

# **TEACHERS WORKING WITH MIGRANT/REFUGEES**

## Part I. Socio-demographic data

Most adult educators were females (63.6%), in a relationship (77.3%), from urban areas (84.8%), and were born in the country they worked in (87.9%). Only a minority of respondents were not born in the country they worked in (12.1%), came from a mixed family (13.6%), and have a mixed family (15.1%).

*Table 1. Socio-demographic data*

<i>Variable</i>	<i>Levels</i>	<i>N</i>	<i>%</i>	
Gender	Female	42	63.6	
	Male	23	34.8	
	I prefer not to say	1	1.5	
Relationship status	Single	15	22.7	
	In a relationship	51	77.3	
Environment	Rural	10	15.2	
	Urban	56	84.8	
Work country	Lithuania	9	13.6	
	Belgium	1	1.5	
	Romania	12	18.2	
	Austria	1	1.5	
	Spain	15	22.7	
	Italy	9	13.6	
	Greece	4	6.1	
	Cyprus	13	19.7	
	United Kingdom	1	1.5	
	Belgium & Italy	1	1.5	
	Nationality	Lithuanian	7	10.6
		Belgian	1	1.5
Romanian		11	16.7	
Austrian		1	1.5	
Spanish		15	22.7	
Italian		10	15.2	
Greek		5	1.5	
Cypriot		10	1.5	
British		1	1.5	
Russian		1	1.5	
American		1	1.5	
Chinese		1	1.5	
	Not declared	2	3	
I was born in the country I work in	No	8	12.1	
	Yes	558	87.9	
I come from a mixed family	No	57	86.4	
	Yes	9	13.6	
I have a mixed family	No	56	84.8	
	Yes	10	15.2	

## Part II. Professional data

The adult educators in our sample had a mean teaching experience of (16.83±12.33), but a lower mean experience in teaching multicultural adult learners (9.89±8.70).

Many respondents took a specialized course in teaching skills (75.8%) but did not attend a training program in teaching migrants and/or refugees (69.7%). Half of the participants (50%) took the training program in an NGO, association, or foundation. More than half of the participants taught both categories – migrant and refugees (57.6%), while only a minority dealt only with refugees (1.5%).

Most adult educators had higher education degrees (87.9%). 68.2% of participants taught in English, 65.2% taught in the language of the host country, and 15.2% taught in adult learners' language. All the participants (100%) taught adults, but a part of them also taught children (13.6%), teenagers (28.8%), and seniors (27.3%).

*Table 2. Professional data*

<i>Variable</i>	<i>Levels</i>	<i>N</i>	<i>%</i>
Type of activity			
I teach in	English	45	68.2
	The language of the host country	43	65.2
	Adult learners' language	10	15.2
Adult learners' age	Children	9	13.6
	Teenagers	19	28.8
	Adults	66	100.0
	Seniors	18	27.3
Graduate of	High-school degree	8	12.1
	Higher education	58	87.9
Basic profession			
Specialized course in teaching skills	No	16	24.2
	Yes	50	75.8
Teaching experience (M±SD)	16.83 (±12.33)	Min 0, max 50	
Experience in teaching multicultural adult learners (M±SD)	9.89 (±8.70)	Min 1, max 40	
I teach	Migrants	27	40.9
	Refugees	1	1.5
	Both categories	38	57.6
I attended a training program in teaching migrants and/or refugees	No	46	69.7
	Yes	20	30.3
I took a training program in a	Higher education institution	16	24.2
	NGO, association, foundation	33	50.0

## Part III. Relationship with international adult learners

All (100%) of the adult educators in our sample declared that they were interested in cultural diversity and a vast majority of them (97%) learnt a lot from their adult learners (cultural aspects).

Most of them (78.8%) performed their activity in a formal setting / classroom and were interested in memorizing adult learners' names (90.9%). Close to half (48.5%) of our participants stated that they noticed cultural / religious / ethnic conflicts among adult learners in their class. Few of the adult educators declared that they had conflicts with some adult learners (19.7%), have been verbally assaulted / threatened (7.6%) and physically assaulted by at least one adult learner (4.5%).

