68	466	0.007
19	Analogies_score	184	0.48	0.39	284	0.56	0.39	-2.14	466	0.032
20	Abstract_score	184	0.17	0.38	284	0.21	0.41	-1.17	466	0.243
21	Moraldevel_score	134	0.55	0.50	203	0.53	0.50	.275	335	0.783

Overall, these findings suggest that females compared to males students, maintain less biased feelings towards people coming from other national background as well as less feelings of in group bias.

4.5. National Identification

In the first wave of research, 43% of participants described their national identity as Cypriot, 7.5% as Cypriot-Greek, 22.2% as Greek-Cypriot, 3.0% as Greek of Cyprus and 5.9% as Greek. As far as the second way of research was concerned, 52.1% of participants described their national identity as Cypriot, 6.4% as Cypriot-Greek, 23.0% as Greek-Cypriot, 3.0% as Greek of Cyprus and 4.8% as Greek.

Table 16: *Description of National Identity*

	W1		W2	
	N	Percentage	N	Percentage
Cypriot	297	43.0%	261	52.1%
Cypriot Greek	52	7.5%	32	6.4%
Greek Cypriot	153	22.2%	115	23.0%
Greek of Cyprus	21	3.0%	15	3.0%
Greek	41	5.9%	24	4.8%
Missing Value	126	18.3%	54	10.8%
Total	690	100.0%	501	100.0%

4.6. National Identification according to age group

As far as the national identification by age group was concerned, it appeared that, in the first age group (ages 7-8 years old), 57% of participants described their subgroup identification as Cypriot, 9.3% as Cypriot Greek, 16.3% as Greek-Cypriot, 12.8% as Greek of Cyprus and 4.7% as Greek. Concerning the second age group, it appeared that 55.9% described their subgroup identification as Cypriot, 11% as Cypriot Greek, 21.3% as Greek-Cypriot, 1.6% as Greek of Cyprus and 10.2% as Greek. Regarding the third age group, it appeared that 55.6% described their subgroup identification as Cypriot, 8.5% as Cypriot Greek, 29.5% as Greek-Cypriot, 1.3% as Greek of Cyprus and 5.1% as Greek. Finally, concerning the fourth age group, it appeared that 40.2% described their subgroup identification as Cypriot, 8.5% as Cypriot Greek, 36.8% as Greek-Cypriot, 4.3% as Greek of Cyprus and 10.3% as Greek.

Table 17: *Description of National Identification*

	1st age group (7-8 years old)	2nd age group (10-11 years old)	3rd age group (13-14 years old)	4rth age group (16-17 years old)
Cypriot	57%	55.9%	55.6%	40.2%
Cypriot-Greek	9.3%	11%	8.5%	8.5%
Greek-Cypriot	16.3%	21.3%	29.5%	36.8%
Greek of Cyprus	12.8%	1.6%	1.3%	4.3%
Greek	4.7%	10.2%	5.1%	10.3%

4.7. Influence of District of Residence Concerning General Outgroup Evaluation of People Coming from the Turkish Cypriot Community

A one way analysis of variance was conducted to explore the effects of area of district on general outgroup evaluation of people coming from the Turkish-Cypriot community. Participants in the survey were divided into five groups, representing each of the five districts of government-controlled area. The first group were children and adolescents residing in the district of Nicosia, the second group were children and adolescents, residing in the district of Limassol, the third group were children and adolescents residing in the district of Larnaca, the fourth group were children and adolescents residing in the district of Paphos, and the fifth group were children and adolescents residing in the district of Famagusta. As far as the first wave was concerned, it appeared that there were not any statistically significant differences between children and adolescents all over districts, concerning general outgroup evaluation regarding people coming from the Turkish-Cypriot Community $F(4,651) = 1.013$ $p=.400$. Furthermore, regarding Nicosia, Limassol, Larnaca, Paphos and Famagusta district, the average mean score of *Positive Feelings towards Turkish Cypriots* was 6.78 (SD=2.54), 6.54 (SD=2.79), 6.54 (SD=2.70), 6.89 (SD=2.65) and 6.21 (SD=2.86) respectively which represented mostly the answer , maintaining neutral to positive feelings towards people coming from the Turkish-Cypriot community. As far as the second wave of research was concerned, it appeared that there were not any statistically significant differences between children and adolescents all over districts, concerning *General Outgroup Evaluation regarding People coming from the Turkish-Cypriot Community* $F(4,480) =.463$ $p=.763$. Furthermore, regarding Nicosia, Limassol, Larnaca, Paphos and Famagusta district, the average mean score of *General Outgroup Evaluation* (Positive Feelings towards Turkish Cypriots) was 6.89 (SD=2.78), 6.49 (SD=2.83), 6.90 (SD=2.64), 6.78 (SD=.34) and

6.62 (SD=2.50) respectively which represented mostly the answer maintaining positive feelings towards people coming from the Turkish-Cypriot community. Consequently, at this point it might be argued that area of district didn't play any significant role concerning the emergence of positive feelings towards people coming from the Turkish Cypriot community. Furthermore, it appeared that living in a district closer to the Turkish occupied areas where Turkish Cypriot Community was residing, did not contribute to the creation of more positively impregnated feelings towards Turkish-Cypriots. In consequence, it might be argued, that geographical proximity, was not a factor that played a substantial role, in order for individuals to adopt positive feelings regarding people coming from the outgroup (Turkish-Cypriot community).

Table 18: *Evaluation of people coming from the Turkish-Cypriot community according to the district of residence.*

| | W1 | | | W2 | | |
	N	Mean	S.D.	N	Mean	S.D.
Nicosia	235	6.78	2.54	174	6.88	2.78
Limassol	141	6.54	2.79	106	6.49	2.83
Larnaca	112	6.54	2.70	88	6.90	2.64
Paphos	66	6.89	2.65	36	6.78	2.34
Famagusta	102	6.21	2.86	81	6.62	2.50
Total	656	6.61	2.68	485	6.75	2.68
Missing Value	34			16		
F	1.013			0.486		
df	4.651			4.480		
p	.400			.763		

4.8. Expression of Positive Feelings Towards People of the In-Group and People Coming from Other National Backgrounds

As far as the first wave of research was concerned, regarding, *Emotions towards Greek-Cypriots*, it appeared that the average score was M=9.09 (SD=2.12), which represented extremely positive feelings towards Greek-Cypriot people (the in-group). Concerning *Emotions towards Turkish-Cypriots*, it appeared that the average score was M=6.61 (SD=2.69), which represented mostly positive feelings towards Turkish-Cypriot people. Moreover, in regard to *Emotions towards Turks*, it seemed that the average score was M=5,81 (SD=.281), which represented mostly neutral to negative feelings towards Turks. In addition, in respect of *Emotions towards Germans*, it appeared that the average score was M=7.10 (SD=.2,40), which represented positive feelings towards German people. Furthermore, relating to the *Emotions towards Polish*, it appeared that the average score was M=7.18 (SD=2.40), which represented positive feelings towards people from Poland. Lastly, as regards to the *Emotions towards Pakistani,* it seemed that the average score was M=6.79 (SD=2.49), which represented mostly neutral to positive feelings towards people coming from Pakistan. With regard to the second wave of research, concerning *Emotions towards Greek-Cypriots*, it appeared that the average score was M= 9.45 (SD=1.85), which represented extremely positive feelings towards Greek-Cypriot people. As regards *Emotions towards Turkish-Cypriots*, it appeared that the average score was M=6.75 (SD=2.68), which represented mostly neutral to positive feelings towards Turkish-Cypriot people. Additionally, in regard to *Emotions towards Turks*, it seemed that the average score was M=5.93 (SD=2.98), which represented mostly neutral to negative feelings towards Turks. In addition, in respect of *Emotions towards Germans*, it appeared that the average score was M=7.36 (SD=.2.45), which represented positive feelings towards German people. Moreover, relating to the *Emotions*

towards Polish, it appeared that the average score was M=7.39 (SD=2.49), which represented positive feelings towards people from Poland. Last but not least, with reference to the *Emotions towards Pakistani,* it seemed that the average score was M=6.97 (SD=2.46), which represented mostly neutral to positive feelings towards people coming from Pakistan.

A paired sample t test was conducted in order to compare expression of positive feelings towards people of the in-group and people coming from other national backgrounds comparing Wave 1 and Wave 2. More precisely, it appeared that results of the paired-samples t-test indicated that *Emotions towards Greek-Cypriots* differed significantly in W1 (M=9.09, SD=2.13) and W2 (M=9.45, SD=1.85); t(474)= -2.19 p=0.029.

Table 19: *Positive Feelings Towards People of the In-Group and People Coming from Other National Backgrounds.*

	W1			W2			t	d.f.	P
	N	Mean	S.D.	N	Mean	S.D.			
Emotions towards Greek Cypriots	663	9.09	2.13	493	9.45	1.85	-2.19	474	.029
Emotions towards Turkish Cypriots	656	6.61	2.69	485	6.75	2.68	0.017	466	.987
Emotions towards Turks	646	5.81	2.81	486	5.93	2.98	-0.22	462	.821
Emotions towards Germans	642	7.10	2.40	494	7.36	2.45	-1.40	466	.162
Emotions towards Polish	645	7.18	2.40	493	7.39	2.49	-0.28	466	.778
Emotions towards Pakistani	634	6.79	2.49	489	6.97	2.46	-0.77	456	.438

Figure 1: *Expression of Positive Feelings Towards People coming from the Outgroup and People Coming from Other National Backgrounds*

4.9. Interrelationships Between Psychosocial and Cognitive Variables

In-Group Bias

A Pearson product moment correlation coefficient was computed to assess the relationship between the demographic psychosocial and cognitive variables. Consequently, it appeared that, *In Group bias* was positively correlated with *Subgroup Identification* (r=.198, n=428, <0.001), *Symbolic Threat* (r=.264, n= 375, p<0.001), *Realistic Threat* (r=.251, n=358, <0.001) and *In-Group Norms-Negative Comments* (r=.185 n=334, p=0.01). At the same time, it was negatively correlated with *General Outgroup Evaluation* (r=-.607, n=476, <0.001), *General Contact*

Intentions (r=.-.476,n=466, p<0.001), *In-Group Norms-Being Friendly with Turkish Cypriots* (r=.-251, n=358, <0.001) and *In-Group Norms-Maintaining Friendship with Turkish Cypriots* (r=.-140, n=313 p=.013).

General Outgroup Evaluation

Moreover, *General Outgroup Evaluation* was positively correlated with *General Contact Intentions* (r=.608 , n=474, <0.001), *In-Group Norm-Maintaining Friendship with Turkish Cypriots*, (r=.193, n=317 , p=0.01), *In-Group Norm of Being Friendly with Turkish Cypriots* (r=.298, n=329, <0.001) and *Cognitive Ability of Isolation of Variables* (r=.102, n=457, p=0.030). At the same time, it was negatively correlated with *Symbolic Threat* (r=.-275, n=381, p<0.001), *Realistic Threat* (r=.-202, n=363 p=0.00), *Relations of Constraint* (r=.-181, n=370, p<0.001). Furthermore, as far as *Positive Emotions towards Turkish Cypriots and Turkish* was concerned, it appeared that it was positively correlated with *General Outgroup Evaluation* (r=.912, n=480, p=0.00), *General Contact Intentions*, (r=.608, n=474, p=0.00), *In Group Norms-Being Friendly with Turkish Cypriots* (r=.359, n=327, p=0.00), *In Group Norms-Maintaining Friendship with Turkish Cypriots* (r=.219, n=315, <0.001) and *Relations of Cooperation* (r=.105, n=349, p=0.049). In parallel, it was perceived that it was negatively correlated with *In Group Bias*, (r=-.600, n=473, <0.001), *Symbolic Threat*, (r=-.324, n=377, p=0.00), *Realistic Threat*, (r=.255, n=360, <0.001), *In Group Norms-Negative Comments towards Turkish Cypriots,* (r=-.229 n=335, <0.001) and *Relations of Constraint* (r=-.174, n=368, p=0.01). Moreover it appeared that *General Contact Intentions* was positively correlated with *General Outgroup Evaluation* (r=.608, n=474, <0.001), *In-Group Norms of Being Friendly with Turkish Cypriots*, (r=.406, n=332 <0.001), *In- Group Norms of Maintaining Friendship with Turkish Cypriots* (r=.272,

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n=320, <0.001), *Relations of Cooperation* (r=.140, n=354, p=0.08), *General Cognitive Level Score* (r=.203, n=450, p=0.00), *Cognitive Ability of Seriation* (r=.131, n=450, p=.005), *Cognitive Ability of Multiple Categorization Skills*, (r=.093, n=450, p=.048), *Cognitive Ability of Isolation of Variables* (r=.146, n=450, p=0.02), *Cognitive Ability of Analogies* (r=.191, n=450, p<.001) and *Cognitive Ability of Abstract Thinking* (r=.103, n=450, p=.029). At the same time, it was negatively correlated with *In-Group Bias* (r=.-472, n=466, p<.001), *Symbolic Threat* (r=.-284, n=383, p=0.00), *Realistic Threat* (r=.-361, n=364, p=0.00), *In-group norms-Negative Comments towards Turkish Cypriots* (r=.-173, n=340, p=.001) and *Relations of Constraint* (r=.-239, n= 373, p=0.00).

Subgroup Identification and other social psychological variables

As far as *Subgroup Identification* was concerned, it was positively correlated with *In-Group Bias* (r=.198, n=428, p<.001), *No Contact with Out-Group* (r=.174,n=423, p<.001), *Relations of Cooperation* (r=.203, n=327, p<.001), and the *Cognitive Ability of Seriation* (r=,113, n=415, p=0.022). In addition, as far as *No Contact with Out Group* was concerned, it was positively correlated with *Subgroup Identification* (r=.174, n=423 p<.001) and the *Cognitive Ability of Seriation* (r=.129, n=430, p=0.008). Nevertheless, it was negatively correlated with *In Group Norms-Being Friendly with Turkish Cypriots* (r=.-136, n=325, p=0.014). Additionally, regarding *Symbolic Threat*, it was positively correlated with *In-Group Bias* (r=.264, n=375, p<.001), *Realistic Threat* (r=.257, n=344, p<.001), *In-Group Norms-Negative Comments towards Turkish Cypriots* (r=.223, n=303, p<.001), *Relations of Constraint* (r=.151, n=329, p=0.06). At the same time, *Symbolic Threat* was negatively correlated with *General Outgroup Evaluation* (r=.-275, n=381, p<.001), *General Contact Intentions* (r=.-284, n=383, p<.001), *In-Group Norms-Being*

Friendly with Turkish Cypriots (r=.-198, n=295, p=0.01) and *Moral Development* (r=.-158, n=272, p=0.09). Furthermore, concerning *Realistic Threat*, it appeared that, it was positively correlated with *In-Group Bias* (r=.251, n=358, p<.001), *Symbolic Threat* (r=.257, n=344, p<.001) and *In-Group Norms-Negative Comments Towards Turkish Cypriots* (r=.121, n=302, p=0.035). In parallel, it was negatively correlated with *General Outgroup Evaluation* (r=-.202, n=363 p<.001), *General Contact Intentions* (r=.-361, n=364, p<.001), *In-Group Norms-Being friendly with Turkish Cypriots* (r=-.226, n=296, p<.001), *In-Group Norms-Maintaining Friendship with Turkish Cypriots* (r=.-223, n=282, p<.001). In addition, *In-Group Norms-Negative Comments Towards Turkish Cypriots* were positively correlated with *In-Group Bias* (r=.185, n=334 p=.001), *Symbolic Threat* (r=.223, n=303, p<.001), *Realistic Threat* (r=.121, n=302, p=.035). At the same time, they were negatively correlated with *General Outgroup Evaluation* (r=-.209, n=363, p<.001) and *General Contact Intentions* (r=.-173,n=364, p<.001) and the *Cognitive Ability of Multiple Categorization Skills* (r=.-132*, n=323, p=.018). Moreover concerning *In-Group Norms-Being Friendly with Turkish Cypriots*, it was positively correlated with *General Out-Group Evaluation* (r=.298, n=329, p<.001), *General Contact Intentions* (r=.406, n=332, p<.001), *In-Group Norms-Maintaining Friendship with Turkish Cypriots* (r=.569, n=298, p<.001) and *Relations of Cooperation* (r=.121, n=297, p=0.037). At the same time, it was negatively correlated with *In-Group-Bias* (r=.-251, n=325, p<.001), *No Contact with Turkish Cypriots* (r=-.-136, n=325, p<.001), *Symbolic Threat* (r=.-198, n=295, p<.001), *Realistic Threat* (r=.-226, n=296, p<.001). Added to that, regarding *In-Group Norms-Maintaining Friendship with Turkish Cypriots,* it was positively correlated with general outgroup evaluation (r=.193 n= 317, p=0.001), *General Contact Intentions* (r=.272, n=320, p<.001), *In-Group Norms-Being Friendly with Turkish Cypriots* (r=.569, n=298, p<.001) and *Relations of*

Cooperation (r=.121, n=297, p=0.37). At the same time, it was negatively correlated with *In-Group Bias* (r=.-140, n=313, p=.013), *Realistic Threat* (r=.-223, n=282, p<.001), *General Outgroup Evaluation* (r=.-143, n=301, p=.013) and *Cognitive Ability of Analogies* (r=.-124, n=301, p=.032). Concerning *Relations of Constraint*, they were positively correlated with *Symbolic Threat* (r=.151, n=329, p=.006), and *In-Group Norms-Maintaining Friendship with Turkish Cypriots* (r=.202, n=314, p<.001). At the same time, it was negatively correlated with *General Outgroup Evaluation* (r=.-181, n=370, p<.001), *General Contact Intentions* (r=.-239, n=373, p<.001), *General Cognitive Ability* (r=-.296, n=351, p<.001), *Cognitive Ability of Seriation* (r=.-169, n=351, p=0.02), *Cognitive Ability of Multiple Categorization* (r=.-124, n=351, p=0.020), *Cognitive Ability of Isolation* (r=.-205, n=351, p<.001), *Cognitive Ability of Analogies* (r=-296, n=351, p<.001) and *Abstract Thinking* (r=.-192, n=351, p<.001). Regarding *Relations of Cooperation,* it was positively correlated with General Contact Intentions (r=.140, n=354, p=0.08), *Subgroup Identification* (r=.203, n=327, p<.001), *In-Group Norms-Being Friendly with Turkish Cypriots* (r=.121, n=297, p=0.037), *General Cognitive Ability* (r=.181, n=332, p=0.01), *Cognitive Ability of Seriation* (r=.208, n=332, p<.001), *Cognitive Ability of Isolation* (r=.146, n=332, p=0.08) , *Cognitive Ability of Analogies* (r=.123, n=332, p=0.025) and *Moral Development* (r=.154, n=268, p=0.011). Regarding *Implicit Prejudice*, it appeared that it was positively correlated with *Cognitive Ability of Analogies* (r=.113, n=435, p=0.019). At the same time, it was negatively correlated with *No-Contact with Turkish Cypriots* (r=.-101, n=417, p=0.040).

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4.10. Cognitive Variables

Concerning *General Cognitive Ability*, it appeared that it was positively correlated with general outgroup evaluation (r=.114, n=457, p=.015), *General Contact Intentions* (r=.209, n=610, p<.001), *Relations of Cooperation* (r=.181, n=332, p=0.001), *Cognitive Ability of Seriation* (r=.664, n=471, p<.001), *Cognitive Ability of Multiple Categorization Skills* (r=.621, n=471, p<.001), *Cognitive Ability of Isolation* (r=.769, n=471, p<.001), *Cognitive Ability of Analogies* (r=.815, n=471, p<.001), *Cognitive Ability of Abstract Thinking* (r=.375, n= 471, p<.001) and *Moral Development* (r=.176, n=333, p<.001). In parallel, it was negatively correlated with *In-Group Norms-Maintaining Friendship with Turkish Cypriots* (r=.-143, n=301, p=.013) and *Relations of Constraint* (r=.-296, n=351, p<.001). As far as *Cognitive Ability of Seriation*, was concerned, it appeared that it was positively correlated with general contact intentions (r=.131, n=450, p=0.05), *Subgroup Identification* (r=.113, n=415, p=0.022), *No Contact with Turkish Cypriots* (r=.129, n=430, p=0.008), *Relations of Cooperation* (r=.208, n=332, p<.001), *General Cognitive Ability* (r=.664, n=471, p<.001), *Cognitive Ability of Multiple Categorization Skills* (r=,235, n=471, p<.001), *Cognitive Ability of Isolation* (r=.352, n=471, p<.001), *Cognitive Ability of Analogies* (r=.416, n=471, p<.001), *Abstract Thinking* (r=.156, n=471, p=.001) and *Moral Development* (r=.115, n=333, p=.037). As far as *Cognitive Ability of Multiple Categorization* was concerned, it appeared that it was positively correlated with general contact intentions (r=.093, n=450, p=.048), *General Cognitive Ability* (r=.621, n=471, p<.001), *Cognitive Ability of Seriation* (r=.235, n=471, p<.001), *Cognitive Ability of Isolation* (r=.335, n=471, p<.001), *Cognitive Ability of Analogies* (r=.359, n=471, p<.001) and *Moral Development* (r=.185, n=333, p=0.02). At the same time it was negatively correlated with *In-Group Norms-Negative Comments Towards Turkish Cypriots* (r=.-132, n=328, p=0.018) and *Relations of*

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Constraint (r=.-124, n=351, p=.020)**.** As far as the *Cognitive Ability of Isolation* was concerned, it appeared that it was positively correlated with *General Outgroup Evaluation* (r=.102, n=457 p=0.030), *General Contact Intentions* (r=.146, n=450, p=0.02), *Relations of Cooperation* (r=.146, n=332, p=0.08), *General Cognitive Ability* (r=.769, n=471, p<.001), *Cognitive Ability of Seriation* (r=.352, n=471, p<.001), *Cognitive Ability of Multiple Categorization* (r=.335, n=471, p<.001), *Cognitive Ability of Analogies* (r=.484, n=471, p<.001) and *Abstract Thinking (*r=.242, n=471, p<.001). At the same time, it was negatively correlated with *Relations of Constraint* (r=-.205, n=351,   p<.001). As far as the *Cognitive Ability of Analogies* was concerned, it appeared that it was positively correlated with General Contact Intentions (r=.191, n=450, p<.001), *Relations of Cooperation* (r=.123, n=332, p=0.025), *Implicit Prejudice* (r=.113, n=435, p=0.019), *General Cognitive Ability* (r=0.815, n=471, p<.001), *Cognitive Ability of Seriation* (r=0.416, n=471, p<.001), *Cognitive Ability of Multiple Categorization Skills* (r=0.359, n=471, p<.001), *Cognitive Ability of Isolation* (r=.484, n=471, p<.001), *Abstract Thinking* (r=.315, n=471, p<.001) and *Moral Development* (r=.188, n=333 p<.001). At the same time, it was negatively correlated with *In-group Norms-Maintaining Friendship with Turkish Cypriots* (r=.-124, n=301, p=.032) and *Relations of Constraint* (r=.-296, n=351, p<.001). As far as the *Cognitive Ability of Abstract Thinking* was concerned, it appeared that it was positively correlated with *General Outgroup Evaluation* (r=.093, n=457, p=0.046), *General Contact Intentions* (r=.103, n=450, p=0.029), *General Cognitive Ability* (r=.375, n=471, p<.001), *Cognitive Ability of Isolation* (r=.242, n=471, p<.001) and *Cognitive Ability of Analogies* (r=.315, n=471, p<.001). At the same time, it was negatively correlated with *Relations of Constraint* (r=.-192, n=351, p<.01). To conclude, regarding *Moral Development*, it appeared that it was positively related with *Relations of Cooperation* (r=.154, n=286, p=.011), *General Cognitive Ability* (r=.176, n=333, p<.001),

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Cognitive Ability of Seriation (r=.115, n=333, p=.037), *Cognitive Ability of Multiple Categorization Skills* (r=.185, n=333, p=.01) and *Cognitive Ability of Analogies* (r=.188, n=333, p=.001). At the same time, it was negatively related with *Symbolic Threats* (r=.-158, n=272, p=.009).

Table 20: *Interrelationships Between Psychosocial and Cognitive Variables.*

		V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11	V12	V13	V14	V15	V16	V17	V18	V19	V20	V21
V1	INGBIAS	1																				
V2	GOE	-.61**	1																			
V3	PETCT	-.60**	.91**	1																		
V4	GCI	-47**	.61**	.63**	1																	
V5	SI	.20**	.03	.19**	-.06	1																
V6	QNC	.06	.-01	-.00	-.03	.17**	1															
V7	ST	.26**	-.27**	.,32**	-.28**	,07	,02	1														
V8	RT	.25**	.20**	-.25**	-.36**	,08	,-01	,25**	1													
V9	IGNNC	.18**	-.20**	-.23**	-.17**	,02	,07	,22**	,12*	1												
V10	IGNF	-.25**	.29**	.36**	.40**	,08	-,13*	-,19**	-,22**	,00	1											
V11	IGNFR	-.14*	.19**	.22**	.27**	,02	-,09	-,09	-,22**	,01	,56**	1										
V12	ROFCON	.10	-.18	-.17**	.14**	,09	,01	,15**	-,05	,06	,04	,20**	1									
V13	ROFCOO	.01	.10	.10*	.14**	,23**	,05	-,04	-,04	-,04	,12*	,01	,02	1								
V14	IP	-.03	-.03	-.03	-,00	,00	-,10*	-,05	,03	-,01	,07	-,09	-,03	,05	1							
V15	GCL Score	.04	.14*	.08	,20**	,06	,08	-,03	-,06	-,07	,04	-,14*	-,29**	,18**	,08	1						
V16	Seriation_score	.01	.09	.06	,13**	,11*	,13**	-,01	,05	,01	,05	-,07	-16**	,20*	,06	,66**	1					
V17	Multiplecat_score	-.03	.02	.02	,09*	-,04	,03	-,09	-,04	-13*	-,03	-,08	-,12*	,04	,00	,62**	,23**	1				
V18	Isolation_score	-,04	,10*	,09	,14**	,07	,06	,00	-,02	-,00	,07*	-,11	-,20**	,14**	,05	,76**	,35**	,33**	1			
V19	Analogies_score	-,06	,09	,06	,19**	,03	,04	-,01	-,05	-,10	,02	-,12*	-,29**	,12**	,11*	,81**	,41**	,35**	,48**	1		
V20	Abstract_score	-,03	,09*	,07	,10**	,03	,01	,04	-,04	-.00	,08	-,07	-,19**	,06	,04	,37**	,15**	,08	,24**	,31**	1	
V21	Moraldevel_score	-,02	,07	,05	,06	,07	,02	,15**	,04	.11	-,04	,00	-,08	,15*	,06	,17**	,11*	,18**	,03	,18**	,03	1

Table 21: *Variable names Related with Previous Table.*

V1	Scale of In-Group Bias
V2	Scale of Outgroup Evaluation
V3	Positive Feelings Towards Turkish Cypriots and Turkish
V4	Scale of General Contact Intentions
V5	Scale of Subgroup Identification
V6	Scale of Quantity of No Contact
V7	Scale of Symbolic Threat
V8	Scale of Realistic Threat
V9	Scale of InGroupNomrs NegComments
V10	Scale of InGroupNorms Friendly
V11	Scale of InGroupNorms Friendship
V12	Scale of Relations of Constraint
V13	Scale of Relations of Cooperation
V14	Scale of Implicit Prejudice
V15	GeneralCognitiveLevel Score
V16	Seriation_score
V17	Multiplecat_score
V18	Isolation_score
V19	Analogies_score
V20	Abstract_score
V21	Moraldevel_score

4.11. Influence of Cognitive Developmental Stages Concerning Prejudice and Subgroup Identification

A one way analysis of variance ANOVA was conducted to explore the effects of developmental stages/age group on general outgroup evaluation and sub group identification. Participants in the survey were divided into four age groups, representing each of the developmental stages of Piaget: The first age group were students belonging to the 2nd grade of primary school (ages 7 to 8 year old-concrete operational phase initial period), the second age group were students attending the 5th class of the primary school (ages 10 to 11 years old, concrete operational phase late period), the third group were students attending the 2nd class of the junior high school (formal operational phase initial period) and lastly the fourth group (formal operational phase-late period) were students attending the 2nd class of the senior high school (Lyceum). First of all, there was a statistically significant difference at the $p<.005$ level concerning *In-Group Bias* in the different age groups $F_{(3,472)} = 3.377$, $p=.018$. Post hoc comparisons using Bonferroni, indicated that the mean difference for *In Group Bias* in the second class of the primary school was significantly higher than in the second class of junior high school (M=-0.99) (SD=.31). Moreover, there was a statistically significant difference at the $p<.005$ level concerning *General Outgroup Evaluation* $F_{(3,482)} = 5.04$, $p<.002$. Post hoc comparisons using Bonferroni, indicated that the mean difference for *General Outgroup Evaluation* in the second class of the primary school was significantly lower than in the second class of junior high school (M=-1.01) (SD=.27). Added to that, there was a statistically significant difference at the $p<.005$ level concerning *Positive Feelings towards Turkish Cypriots and Turks,* $F_{(3,476)}=3.53$ $p=.015$. Post hoc comparisons using Bonferroni, indicated that the mean difference for *Positive Feelings towards Turkish Cypriots and Turkis ,*in the 2nd class of the

primary school was significantly lower than in the 2nd class of junior high school, (M=-1.05) (SD=.341). Moreover there was a statistically significant difference at the p<.001 level concerning *General Contact Intentions* F (3,474)= 12.842, p<.001. Post hoc comparisons using Bonferroni, indicated that the mean difference for *General Contact Intentions* in the 2nd class of the primary school was significantly lower than in the 5th class of primary school (M=-.69) (SD=.19), 2nd class of junior high school (M=-1.06) (SD=.18) and 2nd class of senior high school (M=-1.03) (SD=.21). Additionally, concerning *Symbolic Threat*, there was a statistically significant difference at the p<.005 level F (3,38) = 3.56 p=.014. Post hoc comparisons using Bonferroni, indicated that the mean difference for *Symbolic Threat* in the 2nd class of primary school was statistically lower as compared to the 2nd class of senior high school (M=-.63) (SD=.19). As far as the *Realistic Threat* was concerned, there was a statistically significant difference at the p<.001 F (3,361) = 6.756 p<.0001. Post hoc comparisons using Bonferroni, indicated that the mean difference for *Realistic Threat* in the 2nd class of primary school was significantly higher than in the 5th class of primary school (M=1.00) (SD=.24) and the 2nd class of junior high school (M=.80) (SD=.23). As far as the 5th class of the primary school was concerned, there was a significant mean difference as compared to the 2nd class of the primary school (M=.10) (SD=.24). Furthermore, there was a significant mean difference between the 5th class of primary school and the 2nd class of senior high school (M=.-48) (SD=.17). Moreover, regarding 2nd class of junior high school there was a significant mean difference between 2nd class of junior high school and 2nd class of primary school (M=.-80) (SD=.23). Finally, there was a significant mean difference between 2nd class of senior high school and 5th class of primary school (M=.48) (SD=.17).

At the same time, there was a statistically significant difference at the $p<.005$ level concerning *In-group norms Being friendly with Turkish Cypriots* between the four age groups F $(3,330)$= 3.229 $p<.005$. Post hoc comparisons using Bonferroni test, indicated that the mean difference regarding *In Group Norms-Being Friendly with Turkish Cypriots* was statistically significant between the 5th class of primary school and the 2nd class of junior high school (M=.-38) (SD=.14), as well as between the 2nd class of junior high school and the 5th class of primary school (M=.40) (SD=.140). Furthermore, there was a statistically significant difference at the $p<.001$ level regarding *In-Group Norms Maintaining Friendship with Turkish Cypriots* F $(3,318)$ = 4.050, $p<.001$ between the 2nd class of primary school, the 5th class of the primary school and the 2nd class of the junior high school and the 2nd class of the junior high school and the 2nd class of the senior high school. Regarding 5th class of primary school, it appeared that the mean difference was significantly different than in the second class of senior high school (M=.61) (SD=.17). Moreover, as far as the 2nd class of the senior high school was concerned, it appeared that there was a significant mean difference between the 2nd class of senior high school and the 5th class of primary school (M=-.61) (SD=.17). In addition, regarding *Relations of Constraint*, there was a statistically significant difference at the $p<.001$ level, between the four age groups $F(3,371) = 31.307$ $p<.0001$. Post hoc comparisons using Bonferroni, indicated that the mean for 2nd class primary school was significantly higher compared to the 2nd class of senior high school (M=1.45) (SD=.256). Concerning 5th class of primary school, it appeared that there was a statistically significant mean difference with the 2nd class of junior high school (M=.61) (SD=.13) and the 2nd class of senior high school (M=1.49) (SD=.15). Furthermore, as far as *Relations of Cooperation* were concerned, there was a statistically significant difference at the $p<,001$ level, between the four age groups $F(3,35) = 5.35$ $p =.001$. Post hoc comparisons using

Bonferroni, indicated that there was a significantly statistically lower mean the 2nd class of primary school as compared to the 5th class of primary school (M= -.75) (SD=.19), 2nd class of junior high school (M= -.72) (SD=.19) and 2nd class of senior high school (M= -.72) (SD=.20).

Concerning cognitive variables it appeared firstly that, regarding *General Cognitive Ability*, there was a statistically significant difference at the p<.001 level, between the four age group F(3,46) = 92.113   p =.000.   Post hoc comparisons using Bonferroni, indicated that there was a significantly lower mean in the 2nd class of primary school compared to the 5th class of primary school (M=.-24) (SD=.02), 2nd class of junior high school (M=-.30) (SD=.02) and 2nd class of senior high school (M=.-45) (SD=.028). Regarding 5th class of primary school, it appeared that there was a significant mean difference with 2nd class of senior high school (M=-.21) (SD=.028). As far as the 2nd class of junior high school was concerned, it appeared that there was a significant mean difference with 2nd class of senior high school (M=.-15) (SD=.02).

As far as the *Cognitive Ability of Seriation* was concerned, there was a statistical significant difference, at the p<0.005 level, between the four age group F(3,46) = 30.008 p<.0001. Post hoc comparisons using Bonferroni, indicated that there was a statistically significant mean difference, between the 2nd class of primary school and the 5th class of primary school, (M= -.21) (SD=.038), the 2nd class of the junior high school (M=-.29) (SD=0.34) and the 2nd class of senior high school (M= -.33) (SD=.04). As far as the 5th class of primary school was concerned, it appeared that there was a statistically significant mean difference with 2nd class of senior high school (M= -12) (SD=.04).

As far as the *Cognitive Ability of Multiple Categorization Skills* was concerned, there was a statistically significant difference at the p<,005 level, between the four age groups, F (3,46) =9.41   p<.0001. Post hoc comparisons using Bonferroni indicated that there was a

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statistically significant mean difference between 2nd class of primary school and the 5th class of primary school, (M=-.18 (SD=.03), 2nd class of junior high school (M=-.14) (SD=.03) and 2nd class of senior high school (M=-.18) (SD=.04). Moreover, as far as the *Cognitive Ability of Isolation,* was concerned, there was a statistically significant difference between the four age groups, F (3,46) =41.256 p<.001. Post hoc comparisons using Bonferroni, indicated that there was a statistically mean difference, between the 2nd class of primary school and the 5th class of primary school, (M=-.26) (SD=.04) , 2nd class of junior high school (M= -.33) (SD=.04) and the 2nd class of senior high school (M=.-53) (SD=.04). Concerning 5th class of primary school, there was a statistically mean difference with 2nd class of senior high school (M=-.26) (SD=.04). As far as the 2nd class of junior high school was concerned, there was a statistically significant mean difference with the 2nd class of senior high school (M= -.19) (SD=.00). As far as the *Cognitive Ability of Analogies* was concerned, there was a statistical mean difference at the p<.001 between the four age groups F(3,467) = 83.566 p<.001. Post hoc comparisons using Bonferroni, indicated that as far as the 2nd class of primary school was concerned, there was a statistically significant mean difference with 5th class of primary school (M=.-37) (SD=.04), 2nd class of junior high school (M=.-45) (SD=.03) and 2nd class of senior high school (M=-.73) (SD=.04). In addition, concerning 2nd class of junior high school, there was a significantly statistical mean difference with 2nd class of senior high school (M=-.27) (SD=.04). Finally as far as the 2nd class of senior high school was concerned, there was a statistically significant mean difference with 5th class of primary school (M=. 36) (SD=.04). In addition, concerning *Cognitive Ability of Abstract Thinking*, it appeared that there was a statistical mean difference at the p<.005 between 2nd class of junior high school and 2nd class of senior high school F (3,46)= 64.423 p<.0001. Finally as far as the *Moral Development* was concerned, there was a statistically significant difference at the

p<.005 level, between the four age groups, F (3,333) =5.246 p=.002 . Post hoc comparisons using Bonferroni adjustments indicated that there was a statistically significant mean difference between 2nd class of primary school and 2nd class of junior high school (M=--.29) (SD=.09).

Table 22: *ANOVA of Variables Wave 1*

Scale	2nd class Primary School		5th class Primary School		2nd class Junior High School		2nd class Senior High School		F	df	p
	M	SD	M	SD	M	SD	M	SD			
In-Group Bias	3.08[a]	3.06	2.38	2.28	2.09[b]	2.21	2.25	2.30	3.77	(3.472)	.018
General Outgroup Evaluation	6.20[a]	2.49	6.62[a.b]	2.51	7.22[b]	1.88	6.98[b]	1.97	5.04	(3.482)	. 002
Positive Feelings towards Turkish Cypriots and Turkish	5.51	3.05	6.18	2.78	6.50	2.33	6.40	2.34	3.53	(3.476)	. 015
General Contact Intentions	3.92[a]	1.56	4.61[b]	1.40	4.98[b]	1.27	4.95[b]	1.24	12.842	(3.474)	.000
Subgroup Identification	3.82	1.28	3.95	0.83	4.01	0.69	3.85	0.77	1.125	(3.438)	.339
Quantity of No Contact	3.84[a]	1.50	4.53[b]	0.80	4.39[b]	0.64	4.37[b]	0.94	8.50	(3.451)	.000
InGroupNormsNegComments	2.64	1.38	2.83	1.27	2.80	1.04	3.14	0.95	1.88	(3.338)	.132
InGroupNormsFriendly	3.26	1.14	3.00	1.15	3.41	1.01	3.10	0.97	3.22	(3.330)	.023
InGroupNormsFriendship	2.72[a]	1.39	2.83[a]	1.26	2.59[a.b]	0.94	2.22[b]	0.95	4.050	(3.318)	. 008
Symbolic Threat	2.22[a]	1. 35	2.58[b]	1.08	2.67[b]	0.91	2.85[b]	0.87	3.560	(3.380)	.014
Realistic Threat	4.07[a]	1. 33	3.06[b]	1. 19	3.26[b]	1. 13	3.54[a.b]	0.99	6.756	(3.361)	.000
Relations of Constraint	3.95[a]	1.54	3.99[a]	1.12	3.38[b]	1.00	2.50[c]	0.92	31.707	(3.371)	.000
Relations of Cooperation	4.55[a]	1.74	5.30[b]	0.99	5.27[b]	0.68	5.27[b]	0. 63	5.350	(3.351)	.001

Implicit Prejudice	0.15	0.38	0.11	0.42	0. 17	0. 39	0. 18	0. 34	0.908	(3.604)	. 437
GeneralCognitiveLevelScore	0.27^a	0. 15	0.51^b	0. 21	0.57^b	0. 22	0.72^c	0. 16	92.113	(3.467)	. 000
Seriation_score	0.56^a	0.36	0.78^b	0.29	0.86^c	0.24	0.90^c	0.20	30.008	(3.467)	.000
Multiplecat_score	0.23^a	0.22	0.42^b	0.29	0.37^b	0.29	0.42^b	0.30	9.419	(3.467)	.000
Isolation_score	0.20^a	0.25	0.47^b	0.36	0.54^b	0.36	0.73^c	0.29	41.256	(3.467)	.000
Analogies_score	0.14^a	0.25	0.51^b	0.37	0.60^b	0.36	0.88^c	0.20	83.566	(3.467)	.000
Abstract-score	.	.	.	.	0.24^a	0.43	0.61^a	0.49	64.423	(3.467)	. 000
Moraldevel_score	0.26^a	0.44	0.56$^{a.b}$	0.50	0.62^b	0.49	0.48^a	0.50	5.246	(3.333)	.002

4.12. Predicting psychosocial and cognitive variables

4.12.1. Predicting Ingroup Bias from demographic, cognitive and social factors

A hierarchical linear regression analysis was conducted to evaluate the prediction of *Ingroup Bias* from Demographic, Intra and Intergroup Social Relational (*Relations of Constraint, Relations of Co-operation, Quantity of No Contact, Ingroup Norms-Negative Comments towards Turkish-Cypriots, Ingroup Norms-Being Friendly towards Turkish-Cypriots, Norms-Maintaining Friendship with Turkish-Cypriots*) variables and Individual characteristic variables (*Cognitive ability, Realistic and Symbolic threats, Subgroup Identification*). For the first block the Demographic variables (Age and Gender) were analyzed. The results of the first block revealed a significant model (F (2, 650)=9.799, p<.001) which explained 2.6% of the variance in *In-group Bias.* In particular, the bigger the age, children and adolescents tended to maintain less positive feelings towards their ingroup (β=-.133, p<0.001). In addition *Gender* also predicted *Ingroup Bias* with males expressing more positive feelings towards their ingroup (β= -.98, p<0.05).

Furthermore, concerning the second block, (Intragroup and Intergroup Social Relational variables) its results revealed a significant model (F (8, 644)=6.645, p<.001), which explained 6.5% of the variance. More precisely, it appeared that Ingroup *Norms-Accepting Negative Comments towards Turkish-Cypriots* and *Ingroup Norms-Being Friendly with Turkish-Cypriots*, were positively and negatively correlated respectively, with *Ingroup Bias.* (β= .136, p<0.01 and β= -.149, p<0.01). Consequently, at this point, it may be claimed, that as long as children and adolescents maintained more positive feelings towards their ingroup, they tended to adopt more biased attitudes towards people coming from the outgroup.

Additionally, regarding the third block, (Individual characteristic variables) it appeared that, the results indicated a significant model (F (12, 640)=9.279, p<.001), which explained 13.2% of the variance. Moreover, it appeared that *Cognitive Abilities*, *Symbolic Threats*, *Realistic Threats* and *Subgroup Identification* were positively correlated with *In-group Bias*. More specifically, it appeared that *Symbolic Threats, Realistic Threats* and *Subgroup Identification*, were more significantly correlated with *Ingroup Bias*. In consequence, it may be argued, that as long as childrens and adolescents maintain favorable attitudes towards their in group, they feel more threatened that outgroupers, will negatively alter their national and cultural identity and contribute to the degradation of their quality of life.

Table 23: *Hierarchical Regression Models Estimating Effects of Variables on Ingroup Bias*

Variables	Model 1			Model 2			Model 3		
	B	SE	β	B	SE	β	B	SE	β
Age	-.113	.033	-.133***	-.125	.035	-.147***	-.182	.039	-.213***
Gender (1=male, 2=female)	-.516	.204	-.098*	-.249	.206	-.047	-.303	.200	-.058
Relations of Constraint				.037	.105	.015	-.044	.103	-.017
Relations of Co-operation				.054	.129	.016	-.011	.126	-.003
No Contact with TCs				.025	.109	.009	-.033	.106	- .012
Norms Negative Comments				.377	.107	.136***	.309	.105	.111**
Norms Friendly				-.430	.128	-.149***	-.365	.125	-.127**
Norms Friendship				-.129	.131	-.044	-.045	.127	-.015
Cognitive Abilities							1.178	.500	.104*
Symbolic Threat							.384	.114	.133***
Realistic Threat							.345	.102	.130***
Subgroup ID							.470	.118	.150***
F	9.799***			6.645***			9.279***		
Adjusted R^2	.026			.065			.132		
Change in R^2				.047***			.072***		

*p < .05,   **p<.01,   ***p<.001

4.12.2. **Predicting General Outgroup Evaluation from demographic, cognitive and social factors**

A hierarchical linear regression analysis was conducted to evaluate the prediction of *General Outgroup Evaluation* from Demographic, Intra and Intergroup Social Relational (*Relations of Constraint, Relations of Co-operation, Quantity of No Contact, Ingroup Norms-Negative Comments towards Turkish-Cypriots, Ingroup Norms-Being Friendly towards Turkish-Cypriots, Norms-Maintaining Friendship with Turkish-Cypriots*) variables and Individual characteristic variables (*Cognitive ability, Realistic and Symbolic threats, Subgroup Identification*). For the first block the Demographic variables (Age and Gender) were analyzed. The results of the first block revealed a significant model (F (2.683)=23.201, p<.001) which explained 6.1% of the variance in *General Outgroup Evaluation.* In particular, as long as children were growing up, they tended to maintain more positive attitudes towards people coming from other national backgrounds (β=.153, p<0.001). In addition *Gender* also predicted *General Outgroup Evaluation* with females expressing more positive feelings towards their ingroup (β= .197, p<0.001).

Additionally, concerning the second block, (Intragroup and Intergroup Social Relational variables) its results designated a significant model (F (8, 677)=14.677, p<.001), which explained 13.8% of the variance. More precisely, it appeared that Ingroup *Norms-Accepting Negative Comments towards Turkish-Cypriots* were negatively correlated with *General Outgroup Evaluation* (β= -.173, p<0.001). Simultaneously, it seemed that *Ingroup Norms-Being Friendly with Turkish-Cypriots* and *Ingroup Norms-Maintaining Friendship with Turkish-Cypriots* were positively correlated with *General Outgroup Evaluation* (β= .174, p<0.001 and β=.084*, p<0.05). Consequently, it is generally accepted that social norms play a significant role

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regarding the emergence of positive feelings towards people coming from other national backgrounds, in case they are positively oriented with regard to outgroupers.

Furthermore, concerning the third block, (Individual characteristic variables) it appeared that, the results indicated a significant model (F (12, 673)=12.620, p<.001), which explained 3.6% of the variance. Moreover, it appeared that *Symbolic Threats*, were negatively correlated with *General Outgroup Evaluation* (β= -.171, p<0.001). So it appears that children and adolescents feeling that in-groups social and moral values are threatened by outgroupers tend to adopt more prejudiced attitudes and opinions regarding people coming from other national backgrounds.

Table 24: *Hierarchical Regression Models Estimating Effects of Variables on General Outgroup Evaluation*

Variables	Model 1			Model 2			Model 3		
	B	SE	β	B	SE	β	B	SE	β
Age	.107	.026	.153***	.104	.027	.149***	.134	.031	.193***
Gender (1=male, 2=female)	.819	.163	.197***	.518	.161	.118***	.464	.159	.106**
Relations of Constraint				-.124	.082	-.058	-.086	.082	-.040
Relations of Co-operation				.176	.100	.063	.155	.100	.056
No Contact with TCs				.056	.086	.024	.045	.086	.019
Norms Negative Comments				-.407	.085	-.173***	-.336	.085	-.143***
Norms Friendly				.426	.102	.174***	.356	.102	.145***
Norms Friendship				.206	.104	.084*	.176	.103	.071
Cognitive Abilities							-.295	.403	-.031
Symbolic Threat							-.421	.092	-.171***
Realistic Threat							-.146	.083	-.065
Subgroup ID							.123	.094	.047
F	23.201***			14.677***			12.620***		
Adjusted R^2	.061			.138			.169		
Change in R^2				.084***			.036***		

*p < .05, **p<.01, ***p<.001

4.12.3.   Predicting Generalized Contact Intentions from demographic, cognitive and social factors

A hierarchical linear regression analysis was conducted to evaluate the prediction of *Generalized Contact Intentions* from Demographic, Intra and Intergroup Social Relational (*Relations of Constraint, Relations of Co-operation, Quantity of No Contact, Ingroup Norms-Negative Comments towards Turkish-Cypriots, Ingroup Norms-Being Friendly towards Turkish-Cypriots, Norms-Maintaining Friendship with Turkish-Cypriots*) variables and Individual characteristic variables (*Cognitive ability, Realistic and Symbolic threats, Subgroup Identification*). For the first block the Demographic variables (Age and Gender) were analyzed. The results of the first block indicated a significant model (F (2.683)=28.911, p<.001) which explained 7.5% of the variance in *Generalized Contact Intentions*. More specifically, it appeared that *Age* significantly predicted *Generalized Contact Intentions* (β=.221 p<.001). Added to that, *Gender*, significantly predicted *Generalized Contact Intentions* (β=.151 p<.001). So, it may be argued that, children as they get older, they have the tendency to get more easily socialized with people coming from other national settings. Furthermore, it appeared that females are more eager to maintain social ties with people coming from the outgroup as opposed to males.

Moreover, concerning the results of the second block, it was perceived that the foresaid model was statistically significant (F (8.677) = 23.842, p<.001) which explained 21.10% of the variance in *Generalized Contact Intentions*. In particular, it appeared that, *Relations of Co-operation*, *Norms-Being Friendly with Turkish-Cypriots* and *Norms-Maintaining a Friendship with Turkish Cypriots*, positively predicted *Generalized Contact Intentions* (β=.074 p<.05, β=.260 p<.001 and β=.117 p<.01 respectively). Simultaneously, it seemed that *Relations of Constraint* and *Norms-Negative Comments towards Turkish-Cypriots* negatively predicted *Generalized Contact*

Intentions (β= -.096 p<.01 and β=-.150 p<.001 respectively). Lastly, concerning the third block, it appeared that it revealed a statistically significant model (F (12.673) = 23, p<.001), which explained 27.8% of the variance. In particular, it appeared that *Symbolic Threats* and *Realistic Threats* negatively predicted *Generalized Contact Intentions* (β= -.171 p<.001 and β=-.179 p<.01 respectively). Consequently, it may be claimed that children and adolescents that feel threatened in the direction of people coming from the outgroup (Turkish-Cypriot community), do not attempt to socialize with individuals coming from other ethnic groups than their own.