*Table 3. Relationship with international adult learners*

<i>Variable</i>	<i>Levels</i>	<i>N</i>	<i>%</i>
I am interested in cultural diversity.	No	0	0.0
	Yes	66	100
I learn a lot from my adult learners (cultural aspects).	No	2	3.0
	Yes	64	97.0
The didactic activity takes place in a formal setting / classroom	No	14	21.2
	Yes	52	78.8
I try to memorize adult learners' names.	No	6	9.1
	Yes	60	90.9
I have established close relationships with some of my adult learners.	No	7	10.6
	Yes	59	89.4
I have been asked by adult learners for individual meetings for further explanations.	No	11	16.7
	Yes	55	83.3
Adult learners confide to me about their difficulties in academic and cultural adaptation.	No	5	7.6
	Yes	61	92.4
I provide support to adult learners outside the school program regarding their difficulties.	No	18	27.3
	Yes	48	72.7
I have noticed cultural / religious / ethnic conflicts among adult learners in class.	No	34	51.5
	Yes	32	48.5
Sometimes I feel that my adult learners do not respect me.	No	62	93.9
	Yes	4	6.1
Sometimes the attitude of the adult learners towards me seems offensive.	No	59	89.4
	Yes	7	10.6
I feel uncomfortable when adult learners speak their mother tongue in class.	No	53	80.3
	Yes	13	19.7
I have had conflicts with some adult learners.	No	53	80.3
	Yes	13	19.7
I have been verbally assaulted / threatened by at least one adult learner.	No	61	92.4
	Yes	5	7.6
I have been physically assaulted by at least one adult learner.	No	63	95.5
	Yes	3	4.5

#### **Part IV. Teaching activity with adult learners**

More than half (60.6%) of the adult educators strongly agreed that believed that practical activities were more effective than theoretical activities in working with adult learners. Whether their activity was hampered by adult learners' poor command of the language of instruction had various responses: 31.8% disagreed, 31.8% were undecided, and 28.8% agreed; small percentages either strongly agreed (3.0%) or strongly disagreed (4.5%). 92.4% of the adult educators either

agreed (51.5%) or strongly agreed (40.9%) with the fact that activities done in small groups of adult learners are more effective. Few participants agreed (7.6%) or strongly agreed (1.5%) with the fact that the activity with adult learners seems difficult to them. Around half of the adults educators agreed that, in their work, they have noticed that adult learners with a larger social network (friends, relatives in the adoptive country) got better results (50.0%), those with a higher level of education adapted more easily to the new country (51.5), and those with previous migrant experience adapted more easily to the requirements of host country (57.6%). However, close to half of the participants disagreed (36.4%) and strongly disagreed (9.1%) that adult learners with a better financial situation got better results. Most of the participants either agreed (56.1%) or strongly agreed (15.2%) that the difference in adult learners' levels of training made their work more difficult. More than one third of participants (34.8%) felt that sometimes adult learners' customs or traditions interfered with the activities in class.

Most adult educators (90.9%) declared that their work in class has changed their view of multiculturalism (agree – 53.0%, strongly agree – 37.9%). Most of the participants are satisfied: with the way their work with adult learners went (98.5%), with the way they managed to understand the habits of the adult learners (89.4%), with the punctuality of the adult learners (68.2%), with the attitude that adult learners showed towards their activities (68.1%). 66.7% disagreed with the statement that it was difficult for adult learners to interact with each other. Furthermore, 45.5% agreed and 33.3% strongly agreed that they took into consideration the cultural background of their adult learners when preparing their activities.

*Table 4. Teaching activity with adult learners*

<i>Variable</i>	<i>Levels</i>	<i>N</i>	<i>%</i>
1. As an adult educator working with adult learners I can have a decent life.	Strongly disagree	2	3.0
	Disagree	2	3.0
	Undecided	6	9.1
	Agree	31	47.0
	Strongly agree	25	37.9
2. My activity is more efficient when I use technological training tools.	Strongly disagree	3	4.5
	Disagree	5	7.6
	Undecided	8	12.1
	Agree	26	39.4
	Strongly agree	24	36.4
3. I believe that practical activities are more effective than theoretical activities in working with adult learners.	Strongly disagree	1	1.5
	Disagree	1	1.5
	Undecided	5	7.6
	Agree	19	28.8
	Strongly agree	40	60.6
4. My activity is hampered by my adult learners' poor command of the language of instruction.	Strongly disagree	3	4.5
	Disagree	21	31.8
	Undecided	21	31.8
	Agree	19	28.8
	Strongly agree	2	3.0
5. Activities done in small groups of adult learners are more effective.	Strongly disagree	1	1.5
	Disagree	1	1.5
	Undecided	3	4.5
	Agree	34	51.5

	Strongly agree	27	40.9
6. Classical individual work activities are more effective in working with adult learners.	Strongly disagree	3	4.5
	Disagree	19	28.8
	Undecided	19	28.8
	Agree	19	28.8
	Strongly agree	6	9.1
7. The activity with adult learners seems difficult to me.	Strongly disagree	27	40.9
	Disagree	31	47.0
	Undecided	2	3.0
	Agree	5	7.6
	Strongly agree	1	1.5
8. In my work, I have noticed that adult learners with a larger social network (friends, relatives in the adoptive country) get better results.	Strongly disagree	1	1.5
	Disagree	5	7.6
	Undecided	12	18.2
	Agree	33	50.0
	Strongly agree	15	22.7
9. In my work, I have noticed that adult learners with a better financial situation get better results.	Strongly disagree	6	9.1
	Disagree	14	36.4
	Undecided	19	28.8
	Agree	12	18.2
	Strongly agree	5	7.6
10. In my work, I noticed that adult learners with a higher level of education adapt more easily to the new country.	Strongly disagree	2	3.0
	Disagree	4	6.1
	Undecided	12	18.2
	Agree	34	51.5
	Strongly agree	14	21.2
11. In my work, I have noticed that adult learners with previous migrant experience adapt more easily to the requirements of host country.	Strongly disagree	0	0.0
	Disagree	2	3.0
	Undecided	14	21.2
	Agree	38	57.6
	Strongly agree	12	18.2
12. In my work, I have noticed that adult learners usually interact with other adult learners from the same country or with the same cultural background.	Strongly disagree	0	0.0
	Disagree	1	1.5
	Undecided	6	9.1
	Agree	38	57.6
	Strongly agree	21	31.8
13. In my experience, most adult learners integrate in the host country.	Strongly disagree	0	0.0
	Disagree	7	10.6
	Undecided	17	25.8
	Agree	36	54.5
	Strongly agree	6	9.1
14. I believe that the support services provided to adult learners facilitate their integration.	Strongly disagree	0	0.0
	Disagree	2	3.0
	Undecided	9	13.6
	Agree	38	57.6
	Strongly agree	17	25.8
15. The fact that my adult learners have different levels of training makes my work more difficult.	Strongly disagree	3	4.5
	Disagree	11	16.7
	Undecided	5	7.6

	Agree	37	56.1
	Strongly agree	10	15.2
16. Sometimes adult learners' customs or traditions interfere with the activities in class.	Strongly disagree	5	7.6
	Disagree	25	37.9
	Undecided	13	19.7
	Agree	21	31.8
	Strongly agree	2	3.0
17. My work in class has changed my view of multiculturalism.	Strongly disagree	0	0.0
	Disagree	2	3.0
	Undecided	4	6.1
	Agree	35	53.0
	Strongly agree	25	37.9
18. In general, I am satisfied with the way my work with adult learners goes.	Strongly disagree	0	0.0
	Disagree	0	0.0
	Undecided	1	1.5
	Agree	32	48.5
	Strongly agree	33	50.0
19. I am satisfied with the communication I have with my adult learners.	Strongly disagree	0	0.0
	Disagree	0	0.0
	Undecided	1	1.5
	Agree	37	56.1
	Strongly agree	28	42.4
20. I am satisfied with the way I manage to understand the habits of the adult learners.	Strongly disagree	0	0.0
	Disagree	1	1.5
	Undecided	6	9.1
	Agree	34	51.5
	Strongly agree	25	37.9
21. I am satisfied with the punctuality of the adult learners.	Strongly disagree	1	1.5
	Disagree	7	10.6
	Undecided	13	19.7
	Agree	33	50.0
	Strongly agree	12	18.2
22. I am satisfied with the attitude that adult learners show towards my activities.	Strongly disagree	0	0.0
	Disagree	0	0.0
	Undecided	3	4.5
	Agree	44	66.7
	Strongly agree	19	28.8
23. I prefer frontal interaction in my work with adult learners.	Strongly disagree	5	7.6
	Disagree	6	9.1
	Undecided	10	15.2
	Agree	36	54.5
	Strongly agree	9	13.6
24. I prefer interactive activities in my work with adult learners.	Strongly disagree	1	1.5
	Disagree	5	7.6
	Undecided	5	7.6
	Agree	29	43.9
	Strongly agree	26	39.4
	Strongly disagree	2	3.0
	Disagree	11	16.7