Table 25: *Hierarchical Regression Models Estimating Effects of Variables on Generalised Contact Intentions*

Variables	Model 1			Model 2			Model 3		
	B	SE	β	B	SE	β	B	SE	β
Age	.100	.017	.221***	.097	.017	.215***	.097	.019	.214***
Gender (1=male, 2=female)	.430	.105	.151***	.177	.100	.062	.162	.096	.057
Relations of Constraint				-.133	.051	-.096**	-.096	.049	-.070
Relations of Co-operation				.133	.062	.074*	.115	.060	.064
No Contact with TCs				-.019	.054	- .013	-.017	.052	- .011
Norms Negative Comments				-.228	.053	-.150***	-.163	.051	-.107**
Norms Friendly				.412	.064	.260***	.340	.061	.214***
Norms Friendship				.187	.064	.117**	.149	.062	.093*
Cognitive Abilities							.242	.243	.040
Symbolic Threat							-.272	.055	-.171***
Realistic Threat							-.259	.050	-.179**
Subgroup ID							-.039	.057	-.023
F	28.911***			23.842***			23.000***		
Adjusted R^2	.075			.211			.278		
Change in R^2				.142***			.071***		

*p < .05,   **p<.01,   ***p<.001

4.12.4. Predicting Positive Emotions towards Turkish Cypriots from demographic, cognitive and social factors

A hierarchical linear regression analysis was conducted to evaluate the prediction of Positive Emotions towards Turkish Cypriots from Demographic, Intra and Intergroup Social Relational (Relations of Constraint, Relations of Co-operation, Quantity of No Contact, Norms about Negative Jokes, Norms about being Friendly, Norms about Friendships) variables and Individual characteristic variables (Cognitive ability, Realistic and Symbolic threat, Subgroup Identification). For the first block the Demographic variables (Age and Gender) were analyzed. The results of the first block revealed a significant model ($F_{(2, 651)}=15.78$, $p<.001$) which explained 4.3% of the variance in Positive emotions towards TCs. In particular, the bigger the age the more positive the feelings towards TCs were ($\beta=.11$, $p<0.01$). In addition Gender also predicted Positive emotions towards TCs, with females expressing more positive feelings towards TCs ($\beta=.18$, $p<0.001$).

In the second Block the addition of Intragroup and Intergroup Social Relational variables led to a significant model ($F_{(8, 645)}=14.08$, $p<.001$) which comprised a significant improvement of R^2 change of 10.2% ($p<.001$) compared to the model of Block 1. In particular, acceptance of negative jokes towards TCs were negatively related to Positive emotions towards TCs ($\beta=-.19$, $p<0.001$). Also, Norms about being friendly with TCs were positively related to Positive feelings towards TCs ($\beta=.21$, $p<0.001$). In Block 2 the effects of the two demographic variables remained significant, however it was notable that the effect of gender was reduced. Such a pattern of findings suggested that the effect of gender on the dependent variable was partially mediated by norms.

In the third and final Block the addition of Individual characteristic variables led to a significant model ($F_{(12, 641)}=12.55$, $p<.001$) which comprised a significant improvement of R^2 change of 4.2% ($p<.001$) compared to the model of Block 2. In particular, both Symbolic ($\beta= -.16$, $p<0.001$) and Realistic threat ($\beta= -.11$, $p<0.01$) were negatively elated to Positive feelings towards TCs. Cognitive abilities and Subgroup Identification were unrelated to the dependent variable. In Block 3 the effects of the two demographic variables remained significant, and were not reduced in size. The beta weights of Norms also remained significant but they were reduced, suggesting the possibility of a partial mediation of the effects of norms on prejudice towards TCs through threats.

Table 26: *Hierarchical Regression Models Estimating Effects of Variables on Positive Emotions towards TCs*

Variables	Model 1			Model 2			Model 3		
	B	SE	β	B	SE	β	B	SE	β
Age	.097	.034	.110**	.089	.035	.101*	.111	.040	.126**
Gender (1=male, 2=female)	.968	.209	.178***	.550	.205	.101**	.509	.202	.094*
Relations of Constraint				-.147	.104	-.056	-.082	.104	-.031
Relations of Co-operation				.216	.128	.063	.188	.126	.054
No Contact with TCs				.127	.108	.044	.112	.106	.039
Norms Negative Comments				-.548	.107	-.190***	-.443	.106	-.154***
Norms Friendly				.631	.127	.212***	.523	.126	.175***
Norms Friendship				.216	.130	.071	.158	.129	.052
Cognitive Abilities							.034	.504	.003
Symbolic Threat							-.481	.116	-.160***
Realistic Threat							-.309	.103	-.113**
Subgroup ID							.068	.118	.021
F	15.780***			14.083***			12.555***		
Adjusted R^2	.043			.138			.175		
Change in R^2				.102***			.042***		

*p < .05,   **p<.01,   ***p<.001

4.12.5. Predicting Positive Emotions towards Turks from demographic, cognitive and social factors

A hierarchical linear regression analysis was conducted to evaluate the prediction of *Positive Emotions towards Turks* from Demographic, Intra and Intergroup Social Relational (*Relations of Constraint, Relations of Co-operation, Quantity of No Contact, Ingroup Norms-Negative Comments towards Turkish-Cypriots, Ingroup Norms-Being Friendly towards Turkish-Cypriots, Norms-Maintaining Friendship with Turkish-Cypriots*) variables and Individual characteristic variables (*Cognitive ability, Realistic and Symbolic threats, Subgroup Identification*). For the first block the Demographic variables (Age and Gender) were analyzed. The results of the first block indicated a significant model ($F_{(2,641)}=21.891$, $p<.001$) which explained 6.1% of the variance in *Positive Emotions towards Turks*. In particular, it appeared that *Age* positively predicted *Generalized Contact Intentions* ($\beta=.105$ $p<.01$). Furthermore, *Gender*, positively predicted *Generalized Contact Intentions* ($\beta=.223$ $p<.001$).

Moreover, concerning the results of the second block, it was perceived that the abovementioned model was statistically significant ($F_{(8,635)} = 15.021$, $p<.001$) which explained 14.9% of the variance in *Positive Emotions towards Turks*. In particular, it appeared that, *Norms-Being Friendly with Turkish-Cypriots* and *Norms-Maintaining a Friendship with Turkish-Cypriots*, positively predicted *Positive Emotions towards Turks*. ($\beta=.200$ $p<.001$ and $\beta=.096$ $p<.05$ respectively). Contrariwise, it seemed that *Norms-Accepting Negative Comments concerning Turkish- Cypriots* negatively predicted *Positive Emotions towards Turks*. ($\beta=-.160$ $p<.001$). Finally, regarding the third block, it seemed that it was statistically significant ($F_{(12,631)}=14.544$, $p<.001$) which explained 20.2% of the variance in *Positive Emotions towards*

Turks. More precisely, it appeared that *Symbolic Threat* and *Realistic Threat* negatively predicted *Positive Emotions towards Turks* (β=-.223 p<.001 and β=-.077 p<.05 respectively).

Table 27: *Hierarchical Regression Models Estimating Effects of Variables on Positive Emotions towards Turks*

Variables	Model 1 B	Model 1 SE	Model 1 β	Model 2 B	Model 2 SE	Model 2 β	Model 3 B	Model 3 SE	Model 3 β
Age	.097	.036	.105**	.101	.037	.109**	.160	.042	.172***
Gender (1=male, 2=female)	1.273	.219	.223***	.845	.215	.148***	.804	.210	.141***
Relations of Constraint				-.131	.108	-.048	-.027	.107	-.010
Relations of Co-operation				.173	.133	.048	.180	.130	.050
No Contact with TCs				-.019	.114	- .006	-.018	.111	- .006
Norms Negative Comments				-.482	.112	-.160***	-.361	.110	-.120***
Norms Friendly				.624	.134	.200***	.502	.131	.161***
Norms Friendship				.305	.137	.096*	.255	.134	.080
Cognitive Abilities							-.541	.523	-.044
Symbolic Threat							-.699	.121	-.223***
Realistic Threat							-.219	.108	-.077*
Subgroup ID							-.054	.124	-.016
F	21.891***			15.021***			14.544***		
Adjusted R^2	.061			.149			.202		
Change in R^2				.095***			.058***		

*p < .05,   **p<.01,   ***p<.001

4.12.6. Predicting Prejudice Measures from Subgroup Identification in different age groups

The method of hierarchical multiple regressions was used in order to investigate the way, *Subgroup Identification* predicts various prejudice measures in both the general sample and the four age groups separately.

At first, regarding *Subgroup Identification*, it appeared that it explained a statistically significant percentage of variance in *In-Group Bias over and above the control* variables (ΔR^2=0.036, F $(1,557) = 22.1$, $p < 0.001$). More specifically, it appeared that higher *Subgroup Identification* was related to higher levels of *In-Group Bias* (β=0.19, $p < 0.001$). Concerning each age group separately, it seemed that at age 7-8, *Subgroup Identification* explained a statistically significant percentage of variance concerning *In-Group Bias* (ΔR^2 =0.030, F $(1,84) = 2.8$, $p < 0.10$). In particular, it appeared that higher *Subgroup Identification* was related to higher levels of *In-Group Bias* (β=0.17, $p < 0.10$. Additionally, regarding the age group 13-14, *Subgroup Identification* explained a statistically significant percentage of variance of *In-Group Bias* (ΔR^2 =0.026, F $(1,232) = 6.6$, $p < 0.05$). More specifically, it appeared that higher *Subgroup Identification* was related to higher levels of *In-Group Bias* (β=0.16, $p < 0.05$). Finally, regarding ages 16-17, *Subgroup Identification* again explained a statistically significant percentage of variance concerning *In-Group Bias* (ΔR^2 =0.203, F$(1,100) = 27.4$, $p < 0.05$). More specifically, it appeared that higher *In-Group Bias* again was related to higher levels of *Subgroup Identification* (β=0.47, $p < 0.05$).

Regarding the outcome of *General Outgroup Evaluation,* it appeared that *Subgroup Identification*, explained a statistically significant percentage of variance in this outcome (ΔR^2

=.030, F (1,133)=4.5, p < 0.05), only at the ages 10-11 years old. More specifically, it appeared that *Subgroup Identification* was related to higher levels of *General Outgroup Evaluation* (β=0.19, p < 0.05). The outcome *Positive Emotions towards Turkish Cypriots* was not predicted by *Subgroup Identification* in any of the four age groups. As far as the outcome, *Positive Emotions towards Turks,* was concerned, it appeared, that *Subgroup Identification* explained a statistically significant percentage of variance concerning (ΔR^2 =0.042, F (1,84)=3.8, p < 0.10), at the ages 7-8 years old, (ΔR^2 =0.047, F(1,128)=6.9, p < 0.05), at the ages 10-11 years old and finally (ΔR^2 =0.069, F (1,100)=8.0, p < 0.01), at the ages 16-17 years old. More specifically, the beta weights for each age group were as follows: (β=0.-21, p < 0.10), at the ages 7-8 years old, (β=0.23, p < 0.05) at the ages 10-11 years old, and (β=0.-27, p < 0.01), at the ages 16-17 years old. Finally, concerning the outcome of *Generalized Contact Intentions*, it appeared that *Subgroup Identification* explained a statistically significant percentage of variance of this outcome (ΔR^2=0.064,,F (1,100)=7.4, p < 0.01), at the ages 16-17 years old. More precisely, it appeared that *Subgroup Identification* was related to lower levels of *Generalized Contact Intentions* (β= -0.26, p < 0.01).

All in all, increased strength of Subgroup Identification appeared to play a negative role in the younger children and the oldest children but not the middle ages where in fact there was some evidence the strength of identification could be related to positive outcomes. However, as expected it was related to the negative outcome of Ingroup favouritism in all age groups.

Table 28: *Hierarchical Regression Models Estimating Effects of Subgroup Identification according to demographic, (gender and area of residence) and psychosocial variables (In-Group Bias, General Outgroup Evaluation, Positive Emotions towards Turkish Cypriots, Positive Emotions towards Turks, Generalized Contact Intentions, Subgroup Identification), in the General Sample and by Age Group.*

	In Group Bias	General Outgroup Evaluation	Positive Emotions towards Turkish Cypriots	Positive Emotions towards Turks	Generalized Contact Intentions
	β	β	β	β	β
Subgroup Identification	.19***	.05	.01	-.03	-.04
Model significance (Block 2)	$F_{(1,557)}=22.1$	$F_{(1,569)}=1.3$	$F_{(1,559)}=0.1$	$F_{(1,554)}=0.5$	$F_{(1,570)}=0.9$
R_{Adj}^2 ($\varDelta R^2$)	.072 (.036)	.077 (.002)	.050 (.000)	.062 (.001)	.069 (.001)
Stratified by age group					
7-8 years Sub. Id.	.17[+]	-.07	-.07	-.21[+]	.00
Model significance (Block 2)	$F_{(1,84)}=2.8$	$F_{(1,90)}=0.4$	$F_{(1,85)}=0.4$	$F_{(1,84)}=3.8$	$F_{(1,90)}=.00$
R_{Adj}^2 ($\varDelta R^2$)	.067 (.030)	.004 (.004)	.018 (.005)	.026 (.042)	.000 (.000)
10-11 years Sub. Id.	.06	.19*	.15	.23*	.06
Model significance (Block 2)	$F_{(1,130)}=5.1$	$F_{(1,133)}=4.5$	$F_{(1,130)}=2.6$	$F_{(1,128)}=6.9$	$F_{(1,135)}=0.4$
R_{Adj}^2 ($\varDelta R^2$)	.000 (.000)	.091 (.030)	.043 (.019)	.102 (.047)	.004 (.003)
13-14 years Sub. Id.	.16*	.03	-.01	-.004	-.05
Model significance (Block 2)	$F_{(1,232)}=6.6$	$F_{(1,235)}=0.2$	$F_{(1,233)}=0.03$	$F_{(1,231)}=0.005$	$F_{(1,234)}=0.6$
R_{Adj}^2 ($\varDelta R^2$)	.067 (.026)	.081 (.001)	.083 (.000)	.134 (.000)	.107 (.002)
16-17 years Sub. Id.	.47***	-.13	-.12	-.27**	-.26**
Model significance (Block 2)	$F_{(1,100)}=27.4$	$F_{(1,100)}=1.8$	$F_{(1,100)}=1.5$	$F_{(1,100)}=8.0$	$F_{(1,100)}=7.4$
R_{Adj}^2 ($\varDelta R^2$)	.203 (.203)	.074 (.016)	.033 (.014)	.112 (.069)	.114 (.064)

β, standardized beta coefficient; Sub. Id., Subgroup Identification; $\varDelta R^2$, change in explained variance from Block 1 to Block 2;

All standardized regression coefficients are from final step in the analysis (Block 2). Step 1 are adjusted for age (years), gender and area of residence. In stratified analysis, the "age" variable excluded.

[+] p<.10 **p<.05 **p < .01 *** p<.001.

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4.12.7. Predicting Prejudice Measures from Quantity of No Contact in different age groups

The method of hierarchical multiple regressions was used in order to investigate the way, *Quantity of No Contact* predicted the various *Prejudice measures* in the general sample and by age group.

At first, regarding *In-Group Bias*, it appeared that *Quantity of No Contact* explained a statistically significant percentage of variance of this outcome ($\Delta R^2=12.2$, $F(1,130) = 12.2$, $p < 0.01$) in the general sample, only in the 10-11 year old. More specifically, it appeared that *Quantity of No Contact* tended to significantly predict *In-Group Bias* ($\beta=0.29$, $p < 0.01$) indicating a finding in the direction of the Contact hypothesis. As far as the *General Outgroup Evaluation* was concerned, it appeared that *Quantity of No Contact* explained a statistically significant percentage of variance concerning this outcome ($\Delta R^2=0.037$, $F(1,90)=3.6$, $p < 0.10$), at the ages 7-8 years old and ($\Delta R^2=0.097$, $F(1,133)=15.1$, $p < 0.001$), at the ages 10-11 years old respectively. However, interestingly in the two age groups the effect revealed opposing mechanisms. More precisely, it appeared that *Quantity of No Contact* tended to significantly increase *General Outgroup Evaluation* ($\beta=0.20$, $p<0.10$) at the ages 7-8 years old whereas at the ages 10-11, it decreased *General Outgroup Evaluation* ($\beta=-.31$, $p<0.001$) as one would expect from Allport's (1954) contact hypothesis. Furthermore, concerning the variable *Positive Emotions Towards Turkish Cypriots,* it appeared that *Quantity of No Contact* explained a statistically significant percentage of variance ($\Delta R^2=0.061$, $F(1,86)=6.1$, $p<0.05$), at the ages 7-8 years old, ($\Delta R^2=0.111$, $F(1,129)=16.6$, $p< 0.001$), at the ages 10-11 years old and at the ages 13-14 years old ($\Delta R^2=0.16$, $F(1,247)=4.3$, $p<0.05$) respectively. Again, it appeared that *Quantity of No Contact* increased *Positive Emotions Towards Turkish-Cypriots*, ($\beta=0.26$, $p<0.05$) at the

ages 7-8 years old, whereas at both the ages 10-11 years old (β=-.33, p<0.001) and at the ages 13-14 no contact reduced positive evaluation as expected (β=-.13, p<0.05). Concerning *Positive Emotions Towards Turks*, it appeared that *Quantity of No Contact* also explained a statistically significant percentage of variance concerning this outcome (Δ R^2 =0.051, F(1,128)=7.4, p < 0.01), but only at the ages 10-11 years old and in the direction of contact hypothesis(β= -0.23, p <0.01). Concerning, the outcome of *Generalized Contact Intentions,* it appeared that *Quantity of No Contact* explained a statistically significant percentage of variance regarding this outcome (Δ R^2 =0.006, F(1,601)=4.2, p<0.05), in the general sample. More precisely, it appeared that *Quantity of No Contact,* tended to significantly decrease *Generalized Contact Intentions* (β=-0.08, p<0.05), in the general sample. Additionally, *Quantity of No Contact,* appeared to explain a statistically significant percentage of variance concerning *Generalized Contact Intentions* (Δ R^2 =0.088, F(1,134)=13.1, p < 0.001), at the ages 10-11 years old and (Δ R^2=0.020, F(1,248)=5.9, p<0.05), at the ages 13-14 years old respectively. More specifically, it appeared that *Quantity of No Contact* tended to significantly decrease *Generalized Contact Intentions* (β= -0.30, p < 0.001), in the ages 10-11 years old and in the ages 13-14 years old (β= -0.014, p < 0.05).Lastly, concerning *Quantity of No Contact*, it appeared that it explained a statistically significant percentage of variance concerning *Subgroup Identification* (Δ R^2 =0.020, F(1,548)=12.7, p < 0.05), (β=0.14, p < 0.05), in the general sample. However, closer inspection by age group revealed that this finding was only applicable to the secondary school ages. Specifically, it appeared that *Quantity of No Contact* tended to significantly increase *Subgroup Identification* in the at the ages 13-14 years old (Δ R^2=0.007, F(1,234)=3.7, p < 0.10), (β=.13, p < 0.10), and at the ages 16-17 respectively (Δ R^2 =0.050, F(1,101)=5.4, p<0.05), (β=0.23,p<0.05).

Table 29: Hierarchical Regression Model Estimating Effects of Quantity of No Contact according t demographic, (gender and area of residence) and psychosocial variables (In-Group Bias, General Outgroup Evaluation, Positive Emotions towards Turkish Cypriots, Positive Emotions towards Turks, Generalized Contact Intentions, Subgroup Identification), in the General Sample and by Age Group.

	In Group Bias	General Outgroup Evaluation	Positive Emotions towards Turkish Cypriots	Positive Emotions towards Turks	Generalized Contact Intentions	Subgroup Identification
	β	β	β	β	β	β
Quantity of No Contact	.06	-.03	-.02	-.06	-.08*	.14**
Model significance (Block 2)	F(1,592)=2.0	F(1,602)=0.7	F(1,592)=0.2	F(1,588)=2.4	F(1,601)=4.2	F(1,548)=12.7
R_{Adj}^2 ($\varDelta R^2$)	.042 (.003)	.082 (.001)	.056 (.000)	.074 (.004)	.094 (.006)	.022 (.020)
Stratified by age group		.				
7-8 years QoNC	-.07	.20+	.26*	.05	.09	.08
Model significance (Block 2)	F(1,86)=0.4	F(1,90)=3.6	F(1,86)=6.1	F(1,85)=0.2	F(1,89)=0.7	F(1,77)=0.5
R_{Adj}^2 ($\varDelta R^2$)	.021 (.005)	.048 (.037)	.105 (.061)	.000 (.003)	.000 (.000)	.005 (.007)
10-11 years QoNC	.29**	-.31***	-.33***	-.23**	-.30***	.12
Model significance (Block 2)	F(1,130)=12.2	F(1,133)=15.1	F(1,129)=16.6	F(1,128)=7.4	F(1,134)=13.1	F(1,125)=2.1
R_{Adj}^2 ($\varDelta R^2$)	.075 (.085)	.129 (.097)	.113 (.111)	.092 (.051)	.076 (.088)	.114 (.014)
13-14 years QoNC	.09	-.10	-.13*	-.09	-.14*	.13+
Model significance (Block 2)	F(1,246)=2.1	F(1,249)=2.6	F(1,247)=4.3	F(1,245)=2.5	F(1,248)=5.9	F(1,234)=3.7
R_{Adj}^2 ($\varDelta R^2$)	.033 (.008)	.084 (.010)	.094 (.016)	.132 (.009)	.124 (.020)	.007 (.007)
16-17 years QoNC	.09	-.01	-.05	-.06	-.04	.23*
Model significance (Block 2)	F(1,119)=0.9 F(1,119)=0.02	F(1,119)=0.3 F(1,119)=0.4	F(1,119)=0.2 F(1,101)=5.4			
R_{Adj}^2 ($\varDelta R^2$)	.021 (.007) .073 (.000)	.037 (.002) .068 (.003)	.080 (.001) .043 (.050)			

β, standardized beta coefficient; QoNC, Quantity of No Contact; $\varDelta R^2$, change in explained variance from Block 1 to Block 2;

All standardized regression coefficients are from final step in the analysis (Block 2). Step 1 are adjusted for age (years), gender and area of residence. In stratified analysis, the "age" variable excluded.

+ p<.10 **p<.05 **p < .01 *** p<.001.

4.12.8. Predicting Prejudice Measures from Ingroup Norms in different age groups

The method of multiple regressions was used in order to investigate the way; *In-Group Norms* predict the various prejudice outcome measures in the general sample and by age group separately.

At first, regarding *In-Group Bias*, it appeared that *Norms-Negative Comments towards Turkish-Cypriots* and *Norms-Being Friendly With Turkish-Cypriots*, tended to significantly predict *In-Group Bias* (β=0.20, $p < 0.001$) and (β= -0.19, $p<0.01$) respectively, in the general sample. Furthermore, it appeared that norms were unrelated to *In-group Bias in the younger children of 7-8 years old.* In the ages of 10-11 years old *Norms-Negative Comments* and *Norms-Being Friendly With Turkish-Cypriots* tended to significantly predict *In-Group Bias* (β=0.21, $p< 0.10$) and (β=-0.30, $p< 0.05$),. Additionally, *Norms-Negative Comments towards Turkish-Cypriots,* (β=0.21, $p < 0.01$) and *Norms-Being Friendly With Turkish-Cypriots (*β= -0.24, $p < 0.01$), increased and decreased respectively *In-Group Bias* in the expected direction of 13-14 years old.

Concerning the outcome of *General Outgroup Evaluation*, it appeared that *Norms-Negative Comments towards Turkish-Cypriots, Norms-Being Friendly with Turkish-Cypriots* and *Norms-Maintaining Friendship with Turkish-Cypriots* significantly decreased and increased respectively in the expected direction *General Outgroup Evaluation* (β= -0.24 $p < 0.001$, β=0.20 $p < 0.01$ and β=0.13 $p< 0.05$,), in the general sample.

Furthermore, for 7-8 year olds again there was no significant relationship between predictor and outcome. On the contrary for 10-11 year olds *Norms-Negative Comments towards Turkish-Cypriots* and *Norms-Being Friendly with Turkish-Cypriots*, significantly decreased

and increased *General Outgroup Evaluation* (β=-0.19 p< 0.10 and β=0.37 p< 0.01 respectively). The results were even more cleared in the 13-14 year olds group where all three norms predicted the outcome to a significant degree. *Norms-Negative Comments towards Turkish-Cypriots, Norms-Being Friendly with Turkish-Cypriots* and *Norms-Maintaining Friendship with Turkish-Cypriots* (β= -0.23 p< 0.01, β=0.18, p< 0.05 and β=0.23 p< 0.01 respectively). In addition, it appeared that *Norms-Negative Comments towards Turkish-Cypriots and Norms-Being Friendly with Turkish-Cypriots,* tended to decrease and significantly increase *General Outgroup Evaluation* (β= -0.20 p< 0.10 and β=0.28 p< 0.05 respectively) at the ages 16-17 years old.

Regarding the outcome variable *Positive Emotions towards Turkish Cypriots,* in the general sample it appeared that *Norms-Negative Comments towards Turkish-Cypriots, Norms-Being Friendly with Turkish Cypriots and Norms-Maintaining Friendship with Turkish-Cypriots* significantly predicted *Positive Emotions Towards Turkish-Cypriots* (β= -0.26 p<0.001, β=0.25 p< 0.001 and β=0.13 p< 0.05 respectively) in the expected direction.

In the younger children again no significant relationship emerged. Nevertheless, *Norms-Negative Comments towards Turkish-Cypriots* and *Norms-Being Friendly with Turkish-Cypriots* (β= -0.28 p< 0.05 and β=0.37 p<0.01 respectively) significantly predicted *Positive Emotions Towards Turkish-Cypriots in 10-11 year olds*. In addition, it appeared that in the ages 13-14 years old, *Norms-Negative Comments towards Turkish-Cypriots, Norms-Being Friendly with Turkish-Cypriots and Norms-Maintaining Friendship with Turkish-Cypriots* significantly predict *Positive Emotions Towards Turkish-Cypriots* (β= -0.23 p< 0.01, β=0.20 p< 0.05 and β=0.19 p< 0.05 respectively). Finally, in the ages 16-17 years old the findings suggested that *Norms-Negative Comments towards Turkish-Cypriots* tended to significantly predict *Positive Emotions Towards Turkish-Cypriots* (β= -0.20 p< 0.10) respectively). Also *Norms-Being Friendly with Turkish-Cypriots,*predicted more positive emotions towards

Turkish Cypriots (β=0.44 p< 0.001) with one of the stronger correlations registered in this sets of analyses.

Regarding the variable, *Positive Emotions towards Turks,* it appeared that *Norms*-Negative *Comments Towards Turkish-Cypriots, Norms-Being Friendly with Turkish-Cypriots and Norms-Maintaining a Friendship with Turkish-Cypriots,* significantly predicted *Positive Emotions towards Turks,* (β= -0.24 p< 0.001, β=0.25 p< 0.001 and β=0.13 p< 0.05), in the general sample again in the expected direction.

In the younger children there was again no significant finding. At the ages 10-11 years old regarding the outcome *Positive Emotions towards Turks*, *Norms-Being Friendly with Turkish-Cypriots,* significantly predicted *Positive Emotions towards Turks* (β= 0.34, p< 0.05). In the ages 13-14 years old it appeared that *Norms-Negative Comments Towards Turkish-Cypriots, Norms-Being Friendly with Turkish-Cypriots, Norms-Maintaining Friendship with Turkish-Cypriots,* tended to significantly predict *Positive Emotions Towards Turks* (β= -0.25 p< 0.001, β=0.25 p< 0.01 and β=0.16 p< 0.05 respectively). In addition, it appeared that *Norms-Negative Comments Towards Turkish-Cypriots* and *Norms -Being Friendly with Turkish-Cypriots* tended to significantly predict *Positive Emotions towards Turks* (β= -0.19 , p< 0.10 and β=0.38, p< 0.05 respectively) at the ages 16-17 years old.

Regarding the variable, *Generalized Contact Intentions,* it appeared that *Norms-Negative Comments Towards Turkish-Cypriots, Norms -Being Friendly with Turkish-Cypriots, Norms-Maintaining a Friendship with Turkish-Cypriots* tended to significantly predict *Generalized Contact Intentions,* (β= -0.23 p< 0.001, β=0.32 p< 0.001 and β=0.16 p< 0.01, respectively), in the general sample.

In the age group 7-8 no significant finding emerged again. However, in 10-11 year olds *Norms -Being Friendly with Turkish-Cypriots* and *Norms-Maintaining a Friendship with*

Turkish-Cypriots (β=0.34, p< 0.01) and (β=0.22, p< 0.10) respectively, significantly predicted *Generalized Contact Intentions*. Moreover, again in the group 13-14 year olds the findings were again stronger and more consistent. *Norms Negative Comments Towards Turkish-Cypriots, Norms -Being Friendly with Turkish-Cypriots, Norms-Maintaining a Friendship with Turkish-Cypriots* (β= -0.25 p<0.001, β=0.36 p< 0.001 and β=0.14 p< 0.10, respectively) tended to significantly predict *Generalized Contact Intentions*. Finally, in the ages 16-17, *Norms-Negative Comments towards Turkish-Cypriots* and *Norms -Being Friendly with Turkish-Cypriots* (β= -0.26 p< 0.05 and β=0.24, p< 0.10, respectively significantly or tended to predict *Generalized Contact Intentions*.

It is noteworthy that no type of norm predicted Strength of Subgroup Identification in neither the general sample nor in any specific age group.

Table 30. Hierarchical Regression Model Estimating Effects of Social Norms according to demographic, (gender and area of residence) and psychosocial variables (In-Group Bias, General Outgroup Evaluation, Positive Emotions towards Turkish Cypriots, Positive Emotions towards Turks, Generalized Contact Intentions, Subgroup Identification), in the General Sample and by Age Group.

	In Group Bias	General Outgroup Evaluation	Positive Emotions towards Turkish Cypriots	Positive Emotions towards Turks	Generalized Contact Intentions	Subgroup Identification
	β	β	β	β	β	β
Norms-Negative Comments	.20***	-.24***	-.26***	-.24***	-.23***	.03
Norms-Being Friendly	-.19**	.20**	.25***	.25***	.32***	.10
Norms-Maintaining Friendships	-.07	.13*	.13*	.13*	.16**	-.09
Model significance (Block 2)	$F_{(1,366)}=12.6$	$F_{(3,371)}=21.1$	$F_{(3,367)}=26.9$	$F_{(3,363)}=26.3$	$F_{(3,373)}=40.2$	$F_{(3,332)}=0.8$
R_{Adj}^2 ($\varDelta R^2$)	.098 (.092)	.205 (.134)	.230 (.167)	.240 (.162)	.296 (.224)	.008 (.007)
Stratified by age group						
7-8 years NNC	-.34	-.18	-.02	.22	-.43	.01
NBF	.37	-.56	-.31	-.80	.28	.75[+]
NMF	.003	.35	.15	.24	.23	-.29
Model significance (Block 2)	$F_{(3,16)}=.4$	$F_{(3,17)}=2.7$	$F_{(3,16)}=0.5$	$F_{(3,16)}=2.1$	$F_{(3,18)}=0.8$	$F_{(3,14)}=2.6$
R_{Adj}^2 ($\varDelta R^2$)	.000 (.000)	.219 (.288)	.135 (.068)	.143 (.253)	.000 (.110)	.341 (.273)
10-11 years NNC	.21[+]	-.19[+]	-.28*	-.15	-.13	.07
NBF	-.30*	.37**	.37**	.34*	.34**	.04
NMF	-.07	.01	.08	.07	.22[+]	-.05
Model significance (Block 2)	$F_{(3,76)}=3.7$	$F_{(3,78)}=4.5$	$F_{(3,76)}=6.2$	$F_{(3,74)}=4.4$	$F_{(3,79)}=8.1$	$F_{(3,73)}=0.2$
R_{Adj}^2 ($\varDelta R^2$)	.102 (.124)	.156 (.139)	.187 (.188)	.202 (.135)	.216 (.228)	.133 (.006)
13-14 years NNC	.21**	-.23**	-.23**	-.25***	-.25***	-.12
NBF	-.24**	.18*	.20*	.25**	.36***	-.02

	NMF	-.10	.23**	.19*	.16*	.14[+]	-.11
Model significance (Block 2)		F(3,175)=10.8	F(3,177)=16.7	F(3,176)=15.1	F(3,174)=19.5	F(3,177)= 29.2	F(3,162)=1.4
R_{Adj}^2 (ΔR^2)		.166 (.150)	.293 (.195)	.277 (.181)	.348 (.214)	.413 (.283)	.001 (.025)
16-17 years	NNC	.16	-.20[+]	-.20[+]	-.19[+]	-.26*	-.12
	NBF	-.18	.28*	.44***	.38*	.24[+]	-.08
	NMF	-.01	-.02	-.02	.04	.03	-.15
Model significance (Block 2)		F(3,82)=1.8	F(3,82)=4.3	F(3,82)=9.1	F(3,82)= 7.8	F(3,82)=5.3	F(3,66)=1.0
RAdj2 (Δ R2)		.015 (.062)	.127 (.129)	.228 (.243)	.210 (.213)	.175 (.152)	.015 (.042)

β, standardized beta coefficient; NNC, Norms-Negative Comments; NBF, Norms-Being Friendly; NMF, Norms-Maintaining Friendships; ΔR^2, change in explained variance from Block 1 to Block 2;

All standardized regression coefficients are from final step in the analysis (Block 2). Step 1 are adjusted for age (years), gender and area of residence. In stratified analysis, the "age" variable excluded.

[+] p<.10 **p<.05 **p < .01 *** p<.001.

4.12.9. Predicting Prejudice Measures from Type of Relations in different age groups

The method of multiple regressions was used in order to investigate the way *Type of Relations* predict the various prejudice outcome measures in the general sample and by age group separately. On the whole more in the age group 10-11 and less in 16-17 there were significant, albeit small in strength, findings in the expected direction relating to links with prejudice measures with the exception of the outcome In Group Bias which was largely driven by positive emotions towards the ingroup. As for the previous outcome, in this outcome also for the age group of 7-8 year olds no significant finding was registered.

Concerning *General Outgroup Evaluation*, *Relations of Constraint* tended to decrease *General Outgroup Evaluation* (β= -0.09, $p < 0.10$) whilst *Relations of Cooperation* was positively related to *General Outgroup Evaluation* (β= 0.13, $p < 0.01$), in the general sample.

Furthermore, at the ages 10-11 it appeared that *Relations of Constraint* tended to reduce *General Outgroup Evaluation* (β= -0.16, $p < 0.10$) and *Relations of Cooperation*, significantly increased *General Outgroup Evaluation* (β=0.26, $p < 0.01$) .

Concerning the outcome *Positive Emotions towards Turkish-Cypriots*, *Relations of Cooperation* were positively related to this outcome (β=0.12, $p < 0.05$), in the general sample. Furthermore, at the ages 10-11 it appeared that *Relations of Constraint* reduced *Positive Emotions towards Turkish-Cypriots* (β= -0.19, $p < 0.05$). On the contrary, *Relations of Cooperation*, significantly increased *Positive Emotions towards Turkish-Cypriots* (β=0.26, $p < 0.01$). Similarly, in the oldest age group of 16-17 year olds Relations of Co-operation were positively related to Positive Emotions towards Turkish Cypriots (β= 0.21, $p < 0.05$).

Concerning *Positive Emotions towards Turks* it appeared that *Relations of Cooperation,* were significantly related to higher levels of positive emotions towards Turks (β=0.22, $p<$

0.05). Furthermore, at the ages 10-11 it appeared that *Relations of Constraint* tended to reduce *Positive Emotions towards Turks* ($\beta= -0.16$, $p < 0.10$). On the contrary, *Relations of Cooperation*, significantly increased *Positive Emotions towards Turks* ($\beta=0.19$, $p < 0.05$). Similarly, in the oldest age group of 16-17 year olds Relations of Co-operation were positively related to *Positive Emotions towards Turks* ($\beta= 0.22$, $p < 0.05$).

Moreover, it appeared that *Relations of Constraint* tended to reduce *Generalized Contact Intentions* ($\beta= -0.10$, $p< 0.05$) whilst *Relations of Cooperation* tended to significantly increase the outcome ($\beta=0.14$, $p< 0.01$) in the general sample.

Furthermore, *Relations of Constraint* and *Relations of Cooperation* also predicted *Generalized Contact Intentions* ($\beta= -0.16$, $p< 0.10$) and ($\beta=0.19$, $p< 0.05$), at the ages 10-11 years old respectively. Finally, in the age group 16-17 year olds *Relations of Constraint* decreased *Generalized Contact Intentions* ($\beta= -0.22$, $p< 0.05$).

Lastly, both *Relations of Constraint* and *Relations of Cooperation*, significantly increased *Subgroup Identification*, ($\beta=0.11$, $p< 0.05$) and ($\beta=0.17$, $p< 0.01$), respectively, in the general sample.

In particular, it appeared that in the ages 10-11 years old, *Relations of Cooperation* tended to increase *Subgroup Identification* ($\beta=0.17$, $p< 0.10$). In the ages 13-14 *Relations of Constraint* and *Relations of Cooperation* ($\beta=0.15$, $p< 0.05$) and ($\beta=0.26$, $p< 0.001$) respectively, increased *Subgroup Identification*. On the contrary, it appeared that in the ages 16-17 years old *Relations of Cooperation* tended to significantly reduce *Subgroup Identification* ($\beta= -0.19$, $p< 0.10$) thus suggesting a change of function of relations of cooperation in this age group in the predicted direction.

Table 31 Hierarchical Regression Model Estimating Effects of Type of Relations with Significant Others (parents, teachers and peers)that Influence General Evaluation and Attitudes Concerning Individuals Coming from the Outgroup as well as Identification with the Subgroup in General Sample and by age group.

		In Group Bias	General Outgroup Evaluation	Positive Emotions towards Turkish Cypriots	Positive Emotions towards Turks	Generalized Contact Intentions	Subgroup Identification
		β	β	β	β	β	β
Relations of Constraint		.05	-.09[+]	-.08	-.08[+]	-.10*	.11*
Relations of Cooperation		-.03	.13**	.12*	.12**	.14**	.17**
Model significance (Block 2)		$F_{(2,442)}=0.7$	$F_{(2,449)}=5.2$	$F_{(2,444)}=4.1$	$F_{(2,442)}=4.5$	$F_{(2,453)}=5.9$	$F_{(2,403)}=8.8$
R_{Adj}^2 (ΔR^2)		.012 (.003)	.099 (.021)	.080 (.017)	.096 (.018)	.108 (.023)	.046 (.041)
Stratified by age group							
7-8 years	RoCons	.02	-.02	.04	.02	.06	.17
	RoCoop	-.01	-.27	-.27	-.21	-.12	.15
Model significance (Block 2)		$F_{(2,21)}=0.0$	$F_{(2,23)}=1.6$	$F_{(2,21)}=1.1$	$F_{(2,22)}=.5$	$F_{(2,24)}=0.1$	$F_{(2,19)}=.9$
R_{Adj}^2 (ΔR^2)		.000 (.000)	.343 (.076)	.354 (.058)	.085 (.038)	.000 (.009)	.000 (.080)
10-11 years	RoCons	.06	-.16[+]	-.19*	-.16[+]	-.16[+]	.005
	RoCoop	-.09	.26**	.20*	.19*	.19*	.17[+]
Model significance (Block 2)		$F_{(2,106)}=.6$	$F_{(2,109)}=5.9$	$F_{(2,106)}=4.5$	$F_{(2,105)}=4.0$	$F_{(2,111)}=3.6$	$F_{(2,104)}=1.9$
R_{Adj}^2 (ΔR^2)		.000 (.011)	.121 (.092)	.084 (.075)	.114 (.065)	.047 (.060)	.199 (.028)
13-14 years	RoCons	.07	-.05	-.06	-.001	-.07	.15*
	RoCoop	.04	.07	-.05	.05	.07	.26***
Model significance (Block 2)		$F_{(2,194)}=.7$	$F_{(2,196)}=.9$	$F_{(2,196)}=.6$	$F_{(2,194)}=.3$	$F_{(2,197)}=1.2$	$F_{(2,178)}=8.3$
R_{Adj}^2 (ΔR^2)		.008 (.007)	.073 (.008)	.065 (.006)	.109 (.002)	.093 (.011)	.071 (.083)
16-17 years	RoCons	.07	-.01	-.04	-.10	-.22*	.07
	RoCoop	-.11	.15	.21*	.22*	.13	-.19[+]
Model significance (Block 2)		$F_{(2,107)}=1.1$	$F_{(2,107)}=1.5$	$F_{(2,107)}=2.8$	$F_{(2,107)}=3.9$	$F_{(2,107)}=4.3$	$F_{(2,88)}=2.1$

| R_{Adj}^2 (ΔR^2) | .011 (.020) | .087 (.024) | .064 (.047) | .104 (.064) | .116 (.069) | .031 (.045) |

β, standardized beta coefficient; RoCons, Relations of Constraint; RoCoop, Relations of Cooperation; ΔR^2, change in explained variance from Block 1 to Block 2;

All standardized regression coefficients are from final step in the analysis (Block 2). Step 1 are adjusted for age (years), gender and area of residence. In stratified analysis, the "age" variable excluded.

[+] p<.10 **p<.05 **p < .01 *** p<.001.

4.12.10.   Predicting Prejudice Measures from Cognitive and Moral Ability in different age groups

The method of hierarchical multiple regressions was used in order to investigate the way, *General Cognitive Ability and Moral Ability* influenced the various prejudice measures in the general sample and by age group.

In the general sample no relationship between these two variables and all the outcomes was revealed. The same applied to the younger children of 7-8 years old.

Furthermore, Moral development predicted *Positive Emotions towards Turkish Cypriots* and *Positive Emotions towards Turks*, in the ages 13-14 years old, (β=0.17, p < 0.05 both). Additionally, concerning *General Cognitive Ability,* it appeared that in the ages 10-11 years old, it significantly predicted *Subgroup Identification*, (β=0.20, p < 0.05). Finally, it appeared that *General Cognitive Ability* tended to predict reduced *Subgroup Identification* at the ages 16-17 years old (β= -0.23, p < 0.10).

Table 32: Hierarchical Regression Model Estimating Effects of General Cognitive Variables and Moral Development that Influence General Evaluation and Attitudes Concerning Individuals Coming from the Outgroup as well as Identification with the Subgroup in General Sample and by Age Group.

		In Group Bias	General Outgroup Evaluation	Positive Emotions towards Turkish Cypriots	Positive Emotions towards Turks	Generalized Contact Intentions	Subgroup Identification
		β	β	β	β	β	β
General Cognitive Ability		.01	.08	.05	-.02	.08	.07
Moral Development		-.02	.04	.03	.03	.04	.05
Model significance (Block 2)		$F(2,318)=1.3$	$F(2,420)=1.6$	$F(2,415)=.6$	$F(2,412)=.2$	$F(2,420)=1.6$	$F(2,373)=1.4$
R_{Adj}^2 $(\varDelta R^2)$		.009 (.006)	.103 (.007)	.064 (.003)	.078 (.001)	.103 (.007)	.002 (.007)
Stratified by age group							
7-8 years	GCA	.19	.16	-.09	-.25	.16	.24
	MD	-.09	-.03	-.25	-.20	-.03	-.16
Model significance (Block 2)		$F(2,37)=1.0$	$F(2,35)=.4$	$F(2,37)=1.2$	$F(2,36)=1.9$	$F(2,35)=.4$	$F(2,24)=1.3$
R_{Adj}^2 $(\varDelta R^2)$		.068 (.044)	.000 (.024)	.000 (.061)	.010 (.093)	.000 (.024)	.084 (.086)
10-11 years	GCA	.04	.01	.08	.03	.07	.20*
	MD	.06	-.001	-.02	-.02	-.001	.01
Model significance (Block 2)		$F(2,100)=.3$	$F(2,103)=.2$	$F(2,99)=.3$	$F(2,97)=.06$	$F(2,103)=.2$	$F(2,93)=2.4$
R_{Adj}^2 $(\varDelta R^2)$		.000 (.006)	.000 (.005)	.000 (.007)	.065 (.001)	.000 (.005)	.176 (.041)
13-14 years	GCA	.03	.09	-.08	.01	.09	.04
	MD	-.05	.08	.17*	.17*	.08	.06
Model significance (Block 2)		$F(2,177)=.3$	$F(2,181)=1.7$	$F(2,178)=3.8$	$F(2,178)=3.0$	$F(2,181)=1.7$	$F(2,168)=.5$
R_{Adj}^2 $(\varDelta R^2)$		.026 (.003)	.102 (.030)	.114 (.037)	.153 (.028)	.109 (.016)	.001 (.005)

16-17 years							
	GCA	.16	.003	-.14	-.12	.003	$-.23^{+}$
	MD	-.05	.08	-.07	-.02	.08	.13
Model significance (Block 2)		F(2,87)=1.2	F(2,87)=.3	F(2,87)=1.1	F(2,87)=.7	F(2,87)=.3	F(2,74)=2.4
R_{Adj}^{2} ($\varDelta R^{2}$)		.012 (.025)	.098 (.006)	.075 (.022)	.107 (.014)	.098 (.006)	.029 (.061)

β, standardized beta coefficient; GCA, General Cognitive Ability; MD, Moral Development; $\varDelta R^{2}$, change in explained variance from Block 1 to Block 2;

All standardized regression coefficients are from final step in the analysis (Block 2). Step 1 are adjusted for age (years), gender and area of residence. In stratified analysis, the "age" variable excluded.

$^{+}$ p<.10 **p<.05 **p < .01 *** p<.001.

4.12.11.   Predicting Prejudice Measures from Realistic and Symbolic Threats in different age groups

The same method of multiple regressions was used in order to investigate the way, *Realisitc* and *Symbolic Threats* in the general sample and by age group predicted the various outcome measures of prejudice. On the whole threats were revealed to be one of the more consistent predictors of prejudice measures in all age groups except the younger children of 7-8 year olds.

At first, regarding *In-Group Bias,* it appeared that, *Realistic Threats* and *Symbolic Threats* (β=0.20, p< 0.001) and (β=0.23, p< 0.001), respectively predicted *In-Group Bias* in the general sample. Furthermore, it appeared that *Realistic Threats* and *Symbolic Threats* tended to significantly predict *In-Group Bias* (β=0.25, p< 0.05) and (β=0.22, p< 0.05), respectively in the ages 10-11 years old and similarly in the 13-14 years olds (β=0.22, p< 0.01) and (β=0.19, p< 0.01) respectively. Additionally it appeared that *In-Group Bias* tended to significantly predict *Realistic* and *Symbolic Threats* (β=0.19, p< 0.10) and (β=0.25, p< 0.05), respectively, in the ages 16-17 years old.

Furthermore, regarding *General Outgroup Evaluation* the predictors of *Realistic* and *Symbolic Threats* significantly predicted reduced levels of the outcome (β= -0.12, p< 0.01) and (β=-0.25, p< 0.001), respectively, in the general sample. Additionally, it appeared that *Realistic* and *Symbolic Threats,* tended to significantly predict *General Outgroup Evaluation* (β= -0.25, p< 0.01) and (β= -0.38, p< 0.001), respectively, in the ages 10-11 years old. Moreover, *Symbolic Threats* (but not Realistic Threats) reduced *General Outgroup Evaluation,* in both the ages 13-14 years old (β= -0.23, p< 0.01) and 16-17 year olds (β= -0.24, p< 0.05) .

Concerning the outcome *Positive Emotions Towards Turkish-Cypriots, ,* it appeared that *Realistic* and *Symbolic Threats* tended to significantly predict (β= -0.18, p< 0.001) and (β= -0.25, p< 0.001), respectively, in the general sample.

Furthermore, concerning *Positive Emotions Towards Turkish-Cypriots, Realistic* and *Symbolic Threats* both significantly predict lower levels of the outcome (β= -0.24, p< 0.01) and (β= -0.40, p< 0.001), in the ages 10-11 years old. Similarly, regarding the ages 13-14 years old*, Realistic* and *Symbolic Threats* also predicted lower levels of *Positive Emotions Towards Turkish Cypriots* (β= -0.21, p< 0.01) and (β= -0.21, p< 0.01) respectively. Furthermore, *Symbolic Threats (bt not realistic threats)* related to reduced *Positive Emotions Towards Turkish-Cypriots*, in the ages 16-17 years old (β= -0 .22, p< 0.05).

Furthermore, regarding *Positive Emotions Towards Turks,* it appeared that *Realistic* and *Symbolic Threats* were significantly related to lower levels of *Positive Emotions Towards Turks* (β= -0.16, p< 0.001) and (β= -0.29, p< 0.001), respectively, in the general sample.

Moreover, *Realistic* and *Symbolic Threats* were negatively related to *Positive Emotions Towards Turks* (β= -0.18, p< 0.05) and (β= -0.47, p< 0.001), respectively, in the ages 10-11 years old. Similarly, concerning ages 13-14 years old, *Realistic* and *Symbolic Threats* predicted lower levels of the outcome (β= -0.16, p< 0.05) and (β= -0.20, p< 0.01), respectively. Finally, regarding the ages 16-17 years old, *Symbolic Threats (but not Realistic Threats)* significantly predicted lower levels of the outcome (β= -0.34, p< 0.01).

Furthermore, concerning *Generalized Contact Intentions*, the predictors *Realisitc* and *Symbolic Threats,* significantly reduced the ouctome (β= -0.30, p< 0.001) and (β= -0.25, p< 0.001), respectively, in the general sample.

Moreover, it appeared that *Realisitc* and *Symbolic Threats* tended to significantly reduced *Generalized Contact Intentions* (β= -0.29, p< 0.01) and (β= -0.30, p< 0.01), respectively, in the ages 10-11 years old. Furthermore, it appeared that *Realisitc* and *Symbolic Threats* tended to significantly reduce *Generalized Contact Intentions* (β= -0.32, p< 0.001) and (β= -0.26, p< 0.001), respectively, in the ages 13-14 years and similarly in the age group 16-17 year olds (β= -0.27, p< 0.01) and (β= -0.38, p< 0.001).

Finally, it appeared that, *Realistic Threats* tended to significantly increased *Subgroup Identification* (β=0.368, p<0.01), only in the ages 16-17 years old.

Table 33: Hierarchical Regression Model Estimating Effects of Type of Threats (Realistic and Symbolic Threats), that Influence General Evaluation and Attitudes Concerning Individuals Coming from the Outgroup as well as Identification with the Subgroup in General Sample and by Age Group.