25. I prefer the teacher-to-adult-learners flow of information (e.g. workshop, presentation) in my work with adult learners.	Undecided	9	13.6
	Agree	35	53.0
	Strongly agree	9	13.6
26. I prefer the adult learner-to-teacher flow of information (e.g. workshop, presentation) in my work with adult learners.	Strongly disagree	0	0.0
	Disagree	8	12.1
	Undecided	11	16.7
	Agree	35	53.0
	Strongly agree	12	18.2
27. I prefer the adult learner to adult learner flow of information (e.g., chat, discussion forum, colloquium) in my work with adult learners.	Strongly disagree	0	0.0
	Disagree	6	9.1
	Undecided	9	13.6
	Agree	34	51.5
	Strongly agree	17	25.8
28. It is difficult for my adult learners to interact with each other.	Strongly disagree	7	10.6
	Disagree	44	66.7
	Undecided	7	10.6
	Agree	6	9.1
	Strongly agree	2	3.0
29. When I prepare my activities I take into consideration the cultural background of my adult learners.	Strongly disagree	2	3.0
	Disagree	8	12.
	Undecided	4	6.1
	Agree	30	45.5
	Strongly agree	22	33.3

### Part V. Difficulties encountered by international adult learners

According to approximately a quarter of the adult educators in our sample believed that it is difficult for adult learners to actively participate in lectures / tutorials / labs (25.8%), to understand local customs & habits (24.2%), to deal with community discrimination (28.8%) and hostility of the local people (21.2%), to deal with colleagues' bullying (25.8%), use local transport (21.2%), and access quality medical services (25.8%). Close to a third of our participants considered it was difficult for adult learners to communicate in the language of instruction (37.9%), to integrate in the community (31.8%), to make friends (33.3%), to and deal with living arrangements (36.4%). Half of the adult educators believed it was difficult for adult learners to deal with loneliness (47.0%) and to find employment (50.0%).

*Table 5. Difficulties encountered by international adult learners*

<i>Variable</i>	<i>Levels</i>	<i>N</i>	<i>%</i>
Communication in the language of instruction	Very difficult	3	4.5
	Difficult	25	37.9
	Neutral	21	31.8
	Easy	15	22.7
	Very easy	2	3.0
Active participation in lectures / tutorials / labs	Very difficult	1	1.5
	Difficult	17	25.8
	Neutral	21	31.8
	Easy	23	34.8



	Very easy	4	6.1
Understanding local customs & habits	Very difficult	0	0.0
	Difficult	16	24.2
	Neutral	26	39.4
	Easy	23	34.8
	Very easy	1	1.5
Community discrimination	Very difficult	9	13.6
	Difficult	19	28.8
	Neutral	32	48.5
	Easy	6	9.1
	Very easy	0	0.0
Hostility of the local people	Very difficult	10	15.2
	Difficult	14	21.2
	Neutral	30	45.5
	Easy	12	18.2
	Very easy	0	0.0
Colleagues' bullying	Very difficult	12	18.2
	Difficult	17	25.8
	Neutral	29	43.9
	Easy	5	7.6
	Very easy	3	4.5
Community integration	Very difficult	3	4.5
	Difficult	21	31.8
	Neutral	25	37.9
	Easy	16	24.2
	Very easy	1	1.5
Loneliness	Very difficult	12	18.2
	Difficult	31	47.0
	Neutral	18	27.3
	Easy	4	6.1
	Very easy	1	1.5
Making friends	Very difficult	0	0.0
	Difficult	22	33.3
	Neutral	18	27.3
	Easy	22	33.3
	Very easy	4	6.1
Living arrangements	Very difficult	13	19.7
	Difficult	24	36.4
	Neutral	18	27.3
	Easy	11	16.7
	Very easy	0	0.0
Employment	Very difficult	18	27.3
	Difficult	33	50.0
	Neutral	10	15.2
	Easy	5	7.6
	Very easy	0	0.0
Local transport	Very difficult	4	6.1
	Difficult	14	21.2
	Neutral	20	30.3