		In Group Bias	General Outgroup Evaluation	Positive Emotions towards Turkish Cypriots	Positive Emotions towards Turks	Generalized Contact Intentions	Subgroup Identification
		β	β	β	β	β	β
Realistic Threat		.20***	-.12**	-.18***	-.16***	-.30***	.08
Symbolic Threat		.23***	-.25***	-.25***	-.29***	-.25***	.02
Model significance (Block 2)		F(2,436)=28.4	F(2,443)=36.4	F(2,437)=30.6	F(2,433)=37.6	F(2,443)=56.6	F(2,430)=1.7
R_{Adj}^2 ($\varDelta R^2$)		.136 (.111)	.158 (.091)	.165 (.116)	.221 (.134)	.258 (.188)	.009 (.008)
Stratified by age group							
7-8 years	RT	.001	.17	.23	-.01	-.01	.12
	ST	.28	-.11	-.16	-.11	-.04	.09
Model significance (Block 2)		F(2,29)=1.3	F(2,31)=.8	F(2,28)=1.6	F(2,29)=.2	F(2,31)=.03	F(2,28)=.3
R_{Adj}^2 ($\varDelta R^2$)		.149 (.070)	.153 (.039)	.226 (.076)	.029 (.011)	.000 (.002)	.036 (.021)
10-11 years	RT	.25*	-.25**	-.24**	-.18*	-.29**	-.06
	ST	.22*	-.38***	-.40***	-.47***	-.30**	-.07
Model significance (Block 2)		F(2,96)=6.7	F(2,98)=16.7	F(2,97)=16.0	F(2,94)=23.4	F(2,99)=12.7	F(2,96)=.5
R_{Adj}^2 ($\varDelta R^2$)		.093 (.121)	.302 (.229)	.263 (.233)	.406 (.284)	.232 (.190)	.112 (.009)
13-14 years	RT	.22**	-.11	-.21**	-.16*	-.32***	.05
	ST	.19**	-.23**	-.21**	-.20**	-.26***	.005
Model significance (Block 2)		F(2,202)=13.9	F(2,205)=9.7	F(2,203)=15.8	F(2,201)=12.0	F(2,204)=35.1	F(2,202)=.3
R_{Adj}^2 ($\varDelta R^2$)		.148 (.115)	.159 (.078)	.207 (.121)	.237 (.090)	.341 (.222)	.000 (.003)
16-17 years	RT	.19+	-.02	-.16	-.14	-.27**	.37**
	ST	.25*	-.24*	-.22*	-.34**	-.38***	.06
Model significance (Block 2)		F(2,95)=7.5	F(2,95)=3.4	F(2,95)=5.4	F(2,95)=10.3	F(2,95)=22.1	F(2,90)=8.6

R_{Adj}^2 (ΔR^2)		.111 (.135)	.097 (.061)	.103 (.099)	.190 (.168)	.336 (.296)	.151 (.156)

β, standardized beta coefficient; RT, Realistic Threat; ST, Symbolic Threat; ΔR^2, change in explained variance from Block 1 to Block 2;

All standardized regression coefficients are from final step in the analysis (Block 2). Step 1 are adjusted for age (years), gender and area of residence. In stratified analysis, the "age" variable excluded.

[+] p<.10 **p<.05 **p < .01 *** p<.001.

4.13   Longitudinal Associations between the variables in the whole sample

A cross-lagged panel model was tested to investigate the longitudinal effects of Cognitive Developmental Variables (General Cognitive Ability, Moral Development), Type of Threats (Symbolic/Realistic Threats), Social Norms, Type of Relations, (Relations of Constraint/Relations of Cooperation), Quantity of No Contact and Subgroup Identification on T1, on the various Prejudice measures that were measured in this thesis (Ingroup Bias, General Outgroup Evaluation, Generalized Contact Intentions, Positive Emotions TCs, Positive Emotions Turks), on T2, in the general sample and vice-versa. The model was saturated, so there was no information about fit.

First of all, it appeared that there was a significant longitudinal effect of *Generalised Contact Intentions* on *Sub-group Identification* (stdz= -0.11, *p*<0.05). Moreover, as far as the *General Outgroup Evaluation* was concerned, it appeared that there was a significant longitudinal effect of *General Outgroup Evaluation* on *Quantity of No-Contact* (stdz= -0.7, *p*<0.05). Furthermore, regarding *Generalised Contact Intentions,* it appeared that there was a significant longitudinal effect of *Generalized Contact Intentions* on *Quantity of No Contact* (stdz= -0.11, *p*<0.01) Additionally, concerning *Positive Emotions towards Turkish Cypriots*, it appeared that there was a significant longitudinal effect of *Positive Emotions towards Turkish Cypriots* on *Quantity of No Contact.* (stdz= -0.11, *p*<0.01). Additionally, concerning *Positive Emotions towards Turks*, it appeared that there was a significant longitudinal effect of *Positive Emotions towards Turkish* on Quantity of No Contact. (stdz= -0.11, *p*<0.01). On the whole the findings relating to contact therefore largely favoured a "selection bias" effect where more prejudiced individuals towards Turks, TCs and various outgroups avoided contact with members of the TC community.

Concerning *Relations of Constraint*, it appeared that there was a significant longitudinal effect of *Relations of Constraint* on *Ingroup Bias*. (stdz= 0.23, *p*<0.01) indicating a spill or generalisation from interpersonal asymmetrical relations into an ethnocentric point of view at the intergroup level. At the same time it appeared that there was a significant longitudinal effect of *Ingroup Bias* on *Relations of Constraint.* (stdz= 0.11, *p*<0.001) which supported a bi-directional relationship between interpersonal asymmetry and ethnocentric point of view.

Regarding *General Outgroup Evaluation*, it appeared that there was a significant longitudinal effect of *General Outgroup Evaluation* on *Relations of Constraint* (stdz= -0.14, *p*<0.001). Concerning *Positive Emotions towards Turkish Cypriots*, it appeared that there was a significant longitudinal effect of *Positive Emotions towards Turkish Cypriots* on *Relations of Constraint* (stdz= -0.11, *p*<0.01). In addition, it appeared that there was a significant longitudinal effect of *Relations of Constraint* on *Positive Emotions towards Turks* (stdz= -0.10, *p*<0.01). Simultaneously, it appeared that there was a significant longitudinal effect of *Positive Emotions towards Turks*, on *Relations of Constraint* (stdz= -0.10, *p*<0.01). Overall, the findings for *Relations of Constraint* pointed to the direction of intergroup negativity "poisoning" ingroup relations with parents, teachers and peers.

Regarding *Relations of Cooperation,* it appeared that there was a significant longitudinal effect on *In-Group Bias* (stdz= -0.18, *p*<0.001) in the opposite direction of the corresponding finding of *Relations of Constraint* as expected. Additionally, concerning, *General Outgroup Evaluation*, there was a significant longitudinal effect on *Relations of Cooperation* (stdz= .08, *p*<0.05). The exploration of longitudinal associations for on two of the norms gave support to directionality from norms to prejudice measures and in one of the norm measures for bi-directionality between norms and prejudice measures. In particular, *Norms-Negative Comments Towards People*

coming from the Outgroup, had a significant longitudinal effect on *In-Group Bias* (stdz= .16, *p*<0.01). As far as *Norms-Being Friendly with People coming from the Outgroup*, was concerned, it appeared that, it had a significant longitudinal effect on *Ingroup Bias* (stdz= -.11, *p*<0.01), but there was also a significant longitudinal effect of *Norms-Being Friendly with People coming from the Outgroup* on *Ingroup Bias* (stdz= -.20, *p*<0.001). Furthermore, *General Outgroup Evaluation*, had a significant longitudinal effect on *Norms Being Friendly with People coming from the Outgroup* (stdz= -.13, *p*<0.01), where, there was a significant longitudinal effect of *Norms-Being Friendly with People coming from the Outgroup* on *General Outgroup Evaluation* (stdz= .24, *p*<0.001). Moreover, *Generalized Contact Intentions* had a significant longitudinal effect on *Norms-Being Friendly with People coming from the Outgroup* (stdz= .11, *p*<0.01), where *Norms-Being Friendly with People coming from the Outgroup* had a significant longitudinal effect on *Generalized Contact Intentions* (stdz= .17, *p*<0.01). Additionally, concerning *Positive Emotions towards Turkish Cypriots,* it appeared that it had a significant longitudinal effect on *Norms-Being Friendly with People coming from the Outgroup* (stdz= .13, *p*<0.01), where, *Norms-Being Friendly with People coming from the Outgroup*, had a significant longitudinal effect on *Positive Emotions towards Turkish-Cypriots*. Regarding *Positive Emotions towards Turks*, it appeared that it had a significant longitudinal effect on *Norms-Being Friendly with Turkish Cypriots*, (stdz= .15, *p*<0.01). Concerning *Norms-Maintaining Friendship with Turkish Cypriots,* it appeared that it had a significant longitudinal effect on *Ingroup Bias* (stdz=-.13, *p*<0.01). Moreover, regarding *General Outgroup Evaluation*, it appeared that it had a significant longitudinal effect on *Norms-Being Friendly with Turkish-Cypriots* stdz=- .18, *p*<0.001). Furthermore, there was a significant longitudinal effect of *Norms-Maintaining a Friendship with Turkish Cypriots* on *Generalized Contact Intentions*. (stdz= .20, *p*<0.001).

Moreover, *Positive Emotions towards Turkish Cypriots*, had a significant longitudinal effect on *Norms-Maintaining Friendship with Turkish Cypriots*, (stdz= - .16, *p*<0.01). Additionally, *Positive Emotions towards Turks*, had a significant longitudinal effect on *Norms-Maintaining a Friendship with Turkish Cypriots* (stdz=- .24, *p*<0.001), where there was a significant longitudinal effect of *Norms-Maintaining a Friendship with Turkish Cypriots* on *Positive Emotions towards Turks* (stdz=- .19, *p*<0.001). Moreover, regarding *General Outgroup Evaluation,* it had a statistical significant longitudinal effect on *Realistic Threats* (stdz=-- .15, *p*<0.001). Additionally, *Positive Emotions towards Turkish-Cypriots,* had a statistical significant longitudinal effect on *Realistic Threats* (stdz=- - .17, *p*<0.001). Moreover, *Positive Emotions towards Turks,* had a statistical significant longitudinal effect on *Realistic Threats* (stdz=- - .13, *p*<0.01). In addition, *Ingroup-Bias,* had a statistical significant longitudinal effect on *Symbolic Threat* (stdz=- .09, *p*<0.05). Furthermore, *Generalized Contact Intentions* had a statistical significant longitudinal effect on *Symbolic Threats* (stdz=-.10, *p*<0.05).

General Cognitive Ability, generally gave very consistent findings of bi-directional effects between cognitive development and reduction in prejudice measures. In particular, *General Cognitive Ability* had a statistical significant longitudinal effect on *Ingroup Bias* (stdz= -.23, *p*<0.001), where there was a statistical significant longitudinal effect of *Ingroup Bias* on *General Cognitive Ability* (stdz= -.13, *p*<0.001). Furthermore it appeared that *General Outgroup Evaluation* had a statistical significant longitudinal effect on *General Cognitive Ability*, (stdz= .12, *p*<0.001), where there was a statistical significant longitudinal effect of *General Cognitive Ability* on *General Outgroup Evaluation* (stdz= .22, *p*<0.001). Moreover, it appeared that *Generalised Contact Intentions* had a statistical significant longitudinal effect on *General Cognitive Ability* (stdz= .11, *p*<0.01), where there was a statistical longitudinal effect of *General*

Cognitive Ability on *Generalised Contact Intentions* (stdz= .15, *p*<0.01). Furthermore, concerning *Positive Emotions towards Turkish-Cypriots*, it appeared that it had a statistical significant longitudinal effect on *General Cognitive Ability* (stdz= .12, *p*<0.001), where there was a statistical significant longitudinal effect of *General Cognitive Ability* on *Positive Emotions towards Turkish-Cypriots* (stdz= .23, *p*<0.001). In addition, *Positive Emotions towards Turks,* had a statistical significant longitudinal effect on *General Cognitive Ability* (stdz= .12, p<0.001), where there was a statistical significant longitudinal effect of *General Cognitive Ability* on *Positive Emotions towards Turks* (stdz= .22 , p<0.01). Lastly, *Ingroup Bias,* had a statistical significant longitudinal effect on *Moral Development* (stdz= -.08, p<0.05).

Table 34: Cross-lagged associations of Societal and General Cognitive variables (N=501)

Dependent variables		Ingroup Bias		General OG Evaluation		Generalised Contact Intentions		Positive Emotions TCs		Positive Emotions Turks	
Independent variables	Direction of relationship	Ceoff. (SE)	Stdz	Ceoff (SE)	Stdz	Ceoff. (SE)	Stdz	Ceoff. (SE)	Stdz	Ceoff. (SE)	Stdz
Sub-group Identification	R→C	.19 (.13)	.07	.08 (.10)	.03	-.03 (.07)	-.02	.16 (.13)	.05	-.07 (.15)	-.02
	R←C	-.01 (.02)	-.03	.00 (.02)	.01	-.08 (.03)	-.11**	.00 (.10)	.00	.00 (.01)	.01
Quantity No Contact	R→C	-.19 (.11)	-.07	.07 (.09)	.03	.01 (.06)	.01	-.01 (.12)	.00	-.03 (.13)	-.01
	R←C	.01 (.01)	.03	-.02 (.01)	-.07*	-.06 (.02)	-.11**	-.03 (.01)	-.11**	-.03 (.01)	-.11**
Relations of Constraint	R→C	.47 (.09)	.23**	-.13 (.08)	-.07	-.07 (.05)	-.06	-.08 (.10)	-.04	-.24 (.11)	-.10**
	R←C	.05 (.02)	.11***	-.07 (.02)	-.14***	-.09 (.04)	-.10**	-.05 (.02)	-.11**	-.05 (.02)	-.10**
Relations of Co-operation	R→C	-.48 (.13)	-.18***	.18 (.11)	.07	.07 (.07)	.05	.22 (.14)	.08	.23 (.16)	.07
	R←C	-.01 (.02)	-.02	.03 (.02)	.08*	.04 (.03)	.06	.01 (.01)	.04	.01 (.01)	.04
Norms Negative Comments	R→C	.36 (.11)	.16**	-.10 (.09)	-.05	.00 (.06)	.00	-.13 (.12)	-.05	-.16 (.13)	-.06
	R←C	.02 (.03)	.03	-.01 (.03)	-.02	-.04 (.04)	-.04	.01 (.02)	.01	.01 (.02)	.01
Norms Being Friendly	R→C	-.26 (.12)	-.11**	.26 (.10)	.13**	.16 (.07)	.11**	.32 (.13)	.13**	.41 (.14)	.15**
	R←C	-.10 (.02)	-.20***	.13 (.03)	.24***	.14 (.04)	.17**	.09 (.02)	.20***	.02 (.02)	.04
Norms Friendships	R→C	-.30 (.11)	-.13**	.37 (.09)	.18***	.26 (.06)	.20***	.39 (.12)	.16**	.62 (.12)	.24***
	R←C	.02 (.02)	.05	.04 (.03)	.07	-.01 (.04)	-.01	.02 (.02)	.05	.06 (.01)	.19***
Realistic Threat	R→C	.15 (.11)	.07	-.29 (.08)	-.15***	-.08 (.06)	-.06	-.40 (.11)	-.17***	-.34 (.12)	-.13**
	R←C	-.02 (.02)	-.04	.01 (.02)	.03	.01 (.04)	.01	.01 (.02)	.03	.01 (.02)	.03
Symbolic Threat	R→C	.17 (.12)	.07	-.16 (.10)	-.07	-.05 (.06)	-.04	-.01 (.13)	.00	-.22 (.14)	-.08
	R←C	.04 (.02)	.09*	-.03 (.02)	-.06	-.07 (.04)	-.10*	-.02 (.02)	-.05	-.02 (.02)	-.06
General Cognitive Ability	R→C	-2.34 (.43)	-.23***	2.04 (.35)	.22***	.93 (.24)	.15***	2.62 (.44)	.23***	2.78 (.50)	.22***
	R←C	-.01 (.00)	-.13***	.01 (.00)	.12***	.02 (.01)	.11**	.01 (.00)	.12***	.01 (.00)	.12**
Moral Development	R→C	-.33 (.25)	-.07	.12 (.21)	.03	.01 (.14)	.00	.06 (.26)	.01	.24 (.29)	.04
	R←C	-.02 (.01)	-.08*	.01 (.01)	.05	.00 (.02)	.00	.01 (.01)	.05	.01 (.01)	.05

Coeff., unstandardazed coefficient; SE, Standard error; Stdzn, standardized coefficient;

R→C, the row line (independent variable) is directed to the column (dependent variable)

C→R, the column line (dependent variable) is directed to the row (independent variable)

*p < .05. **p<.01. ***p<.001.

4.13.1 Longitudinal Associations between the variables in Ages 7-8 years old.

A cross-lagged panel model was tested to investigate the longitudinal effects of Cognitive Variables (General Cognitive Ability, Moral Development), Type of Threats (Symbolic/Realistic Threats), Social Norms, Type of Relations, (Relations of Constraint/Relations of Cooperation), Quantity of No Contact and Subgroup Identification on T1, on Ingroup Bias and Societal Attitudes towards people coming from Outgroup (General Outgroup Evaluation, Generalized Contact Intentions, Positive Emotions TCs, Positive Emotions Turks), on T2, in General Sample and vice-versa. The model was saturated, so there was no information about fit. First of all, it appeared that there was a significant longitudinal effect of *Generalised Contact Intentions* on *Sub-group Identification*. (stdz= -0.32, *p*<0.01). Concerning *In-Group Bias*, it appeared that, there was a significant longitudinal effect on *Relations of Constraint* (stdz= 0.24, *p*<0.01). As far, as *General Outgroup Evaluation* was concerned, it appeared that there was a significant longitudinal effect on *Relations of Constraint* (stdz= -.14, *p*<0.001). Furthermore, it appeared that *Relations of Constraint* had a significant longitudinal effect on *Generalised Contact Intentions* (stdz= -.35, p<0.05) and on *Positive Emotions towards Turkish-Cypriots*, (stdz= .38, p<0.01). Consequently, at this point, it might be argued that, as far as feelings of in-group favoritism, as well as asymmetrical relations are strong, then positive attitudes towards people coming from the outgroup are expressed to a lesser extent. Regarding, *Relations of Cooperation* (stdz= .31, p<0.05), it appeared that it had a statistical significant longitudinal effect on *Positive Emotions towards Turkish-Cypriots*. Furthermore, *Norms-Negative Comments towards Turkish Cypriots* had a statistical significant longitudinal effect on *Positive Emotions towards Turks*, (.44, p<0.01). Additionally, *Norms-Being Friendly with Turkish Cypriots* had a significant longitudinal effect on *Positive Emotions towards Turks,* (stdz= .37 , p<0.01). Furthermore, *Norms-Maintaining a*

Friendship with Turkish-Cypriots had a significant longitudinal effect on *Generalized Contact Intentions* (stdz= .53, p<0.001) and on *Positive Emotions towards Turks* (stdz= . 25, p<0.05). Moreover, it appeared that *Positive Emotions towards Turks* had a significant longitudinal effect on *Norms-Maintaining a Friendship with Turkish-Cypriots* (stdz= . 23, p<0.01). Consequently, we may conclude that, social norms play a primordial role, regarding the emergence of positive feelings towards people coming from other national backgrounds, from the beginning of middle childhood. Lastly, it appeared that *Symbolic Threats,* had a statistical significant longitudinal effect on *General Outgroup Evaluation* (stdz=.28, p<0.05).

Table 35: Cross-lagged associations of Societal and General Cognitive variables in Ages 7-8 years old (N=102)

Dependent variables		Ingroup Bias		General OG Evaluation		Generalised Contact Intentions		Positive Emotions TCs		Positive Emotions Turks	
Independent variables	Direction of relationship	Ceoff. (SE)	Stdz	Ceoff (SE)	Stdz	Ceoff. (SE)	Stdz	Ceoff. (SE)	Stdz	Ceoff. (SE)	Stdz
Sub-group Identification	R→C	.21 (.27)	.10	.15 (.19)	.09	.04 (.14)	.04	.16 (.27)	.08	.23 (.29)	.10
	R←C	-.03 (.04)	-.07	.03 (.05)	.06	-.22 (.07)	-.32**	.02 (.04)	.07	.02 (.04)	.07
Quantity No Contact	R→C	-.26 (.22)	-.14	.16 (.17)	.11	.13 (.12)	.13	.10 (.24)	.05	.09 (.27)	.05
	R←C	-.04 (.04)	-.10	.03 (.05)	.08	-.01 (.01)	-.01	.03 (.04)	.08	.03 (.04)	.08
Relations of Constraint	R→C	-.14 (.40)	-.08	-.13 (.08)	-.07	-.33 (.19)	-.35*	.65 (.32)	.38**	.04 (.47)	.02
	R←C	.10 (.05)	.24**	-.07 (.02)	-.14***	-.18 (.11)	-.22	-.05 (.05)	-.11	-.05 (.05)	-.13
Relations of Co-operation	R→C	.05 (.32)	.03	.04 (.24)	.03	-.16 (.14)	-.19	.45 (.26)	.31*	.01 (.34)	.01
	R←C	.04 (.04)	.14	.01 (.05)	.02	.01 (.08)	.02	-.02 (.04)	-.06	-.01 (.04)	-.04
Norms Negative Comments	R→C	.15 (.44)	.07	-.12 (.32)	-.08	.25 (.21)	.23	-.27 (.41)	-.14	.98 (.38)	.44**
	R←C	.01 (.07)	.01	.05 (.08)	.09	-.16 (.12)	-.18	.02 (.06)	.04	.01 (.06)	.03
Norms Being Friendly	R→C	-.31 (.52)	-.13	.11 (.44)	.06	.25 (.27)	.20	.00 (.07)	.00	.94 (.50)	.37*
	R←C	-.03 (.07)	-.07	.11 (.11)	.20	-.07 (.14)	-.08	.00 (.56)	.00	-.01 (.06)	-.03
Norms Friendships	R→C	-.60 (.42)	-.30	.38 (.29)	.26	.54 (.16)	.53***	.40 (.42)	.22	.53 (.28)	.25*
	R←C	.11 (.07)	.23	-.02 (.08)	-.04	-.12 (.13)	-.13	-.02 (.06)	-.05	.05 (.02)	.23**
Realistic Threat	R→C	-.16 (.41)	-.08	-.04 (.29)	-.02	.20 (.20)	.18	.13 (.41)	.06	.51 (.43)	.22
	R←C	.04 (.06)	.09	-.05 (.07)	.09	-.08 (.11)	-.09	-.06 (.06)	-.16	-.07 (.05)	-.18
Symbolic Threat	R→C	-.04 (.33)	-.02	-.43 (.22)	-.28*	.07 (.17)	.07	.18 (.33)	.09	-.22 (.37)	-.10
	R←C	-.06 (.05)	-.15	.01 (.06)	.03	.00 (.10)	.00	.02 (.05)	.05	.02 (.05)	.05
General Cognitive Ability	R→C	1.16 (1.95)	.06	.92 (1.43)	.07	-1.01 (.99)	-.10	1.25 (1.93)	.07	-.14 (2.14)	-.01
	R←C	-.01 (.01)	-.14	.00 (.01)	.04	.00 (.01)	.02	.00 (.01)	-.02	.00 (.01)	-.02
Moral Development	R→C	.57 (1.10)	.09	-.13 (.84)	-.03	-.76 (.54)	-.23	-.51 (1.12)	-.09	.51 (1.23)	.08
	R←C	-.02 (.02)	-.12	.00 (.02)	.01	-.03 (.03)	-.10	.00 (.02)	-.01	.00 (.02)	-.01

Coeff., unstandardazed coefficient; SE, Standard error; Stdzn, standardized coefficient;

R→C, the row line (independent variable) is directed to the column (dependent variable)

C→R, the column line (dependent variable) is directed to the row (independent variable) *p < .05. **p<.01. ***p<.001.

4.13.2 Longitudinal Associations between the variables in Ages 10-11 years old.

A cross-lagged panel model was tested to investigate the longitudinal effects of Cognitive Variables (General Cognitive Ability, Moral Development), Type of Threats (Symbolic/Realistic Threats), Social Norms, Type of Relations, (Relations of Constraint/Relations of Cooperation), Quantity of No Contact and Subgroup Identification on T1, on Ingroup Bias and Societal Attitudes towards people coming from Outgroup (General Outgroup Evaluation, Generalized Contact Intentions, Positive Emotions TCs, Positive Emotions Turks), on T2, in Ages 10-11 and vice-versa. The model was saturated, so there was no information about fit. First of all, it appeared that there was a significant longitudinal effect of *Positive Emotions towards Turkish-Cypriots,* on *Subgroup Identification* (stdz=-0.15 $p<0.05$), where there was significant longitudinal effect of *Subgroup Identification* on *Positive Emotions towards Turkish-Cypriots* (stdz= 0.16 $p<0.01$). Moreover, *Positive Emotions towards Turkish-Cypriots*, had a significant longitudinal effect on *Relations of Constraint* (stdz=-.22 $p<0.01$). In addition, *Ingroup Bias* had a significant longitudinal effect on *Relations of Constraint*, (stdz=.17 $p<0.05$). Furthermore, *Positive Emotions towards Turks*, had a significant longitudinal effect on *Relations of Constraint* (stdz=-.21 $p<0.01$). At this point, we observe, that as it was found in the first age group, that asymmetrical relations encourage feelings of ethnocentrism as opposed to positive feelings towards people coming from other national backgrounds. On the other hand, *Relations of Cooperation* had a significant longitudinal effect on *Ingroup Bias* (coeff. (stdz=-.19 $p<0.01$), on *General Outgroup Evaluation* (stdz=-.14 $p<0.05$) and on *Generalized Contact Intentions* (stdz= .17 $p<0.01$). At the same time, there was a significant longitudinal effect of *Generalized Contact Intentions* on *Relations of Cooperation* (stdz= .17 $p<0.05$). Consequently, it may be claimed that asymmetrical relations do not promote the creation of the necessary conditions, in

order to enhance intergroup contact and relations as well. In addition, it appeared that there was a significant longitudinal effect of *Norms-Negative Comments towards Turkish Cypriots* on *Ingroup Bias* (stdz= .18 *p*<0.05). Moreover, *General Outgroup Evaluation* had a significant longitudinal effect on *Norms-Being Friendly with Turkish-Cypriots* (stdz= .32 *p*<0.01), and *Generalized Contact Intentions* had a significantly longitudinal effect on *Norms-Being Friendly with Turkish Cypriots,* (stdz= .30 *p*<0.01). Additionally, *Positive Emotions towards Turkish-Cypriots*, had a significant longitudinal effect on *Norms-Being Friendly with Turkish-Cypriots* (stdz= .25 *p*<0.01), *and Positive Emotions towards Turks,* had a significant longitudinal effect on *Norms-Being Friendly with Turkish Cypriots* (stdz= .24 *p*<0.01). Moreover, *Ingroup Bias* had a significant longitudinal effect on *Norms-Maintaining a Friendship with Turkish-Cypriots*, (stdz= .21 *p*<0.01) and *Norms-Maintaining a Friendship with Turkish-Cypriots* had a significant longitudinal effect on *General Outgroup Evaluation* (stdz= .21 *p*<0.01). Simultaneously, *Norms-Maintaining a Friendship with Turkish-Cypriots* had a significant longitudinal effect on *Positive Emotions towards Turkish-Cypriots,* (stdz= .20 *p*<0.01), and *Positive Emotions towards Turks,* (stdz= .26 *p*<0.01). As in the beginning of the middle childhood, we perceived that social norms promoting positive attitudes towards people coming from the outgroup, actively support social relations between in-groupers and out-groupers. In addition, *Realistic Threats* had a significant longitudinal effect on *General Outgroup Evaluation* (stdz= - .16 *p*<0.01) and on *Positive Emotions towards Turkish-Cypriots* (stdz= - .25 *p*<0.01) respectively. As far as *In-Group Bias* was concerned, it appeared that it had a significant longitudinal effect on *Symbolic Threats* (stdz= .21 *p*<0.01). Furthermore, *General Outgroup Evaluation*, had a significant longitudinal effect on *General Cognitive Ability,* (stdz= .18 *p*<0.01). At the same time, *General Cognitive Ability* had a significant longitudinal effect on *Generalised Contact Intentions* (stdz= .05

p<0.05) and *Positive Emotions towards Turkish Cypriots* (stdz= .13 *p*<0.01). In consequence, from our perspective, cognitive abilities appear to be related with the adoption of positive attitudes and beliefs towards people coming from the outgroup, a pattern of behaviour, that, was not applied for children aged 7-8 years old. Lastly, regarding *Moral Development*, it appeared that there was a significant longitudinal effect on *Ingroup Bias* (stdz= -.17 *p*<0.05), on *Generalized Contact Intentions* (stdz= .17 *p*<0.01) and on *Positive Emotions towards Turkish-Cypriots* (stdz= .17 *p*<0.01).

Table 36: Cross-lagged association of Societal and General Cognitive variables in Ages 10--11 years old (N=123)

Dependent variables		Ingroup Bias		General OG Evaluation		Generalised Contact Intentions		Positive Emotions TCs		Positive Emotions Turks	
Independent variables	Direction of relationship	Ceoff. (SE)	Stdz	Ceoff (SE)	Stdz	Ceoff. (SE)	Stdz	Ceoff. (SE)	Stdz	Ceoff. (SE)	Stdz
Sub-group Identification	R→C	.06 (.23)	.02	.27 (.21)	.10	.12 (.12)	.08	.48 (.23)	.16**	-.25 (.28)	-.07
	R←C	-.02 (.05)	-.05	-.05 (.04)	-.12	-.08 (.07)	-.10	-.06 (.03)	-.15*	.06 (.04)	-.14
Quantity No Contact	R→C	.37 (.23)	.14	-.12 (.22)	-.04	-.01 (.13)	-.01	-.28 (.25)	-.09	-.18 (.30)	-.05
	R←C	.01 (.02)	.03	-.02 (.02)	-.06	-.04 (.04)	-.08	-.02 (.02)	-.11	-.02 (.02)	-.11
Relations of Constraint	R→C	.33 (.17)	.17*	.00 (.17)	.00	-.07 (.10)	-.06	-.03 (.19)	-.01	-.22 (.22)	-.08
	R←C	.06 (.04)	.12	-.10 (.04)	-.24	-.08 (.07)	-.10	-.08 (.03)	-.22**	-.08 (.03)	-.21**
Relations of Co-operation	R→C	-.43 (.20)	-.19**	.33 (.19)	.14*	.23 (.11)	.17**	.22 (.21)	.08	-.07 (.25)	-.02
	R←C	.02 (.04)	.06	.04 (.04)	.10	.12 (.06)	.17*	.03 (.03)	.09	.03 (.03)	.09
Norms Negative Comments	R→C	.32 (.17)	.18*	-.10 (.16)	-.06	.01 (.09)	.01	-.06 (.18)	-.03	-.22 (.21)	-.10
	R←C	.04 (.05)	.07	.00 (.05)	.01	.06 (.09)	.06	.03 (.04)	.06	.02 (.04)	.05
Norms Being Friendly	R→C	-.19 (.19)	-.10	.29 (.18)	.15	.09 (.11)	.08	.23 (.20)	.10	.32 (.24)	.13
	R←C	-.07 (.05)	-.14	.15 (.05)	.32**	.24 (.10)	.30**	.10 (.04)	.25**	.10 (.04)	.24**
Norms Friendships	R→C	-.18 (.17)	-.10	.39 (.15)	.21**	.13 (.09)	.13	.40 (.17)	.20**	.65 (.20)	.26**
	R←C	.11 (.05)	.21**	.04 (.05)	.07	.11 (.09)	.13	.04 (.04)	.09	.05 (.03)	.13
Realistic Threat	R→C	.15 (.17)	.08	-.30 (.16)	-.16*	.02 (.10)	.02	-.53 (.18)	-.25**	-.30 (.22)	-.12
	R←C	.02 (.05)	.05	.00 (.05)	.00	.01 (.09)	.02	.02 (.04)	.05	.02 (.04)	.05
Symbolic Threat	R→C	.27 (.20)	.13	-.25 (.20)	-.12	-.07 (.11)	-.05	-.09 (.22)	-.04	-.38 (.26)	-.14
	R←C	.10 (.05)	.21**	-.05 (.05)	-.12	-.05 (.08)	-.07	-.05 (.04)	-.12	-.05 (.04)	-.13
General Cognitive Ability	R→C	.51 (.90)	.05	.72 (.84)	.07	.28 (.49)	.05*	1.64 (.93)	.13*	.11 (1.12)	.01
	R←C	.00 (.01)	-.03	.02 (.01)	.18**	.02 (.01)	.12	.01 (.01)	.08	.01 (.01)	.08
Moral Development	R→C	-.75 (.41)	-.17*	.46 (.39)	.10	.45 (.22)	.17**	.86 (.43)	.17**	.66 (.52)	.11
	R←C	.03 (.02)	.11	-.01 (.02)	-.06	-.02 (.03)	-.05	-.02 (.02)	-.13	-.02 (.02)	-.12

Coeff., unstandardazed coefficient; SE, Standard error; Stdzn, standardized coefficient;

R→C, the row line (independent variable) is directed to the column (dependent variable)

C→R, the column line (dependent variable) is directed to the row (independent variable)

*p < .05. **p<.01.   ***p<.001.

4.13.3 Longitudinal Associations between the variables in Ages 13-14 years old.

A cross-lagged panel model was tested to investigate the longitudinal effects of Cognitive Variables (General Cognitive Ability, Moral Development), Type of Threats (Symbolic/Realistic Threats), Social Norms, Type of Relations, (Relations of Constraint/Relations of Cooperation), Quantity of No Contact and Subgroup Identification on T1, on Ingroup Bias and Societal Attitudes towards people coming from Outgroup (General Outgroup Evaluation, Generalized Contact Intentions, Positive Emotions TCs, Positive Emotions Turks), on T2, in Ages 13-14 and vice-versa. The model was saturated, so there was no information about fit. To begin with, it appeared that, there was a significant longitudinal effect of *General Outgroup Evaluation* on *Subgroup Identification,* (stdz=-0.12 *p*<0.01), of *Positive Emotions towards Turkish Cypriots* towards *Subgroup Identification* (stdz=-0.12 *p*<0.05) and of *Positive Emotions towards Turks,* towards *Subgroup Identification* (stdz=-0.12 *p*<0.01). As far as *Quantity of No-Contact*, was concerned, it appeared that there was a significant longitudinal effect on *General Outgroup Evaluation* (stdz=-0.14 *p*<0.01), where there was a significant longitudinal effect of *General Outgroup Evaluation on Quantity of No-Contact* on (0.15 *p*<0.01). Concerning *Generalised Contact Intentions,* it appeared that there was a significant longitudinal effect on *Quantity of No Contact* (stdz=-0.13 *p*<0.05), where there was a significant longitudinal effect of *Quantity of No Contact* on *Generalized Contact Intentions* (stdz=-0.15 *p*<0.01). Regarding *Positive Emotions towards Turkish-Cypriots,* it appeared that there was a significant longitudinal effect on *Quantity of No-Contact* (stdz=-0.19 *p*<0.01)., where there was a significant longitudinal effect of *Quantity of No-Contact* on *Positive Emotions towards Turkish-Cypriots* (stdz=-0.13 *p*<0.01). Concerning *Positive Emotions towards Turks*, it appeared that there was a significant longitudinal effect on *Quantity of No Contact* (stdz=-0.19 *p*<0.01), where there was a significant longitudinal effect of

Quantity of No Contact on *Positive Emotions towards Turks* (stdz=-0.12 *p*<0.01). At this point we may conclude, that there is a very strong positive association between the lack of intergroup contact and the negative attitudes adopted by ingroupers regarding people coming from the outgroup, in early adolescence that we didn't perceive in the previous age groups (middle and late childhood). Consequently, based on the aforementioned findings, it may be argued, that environmental conditions, play an even more substantial role concerning the emergence of biased attitudes and feelings as children and adolescents grow up.

Concerning *Relations of Constraint*, it appeared that there was a significant longitudinal effect on *Ingroup Bias* (stdz=.17 *p*<0.01). Furthermore, *General Outgroup Evaluation*, had a significant longitudinal effect on *Relations of Cooperation,* (stdz=-.14 *p*<0.01), where there was a significant longitudinal effect of *Relations of Cooperation* on *General Outgroup Evaluation* (stdz=-.14 *p*<0.01). In addition, *Relations of Cooperation,* had a significant longitudinal effect on *Positive Emotions towards Turkish Cypriots* (stdz=--.13 *p*<0.05). As far as *Negative Comments towards Turkish-Cypriots* were concerned, it appeared that they had a significant longitudinal effect on *Ingroup Bias* (stdz=-.17 *p*<0.01) and on *Positive Emotions towards Turks* (stdz= -.13 *p*<0.01). Concerning, *Norms-Being Friendly with Turkish Cypriots,* it had a significant longitudinal effect on *Ingroup Bias* (stdz= -.12 *p*<0.05) and on *Positive Emotions towards Turks* (stdz= .12 *p*<0.05). Simultaneously, it appeared that *Ingroup Bias* had a significant longitudinal effect on *Norms-Being Friendly with Turkish-Cypriots*(stdz= .23 *p*<0.01). Moreover, *General Outgroup Evaluation*, had a significant longitudinal effect on *Norms-Being Friendly with Turkish Cypriots* (stdz= .27 *p*<0.001). Furthermore, it appeared that *Generalised Contact Intentions*, had a significant longitudinal effect on *Norms-Being Friendly with Turkish Cypriots* (stdz= .28 *p*<0.001). Furthermore, it appeared that *Positive Emotions*

towards Turkish-Cypriots, and *Positive Emotions towards Turks,* had a significant longitudinal effect on *Norms-Being Friendly towards Turkish-Cypriots* (stdz= .26 *p*<0.001) and (stdz= .27 *p*<0.001), respectively. Additionally, as far as *Norms-Maintaining a Friendship with Turkish Cypriots*, was concerned, it appeared that there was a significant longitudinal effect on *General Outgroup Evaluation*, (stdz= .13 *p*<0.01), where there was a significant longitudinal effect of *General Outgroup Evaluation* on *Norms-Maintaining a Friendship with Turkish Cypriots*, (stdz= .13 *p*<0.01). Moreover, *Norms-Maintaining a Friendship with Turkish Cypriots* had a significant longitudinal effect on *Generalised Contact Intentions* (stdz= .15 *p*<0.01), on *Positive Emotions towards Turkish-Cypriots,* (stdz= .13 *p*<0.05) and *Positive Emotions towards Turkish* (stdz= .23 *p*<0.001). At the same time, it appeared that *Positive Emotions towards Turkish* had a significant longitudinal effect on *Norms-Maintaining a Friendship with Turkish-Cypriots.* Regarding *Realistic Threats*, it appeared that there was a significant longitudinal effect on *General Outgroup Evaluation* (stdz= -.17 *p*<0.01) and on *Positive Emotions towards Turkish-Cypriots* (stdz= -.12 *p*<0.05). Furthermore, it appeared that *Ingroup Bias,* had a significant longitudinal effect on *Symbolic Threat* (.15 *p*<0.01), where there was a significant longitudinal effect of *Symbolic Threat* on *Ingroup Bias* (stdz=.15 *p*<0.01) and on *Generalized Contact Intentions* (stdz=-.14 *p*<0.01). At the same time, there was a significant longitudinal effect of *Positive Emotions towards Turkish Cypriots* and *Positive Emotions towards Turks* on *Symbolic Threats* (stdz=--.14 *p*<0.05 and stdz= --.15 *p*<0.01), respectively. As far as *General Cognitive Ability* was concerned, it appeared that it had a significant longitudinal effect on *Ingroup Bias* (stdz=.15 *p*<0.01), on *General Outgroup Evaluation* (stdz=.21 *p*<0.001), on *Generalized Contact Intentions* (stdz=-0.16 *p*<0.05), on *Positive Emotions Towards Turkish Cypriots* (stdz=.19 *p*<0.01) and on *Positive Emotions Towards Turks* (stdz=.18 *p*<0.01). Simultaneously, it

appeared that *Positive Emotions towards Turkish Cypriots* and *Positive Emotions towards Turks*, had a significant longitudinal effect on General Cognitive Ability (stdz= .19 $p<0.01$) and stdz= .17 $p<0.01$), respectively. This supports the idea , as compared to previous age groups, that in early adolescence, cognitive abilities contribute even more significantly to the emergence of positive feelings towards people coming from the outgroup. Contrariwise, social norms seem to play an equally important role regarding the establishment of positive intergroup contacts in early adolescence as in late childhood as it is perceived in the previous age group. Finally, it appeared that *Positive Emotions towards Turkish Cypriots*, had a significant longitudinal effect on *Moral Development* (stdz= .12 $p<0.05$).

Table 37: Cross-lagged associations of Societal and General Cognitive variables in Ages 13-14 (N=195)

Dependent variables		Ingroup Bias		General OG Evaluation		Generalised Contact Intentions		Positive Emotions TCs		Positive Emotions Turks	
Independent variables	Direction of relationship	Ceoff. (SE)	Stdz	Ceoff (SE)	Stdz	Ceoff. (SE)	Stdz	Ceoff. (SE)	Stdz	Ceoff. (SE)	Stdz
Sub-group Identification	R→C	.25 (.21)	.08	.24 (.17)	-.08	-.15 (.10)	-.08	-.11 (.22)	-.03	-.28 (.24)	-.07
	R←C	-.03 (.02)	-.08	.05 (.02)	.12**	.04 (.04)	.07	.04 (.02)	.12*	.04 (.02)	.12**
Quantity No Contact	R→C	.06 (.23)	.02	-.45 (.19)	-.14**	-.30 (.11)	-.15**	-.52 (.24)	-.13**	-.52 (.26)	-.12**
	R←C	.01 (.02)	.05	-.05 (.02)	-.15**	-.06 (.03)	-.13*	-.05 (.02)	-.19**	-.05 (.02)	-.19**
Relations of Constraint	R→C	.37 (.15)	.17**	-.02 (.13)	-.01	.06 (.07)	.05	.06 (.16)	.02	.02 (.17)	.01
	R←C	.00 (.00)	-.01	-.04 (.03)	-.08	.00 (.05)	.00	-.02 (.03)	-.05	-.02 (.03)	-.05
Relations of Co-operation	R→C	-.14 (.23)	-.04	-.41 (.19)	-.14**	-.14 (.11)	-.07	-.47 (.24)	-.13*	-.28 (.26)	-.07
	R←C	-.04 (.02)	-.11	.06 (.03)	.14**	.00 (.04)	.00	.02 (.02)	.08	.02 (.02)	.07
Norms Negative Comments	R→C	.37 (.15)	.17**	-.22 (.13)	-.11	-.09 (.08)	-.07	-.25 (.17)	-.11	-.33 (.18)	-.13*
	R←C	.04 (.04)	.08	-.03 (.05)	-.04	-.06 (.08)	-.07	.00 (.04)	.00	.00 (.04)	.01
Norms Being Friendly	R→C	-.27 (.16)	-.12*	.06 (.14)	.03	.11 (.09)	.09	.20 (.18)	.08	.32 (.19)	.12*
	R←C	-.11 (.03)	.23**	.16 (.04)	.27***	.24 (.06)	.28***	.12 (.03)	.26***	.12 (.03)	.27***
Norms Friendships	R→C	-.18 (.17)	-.08	.27 (.15)	.13*	.20 (.09)	.15**	.36 (.19)	.13*	.58 (.16)	23***
	R←C	-.01 (.04)	-.03	.07 (.04)	.13*	.00 (.07)	.00	.02 (.04)	.05	.09 (.02)	.23***
Realistic Threat	R→C	.02 (.15)	.01	-.30 (.12)	-.17**	-.08 (.08)	-.07	-.27 (.15)	-.12*	-.24 (.16)	-.10
	R←C	-.04 (.03)	-.13	.03 (.03)	.07	.00 (.05)	.01	.04 (.03)	.13	.04 (.03)	.13
Symbolic Threat	R→C	.36 (.17)	.15**	-.21 (.15)	-.10	-.19 (.09)	-.14**	-.27 (.19)	-.10	-.32 (.20)	-.11
	R←C	.07 (.03)	.15**	-.07 (.04)	-.13	-.10 (.06)	-.13	-.06 (.03)	-.14*	-.06 (.03)	-.15**
General Cognitive Ability	R→C	-1.58 (.69)	.15**	2.01 (.58)	.21***	.98 (.35)	.16*	2.27 (.73)	.19**	2.13 (.79)	.17**
	R←C	-.01 (.01)	-.13*	.01 (.01)	.09	.02 (.01)	.12**	.02 (.01)	.19**	.02 (.01)	.18**
Moral Development	R→C	.08 (.34)	.02	-.26 (.29)	-.06	-.13 (.17)	-.05	-.40 (.36)	-.08	-.28 (.39)	-.05
	R←C	-.01 (.02)	-.04	.01 (.02)	.06	-.02 (.03)	-.05	.03 (.02)	.12*	.03 (.02)	.12

Coeff., unstandardazed coefficient; SE, Standard error; Stdzn, standardized coefficient;

R→C, the row line (independent variable) is directed to the column (dependent variable)

C→R, the column line (dependent variable) is directed to the row (independent variable)

*p < .10. **p<.05. ***p<.001.

4.13.4 Longitudinal Associations between the variables in Ages 16-17 years old.

A cross-lagged panel model was tested to investigate the longitudinal effects of Cognitive Variables (General Cognitive Ability, Moral Development), Type of Threats (Symbolic/Realistic Threats), Social Norms, Type of Relations, (Relations of Constraint/Relations of Cooperation), Quantity of No Contact and Subgroup Identification on T1, on Ingroup Bias and Societal Attitudes towards people coming from Outgroup (General Outgroup Evaluation, Generalized Contact Intentions, Positive Emotions TCs, Positive Emotions Turks), on T2, in Ages 16-17 and vice-versa. The model was saturated, so there was no information about fit.

First of all, it appeared that there was a significant longitudinal effect of *Subgroup Identification* on *Ingroup Bias* (stdz=0.20, *p*<0.01), where there was a significant longitudinal effect of *Ingroup Bias* on *Subgroup Identification* (stdz=0.27 *p*<0.01). Furthermore, it appeared that there was a significant longitudinal effect of *Subgroup Identification* on *Positive Emotions towards Turks* (stdz=-0.19 *p*<0.01). Regarding, *Generalized Contact Intentions*, it appeared that there was a significant longitudinal effect on *Quantity of No-Contact* (stdz=-0.23 *p*<0.01).In addition, concerning *Positive Emotions towards Turkish-Cypriots*, it appeared that there was a significant longitudinal effect on *Quantity of No-Contact* (stdz=-0.24 *p*<0.01). Moreover, it appeared that *Positive Emotions towards Turks*, had a significant longitudinal effect on *Quantity of No-Contact* (stdz=-0.24 *p*<0.01). Regarding *Relations of Constraint*, it appeared that there was a significant longitudinal effect on *Ingroup Bias* (stdz= 0.19 *p*<0.01). In addition, it appeared that it had a significant longitudinal effect on *Positive Emotions towards Turks* (stdz=-0.19 *p*<0.01). Furthermore, as far as *Relations of Cooperation* was concerned, it appeared that it had a significant longitudinal effect on *Ingroup Bias* (stdz=-0.23 *p*<0.01). Consequently, it would seem that asymmetrical and symmetrical social relations contribute to the emergence of

ethnocentrism and positive attitudes towards people coming from the outgroup respectively, in all age groups during childhood and adolescence. Furthermore, unlike social norms and general cognitive ability that promote intergroup relations as well as productive attitudes towards people coming from the outgroup, mainly in late childhood, and middle adolescence, symmetrical social relations can considerably support positive intergroup relations in all developmental periods of childhood and adolescence.

At the same time, it appeared that *Relations of Constraint* had a significant longitudinal effect on *Positive Emotions towards Turks* (stdz=-0.19 *p*<0.01). Moreover, it seemed that *Ingroup Bias* had a significant longitudinal effect on *Norms-Being friendly with Turkish Cypriots* (stdz=-.29 *p*<0.01). Additionally, it appeared that, *Norms-Being Friendly with Turkish Cypriots*, had a significant longitudinal effect on *General Outgroup Evaluation* (stdz= .20   *p*<0.01) and on *Generalised Contact Intentions* (stdz= .16 *p*<0.05). As far as *Positive Emotions towards Turkish-Cypriots* was concerned, it appeared that there was a significant longitudinal effect on *Norms-Being Friendly with Turkish Cypriots*, (stdz= .25   *p*<0.01), where there was a significant longitudinal effect of *Norms-Being Friendly with Turkish Cypriots*, on *Positive Emotions towards Turkish-Cypriots* (stdz= .23   *p*<0.01) . At the same time, it appeared that *Positive Emotions towards Turks*, had a significant longitudinal effect on *Norms-Being Friendly with Turkish Cypriots* (stdz= .25 *p*<0.01). As far as *Norms-Maintaining a Friendship with Turkish-Cypriots,* it appeared that there was a significant longitudinal effect on *Ingroup Bias*, (stdz= -.18 *p*<0.05), where there was a significant longitudinal effect of *Ingroup Bias* on *Norms-Maintaining a Friendship with Turkish-Cypriots* (stdz= -.23 *p*<0.01). Additionally, it appeared that it had a significant longitudinal effect on *General Outgroup Evaluation* (stdz= .31 *p*<0.001), where there was a significant longitudinal effect of *General Outgroup Evaluation* on *Norms-Maintaining a Friendship*

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with *Turkish-Cypriots* (stdz= .19 p<0.05). Concerning *Generalised Contact Intentions,* it appeared that

there was a significant longitudinal effect on *Norms-Maintaining a Friendship with Turkish-Cypriots,*

(stdz= .20 p<0.01), where there was a significant longitudinal effect of *Norms-Maintaining a*

Friendship with Turkish-Cypriots on *Generalised Contact Intentions* (stdz= .35 p<0.001). As far as

Positive Emotions towards TCs was concerned, it appeared that there was a significant longitudinal effect

on *Norms-Maintaining a Friendship with Turkish-Cypriots* (stdz= .23 p<0.01), where there as a

significant longitudinal effect of *Norms-Maintaining a Friendship with Turkish-Cypriots* (stdz=

.25 p<0.01). In addition, it appeared that there was a significant longitudinal effect of *Norms-*

Maintaining a Friendship with Turkish-Cypriots on *Positive Emotions towards Turks* (stdz= .22

p<0.01). Concerning, *Ingroup Bias,* it appeared that there was a significant longitudinal effect

on *Symbolic Threat* (stdz= .23 p<0.01). In addition, *Generalized Contact Intentions,* had a

significant longitudinal effect on *Symbolic Threat* (stdz= -.32 p<0.01). In addition*, Symbolic*

Threats had a significant longitudinal effect on *Positive Emotions towards Turks* (stdz= -.16

p<0.05). Regarding *InGroup Bias,* it appeared that there was a significant longitudinal effect on *General*

*Cognitive Ability (*stdz= -.32 p<0.001). Furthermore, as far as *General Outgroup Evaluation* was

concerned, it appeared that there was a significant longitudinal effect on *General Cognitive Ability*

(stdz= .16 p<0.05), when there was a significant longitudinal effect of *General Cognitive Ability*

on *General Outgroup Evaluation* (stdz= - .15 p<0.05). Moreover, *Positive Emotions towards Turkish-*

Cypriots, appeared to have a significant longitudinal effect on *General Cognitive Ability* (stdz=   .20

p<0.01), where there was a significant longitudinal effect of *General Cognitive Ability* on

Positive Emotions towards Turkish-Cypriots (stdz=   .19   p<0.01). Furthermore, it appeared that

Positive Emotions towards Turks, appeared to have a significant longitudinal effect on *General Cognitive*

Ability (stdz= .20 p<0.01).

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Lastly, concerning *Moral Development* it appeared that there was a significant longitudinal effect on *Ingroup Bias* (stdz= .003 p<0.01), and *General Outgroup Evaluation* (stdz= -.16 p<0.05). Furthermore, it appeared that it had a significant longitudinal effect on *Generalised Contact Intentions* (stdz= -.18 p<0.01), where there was a significant longitudinal effect of *Generalised Contact Intentions* on *Moral Development* (stdz= .22 p<0.01). Lastly, *Moral Development*, had a significant longitudinal effect on *Positive Emotions Towards Turkish Cypriots,* (stdz= -.19 p<0.05) and *Positive Emotions Towards Turks* (stdz= -.22 p<0.01). From our point of view, it is perceived that cognitive abilities role concerning the emergence of positive feelings towards people coming from the outgroup, loses its importance in middle adolescence as compared to late childhood. Nevertheless, it appears that moral abilities are negatively related with positive feelings towards outgroupers, in middle adolescence, a pattern of behaviour that we haven't identified in the previous age periods. It seems to us that at this developmental period, moral abilities seem to influence in a contrasting way, the emergence of positive feelings towards people coming from outgroup, as compared to cognitive abilities as well, a finding, that would be interesting to investigate in future.

Table 38: Cross-lagged associations of Societal and General Cognitive variables In Ages 16-17 (N=81)

Dependent variables		Ingroup Bias		General OG Evaluation		Generalised Contact Intentions		Positive Emotions TCs		Positive Emotions Turks	
Independent variables	Direction of relationship	Ceoff. (SE)	Stdz	Ceoff (SE)	Stdz	Ceoff. (SE)	Stdz	Ceoff. (SE)	Stdz	Ceoff. (SE)	Stdz
Sub-group Identification	R→C	.70 (.23)	.27**	.08 (.10)	.03	-.10 (.16)	-.05	-.22 (.30)	-.07	-.66 (.29)	-.19**
	R←C	.08 (.04)	.20**	.00 (.02)	.01	-.08 (.07)	-.12	-.02 (.03)	-.05	-.02 (.03)	-.05
Quantity No Contact	R→C	-.11 (.18)	-.05	.20 (.16)	.10	.13 (.12)	.08	.36 (.23)	.13	-.26 (.24)	-.10
	R←C	.03 (.02)	.17	-.04 (.02)	-.18	-.07 (.03)	-.23**	-.04 (.02)	-.24**	-.04 (.02)	-.24**
Relations of Constraint	R→C	.41 (.18)	.19**	-.26 (.17)	-.13	-.12 (.12)	-.08	-.22 (.24)	-.08	-.53 (.24)	-.19**
	R←C	.05 (.04)	.13	-.05 (.04)	-.12	-.10 (.06)	-.14	-.05 (.03)	-.14	-.05 (.03)	-.15
Relations of Co-operation	R→C	-.72 (.26)	-.23**	.10 (.26)	.03	.23 (.20)	.10	-.05 (.38)	-.01	.83 (.37)	.20**
	R←C	-.03 (.03)	-.10	.04 (.04)	.13	.05 (.06)	.09	.04 (.03)	.15	.03 (.03)	.13
Norms Negative Comments	R→C	-.02 (.20)	-.01	.18 (.18)	.09	.06 (.13)	.04	-.06 (.26)	-.02	.21 (.27)	.08
	R←C	-.03 (.06)	.05	-.06 (.07)	-.10	.03 (.11)	.03	-.02 (.05)	-.04	-.01 (.05)	-.03
Norms Being Friendly	R→C	-.13 (.20)	-.06	.38 (.18)	.20**	.24 (.14)	.16*	.61 (.28)	.23**	.06 (.30)	.02
	R←C	-.15 (.05)	-.29**	.10 (.06)	.17	.15 (.11)	.16	.11 (.05)	.25**	.11 (.05)	.25**
Norms Friendships	R→C	-.37 (.19)	-.18*	.61 (.17)	.31***	.56 (.12)	.35***	.67 (.26)	.25**	.65 (.28)	.22**
	R←C	-.09 (.04)	-.23**	.09 (.04)	.19*	.14 (.07)	.20**	.08 (.03)	.23**	.03 (.03)	.08
Realistic Threat	R→C	.01 (.03)	.00	-.04 (.16)	-.02	.01 (.13)	.00	-.17 (.24)	-.07	-.21 (.24)	-.08
	R←C	.01 (.18)	.03	.04 (.03)	.12	.00 (.06)	.00	.00 (.03)	-.01	.00 (.03)	-.02
Symbolic Threat	R→C	.27 (.21)	.12	-.13 (.18)	-.06	-.03 (.15)	-.02	-.23 (.27)	-.08	-.48 (.27)	-.16*
	R←C	.10 (.04)	.23**	-.07 (.05)	-.14	-.25 (.08)	-.32**	-.03 (.04)	-.08	-.03 (.04)	-.08
General Cognitive Ability	R→C	-.72 (1.05)	-.06	-1.70 (.95)	-.15*	-1.04 (.73)	-.11	-2.87 (1.35)	-.19**	.79 (1.39)	.05
	R←C	-.03 (.01)	-.32***	.02 (.01)	.16*	.02 (.02)	.09	.02 (.01)	.20**	.02 (.01)	.20**
Moral Development	R→C	.12 (.38)	.03**	-.60 (.34)	-.16*	-.54 (.25)	-.18**	-.95 (.49)	-.19*	-1.14 (.46)	-.22**
	R←C	-.05 (.02)	-.26	.03 (.03)	.14	.08 (.04)	.22**	.02 (.02)	.11	.03 (.02)	.18

Coeff., unstandardazed coefficient; SE, Standard error; Stdzn, standardized coefficient;

R→C, the row line (independent variable) is directed to the column (dependent variable)

C→R, the column line (dependent variable) is directed to the row (independent variable)

*p < .05. **p<.01. ***p<.001.

4.14 Autocorrelations between variables of the research

As can be seen in the appendix X, it appeared that the following variables had positive strong correlations (0.50-1): General Outgroup Evaluation, General Contact Intentions, Relations of Cooperation and General Cognitive Level. Furthermore, it seemed that the aforementioned variables had moderate strong correlations (0.30-0.50): Ingroup Bias, Positive Emotions towards Turkish Cypriots, Positive Emotions towards Turkish, Subgroup Identification, Quantity of No Contact, Ingroup Norms-Being Friendly towards Turkish-Cypriots, Ingroup Norms-Maintaining a Friendship towards Turkish-Cypriots. Additionally, Symbolic Threats and Ingroup Norms-Accepting Negative Comments towards Turkish-Cypriots, had weak correlations (0.10-0.30). Lastly, Realistic Threats didn't have any significant autocorrelation. Based to the aforementioned findings concerning the autocorrelations between variables, it may be argued that the fact that some variables of the research, had low autocorrelations, or neither at all, signifies that they changed very much in the 9 month period that passed between T1 and T2 of data collection, For some variables that showed rather low internal consistency (like threats and measured where a single item was used) it could also be an indication of low test-retest reliability. This limitation will be further discussed in the section "Limitations" of our research in the Discussion chapter.

4.15 Confirmatory Analysis with Imputed Data

All the statistical analyses of research, were also run with imputed data, in order to investigate whether there would be significant differences of the results exported by imputed data as compared to the results exported by raw data. It was perceived that there were not any significant differences between the results exported by imputed data and the results exported by raw data. Consequently, results exported by raw data, were finally used.

5 CHAPTER 5: RESULTS-QUALITATIVE RESEARCH

Sample of the research: The qualitative component of this thesis, was constituted by four focus groups a form of group interview, according to Kitchener (1995) that

"Capitalizes on communication between research participants in order to generate data", (p.299), representing the same four age groups as in the quantitative research.

In particular, the first age group was constituted by four children aged 7 to 8 years old. Furthermore, the second age group was constituted by three children aged 10 and 11 years old. In addition, the third age group was constituted by four adolescents aged 13 and 14 years. Lastly, the fourth age group was constituted by four adolescents aged 16 years. Thus, the total number of participants in the qualitative research was 15 children and adolescents. They were all Greek Cypriots and they were living in Limassol (urban and suburban area).

Procedure: Before, organizing the focus groups, participants parents were contacted, either through the school either directly, in order to take their written informed consent. In consequence, children and adolescents participating to the research were children that their parents had previously given their written informed consent. Focus groups took place during the school year 2016/17, except the focus group concerning the 3rth age group that took place in the first semester of the school year 2017/18. Focus group discussions lasted between 40 to 60 minutes and they were always monitored by the main researcher.

Means of collecting information: Regarding the qualitative part of the research, the mean of collecting research data, was the use of semi structured questions in the framework of focus group discussions. Focus group as a method of collecting qualitative data was used because of its numerous advantages. In particular, according to Silverman, (1997), focus groups, as a method of collecting qualitative data, have more advantages as compared to individual interviews.

Most obviously, they provide a way of collecting data relatively quickly, from a large number of research participants. Moreover, he added that focus groups were more naturalistic than interviews, in that they typically included a range of communicative processes, such as story-telling, joking, arguing, boasting, teasing, persuasion, challenge and disagreement. Moreover, focus group discussions helped group members to disclose either information concerning themselves, or to express their opinions regarding sensitive issues (Farquhar with Das, 1999; Frith, 2000).

According to Kissling, (1996), for example,

"It is easier for young people to talk freely about menstruation, (…) than in a one to one interview with an adult researcher: the solidarity among friends seems to decrease their discomfort with the topic" (p.84).

Furthermore, verbal interactions occurred during focus group discussions motivate participants to react towards the responses of other group members, consequently qualitative data derived from the focus group discussions, will be strengthened as this often leads to the production of more elaborated points of view, as compared to the accounts generated in the framework of individual interviews.

Participants discourse, during the focus group was analyzed by using the method of thematic analysis. According to Boyiadjis, (1998),

"Thematic analysis is defined as a process for encoding qualitative information. The encoding requires an explicit code. This may be a list of themes, a complex model with themes, indicators, and qualifications that are causally related; or something in between these two forms. A theme is a pattern found in the information that at the minimum describes and organizes possible observations or at the maximum interprets aspects of the phenomenon. A theme may be identified at the manifest level (directly observable at the information), or at the latent level (underlying the phenomenon). The themes may be initially generated inductively from the raw information or generated deductively from theory and prior research". (p.4)

At this point it might be asserted that the themes having been used in our qualitative analysis, were considered as inductive themes (Frith & Gleeson, 2004). The reason that the themes were considered as inductive was based to the fact that as Braun & Clarke (2006) asserted, in the framework of the inductive analysis, transcripts derived by focus group discussions, were coded based to the data included on them, and not to a specific coding being established by a theoretical background.

Consequently, we generated the codes used for qualitative research, from the raw data, and their main function, was to describe identity statuses and social attitudes. Thematic analysis of the participants discourse was based to the following four main sections/questions: 1) Definition of nationality (Greek Cypriot, Greek, Turkish Cypriot and Turkish), 2) Expression of feelings towards nationality (Greek Cypriot nationality, Greek nationality, Turkish Cypriot nationality, Turkish nationality), 3) Expression of feelings of threat towards nationality (Greek Cypriot

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nationality, Greek nationality, Turkish Cypriot nationality, Turkish nationality), 4) The impact of nationality to participants own personality, 5) Significance of ethnicity for participants (see Appendix V). Furthermore, it should be noted that the aforementioned open-ended questions, were measuring a subset of the same variables as the variables used in the quantitative research.

Analysis of qualitative data, occurred in four stages, based to the analyze proposed by Willig, (2008). The first stage, was divided in two sub stages: In the first sub-stage, transcripts were read numerous times, in order for us to get acquainted with the raw data. Then, in the second sub-stage, we produced notes that were summarizing the general meaning and ideas of the transcripts. Additionally, in the second stage, transcripts were divided in distinct parts. Each of these parts, (principal themes) was named with a specific title being representing the general meaning of it. Then, in the third stage, we created secondary themes that represented similar meanings as compared to the main part. However, at the same time, they enclosed their own particular characteristics. For example, our first main theme was entitled "Definition of Nationality". Nevertheless, in the abovementioned part, three other secondary themes were emerged, named "Dual Subgroup Identification", "Subgroup Identification characterized by linguistic elements" and "Subgroup Identification as a single national unity" , each of them, representing its own unique elements, connected to the main theme which was "Definition of Nationality". Lastly, in the fourth stage, a summary table was prepared, divided in three main columns. In the first column, we incorporated the principal themes, then, in the second columns we incorporated the secondary themes being corresponding to the principal theme, and lastly in the third column, we incorporated the quotations that were consistent with secondary themes.

Validity of findings in the qualitative research was assessed by applying the technique of triangulation where research data were cross verified from multiple sources. In this case, data obtained by qualitative research have been compared with data obtained by quantitative research. Another main objective of the results obtained by qualitative data was to complement the quantitative data, in order to capture meaning making around notions used in the quantitative part.

5.1 General Synopsis of the Main Findings of Qualitative Research

Definition of Greek Cypriot identity

First of all, concerning the first age group, almost all participants described the nationality of Greek-Cypriot, as a nationality that combined a dual national background. Some of the participants underlined the fact that the difference between people living in Greece and people living in Cyprus was mostly linguistic. Subsequently, some of them explained that there were variations in the vocabulary they used. As far as the second age group was concerned, most participants referred to the nationality of Greek Cypriot, as a single national unity, citing the following examples: *"For example, if my father is Cypriot and my mother is Greek"*. Only one participant described Greek-Cypriot identity as a dual national identity. Moreover, regarding third age group, all of the participants, described Greek Cypriot identity as a national identity with a dual national background. Most of them in an abstract way of thinking (e.g "He lives in Cyprus but its origin is from Greece"), or in a more concrete way (eg. he is from Greece but works in Cyprus). Lastly, regarding the fourth age group, all participants referred to the dual national background of the Greek-Cypriot people that they came from both the two countries.

For example, we see that irrespective of age there is confusion about who is a Greek-Cypriot. In all three age groups (first age group, second age group and third age group), children and adolescents didn't express through their answers the fact that Greek-Cypriot identity was the combination of two ethnic and national elements. Nevertheless, in the fourth age group, it appeared that all participants described Greek Cypriots, as people whose national identity was combined by both Greek and Cypriot characteristics. For example a girl said: *"No, the Greek Cypriot is the one whose identity is Greek Cypriot, whose nationality is Greek but the country which was born and raised is Cyprus".*

Definition of Greek Identity

First of all, regarding the first age group, some students referred to the dual national background of Greek Cypriots. For example, a boy said: *"Greeks may use some Cypriot local terms as we do but Cypriots may speak some Greek".* Another interesting point is that they considered themselves to belong to another national group than Greek people belong. Secondly, concerning the second age group, all participants referred to their common ancestry with Greeks and described themselves as Greeks. For example, a boy said: *"Greeks, in order to support what I have said before, all of us we are Greek, all Cypriots and Greeks that their homeland country is Greece".* Furthermore, as far as the third age group was concerned, most participants reported that the Greek was called the person who was characterized by "pure" Greek elements of origin. For example a boy said: *"The person whose nationality is definitely Greek, and he lives in Greece. Therefore, it can be said that, a person that was born in Greece, and grew up in Greece, but emigrated to another country, he is considered to be definitely Greek".* Also, two of the participants referred to the cultural elements constituting the Greek identity. For example a boy said: *"Greek is a person that has also the Greek culture".* Lastly, regarding the fourth age group, all participants referred to the fact that the Greek Cypriot identity was a distinct cultural identity

in relation to the Greek one. Indeed, some of the participants adopted a more sophisticated representation of national identity, by separating the common cultural influences with Greece and Greek Cypriot identity. Furthermore they asserted that common language didn't necessarily correspond to the same cultural identity. For example, a girl said: *"Ok, we are Greeks, by considering that our nationality is Greek. We are not Greeks, because we were born in Cyprus, we are Greeks, because it is what she, (another girl, participating to the focus group), said earlier, we have the same historical roots with Greece but we also have our own identity and we are Greek-Cypriots, not Greeks, nor Cypriots. Greek-Cypriots"*.

Definition of Turkish Cypriot Identity

First of all, regarding the first age group, all participants described Turkish Cypriots as people having a dual national background, Turkish and Cypriot. For example, a boy said: *"I might say a half- Turk and a half-Cypriot. He can speak some Turkish but also some Cypriot"*. Secondly, in the second age group, Turkish Cypriot was a person defined exclusively in the present time, and in relation to the geographical space. For example, participants reported that Turkish Cypriot was someone that came to live in Cyprus from Turkey. Furthermore, all participants didn't describe Turkish Cypriot people, as people having historical roots in Cyprus. For example, there was no recognition, that they had lived in Cyprus, for hundreds of years and had cultural and historical ties with the island. For example, a boy said: *"I have to say that the Cypriots, residing in the North part of Cyprus, are not Turkish Cypriot, I believe they were Cypriot from before, if they were Turkish Cypriots their homeland was going to be Turkey and Cyprus was going to be a country that were living and inhabiting, I consider the Turkish Cypriot Turks who came to live in Cyprus."*. Regarding the third age group, most of the participants described Turkish Cypriots as people having a dual cultural identity that included both Cypriot and Turkish cultural elements. It was quite interesting to note

that while most participants recognized the dual national background of the Turkish Cypriot identity (Turkish and Cypriot), they described Turkish Cypriots mostly by using geographical terms (e.g. living in the occupied areas) rather than by using cultural ones. (e.g common customs with Turkey). For example, a boy said: *Those who live in the occupied side of Cyprus, but not those who came from Turkey, not the settlers who were Turks who came to Cyprus, those who lived in Cyprus before the Turkish invasion and now live in the occupied area"*.

Finally, regarding the fourth age group, as far as the definition of the Turkish Cypriot identity was concerned, it was concluded as a general conclusion that participants didn't have the same crystallized representations as regards the Greek Cypriot identity. Specifically, while the Greek Cypriot identity was described as a cultural identity with a dual national background (Greek and Cypriot), from all participants, this general representation was not expressed for the Turkish Cypriot community as well. For example,. Two girls said the following: Nefeli: *"Basically I believe that it not as if one parent comes from Cyprus and the other is Turkish. I think that a Turkish Cypriot might just be a total Turkish nationality person who came to Cyprus after the 1974 invasion". "Christina: X: I was about to say that a Turkish Cypriot is like a Greek Cypriot, he is someone with a Turkish nationality but for some reasons was born in Cyprus. Or he is a Turkish who came in Cyprus after 1974 and lives in the occupied areas and now they are called Turkish Cypriots".*

Definition of Turkish Identity

First of all, in the first age group, it was observed that participants mainly described Turks based on geographical and linguistic criteria. For example a girl said: *"I call a Turk someone who comes from Turkey and I also think that Turks are people who are not living far from our country"*. Moreover, in the second age group, most participants described Turks as those living in Turkey, defining their nationality, based to geographical criteria. For example, a participant said: *"A person, whose country is Turkey"*. Furthermore, regarding the third age group, most of

the participants, described people coming from Turkey, taking exclusively into consideration, its place of origin. For example, a boy said: *"A person who comes from Turkey, who was born and raised in Turkey and whose both parents are from Turkey"*. Lastly, in the fourth age group, all participants described Turkish nationality as a nationality including uniquely Turkish cultural elements. Apart from describing the Turkish national identity as a national identity including exclusively Turkish cultural elements, some participants expressed the idea that place of residence could not determine or modify a person's nationality. For example a girl said: *" Let's say I am 100% of Cypriot origin, my father is Cypriot, my mother is Cypriot, I live in Cyprus., quite similar with a Turkish, he might be born in Turkey, and just left his country to go live somewhere else. He is still Turk no matter what since his parents are Turkish and was born in Turkey"*.

Feelings towards Greek Cypriots

Regarding first age group, some of the participants described Greek Cypriot nationality as a nationality with a dual national background. For example, one child said: *"Because, I mean they are Greeks and Cypriots and we will treat them well and then we might become friends"*. Moreover, another interesting finding is that they believed that they belonged to another nationality than the Greek Cypriot one. For example another child said: *"I feel relaxed with them I mean that if someone came over, he would not appear to me a different person from my classmates. They are maybe Greek Cypriots but I treat them well as I would do in the case of anyone else"*. Moreover, in the second age group, most participants considered Greek Cypriot nationality as a distinct nationality from their own, which shows the confusion in the description of a Greek-Cypriot. Nevertheless, they expressed very positive feelings. Moreover, most of the participants, evaluated their relations with Greek Cypriots as fraternal. For example a child said:

"I, as I said before, I will continue to support my opinion and say that I feel that I am a Greek Cypriot even though my mother and my father are not Greeks as both of them are Cypriots and nobody was born in Greece but we are Greek Cypriots, we have the same ancestors with the Greeks, so we are Greek Cypriots, we feel like brothers". In addition, it was reported that they had common cultural elements as a common reference point, unlike the first age group, where the common element was mainly related to language. For example a child said: *"Because it is the same religion as well. We have the same customs, same things: it is like our homeland is the same"*. Additionally, it appeared that some participants at this age did not define themselves as Greek Cypriots but as Greeks. Furthermore, concerning the third age group, all participants expressed positive feelings towards Greek Cypriots. For example, an adolescent said: "*Basically, we have more positive feelings because they support us, they have the same culture with us, they help us if needed, financially and not only, generally we have many common characteristics we are attached with them, as I believe, and they want us to be friends with them, they support and help us as we do as well"*. Finally, regarding the fourth age group, it was observed that most participants considered Greek Cypriots as people whose origin was from Greece and not Cyprus. Consequently, having this representation in mind, most of them answered by considering themselves as Cypriots. In addition, based on this representation, they either expressed their neutral feelings towards Greek Cypriot identity, or they underlined the fact that they are Cypriot rather than Greek. For example an adolescent said: *"Me neither. I have neutral feelings as well. I don't have anything with them; neither have I had racist feelings against them"*. It was also worth mentioning that some of the participants reported the impact that a group's political party might have on the adoption of views concerning their national origins. For example an adolescent said: *"From the family. From the political party that the family supports. For example AKEL supports the Turkish Cypriots, therefore we are Cypriots not Greeks, or on the other side, for DISI we are Greeks. Some like and some don't*

like Turkish Cypriots. Children are affected a lot by their parents". Furthermore, some participants expressed the idea that the Cypriot identity, during national holidays, being related with the local history of Cyprus, was important to be represented through Cypriot symbols rather than Greek. For example an adolescent said: *"Because the anniversary of the 1st of April is related to Cyprus. Putting the Greek flag next to the Cypriot on the anniversary of the Greek revolution of 1821 is OK because the anniversary is related to Greece, But I consider it as a great mistake when I see the Greek flag next to the Cypriot during the anniversary of the 1st of April on which the Cypriots by themselves fought against the British"*.

Feelings towards Greeks

First of all, in the first age group, some of the participants claimed that there are differences between Greek-Cypriots and Cypriots. Most of them expressed the opinion that they were also Greek. Moreover, most of the participants expressed positive feelings towards Greek-Cypriots. For example a girl said: *"I feel nice because I am Greek too, so I don't feel I am different. But even if they were not Greeks I could become friends with them because we must all have the same rights and be all equal"*. Furthermore, in the second age group, all participants expressed very positive feelings towards Greek people, describing their relations as fraternal. For example, a boy said: *"Brothers, that is, I mean we were not brothers by blood, we are Greeks as well, so how can we explain..., that we are Greeks as well"*. Moreover, it appeared that all participants did not consider their national identity as a different identity from Greek national identity, considering themselves as Greeks. Regarding the third age group, most of the participants expressed positive feelings towards Greek. Moreover, two of the participants expressed their positive feelings towards Greek by claiming that they shared common cultural traits. For

example one boy said*: "We have friendly feelings again because we have so many common characteristics with the Greeks as Greek Cypriots, and we help each other, I mean our people with their people and so we try to get even more positive feelings between the Greeks and the Greek Cypriots".* Lastly, regarding the fourth age group, generally speaking, feelings towards Greeks were neutral or negative. In this age group, participants did not express any positive feeling towards Greeks. For example Celia said: "*Because I have never visited Greece neither I know any Greek myself, I don't maintain any feelings towards them''.* Moreover, Christina said: *"Well, because I didn't like every single Greek that I met, even though we are all Greeks, I stopped having any feelings towards them. So I feel neutral because Cypriots say 'yes we are Greeks' but many Greeks do not attribute any positive characteristics towards Cypriots".*

Feelings towards Turkish Cypriots

Firstly, concerning the first age group, all participants expressed positive feelings towards Turkish Cypriots, as well as their intention to socialize with them. For example a boy said: *"Because, because we can meet with his mum and go somewhere to get to know better one another spending more time together".* Furthermore, regarding the second age group, it was observed that all participants expressed numerous negative feelings such as feelings of embarrassment as well as their intention to not maintain any kind of contact with Turkish Cypriots. Moreover, they underlined the differences between the two national groups, based on aspects of daily life such as for example, religion, customs, clothing etc. Moreover, it was observed that they attributed negative patterns of behaviour and personality traits to Turkish Cypriots, such for example the fact that they "stole their country and they described them as warlike". Finally, it was observed that the representation that participants had for Turkish Cypriots was different than the representation concerning Greek Cypriots not only linguistically as in the 1st age group but culturally as well. For example a girl said: "*Their religion is different, we*

believe in Jesus Christ, we are Christian but they are Muslins, we have opposite religion". Additionally, regarding the third age group, feelings of participants appeared to be neutral or negative. Two of the four participants mostly expressed negative emotions such as anger, because of the Turkish invasion in Cyprus in 1974. For example Marinos said: *"I agree with the second half of Apostolos answer, because my feelings are more negative than positive, and this is because of the Turkish invasion. A Turkish-Cypriot, cannot live on my grandparents house and do not understand that Greek-Cypriot people used to live there before them",* In addition, two of the participants expressed neutral and partly positive feelings towards the Turkish Cypriots. In particular, they said they did not feel any negative feelings towards Turkish Cypriots because they did not consider them as responsible for the invasion of Turkey in Cyprus. Moreover they claimed that they were feeling positive emotions partly because they were sharing the same geographical area. For example, Apostolos said: *"I feel happy for them, because they live in our country, on our island, and we speak the same language as ours, but I also feel sad, because they are half Turkish, and Turkey invaded our island and got half of it...".* Lastly, concerning the fourth age group, most participants expressed neutral feelings towards the Turkish Cypriots. Although most participants expressed neutral feelings towards Turkish Cypriots, expressing feelings of empathy by some participants could be considered as a lack of bias towards out group. According to Wilde et al., (2014), de-humanization is a process in which human beings are represented as objects or animals. The resulting "moral exclusion" (Opotow, 1990) is widely regarded as a prerequisite for the emergence of extreme inter-group conflicts,. Moreover, another important point, was the fact that some participants reported as important the knowledge of historical events as well as contact with out-of-group people, in order to be able to adopt a more positive representation of Turkish Cypriots. For example a girl said: *"The Turkish Cypriots on my opinion are by far in the most pitiable position. They are refugees like us, the Greek Cypriots. Nevertheless,*

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Greek-Cypriots, although they were kicked out of their homes, they had better perspectives to live a wealthier life. At the same time, Turkish Cypriots were forced to move to the occupied areas. Their community cannot be developed, and it is quite difficult for them to protest again the regime that govern their community of even to abandon it."

Feelings towards Turks

Concerning the first age group, it appeared that all participants were friendly towards Turkish nationality and they adopted friendly attitudes. For example, a girl said: *"It doesn't matter to become friends with someone, I mean a Turkish Cypriot who has dark-color, dark-color facial features. We will become friends with him"*. However, concerning the third age group, all participants have expressed negative feelings towards Turkish, because of the Turkish invasion in Cyprus in 1974. Moreover, they consider that Turkish Cypriot community is responsible for not finding a settlement to the Cyprus problem. For example a boy said: *"I feel anger because they were barbarous people, and conquer half of Cyprus on 74, they also invaded to other places as well, and they wanted to conquer the whole world. They conquered Smyrna as well and all those facts, make me now angry because although the Turkish Cypriot side is not being recognized by any other country, they still insist and they don't compromise on a solution. What has happened on 74 is unfair and they still do not respect us and they put their flag on mount Pentadaktylos. We still respect them and we don't destroy their mosque on the Greek Cypriot side but they keep ruining and destroying everything on their side"*.

Lastly, in the fourth age group, participants have expressed mostly neutral feelings towards people coming from Turkey. Consequently, these feelings seemed to be reinforced by the fact that most of the participants attributed to Turkish, human traits and characteristics (e.g family members). For example, a girl said: *"What has happened is, of course, tragic but I cannot blame anyone right now just because he is Turk"*.

Feelings of threat towards Greek-Cypriots

First of all, in the first age group, generally, most of the children did not realize the meaning of the question; consequently, their answers didn't correspond to the questions. The child that has understood the meaning of the question said that he wouldn't have any negative feelings towards Greek Cypriots; neither would she feel feelings of threat, due to the fact that she would firstly assess their behaviour, and then she would decide whether their behaviour would be considered threat for her. More precisely she said: *"I believe that I would consider their behaviour to understand it and if I noticed that they were nice people I wouldn't believe that they could hurt us but if I noticed that they were not behaving properly I would feel a little bit afraid of them"*. Concerning the second age group, all participants seem to feel safe towards Greek Cypriots. Nevertheless, it seemed that two of the participants reported that in some cases, they might feel threatened towards Greek Cypriots, in case they were committing criminal acts. For example a boy said: "Yes, this is the reason that makes me feel no feelings of threat, but sometimes I feel threatened, you see, Greek Cypriots may be our brothers, but you see, there is someone that murders a person and he is not incarcerated, you will feel threatened". This was an interesting finding, concerning children's cognitive development; children were now beginning to adopt more complex cognitive mechanisms related to classification and part-whole relations in particular. Moreover, regarding social development, rejecting persons belonging to the in-group, because of the behaviours that they adopted and didn't correspond to group norms seemed to be related to the subjective group dynamics theory, (Abrams, Rutland and Cameron (2003). According to this theory, people of in-group tend to prefer people of the out-group that adopted the norms of their group, instead of people belonging to their group but do not follow their group's norms.

Furthermore, concerning the third age group, most of participants didn't express any feelings of threat. For example a boy said: *"I cannot say that I feel threatened towards the Greek Cypriots, the only reason, I will feel threatened, is in case a very extreme incident would occur..."* Lastly, in the fourth age group, most of participants didn't express any feelings of threat. For example a girl said: *"We talk with Greek-Cypriots, and we spend our entire time with them, they are our parents, teachers and relatives. So, why should I feel threatened?"*

Feelings of threat by Turkish Cypriots

Regarding the first age group, it appeared that, in all cases children had positive feelings concerning people coming from the outgroup (Turkish-Cypriot community). For example a boy said: *"I think they would not hurt us if we treated them well"*. Moreover, concerning the second age group, all participants expressed feelings of threat towards Turkish Cypriots, by citing historical events and attributing negative adjectives to people belonging to Turkish Cypriot community. *"Yes, for what reason, should I trust a Turk, provided that he made so many things and why to trust someone with a different religion, why do I feel secure next to him?"* In addition, in the third age group, most of participants reported that they feel threatened by Turkish Cypriots. For example, a boy said: *"Basically, I feel that I am threatened because of their religion. As a religion they have the right to kill, the Koran, as their religion, orders to kill, and besides that, they have the right to rape, the right of polygamy, to kill women and female children, to do whatever they want and for this reason, I believe that not only Turkish Cypriots but Turks as well are a threat for us".* Finally, in the fourth age group, all participants didn't express any feelings of threat concerning Turkish Cypriots. At this point, it seemed that feelings of threat started to be related to events or situations rather than persons coming from other ethnic groups. For example Nefeli said: *"If you don't have any negative personal experience with a Turkish Cypriot, there is no reason to feel*

*threatened."*Moreover, it was noticed that participants at this age group started to evaluate peoples behaviour from the outgroup, based on the common elements they shared, such as their common Cypriot origin, which for some resulted in the expression of more positive feelings. For example, Marianthi said, *"We don't have any problem with them. I heard that they are simple like us and that you cannot understand who is Turkish Cypriot, unless you will personally speak with him"*.

Feelings of threat towards Greeks

In the first age group, most of participants didn't realize the meaning of the question. The participant that accurately realized the meaning of the question gave importance not to ethnic origin as a reason for being threatened towards people of Greek descent, but to the intentions of their behaviour and its corresponding outcome. For example a girl said: *"I believe that there are guys who might hurt us because they may not treat us equally but some other guys may be nicer and treat us as better as possible".* In addition, in the second age group, it was observed that no one of the participants expressed feelings of threat towards Greek. At this point, it may be claimed that the preceding findings were expected, owning to the fact that participants of this focus group, identified themselves as Greeks. For example a girl said: *"It is like we feel threat for our ancestors or for ourselves".* Moreover, in the third age group, all participants didn't seem to experience feelings of threat towards Greeks. At this point, it appeared that, participants didn't clearly document any feelings of threat towards Greeks. For example a boy said: *"Not because we speak the same language, we have the same customs, but as Stavriana said, they don't have anything against us".* Lastly, in the fourth age group, one of the participants said that they could

feel threatened towards Greeks, not because of their ethnic origin, but because of environmental conditions (for example, Athens was considered a big city, so it was possible, as in any other big city, to encounter more dangerous situations. At this point, it seemed that the feeling of threat was now attributed by specific participants, to a particular nationality, but to an environmental situation (dangers from staying in a big city). Consequently, by not attributing feelings of threat towards a particular nationality, could be considered as a lack of stereotyped views towards specific ethnic groups. For example a girl said: *"I don't feel threatened to go to Greece and visit any of the cities etc. I am afraid though for other reasons. For example, Athens is a big city full of thieves. A lot is said about it and that is why I am afraid"*.

Feelings of threat by Turkish people

Concerning the first age group, one of the participants did not understand the meaning of the question. Two other participants reported evidence of positive human qualities of people of Turkish origin, such as the fact that *"if we talk to them, then they will behave well"*. Moreover, it was observed that they didn't categorize all Turkish to the same category, for example, a participant said: *"They met some people and they decided to be more polite towards them"* .These examples could be considered as attitudes of anti-bias behavior. As a result, it appeared that participants allocated human attributes and traits to persons belonging to the out group such as for example, persons treating other people with respect. Moreover, another explanation that could be given regarding the foresaid opinion is that sometimes children at this age period tended to express their preference for other countries than their own, based to idiosyncratic reasons (Barret, 2007). For example a boy said: *"I mean that maybe the Turks are treating us badly but we may later ask them to behave a little better and … and they are likely to become slightly*

better, so slightly better and then get some more Turks to join us and they may start chatting amongst them". Furthermore, regarding the second age group, all participants expressed negative feelings towards Turkish, because they invaded and occupied their country. For example a girl said: *"They took half of our country, they occupied the villages, where Greek-Cypriots were living and now we cannot visit these villages because they do not let us and we are afraid that they will kill us"*. Additionally, in the third age group, all participants expressed feelings of threat towards Turkish; in particular, expressing feelings of realistic threat such as for example the fact that they might occupy all the territory of the Republic of Cyprus. For example, a boy said: *"I feel, that we are threatened from the Turks, because a lot of terror attacks happened by them, in the past, and they still think they can do whatever they want in Cyprus"*. Moreover, half of the participants did not represent Turkish Cypriots as a different ethnic group than Turkish. For example a boy said: *"Yes, for the very same reasons that I feel threatened for the Turkish Cypriots I feel for the Turks as well, they are the same people just living on a different country"* Lastly, concerning the fourth age group, most participants, were feeling threatened towards Turkish. Moreover, it appeared that they expressed mostly feelings of realistic threat. Moreover, it appeared that they adopted stereotyped representations regarding Turkish people, such as "wild persons", which essentially removed any human traits and qualities from them (phenomenon of dehumanization). For example a girl said: *"Because of what I have heard, they are planning to... they want to create a state on the other side, they want the whole homeland, I don't even know what they actually want, but because of some happenings like the invasion, if I see a Turk I will feel threatened just because of the way he looks and without knowing if and whether he is planning to do something. On the other hand, we are trying to find a solution with the problem of our homeland, if you listen to the elder people discussing politics, you will see that politicians want the reunification of the island and the Turks can come to our side and do whatever they want. This could be considered as a threat"*.

The influence of nationality on the formation of personality

Regarding the first age group, all participants have categorized people to different nationalities by highlighting the language spoken by them. In addition, all participants reported that even though a person would speak a different language than their own, they would get in contact and socialize with him. For example a boy said: "*Well, I mean if you are English and you look different from us I mean we may ask someone who can speak both English and Greek to become friends. So we will all in the group be able to communicate in the same language*". The participant, that fully realized the meaning of the question, highlighted the fact that in case someone would change if possible his/her nationality, that did not mean that he would change his/her personality. However, she added that the only difference between individuals is their mother tongue, without mentioning any different cultural traits. *For example, she said: "I believe that you could be the same person because English people have nothing different. They just speak a different language, which is English. But again they could learn to speak Greek and be friends all together*". As far as the second age group was concerned, all participants paid particular attention to the fact that national identity had a significant impact on personality formation. In addition, it appeared that two of the participants used stereotyped adjectives either implicitly or explicitly in order to attribute positive or negative personality attributes to individuals from other ethnic groups. For example a boy said: *"For example, if I was American, I could have the same nationality, because Americans are smart, and I believe that I am one of the best in my class regarding learning, consequently, I would have had the same personality. If I was from Syria or Turkey, I would not have the same personality. That depends from the country you come from".*

Moreover, concerning the third age group, all participants reported that they would have different personality traits if their nationality was not Greek Cypriot. In addition, most of them emphasized the importance of cultural traits and the important role they played in shaping a person's personality. For example a boy said: *"If we were born in another place, we would be influenced from people living in that place, for sure, let's say, we would be influenced by their religion, their culture, so I believe, we would be fairly changed"*. Finally, regarding the fourth age group, most participants clearly stated that their personality would be different if they had a different nationality. Regarding the way, participants associated personality traits with national identity; it appeared that, they expressed stereotyped views and adjectives concerning people coming from different nationalities. This may be interpreted as an intention to emphasize the influence of nationality regarding the formation of human personality. Additionally, participants recognized the fact that human personality was also influenced by socio-cultural factors. For example, a girl said: *"Some people say that Italians are more extroverted and sociable, Greeks have more fun. If I had the same nationality as them I would probably be like them, growing up with the same values, the same way, the same personality etc"*.

Representation of national identity

Firstly, concerning the first age group, all participants expressed the importance of language as a means of communication with people from other ethnic groups. Moreover, it was observed that all participants had the intention to socialize and get in contact with people coming from other ethnic backgrounds, through the learning of foreign languages. This attitudes on behalf of participants, might be interpreted as an intention to get in contact with people coming from different nationalities than their own, leading to reduced bias regarding people coming from different countries. For example a girl said: "*It doesn't mean that because we are Greek Cypriots we cannot go to other countries or other places. We might, I mean other people might teach us*

the language of the destination country". Furthermore, regarding the second age group, half of the participants described national identity in concrete terms, instead of abstract ones. For example, a boy said: *"That is the nation you live in, like the state so is the country".* Additionally, concerning the third age group, half of the participants linked the term of national identity mostly with cultural traits without emphasizing the linguistic characteristics that they also constituted the national identity. For example a boy said: *"I believe that national identity is the nation, the religion, the customs, the culture, all these that are related with the history of a nation".* Finally, regarding the fourth age group, it appeared that most participants took into consideration numerous factors concerning the definition of national identity. Moreover through participant's descriptions it appeared that national identity was considered as a broad theoretical concept encompassing both social and cultural elements. For example a girl said: *"Several times, it is the situation in the country that you live that creates your personality. "For example, let's say that I am Italian and Italy is a free country but I grew up in a country governed by a totalitarian regime and this affects the way I live regardless if I am Italian".*

5.2 **Discussion –Qualitative Research**

In the first place, the main objective of the qualitative research was to explore the way children and adolescents construct social representations of people coming from their ingroup as well as people coming from the outgroup. Additionally, the foresaid research, would investigate the way, children and adolescent perceive the term of national identity, as well as their beliefs concerning the formation of individuals human personality based to their attachment to a specific national group. Consequently, the research question that guided the qualitative analysis was the exploration of the representation of individuals coming from in-group and out-group at different developmental stages

5.3 Representation of children's and adolescents national identity as well as people coming from outgroup

As far as the results of the aforementioned hypothesis were concerned, it appeared that feelings of ethnocentrism were mostly expressed in the second age group, while in the third age group; it was obvious that participants expressed their ideas and beliefs in a more abstract way as compared to the two younger age groups. According to Jackson & Penrose's (1993), who studied the way children represent their national identity, children aged 11 years old, ascribed more importance and positive attributes and qualities to their national identity as compared to the younger children. Furthermore, they observed that children aged 10 and 11 years old, were more capable to describe national identity by also using concepts derived from politics, economy, social and political cultural issues.

Concerning feelings that participants adopted regarding Greek Cypriot identity, it appeared that they didn't recognize that the Greek Cypriot nationality, was the same with their own nationality, in all the four age groups. They confused Greek Cypriot nationality with the nationality of Cypriots. At this point, it might be argued that the foresaid finding was quite similar to the findings derived from Cohen's (1993), studies concerning the representation of British identity among children residing in the United Kingdom. More precisely, he asserted that "|Britishness"[10], being defined as the quality of being British or of having characteristics regarded as typically British, was always a national identity that was not explicitly defined (Cohen, 1994). The reason that the British identity was not considered as a solid national identity was based on the fact that it was constituted by various national sub-identities. In consequence, this ethnic heterogeneity had as a result the emergence of dominant regional ethnic identities as

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[10] Britishness is defined as the quality of being British or of having characteristics regarded as typically British.

opposed to a superordinate British identity. Consequently, we could compare these findings with the findings of our research, in the Greek-Cypriot context. In particular, Greek-Cypriot identity was regarded as a dual national identity encompassing both Greek, (common use of standard Greek language and ethnic origin and same religion (Christian Orthodox) and Cypriot (use of Greek-Cypriot dialect, geopolitical space, pace of living and life style, customs) socio-cultural elements. So, as in the case of British people, we could ascertain that the foresaid combination of socio-cultural elements had as a result the predominance of the Cypriot identity.

Moreover, in the second age group, participants had expressed the belief that they had not only common linguistic traits but cultural ones with the Greek Cypriot identity, as opposed to the first age group. Waldron and Pike, (2006), who studied Irish children construction of national identity, asserted that, the majority of children aged 10-11 years old, defined Irish identity based to cultural features. Moreover, another finding of our study, was that participants in the fourth age group (ages 16-17), expressed neutral feelings towards Greek Cypriot identity, by promptly supporting that their national identity is Cypriot and not Greek, as opposed to the third age group that expressed positive feelings towards Greek Cypriot identity. The above finding could be compared with French et al, (2006) study, who investigated the development of ethnic identity in adolescence. Based to the findings of the aforementioned study, it appeared that the change concerning student's racial composition in the senior high school impelled them to explore more intensely their national identity. Nevertheless, it appears that the foresaid results seem to contradict the trend that we had reported in the quantitative part of the research where the percentage of those identifying as Greek-Cypriots increased with age whereas the percentage of those identifying as Cypriots decreases with age. At this point, it had to be noted that qualitative results of the research, were not considered as representative due to the small size of the sample.

Moreover, it should be noted that the fourth age group, (participants aged 16-17 years old) claimed that group dynamics could influence the way people could assess their national identity thus exhibiting a certain level of reflectivity and thematisation of these issues. Andreoulli and Chrysochou, (2015), maintained that one of the most challenging aspects concerning the definition of identity was the fact that it combined both individual (self image) and collective (relations maintaining with others) elements. Additionally, they added that social representations were constituted by specific elements and concepts that were common in a particular social group.

Regarding feelings towards out group (Turkish Cypriot community), it appeared that, the age group that expressed the most negative feelings was the second age group. In parallel, participants of the second age group, were identified the most with their group of origin. At the same time, it appeared that the third age group expressed neutral or negative feelings, as opposed to the fourth age group, that expressed purely neutral feelings. Moreover, for the first time, participants of the fourth age group, described people from the outgroup, with terms being related with human traits, a type of description that people, from the other age groups didn't adopt. Beyond this, it appeared that at the fourth age group, some of the participants expressed the opinion that participating to a particular political party, might influence personal beliefs regarding their national identity. Torney-Purta, (2004), underlined the fact that adolescents aged 17-19 years old, were more aware concerning political affairs and concomitantly they trusted to a smaller extent state institutions and policies as compared to adolescents aged 14 years old. Furthermore, it might be asserted that, adolescents at the fourth age group were more capable of understanding and expressing political beliefs as compared to the younger adolescents and children because of the fact that they were more cognitively mature. According to Eric, (1972),

in order for someone to be involved with political issues, it was necessary to master specific abstract principles. Consequently, due to the fact that mastering political issues was requiring abstract thinking, it was quite common that adolescents found in the initial phase of puberty, would not express interest on them, because they were not able to understand them. In addition, Eric, (1972), cited the findings of a research attempting to investigate the impact of cognitive maturity concerning the emergence of political socialization of preadolescents and adolescents, aged from 11 to 18 years old, in United States and countries of Western Europe. As far as the sample of American students was concerned, Adelson and O'Neil (in Eric, 1972), found that youngest children aged 11 years old, represented state institutions in a concrete way. In particular, instead of representing state institutions as an abstract concept, government for them was regarded as a sample of services. As far as the group concerning adolescents aged 13 years old, it appeared that the results were quite interesting. In particular, it was obvious that the representations they adopted concerning political issues were characterized by either cognitively concrete or cognitively abstract elements. Furthermore, at the age of 15 years old, it was observed, that adolescents were more aware of collective values and their positive impact regarding their life than the previous group, where the sense of community started to emerge. In addition, they started to justify their opinions concerning political issues or dilemmas by applying ethical principles. Lastly, at the age of 18 years old, political socialization seemed to be fully developed. More precisely, features characterizing political socialization acquired in the previous years were stabilized at that period. It should be also noted that adolescents aged 18 years old, were more identified with political ideologies and were more sensibilized regarding issues concerning communitarian aspects and human rights and able to distinguish between legally consistent and inconsistent patterns of behaviour.

CHAPTER 6: DISCUSSION

Generally speaking, the main objective of the research was to investigate whether prejudice and national identification were influenced by children's and adolescent's cognitive development as well as in-group and out-group social relations and in group norms. More specifically, the main objective of the research was explained in detail, in the form of the following research questions concerning quantitative and qualitative methodology. First of all, concerning quantitative research, the research questions were the following: 1) What is the relation between the emergence of prejudice and biased attitudes and cognitive developmental stage? 2) What are the effects of contact on prejudice reduction according to developmental stages? 3) What is the effect of in group norms and contact with out-group members on prejudice and the national identity of children, 4) Is there any relationship between cognitive abilities (seriation, conservation, analogies, isolation of variables, multiple categorization skills) concerning prejudice, social identification and moral development? 5) What is the role of social relations (relations of constraint and relations of cooperation with significant others-parents, teachers, friends and peers), towards prejudice and social identity-influence of social norms concerning intercommunal relations in Cyprus.

In the discussion that follows we first bring together information about each of our predictor variables in relation to our outcome variables (In group bias and the various prejudice measures) from both cross-sectional analyses of Wave 1 and Longitudinal analyses from both waves as well as qualitative evidence, when needed. Then we proceed with a more direct discussion of the research questions and hypotheses of the thesis.

A synthesis of the various findings relating to our variables of interest

6.1   The role of Subgroup Identification in Relation to Ingroup Bias and Prejudice Measures

From the hierarchical regression analysis it was revealed that the higher the identification with the subgroup identity the higher levels of Ingroup bias were registered and this was true for all age groups. Such a finding would be expected by Social Identity theories since according to their rationale one of the functions of Social Identity is to positively differentiate the ingroup from the outgroup. It should be noted that the higher beta weight was registered in the 16-17 year olds which could be expected given the centrality of identity concerns in this age and the ideological contestation relating to identity politics often taking place in Lyceums. In this specific age group Longitudinal evidence of a bidirectional nature of the relationship between these two variables were revealed but not for the other age groups. This could be explained by returning to the qualitative findings from focus group discussions and the difficulties that many children of the younger age faced in conceptualising the dual identity of being a Greek-Cypriot.

When it comes to the relationship between Subgroup Identification and the various Prejudice outcome measures used in this thesis there are much less significant relationships revealed by the hierarchical regression analyses and varying by age group, even in direction. In particular, there was no significant relationship between Subgroup Identification and attitudes towards the other community (TCs). On the contrary, there was a relationship of varying direction for Turks. In the younger children higher identification with the subgroup related to more prejudice towards the Turks. According to Aboud (1988) this is the age group where prejudice for other ethnic groups peaks in children. From this finding could be concluded that an asymmetrical bi-polarity of GC-Turk in these younger children is already organising the representations of children. However,

with increasing age until the age of 14 we not only see a reduction in prejudice for various outgroups but we also see that Social Identity is no longer "weaponised" towards the enemy image of the Turk and other various outgroups. However, in the older adolescents of the Lyceum we observe a re-emergence of the "weaponisation" of subgroup identification, specifically in relation to the main enemy image of Turks. This weaponisation of subgroup identification is not only contained to Turks however, but it seems to extend into the avoidance of contact with members of various outgroups. Such findings would be aligned with Drew Nesdale's (2004) theory where prejudice in its real sense would be expected in older children given a history of conflict, salience of identity and the existence of negative norms and threats. This interpretation is supported by the findings of Table 23 where we see a significant deterioration of norms and a significant increase in threats in the shift from the 13-14 to the 16-17 age group. The opposing function of subgroup identification between the two age groups is also supported by the longitudinal analyses. In particular, whilst more positive feelings towards Turks in the age group of 13-14 lead to higher subgroup identification on the contrary in the 16-17 age group higher identification leads to more prejudiced feelings towards Turks. The aforementioned findings came in line with the findings of Zembylas, Michaelidou and Lambrianou-Afantitou (2010) that found that students of Lyceum, were having the least favorable opinions towards people with migrant background.