	Easy	28	42.4
	Very easy	0	0.0
Adapting to the climate of the host country	Very difficult	0	0.0
	Difficult	6	9.1
	Neutral	23	34.8
	Easy	25	37.9
	Very easy	12	18.2
Keeping eating habits from the country of origin	Very difficult	1	1.5
	Difficult	13	19.7
	Neutral	21	31.8
	Easy	27	40.9
	Very easy	4	6.1
Access to quality medical services	Very difficult	2	3.0
	Difficult	17	25.8
	Neutral	22	33.3
	Easy	15	22.7
	Very easy	10	15.2

## Part VI. Approaches to Teaching Inventory

The Approaches to Teaching Inventory (ATI) is an instrument developed by Trigwell and Prosser (2004) “to measure the key variation between an information transmission/teacher focused view of teaching and a conceptual change/student-focused view of teaching” (p. 415). It consists of 16 items designed to measure to two above mentioned dimensions: (1) an information transmission/teacher focused approach to teaching and (1) a conceptual change/student-focused approach to teaching.

In our sample, the mean for the first approach is 24.36 ( $\pm 5.91$ ), with a minimum of 8 and a maximum of 39. For the second approach, the mean is 27.96 ( $\pm 5.38$ ), with a minimum of 13 and a maximum of 40.

According to Trigwell and Prosser (2004), teachers adopt one of the two approaches depending on the context. The first approach (information transmission/teacher focused view of teaching – IFFT) is chosen when teachers (a) feel that there is no real commitment to student learning in their department and (b) they do not have control over what is taught. The second approach (conceptual change/student-focused – CCSF) is chosen when teachers feel that (a) there is a proper workload, (b) student characteristics are sufficiently homogeneous, (c) students at the appropriate academic level, (d) the size of the class is not too large, and (e) they have some control over what is taught.

### Statistical analysis – adult educators

To analyze the data, we employed several statistical methods: *Spearman correlations*, *independent samples t-tests*, *one-way ANOVAs*, and *chi square tests*. The analysis revealed some important results which are detailed according to the tests used.

### Correlational analysis

The correlational analyses revealed several positive correlations between teaching activity (items from the 4<sup>th</sup> section of our instrument) and the ATI (6<sup>th</sup> part of our instrument):

- The stronger adult educators believed that their activity was more efficient when using technological training tools, the more teacher-focused they were ( $r=.345$ ,  $p=.005$ ).
- The stronger adult educators believed that practical activities were more effective than theoretical activities in working with adult learners, the more student-focused they were ( $r=.282$ ,  $p=.022$ ).
- The stronger adult educators believed that their activity was hampered by adult learners' poor command of the language of instruction, the more teacher-focused they were ( $r=.393$ ,  $p=.001$ ).
- The stronger adult educators believed that activities done in small groups of adult learners were more effective, the more student-focused they were ( $r=.328$ ,  $p=.007$ ).
- The stronger adult educators believed that classical individual work activities were more effective in working with adult learners, the more teacher-focused they were ( $r=.314$ ,  $p=.010$ ).
- The stronger adult educators believed that the activity with adult learners seemed difficult to them, the more teacher-focused they were ( $r=.319$ ,  $p=.009$ ).
- The stronger adult educators believed that adult learners with a larger social network get better results, the more student-focused they were ( $r=.253$ ,  $p=.041$ ).
- The stronger adult educators believed that adult learners with a higher level of education adapted more easily to the new country, the more teacher-oriented they were ( $r=.300$ ,  $p=.015$ ).
- The stronger adult educators believed that adult learners usually interacted with other adult learners from the same country or with the same cultural background, the more teacher-focused they were ( $r=.357$ ,  $p=.003$ ).
- The stronger adult educators believed that the fact that adult learners had different levels of training made their work more difficult, the more teacher-focused they were ( $r=.333$ ,  $p=.006$ ).
- The more satisfied adult educators were with the way their work with adult learners went, the more student focused they were ( $r=.254$ ,  $p=.040$ ).
- The stronger adult educators preferred frontal interaction in their work with adult learners, the more teacher-focused they were ( $r=.291$ ,  $p=.018$ ).
- The stronger adult educators preferred the teacher-to-adult-learners flow of information in their work with adult learners, the more teacher-focused they were ( $r=.575$ ,  $p<.001$ ).
- The stronger adult educators preferred the adult learner-to-teacher flow of information in their work with adult learners, the more student-focused they were ( $r=.316$ ,  $p=.010$ ).
- The stronger adult educators preferred the adult learner to adult learner flow of information in their work with adult learners, the more student-focused they were ( $r=.357$ ,  $p=.003$ ).
- The stronger adult educators believed that it was difficult for their adult learners to interact with each other, the more teacher-focused they were ( $r=.329$ ,  $p=.007$ )