This is a shift that cannot be attributed to cognitive developmental factors but probably due to the internalisation of the historical master narratives of conflict discussed in the introduction and the work of Papadakis (1998). It should be recalled that systematic teaching of the history of the Cyprus problem through specific history texts takes place around 12 years old (sixth grade elementary school).

6.2 The role of No-Contact in relation to Ingroup Bias and Cognitive Abilities.

There was some evidence in the general sample, from the hierarchical regressions, that the absence of contact with TCs was related to heightened levels of ingroup bias, higher subgroup identification and reduced generalized contact intentions. Consequently, at this point, it might be argued that the aforementioned findings come in line with the theory of Allport, (1954) concerning intergroup contact and additionally showing that no-contact serves a social identity of function of identification. Intergroup contact is considered one of the most important measures that could take place, in order to reduce feelings of prejudice, provided, that ingroupers and outgroupers, have the same social status, share common goals, and are encouraged by social institutions and state policies.

However, both the examination of the hierarchical regressions and the longitudinal analyses reveal a more complicated picture than this. From the hierarchical regressions, we see findings that suggest a varied role for intergroup contact depending on age. For the first age group there is some evidence that no contact relates to more positive feelings towards TCs and general outgroup evaluation. This is the age group that according to Aboud (1988), prejudice reaches the highest levels in childhood (which also goes in line with our findings presented earlier in Table 22). Given the limited cognitive development in this age group and the binary thinking characteristic of this age group it is possible that any experience of intergroup contact that is probably related to visits by their parents in the north of Cyprus is assimilated in the scheme of "bad Turks" as an enemy that leaves not much space for accommodation of that scheme in a more positive direction. However, in the two age groups from 10-14 the findings are in the expected direction according to contact hypothesis with less contact related to more prejudice.

Interestingly, in the older age group (lyceum students) no contact related to higher subgroup identification but with none of the prejudice measures, which suggests that probably identity politics trump possible contact effects.

The longitudinal findings, separately for each age group, offer some more clarity in relation to the directionality of the findings between contact and prejudice measures. We see that lack of intergroup contact between in group members and people coming from the outgroup, in the ages 7-8 years old, as well as in the ages 10-11 years, does not significantly predict positive attitudes and feelings towards outgroupers. In contrast, it is seen that in the ages 13-14 years old and 16-17 years, our data were significantly differed in their function.

More precisely, it appeared that as levels of intergroup contact were low or non-existent[11], favorable attitudes were decreased in the 13-14 years olds as expected by Contact hypothesis. But there was also evidence of selection bias in this age group since more prejudiced individuals avoided contact. In the older age group of 16-17 there was evidence only of selection bias which reinforces the interpretation offered on the basis of cross-sectional data. That in this age group social identity functions take over and trump contact effects.

As a matter of fact, the abovementioned findings might be correlated with Nesdale theory, (1999), regarding the emergence of ethnic prejudice in children and adolescents. According to Nesdale older children, due to social or environmental conditions (social identification, threats and norms) may interfere with children's social, cognitive and emotional development. In

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[11] For example, regarding the question "I visit occupied areas with my parents", in 7-8 year olds 70.3% , answered "Once a year" and "Never". As far as the ages 10-11 years old, 13-14 years old and 16-17 years old, the corresponding percentages were 91.5%, 94.1% and 92.5% respectively. For more detail please see Appendix XVI.

consequence, we may hypothesize that children and adolescents (either in middle adolescence, either in late adolescence), are strongly influenced by societal factors, such as social norms and beliefs. Coenders and Scheepers, (2003), maintain that educational system intensively transmits values and norms which may promote ethnocentrism as well as biased attitudes and behaviours.

6.3 The role of Type of Relations on Ingroup Bias and Prejudice Measures

The comparison between the four age groups (see Table 22), on relations of constraint and relations of co-operation revealed that these two types of relationships followed opposite developmental paths. Relations of constraint decreased with age (especially during the secondary level education), whereas relations of co-operation increased after the first age group as would be expected by Piagetian theory.

At this point it is also, quite interesting to note that regarding students attending junior and senior high school, negative norms were mostly driven by peers and less by adults. This pattern of behaviour may be interpreted by the fact that as relations of cooperation become stronger as well as intragroup dynamics, students might resist more adult positive messages as they might be afraid to be challenged by their classmates.

In the general sample findings of the hierarchical regressions the direction of findings was also largely aligned with both Piagetian theory and the theory of authoritarian personality (Adorno et al, 1950) with relations of constraint being linked to negative outcomes and relations of cooperation linked to positive outcomes. This was especially true for the age group of 10-11 year olds and age when children attain a "group nous" (Abrams, 2009)

From the cross-lagged analysis, an important finding was revealed relating to the directionality of the relationship between relations of constraint and prejudice measures. In particular,

concerning the general sample, there was a relation between in-group bias and asymmetrical social relations (relations of constraint). When in-group bias was becoming stronger, relations of constraint were strengthened and vice-versa. At the same instant, symmetrical social relations (relations of cooperation), were negatively related with ingroup bias. Consequently, this finding may be related with the way the foresaid social type of relations influence socio-emotional development of human personality in children and adolescents. More precisely, Piaget, (1932), claims that relations of constraint do not contribute to the cognitive and social development of children as opposed to relations of cooperation, that promote the emergence of socio-cognitive skills. So, it may be claimed that as long as ingroup bias as an ethnocentric pattern of thinking which guides children and adolescents to favorably represent individuals belonging to their own social group. It is also possible that social relations of constraint have their effect on prejudice measures through reduced cognitive abilities, hypothesis supported by findings reported below relating cognitive ability with prejudice measures. Consequently, it may be asserted, that for a child "surrounded"-by asymmetrical and imposing interpersonal relationships, childrens and adolescents cognitive abilities, are not fully exploited. In case, we further investigate the effect of social type of relations (asymmetrical/symmetrical relations), in the different age groups representing various cognitive attainments, we recognize that ingroup bias, is significantly related with relations of constraint. In consequence, it is alluded that, asymmetrical social interactions play a decisive role through childrens and adolescents life span. Inversely, symmetrical social relations, (social relations of cooperation), seem to emerge and consequently determine the way children and adolescents socio-cognitively represent people coming from other national backgrounds, in the late childhood, (ages 10-11 years old) and onwards. We may suppose in this respect, as Piagets, (1932), claims, that childrens attitudes at the age of 7-8 years,

socio-morally, (transitioning from heteronomy to autonomy), are beginning not to be guided by significant others (parents, teachers and peers), as opposed to the stage of heteronomy, where significant others, would enforce, their social values and beliefs being expressed in the form of social norms, to them, patterns of attitudes that, as we will see in a following section, in the late childhood and onwards. Additionally, the longitudinal findings revealed an interesting effect where prejudice at the interpersonal level of analysis was "spilling over" or intoxicating interpersonal relationships by supporting relations of constraint. This was especially true at the age of 10-11 year olds which seems to emerge as a crucial transition age regulated by both in-group and intergroup relations. Finally, the strengthened social identity processes discussed earlier for the oldest adolescents (16-17 years old) are supported by the findings for social relations of constraint and co-operation. Relations of constraint lead to increase of *In Group Bias* and reduction in *Positive Emotions towards Turks* whilst for relations of co-operation the opposite function is present as they decrease In-Group Bias and increase Positive Emotions towards Turks.

6.4 The role of Norms in relation to Ingroup Bias and Prejudice Measures

When comparing the mean levels of the three types of ingroup norms measured in each age group (Table 22), in this thesis, it became clear that positive norms showed a decreasing trend with age where as negative norms showed an increasing trend with age[12]. Given the importance

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[12] For example, regarding the *Norm-Being friendly with Turkish Cypriots* in the question *How important is for your family to be friendly towards Turkish Cypriots* in 7-8 year olds 27.6% considered it either not important at all or not particularly important, 20.7% just a bit important and 51.7% considered it quite or very important. For 10-11 year olds the corresponding percentages were 41.9%, 18.3% , 39.8%, for 13-14 year olds it was 23.4%, 18.3% , 58.4% and for 16-17 year olds it was 33.7%, 17.8% , 48.5%. On the other hand, concerning the *Norm-Accepting Negative Comments towards Turkish-Cypriots*, it appeared that in 7-8 years old, 31%,

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of norms described below it could be said that norms functioned as one of the factors that increased prejudice in the last year of secondary school.

The role of norms proved significant in predicting all prejudice measures in the predicted direction according to the hierarchical regressions in the whole sample. Further stratification by age group revealed that this finding actually applied to ages over 10-11 years old. This was expected given the emergence of the "group nous" (Abrams, 2009), around this age.

From the cross-lagged analysis, we become cognizant of the fact that, as far as the general sample is concerned, social norms, play an immensely significant role concerning the emergence of positive patterns of behaviour towards people coming from the outgroup. The foresaid argument concerns all social norms expect, Social Norms-Accepting Negative Comments towards People coming from the Outgroup, (with the exception of the first age group), something that is expected, due to the fact, that the preceding social norm, assess whether negative comments concerning persons coming from the outgroup community, (in this case Turkish-Cypriots), are acceptable by in-groupers. The foregoing finding illustrates the importance of social norms, regarding the formation of human behaviour in individual as well as in collective level. House et al., (2018), claimed that, during middle childhood, social norms, play a substantial role regarding the development of prosocial behaviour. Furthermore, the aforementioned findings come in line with the findings of Subjective Group Dynamics Theory, (Abrams, 2007), where it is ascertained that from the age of 9 years old, children start to accept or reject their peers based, to their conformity and obedience to in-groups social rules.

considered it quite acceptable and very much acceptable. For 10-11 years old, 13-14 years old, and 16-17 years old, the analogous percentages, were 40.3%, 41.3% and 52.5% respectively, indicating thus an increasing tendency. For more detail please see Appendix XIII, XIV & XV

Consequently, based to the results of our study, we perceive that social norms have a remarkable effect on human behaviour from the late childhood onwards. Furthermore, on the event of explicitly analyze the influence of social norms, independently in each age group, we may conclude that there is a significant differentiation between the first age group (ages 7-8 years old), and the second, third and fourth age groups (ages 10-11 years, ages 13-14 years old and ages 16-17 years old respectively). Specifically, concerning the first age group, it seemed that Social-Norms-Accepting Negative Comments towards people coming from the Outgroup was significantly correlated with Positive Emotions towards Turks, something that does not make any logical sense. This finding could be interpreted by the fact, that social norms, at this age period, do not appear to exert a significant influence towards childrens behavior as opposed to the late childhood and adolescence. Beyond this, another compelling finding elicited from the first age group, that had been observed in the qualitative research as well, is the fact, that Social Norms appear to increase positive feelings and attitudes towards Turkish instead of Turkish-Cypriots, although that Turkish-Cypriot community, is more closely related in geographical and cultural terms, to the Greek-Cypriot community. In this regard, it may be contented, that at this age period, it is quite possible that children construct the enemy image of the Turk and that any feelings of understanding about Turkish Cypriots is actually dependent on its anchoring or not in the enemy image of the Turk. This may be attributable to the fact that children of these ages have not yet acquired the necessary cognitive skills that would allow them to substantially define dual nationalities for instance Greek-Cypriot nationality/Turkish Cypriot nationality. According to, Piaget (1978), at the age of 7 years old, many children still tend to center uniquely in certain aspects of a situation, without taking into account all the elements that constitute it.

The cross-lagged analysis also revealed an interesting finding, relating to the directionality between norms and the various prejudice measures. In the two age groups 10-11 and 13-14 the positive norm about being friendly was predicted by earlier low prejudice levels which indicates a kind of projection from the subjectivity of the psychological subject to how the views of significant others are seen. However, in the case of the norm about establishing friendship with Turkish Cypriots the direction was the opposite one from norms predicting prejudice measures later. Interestingly, in the oldest age group (lyceum), the relationship regarding the friendship norms became bidirectional, which given the previous findings is expected. According to our earlier interpretation in this age group ideological differences relating to the Cyprus issue become more salient and a certain contestation around identity politics is also part of the school culture. Therefore such bidirectional relationships might indicate compartmentalization in smaller groups which functions as "echo chambers" where students select themselves in and then follow ingroup norms more easily depending on whether they favor or disfavor contact and friendships with Turkish Cypriots.

6.5 The role of Realistic and Symbolic Threats in relation to Ingroup Bias and Prejudice Measures

The results of Table 22 showed that realistic threat was much higher than symbolic threat in children. Symbolic threat was higher in the children over 10-11 years old when compared to the 7-8 year olds.[13] Realistic threat interestingly followed a U shape, similar to the trajectory of

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[13] For example, regarding the question "Our traditions are threatened by Turkish Cypriots", that represents *Symbolic Threats* it appeared that 19.5% of participants aged 7-8 years old, answered that "They totally agreed" and that "They agreed". As far as the ages 10-11 years old, 13-14

prejudice by age group suggesting a close covariation between realistic threat and prejudice. The hierarchical regression findings revealed that from 10-11 years onwards, as would be predicted by Nesdale's (1999) theory, the role of threats in fueling prejudice became central. It also seems that the role of symbolic threat is higher with the emergence of the "group nous" around 9 years of age. In the age group of 13-14 both symbolic and realistic threat predict prejudice levels towards various outgroups. Interestingly, in the oldest children of our sample symbolic but not realistic threats predict prejudice levels. However, realistic threat appears to have become part of subgroup identification. This is probably due to an internalisation of a sense of collective victimhood as part of the subgroup identity of being a Greek-Cypriot. According to the theory of Stephan and Stephan (2000), (Integrated threat theory), it appeared that arising of prejudice is strongly influenced by four types of threats: To begin with, realistic threats are defined as the threats oriented towards members of ingroup welfare and social status . Moreover, symbolic threats, exist due to the different social and cultural values that distinguish outgroupers from the ingroupers. In addition negative stereotypes enclose the negative stereotypes that members of the ingroup adopt regarding members of the outgroup and intergroup anxiety, implies ingroupers emotional state of anxiety, when they get in contact with outgroupers.

From the cross-lagged analysis, we find supporting evidence that an increase in realistic/symbolic threats leads to the reduction of positive attitudes towards people coming from outgroup. Evidently, it appeared that as far as realistic threats are strengthened, positive attitudes towards people of the outgroup (Turkish Cypriots and Turkish) and other outgroups are reduced. In parallel, strong feelings of ethnocentric orientation witnessed by high levels of Ingroup Bias contribute to the emergence of symbolic threats. The avoidance of contact with outgroup

years old and 16-17 years old, the corresponding percentages were 12.6%, 11.7% and 13.3% respectively. For more detail please see Appendix XII.

members also leads to higher levels of symbolic threat. Grant et al., (1992), who investigated the way people react to perceived threats, claimed that individuals tend to identify more strongly to their in-group identity, when they are confronted with situations menacing their social identity or welfare. Additionally, by comparing main findings corresponding to each age group separately, we appreciate that symbolic threats prevailed as compared to realistic threats in specific age periods. Makashvili et al., (2018), who investigated the way symbolic and realistic threats determine prejudice, assert that symbolic threats are more powerful as compared to realistic threats, due to the fact that they are related with more abstract concepts, such as for example moral values as compared to the realistic threats which deal mostly with practical issues. Furthermore, they add that symbolic threats are considered to have a more negative impact on individual's personal values and beliefs, as compared to realistic threats. Consequently, it may be claimed that, because of their nature, symbolic threats may cause stronger feelings of in-group bias as opposed to realistic threats. We should also note that the cross-lagged analysis for the 13-14 age group in fact revealed stronger effects for realistic than symbolic threat but this is probably due to the fact that where in this period students were changing their realistic threat levels they would show a rather stable trajectory of their symbolic threat levels so not offering great changes between our time 1 and our time 2 of measurement. Moreover, it was also noted, that the strongest impact of symbolic threats to in-group bias and the other way round, appeared to the third age group, a conclusion that can be also derived from the focus group discussions (qualitative results), where it seemed that participants in the third age group were those participants that mostly expressed feelings of symbolic threats. In contrast, it appeared that participants aged 16-17 years old, (fourth age group), didn't express to the same extent feelings of symbolic threat as compared to the third age group. Nevertheless, our findings from table 21

revealed that the oldest children showed the higher levels of symbolic threat so the focus group discussions might have given us not the representative picture for this age group. Therefore, this finding could be interpreted by the fact that individuals at this age period, are able to construct autonomously their own norms and beliefs. (Piaget, 1932), allowing them to represent social realities in a more objective way.

6.6 The Role of Cognitive and Moral Development in Relation to Ingroup Bias and Prejudice Measures.

The hierarchical regression on the whole sample revealed no significant relationships between Cognitive and Moral Development measures. Given the U shape nature of the relationship between age and prejudice this however should not come as a surprise. Some relationships emerged when the sample was stratified by age group. As a consequence, variations of cognitive abilities within the same group held more predictive power in relation to the prejudice measures but this was only found within the age group of 13-14 with higher level of cognitive abilities predicting less prejudice. The stronger and more consistent relationships between the cognitive measures and the prejudice measures were however revealed in the cross-lagged analyses in the whole sample. More detailed analyses by age group revealed that after age 10-11, higher cognitive abilities at time 1 were predictive of lower prejudice levels in time 2.

From the cross-lagged analysis, we realized that general cognitive abilities play a significant role concerning the emergence of positive attitudes towards people coming from the outgroup, and feelings of ethnocentrism. More precisely, regarding general sample, it appeared that in case cognitive abilities were being strengthened, the frequency of positive intergroup attitudes was being increased as well. Concomitantly, the decline of cognitive abilities had as a result, the reinforcement of ethnocentrism. At the same instant, it seemed that moral development was

negatively related with in-group bias. In particular, it appeared that, as long as ethnocentrism, was expanded, moral abilities were eroded. Murphy and Hall, (2011) and Sturgis, Read and Allun, (2010), in Hodson and Busseri, (2012), maintain that people whose cognitive abilities are lower than the average level, tend to misinterpret other people's attitudes and behaviours. Onraet et al., (2015), denotes the existence of a negative correlation between cognitive abilities and prejudiced attitudes. Correspondingly, negative correlation between moral abilities and ethnocentrism may be partly explained by the fact that morality is strongly related to the cognitive maturity. Importantly, Kohlberg's, (1969), in Beibert and Hasselhorn, (2016), allude that childrens moral development is identically constructed as their cognitive development; consequently, it appears that cognitive abilities may also predict moral development. By separately assessing the findings corresponding to each age period, we observe that cognitive abilities do not predict positive feelings towards outgroupers in the first age group (ages 7-8 years old), as opposed to the second, third and fourth age group, (10-11 years old and 13-14 years old), where, a significant positive correlation is detected between positive feelings towards people coming from the outgroup and cognitive abilities. In other words, children and adolescents tend to adopt positively impregnated attitudes towards outgroupers, because of their higher cognitive abilities. Aboud, (1988), states that childrens cognitive immaturity does not allow them to objectively represent social reality. Furthermore, she adds that cognitive modifications occurred at the age of 7 years old, is partly responsible for their decentration from themselves. In addition, the foresaid cognitive modifications, turn childrens attention to their group, rather than themselves. Consequently, they promote the adoption of a more sociocentric, instead of egocentric process of socio-cognitively representing reality. In the fourth age group, (16-17 years old), cognitive skills, again predict more positive attitudes towards people coming

from outgroup communities and specifically Turks and Turkish Cypriots. This may be explained by the fact that, at this age group, adolescents who have more developed critical skills are in a position to resist the uncritical internalization of master narratives of conflict. However, when it comes to moral development the results were somewhat ambiguous for the 16-17 year olds. There was evidence that higher generalized contact intentions led to higher score on the morality test and that higher Ingroup Bias led to reduced scores on the morality test. Both of these findings are in the expected direction of more openness towards otherness leading to higher morality. However, it was also found that more prejudice towards Turks and low generalized contact intentions led to higher morality score. This finding certainly begs further exploration, since it was counterintuitive. It should be hypothesized that a heightened sense of injustice from actors who plan to harm another actor would be expected from students scoring higher in the particular test which we used to measure moral development. Master narratives of conflict often do include a sense of the enemy country having bad intentions towards the ingroup and this is certainly the case in Cyprus (see Psaltis, 2017), where many people who have negative feelings towards Turkish Cypriots and Turks feel a one sided sense of injustice and prefer retributive forms of transitional justice for past atrocities committed by the outgroup (see Psaltis et al, 2019). So it is possible that these relationships are mediated by views about transitional justice that further research will probably shed light on.

6.7 Relation of prejudice, social identification and subgroup and super-ordinate identities with cognitive developmental stage

Results of the study revealed that positive feelings of children and adolescents towards people coming from other national backgrounds were increasing with age with the exception of a drop in the oldest 16-17 year old adolescents at the Lyceum. In particular, it appeared that the age

where children were mostly prejudiced towards people coming from other ethnic backgrounds, was the age of 7-8 years old which is in line with the seminal work of Frances Aboud (Aboud, 1988). Stephen, Quintana and McKeown, (2007), also maintained that during childhood and adolescence, cognitive abilities, are modified, and as a result, children and adolescents modify the way, they represented themselves as well as other people. Additionally, Doyle and Aboud, (1995), who conducted a longitudinal research, regarding the effects of age in the emergence of prejudice, claimed that children aged 9 years old expressed less prejudiced attitudes as compared to children aged 5 years old, which was in line with present findings. The current findings thus partially support Aboud's (1988) theory as she predicted the fall of prejudice levels after 7 years old and the entering of children into the concrete operational stage. However, the increase in prejudice in 16-17 year olds goes against the theory of Aboud revealing that other concerns, that this research revealed take precedence over cognitive developmental abilities.

At this point, it might be argued that the aforementioned findings also partly align with the theory of Nesdale, (2004), as he asserted that children over 7 years old, could develop ethnic prejudice, depending on a history of conflict, existence of threats and negative norms. Nevertheless, it appeared that in order for feelings of prejudice to emerge, this didn't happen automatically and for all children. The findings suggested that in all age groups there were about 50% of the children that showed positive feelings towards the various outgroups, 35% which showed neutral feelings and 25% that showed negative feelings. The exception to this rule was the outgroup of Turks where a larger portion of the sample had exhibited negative feelings in all age groups. According to social reflection theories of prejudice development this would be expected and given the policy of *I do not forget, I know and I demand* applied in the educational system that depicts the Turks as the arch enemy group the findings should come as no surprise.

It might also be argued that these findings come partly in line with Social Identity Development given that we found evidence of factors predicted by Nesdale (2004) to indeed play a role in prejudice formation (Nesdale, 2004, 2008) . As stated by Nesdale (2004, 2008), in the fourth year of their life, children express their preference towards people coming from their ingroup instead of people coming from outgroups. Then when children were over 7 years old, they started to express their interest towards outgroupers. Therefore, this did not mean that they would express feelings of prejudice due to idiosyncratic factors, as suggested by Piaget and Weil (1951). Expressing feelings of prejudice, would occur in case children internalize prejudiced attitudes and beliefs towards outgroup adopted by their in group. Consequently, we are inclined to believe that the emergence of prejudiced attitudes towards people coming from the outgroup at this age period, is not only related to cognitive factors, but mostly on societal factors at the interpersonal, intergroup and representational level of analysis (Doise, 1984).

As predicted by Nesdale (2004), feelings of prejudice would be expressed in case the prevailing social norms of the group where the child was belonging would support such biased attitudes and prejudices._This role of ingroup norms has indeed been verified in our study for ages above 10 years old from both cross-sectional and longitudinal analyses. The latter also revealed that the ages from 10-14 seem to be very important for norm construction through processes of projection or selection of friends and social interactions with in-group or outgroupers.

Given the generally low correlations between cognitive development scales and prejudice, and its moderation by age cognitive development should be considered as only playing a secondary role in prejudice reduction .This seems to be certainly true for the oldest children of 16-17 year olds where there are some findings that even suggest that children who do better in cognitive Subgroup identification didn't seem to vary a lot with age and it was generally unrelated to

prejudice measures (but not with In group bias). However, its "weaponisation" clearly emerged in the oldest children of the Lyceum. Erikson, (1968) and Marcia, (1966), maintained that adolescent's ethnic identification remained stable through the years. Moreover, it might be asserted that the reason children and adolescents maintained a stable sense of their national identity was due to the fact that children at the age of 7 years old, realized that their national identity could not be modified, a behavioural attitude called ethnic constancy (Aboud, 1984). [14] Moreover, at this age, children entered the concrete operational stage of cognitive development, where the cognitive ability of conservation[15] emerges (Huitt and Hummel, 2003). Therefore, it might be argued, that the stability of subgroup identification was also supported by cognitive factors. However, as discuss later one the content of ethnic/communal identities seems to change with age, as suggested by our qualitative findings given the changing meanings of who is a Greek Cypriot and who is a Turkish Cypriot with age.

6.8   **Effects of contact on prejudice reduction according to developmental stages**

Results of the study shown that, concerning second and third age group, quantity of no contact significantly predicted general outgroup evaluation. Crystal et al. (2008), who explored the effects of intergroup contact regarding race-based exclusion, found out that students whose behaviour was characterized by frequent interactions with people coming from the outgroup, had more possibilities to consider race-based exclusion as an incorrect pattern of behaviour, as compared to their peers that didn't have so frequent contact with people coming from the outgroup but at the same time they were not so accurate at recognizing peer exclusion as they seemed to judge on the basis of their own peer relationships that included intergroup contact.

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[14] Ethnic constancy is defined by Woods, (2017), as "the belief that a person cannot change ethnicity" (p.1)
[15] Cognitive ability of conservation is defined by Piaget, (1965), as the cognitive ability where individuals are able to realize that a specific quantity would not change, although the size of the container would change.

At this point we may compare the aforementioned findings with Cypriot setting. In particular, it appears that in the last fifteen years, and after the opening of the checkpoints in 2003 that made possible intergroup contacts between the two communities, there is an improvement in reducing prejudice towards Turkish Cypriots. An observation of the trends depending on publication year, in research findings in youth and students also suggests likewise. For example, a decade ago Psaltis, (2007) reported that 55% of young Greek-Cypriot adults aged 18-25 years old, claimed that they didn't want to live with Turkish Cypriots. Moreover, he asserted that individuals from the Greek Cypriot community wishing to live in Cyprus under the regime of bizonal-bicommunal federation, was only 20%. Furthermore, Makriyianni, (2006), asserted that 78% of children aged 10-11 years old, maintained negative feelings towards Turkish, 15% neutal feelings and 1% positive feelings. In parallel, as far as Turkish Cypriots were concerned, 34% maintained negative feelings towards Turkish Cypriots, 40% maintained neutral feelings towards them, and 26% positive feelings. More recently Aristidou, (2011), maintained that 73% of students aged 10-11 years old, maintained negative feelings towards Turkish, 47% , maintained negative feelings towards Turkish Cypriots and 24% maintained negative feelings towards people with migrant background. Nevertheless, it appeared that as far as our results were concerned, biased feelings and attitudes when our data were collected in 2017 had been reduced. More precisely, it appeared as it has already be seen from the results section, that 44% of children and adolescents aged from 7-8, to 16-17 years old maintained positive feelings towards Turkish Cypriots, 33% held neutral feelings and only 23% held negative feelings. Moreover, as far as Turkish were concerned, most children and adolescents as expected held more negative than positive feelings (40% negative, 28% neutral and 32% positive) but this was a much improved picture compared to the percentages of negative attitudes reported in previous studies.

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The abovementioned findings came in line with the findings obtained by a research conducted by Philippou and Symeou, (2010), who also investigated Greek-Cypriots students attending junior and senior high school attitudes, towards people coming from other national backgrounds. Based to the findings of their research, it was revealed that Turkish people, were the people, that gathered the most negative evaluations among Greek-Cypriot students. Lastly, concerning people coming from other countries (Pakistani, Germans and Polish), it was revealed that children and adolescents maintained rather positive feelings towards people coming from other ethnic backgrounds (around 50% showed positive feelings, around 35% showed neutral feelings and around 25% showed negative feelings), with positive feelings increasing linearly as they grew up to 17 years of age. Although, the increase in positive feelings was linear for people coming from the aforesaid outgroups, regarding Turkish-Cypriots and Turks, positive feelings showed a decline in the oldest adolescents of the Lyceum. In this point we could make the hypothesis that in case older adolescents were unhindered by the teaching of *I do not forget, I learn and Demand* , they could have taken the linear positive trend observed for other outgroups.

The above observation could also be related to the finding that intergroup contact with Turkish Cypriots did not significantly predict general outgroup evaluation in the fourth age group (late adolescence). Wolfer et al., (2016), maintained that during adolescence, individuals face changes in different aspects of human behaviour such as an in-depth understanding of social norms, development of moral beliefs and change in their broad identity status, as well as in their ethnic identity status. At the same time, adolescence could be considered as the period of human life, where relationships with peers play a central role concerning socialization of attitudes (Brechwald & Prinstein, 2011; Henry, Schoeny, Deptula, & Slavick, 2007; Wolfer, Bull, & Scheithauer, 2012).Similarly, Rutland et al., (2010), asserted that the importance of social

relationships with peers during adolescence, was contributing to the endorsement of social norms. Adolescents thus were adjusting their attitudes, beliefs, and behavior depending on group-specific conventions and expectations. Furthermore, the fact that, male adolescents at this age would shortly graduate from senior high school, and then they would be recruited to the National Guard (armed forces), might partly explain the reason that male adolescents (and with increasing age) adopted more prejudiced attitudes towards Turks and Turkish Cypriots as compared to the female adolescents. In addition to this, the fact that male adolescents would soon be recruited to the armed forces could also minimize the positive impact of intergroup contact. Moreover, Wolfer et al., (2016), that studied the long term developmental dynamics of intergroup contact in adolescents and young adults, suggested that contact was not related with the emergence of specific attitudes in this age group. More precisely, in early adulthood, he found that intergroup contact did not influence intergroup attitudes due to the fact that they had already been stabilized. In addition the above findings might come in line with Pettigrew's reformulated contact theory, (1998), where he claimed that intergroup contact was operating via underlying processes (learning about the outgroup, changing behaviour, generating affective ties, reappraising the ingroup), that stimulate attitude change over time. This suggests, that intergroup contact was not only exclusively influenced by the well known conditions as they had been postulated by Allport theory (equal status between in-group and outgroup, support by institutions, common goals and intergroup cooperation). It was appeared that it was equally influenced by the aforementioned behavioural factors that could emerge, get strengthened or weakened by societal factors such as social norms. Reynolds, Subasic and Tindall, (2014), asserted that social norms were regarded as collective behavioural patterns of behaviours that could motivate or contribute to the emergence of social attitudes and also regulate opportunities

for intergroup contact themselves. As we have seen from the longitudinal analysis in the oldest children clear bidirectional paths were identified between norms and generalized contact intentions that support exactly this interpretation.

6.9 Effects of ingroup norms on prejudice and subgroup- identification of children and adolescents

Based on the findings concerning the aforementioned hypothesis, it appeared that, regarding general outgroup evaluation, social norms (negative comments towards people from outgroup, in group norms-being friendly with people from outgroup), predicted general outgroup evaluation. For social norms about -maintaining friendships with TCs there was also ample evidence from the cross-lagged analyses of a bidirectional relationship with most prejudice measures and the behavioral measure of contact intentions with outgroup members after the age of 10 years old. These findings suggested the existence of selection bias for intergroup contact that was especially obvious in the oldest age group which proves that this is the age group most influenced by the political parties in Cyprus arguing against crossing to the other side and that favor the closing of the checkpoints. This phenomenon might also be interpreted by the fact that Greek and Turkish Cypriot community have been geographically, politically and socially segregated for more than 50 years, thereby, occasions for intergroup contact between Greek and Turkish Cypriots are extremely rare. As shown by the longitudinal analysis low levels of contact intentions led to less actual contact from the age of 13 year olds onwards, a finding suggesting that there are also psychological barriers beyond that physical barriers that the educational system needs to tackle. As far as contact with the Turks is concerned, there are not any such opportunities created for children, given that Turks are not allowed to cross to the south of the UN Buffer zone by the Republic of Cyprus authorities. Moreover, it seemed that subgroup

identification was predicted by quantity of no contact as opposed to social norms, which themselves did not predict subgroup identification. Such a pattern of findings suggests that it is possible that Negative norms could be regulating the existence of intergroup contact or not which in turn could be impacting the levels of Subgroup Identification. This hypothesis could be further explored in future research. It is also possible that a sequential mediation model could be envisioned for future research given that extended forms of contact are well known to be able to change ingroup norms.

For example, Wright and colleagues (1997) suggested that, being aware that members of ingroup maintain friendships with individuals coming from the outgroup could contribute to the reduction of biased behaviours and attitudes. The reason that the mere knowledge of having friends or persons of the ingroup was attenuating feelings of prejudice was that feelings of intergroup anxiety[16], did not negatively influence positive feelings towards people of the outgroup. Additionally, and more relevant to the point made here, they added that in-group norms concerning intergroup contacts could be modified by extended contact[17], rendering hence in group members to adopt more positive attitudes towards outgroup members. Vezzali et al, (2014) (in Zhou et al.,(2019), asserted that extended contact was characterized by specific cognitive and affective elements. These include in-group norms, out-group norms and transitive inclusion of the out-group in the self which constitute the cognitive features of extended contact theory. Accordingly, intergroup anxiety refers to the affective features of extended contact.

Crandall, Eshleman, & O'Brien, (2002), claimed that feelings of prejudice that individuals adopted towards people coming from other social groups than their own, were strongly related

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[16] Intergroup anxiety is defined by Walter and Cookie, (1985, in Wikipedia), as peoples negatively impregnated feelings when they get in touch with persons belonging to other groups than their own.
Extended contact is defined by Wright et al., (1974) (in Zhou et al.,(2019), as the "knowledge that an in-group member has a close relationship with an out-group".

[17]

with the endorsement of the foresaid attitudes by their in group members. Maybe this could be the reason that indirect friendships, which supposed to be supported by in group norms, seemed to contribute to the endorsement of anti-biased attitudes. De Tezanos and Pinto, (2010), asserted that, indirect friendships contributed more substantially to the emergence of positive feelings towards persons from the outgroup as compared to direct friendships. Besides, Rutland and Killen, (2015), asserted that the expression of prejudice towards people coming from outgroups, was a much more complicated attitude, than just expressing own dislike for a person coming from a different group than her/his own. More specifically, children adopted attitudes in favor or against people coming from other social groups, by taking into consideration societal factors, such as the subjective sense whether their group was being threatened, or the expression of personal anti-biased attitudes or out group favouring attitudes would be confronted with their in groups social norms. Macdonald and Crandall, (2015), asserted that, during social interactions between members of a group, social norms emerged, which guide individuals how they would behave in social situations. Cialdini, Kallgren, & Reno, (1991), maintained that when group members, realized that in group norms not only favor intergroup contact, but at the same time, would not sanction them in case they would get in touch with people from the outgroup, motivated them to create social ties with people coming from other groups. Bronfenbrenner, (1979), in Maria Rosa and Tudge, (2013), maintained that according to the Ecological Model, the surrounding environment of children, as well as the social relationships they would establish with significant others such as parents was playing a substantial role, not only in childhood, but in adolescence as well, regarding the way they would treat people coming from the outgroup, or they would express feelings of prejudice. Furthermore, Rutland et al., 2010 and Smetana, 2006), in Raabe and Bellman, (2011), maintained that prejudiced behaviours were closely related with

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the particular characteristics of the social environment in which adolescents were growing up. In addition, Gonultas and Lynn Mulvey, (2019), asserted that class as well as school norms, were contributing significantly to the way, intergroup attitudes were expressed. More precisely, they added that factors relating with school environment such as teaching methods promoting critical thinking as well as multiculturalism school environment, were contributing to the emergence of anti-bias feelings and attitudes among students. Some findings are particularly relevant to the situation in Cyprus and childhood attitudes since Husnu et al., (2016), who studied the effects of indirect forms of intergroup contact in Turkish Cypriot children, asserted that positive storytelling between family members about contact with Greek Cypriots, played a significant role concerning the maintenance of positive attitudes towards Greek Cypriots. On the basis of the present findings one could assume that the reason for this change is the change of ingroup norms.

6.10 Influence of cognitive abilities towards prejudice, subgroup identification and moral development

Results of the study shown that general cognitive ability was correlated with moral development as expected and they were both related to general outgroup evaluation, albeit the strength of that relationship varied with age. In particular, it appeared that general outgroup evaluation was correlated with cognitive ability of abstract thinking and the cognitive ability of isolation of variables which is expected given the previous reported findings that it was after 10 years of age, when children start entering the formal operational stage of thinking according to Piaget that most clear links emerged between higher cognitive abilities and lower prejudice. In like manner, it became evident that in case the aforementioned cognitive abilities were more developed, positive feelings towards people coming from other national backgrounds were increased. Cognitive abilities of seriation were also positively correlated with general outgroup evaluation

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at the ages 10-11 years old. Luguri, Napier, and Dovidio, (2012), asserted that abstract thinking could contribute to the reduction of the expression of biased behaviours. The less prejudiced children exhibited a tendency toward flexibility, realistic generalization, individualizing, abstraction, retention of complexity and totality, a lack of dogmatism, and a tolerance of ambiguity. Furthermore, Levy, Rosenthal and Herrera Alcazar, (2009), asserted that on the first years of their life, children concentrated their perception to the external characteristics of people, by identifying them with the group where they belonged. Then, as their cognitive system was maturing, they were able to distinguish individual differences between members of the same group, this is a finding also in line with Aboud's (1988) theory.

At the same time, it appeared that subgroup identification was correlated with the cognitive ability of seriation. To begin with, Rosenberg and Beattie, (2018), maintained that according to Social Identity Theory, human reasoning was based to the cognitive ability of categorization, where specific characteristics are ascribed to every individual as a member of a specific group. Rosenberg and Beattie,(2018), who explored the cognitive structure of national identity, asserted that the most common stage of identity development among people in the United States, was characterized by the fact that group members were considered to share the same concrete characteristics and attributes. Consequently, the fact that they were identified by the aforesaid common characteristics, led to their stereotyping, and thereby to their own as well as others social identification based to the process of categorization. Lastly, it appeared that moral development was correlated with general cognitive ability, cognitive ability of multiple categorizations and cognitive ability of analogies. Keasey and Keasey, (1974), who explored the role of cognitive development in moral judgment, maintained that cognitive development played a significant role concerning moral development.

6.11 Influence of social relations towards prejudice and social identity

Based to the findings concerning the aforementioned hypothesis, the following findings emerged: Firstly, it seemed that feelings of prejudice and national identity were not influenced by relations of constraint, except in the age of 7-8 years old where subgroup identification was influenced by social relations of constraint. On the contrary, it appeared that relations of cooperation, influenced feelings of prejudice, ethnic identification as well as social norms. Moreover, it appeared that relations of constraint and cooperation mostly influenced children aged 10-11 years old where the research evidence suggests that there are relations of a bidirectional character from the interpersonal to the intregroup and vice versa with relations of constraint furthering prejudice and relations of co-operation reducing it. Interestingly, the age of 13-14 years old outgroup prejudice appears unrelated to relations of constraint and co-operation. However, both relations of constraint and relations of co-operation seem to take up a role of enhancing identification with subgroup/communal identity at this age group. Nevertheless, for the oldest 16-17 year olds links between relations of constraint and co-operation on the one hand and levels of prejudice towards various outgroups reemerge in the expected direction and now relations of co-operation seem to play the opposite role of reducing both identification with the subgroup and Ingroup bias. Taken together, these findings suggest that relations of co-operation at this late stage of formal operational thinking could be generalizing to both in-group and out-group relations in principled way of thinking that transcends group boundaries.

It might be asserted that the aforementioned findings that relations of co-operation in the 13-14 year olds seem to take up an ingroup identification consolidating role come in line with the development of Subjective Group Dynamics Theory (Abrams and Rutland 2007). As stated by the preceding theory, children as they grew up, they are inclined to accept or reject their peers

based on their conformity or disobedience to the social norms and rules ascribed by their group. Additionally, these socially impregnated patterns of behaviour seem to emerge after the age of 9 years old. Perhaps, that was the reason that social norms didn't appear to influence children's attitudes at the age of 7-8 years old discussed in a previous section. Additionally, Abrams and Rutland, (2007), maintained that children could more efficiently understand and embrace their group's norms as they get older as well as to realize that their group norms indicate how they should behave. Similarly, Sherif, (1948), claimed that children were becoming even more aware of their group social norms and rules when they get involved to collective activities in a group. Conceivably, that was the reason that in our study older children and adolescents maintained a more positive attitude towards relations of cooperation, as opposed to youngest children, because this kind of social relations implied to a greater extend social values such as cooperation and mutual acceptance within the ingroup. Additionally, it might be argued that, due to their nature, relations of cooperation could influence more efficiently human behavior and create social norms, because they were emerging through children's social interaction with their peers and not by just obeying a person holding an authority status. So, in consequence, it could be asserted that by interacting with each other, children and people in the framework of this kind of relations, create social norms, which could be more easily internalized, as opposed to the rules set by an authority.

Sherif (1953), asserted that "Concepts and ideas concerning social relations become, for the individual member, "his own" concepts and ideas. Concerning as they do the characteristics and relations of individuals to other individuals and groups, such concepts, ideas, and approaches to problem situations in every age become part of the individual's personal identity. Once

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learned—at the time of their development, or later, through books, or from the lips of parents or teachers—they seem as "natural" to the individual as breathing" (p.16)

It might be that this preliminary statement was principally related with relations of cooperation. More specifically, according to Piaget (1932) (in Carpendale, 1999), in relations of cooperation, power asymmetry was less strong as opposed to relations of constraint. In addition, relations of cooperation were characterized by an interchangeable approval of opinions, personal values and beliefs. On the contrary, relations of constraint were predominantly denoted as social relations where rules were exclusively attributed by parents without considering their children's opinions and simultaneously, explaining the reasons they had established those particular rules.

6.12 Longitudinal Effects of General Cognitive Ability on Prejudice and Subgroup Identification

According to the findings of the research, it appeared that general cognitive ability longitudinally predicted feelings of prejudice but not subgroup identification. Given the existing research and theories such a connection between cognitive ability and prejudice was expected (e.g Aboud,

1988) but to our knowledge there is no theory that explored links between degree of identification and cognitive abilities. In the general sample there were neither cross-sectional nor longitudinal links between cognitive abilities and subgroup identification. There was only a positive relationship in the age group 10-11 in the cross-sectional analysis and a trend of a negative relationship in the 16-17 year olds that was replicated in the longitudinal analyses.

As far as feelings of prejudice were concerned, it might be asserted that they were longitudinally related with general cognitive development due to the fact that as children were developing their cognitive abilities, they tended to obtained cognitive skills that allowed then to think in more flexible and less stereotypical ways thus adopting less biased attitudes towards people coming from other ethnic backgrounds. According to Doyle and Aboud, (1995), feelings of prejudice and biased attitudes in children, decline as they grew up, because they master more efficiently cognitive abilities such as cognitive abilities of conservation as well as cognitive abilities of classification skills whose role was predominant regarding the decrease of prejudiced attitudes. Together with, children's cognitive development through time was also supported by neurological findings, a fact that enhanced the viewpoint that increased cognitive abilities contributed to the decrease of feelings of prejudice.

Concomitantly, at this point, we might assert that general cognitive ability, longitudinally predicted prejudice, provided that specific cognitive abilities were related with prejudice emergence but not ethnic identification in children. Identification was quite high from early childhood, as well as well as In-group bias and therefore seems to be less dependent on cognitive development. The content of identification however, does change as more clarity and accuracy comes with age about who is a Greek Cypriot as we found from the qualitative analysis of focus group discussions. It is still possible that some specific cognitive abilities could be related to the

clarification of the content of identification and in placing the in-group in a hierarchical order with the other groups, but this latter operation would be more related to ethnocentric and views (In group bias) and prejudice. For instance, in our study, it was revealed that subgroup identification was correlated with the cognitive ability of seriation being related at the same time with the cognitive ability of categorization. Rosenberg and Beattie, (2018), who explored the cognitive structure of national identity in United States, asserted that the emergence and formation of national identity was constituted by the following periods: the sequential period which is the first stage, where persons, did not represent themselves as well as other people as individuals based to specific categories. Consequently, people being found to the said stage, did not construct social categories in order to define themselves as well as other individuals. Moreover, in the next stage, being characterized as the linear thinking stage, which was the stage attained by the majority of people, specific actions or individuals served as separate entities, where people of the group tended to identify. Additionally, in this stage, national identity was mostly described and defined by specific features that all members belonging to the group had to share. Lastly, in the last stage being defined as the stage characterized by the systematic thinking, persons tended to attribute less importance, to social categories. On the contrary, social categories were defined by persons whose identity was also defined by social norms and cultural beliefs as compared to the previously mentioned stage. In consequence, as could be seen, the cognitive ability of seriation was a cognitive mechanism widely shared among individuals in order to identify themselves as well as others as members of specific national groups.

Practical Implications

Findings of the present study point out, that prejudice is a social pattern of attitudes, having multiple dimensions, provided that it is influenced by individual-cognitive (cognitive development) and collective-social factors (social norms and social relations of constraint and cooperation). Furthermore, it appeared that some secondary cognitive abilities such as isolation of variables or abstract thinking affect more the emergence of prejudice as opposed to other secondary cognitive variables. In parallel, it has been observed that contact, one of the most important conditions in order to reduce social attitudes of prejudice.

Furthermore, it appeared that the influence of cognitive development and intergroup contact regarding the reduction of prejudice varies according to age. Therefore, the findings of the above research could be taken into consideration in order to design and implement psychoeducational programs, for the prevention of prejudice in various social settings such as schools, workplaces, in nations facing protracted conflict or trying to manage diversity in the school system

As far as educational policies against prejudiced behaviours in school settings are concerned, as it was previously discussed in chapter 2, the findings of the current study, can be applied in two main aspects of Cyprus educational system. First of all, they can promote the improvement of psychoeducational programs aiming at reducing biased behaviours in the school setting. It appeared that one of the most important contributions of this research is the fact that it investigates the way specific cognitive abilities influence the emergence of prejudice according to children's and adolescent's age. According to Dixon et al., (2016), cognitive changes help individuals to represent more accurately social relations, consequently they start to consider individuals not as simply members of a social group, but as individuals having their own individual features. Furthermore, one of the most important contributions of the current study is that it investigated the impact of cognitive abilities as well as social norms, in different age periods of childhood and adolescence. Raabe and Beelman, (2011), asserted that the age of children and adolescents that will participate in psychoeducational programs, promoting intergroup relationships as well as the emergence of anti-bias feelings, plays a substantial role concerning the efficacy aforementioned psychoeducational programs.

So, it appears that considering the different developmental stages there were different cognitive abilities that influenced the emergence of feelings of prejudice. Consequently, the aforementioned findings regarding the effects of cognitive abilities concerning the reduction of biased attitudes could be applied to the design and implementation of psychoeducational programs that would target specific age groups. So, in the framework of the implementation of psychoeducational programs, specific cognitive abilities that are negatively correlated with prejudice could be strengthened based to the age period of childhood and adolescence, in order to meet the needs of the particular age group. Added to that, another finding of the present research

that could be applied to the design of psychoeducational programs is that in-group social norms concerning people belonging to the out group, determines the emergence of biased attitudes. In consequence, it may be asserted that, the aforementioned findings, in case they would be integrated to the formation of psychoeducational interventions that promote the decrease of biased attitudes towards people, they would lead to the creation of multilevel psychoeducational intervention programs that work on changing various cognitive as well as societal variables relating to the interpersonal, intergroup and representational level of analysis (Doise, 1986).. Brown- Chisdey and Steege, (2010), assert that interventions being considered as effective, incorporate elements including instructing special skills as well as application of peer assisted learning strategies. As a result, it may be claimed, that findings of the current study related with the instruction of particular skills (in the foresaid study, cognitive skills) and positive behaviour intervention (in this case, diffusion of social norms supporting positive behaviour towards people coming from the other community, or minorities), could be applied to specific psychoeducational programs in order to strengthen their efficacy of policy measures already implemented in the Cyprus educational system. For instance, in the framework of activities, taking place in the primary and secondary schools, whose aim is to strengthen emotional and social skills for children and adolescents, a psychoeducational intervention program entitled "The Elephant in the Room" is applied to the classes of Primary Schools (first grade until sixth grade). According to Papamichael, (2012), the general aim of this psychoeducational program is to enhance social and emotional skills in order to cope with any social inequalities that children can encounter in their lives. The development of emotional and social skills, during the preceding program, includes the development of skills such as, for example, the enhancement of critical thinking regarding social stereotypes, effective communication skills, praising positive attitudes in the individual

and social level etc. In consequence, the above mentioned psychoeducational program, could be modified, based to the findings of the current research, in order to enhance its effectiveness. The findings that can be applied in the framework of the abovementioned program, are divided in three main categories: 1) Findings related with cognitive skills in general and according to children's and adolescent's age, 2) Findings related with societal[18] factors: social norms 3)

Findings related with societal factors: intergroup contact.

To begin with, concerning findings related with cognitive skills, these could be used in the following way: The existing activities of the psychoeducational intervention program, related with the empowerment of social and emotional skills, could be accompanied by activities whose main objective is the reinforcement of cognitive skills. Activities related with cognitive skills, could be divided in two main sections: The first sections should include activities concerning general cognitive activities mostly after 10 years of age such as the cognitive skill of abstract thinking and the cognitive skill of isolation of variables. Concurrently, there can be another section that it will include cognitive activities that will be related to the specific age group, as it was found from the main findings of the research. Ritchie, Bates and Deary, (2015), who explored whether education influences general cognitive ability or particular, cognitive skills, highlight that education contributes mostly to the improvement of particular cognitive skills rather general cognitive ability. Moreover, concerning societal factors, (social norms), the above-named psychoeducational program, can incorporate school policies starting gain after the age of 10 that will promote social attitudes of acceptance and cooperation with people coming from other ethnic backgrounds. For example, in schools where this intervention will take place, school

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[18] According to Nichol, (2012), the term societal refers to the values representing collective social values, attitudes and behaviours as opposed to the term social that pertains mostly to individual actions occurred in social contexts.

authorities as well as teachers, can describe positive behaviours of how students should behave in situations where they interact with people coming from other ethnic backgrounds. In addition, it will be really important for teachers, to adopt positively impregnated attitudes towards children coming from different ethnic backgrounds, and to strengthen their social relations with them. Wubbels, Creton and Holvast, (1988) in Darrel et al., (1997), indicated, that:

"The behaviors of participants influence each other mutually. The behavior of the teacher is influenced by the behavior of the students and in turn influences student behavior. Circular communication processes develop which not only consist of behavior, but determine behavior as well". (p.37)

In consequence, it may be claimed that, description of socially acceptable behaviours towards students coming from other national backgrounds, combined with the positive attitudes adopted by teachers with regard to students with migrant background will strengthen social norms in favor of individuals belonging to out-groups. Perkins, (1997, 2003), claims that in case students are provided with objective information concerning socially acceptable social norms, then they will have less possibilities to adopt biased attitudes.

Lastly, the effectiveness of the preceding psychoeducational program can be reinforced; in case social relations between students coming from the in group with outgroup students will be encouraged and supported. More precisely, school authorities and educational policymakers, instead of organizing social activities or events where intergroup contact is limited to superficial encounters, such as for example folklore festivities they can design and organize long term projects (for example the creation of a common website serving as a tourist guide for visitors coming from other countries), that contribute to the creation of intergroup lasting friendships. All

things considered, it appears that the findings of the current study, can contribute to the design and implementation of multilevel psychoeducational programs covering cognitive and societal aspects that can be applied at the individual and collective level. Simultaneously, it may be claimed that the educational program "Imagine", could be enhanced by applying findings of the research. For example, in the first phase of the program, specific courses coordinated by its trainers are taking places in the schools in order to prepare students for the intergroup contacts that will follow in its second phase. In consequence, the activities included in the courses could be adapted to the developmental level of the children that participate to them. For instance, activities could be differentiated for children attending the first three classes of the primary school as well as for the children attending the last three classes of the primary school, according to their cognitive or socio-emotional development. As an illustration, in the first phase, regarding children attending 5th and 6th class of primary school, trainers through the activities implemented could give an emphasis to the importance of social norms concerning our way of socially representing people coming from other national backgrounds. Besides, trainers during their personal meetings with teachers of the 5th and 6th class of primary school, they could give them recommendations of how they could reduce feelings of prejudice and biased attitudes in the class, taking into consideration the findings of the research. In parallel with their activities taking place in the classroom, they could make recommendations to the teachers based to the group dynamics, such as for example how they could reinforce social norms in favor for children with migrant background, in the class setting. In addition, regarding the 2nd and 3rth class of primary school, trainers could draw attention to the implementation of cooperative activities, provided that as it was appeared from the quantitative results of the research, in this age period, type of

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relations seem to play a significant role regarding the way children will approach people coming from the outgroup.

6.13   **Limitations**

Obviously, the current research entails specific limitations. To begin with, the percentage of public and private schools that participated to the research was not representative of the number of students enrolled in private schools. In particular, 90,6% of participants of the research, came from public educational institutions as compared to 9,4% of participants that came from private educational institutions. Nevertheless, the aforementioned percentages are not representative of the real percentages of students enrolled to public and private schools in Cyprus. More specifically, according to the Statistical Service of the Ministry of Finance, in the school year 2016/17, 67,9% of students attended public schools, as compared to 32,1% who attended private schools. Furthermore, another limitation of the research, was the fact that, concerning the quantitative part of the research, participants of the first age group, might not actually, understand the meaning of the questions due to the fact that they were quite young. Consequently, there would be the possibility that with the use of more adjusted measures for younger children different findings could be reached, however in this case the comparability with the older age groups will be compromised. . Furthermore, the pattern of significant findings suggests that children, who participated exclusively to the first wave of research, appeared to maintain more negative attitudes towards people coming from other national backgrounds, as well as less cognitive abilities. In consequence, it could be argued that, results derived from the second wave of research, could give a more positive picture compared to the actual one. In addition, another limitation of the research was the fact that regarding the administration of questionnaires in primary and junior/senior high schools, time allocated regarding the

administration of questionnaires was not equivalent. More precisely, in primary schools one school period was allocated for the psychosocial part of the questionnaire and one school period was allocated for the completion of the cognitive part of the questionnaire. Nevertheless, one period was allocated to students of junior and senior high schools in order to complete both psychosocial and cognitive parts of the questionnaire. As a result, participants of the research being enrolled to the secondary education, in a limited time, had to answer both questionnaires, a fact that might significantly interfere with the validity of the results, provided, that in the cognitive part of the questionnaire students had to dedicate a respectful amount of time in order to solve the cognitive exercises. Lastly, as far as the qualitative research was concerned, it appeared that the limited number of data collected, through the focus group discussions were not sufficient enough in order to be persuaded that there were not any other data that could be obtained, a methodological phenomenon, called data saturation, that it is essential in order for the qualitative data to be considered as valid covering all possible ideas around the issue discussed.

In addition, another significant limitation of the study, is the fact that, as it has been appeared, age plays a more substantial role concerning the elimination of biased attitudes and feelings of prejudice, in comparison to cognitive skills. Furthermore, it seemed that moral abilities didn't have any significant impact, concerning feelings of prejudice, and this may be due to the fact, that the variable measuring moral abilities was exclusively constituted by one item, weaken consequently, its reliability. Thereupon, Aboud and Spears-Brown, (2013) in Hodson and Hewstone, (2013) asserted that, intergroup contact, which is considered one of the most efficient interventions against outgroup bias, (Allport, 1954), could have more effective results, in case cognitive skills are used such as empathy, perspective taking and attention to multiple attributes. As we have seen in Chapter 2 the improvement of bicommunal relations through the educational

system in Cyprus since 2016 has been largely delegated to the Bicommunal Technical Committee of Education and uncoordinated initiatives of individual teachers. The present findings could facilitate the work of this committee in both the design of new educational material and also the improvement of its major confidence building measure which is the programme "Imagine" that takes place at the Home for Co-operation at the UN Buffer Zone in Nicosia. On the basis of our findings we could make the following proposals:

6.14   Future Directions

Some new research questions that have arisen from the results of the present research are the following ones: Does the phenomenon of contact influence in an identical way, intergroup relations in all age periods of human development? Do the social relations of constraint and cooperation affect and other social attitudes and beliefs apart prejudice, such as for example, realistic and symbolic threats? What kind of norms (descriptive or injunctive) influence mostly prejudice? Moreover, some other possible areas that we can investigate, based to the above findings, is the way cognitive development and contact influence implicit prejudice, a social pattern of behaviour that wasn't being studied in the same depth as explicit prejudice. Furthermore, it could be quite interesting from a scientific point of view, to replicate the aforesaid research in the Turkish-Cypriot community In case, the aforementioned research questions will be investigated, valuable scientific knowledge will be acquired that can be used for the design and implementation of even more structured and thus effective psychoeducational programs against prejudice in all fields of applied psychology

6.15   Conclusions

The current study explored the way the social psychological phenomena of prejudice towards people coming from out groups (in this case, people coming from other ethnic backgrounds and Turkish Cypriot community), as well as subgroup identification are influenced by cognitive attainments taking place in childhood and adolescence. Additionally, the foresaid research, investigated the impact societal factors such as in group norms intergroup contact with people belonging to the outgroup and social relations with significant others (relations of constraint and relations of cooperation) within the ingroup, can have regarding the decrease of biased attitudes and behaviours. Results indicated that the emergence of prejudice is a more complicated social phenomenon as compared to the subgroup identification, due to the fact, that it is influenced, by various factors covering a broad area of human behaviour (cognitive aspects, societal and social aspects, individual and collective patterns of human attitude). Furthermore, it seems that in many occasions, feelings of prejudice as well as subgroup identification can be influenced by different cognitive and social factors depending on children's and adolescent's developmental level. Additionally, it appears that moral development is correlated with cognitive abilities. In this linkage social relations of constraint and co-operation play a crucial role thus revealing that Piaget's social psychology and his distinctions between these forms of relationship needs to be incorporated in future theoretical developments of prejudice formation in childhood.

Consequently, based to the aforementioned findings, we can conclude, that psychoeducational programs aiming to reduce prejudice, should take into consideration various aspects, in order to increase their efficacity and be adapted to the developmental level of their participants.

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APPENDIX I: General recommendations concerning the efficient adaptation of children with migrant background to the Cyprus Educational System according to the circular issued by the Ministry of Education and Culture of Cyprus on 03/09/2013, concerning the Intercultural Education

1. Adopt the policies concerning the inclusion of children with migrant background in the Cypriot educational system.

2. Develop a particular action plan, that responds to the needs of each Department (Primary, Secondary Education), provided that it will respect its basic principles. Cypriot educational system does not make any distinction concerning race, community, language, colour, religion, political or other beliefs, sexual orientation, or ethnic origin of the pupils. This is ensured by Article 20 of the Constitution of Cyprus.

3. General aim of the policy of integrating pupils with migrant background into the educational system and consequently in Cypriot society is to create the conditions that ensure that all students have equal opportunities to access and succeed in education. Based on the above, the right to education is guaranteed for all without exception. Moreover, following principles are applied:

4. Development and implementation of interventions promoting the smooth integration of pupils with migrant background into the education system.

5. Adoption of principles ensuring quality and effective teaching of students with migrant background.

6. Raising awareness among teachers, pupils and parents concerning principles that should characterize a multicultural society and educating teachers on issues related to the theoretical and practical dimensions of the intercultural approach of education.

7. Development and appropriate use of special teaching, supervision and training material, as well as the implementation of new teaching approaches.

8. Development and implementation of specific intervention and procedures, in order to smoothly adapt newly arrived children with migrant background in Cyprus.

Additionally, Ministry of Education and Culture of Cyprus, in order to integrate students with migrant background into Cypriot society, has set these main priorities.

1. Learning of the Greek Language.

2. Reception of newly arrived children with migrant background

3. Training teachers in issues concerning intercultural education and teaching of Greek as a foreign language.

Policies concerning secondary education

1. Collecting and analyzing data concerning the needs of pupils with migrant background

2. Intercultural education does not concern uniquely children with migrant background; it concerns also Greek Cypriot students. Hence, Ministry of Education and Culture, recognizes the fact that the development of an inclusive education regarding intercultural education also requires additional educational measures, such as the adoption of the intercultural thematic and issues to new curriculum. Moreover, the circular presents recommendations constituting the reformation of integration policy of children with migrant background to the Cyprus schools. The following recommendations concern not only national policies and school units but interpersonal relationships between teachers and students.

3. Mapping of the children with migrant background by school unit, by using common criteria.

4. Prevention of incidents of racist behaviour, in which children with migrant background may be subjected as victims, through the anti-racist policy of the Ministry of Education and Culture.

5. Necessity to revise the terms used in order to describe children with migrant background status. Consequently, a single terminology across the whole range of education is strongly encouraged. Therefore, it is proposed to adopt the term "children with migrant background" instead of foreign speakers.

6. Differentiation of the educational activities regarding teaching of Greek as a foreign language, according to the grade level (Kindergarten, Primary School, Junior High School, Senior High school), in order to be adapted to the needs and experiences of each grade.

7. Specialized training of teachers enrolled in the teaching of Greek as a foreign language. This can be firstly achieved by institutionally regulating teaching of Greek as a second language. For this purpose, additional training could be offered to teachers already completed pre-service training program, in order to create a group of teachers having been accumulated additional expertise and knowledge in the subject.

8. Training of Greek as a second language should be lasted for a specific period and include theoretical and practical modules concerning teaching of Greek as a second language.

9. Adopting educational policies aiming at improving general quality of teaching such as facilitating the use of specialized teaching classes, encouraging the cooperation of general class teachers with teachers teaching Greek as a foreign language, having high

expectations from students, imposing discipline, using equipment and encouraging cooperation of teachers and family.

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APPENDIX II: Code of Conduct against Racism And Guide for Managing and Recording Racist Incidents-Recommendations

Enrolment of children with migrant background to classes where there are children coming from their country of origin. In consequence, in the initial stages, the link of mother tongue, also

through school-related staff who can act as translators, can contribute to their effective adaptation to their new school environment.

Provide emotional support to children with migrant background, particularly those who have just settled in Cyprus.

Involvement of all pupils and teachers in the process of integration of children with migrant background into school reality.

Encouraging children with migrant background to participate in various aspects of school life, as well as to communicate and work with members of the wider school community.

Planning a variety of activities in the school community, including children with migrant background and Greek Cypriot children, in order to share common experiences and reinforce the contact between them.

Development of attitudes of acceptance for all children through targeted school activities and interventions.

Encourage Greek Cypriot children to accept and invite in their play (eg during breaks, visits, excursions, etc.) their classmates with immigrant background. Establishment of communication networks between schools with a similar profile, regarding the composition of their student population, in order to exchange experiences, views and good practices.

Effective teaching of Greek as a second language: For the effective teaching of Greek as a second language, it was undoubtedly necessary to diversify the way of approach as well as teaching material, the means and the teaching activities, etc. In particular, each school unit needed to diagnose the different linguistic needs of children with immigrant background, based,

for example, on their country of origin, their time in Cyprus, and so on and to develop its own profile and its own program of support for these children. .Each school unit was also required to design, organize, implement and evaluate diversified language programs that focus beyond academic knowledge and conventional-functional skills (such as, for example, the skills of decoding and coding), and to other key social skills.

Strategies for comprehending verbal discourse: brainstorming, activation of pre-existing knowledge, use of context, recognition of the structure of the sentence (words like first, but finally etc., help to understand meaning), general and selective attention to understanding information, taking notes, use of music/jokes for relaxation.

Strategies for producing spoken language (or communication strategies): use of standardized expressions, recombination of already known structures and their readjustment with greater extent, translation, rotation of language codes (eg, use of standardized expressions, recombination of already known structures and their readjustment with greater extent, translation, rotation of language codes (eg. use of standardized expressions, recombination of already known structures translation, language code switching (eg use of mother tongue in cases where the learner has difficulty communicating in the second language), practicing in physical communication situations, making use of parables, etc.

Strategies for Written Comprehension: Fast Reading, focus on identifying the key idea of text or specific information, exploiting contexts for understanding the meaning, predictions, detailed reading, using sources, taking notes, developing cultural concepts, co-operation, understanding thoughts and feelings of others, etc.

Strategies for Written Production: Finding the central idea and separate information regarding meaning, quick reading, brainstorming, use of sources, activation of pre-existing knowledge, general and selective attention, self-regulation and self-assessment, design of text structure, collaboration etc.

Strategies for learning vocabulary: Linking a word with an image, placing the new word in the foreground and the oldest in a second one, grouping words based on certain criteria, placing the new word in squares / placing the opposite or synonymous in triangles, constructing a semantic map (the word is placed in a diagram with the keyword in the middle, and the synonyms, the opposites and the derived words, can be linked respectively), the creation of derivative and complex types of words, etymology of the words, creation of dictionaries, word games (eg, crossword puzzles, puzzles, etc.), use of dictionaries during lesson, encouraging children to read systematically texts. Some other points that should be taken into consideration by every school were the following ones:

Teaching Greek as a foreign language should be allocated to a small number of teachers, since it has been established that in case more teaching hours are allocated to specific teachers, learning outcomes are better.

Creating a material bank in the school (such as books, dictionaries, digital discs, fairy tales, etc.), concerning intercultural education and education in general, and teaching Greek as a second language, in particular. Common objectives between class main teacher and teacher of Greek as a foreign language. This strategy will help them to acquire a representative idea of the language skills and needs of children with immigrant background and subsequently adopt

teaching to their language needs. Extending teaching of Greek as a foreign language, beyond class teaching, by teaching other cognitive subjects so that children are able to develop complex cognitive and linguistic skills and use language as a "learning tool". Collaboration with the relevant inspector to support, guide and educate teachers.

Assessment of children's with migrant background general functioning in learning and social context through the observation of their behaviour. Indicative questions that could be used for the assessment are the following ones: Does the child:

Actively participates to the learning process?

Cooperates with his classmates in collective projects?

Participate in school events?

Play with his classmates during breaks or school excursions?

Express his interest in presenting to his teacher and his classmates, his life and his culture of origin?

Express his interest to know his teacher, his classmates and their culture?

In addition to the general and clearly defined recommendations, good practices regarding the effective teaching of Greek as a second language concerning children with migrant background as well as Greek Cypriot children were cited:

Organize a teaching room in a way that provides children a lot of stimuli (eg, signs, "library corner" with pillows and carpets to sit, "pavilion corner" with magazines, etc.).

Use of various educational tools, mainly audio-visual, in case communication with bilingual children is difficult.

Use of modern technology and exploitation of the opportunities it offers.

Use of teaching material presenting a positive view of multicultural society, highlighting intercultural elements and helping children to stimulate their self-confidence.

Use of texts, images, activities that fall within thematic units, which are related to the needs, age, interests and children's concerns.

Use of various educational sources that are not exclusively limited to the written language, giving thus opportunities to children with migrant background to use their knowledge and skills in relation to their mother tongue.

Co-teaching between teachers and use of methods focused to children's needs.

Use of activities enhancing the development of higher cognitive abilities, rather than the mere mechanical repetition and application of knowledge.

Use of theatrical play and role playing, is particularly useful for the perception and use of the appropriate pronunciation of Greek language. Moreover, it contributes to the creation of a very pleasant and creative atmosphere.

Organization of "social gatherings" games (eg, self-playing, game play, games in fictional situations, for example, shopping from my neighborhood stand). Rewarding the efforts made by the bilingual children in order to acquire the new language and to communicate, despite the errors that may be detected

Correction of mistakes (incidentally or systematically), due to interference of the mother tongue, at an individual or group level (as a practice that helps identify difficult structures of the Greek language in relation to the mother tongue).

Exploitation of poems and songs that contribute to the enhancement of phonological awareness in an interesting and enjoyable way for children.

Correction of phonological mistakes by various methods, such as the use of minimal pairs, exercises of pronunciation, use of poems and songs, enhancing communication skills, linguistic games, etc.

Correction of grammatical and morphological mistakes in writing, by formulating and teaching rules (visualizing the rules by putting them on the signposts and evoking questions regarding them, helps students to refer to them whenever they encounter difficulties.

APPENDIX III: Summary of the Educational Policies Implemented by the Ministry of Education and Culture ,in Greek-Cypriot schools, concerning the Integration of Children with Migrant Background and Application of Anti-Prejudice Policy.

According to the Ministry of Education, Culture, Sports and Youth, (2012), "Program of learning of Greek Language to immigrants and residents of Cyprus, speaking a foreign language", co financed by the European Social Fund of the European Union, was one of the interventions

applied by the Ministry in order to enhance learning of Greek as a foreign language. (Circular ypp 232).

According to the MECSY, (2013), the Department of the Primary Education, established a committee, responsible with the issues of Intercultural Education. Accordingly, one of its main objectives was the educational support of schools and teachers concerning the above issues. Moreover, the above circular informed school principals that the Cabinet of Ministers in July 2008 approved the General Policy of the concerning Intercultural Education. In consequence, General Policy of the MECSY was considered the basis for the promotion of the smooth adaptation of students with immigrant background to the Cypriot Educational System. Correspondingly, MECSY adopted the intercultural model, believing that this was the most effective educational strategy, which could contribute to the reciprocal acceptance, to the enhancement of trust and to the elimination of negative stereotypes and prejudice between children. Identically, one of the aforementioned measures, aiming to facilitate and normalize the integration of foreign speaking children to the school system and the society of Cyprus was the publication of a manual for students with immigrant background and their families, aiming to the smoother adaptation of people with migrant biography in the Cypriot schools. Based to the largest number of students with immigrant background per nationality, this manual was translated to the following eight languages: English, Turkish, Russian, Georgian, Bulgarian, Romanian, Ukrainian and Arab while it was available to the Greek language. In particular, this manual described the children's basic rights and presented the aims of inter-cultural education. Additionally, it provided useful information for the children and their parents concerning the educational system. Subsequently, the aim of the manual was children's familiarity with their

new school and social environment, as well as children's and families awareness concerning their obligations and rights.

Moreover another measure was related to the teaching of Greek as a foreign language. More specifically, learning of Greek as a foreign language could take the following forms: (1) small groups of children and (2) groups of supportive learning. Each school unit, depending on the particular linguistic needs of children, had the flexibility to apply either from or even from a combination of them, provided that additional educational time under the form of extra language courses would be more efficient. Groups of supportive learning could be created in schools having a big percentage of students with migrant background. Regarding the number of students attending classes of supportive learning, this could range from five to eight students because if a greater number of students would be enrolled in the class, this would be considered ineffective. Additionally, hours of instruction could range from 5 to 10 hours, in order to experience on a daily basis Greek language teaching. Courses were divided in two different levels: 1) beginners and 2) non beginners and should be completed in two academic years. Responsible people for assessing children's individual linguistic needs were the school principal, the inspector and the educational psychologist who collectively assess each child's educational needs. Children with migrant background could be exempted from certain courses, being considered difficult or unnecessary, such as "Health Education".

For beginners, courses can last two academic years, while for non-beginners, a school year. Likewise, in schools where, there was a big proportion of children with migrant background as compared to Greek-Cypriot children, a teacher from the school, could be responsible for the coordination of language courses. In particular, she/he would support the language learning program, in theory and practice and submit recommendations for its further improvement.

The results of such teaching were also assessed. General assessment of learner's achievement in Greek Language could take the following three forms:

Initial evaluation: Tests used for the initial assessment were based on the Common European Framework of Reference for Languages covering the following four areas: (1) Oral Comprehension, (2) Written Comprehension, (3) Grammar and (4) Writing. Based on their score in the written essay, children were ranked in levels corresponding to their knowledge of Greek Language.

Continual assessment: It could take place throughout the school year and at regular time intervals, through short tests or teachers observation.

Final evaluation: It could be conducted at the end of the school year, through appropriate tests, aiming at the final assessment of children's progress and objectives achieved.

Additional policies related to Intercultural Education:

Despite the heavy emphasis on language teaching and learning there were additional measures taken by the MECSY in this period relating to intercultural education. The first concerned teacher training: In particular, the Department of Primary Education in cooperation with the Pedagogical Institute would encourage the implementation of training programs on intercultural education, teaching in classes of children with a different mother tongue and cultural identity than the Greek Cypriot identity and teaching Greek as a second language. During the two day training courses, organized in schools in the first week of the school year, courses relating to

inter-cultural education would be offered. Moreover, a course related with teaching of Greek as a second language had been included to the optional seminars offered by the MECSY, to teachers in afternoon time.

Implementation of various intervention programs: Schools could also use various existing intervention programs to meet their educational needs related with intercultural education, such as organization of afternoon courses of Greek Language without any charge in the afternoon. Frequency of these courses would be twice per week. Moreover, these courses could be considered as an additional educational help, for those children having particular difficulties or even for those children who have completed the two year program of Learning of Greek as a Foreign Language in school, and still need help. In relation to policy measures there was also the establishment of a Committee concerning Health Education (Agogi Igias-Αγωγή Υγείας): Each year, this committee funds educational intervention in order to promote children's social and emotional welfare in the school context upon approval of a request. In this context, actions related to Intercultural Education and Training could be funded. Moreover, this circular was accompanied by general and clearly defined recommendations, having being prepared for the following purposes

1. Smoothly integrating children with migrant background into their school environment

2. Effectively teaching of Greek as a second language.

Before citing the recommendations concerning effective teaching of Greek as a foreign language, principles for the smooth integration of children with migrant background into the school environment had been described in detail.

Organizing events of multicultural-folklore nature (eg presentation of dances, food, customs, etc.) contributed to the promotion of the culture of origin of children with migrant background and the familiarization of Greek Cypriot students with it. It also helped to highlight differences, as well as to emphasize elements that unite people, created a positive attitude towards diversity and fostered a sense of belonging. However, such events were not in themselves enough to provide substantial support for the children with migrant background in the school. They also clarified that the principals leading role, which was crucial for the quality of the education provided in the school unit, was equally crucial to the creation and consolidation of an intercultural climate. Through his decisions and actions, s/he supported, strengthened, inspired and, in general, acted as a model for children and teachers, highlighting and promoting in practice the school's expectations for all children and society itself.

Moreover at the end of the aforementioned circular, general recommendations were cited concerning the efficient adaptation of children with migrant background to the Cyprus educational system. In particular, the general recommendations included practical measures such as the placement of children from a particular country to the same class, in order to be better adapted to their new environment, measures of social support such as their encouragement to communicate and work with members of wider school community, as well as Greek-Cypriots pupils encouragement to socialize with them, and educational measures in order to reinforce knowledge of Greek language in all its aspects: oral and written comprehension as well as oral and written production. . (Circular ypp 3812a).

According to the MECSY, (2015), a circular entitled "Anti-racist Policy", informed school principals that Pedagogical Institute created a website with the title "Anti-racist policy". This website was created, in order to promote the objectives of the school year 2015-16, and in

particular the 2nd objective "Raising awareness amongst pupils against racism and intolerance and promoting equality and respect" (Circular ypp2933a). Moreover, the main objective of the website was the support of the schools, concerning the general application of the anti-racist policy of the MECSY, in primary schools, junior high schools, senior high schools and vocational schools. According to the MECSY (2016), it adopted a recommendation of the Ombudsman of Cyprus, and in consequence issued the "Code of Behaviour against Racism and Guide of Management and Recording of Racist Incidents" on June 2014. Additionally, in this circular, there was a description of the measures that school principals were expected to adopt in order to disseminate the general policies and principles of the guide. For example, some measures described in the guide were the following ones: 1) Discussing the code in one of the staff meetings, 2) Assuring the availability of the guide to teachers, students and their families, 3) Creating and supporting committees responsible for welfare issues in the school as well as the prevention of delinquent behaviour, 4) Assuring that all members of the school personnel, should know their responsibilities assumed by the code, 5) Assuring that procedures provided are consistently applied, 6) Taking all the necessary measures of protection of the victims of racism incidents, 7) Assessing the way policies of the code were applied and discussing ways of improving it during a personnel meeting, 8) Informing school inspector concerning guides application two times per year, 9) Sending annual report to the MECSY for the racist incidents having been investigated in the school. Furthermore, the particular circular cited the necessary steps, which teachers had to follow, in order to manage racist incidents, such as reporting the incident to teacher responsible for the prevention of bullying/racism in the school, applying structured interventions in order to protect the victim, as well as negative consequences someone would encounter in case he would not respect the policies of the code of anti-racist behaviour.

(Self-reflection concerning his acts, reprimand, and written reprimand). In parallel, the MECSY, issued a manual concerning theoretical and practical issues related with the phenomena of bullying. More precisely, this manual included, in the first place, a very detailed description of social phenomena related with bullying such as homophobia, discrimination, stereotypes. Together with, it minutely described student's rights as well as their obligations towards phenomena of bullying and racism. According to the MECSY, (2017), Code of Conduct against racism as well as the Manual of Recording and Management of Racist Incidents, of the MECSY, was issued upon a recommendation of the European Commission against Racism and Intolerance, towards all member states of European Union including Cyprus. Anti-racism policy was implemented in a pilot basis during school year 2014-15. Furthermore, its implementation was extended in the year 2015-16. In addition, in the framework of this policy, workshops, and students conferences aimed at raising awareness concerning racism were organized.

During the school year 2016-17, the MECSY recommended that schools should focus on the implementation of the Code of Conduct and the Manual of Recording and Management of Racist Incidents as well as to the promotion of equality and respect. Furthermore, it cited numerous recommendations for the above purpose, whose main objective was to educate children in issues related with Racism as well as to apply practices in the school context, which would promote the development of social skills and therefore the decrease of incidents of bullying in schools. (For more detailed measures please see Appendix II).

The ultimate goal was to make use of this text as a reference framework in the decision-making process concerning the integration of these pupils. The policy paper included: 1) Introduction, 2) A description of the current situation in public schools in Cyprus, 3) The new proposal for the

reception of children with a migrant background in the Cypriot Education System and the teaching of Greek as a second language, and 4) Concluding comments.

According to MECSY, (2016), a circular relating to the integration of students with migrant background was issued, in order to ensure its commitment to their inclusion on the Cypriot education system. It should be noted that it aimed to cite all actions and interventions adopted in the Cypriot educational system in order to help students with migrant background to be adapted to the Cypriot context. To begin with, in March 2011, following the instructions of the MECSY, a multidisciplinary committee was established, including representatives of the departments of the MECSY, academics and representatives of educational organizations. Its main objective was to study the existing policy and interventions regarding the inclusion of children with migrant background into the Cypriot educational system, as well as to submit recommendations for the improvement of integration programs. Members of the Committee have taken into consideration the recommendations of the SIRIUS Network, concerning the education of children with migrant background, in accordance with the instructions of the General Director of the MECSY. One of the Committees objectives was to map out the current situation in primary and secondary education and to prepare an action plan concerning the integration of children with migrant background in the Cypriot schools. Policies recorded by this Committee, were approved in May 2016, by the MECSY.

Additionally, regarding secondary education, Pedagogical Institute provided on an annual basis since 2008 school-level support to teachers of teaching Greek as a second language. In addition, its website, hosted information, educational and supporting materials concerning teaching of Greek as a foreign language, as well as material regarding the implementation of the anti-racist policy of the MECSY. . According to MECSY, (2017), the project "Measures for Improving

Social and Educational Integration of Children with an Immigration Biography in Cyprus" co-funded by the Asylum, Immigration and Integration Fund and the Republic of Cyprus, aimed to socially and educationally integrate students with migrant background in the Cypriot educational system, through the enhancement of school-parents with migrant background relationships. More specifically, this project seeked to educate teachers and involve parents in the school setting, in order to help in their turn, children with migrant background to acquire life skills. The project was implemented from 04/01/2017 until 30/06/2018, and was mainly co-financed by European Union. In addition, it was developed in five schools of Nicosia where school population was mostly constituted by children with migrant background (Circular ypp 6779). In addition, according to the MECSY, (2018), program "Keep away from home and fear" was a common project between the Pedagogical Institute of Cyprus, the Department of Secondary Education, the Committee for the Protection of Children's Rights and the UN High Commissioner for Refugees. The aim of this project was to integrate children with refugee or migrant background in the school environment by providing support to the school from the collaborating institutions. Ten schools from the general secondary and general vocational education participated by organizing a group of 10 teachers in each school unit. Their main objective was to design and implement actions based to the needs of each school unit (Circular ypp7609). According to the MECSY, (2017), a circular was addressed to the school principals of primary schools, secondary schools and vocational schools that was related to the support of teachers, concerning the attendance of children with migrant background to school and teaching of Greek as a foreign language. In particular, this circular, described the measures undertaken by the MECSY such as the provision of educational material to schools through the official website of the Pedagogical Institute and the creation of distance learning educational modules related with cross cultural issues as well as

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teaching of Greek as a foreign language. Moreover printed manuals concerning the smooth adaptation of children with migrant background and rules of school attendance in primary, secondary and vocational schools for parents translated in Arab, Russian, Ukrainian and Georgian and teaching of Greek as a foreign language had been sent to schools. Additionally, all educational material that had been produced during the project "Measures for Improving Social and Educational Integration of Children with Immigrant background in Cyprus", was now available to the official website of the Pedagogical Institute. Additionally, Pedagogical Institute offered seminars related with teaching of Greek as a foreign language, to teachers of secondary, primary and pre-primary education (Circular ypp 5477). Furthermore, according to the MECSY, (2019), in the broader context of teacher professional learning, an Optional School Support Network had been operating in recent years. Schools utilized a range of other Pedagogical Institute training structures, such as school-based seminars, and parents receive informational leaflets in a variety of languages. During the 2018-2019 school years, ten training meetings were held in all districts all over Cyprus. Among the various other actions of Pedagogical Institute, there was also a conference entitled "Recognizing and Addressing Racism at School: Practical Implications of the MECSY Anti-Racist Policy", held on April 2019. In addition, Pedagogical Institute collected annual reports of racist incidents, which were analyzed in order to plan future training activities based to the aforementioned findings. In addition to the full-time involvement of schools, at all levels, in the actions of the Code of Conduct against Racism and the Guide to the Management and Recording of Racist Incidents, the Pedagogical Institute further enhanced the implementation of actions such as the continuous updating of the Anti-Racism Policy website at the Pedagogical Institute website , the establishment of electronic and telephone

communication line with officers of Pedagogical Institute in order to further support the implementation of anti-racism policy in schools etc.

APPENDIX IV: FINAL APPROVALS

REPUBLIC OF CYPRUS
**MINISTRY OF EDUCATION
AND CULTURE**

Logo
Ministry of Education
and Culture for 50 years
**SECONDARY TECHNICAL AND VOCATIONAL
EDUCATION DIRECTORATE**

File no.: 7.15.01.25.8.3
Tel. no.: 22 800651/652
Fax. No.: 22 428273
E-mail.: circularsec@schools.ac.cy

10th May 2016

Mr Marios Kyriakidis
10 Anagnostara street,
4154 Kato Polemidia,
Limassol

RE: <u>Demand for permission to carry out Research in Technical Schools (Reference no.: 138160)</u>

I refer to your letter dated 23/3/16 and I inform you that your request has been approved provided that all the recommendations by the Education Research and Evaluation Centre will be considered.

You are kindly asked to contact the Director of each School Unit before visiting it for whatever is necessary.

Signed by
Dr Elias Markatzis
Director

TM/Irini C:\Users\user\Documents\m\2016\ΜΑΙΟΣ\10052016-2.doc

REPUBLIC OF CYPRUS
**MINISTRY OF EDUCATION
AND CULTURE**

Logo
Ministry of Education
and Culture for 50 years
**SECONDARY EDUCATION
DIRECTORATE**

File no.: 7.15.01.25.8.2/5
Tel. no.: 22800664
Fax. No.: 22428268
E-mail.: circularsec@schools.ac.cy

13th May 2016

Mr Marios Kyriakidis
10A Anagnostara street,
4154 Kato Polemidia,
Limassol

RE: Giving permission to carry out research

I refer to your demand letter dated 23/3/2016, related to the above issue, which was sent to the Education Research and Evaluation Centre and we inform you that your request to carry out a research on "*Perception of prejudice and subgroup identification: The role of cognitive development & intergroup and intra-group relationships in children and teenagers*", in the context of the PhD program pursued at the University of Cyprus, has been approved. It is obvious that you will consider the recommendations by the Education Research and Evaluation Centre, which are attached and that you will fulfill the following requirements:

1. You will obtain the consent of the Directors of the School Units that will be involved in the research.
2. The pupils' participation will be optional.
3. You will obtain the written consent of the parents of the pupils who will participate in the research.
4. Neither the teaching time nor the smooth functioning of the school units should be affected.
5. You have to handle the involved parties' personal data in a way that will ensure complete anonymity of the participants, and lastly
6. The Ministry of Education and Culture and the school units that will give you access to their facilities for the research purposes should be notified with the findings.

It is noted that this approval will be valid for the coming school year 2016 – 2017 too. We wish you all the best for your research.

Signed by
Dr Kyprianou D. Louis
Secondary Education Director

BK

REPUBLIC OF CYPRUS
**MINISTRY OF EDUCATION
AND CULTURE**

File no.: 7.15.01.25.8.1/8
Tel. no.: 22800665
Fax. No.: 22809513
E-mail.: circularsec@schools.ac.cy

2nd June 2016

Mr Marios Kyriakidis
10A Anagnostara street,
4154 Kato Polemidia,

RE: <u>Giving permission to carry out research with pupils of the elementary schools</u>

Dear Mr Kyriakidis,

I am instructed to refer to your demand letter on the above issue, which was sent to the Education Research and Evaluation Centre on 23rd March 2016 and to inform you that your request to carry out a research with pupils of the elementary schools of your choice, on "*Perception of prejudice and subgroup identification: The role of cognitive development & intergroup and intra-group relationships in children and teenagers*", during the current school year 2015 – 2016 has been approved. The reply letter of the Education Research and Evaluation Centre is forwarded to you in order to be notified accordingly. You should also present the Detailed Research Plan if you are requested to produce it.

2. It is certainly obvious that the permission of the schools' Principals / Headmistresses must be given in advance in order to take all the necessary measures and avoid, therefore, any inconvenience in the schools' smooth functioning. The research should be carried out very carefully in order to not affect negatively the educators' tasks, the school environment or the pupils' families and all the activities that will take place should be considered in accordance with the context defined by the Detailed Program. The research will take place provided that the waste of teaching time for the pupils will be minimized, while the **written** consent of the parents is required for the pupils' participation. The parents should be aware of all the details related to the conducting of the research and of all the stages the research will go through. It is also noted that your findings should necessarily be anonymous and the information that will be collected should be kept confidential and exclusively for the purposes of the research.

3. This request is approved provided that the Elementary Education Directorate will be notified with the findings of this project upon its completion in order to be considered and evaluated accordingly.

Yours sincerely,

Signed by
(Elpidoforos Neocleous)
for the General Director

cc.:   Senior Education Officer
        Regional Education Offices

AT/AT EREVNES

APPENDIX V: Cronbach's a and Functional Definitions of Psychosocial Variables

Range	Functional Definitions	Cronbachs's a W1	Cronbachs's a W2
-10 - +10	*Ingroup bias* measured positive feelings that participants were maintaining towards people of their in-group. More precisely in-group bias was calculated by subtracting the positive feelings towards the in-group community (Greek Cypriot community) from the mean of positive feelings towards people coming from other national backgrounds.	Not applicable	Not applicable
1-11	*General Outgroup Evaluation* was considered the average score of declarations of each participant in the questions assessing his/her feelings towards people coming from other ethnic backgrounds.	, 88	, 86
1-11	*Positive Emotions towards Turkish-Cypriots and Turkish,* was considered the average score of declarations of each participant in the questions assessing his/her feelings towards people coming from Turkish Cypriot community and Turkey	r=. 72, p<.001	r=.82, p<.001
1-7	*General Contact Intentions* with people coming from Turkey, Turkish Cypriot community and other countries was	, 79	, 78

1-5	considered the average score of declarations of each participant in the questions assessing his/her intention to socialize with children and adolescents of the above ethnic groups.		
1-5	*Subgroup Identification* was the declarations of each participant in the questions assessing identification with the subgroup identity.(Greek Cypriot)	, 69	, 73
1-5	*No contact with Turkish Cypriots* the average score of declarations of each participant in the questions assessing the frequency of meetings with people from out group (Turkish-Cypriots) either in Cyprus or in occupied areas.	,89	, 79
1-5	*Threats* (either symbolic or realistic), were considered the average score of declarations of each participant in the questions assessing positive, negative or neutral feelings towards Turkish Cypriot community More precisely, these feelings included fears (symbolic threat), that out-group people may alter traditions of the in-group or negatively influence Greek Cypriots standard of living (realistic threat).	239**, p<0,01	324** p<0,01

1-5	*In group norms-Negative Comments towards Turkish Cypriots*, were considered the average score of declarations of each participant, in the question assessing whether significant others (parents, teachers, friends, classmates), accept the use of negative comments regarding people coming from Turkish Cypriot Community	,86	,89
1-5	*In group norms-Being Friendly towards Turkish Cypriots*, were considered the average score of declarations of each participant in the questions assessing whether significant others (parents, teachers, friends, classmates), accept the intention of being friendly towards Turkish Cypriots.	,88	,90
1-5	*In group norms-Having Turkish Cypriot friends,* were considered the average score of declarations of each participant in the questions assessing whether significant others (parents, teachers, friends, classmates), accept maintaining friendships with Turkish Cypriot friends	,89	,88
1-7	*Relations of Constraint*	,89	,88

	were considered the average score of declarations of each participant in the questions assessing the existence of social relations characterized by asymmetrical power between them and significant others (parents, teachers, friends, classmates).		
1-7	*Relations of Cooperation,* were considered the average score of declarations of each participant in the questions assessing the existence of social relations characterized by equal status between them and significant others (parents, teachers, friends, classmates).	,66	,60

APPENDIX VI: Codes of Qualitative Research

Main codes	Secondary codes
Greek-Cypriot identity	Dual Subgroup identification Subgroup identification characterized by linguistic elements Subgroup identification as a single national unity.
Greek Identity	Dual Subgroup identification Belonging to another national group Common ancestry with Greeks Pure Greek elements of origin Cultural elements constituting the Greek identity. Difference of Greek Identity as opposed to the Greek-Cypriot identity.
Turkish Cypriot Identity	Dual Subgroup identification Turkish Cypriot identity defined exclusively in the present Turkish Cypriot identity defined in relation to geopolitical terms Not crystallized definition of Turkish Cypriot identity.
Turkish Identity	Turkish Identity defined in relation to geographical and linguistic criteria. Describing Turkish identity based to the place of origin.

	Describing Turkish identity based to exclusively Turkish cultural elements.
Feelings towards Greek Cypriots	Defining Greek Cypriot nationality as a dual subgroup identification.
	Expressing very positive feelings towards Greek-Cypriots
	Defining Greek Cypriot nationality as Greek.
	Identified with Cypriot identity
	Expressing neutral feelings towards Greek Cypriots.
	Impact of political parties concerning subgroup identification
	Representation of Cypriot identity based to cultural symbols depicting Cypriot rather than Greek identity.
Feelings towards Greeks	Difference between Greek-Cypriot and Cypriot identity.
	Define themselves as Greeks.
	Expressing positive feelings towards Greek Cypriots
	Expressing positive feelings towards Greeks
	Sharing common cultural traits with Greeks.
	Expressing neutral feelings towards Greeks.
	Expressing negative feelings towards Greeks.

Feelings towards Turkish Cypriots	Expressing positive feelings towards Turkish Cypriots
	Expressing negative feelings towards Turkish Cypriots.
	Describing differences between Greek and Turkish Cypriots.
	Attributing negative patterns of behaviour and idiosyncratic traits to Turkish Cypriots.
	Expressing negative feelings towards Turkish Cypriots
	Expressing neutral feelings towards Turkish Cypriots.
	Expressing partly positive feelings towards Turkish Cypriots
	Expressing neutral feelings towards Turkish Cypriots
	Significance of the importance of knowledge of historical events
	Significance of the importance of intergroup contact.
Feelings towards Turks	Expressing positive feelings towards Turks
	Expressing friendly attitudes towards Turks
	Expressing negative feelings towards Turks.
	Expressing mostly neutral feelings towards Turks.

Feelings of threat towards Greek-Cypriots	Not expressing any negative feelings towards Greek Cypriots
	Not maintaining feelings of threat.
	Expressing feelings of threat due to criminal acts committed by Greek-Cypriots
Feelings of threat towards Turkish Cypriots	Expressing positive feelings towards Turkish Cypriots
	Expressing feelings of threat
	Not expressing any feelings of threat
Feelings of threat towards Greeks	Not expressing any feelings of threat.
	Expressing feelings of threat due to societal conditions
Feelings of threat by Turkish people	Expressing positive opinion towards Turkish people
	Expressing negative feelings towards Turkish people
	Expressing feelings of threat
	Expressing feelings of realistic threat
	Maintaining stereotyped representations towards Turkish
Influence of nationality on the formation of personality	

Representation of subgroup identification	

APPENDIX VII: Psychosocial Questionnaire (Greek-Version)

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ Β΄ ΤΑΞΗΣ ΔΗΜΟΤΙΚΟΥ

Ηλικία:

Φύλο:

Επάγγελμα πατέρα:

Επάγγελμα μητέρας:

Ημερομηνία γέννησης:

Τάξη & Τμήμα:

Σχολείο:

Ποιο είναι το επίπεδο μόρφωσης που έχει η μητέρα σου (ή η μητριά σου ή η κηδεμόνας σου); Διάλεξε μόνο μια φράση	Ποιο είναι το επίπεδο μόρφωσης που έχει ο πατέρας σου (ή ο πατριός σου ή ο κηδεμόνας σου); Διάλεξε μόνο μια φράση
Δεν τέλειωσε το δημοτικό σχολείο	Δεν τέλειωσε το δημοτικό σχολείο
Φοίτησε η τέλειωσε το δημοτικό	Φοίτησε η τέλειωσε το δημοτικό
Φοίτησε ή τέλειωσε το γυμνάσιο	Φοίτησε ή τέλειωσε το γυμνάσιο
Φοίτησε η τέλειωσε το λύκειο/τεχνική	Φοίτησε η τέλειωσε το λύκειο/τεχνική
Φοίτησε σε σχολή μετά το λύκειο (π.χ., ATI)	Φοίτησε σε σχολή μετά το λύκειο (π.χ., ATI)
Φοίτησε σε πανεπιστήμιο	Φοίτησε σε πανεπιστήμιο
Έχει μεταπτυχιακές σπουδές	Έχει μεταπτυχιακές σπουδές
Δεν γνωρίζω/ Δεν απαντώ	Δεν γνωρίζω/Δεν απαντώ

- Ο πατέρας σου κατάγεται από:

... Κύπρο …Άλλη χώρα: _____

- Η μητέρα κατάγεται από:

…Κύπρο …Άλλη χώρα: _____

Συμπλήρωσε με ✓ την καταγωγή σου

Ελληνοκύπριοι   ....

Τουρκοκύπριοι   ....

Αρμένιοι   ....

Μαρωνίτες   ....

Λατίνοι   ....

Άλλο: _____

Σε αυτό το ερωτηματολόγιο υπάρχουν ερωτήσεις για ανθρώπους που είναι από άλλες χώρες , ερωτήσεις για ανθρώπους που μένουν στην Κύπρο και ερωτήσεις για τους γονείς, τους δασκάλους/ες και τους φίλους/ες, συμμαθητές/τρίες. Παρακαλώ απάντησε σε όλες τις ερωτήσεις.

1η ΕΝΟΤΗΤΑ:

1. Πως νιώθεις απέναντι στα Ελληνοκύπρια παιδιά γενικά;

Υπερβολικά Αρνητικά	Πάρα πολύ Αρνητικά	Πολύ αρνητικά	Αρκετά αρνητικά	Λίγο αρνητικά	Ουδέτερα (ούτε αρνητικά, ούτε θετικά)	Λίγο θετικά	Αρκετά θετικά	Πολύ θετικά	Πάρα πολύ θετικά	Υπερβολικά θετικά
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Αρνητικά									Θετικά	

2. Πως νιώθεις απέναντι στα Τουρκοκύπρια παιδιά γενικά;

Υπερβολικά Αρνητικά	Πάρα πολύ Αρνητικά	Πολύ αρνητικά	Αρκετά αρνητικά	Λίγο αρνητικά	Ουδέτερα (ούτε αρνητικά, ούτε θετικά)	Λίγο θετικά	Αρκετά θετικά	Πολύ θετικά	Πάρα πολύ θετικά	Υπερβολικά θετικά
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Αρνητικά						Θετικά				

3. Πως νιώθεις απέναντι στα παιδιά από την Τουρκία;

Υπερβολικά Αρνητικά	Πάρα πολύ Αρνητικά	Πολύ Αρνητικά	Αρκετά Αρνητικά	Λίγο Αρνητικά	Ουδέτερα (ούτε αρνητικά, ούτε θετικά)	Λίγο Θετικά	Αρκετά Θετικά	Πολύ Θετικά	Πάρα πολύ Θετικά	Υπερβολικά Θετικά
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Αρνητικά						Θετικά				

4 . Πως νιώθεις απέναντι στα παιδιά από την Γερμανία;

Υπερβολικά Αρνητικά	Πάρα πολύ Αρνητικά	Πολύ Αρνητικά	Αρκετά Αρνητικά	Λίγο Αρνητικά	Ουδέτερα (ούτε αρνητικά, ούτε θετικά)	Λίγο Θετικά	Αρκετά Θετικά	Πολύ Θετικά	Πάρα πολύ Θετικά	Υπερβολικά Θετικά
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Αρνητικά										Θετικά

5. Πως νιώθεις απέναντι στα παιδιά από την Πολωνία;

Υπερβολικά Αρνητικά	Πάρα πολύ Αρνητικά	Πολύ Αρνητικά	Αρκετά Αρνητικά	Λίγο Αρνητικά	Ουδέτερα (ούτε αρνητικά, ούτε θετικά)	Λίγο Θετικά	Αρκετά Θετικά	Πολύ Θετικά	Πάρα πολύ Θετικά	Υπερβολικά Θετικά
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Αρνητικά										Θετικά

6. Πως νιώθεις απέναντι στα παιδιά από το Πακιστάν;

Υπερβολικά Αρνητικά	Πάρα πολύ Αρνητικά	Πολύ Αρνητικά	Αρκετά Αρνητικά	Λίγο Αρνητικά	Ουδέτερα (ούτε αρνητικά, ούτε θετικά)	Λίγο Θετικά	Αρκετά Θετικά	Πολύ Θετικά	Πάρα πολύ Θετικά	Υπερβολικά Θετικά
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Αρνητικά										Θετικά

7. Πιστεύεις ότι θα μπορούσες να παίξεις με παιδιά

A. Τουρκοκύπριους:

Σίγουρα όχι	Όχι	Μάλλον όχι	Ούτε Ναι ούτε Όχι	Μάλλον Ναι	Ναι	Σίγουρα Ναι
1	2	3	4	5	6	7

B. Τούρκους:

Σίγουρα όχι	Όχι	Μάλλον όχι	Ούτε Ναι ούτε Όχι	Μάλλον Ναι	Ναι	Σίγουρα Ναι
1	2	3	4	5	6	7

Γ. Από άλλες χώρες εκτός Κύπρου:

Σίγουρα όχι	Όχι	Μάλλον όχι	Ούτε Ναι ούτε Όχι	Μάλλον Ναι	Ναι	Σίγουρα Ναι
1	2	3	4	5	6	7

2η ΕΝΟΤΗΤΑ:

Βάλε √ σε αυτό που πιστεύεις ότι είσαι.

Κυπριος/α	
Κυπριος/α Ελληνας/ιδα	
Ελληνοκύπριος/ α	
Έλληνας/ιδα της Κύπρου	
Έλληνας/ιδα	
Άλλο	
ΔΑ/ΔΓ (Δεν Απαντώ/Δεν Γνωρίζω)	

3η ΕΝΟΤΗΤΑ

1. Παρακαλώ κυκλώστε το βαθμό συμφωνίας ή διαφωνίας σας με καθεμία από τις παρακάτω προτάσεις.