The correlational analyses also revealed two negative correlations between teaching activity (items from the 4<sup>th</sup> section of our instrument) and the ATI (6<sup>th</sup> part of our instrument)

- The stronger adult educators believed that adult learners with a better financial situation got better results, the less student-focused they were ( $r=-.270$ ).
- The more satisfied adult educators were with the way their work with adult learners went, the less teacher focused they were ( $r=.254$ ,  $p=.040$ ).

Furthermore, the correlational analyses revealed two correlations (one positive and one negative) between difficulties encountered by international adult learners (items from the 5<sup>th</sup> section of our instrument) and the ATI (6<sup>th</sup> part of our instrument).

- Positive correlation: The stronger adult educators believed it was difficult for international adult learners to actively participate in lectures / tutorials / labs, the more student-focused they were ( $r=.375$ ,  $p=.002$ ).
- Negative correlation: The stronger adult educators believed it was difficult for international adult learners to integrate in the community, the less teacher-focused they were ( $r=-.271$ ,  $p=.028$ ).

Both positive and negative correlations were found between age and items from the 4<sup>th</sup> and 5<sup>th</sup> section of our instrument. The positive correlations were as follows:

- The older participants were, the stronger they noticed that adult learners with a better financial situation got better results ( $r=.249$ ,  $p=.044$ ).
- The older participants were, the stronger they believed that adult learners have different levels of training made their work more difficult ( $r=.345$ ,  $p=.005$ ).
- The older participants were, the stronger they believed that adult learners' customs or traditions interfered with the activities in class ( $r=.267$ ,  $p=.030$ ).
- The older participants were, the more difficult they thought it was for adult learners to use local transport ( $r=.419$ ,  $p<.001$ ).
- The older participants were, the more difficult they thought it was for adult learners to access quality medical services ( $r=.247$ ,  $p=.045$ ).

The negative correlations were the following:

- The younger the adult educators were, the stronger they believed that their work in class changed their view on multiculturalism ( $r=-.318$ ,  $p=.009$ ).
- The younger the adult educators were, the more satisfied they were with the punctuality of the adult learners ( $r=-.316$ ,  $p=.010$ ).
- The younger the adult educators were, the stronger they preferred frontal interaction in their work with adult learners ( $r=-.351$ ,  $p=.004$ ).
- The younger participants were, the more difficult they believed it was for adult learners to communicate in the language of instruction ( $r=-.268$ ,  $p=.029$ ).
- The younger participants were, the more difficult they believed it was for adult learners to actively participate in lectures/tutorials/labs ( $r=-.282$ ,  $p=.022$ ).
- The younger participants were, the more difficult they believed it was for adult learners to make friends ( $r=-.254$ ,  $p=.040$ ).

### **Independent samples t-tests**

Adult educators who were single had higher scores on the CCSF approach of the ATI ( $M=30.93$ ) compared to those who were in a relationship ( $M=27.09$ ):  $t(64)=2.522$ ,  $p=.014$ . In other words, single participants were more student-focused than those who had a life partner.

Adult educators who did not perform their activity within a formal setting/classroom had higher scores on the CCSF approach of the ATI ( $M=30.50$ ) compared to those who taught in a formal setting/classroom ( $M=27.28$ ):  $t(64)=2.207$ ,  $p=.047$ . More specifically, adult educators who taught in less formal settings were more student-focused than those who taught in formal settings.

Adult educators who didn't try to memorize students' names had higher scores on the CCSF approach of the ATI ( $M=32.66$ ) than those who tried to memorize students' names ( $M=27.50$ ):  $t(64)=2.314$ ,  $p=.024$ . More explicitly, adult educators who did not try to learn their students' names were more student-focused than those who reported trying to remember the names

of their students. This result could be explained by the fact that the number of adult educators who did not try to memorize students' names is much lower than those who made the effort.

Adult educators who felt that their students did not respect them had higher scores on the ITTF approach of the ATI ( $M=32.00$ ) compared to those who did not experience that feeling ( $M=23.87$ ):  $t(64)=-2.803$ ,  $p=.007$ . Concretely, adult educators who felt that their students did not respect them were more teacher-focused than those who did not feel that way.