		Διαφων ώ Απόλυτ α	Διαφων ώ	Ούτε συμφων ώ ούτε διαφωνώ	Συμφω νώ	Συμφω νώ Απόλυτ α	Δεν ξέρω/ Δεν απαν τώ
Α	Γενικά είμαι χαρούμενος που είμαι Ελληνοκύπριος/α	1	2	3	4	5	99
Β	Συχνά εύχομαι να μην ήμουν Ελληνοκύπριος/α	1	2	3	4	5	99
Γ	Είμαι περήφανος που είμαι Ελληνοκύπριος/α	1	2	3	4	5	99
Δ	Το ότι είμαι Ελληνοκύπριος/α είναι το πιο σημαντικό μέρος του ποιος/ ποια είμαι	1	2	3	4	5	99
Ε	Το ότι είμαι Ελληνοκύπριος μπορεί να αλλάξει στο μέλλον	1	2	3	4	5	99

4η ΕΝΟΤΗΤΑ:

Κύκλωσε την απάντηση που θέλεις εσύ.

	Κάθε μέρα	Μια φορά την εβδομάδα	Μια φορά το μήνα	Μια φορά το χρόνο	Ποτέ	Δεν απαντώ/ Δεν Γνωρίζω
1. Έρχεται παρέα Τουρκοκύπριων παιδιών για επίσκεψη στο σπίτι μου.	1	2	3	4	5	99
2. Επισκέπτομαι τους Τουρκοκύπριους στα κατεχόμενα με τους γονείς μου.	1	2	3	4	5	99
3. Επικοινωνώ με Τουρκοκύπριους μέσω email/ τηλεφώνου.	1	2	3	4	5	99
4. Παίζω με Τουρκοκύπρια παιδιά στη γειτονιά.	1	2	3	4	5	99

5. Συναντώ Τουρκοκύπριους όταν πηγαίνω για ψώνια.	1	2	3	4	5	99
6. Βλέπω Τουρκοκύπριους στη γειτονιά μου.	1	2	3	4	5	99
7. Έτυχε να γνωριστώ με Τουρκοκύπριο ή Τουρκοκύπρια	1	2	3	4	5	99
8. Έτυχε να μιλήσω με Τουρκοκύπριο ή Τουρκοκύπρια	1	2	3	4	5	99

5^η ΕΝΟΤΗΤΑ: Στην πιο κάτω ερώτηση, παρακαλώ απάντησε κατά πόσον συμφωνείς η διαφωνείς με τις ακόλουθες προτάσεις.

	Διαφωνώ απόλυτα	Διαφωνώ	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
Οι παραδόσεις μας απειλούνται από τους Τουρκοκύπριους	1	2	3	4	5	99
Οι Ελληνοκύπριοι είναι πολύ διαφορετικοί από τους Τουρκοκύπριους όσον αφορά τον τρόπο που σκέφτονται	1	2	3	4	5	99
Οι Τουρκοκύπριοι εργάτες «κλέβουν» τις δουλειές των Ελληνοκυπρίων	1	2	3	4	5	99
Οι Τουρκοκύπριοι μοιάζουν πολύ με τους Ελληνοκύπριους στο τρόπο που ντύνονται	1	2	3	4	5	99

Οι Τουρκοκύπριοι μπορούν να διοικούν μαζί με τους Ελληνοκύπριους την Κύπρο	1	2	3	4	5	99
Η οικονομία των Ελληνοκυπρίων θα καλυτερέψει αν συνεργαζόμαστε με τους Τουρκοκύπριους	1	2	3	4	5	99

6ηΕΝΟΤΗΤΑ: Στις πιο κάτω ερωτήσεις, θα πρέπει να φέρεις στο μυαλό σου διάφορες ομάδες ατόμων και να σκεφτείς πως αυτές οι ομάδες ατόμων σκέφτονται για τους Τουρκοκύπριους. Απάντησε για τον τρόπο με τον οποίο πιστεύεις ότι νιώθει η οικογένεια σου πρώτα, μετά οι δασκάλοι/ες ου και τέλος οι συμμαθητές/τρίες σου.

A. Πόσο αποδεκτά είναι τα αρνητικά σχόλια ή ανέκδοτα για τους Τουρκοκύπριους:

Από τα μέλη της οικογένειας σου

Καθόλου αποδεχτά	Όχι ιδιαίτερα αποδεκτά	Λίγο αποδεκτά	Αρκετά αποδεκτά	Πολύ αποδεκτά	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Από τους δασκάλους/ες σου

Καθόλου αποδεχτά	Όχι ιδιαίτερα αποδεκτά	Λίγο αποδεκτά	Αρκετά αποδεκτά	Πολύ αποδεκτά	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Από τους φίλους/ες σου

Καθόλου αποδεχτά	Όχι ιδιαίτερα αποδεκτά	Λίγο αποδεκτά	Αρκετά αποδεκτά	Πολύ αποδεκτά	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Από τους συμμαθητές/τρίες σου

Καθόλου αποδεχτά	Όχι ιδιαίτερα αποδεκτά	Λίγο αποδεκτά	Αρκετά αποδεκτά	Πολύ αποδεκτά	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Β. Πόσο σημαντικό είναι για τους ακόλουθους να είναι φιλικοί προς τους Τουρκοκύπριους:

Για την οικογένεια σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Για τους δασκάλους/ες σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Για τους φίλους/ες σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Για τους συμμαθητές/τρίες σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Γ. Πόσο σημαντικό είναι να έχεις εσύ Τουρκοκύπριους φίλους/ες:

Για την οικογένεια σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Για τους δασκάλους/ες σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Για τους φίλους/ες σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Για τους συμμαθητές/τρίες σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

7η ΕΝΟΤΗΤΑ

Στις πιο κάτω ερωτήσεις, παρακαλώ κύκλωσε την απάντηση που θέλεις εσύ

A1. Υπακούω πάντοτε ακόμα και αν δεν συμφωνώ με αυτά που μου λένε οι γονείς μου

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

A2. Υπακούω πάντοτε ακόμα και αν δεν συμφωνώ με αυτά που μου λένε οι δάσκαλοι/ες μου

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

B1. Οι απόψεις των γονιών μου είναι πάντα σωστές γιατί είναι μεγαλύτεροι από εμένα

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

B2. Οι απόψεις των δασκάλων μου είναι πάντα σωστές γιατί είναι μεγαλύτεροι από εμένα

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Γ1. Υπακούω στους γονείς μου γιατί αν δεν το κάνω θα με τιμωρήσουν

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Γ2. Υπακούω στους δασκάλους μου γιατί αν δεν το κάνω θα με τιμωρήσουν

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Δ1. Όταν μου λένε κάτι οι φίλοι/ες μου το πιστεύω αμέσως γιατί είναι φίλοι /ες μου.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Δ2. Όταν μου λένε κάτι οι συμμαθητές/τρίες μου το πιστεύω αμέσως γιατί είναι συμμαθητές μου.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

E1. Όταν παίζουμε στο παιχνίδι, και αλλάξουν τους κανόνες οι φίλοι/ες μου, το δέχομαι χωρίς αντίρρηση

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

E2. Όταν παίζουμε στο παιχνίδι, και αλλάξουν τους κανόνες οι συμμαθητές/τρίες μου, το δέχομαι χωρίς αντίρρηση

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

ΣΤ1. Εάν μου πούνε οι φίλοι/ες μου να κάνω κάτι και δεν συμφωνώ μαζί τους, θα το κάνω γιατί διαφορετικά δεν θα με κάνουν παρέα.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

ΣΤ2. Εάν μου πούνε οι συμμαθητές/τρίες μου να κάνω κάτι και δεν συμφωνώ μαζί τους, θα το κάνω γιατί διαφορετικά δεν θα με κάνουν παρέα.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Z1. Κάνω ότι μου λένε οι γονείς μου γιατί μου εξηγούν τι είναι σωστό και τι είναι λάθος και όχι γιατί απλά το είπαν.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Z2. Κάνω ότι μου λένε οι δάσκαλοι/ες μου γιατί μου εξηγούν τι είναι σωστό και τι είναι λάθος και όχι γιατί απλά το είπαν.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

H1. Ότι πουν οι γονείς μου δεν είναι πάντα σωστό.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

H2. Ότι πουν οι δάσκαλοι μου δεν είναι πάντα σωστό.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Θ1. Δεν κάνω πάντα αυτό που μου λένε οι φίλοι/ες μου γιατί θέλω να ξέρω πρώτα αν είναι σωστό.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Θ2. Δεν κάνω πάντα αυτό που μου λένε οι συμμαθητές/τρίες μου γιατί θέλω να ξέρω πρώτα αν είναι σωστό.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

I1. Όταν παίζουμε παιχνίδια και αλλάξουν τους κανόνες οι φίλοι/ες μου θέλω να ξέρω γιατί

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

I2. Όταν παίζουμε παιχνίδια και αλλάξουν τους κανόνες οι συμμαθητές/τρίες μου θέλω να ξέρω γιατί

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

8η ΕΝΟΤΗΤΑ

Οδηγίες: Πιο κάτω, υπάρχουν μισοσυμπληρωμένες προτάσεις. Σε παρακαλώ, αφότου έχεις ακούσει την ιστορία από τον ερευνητή, προσπάθησε να βάλεις το όνομα του παιδιού, που πιστεύεις ότι διέπραξε την ανάλογη πράξη. Προσπάθησε να συμπληρώσεις όσες περισσότερες μπορείς. Αν δεν θυμάσαι το όνομα σε κάποιες προτάσεις, δεν πειράζει, βάλε το όνομα σε αυτές που θυμάσαι.

ΗΜΙΤΕΛΕΙΣ ΠΡΟΤΑΣΕΙΣ

1. …………………………………………….έτρεξε πραγματικά γρήγορα.

2. …………………………………………….είπε μια προσευχή στον Θεό.

3. …………………………………….μύριζε άσχημα.

4. …………………………………………….ήταν επιθετικό.

5. …………………………………………….πίστευε ότι ήταν καλύτερος από τον φίλο του.

6. ……………………………………….εργάστηκε σκληρά.

7. …………………………………………….του αρέσει να είναι με την οικογένεια του.

8. …………………………………………….του αρέσει να κάνει πράγματα μόνος του.

9. …………………………………………….ήταν τσιγκούνης και δεν μοιραζόταν.

10. …………………………………………….ήταν πολύ άπληστος (τα ήθελε όλα δικά του)

11. …………………………………………….ήταν πολύ ευγενικός

12. …………………………………………….ήταν διπλοπρόσωπος (δεν έλεγε την αλήθεια στον φίλο του)

13. …………………………………………….ήταν σεμνός (δεν καυχιόταν για τον εαυτό του)

14. …………………………………………….χόρεψε πολύ καλά

15. …………………………………………………………ήταν πολύ φωνακλάς (φώναζε πολύ)

16. …………………………………………………………ήταν ψυχρός απέναντι στον φίλο/η του

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ Ε΄ ΤΑΞΗΣ ΔΗΜΟΤΙΚΟΥ, Β' ΓΥΜΝΑΣΙΟΥ ΚΑΙ Β΄ ΛΥΚΕΙΟΥ

Ηλικία:

Φύλο:

Επάγγελμα πατέρα:

Επάγγελμα μητέρας:

Ημερομηνία γέννησης:

Τάξη & Τμήμα:

Σχολείο:

Ποιο είναι το επίπεδο μόρφωσης που έχει η μητέρα σου (ή η μητριά σου ή η κηδεμόνας σου); Διάλεξε μόνο μια φράση	Ποιο είναι το επίπεδο μόρφωσης που έχει ο πατέρας σου (ή ο πατριός σου ή ο κηδεμόνας σου); Διάλεξε μόνο μια φράση
Δεν τέλειωσε το δημοτικό σχολείο	Δεν τέλειωσε το δημοτικό σχολείο
Φοίτησε η τέλειωσε το δημοτικό	Φοίτησε η τέλειωσε το δημοτικό
Φοίτησε ή τέλειωσε το γυμνάσιο	Φοίτησε ή τέλειωσε το γυμνάσιο
Φοίτησε η τέλειωσε το λύκειο/τεχνική	Φοίτησε η τέλειωσε το λύκειο/τεχνική
Φοίτησε σε σχολή μετά το λύκειο (π.χ., ATI)	Φοίτησε σε σχολή μετά το λύκειο (π.χ., ATI)

Φοίτησε σε πανεπιστήμιο	Φοίτησε σε πανεπιστήμιο
Έχει μεταπτυχιακές σπουδές	Έχει μεταπτυχιακές σπουδές
Δεν γνωρίζω/ Δεν απαντώ	Δεν γνωρίζω/Δεν απαντώ

- Ο πατέρας σου κατάγεται από:

… Κύπρο …Άλλη χώρα: _____

- Η μητέρα κατάγεται από:

…Κύπρο …Άλλη χώρα: _____

Συμπλήρωσε με ✓ την καταγωγή σου

Ελληνοκύπριοι **…….**

Τουρκοκύπριοι **…….**

Αρμένιοι **…….**

Μαρωνίτες **…….**

Λατίνοι **…….**

Άλλο: _____

Σε αυτό το ερωτηματολόγιο υπάρχουν ερωτήσεις για ανθρώπους που είναι από άλλες χώρες , ερωτήσεις για ανθρώπους που μένουν στην Κύπρο και ερωτήσεις για τους γονείς, τους δασκάλους/ες και τους φίλους/ες, συμμαθητές/τρίες. Παρακαλώ απάντησε σε όλες τις ερωτήσεις.

1η ΕΝΟΤΗΤΑ:

1. Πως νιώθεις απέναντι στα Ελληνοκύπρια παιδιά γενικά;

Υπερβολικά Αρνητικά	Πάρα πολύ Αρνητικά	Πολύ αρνητικά	Αρκετά αρνητικά	Λίγο αρνητικά	Ουδέτερα (ούτε αρνητικά, ούτε θετικά)	Λίγο θετικά	Αρκετά θετικά	Πολύ θετικά	Πάρα πολύ θετικά	Υπερβολικά θετικά
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Αρνητικά										Θετικά

2. Πως νιώθεις απέναντι στα Τουρκοκύπρια παιδιά γενικά;

Υπερβολικά Αρνητικά	Πάρα πολύ Αρνητικά	Πολύ αρνητικά	Αρκετά αρνητικά	Λίγο αρνητικά	Ουδέτερα (ούτε αρνητικά, ούτε θετικά)	Λίγο θετικά	Αρκετά θετικά	Πολύ θετικά	Πάρα πολύ θετικά	Υπερβολικά θετικά
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Αρνητικά										Θετικά

3. Πως νιώθεις απέναντι στα παιδιά από την Τουρκία;

Υπερβολικά Αρνητικά	Πάρα πολύ Αρνητικά	Πολύ Αρνητικά	Αρκετά Αρνητικά	Λίγο Αρνητικά	Ουδέτερα (ούτε αρνητικά, ούτε θετικά)	Λίγο Θετικά	Αρκετά Θετικά	Πολύ Θετικά	Πάρα πολύ Θετικά	Υπερβολικά Θετικά
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Αρνητικά										Θετικά

4 . Πως νιώθεις απέναντι στα παιδιά από την Γερμανία;

Υπερβολικά Αρνητικά	Πάρα πολύ Αρνητικά	Πολύ Αρνητικά	Αρκετά Αρνητικά	Λίγο Αρνητικά	Ουδέτερα (ούτε αρνητικά, ούτε θετικά)	Λίγο Θετικά	Αρκετά Θετικά	Πολύ Θετικά	Πάρα πολύ Θετικά	Υπερβολικά Θετικά
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Αρνητικά										Θετικά

5. Πως νιώθεις απέναντι στα παιδιά από την Πολωνία;

Υπερβολικά Αρνητικά	Πάρα πολύ Αρνητικά	Πολύ Αρνητικά	Αρκετά Αρνητικά	Λίγο Αρνητικά	Ουδέτερα (ούτε αρνητικά, ούτε θετικά)	Λίγο Θετικά	Αρκετά Θετικά	Πολύ Θετικά	Πάρα πολύ Θετικά	Υπερβολικά Θετικά
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Αρνητικά										Θετικά

6. Πως νιώθεις απέναντι στα παιδιά από το Πακιστάν;

Υπερβολικά Αρνητικά	Πάρα πολύ Αρνητικά	Πολύ Αρνητικά	Αρκετά Αρνητικά	Λίγο Αρνητικά	Ουδέτερα (ούτε αρνητικά, ούτε θετικά)	Λίγο Θετικά	Αρκετά Θετικά	Πολύ Θετικά	Πάρα πολύ Θετικά	Υπερβολικά Θετικά
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Αρνητικά										Θετικά

7. Πιστεύεις ότι θα μπορούσες να παίξεις με παιδιά

Α. Τουρκοκύπριους:

Σίγουρα όχι	Όχι	Μάλλον όχι	Ούτε Ναι ούτε Όχι	Μάλλον Ναι	Ναι	Σίγουρα Ναι
1	2	3	4	5	6	7

Β. Τούρκους:

Σίγουρα όχι	Όχι	Μάλλον όχι	Ούτε Ναι ούτε Όχι	Μάλλον Ναι	Ναι	Σίγουρα Ναι
1	2	3	4	5	6	7

Γ. Από άλλες χώρες εκτός Κύπρου:

Σίγουρα όχι	Όχι	Μάλλον όχι	Ούτε Ναι ούτε Όχι	Μάλλον Ναι	Ναι	Σίγουρα Ναι
1	2	3	4	5	6	7

2η ΕΝΟΤΗΤΑ:

Βάλε √ σε αυτό που πιστεύεις ότι είσαι.

Κυπριος/α	
Κυπριος/α Ελληνας/ιδα	
Ελληνοκύπριος/ α	
Έλληνας/ιδα της Κύπρου	
Έλληνας/ιδα	
Άλλο	
ΔΑ/ΔΓ (Δεν Απαντώ/Δεν Γνωρίζω)	

3η ΕΝΟΤΗΤΑ

1. Παρακαλώ κυκλώστε το βαθμό συμφωνίας ή διαφωνίας σας με καθεμία από τις παρακάτω προτάσεις.

		Διαφωνώ Απόλυτα	Διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Συμφωνώ	Συμφωνώ Απόλυτα	Δεν ξέρω/ Δεν απαντώ
Α	Γενικά είμαι χαρούμενος που είμαι Ελληνοκύπριος/α	1	2	3	4	5	99
Β	Συχνά εύχομαι να μην ήμουν Ελληνοκύπριος/α	1	2	3	4	5	99
Γ	Είμαι περήφανος που είμαι Ελληνοκύπριος/α	1	2	3	4	5	99
Δ	Το ότι είμαι Ελληνοκύπριος/α είναι το πιο σημαντικό μέρος του ποιος/ ποια είμαι	1	2	3	4	5	99
Ε	Το ότι είμαι Ελληνοκύπριος μπορεί να αλλάξει στο μέλλον	1	2	3	4	5	99

4ᵗ ΕΝΟΤΗΤΑ:

Κύκλωσε την απάντηση που θέλεις εσύ.

	Κάθε μέρα	Μια φορά την εβδομάδα	Μια φορά το μήνα	Μια φορά το χρόνο	Ποτέ	Δεν απαντώ/ Δεν Γνωρίζω
1. Έρχεται παρέα Τουρκοκύπριων παιδιών για επίσκεψη στο σπίτι μου.	1	2	3	4	5	99
2. Επισκέπτομαι τους Τουρκοκύπριους στα κατεχόμενα με τους γονείς μου.	1	2	3	4	5	99
3. Επικοινωνώ με Τουρκοκύπριους μέσω email/ τηλεφώνου.	1	2	3	4	5	99
4. Παίζω με Τουρκοκύπρια παιδιά στη γειτονιά.	1	2	3	4	5	99
5. Συναντώ Τουρκοκύπριους όταν πηγαίνω για ψώνια.	1	2	3	4	5	99

6. Βλέπω Τουρκοκύπριους στη γειτονιά μου.	1	2	3	4	5	99
7. Έτυχε να γνωριστώ με Τουρκοκύπριο ή Τουρκοκύπρια	1	2	3	4	5	99
8. Έτυχε να μιλήσω με Τουρκοκύπριο ή Τουρκοκύπρια	1	2	3	4	5	99

5η ΕΝΟΤΗΤΑ: Στην πιο κάτω ερώτηση, παρακαλώ απάντησε κατά πόσον συμφωνείς η διαφωνείς με τις ακόλουθες προτάσεις.

	Διαφωνώ απόλυτα	Διαφωνώ	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
Οι παραδόσεις μας απειλούνται από τους Τουρκοκύπριους	1	2	3	4	5	99
Οι Ελληνοκύπριοι είναι πολύ διαφορετικοί από τους Τουρκοκύπριους όσον αφορά τον τρόπο που σκέφτονται	1	2	3	4	5	99
Οι Τουρκοκύπριοι εργάτες «κλέβουν» τις δουλειές των Ελληνοκυπρίων	1	2	3	4	5	99
Οι Τουρκοκύπριοι μοιάζουν πολύ με τους Ελληνοκύπριους στο τρόπο που ντύνονται	1	2	3	4	5	99
Οι Τουρκοκύπριοι μπορούν να διοικούν μαζί με τους Ελληνοκύπριους την Κύπρο	1	2	3	4	5	99
Η οικονομία των Ελληνοκυπρίων θα καλυτερέψει αν συνεργαζόμαστε με τους Τουρκοκύπριους	1	2	3	4	5	99

6η ΕΝΟΤΗΤΑ: Στις πιο κάτω ερωτήσεις, θα πρέπει να φέρεις στο μυαλό σου διάφορες ομάδες ατόμων και να σκεφτείς πως αυτές οι ομάδες ατόμων σκέφτονται για τους Τουρκοκύπριους. Απάντησε για τον τρόπο με τον οποίο πιστεύεις ότι νιώθει η οικογένεια σου πρώτα, μετά οι δασκάλοι/ες ου και τέλος οι συμμαθητές/τρίες σου.

A. Πόσο αποδεκτά είναι τα αρνητικά σχόλια ή ανέκδοτα για τους Τουρκοκύπριους:

Από τα μέλη της οικογένειας σου

Καθόλου αποδεχτά	Όχι ιδιαίτερα αποδεκτά	Λίγο αποδεκτά	Αρκετά αποδεκτά	Πολύ αποδεκτά	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Από τους δασκάλους/ες σου

Καθόλου αποδεχτά	Όχι ιδιαίτερα αποδεκτά	Λίγο αποδεκτά	Αρκετά αποδεκτά	Πολύ αποδεκτά	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Από τους φίλους/ες σου

Καθόλου αποδεχτά	Όχι ιδιαίτερα αποδεκτά	Λίγο αποδεκτά	Αρκετά αποδεκτά	Πολύ αποδεκτά	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Από τους συμμαθητές/τρίες σου

Καθόλου αποδεχτά	Όχι ιδιαίτερα αποδεκτά	Λίγο αποδεκτά	Αρκετά αποδεκτά	Πολύ αποδεκτά	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Β. Πόσο σημαντικό είναι για τους ακόλουθους να είναι φιλικοί προς τους Τουρκοκύπριους:

Για την οικογένεια σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Για τους δασκάλους/ες σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Για τους φίλους/ες σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Για τους συμμαθητές/τρίες σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Γ. Πόσο σημαντικό είναι να έχεις εσύ Τουρκοκύπριους φίλους/ες:

Για την οικογένεια σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Για τους δασκάλους/ες σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Για τους φίλους/ες σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Για τους συμμαθητές/τρίες σου

Καθόλου σημαντικό	Όχι ιδιαίτερα σημαντικό	Λίγο σημαντικό	Αρκετά σημαντικό	Πολύ σημαντικό	Δεν Ξέρω/ Δεν απαντώ
1	2	3	4	5	99

Mackie, Moneti, Denny, & Shakya, 2012

7η ΕΝΟΤΗΤΑ

Στις πιο κάτω ερωτήσεις, παρακαλώ κύκλωσε την απάντηση που θέλεις εσύ

A1. Υπακούω πάντοτε ακόμα και αν δεν συμφωνώ με αυτά που μου λένε οι γονείς μου

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

A2. Υπακούω πάντοτε ακόμα και αν δεν συμφωνώ με αυτά που μου λένε οι δάσκαλοι/ες μου

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

B1. Οι απόψεις των γονιών μου είναι πάντα σωστές γιατί είναι μεγαλύτεροι από εμένα

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

B2. Οι απόψεις των δασκάλων μου είναι πάντα σωστές γιατί είναι μεγαλύτεροι από εμένα

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Γ1. Υπακούω στους γονείς μου γιατί αν δεν το κάνω θα με τιμωρήσουν

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Γ2. Υπακούω στους δασκάλους μου γιατί αν δεν το κάνω θα με τιμωρήσουν

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Δ1. Όταν μου λένε κάτι οι φίλοι/ες μου το πιστεύω αμέσως γιατί είναι φίλοι /ες μου.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Δ2. Όταν μου λένε κάτι οι συμμαθητές/τρίες μου το πιστεύω αμέσως γιατί είναι συμμαθητές μου.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

E1. Όταν παίζουμε στο παιχνίδι, και αλλάξουν τους κανόνες οι φίλοι/ες μου, το δέχομαι χωρίς αντίρρηση

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

E2. Όταν παίζουμε στο παιχνίδι, και αλλάξουν τους κανόνες οι συμμαθητές/τρίες μου, το δέχομαι χωρίς αντίρρηση

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

ΣΤ1. Εάν μου πούνε οι φίλοι/ες μου να κάνω κάτι και δεν συμφωνώ μαζί τους, θα το κάνω γιατί διαφορετικά δεν θα με κάνουν παρέα.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

ΣΤ2. Εάν μου πούνε οι συμμαθητές/τρίες μου να κάνω κάτι και δεν συμφωνώ μαζί τους, θα το κάνω γιατί διαφορετικά δεν θα με κάνουν παρέα.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Z1. Κάνω ότι μου λένε οι γονείς μου γιατί μου εξηγούν τι είναι σωστό και τι είναι λάθος και όχι γιατί απλά το είπαν.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Z2. Κάνω ότι μου λένε οι δάσκαλοι/ες μου γιατί μου εξηγούν τι είναι σωστό και τι είναι λάθος και όχι γιατί απλά το είπαν.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

H1. Ότι πουν οι γονείς μου δεν είναι πάντα σωστό.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

H2. Ότι πουν οι δάσκαλοι μου δεν είναι πάντα σωστό.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Θ1. Δεν κάνω πάντα αυτό που μου λένε οι φίλοι/ες μου γιατί θέλω να ξέρω πρώτα αν είναι σωστό.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

Θ2. Δεν κάνω πάντα αυτό που μου λένε οι συμμαθητές/τρίες μου γιατί θέλω να ξέρω πρώτα αν είναι σωστό.

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

I1. Όταν παίζουμε παιχνίδια και αλλάξουν τους κανόνες οι φίλοι/ες μου θέλω να ξέρω γιατί

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

I2. Όταν παίζουμε παιχνίδια και αλλάξουν τους κανόνες οι συμμαθητές/τρίες μου θέλω να ξέρω γιατί

Διαφωνώ απόλυτα	Διαφωνώ	Διαφωνώ κάπως	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ κάπως	Συμφωνώ	Συμφωνώ απόλυτα	Δεν ξέρω/Δεν απαντώ
1	2	3	4	5	6	7	99

8η ΕΝΟΤΗΤΑ

Οδηγίες: Πιο κάτω, υπάρχουν μισοσυμπληρωμένες προτάσεις. Σε παρακαλώ, αφότου έχεις ακούσει την ιστορία από τον ερευνητή, προσπάθησε να βάλεις το όνομα του παιδιού, που πιστεύεις ότι διέπραξε την ανάλογη πράξη. Προσπάθησε να συμπληρώσεις όσες περισσότερες μπορείς. Αν δεν θυμάσαι το όνομα σε κάποιες προτάσεις, δεν πειράζει, βάλε το όνομα σε αυτές που θυμάσαι.

ΗΜΙΤΕΛΕΙΣ ΠΡΟΤΑΣΕΙΣ

1. 1………………………………………………………έτρεξε πραγματικά γρήγορα.

2. …………………………………………………είπε μια προσευχή στον Θεό.

3. ……………………………………μύριζε άσχημα.

4. ………………………………………………ήταν επιθετικό.

5. ……………………………………………πίστευε ότι ήταν καλύτερος από τον φίλο του.

6. ……………………………………εργάστηκε σκληρά.

7. ………………………………………του αρέσει να είναι με την οικογένεια του.

8. ………………………………………του αρέσει να κάνει πράγματα μόνος του.

9. …………………………………………ήταν τσιγκούνης και δεν μοιραζόταν.

10. …………………………………………ήταν πολύ άπληστος (τα ήθελε όλα δικά του)

11. …………………………………………ήταν πολύ ευγενικός

12. …………………………………………ήταν διπλοπρόσωπος (δεν έλεγε την αλήθεια στον φίλο του)

13. ……………………………………………ήταν σεμνός (δεν καυχιόταν για τον εαυτό του)

14. ……………………………………………χόρεψε πολύ καλά

15. …………………………………………ήταν πολύ φωνακλάς (φώναζε πολύ)

16. …………………………………………ήταν ψυχρός απέναντι στον φίλο/η του

APPENDIX VIII Cognitive Questionnaire-Greek Version

<u>**ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ Β΄ΔΗΜΟΤΙΚΟΥ & Ε΄ΔΗΜΟΤΙΚΟΥ**</u>

Ηλικία:

Φύλο:

Επάγγελμα πατέρα:

Επάγγελμα μητέρας:

Ημερομηνία γέννησης:

Τάξη & Τμήμα:

Σχολείο:

<u>**ΟΔΗΓΙΕΣ:**</u> Σε αυτό το ερωτηματολόγιο υπάρχουν διάφορες ασκήσεις. Αυτές οι ασκήσεις, αποτελούνται από διάφορες εικόνες. Μια από αυτές τις εικόνες είναι και η σωστή απάντηση. Στην αρχή, υπάρχει μια λυμένη άσκηση (παράδειγμα), για να σε βοηθήσει. Στο παράδειγμα, η σωστή απάντηση έχει σημειωθεί με μια γραμμή στο κάτω μέρος του γράμματος που την αντιπροσωπεύει (εικόνα Β) Προσπάθησε να τις απαντήσεις όλες ακόμα και αν δεν είσαι σίγουρος για την απάντηση, τραβώντας μια γραμμή κάτω από την απάντηση που πιστεύεις ότι είναι η σωστή.

<u>**ΠΑΡΑΔΕΙΓΜΑ**</u>

Εδώ υπάρχουν 3 στήλες.

Βάζουμε τις στήλες από την μεγάλη στην μικρή. Πως μοιάζουν;

A   **B**   Γ   Δ

1.

Εδώ υπάρχουν 4 στήλες.

Παρατάσσουμε τις στήλες από την μεγάλη στην μικρή. Πως μοιάζουν;

A   B   Γ   Δ

2.

Εδώ υπάρχουν 5 στήλες

Παρατάσσουμε τις στήλες από την μεγάλη στην μικρή. Πως μοιάζουν;

A   B   Γ   Δ

3.

Εδώ είναι 5 μπάλες.

Παρατάσσουμε τις μπάλες από την μεγάλη στην μικρή. Πως μοιάζουν;

4.

Εδώ είναι 5 στήλες.

Όταν οι στήλες είναι παρατασόμενες από την μεγαλύτερη στη μικρότερη ποια είναι η σωστή σειρά;

Α

Β

Γ

Δ

ΠΑΡΑΔΕΙΓΜΑ

Έχουμε πολλές διαφορετικές ομάδες από σχήματα όπως αυτά.

Αυτά τα σχήματα πηγαίνουν σε αυτόν τον κύκλο.

Αυτά τα σχήματα πηγαίνουν σε αυτόν τον κύκλο.

Βάζουμε τους κύκλους μαζί με αυτόν τον τρόπο.

Ποιο μπλοκ ανήκει στην μέση;

| A | B | Γ | Δ |

5.

Εδώ είναι δύο κύκλοι.

Ποιο σχήμα ανήκει στην μέση;

| A | B | Γ | Δ |

6.

Εδώ είναι δύο κύκλοι.

Ποιο σχήμα ανήκει σε αυτόν τον κύκλο;

| A | B | Γ | Δ |

7.

Εδώ είναι δύο κύκλοι.

Ποια σχήματα ανήκουν στη μέση;

A   B   Γ   Δ

8.

Εδώ είναι τρείς κύκλοι.

Ποιο σχήμα ανήκει στο μέσο;

Α   Β   Γ   Δ

ΠΑΡΑΔΕΙΓΜΑ

Εδώ είναι πολλοί άνθρωποι. Είναι 5 κορίτσια, 3 αγόρια, 4 πατεράδες και 2 μητέρες. Κοίταξε την εικόνα.

Ποια πρόταση είναι σωστή;

Α. Υπάρχουν περισσότερα αγόρια παρά κορίτσια.

Β. Υπάρχουν περισσότεροι ενήλικες παρά παιδιά.

Γ. Υπάρχουν περισσότερα παιδιά, παρά ενήλικες

Δ. Υπάρχουν περισσότερες μητέρες παρά πατεράδες.

9. Κοίταξε στην εικόνα πιο πάνω. Ποια πρόταση είναι η σωστή;

Α. Υπάρχουν περισσότεροι πατεράδες παρά ενήλικες

Β. Υπάρχουν περισσότερες μητέρες παρά πατεράδες

Γ. Υπάρχουν περισσότεροι πατεράδες παρά κορίτσια

Δ. Υπάρχουν περισσότεροι ενήλικες παρά πατεράδες.

10. Κοίταξε στην εικόνα πιο πάνω. Ποια πρόταση είναι η σωστή;

Α. Υπάρχουν περισσότερες μητέρες παρά πατέρες

Β. Υπάρχουν τόσοι πατέρες όσο και οι ενήλικες άνδρες

Γ. Υπάρχουν περισσότεροι πατέρες παρά ενήλικες άνδρες

Δ. Υπάρχουν περισσότεροι ενήλικες άνδρες παρά πατέρες

11.

Κοίταξε στην εικόνα πιο πάνω. Ποια πρόταση είναι η σωστή;

Α. Υπάρχουν περισσότερα αγόρια παρά κορίτσια

Β. Υπάρχουν περισσότερα κορίτσια παρά παιδιά

Γ. Υπάρχει ο ίδιος αριθμός κοριτσιών όπως και παιδιών

Δ. Υπάρχουν περισσότερα παιδιά παρά κορίτσια

12.

 Κοίταξε στην εικόνα πιο πάνω. Ποια πρόταση είναι η σωστή;

Α. Υπάρχουν περισσότερα παιδιά παρά άνθρωποι.

Β. Υπάρχουν περισσότεροι άνθρωποι παρά παιδιά

Γ. Υπάρχουν τόσα παιδιά όσο και άνθρωποι

Δ. Υπάρχουν περισσότεροι πατέρες παρά παιδιά.

ΠΑΡΑΔΕΙΓΜΑ

Κοίτα αυτά τα τρία αγόρια

ΔΗΜΗΤΡΗΣ   ΒΑΣΙΛΗΣ   ΣΤΕΛΙΟΣ

Ποία πρόταση είναι η σωστή;

Α. Ο Δημήτρης είναι μεγαλύτερος από τον Βασίλη

Β. <u>Ο Βασίλης είναι μεγαλύτερος από τον Δημήτρη</u>

Γ. Ο Στέλιος είναι μεγαλύτερος από τον Βασίλη

Δ. Ο Δημήτρης είναι μεγαλύτερος από τον Στέλιο

13.

Τώρα φαντάσου ότι ο:

Ο Λοΐζος είναι μεγαλύτερος από τον Φώτη

Ο Φώτης είναι μεγαλύτερος από τον Τάσο

Ποια πρόταση είναι σωστή;

Α. Ο Τάσος είναι μεγαλύτερος από τον Φώτη

Β. Ο Λοΐζος είναι μεγαλύτερος από τον Τάσο

Γ. Ο Φώτης είναι μεγαλύτερος από τον Λοΐζο

Δ. Ο Τάσος είναι μεγαλύτερος από τον Λοΐζο

14.

Τώρα φαντάσου ότι ο:

Ο Έκτορας είναι μεγαλύτερος από τον Βίκτωρα

Ο Γιάννης δεν είναι τόσο μεγάλος όσο ο Βίκτωρας

Ποια πρόταση είναι σωστή;

Α. Ο Γιάννης είναι μεγαλύτερος από τον Έκτορα

Β. Ο Γιάννης είναι μεγαλύτερος από τον Βίκτωρα

Γ. Ο Βίκτωρας είναι μεγαλύτερος από τον Έκτορα

Δ. Ο Έκτορας είναι μεγαλύτερος από τον Γιάννη

15.

Τώρα φαντάσου ότι ο:

Ο Δημήτρης δεν είναι τόσο μεγάλος όσο ο Θωμάς

Ο Βασίλης δεν είναι τόσο μεγάλος όσο ο Δημήτρης

Ποια πρόταση είναι σωστή;

Α. Ο Βασίλης είναι μεγαλύτερος από τον Θωμά

Β. Ο Βασίλης είναι μεγαλύτερος από τον Δημήτρη

Γ. Ο Θωμάς είναι μεγαλύτερος από τον Βασίλη

Δ. Ο Δημήτρης είναι μεγαλύτερος από τον Θωμά

16.

Τώρα φαντάσου ότι ο:

Ο Τάσος είναι μεγαλύτερος από τον Αντώνη

Ο Αντώνης είναι μεγαλύτερος από τον Ρένο

Ο Δημήτρης είναι μεγαλύτερος από τον Τάσο

Ποια πρόταση είναι σωστή;

Α. Ο Ρένος είναι μεγαλύτερος από τον Τάσο

Β. Ο Δημήτρης είναι μεγαλύτερος από τον Αντώνη

Γ. Ο Ρένος είναι μεγαλύτερος από τον Δημήτρη

Δ. Ο Αντώνης είναι μεγαλύτερος από τον Δημήτρη

ΕΡΩΤΗΣΗ 2 (Κοινή ερώτηση για όλες τις ηλικιακές ομάδες)

Κάποτε υπήρχε ένα μικρό αγόρι το οποίο ονομαζόταν Ιωάννης. Βρισκόταν στο δωμάτιο του και η μητέρα του, τον φώναξε για το δείπνο. Ανοίγει την πόρτα στην σαλοτραπεζαρία αλλά πίσω από την πόρτα, υπάρχει ένας δίσκος με 6 φλυτζάνια. Ο Ιωάννης δεν ήταν σε θέση να γνωρίζει ότι ο δίσκος ήταν πίσω από την πόρτα. Άνοιξε την πόρτα, χτύπησε τον δίσκο, και τα έξι φλυτζάνια έσπασαν στο έδαφος.

Κάποτε υπήρχε ένα μικρό αγόρι το οποίο ονομαζόταν Δημήτρης. Μια μέρα, όταν η μητέρα του ήταν εκτός του σπιτιού, προσπάθησε να πάρει κάποια γλυκά από το ντουλάπι. Σκαρφάλωσε σε μια καρέκλα και άπλωσε τα χέρια του. Όμως τα γλυκά ήταν πολύ ψηλά και δεν μπορούσε να τα φτάσει. Ενώ προσπαθούσε να τα πιάσει, χτύπησε πάνω σε ένα φλιτζάνι, έπεσε και έσπασε. (Piaget, 1932)

Κύκλωσε την απάντηση που πιστεύεις εσύ ότι είναι σωστή

Α. Ο Ιωάννης είναι πιο άτακτος.
Β. Ο Δημήτρης είναι πιο άτακτος.
Γ. Ο Ιωάννης και ο Δημήτρης είναι το ίδιο άτακτοι.

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ Β΄ ΓΥΜΝΑΣΙΟΥ & Β' ΛΥΚΕΙΟΥ

Ηλικία:

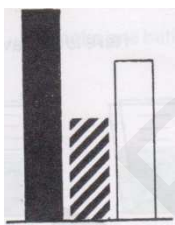Φύλο:

Επάγγελμα πατέρα:

Επάγγελμα μητέρας:

Ημερομηνία γέννησης:
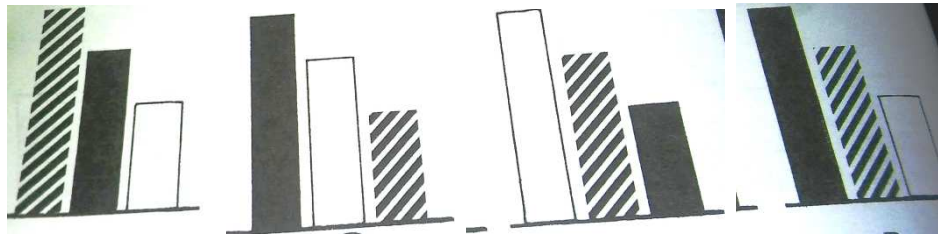
Τάξη & Τμήμα:

Σχολείο:

ΟΔΗΓΙΕΣ: Σε αυτό το ερωτηματολόγιο υπάρχουν διάφορες ασκήσεις. Αυτές οι ασκήσεις, αποτελούνται από διάφορες εικόνες. Μια από αυτές τις εικόνες είναι και η σωστή απάντηση. Στην αρχή, υπάρχει μια λυμένη άσκηση (παράδειγμα), για να σε βοηθήσει. Στο παράδειγμα, η σωστή απάντηση έχει σημειωθεί με μια γραμμή στο κάτω μέρος του γράμματος που την αντιπροσωπεύει (εικόνα Β) Προσπάθησε να τις απαντήσεις όλες ακόμα και αν δεν είσαι σίγουρος για την απάντηση, τραβώντας μια γραμμή κάτω από την απάντηση που πιστεύεις ότι είναι η σωστή.

ΠΑΡΑΔΕΙΓΜΑ

Εδώ υπάρχουν 3 στήλες.

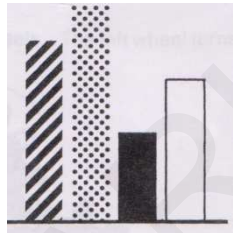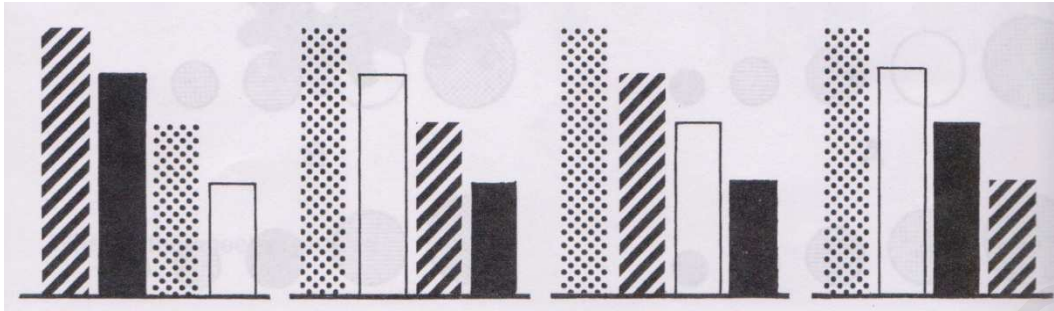Βάζουμε τις στήλες από την μεγάλη στην μικρή. Πως μοιάζουν;

A   **B**   Γ   Δ

1.

Εδώ υπάρχουν 4 στήλες.

Παρατάσσουμε τις στήλες από την μεγάλη στην μικρή. Πως μοιάζουν;
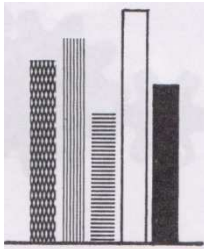

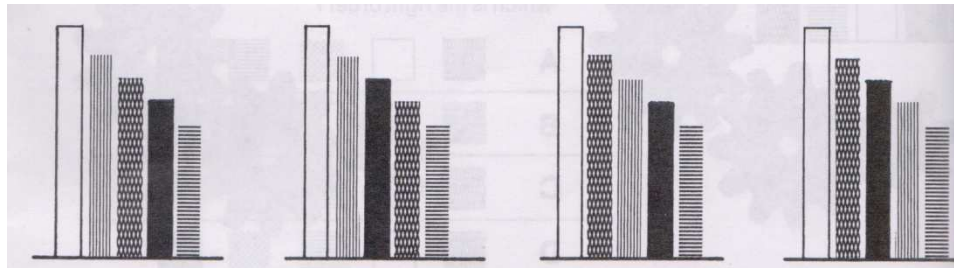A   B   Γ   Δ

2.

Εδώ υπάρχουν 5 στήλες

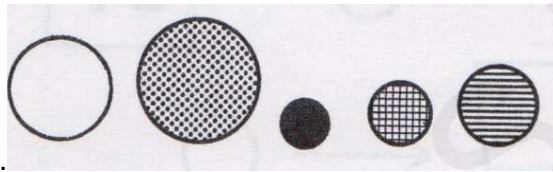Παρατάσσουμε τις στήλες από την μεγάλη στην μικρή. Πως μοιάζουν;
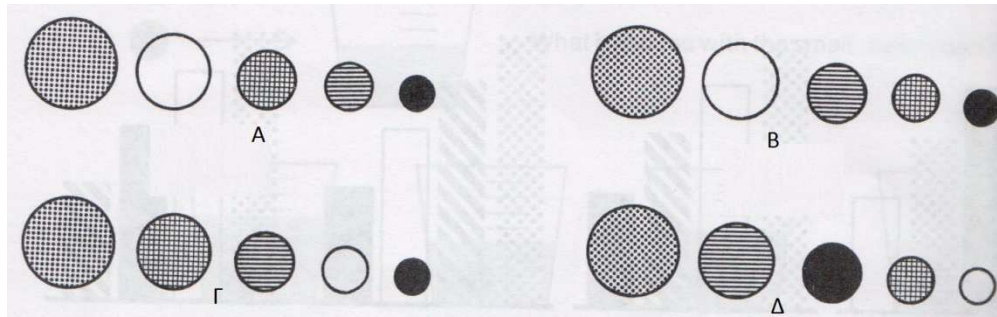
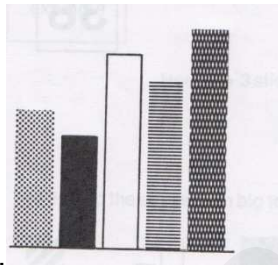A   B   Γ   Δ

3.

Εδώ είναι 5 μπάλες.

Παρατάσσουμε τις μπάλες από την μεγάλη στην μικρή. Πως μοιάζουν;

4.

Εδώ είναι 5 στήλες.

Όταν οι στήλες είναι παρατασόμενες από την μεγαλύτερη στη μικρότερη ποια είναι η σωστή σειρά;

A

B

Γ

Δ

ΠΑΡΑΔΕΙΓΜΑ

Έχουμε πολλές διαφορετικές ομάδες από σχήματα όπως αυτά.

Αυτά τα σχήματα πηγαίνουν σε αυτόν τον κύκλο.

Αυτά τα σχήματα πηγαίνουν σε αυτόν τον κύκλο.

Βάζουμε τους κύκλους μαζί με αυτόν τον τρόπο.

Ποιο μπλοκ ανήκει στην μέση;

| A | B | Γ | Δ |

5.

Εδώ είναι δύο κύκλοι.

Ποιο σχήμα ανήκει στην μέση;

Α	Β	Γ	Δ

6.

Εδώ είναι δύο κύκλοι.

Ποιο σχήμα ανήκει σε αυτόν τον κύκλο;

Α	Β	Γ	Δ

7.

Εδώ είναι δύο κύκλοι.

Ποια σχήματα ανήκουν στη μέση;

A   B   Γ   Δ

8.

Εδώ είναι τρεις κύκλοι.

Ποιο σχήμα ανήκει στο μέσο;

A   B   Γ   Δ

ΠΑΡΑΔΕΙΓΜΑ

Εδώ είναι πολλοί άνθρωποι. Είναι 5 κορίτσια, 3 αγόρια, 4 πατεράδες και 2 μητέρες. Κοίταξε την εικόνα.

Ποια πρόταση είναι σωστή;

Α. Υπάρχουν περισσότερα αγόρια παρά κορίτσια.

Β. Υπάρχουν περισσότεροι ενήλικες παρά παιδιά.

Γ. Υπάρχουν περισσότερα παιδιά, παρά ενήλικες

Δ. Υπάρχουν περισσότερες μητέρες παρά πατεράδες.

9.

Κοίταξε στην εικόνα πιο πάνω. Ποια πρόταση είναι η σωστή;

Α. Υπάρχουν περισσότεροι πατεράδες παρά ενήλικες

Β. Υπάρχουν περισσότερες μητέρες παρά πατεράδες

Γ. Υπάρχουν περισσότεροι πατεράδες παρά κορίτσια

Δ. Υπάρχουν περισσότεροι ενήλικες παρά πατεράδες.

10.

Κοίταξε στην εικόνα πιο πάνω. Ποια πρόταση είναι η σωστή;

Α. Υπάρχουν περισσότερες μητέρες παρά πατέρες

Β. Υπάρχουν τόσοι πατέρες όσο και οι ενήλικες άνδρες

Γ. Υπάρχουν περισσότεροι πατέρες παρά ενήλικες άνδρες

Δ. Υπάρχουν περισσότεροι ενήλικες άνδρες παρά πατέρες

11.

Κοίταξε στην εικόνα πιο πάνω. Ποια πρόταση είναι η σωστή;

Α. Υπάρχουν περισσότερα αγόρια παρά κορίτσια

Β. Υπάρχουν περισσότερα κορίτσια παρά παιδιά

Γ. Υπάρχει ο ίδιος αριθμός κοριτσιών όπως και παιδιών

Δ. Υπάρχουν περισσότερα παιδιά παρά κορίτσια

12.

 Κοίταξε στην εικόνα πιο πάνω. Ποια πρόταση είναι η σωστή;

Α. Υπάρχουν περισσότερα παιδιά παρά άνθρωποι.

Β. Υπάρχουν περισσότεροι άνθρωποι παρά παιδιά

Γ. Υπάρχουν τόσα παιδιά όσο και άνθρωποι

Δ. Υπάρχουν περισσότεροι πατέρες παρά παιδιά.

Κοίτα αυτά τα τρία αγόρια

ΔΗΜΗΤΡΗΣ   ΒΑΣΙΛΗΣ   ΣΤΕΛΙΟΣ

Ποία πρόταση είναι η σωστή;

Α. Ο Δημήτρης είναι μεγαλύτερος από τον Βασίλη

Β. <u>Ο Βασίλης είναι μεγαλύτερος από τον Δημήτρη</u>

Γ. Ο Στέλιος είναι μεγαλύτερος από τον Βασίλη

Δ. Ο Δημήτρης είναι μεγαλύτερος από τον Στέλιο

13.

Τώρα φαντάσου ότι ο:

Ο Λοΐζος είναι μεγαλύτερος από τον Φώτη

Ο Φώτης είναι μεγαλύτερος από τον Τάσο

Ποια πρόταση είναι σωστή;

Α. Ο Τάσος είναι μεγαλύτερος από τον Φώτη

Β. Ο Λοΐζος είναι μεγαλύτερος από τον Τάσο

Γ. Ο Φώτης είναι μεγαλύτερος από τον Λοΐζο

Δ. Ο Τάσος είναι μεγαλύτερος από τον Λοΐζο

14.

Τώρα φαντάσου ότι ο:

Ο Έκτορας είναι μεγαλύτερος από τον Βίκτωρα

Ο Γιάννης δεν είναι τόσο μεγάλος όσο ο Βίκτωρας

Ποια πρόταση είναι σωστή;

Α. Ο Γιάννης είναι μεγαλύτερος από τον Έκτορα

Β. Ο Γιάννης είναι μεγαλύτερος από τον Βίκτωρα

Γ. Ο Βίκτωρας είναι μεγαλύτερος από τον Έκτορα

Δ. Ο Έκτορας είναι μεγαλύτερος από τον Γιάννη

15.

Τώρα φαντάσου ότι ο:

Ο   Δημήτρης δεν είναι τόσο μεγάλος όσο ο Θωμάς

Ο Βασίλης δεν είναι τόσο μεγάλος όσο ο Δημήτρης

Ποια πρόταση είναι σωστή;

Α. Ο Βασίλης είναι μεγαλύτερος από τον Θωμά

Β. Ο Βασίλης είναι μεγαλύτερος από τον Δημήτρη

Γ. Ο Θωμάς είναι μεγαλύτερος από τον Βασίλη

Δ. Ο Δημήτρης είναι μεγαλύτερος από τον Θωμά

16.

Τώρα φαντάσου ότι ο:

Ο Τάσος είναι μεγαλύτερος από τον Αντώνη

Ο Αντώνης είναι μεγαλύτερος από τον Ρένο

Ο Δημήτρης είναι μεγαλύτερος από τον Τάσο

Ποια πρόταση είναι σωστή;

Α. Ο Ρένος είναι μεγαλύτερος από τον Τάσο

Β. Ο Δημήτρης είναι μεγαλύτερος από τον Αντώνη

Γ. Ο Ρένος είναι μεγαλύτερος από τον Δημήτρη

Δ. Ο Αντώνης είναι μεγαλύτερος από τον Δημήτρη

ΕΡΩΤΗΣΗ 1 (Γνωστικές δεξιότητες για 3ᴴ και 4ⁿ ηλικιακή ομάδα)

Στις έρευνες που γίνονται για την θεραπεία της ισχιαλγίας παρατηρήθηκε σοβαρή βελτίωση όταν δόθηκαν ΜΑΖΙ τρία φάρμακα: το αλκονίλ, το μυονίλ και το ηρεμίλ. Τρεις ερευνητές έχουν διαφορετικές απόψεις για την αιτία βελτίωσης.

Ο Δρ. Κωνσταντίνου υποστήριξε ότι στην πραγματικότητα η βελτίωση οφείλεται σε ΕΝΑ ΜΟΝΟ από τα τρία φάρμακα, το αλκονίλ.

Ο Δρ. Γεωργίου υποστήριξε ότι η βελτίωση οφείλεται στο ΣΥΝΔΥΑΣΜΟ ΔΥΟ φαρμάκων, του αλκονίλ και στου μυονίλ.

Ο Δρ. Ανδρέου υποστήριξε ότι η βελτίωση οφείλεται σε μια ουσία την μυοχαλίνη η οποία βρίσκεται και στο αλκονίλ και στο μυονίλ.

Παρακάτω να επιλέξεις τι θα έπρεπε να βρει ο ερευνητής για να αποδείξει ότι η υπόθεση του είναι σωστή.

Για να αποδείξει ότι έχει δίκαιο ο Δρ. Ανδρέου, θα έπρεπε:
Α) να δώσει το ηρεμίλ και το μυονίλ αφού προηγουμένως αφαιρέσει από μέσα την   μυοχαλίνη και να μη βρει βελτίωση
Β) να δώσει μόνο μυοχαλίνη και να βρει βελτίωση
Γ) να δώσει το αλκονίλ μαζί με το μυονίλ και να βρει βελτίωση
Δ) να δώσει μόνο το ηρεμίλ και να μη βρει βελτίωση

ΕΡΩΤΗΣΗ 2 (Κοινή ερώτηση για όλες τις ηλικιακές ομάδες)

Κάποτε υπήρχε ένα μικρό αγόρι το οποίο ονομαζόταν Ιωάννης. Βρισκόταν στο δωμάτιο του και η μητέρα του, τον φώναξε για το δείπνο. Ανοίγει την πόρτα στην σαλοτραπεζαρία αλλά πίσω από την πόρτα, υπάρχει ένας δίσκος με 6 φλυτζάνια. Ο Ιωάννης δεν ήταν σε θέση να γνωρίζει ότι ο δίσκος ήταν πίσω από την πόρτα. Άνοιξε την πόρτα, χτύπησε τον δίσκο, και τα έξι φλυτζάνια έσπασαν στο έδαφος.

Κάποτε υπήρχε ένα μικρό αγόρι το οποίο ονομαζόταν Δημήτρης. Μια μέρα, όταν η μητέρα του ήταν εκτός του σπιτιού, προσπάθησε να πάρει κάποια γλυκά από το ντουλάπι. Σκαρφάλωσε σε μια καρέκλα και άπλωσε τα χέρια του. Όμως τα γλυκά ήταν πολύ ψηλά και δεν μπορούσε να τα φτάσει. Ενώ προσπαθούσε να τα πιάσει, χτύπησε πάνω σε ένα φλιτζάνι, έπεσε και έσπασε. (Piaget, 1932)

Κύκλωσε την απάντηση που πιστεύεις εσύ ότι είναι σωστή

Α. Ο Ιωάννης είναι πιο άτακτος.
Β. Ο Δημήτρης είναι πιο άτακτος.
Γ. Ο Ιωάννης και ο Δημήτρης είναι το ίδιο άτακτοι.

APPENDIX IX: Psychosocial Questionnaire-English Version

Questionnaire: 2nd Grade Primary School

Age:

Gender:

Fathers 'occupation:

Mother's occupation:

Date of Birth:

Class:

School:

What is the level of education your mother has (or your stepmother or guardian)? Choose only one sentence.	What is your father's level of education (or your stepmother or guardian)? Choose only one sentence.
Did not finished the elementary school	Did not finished the elementary school
Studied or graduated from elementary school	Studied or graduated elementary school
Studied or graduated from high school	Studied or graduated from high school
Studied or graduated from high school/vocational school	Studied or graduated from high school/vocational school
Studied to tertiary school after secondary studies (ie Cyprus institute of technology)	Studied to tertiary school after secondary studies (ie Cyprus institute of technology)

Completed undergraduate studies	Completed undergraduate studies
Completed graduate studies	Completed graduate studies
I don't know	I don't know

- Your father comes from:

... Cyprus

…Other country: _____

- Your mother comes from:

... Cyprus …

Other country: _____

Complete with ✓ your origin

Greek Cypriots   **.......**

Turkish Cypriots   **.......**

Armenians   **.......**

Maronites   **.......**

Latin: **.......**

Other :   _____

In this questionnaire there are questions concerning your feelings towards people with migrant background, Greek-Cypriots, Turkish Cypriots, as well as your relationships with your parents, teachers, classmates and peers. Kindly answer all the questions.

SECTION 1:

1. How do you feel towards Greek Cypriot children?

Excessively	Extremely	Very	Quite	Slightly	Neither positive or negative feelings	Slightly	Quite	Very	Extremely	Excessively
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°

Negative

Positive

2. How do you feel towards Turkish Cypriot children?

Excessively	Extremely	Very	Quite	Slightly	Neither positive or negative feelings	Slightly	Quite	Very	Extremely	Excessively
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Negative										Positive

3. How do you feel towards Turkish children?

Excessively	Extremely	Very	Quite	Slightly	Neither positive or negative feelings	Slightly	Quite	Very	Extremely	Excessively
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Negative										Positive

4. How do you feel towards children from Germany?

Excessively	Extremely	Very	Quite	Slightly	Neither positive or negative feelings	Slightly	Quite	Very	Extremely	Excessively
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Negative										Positive

5. How do you feel towards children from Poland?

Excessively	Extremely	Very	Quite	Slightly	Neither positive or negative feelings	Extremely	Quite	Very	Immensely	Excessively
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Negative										Positive

6. How do you feel towards children from Pakistan?

Excessively	Extremely	Very	Quite	Slightly	Neither positive or negative feelings	Slightly	Quite	Very	Extremely	Excessively
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Negative										Positive

7. Do you think that you can socialize with children coming from:

A. Turkish Cypriot community:

Definitely no	No	Probably not	Neither Yes nor No	Probably yes	Yes	Definitely yes
1	2	3	4	5	6	7

B. Turkish community:

Definitely no	No	Probably not	Neither Yes nor No	Probably yes	Yes	Definitely yes
1	2	3	4	5	6	7

C. From other countries outside Cyprus:

Definitely no	No	Probably not	Neither Yes nor No	Probably yes	Yes	Definitely yes
1	2	3	4	5	6	7

SECTION II

1. Which of the following identities would you use to describe yourself? Put √ on the identity you would use to describe yourself.

Cypriot	
Cypriot/ Greek	
Greek Cypriot	
Greek from Cyprus	
Greek	
Other	
(I will not answer/ I don't know)	

SECTION III

1. Please circle your agreement or disagreement with each of the following suggestions.

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	I do not know/ I do not answer
A	Overall, I'm happy to be a Greek Cypriot	1	2	3	4	5	99
B	I often wish I was not a Greek Cypriot	1	2	3	4	5	99
C	I am proud to be a Greek Cypriot	1	2	3	4	5	99
D	Being a Greek Cypriot is the most important part of who / who I am	1	2	3	4	5	99
E	My subgroup identification (the fact that I am a Greek Cypriot) can be modified.	1	2	3	4	5	99

SECTION IV

Circle the answer that best describes your attitude towards people coming from the outgroup

	Every day	Once a week	Once in a month	Once a year	Never	I do not know / I do not answer
1. There is a group of Turkish Cypriot children coming to visit my home.	1	2	3	4	5	99
2. I visit the Turkish Cypriots in the occupied areas with my parents.	1	2	3	4	5	99
3. I communicate with Turkish Cypriots via email / phone.	1	2	3	4	5	99
4. I play with Turkish Cypriot children in the neighborhood.	1	2	3	4	5	99
5. I meet Turkish Cypriots when I go for shopping.	1	2	3	4	5	99
6. I see Turkish Cypriots in my neighborhood.	1	2	3	4	5	99
7. I met with a Turkish Cypriot boy or Turkish Cypriot girl	1	2	3	4	5	99
8. It happened to talk to a Turkish Cypriot boy or a Turkish Cypriot girl	1	2	3	4	5	99

SECTION V:

In the following question, please answer whether you agree or disagree with the following suggestions.

	I strongly disagree	Disagree	Neither disagree nor agree	I agree	Strongly Agree	I do not know/I do not answer
1.Our traditions are threatened by Turkish Cypriots	1	2	3	4	5	99
2.Greek Cypriots are very different from Turkish Cypriots concerning the way of thinking	1	2	3	4	5	99
3.Turkish Cypriot workers "steal" the jobs of Greek Cypriots	1	2	3	4	5	99
4.The Turkish Cypriots are very similar to the Greek Cypriots concerning their way of dressing	1	2	3	4	5	99
5.Turkish Cypriots can govern Cyprus together with Greek Cypriots	1	2	3	4	5	99
6.The Greek Cypriot economy will be improved if Greek Cypriots cooperate with Turkish Cypriots	1	2	3	4	5	99

SECTION VI:

In the following questions, you should bring to mind various groups of people and think how these groups represent Turkish Cypriots. Reply to the way you think your family, your teachers and your classmates represent Turkish Cypriots.

A. How acceptable are the negative comments or anecdotes about the Turkish Cypriots:

1. From your family members:

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

2. From your teachers

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

3. From your friends

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

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4. From your classmates

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

B. **.** How important it is for the following persons to be friendly to the Turkish Cypriots**:**

1. For your family members：

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

2. For your professors

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

3. For your friends

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

4. For your classmates

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

C. How important it is for the following persons to have Turkish Cypriot friends:

1. For your family

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

2. For your teachers

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

3. For your friends

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

4. For your classmates

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

Mackie, Moneti, Denny, & Shakya, 2012

SECTION VII

In the following questions, kindly circle the answer you want

A1. I always obey even if I do not agree with what my parents say

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

A2. I always obey even if I do not agree with what my teachers say

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

B1. My parents points of view, are always correct because they are older than me.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

B2. My teachers points of view are always correct because they are older than I am

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

C1. I obey to my parents because if I do not, they will punish me

Absolutely Disagree	Διαφωνώ Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

C2. I obey to my teachers because if I do not, they will punish me

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

D1. When they say something to me I believe it because they are my friends.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

D2. When they say something to me I believe it because they are my classmates.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

E1. When we play a game, and my friends change the rules, I accept it without objection

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

E2. When we play a game, and my classmates change the rules, I accept it without objection

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

F1. If my friends tell me to do something and I do not agree with them, I will do it because otherwise they will not be my friends.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

F2. If my classmates tell me to do something and I do not agree with them, I will do it because otherwise they will not talk to me.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

G1. I do what my parents tell me because they explain to me what is right and what is wrong.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

G2. I do what my classmates tell me because they explain to me what is right and what is wrong.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

H1. What my parents say is not always right

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

H2. What my teachers say is not always right

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

I1. I do not always do what my friends say, because I want to know first whether it is right.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

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I2. I do not always do what my classmates tell me because I want to know first whether it is right

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

J1. When we play games and my friends change the rules, I want to know the reason

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

J2. When we play games and my classmates change the rules, I want to know the reason

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

SECTION VII

Instructions: Below, there are semi-completed sentences. Please, after you've heard the story from the research assistant, try to write down the child's name, which you believe has committed the act. Try to fill in as many semi-completed sentences as you can. If you do not remember the name in some sentences, it does not matter; fill the name on the ones you remember.

SEMI-COMPLETED SENTENCES

1. …………………………………………………………..run really fast.

2. …………………………………………………………prayed to God.

3. …………………………………………..smell badly.

4. …………………………………………………..was agressive.

5. …………………………………………………..believed he was better than his friend.

6. ……………………………………………….worked hard.

7. …………………………………………………..liked to be with his family.

8. …………………………………………………..liked to do things by himself.

9. …………………………………………………………was stingy.

10. …………………………………………………………was very greedy (wanted everything for himself)

11. ………………………………………………………….was very kind

12. ………………………………………………………….was deceitful (did not tell the truth to his friend)

13. …………………………………………………………………was decent (was not bragging for himself)

14. ………………………………………………………………danced very well

15. ……………………………………………………….. was a yeller (yelled a lot)

16. …………………………………………………………..was hostile towards his friend

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Questionnaire: 5th Grade Primary School, 2nd Grade Junior High School and 2nd Grade Senior High School

Age:

Gender:

Fathers 'occupation:

Mother's occupation:

Date of Birth:

Class:

School:

What is the level of education your mother has (or your stepmother or guardian)? Choose only one sentence.	What is your father's level of education (or your stepmother or guardian)? Choose only one sentence.
Did not finish the elementary school	Did not finish the elementary school
Studied or graduated from elementary school	Studied or graduated from elementary school
Studied or graduated from high school	Studied or graduated from high school
Studied or graduated from high school/vocational school	Studied or graduated from high school/vocational school
Studied to tertiary school after secondary studies (ie Cyprus institute of technology)	Studied to tertiary school after secondary studies (ie Cyprus institute of technology)

Completed undergraduate studies	Completed undergraduate studies
Completed graduate studies	Completed graduate studies
I don't know	I don't know

- Your father comes from:

... Cyprus

…Other country: _____

- Your mother comes from:

... Cyprus …

Other country: _____

Complete with ✓ your origin

Greek Cypriots   **.......**

Turkish Cypriots   **.......**

Armenians   **.......**

Maronites   **.......**

Latin: **.......**

Other :   _____

In this questionnaire there are questions concerning your feelings towards people with migrant background, Greek-Cypriots, Turkish Cypriots, as well as your relationships with your parents, teachers, classmates and peers. Kindly answer all the questions.

SECTION I:

1. How do you feel towards Greek Cypriot children?

Excessively	Extremely	Very	Quite	Slightly	Neither positive or negative feelings	Slightly	Quite	Very	Extremely	Excessively
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Negative										Positive

2. How do you feel towards Turkish Cypriot children?

Excessively	Extremely	Very	Quite	Slightly	Neither positive or negative feelings	Slightly	Quite	Very	Extremely	Excessively
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Negative										Positive

3. How do you feel towards Turkish children?

Excessively	Immensely	Very	Quite	Slightly	Neither positive or negative feelings	Slightly	Quite	Very	Immensely	Excessively
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Negative										Positive

4. How do you feel towards children from Germany?

Excessively	Immensely	Very	Quite	Slightly	Neither positive or negative feelings	Slightly	Quite	Very	Immensely	Excessively
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Negative										Positive

5. How do you feel towards children from Poland?

Excessively	Immensely	Very	Quite	Slightly	Neither positive or negative feelings	Slightly	Quite	Very	Immensely	Excessively
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Negative										Positive

6. How do you feel towards children from Pakistan?

Excessively	Immensely	Very	Quite	Slightly	Neither positive or negative feelings	Slightly	Quite	Very	Immensely	Excessively
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
Negative										Positive

7. Do you think that you can socialize with children from:

A. Turkish Cypriot community:

Definitely no	No	Probably not	Neither Yes nor No	Probably yes	Yes	Definitely yes
1	2	3	4	5	6	7

B. Turkish community:

Definitely no	No	Probably not	Neither Yes nor No	Probably yes	Yes	Definitely yes
1	2	3	4	5	6	7

C. From other countries outside Cyprus:

Definitely no	No	Probably not	Neither Yes nor No	Probably yes	Yes	Definitely yes
1	2	3	4	5	6	7

SECTION II

1. Which of the following identities would you use to describe yourself? Put √ on the identity you would use to describe yourself.

Cypriot	
Cypriot/ Greek	
Greek Cypriot	
Greek from Cyprus	
Greek	
Other	
(I will not answer/ I don't know)	

SECTION III

1. Please circle your agreement or disagreement with each of the following suggestions.

		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	I do not know/ I do not answer
A	Overall, I'm happy to be a Greek Cypriot	1	2	3	4	5	99
B	I often wish I was not a Greek Cypriot	1	2	3	4	5	99
C	I am proud to be a Greek Cypriot	1	2	3	4	5	99
D	Being a Greek Cypriot is the most important part of who / who I am	1	2	3	4	5	99
E	My subgroup identification (the fact that I am a Greek Cypriot) can be modified.	1	2	3	4	5	99

SECTION IV

Circle the answer that you want.

	Every day	Once a week	Once in a month	Once a year	Never	I do not know / I do not know
1. There is a group of Turkish Cypriot children coming to visit my home.	1	2	3	4	5	99
2. I visit the Turkish Cypriots in the occupied areas with my parents.	1	2	3	4	5	99
3. I communicate with Turkish Cypriots via email / phone.	1	2	3	4	5	99
4. I play with Turkish Cypriot children in the neighborhood.	1	2	3	4	5	99
5. I meet Turkish Cypriots when I go for shopping.	1	2	3	4	5	99
6. I see Turkish Cypriots in my neighborhood.	1	2	3	4	5	99
7. I met with a Turkish Cypriot boy or Turkish Cypriot girl	1	2	3	4	5	99
8. It happened to talk to a Turkish Cypriot boy or a Turkish Cypriot girl	1	2	3	4	5	99

SECTION V:

In the following question, please answer whether you agree or disagree with the following suggestions.

	I strongly disagree	Disagree	Neither disagree nor agree	I agree	Strongly Agree	I do not know I do not answer
1.Our traditions are threatened by Turkish Cypriots	1	2	3	4	5	99
2.Greek Cypriots are very different from Turkish Cypriots concerning the way of thinking	1	2	3	4	5	99
3.Turkish Cypriot workers "steal" the jobs of the Greek Cypriots	1	2	3	4	5	99
4.The Turkish Cypriots are very similar to the Greek Cypriots concerning the way of dressing	1	2	3	4	5	99
5.Turkish Cypriots can govern Cyprus together with Greek Cypriots	1	2	3	4	5	99
6.The Greek Cypriot economy will be improved if Greek Cypriots cooperate with Turkish Cypriots	1	2	3	4	5	99

SECTION VI:

In the following questions, you should bring to mind various groups of people and think how these groups represent Turkish Cypriots. Reply to the way you think your family, your teachers and your classmates represent Turkish Cypriots.

A. How acceptable are the negative comments or anecdotes about the Turkish Cypriots**:**

      1.   From your family members:

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

    2. From your teachers

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

    3. From your friends

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

4. From your classmates

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

B. **.** How important it is for the following persons to be friendly to the Turkish Cypriots**:**

1For your family members：

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

2. For your teachers

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

3. For your friends

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

4. For your classmates

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

C. How important it is for the following persons to have Turkish Cypriot friends:

1. For your family

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

2. For your teachers

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

3. For your friends

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

4. For your classmates

Not at all acceptable	Not particularly acceptable	Not acceptable	Quite acceptable	Very acceptable	I do not know/ I do not answer
1	2	3	4	5	99

Mackie, Moneti, Denny, & Shakya, 2012

SECTION VII

In the following questions, kindly circle the answer you want

A1. I always obey even if I do not agree with what my parents say

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

A2. I always obey even if I do not agree with what my teachers say

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

B1. My parents points of view are always correct because they are older than me.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

B2. My teachers points of view are always correct because they are older than I am

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

C1. I obey to my parents because if I do not, they will punish me

Absolutely Disagree	Διαφωνώ Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

C2. I obey to my teachers because if I do not, they will punish me

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

D1. When they say something to me I believe it because they are my friends.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

D2. When they say something to me I believe it because they are my classmates.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

E1. When we play a game, and my friends change the rules, I accept it without objection

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

E2. When we play a game, and my classmates change the rules, I accept it without objection

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

F1. If my friends tell me to do something and I do not agree with them, I will do it because otherwise they will not be my friends.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

F2. If my classmates tell me to do something and I do not agree with them, I will do it because otherwise they will not talk to me.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

G1. I do what my parents tell me because they explain to me what is right and what is wrong.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

G2. I do what my classmates tell me because they explain to me what is right and what is wrong.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

H1. What my parents say is not always right

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

H2. What my teachers say is not always right

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

I1. I do not always do what my friends say, because I want to know first whether it is right.

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

I2. I do not always do what my classmates tell me because I want to know first whether it is right

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

J1. When we play games and my friends change rules, I want to know why

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

J2. When we play games and my classmates change the rules, I want to know why

Absolutely Disagree	Disagree	Somewhat Disagree	Neither disagree or agree	Somewhat Agree	Agree	Absolutely Agree	I do not know /I do not answer
1	2	3	4	5	6	7	99

SECTION VII

- Instructions: Below, there are semi-completed sentences. Please, after you've heard the story from the research assistant, try to write down the child's name, which you believe has committed the act. Try to fill in as many semi-completed sentences as you can. If you do not remember the name in some sentences, it does not matter; fill the name on the ones you remember.

SEMI-COMPLETED SENTENCES

1……………………………………………………..run really fast.

2……………………………………………………prayed to God.

3……………………………………………..smell badly.

4……………………………………………..was aggressive.

5…………………………………………..believed he was better than his friend.

6………………………………………….worked hard.

7…………………………………………..liked to be with his family.

8…………………………………………..liked to do things by himself.

9……………………………………………………was stingy

10……………………………………………………was very greedy (wanted everything for himself)

11…………………………………………………….was very kind

12…………………………………………………..was deceitful (did not tell the truth to his friend)

13……………………………………………………………was decent (was not bragging for himself)

14……………………………………………………………danced very well

15……………………………………………….. was a yeller (yelled a lot)

16…………………………………………………..was hostile towards his friend

APPENDIX X: Cognitive Questionnaire-English Version

 Cognitive Questionnaire (2nd and 5th Grade of Primary School)

Age:

Gender:

Father's occupation:

Mother's occupation:

Date of Birth

Class:

INSTRUCTIONS: There are several exercises in this questionnaire. These exercises consist of several pictures. One of these pictures is the right answer. In the beginning, there is a solved exercise (example) to help you. In the example, the correct answer is marked with a line at the bottom of the letter representing it (picture B) Try to answer all exercises, even though you are not sure of the answer, by drawing a line below the answer you think is correct.

Here are 3 sticks.

We line up the sticks from big to small. How do they look?

A   **B**   C   D

1.

Here are 3 sticks.

We line up the sticks from big to small. How do they look?

A   B   C   D

2.

Here are 3 sticks

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We line up the sticks from big to small. How do they look?

| A | B | C | D |

3.

Here are 5 balls.

We line up the sticks from big to small. How do they look?

A   B

;   Γ   Δ

4.

Here are 5 sticks.

When the sticks are lined up from big to small which is the right order?

A

B

C

D

EXAMPLE

We have many different blocks like these.

These blocks go in this circle

These blocks go in this circle

We put the circles together like this

Which block belongs to the middle?

A   B   C   D
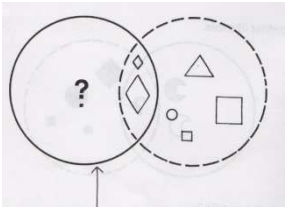
5.

Here are two circles.

Which block belongs to the middle?

| A | B | C | D |

6.

Here are two circles

Which block belongs to the middle?

A   B   C   D

7.

Here are two circles

Which blocks belong in the middle?

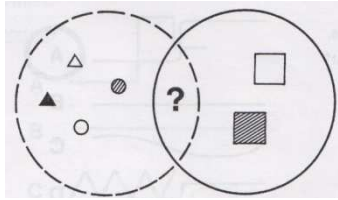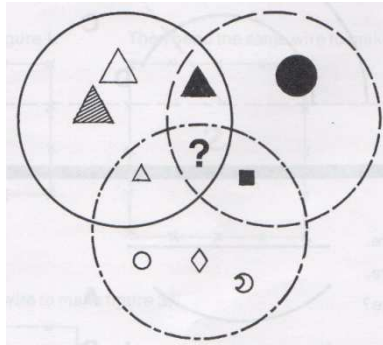
A   B   C   D

8.

Here are three circles

Which block belongs to the middle?

A   B   C   D

EXAMPLE

Here are many people. There are 5 girls, 3 boys, 4 fathers and 2 mothers. Look at the picture.

Which sentence is correct?

A. There are more boys than girls.

B. There are more adults than children.

C. There are more children than adults.

D. There are more mothers than fathers.

9.

Look at the picture. Which sentence is true?

A. There are more fathers than adults.

B. There are more mothers than fathers.

C. There are more fathers than girls.

D. There are more adults than fathers.

10.

Look at the picture. Which sentence is true?

A. There are more mothers than fathers.

B. There are as many fathers as adult men.

C. There are more fathers than adult men.

 D. There are more adult men than fathers.

11.

Look at the picture. Which sentence is true?

A. There are more boys than girls.

B. There are more girls than children.

C. There are as many girls as children.

D. There are more children than girls.

12.

Look at the picture. Which sentence is true?

A. There are more children than people.

B. There are more people than children.

C. There are as many children as people.

D. There are more fathers than children.

EXAMPLE

Look at the picture. Which sentence is correct?

DEMETRIS   VASILIS   STELIOS

Which sentence is true?

A. Stelios is bigger than Vasilis

B. Vasilis is bigger than Stelios

C. Demetris is bigger than Vasilis.

D. Stelios is bigger than Demetris.

13.

Now picture in your mind that:

Loizos is bigger than Fotis

Fotis is bigger than Tassos.

Which sentence is correct?

A. Tassos is bigger than Fotis.

B. Loizos is bigger than Tassos.

C. Fotis is bigger than Loizos

D. Tasos is bigger than Loizos.

14.

Now picture in your mind that:

Henry is bigger than Victor

John is not as big as Victor.

Which sentence is correct?

A. Yiannis is bigger than Ectoras

B. Yiannis is bigger than Victoras.

C. Victoras is bigger than Ectoras.

D. Ectoras is bigger than Yiannis.

15.

Now picture in your mind that:

Demetris is not as big as Thomas

Vasilis is not as big as Demetris

Which sentence is correct?

A. Vasilis is bigger than Thomas.

B. Vasilis is bigger than Demetris.

C. Thomas is bigger than Vasilis.

D. Demetris is bigger than Thomas.

16.

Now picture in your mind that:

Tasos is bigger than Antonis.

Antonis is bigger than Renos.

Demetris is bigger than Tasos.

Which sentence is correct?

A. Renos is bigger than Tasos.

B. Demetris is bigger than Antonis

C. Renos is bigger than Demetris.

D. Antonis is bigger than Demetris.

QUESTION 2 (Common question for all age groups)

Once upon a time there was a little boy named Yiannis. He was in his room and his mother called him out for dinner. He opens the door to the dining room but behind the door, there was a tray with 6 cups. Yiannis didn't know that the tray was behind the door. He opened the door, hit the tray and the six cups were broken.

Once upon a time there was a little boy named Demetris. One day, when his mother was not in the house, he tried to get some sweets from the cupboard. He climbed into a chair and spread out his hands. But the sweets were too high and he couldn't reach them. While trying to catch them, he struck on a cup, fell down and broke it. (Piaget, 1932)

Circle the answer you think is correct

A. John is naughtier.
B. Demetris is naughtier.
C. John and Demetris are equally naughty.

<u>**Cognitive Questionnaire (2nd Grade of Junior High School (Gymnasium) and 2nd Grade of Senior High School (Lyceum).**</u>
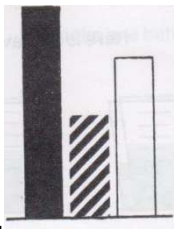
Age:

Gender:

Father's occupation:

Mother's occupation:

Date of Birth

Class:

INSTRUCTIONS: There are several exercises in this questionnaire. These exercises consist of several pictures. One of these pictures is the right answer. In the beginning, there is a solved exercise (example) to help you. In the example, the correct answer is marked with a line at the bottom of the letter representing it (picture B) Try to answer all exercises, even though you are not sure of the answer, by drawing a line below the answer you think is correct.
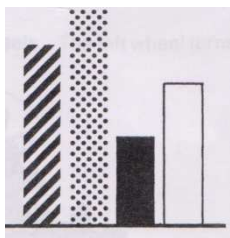

Here are 3 sticks.

We line up the sticks from big to small. How do they look?

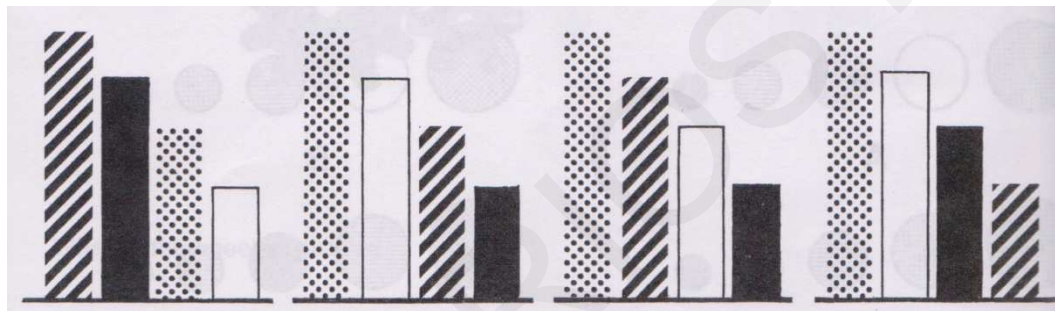A   **<u>B</u>**   C   D

1.
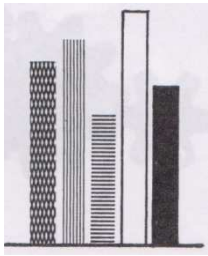

Here are 3 sticks.

We line up the sticks from big to small. How do they look?

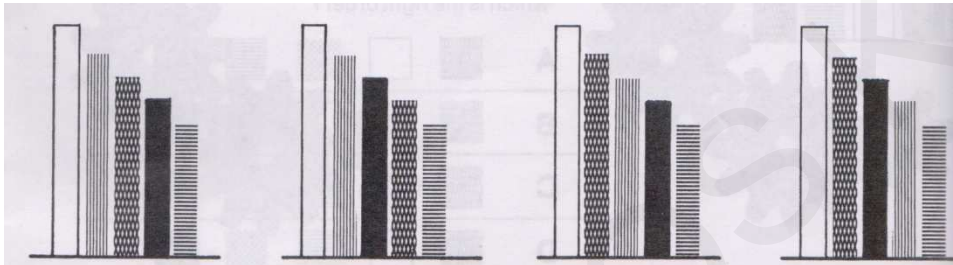A   B   C   D

2.

Here are 3 sticks

We line up the sticks from big to small. How do they look?

A   B   C   D**3.**

Here are 5 balls.

We line up the sticks from big to small. How do they look?

;

4.

Here are 5 sticks.

When the sticks are lined up from big to small which is the right order?

A

B

C

D

EXAMPLE

We have many different blocks like these.

These blocks go in this circle

These blocks go in this circle

We put the circles together like this

Which block belongs to the middle?

A   B   C   D

5.

Here are two circles.

Which block belongs to the middle?

A   B   C   D

6.

Here are two circles

Which block belongs to the middle?

A   B   C   D

7.

Here are two circles

Which blocks belong in the middle?

A   B   C   D

8.

Here are three circles

Which block belongs to the middle?

A   B   C   D

EXAMPLE

Here are many people. There are 5 girls, 3 boys, 4 fathers and 2 mothers. Look at the picture.

Which sentence is true?

A. There are more boys than girls.

B. There are more adults than children.

C. There are more children than adults.

D. There are more mothers than fathers.

9.

Look at the picture. Which sentence is true?

A. There are more fathers than adults.

B. There are more mothers than fathers.

C. There are more fathers than girls.

D. There are more adults than fathers.

10.

Look at the picture. Which sentence is true?

A. There are more mothers than fathers.

B. There are as many fathers as adult men.

C. There are more fathers than adult men.

 D. There are more adult men than fathers.

11.

Look at the picture. Which sentence is true?

A. There are more boys than girls.

B. There are more girls than children.

C. There are as many girls as children.

D. There are more children than girls.

12.

Look at the picture. Which sentence is true?

A. There are more children than people.

B. There are more people than children.

C. There are as many children as people.

D. There are more fathers than children.

Look at the picture. Which sentence is true?

DEMETRIS   VASILIS   STELIOS

Which sentence is true?

A. Stelios is bigger than Vasilis

B. Vasilis is bigger than Stelios

C. Demetris is bigger than Vasilis.

D. Stelios is bigger than Demetris.

13.

Now picture in your mind that:

Loizos is bigger than Fotis

Fotis is bigger than Tassos.

Which sentence is true?

A. Tassos is bigger than Fotis.

B. Loizos is bigger than Tassos.

C. Fotis is bigger than Loizos

D. Tasos is bigger than Loizos.

14.

Now picture in your mind that:

Henry is bigger than Victor

John is not as big as Victor.

Which sentence is true?

A. Yiannis is bigger than Ectoras

B. Yiannis is bigger than Victoras.

C. Victoras is bigger than Ectoras.

D. Ectoras is bigger than Yiannis.

15.

Now picture in your mind that:

Demetris is not as big as Thomas

Vasilis is not as big as Demetris

Which sentence is true?

A. Vasilis is bigger than Thomas.

B. Vasilis is bigger than Demetris.

C. Thomas is bigger than Vasilis.

D. Demetris is bigger than Thomas.

16.

Now picture in your mind that:

Tasos is bigger than Antonis.

Antonis is bigger than Renos.

Demetris is bigger than Tasos.

Which sentence is true?

A. Renos is bigger than Tasos.

B. Demetris is bigger than Antonis

C. Renos is bigger than Demetris.

D. Antonis is bigger than Demetris.

QUESTION 1 (Cognitive Skills regarding 3rd and 4th age groups)

In the studies concerning the treatment of sciatica, serious improvement concerning peoples medical condition were observed, when three medicines were prescribed simultaneously: alkanil, myonil, and calmemil. Three researchers had different opinions concerning the cause of treatments improvement.

1.Dr. Constantinou argued that in fact the improvement was due to ONE of the three medicines , alkonyl.
2. Dr. Georgiou argued that the improvement was due to the combination of TWO medicines, alkonyl and myonyl .
3. Dr. Andreou argued that the improvement is due to a substance called myochalin, which is found in both alkonyl and myonyl.

Below, choose what the researcher should find in order to prove that his hypothesis is correct.
To prove that Dr. Andrew is right, it should:

A) Administer calmemil and myonil after removing myonil from this combination and improve the outcome of treatment.

B) Administer only myonil and improve the outcome of treatment.

C) Administer the alkanil along with the myonil and improve the outcome of treatment.

D) Administer only calmemil without improving the outcome of the treatment.

QUESTION 2 (Common question for all age groups)

Once upon a time there was a little boy named Yiannis. He was in his room and his mother called him out for dinner. He opens the door to the dining room but behind the door, there was a tray with 6 cups. Yiannis didn't know that the tray was behind the door. He opened the door, hit the tray and the six cups were broken.

Once upon a time there was a little boy named Demetris. One day, when his mother was not in the house, he tried to get some sweets from the cupboard. He climbed into a chair and spread out his hands. But the sweets were too high and he couldn't reach them. While trying to catch them, he struck on a cup, fell down and broke it. (Piaget, 1932)

Circle the answer you think is correct

A. John is naughtier.
B. Demetris is naughtier.
C. John and Demetris are equally naughty

APPENDIX XI: Spearmamn's correlations between the variables of Sample at Wave 1 (W1) and Wave 2 (W2)

WAVE 1	WAVE 2															
	INGBIAS	GOE	PETC	PET	GCI	SI	QNC	ST	RT	IGNNC	IGNF	IGNFR	ROFCON	ROFCOO	GCL	Moraldevel
INGBIAS	.421**	-.335**	-302**	-.372**	-.313**	.100*	.064	.173**	-.063	.117*	-.248**	-.047	.142**	.025	-.159**	-.069
GOE	-.429**	.544**	.491**	.501**	.469**	-.024	-.173**	-.106*	.026	-.110*	.356**	.197**	-.197**	.103*	.201**	.063
PETC	-.394**	.480**	.476**	.466**	.407**	-.035	-.189**	-.132**	.020	-.063	.289**	.166**	-.167**	.070	.172**	.045
PET	-.412**	.465**	.445**	.459**	.432**	-.052	-.173**	-.126**	.037	-.117*	.311**	.145**	-.131**	.065	.175**	.056
GCI	-.417**	.456**	.462**	.471**	.540**	-.167**	-.233**	-.170**	.009	-.125*	.321**	.140**	-.190**	.099*	.238**	.019
SI	.189**	-.037	-.036	-.084	-.096*	.389*	.051	.090	.016	.054	.051	.059	.039	.099*	.003	.100*
QNC	.082	-.138**	-.164**	-.159**	-.167**	.000	.356**	.005	.047	.009	-.197**	-.113*	.027	-.100*	-.010	-.029
ST	.175**	-.212**	-.170**	-.213**	-.187**	.124*	.010	.270**	-.006	.073	-.194**	-.115*	.133**	-.133**	-.141**	-.029
RT	.187**	-.259**	-.275**	-.255**	-.254**	0.078	0.071	.206**	-.014	.044	-.161**	-.042	0.075	-.120*	-.097	.002
IGNNC	.232**	-.163**	-.182**	-.178**	-.124**	-.028	.103	.181**	-.037	.280**	-.194**	-.082	.057	-.058	-.102	-.134*
IGNF	-.207**	.305**	.293**	.315	.343**	-.006	-.236**	-.141**	-.015	-.057	.394**	.288**	-.075	.092	.012	-.050
IGNFR	-.189**	.312**	.274**	.283**	.327**	.000	-.222**	-.073	.009	-.028	.327**	.407**	.068	.069	-.103	.023
ROFCON	.193**	-.122*	-.105*	-.135**	-.164**	.139**	.022	.133**	.063	-.002	-.005	.032	.512**	-.113*	-.294**	-.007
ROFCOO	-.105*	.068	.053	.070	.099	-.017	-.039	-.032	.076	-.006	.084	.115	-.099	.294**	.115*	.060
GCL	-.240**	.285**	.262**	.254**	.256**	-.017	-.086	.049	.058	-.111*	.031	-0.98	-.337**	.077	.655**	.210**
Moraldevel	-.060	.071	.041	.054	.047	.011	.048	.071	-.024	-.078	.029	-.047	-.121*	.026	.102	.142**

*Statistical significant difference at a=0.05

**Statistical significant difference at a=0.01

APPENDIX XII: Realistic and Symbolic threats in the four different age groups.

Age Range	Answers	Our traditions are threatened by Turkish-Cypriots	Turkish-Cypriots have a different was of thinking than Greek-Cypriots	Turkish-Cypriots "steal" our jobs	Turkish-Cypriots are like Greek-Cypriots in the way they dress	Turkish-Cypriots can rule Cypriots together with Greek-Cypriots	Economy of Greek-Cypriots will be improved in case they cooperate with Turkish-Cypriots
1st age group: 7-8 years old	Not important at all	67.4%	44.7%	55.9%	36.8%	55.9%	61.3%
	Not particularly important	8.7%	13.2%	17.6%	18.4%	14.7%	12.9%
	Little important	4.3%	10.5%	8.8%	10.5%	8.8%	6.5%
	Quite important	6.5%	10.5%	5.9%	7.9%	2.9%	12.9%
	Very important	13.0%	21.1%	11.8%	26.3%	17.6%	6.5%
2nd age group: 10-11 years old	Not important at all	37.9%	14.6%	40.8%	25.3%	27.9%	14.9%
	Not particularly important	32.6%	17.5%	16.3%	31.6%	15.4%	11.7%
	Little important	16.8%	32.0%	32.7%	29.5%	27.9%	29.8%
	Quite important	6.3%	16.5%	4.1%	8.4%	12.5%	24.5%

Age group	Importance						
	Very important	6.3%	19.4%	6.1%	5.3%	16.3%	19.1%
3rd age group: 13-14 years old	Not important at all	24.9%	11.2%	19.7%	14.0%	29.1%	19.4%
	Not particularly important	30.2%	21.9%	30.0%	33.5%	22.2%	16.7%
	Little important	33.2%	33.0%	33.5%	36.6%	27.6%	36.1%
	Quite important	8.3%	19.1%	10.3%	11.0%	14.8%	16.1%
	Very important	3.4%	14.9%	6.4%	4.9%	6.4%	11.7%
4rth age group: 16-17 years old	Not important at all	15.2%	7.8%	17.0%	8.3%	29.2%	15.3%
	Not particularly important	29.5%	16.7%	34.0%	33.3%	29.2%	25.9%
	Little important	41.9%	36.7%	38.3%	29.8%	25.0%	34.1%
	Quite important	9.5%	27.8%	8.5%	25.0%	8.3%	16.5%
	Very important	3.8%	11.1%	2.1%	3.6%	8.3%	8.2%

APPENDIX XIII: *Importance of In-Group Norms-Being Friendly towards Turkish Cypriots.*

Age Range	Answers	Family	Teachers	Friends	Classmates
1st age group: 7-8 years old	Not important at all	17.2%	16.7%	27.6%	30.0%
	Not particularly important	10.3%	3.3%	13.8%	6.7%
	Little important	20.7%	13.3%	6.9%	13.3%
	Quite important	24.1%	33.3%	24.1%	33.3%
	Very important	27.6%	33.3%	27.6%	16.7%
2nd age group: 10-11 years old	Not important at all	18.3%	12.9%	20.5%	22.1%
	Not particularly important	23.7%	14.1%	25.3%	26.7%
	Little important	18.3%	20.0%	20.5%	19.8%
	Quite important	20.4%	20.0%	14.5%	14.0%
	Very important	19.4%	32.9%	19.3%	17.4%

3rd age group: 13-14 years old	Not important at all	8.1%	8.0%	9.8%	11.6%
	Not particularly important	15.2%	9.8%	23.5%	25.0%
	Little important	18.3%	14.1%	21.3%	27.9%
	Quite important	34.5%	37.4%	26.8%	25.0%
	Very important	23.9%	30.7%	18.6%	10.5%
4rth age group: 16-17 years old	Not important at all	7.9%	3.5%	8.6%	8.7%
	Not particularly important	25.7%	12.8%	28.0%	31.5%
	Little important	17.8%	25.6%	34.4%	35.9%
	Quite important	31.7%	33.7%	22.6%	19.6%
	Very important	16.8%	24.4%	6.55%	4.3%

APPENDIX XIV: Importance of In-Groups Norms: Having Turkish Cypriots friends

Age Range	Answers	Family	Teachers	Friends	Classmates
1st age group: 7-8 years old	Not important at all	32.3%	25.8%	35.7%	27.6%
	Not particularly important	16.1%	12.9%	14.3%	6.9%
	Little important	16.1%	19.4%	17.9%	24.1%
	Quite important	12.9%	19.4%	14.3%	17.2%
	Very important	22.6%	22.6%	17.9%	24.1%
2nd age group: 10-11 years old	Not important at all	25.9%	23.5%	25.8%	23.0%
	Not particularly important	17.3%	13.6%	22.5%	24.1%
	Little important	22.2%	16.0%	16.9%	21.8%
	Quite important	16.0%	25.9%	20.2%	17.2%
	Very important	18.5%	21.0%	14.6%	13.8%

3rd age group: 13-14 years old	Not important at all	17.0%	19.5%	19.6%	20.7%
	Not particularly important	35.1%	28.2%	28.6%	36.6%
	Little important	25.8%	19.5%	25.0%	23.2%
	Quite important	15.5%	25.5%	19.6%	15.2%
	Very important	6.7%	7.4%	7.1%	4.3%
4rth age group: 16-17 years old	Not important at all	20.4%	20.5%	20.2%	23.0%
	Not particularly important	36.6%	34.6%	46.1%	50.6%
	Little important	22.6%	23.1%	19.1%	17.2%
	Quite important	16.1%	12.8%	13.5%	6.9%
	Very important	4.3%	9.0%	1.1%	2.3%

APPENDIX XV: *Importance of In-Group Norms- Acceptance of Negative Comments towards Turkish-Cypriots*

Age Range	Answers	Family	Teachers	Friends	Classmates
1st age group: 7-8 years old	Not at all accepted	42.9%	28.6%	33.3%	34.5%
	Not particularly accepted	17.9%	17.9%	3.3%	17.2%
	Little accepted	7.1%	3.6%	23.3%	17.2%
	Quite accepted	7.1%	17.9%	10.0%	10.3%
	Very much accepted	25.0%	32.1%	30.0%	20.7%
2nd age group: 10-11 years old	Not at all accepted	32.9%	36.5%	22.7%	23.9%
	Not particularly accepted	23.5%	15.3%	16.5%	16.3%
	Little accepted	18.8%	16.5%	23.7%	19.6%
	Quite accepted	12.9%	14.1%	16.5%	20.7%
	Very much accepted	11.8%	17.6%	20.6%	19.6%

3rd age group: 13-14 years old	Not at all accepted	24.5%	34.5%	14.5%	10.2%
	Not particularly accepted	27.6%	20.9%	19.3%	17.9%
	Little accepted	20.9%	18.1%	22.7%	30.6%
	Quite accepted	21.9%	18.1%	25.6%	24.5%
	Very much accepted	5.1%	8.5%	17.9%	16.8%
4rth age group: 16-17 years old	Not at all accepted	12.1%	19.1%	9.2%	5.1%
	Not particularly accepted	27.3%	31.9%	16.3%	16.2%
	Little accepted	28.3%	20.2%	33.7%	26.3%
	Quite accepted	19.2%	17.0%	26.5%	32.3%
	Very much accepted	13.1%	11.7%	14.3%	20.2%

APPENDIX XVI: Intergroup contact with Turkish Cypriots

Age Range	Answers	Turkish-Cypriots visit my home	I visit occupied areas with my parents	I communicate with Turkish-Cypriots via email/telephone.	I play with Turkish-Cypriots in my neighborhood	I meet Turkish-Cypriots when I go shopping	I see Turkish-Cypriots in my neighborhood	I meet a Turkish Cypriot	I talk to a Turkish-Cypriot
1st age group: 7-8 years old	Every Day	17.9%	17.6%	11.6%	16.4%	14.5%	15.5%	14.1%	40.0%
	Once a week	2.4%	4.1%	1.4%	1.4%	5.8%	2.8%	6.3%	5.0%
	Once a month	2.4%	8.1%	4.3%	4.1%	2.9%	1.4%	6.3%	1.7%
	Once a year	3.6%	6.8%	1.4%	2.7%	2.9%	1.4%	6.3%	1.7%
	Never	73.8%	63.5%	81.2%	75.3%	73.9%	78.9%	67.2%	51.7%
2nd age group: 10-11 years old	Every Day	1.7%	2.5%	2.5%	6.7%	4.5%	8.8%	4.5%	7.5%
	Once a week	5.8%	1.7%	.8%	2.5%	10.9%	3.2%	6.3%	2.8%
	Once a month	.8%	4.2%	.8%	1.7%	10.9%	2.4%	1.8%	2.8%
	Once a year	1.7%	23.7%	3.3%	1.7%	16.4%	6.4%	9.9%	7.5%
	Never	90.1%	67.8%	92.6%	87.4%	57.3%	79.2%	77.5%	79.2%

3rd age group: 13-14 years old	Every Day	.9%	.8%	.4%	.4%	3.8%	8.4%	5.4%	4.9%
	Once a week	.9%	.4%	.9%	4.4%	12.3%	12.0%	4.5%	8.5%
	Once a month	5.4%	4.6%	2.1%	4.4%	22.7%	6.2%	9.8%	10.3%
	Once a year	5.9%	22.6%	1.7%	5.8%	14.7%	8.9%	29.0%	33.0%
	Never	86.9%	71.5%	94.8%	85.0%	46.4%	64.4%	51.3%	43.3%
4rth age group: 16-17 years old	Every Day	7.4%	5.0%	5.5%	5.5%	10.9%	9.0%	5.6%	5.5%
	Once a week	0%	0%	.9%	3.7%	5.0%	6.3%	5.6%	5.5%
	Once a month	2.8%	2.5%	1.8%	0%	19.8%	8.1%	8.3%	10.9%
	Once a year	4.6%	28.6%	5.5%	2.8%	10.9%	6.3%	22.2%	22.7%
	Never	85.2%	63.9%	86.4%	88.1%	53.5%	70.3%	58.3%	55.5%

END