### **One-Way ANOVA**

Participants who strongly agreed that their activity was more efficient when they used technological training tools had higher scores on the ITTF ( $M=26.70$ ) compared to those who strongly disagreed ( $M=14.66$ ):  $F(4,61)=4.706$ ,  $p=.002$ . More clearly, adult educators who strongly agreed that their activity was more efficient when they used technological training tools are more teacher-focused compared to those who strongly disagree.

Participants who strongly agreed that their activity was hampered by adult learners' poor command of the language of instruction had higher scores on the ITTF ( $M=38.00$ ) compared to those who strongly disagreed ( $M=20.00$ ):  $F(4,61)=5.949$ ,  $p<.001$ . Specifically, the first category was more teacher-focused than the latter.

Adult educators who strongly agreed that adult learners with a better financial situation got better results had higher scores on the ITTF ( $M=30.80$ ) compared to those who strongly disagreed ( $M=19.66$ ):  $F(4, 61)=3.017$ ,  $p=.025$ . More explicitly, adult educators from the first category were more teacher-focused than those from the second category.

Adult educators who strongly agreed that the difference in their adult learners' training level made their work more difficult had higher scores on the ITTF ( $M=27.60$ ) compared to those who strongly disagreed ( $M=14.66$ ):  $F(4, 61)=4.097$ ,  $p=.005$ . Participants from the first category were more teacher-focused than those from the second category.

Participants who strongly agreed that adult learners' customs or traditions interfere with the activities in the classroom had higher scores on the ITTF ( $M=35.00$ ) compared to those who strongly disagreed ( $M=19.20$ ):  $F(4, 61)=3.526$ ,  $p=.012$ . Adult educators from the first category were more teacher-focused than those from the second category.

Adult educators who strongly agreed that they preferred frontal interactions in their work with adult learners had higher scores on the ITTF ( $M=26.55$ ) compared to those who strongly disagreed ( $M=16.00$ ):  $F(4, 61)=4.034$ ,  $p=.006$ . Participants who had a strong preference for frontal interaction were more teacher-focused than those who strongly disagreed.

Adult educators who strongly agreed that they preferred the teacher-to-student flow of information had higher scores on the ITTF ( $M=30.00$ ) compared to those who agreed ( $M=25.40$ ), those who were undecided ( $M=21.11$ ), those who disagreed ( $M=21.72$ ), and those who strongly disagreed ( $M=10.00$ ):  $F(4, 61)=10.153$ ,  $p<.001$ . Participants who had a strong preference for the teacher-to-student flow of information were more teacher oriented.

Adult educators who strongly agreed that it was difficult for adult learners to interact with each other had higher scores on the ITTF ( $M=35.50$ ) compared to those who strongly disagreed ( $M=18.28$ ) and those who agreed ( $M=27.33$ ):  $F(4, 61)=4.993$ ,  $p=.002$ . Participants who strongly believed that it was difficult for adult learners to interact with each were more teacher-focused than those who strongly disagreed and those who agreed.

Adult educators who strongly agreed that they took into consideration the cultural background of their adult learners had higher scores on the ITTF ( $M=26.18$ ) compared to those who agreed ( $M=23.90$ ), those who were undecided ( $M=27.25$ ), those who disagreed ( $M=23.25$ ),

and those who strongly disagreed ( $M=10.00$ ):  $F(4, 61) = 4.700, p = .002$ . Participants who strongly agreed that they took into consideration the cultural background of their adult learners were more teacher oriented.

### **Chi square tests**

Female adult educators (51.6%) were more likely than male (48.4%) to notice cultural/religious/ethnic conflicts among adult learners in class (chi square = 4.382,  $df = 1, p = .036$ ).

Adult educators teaching in urban areas (88.3%) were more likely to try to memorize students' names than those teaching in rural areas (11.7%): chi square = 6.235,  $df = 1, p = .013$ . However, this result must be interpreted with caution, given that the number of participants who teach in rural areas is smaller than the one who teach in urban areas.

Adult educators who took a training program in an NGO, association, or foundation (56%) were more likely to also have taken a specialized course in teaching skills than those who took a training program in a higher education institution (28%) or who did not take a training program (16%): chi square = 7.787,  $df = 2, p = .020$ .

## **THE PROFILE OF THE ADULT EDUCATOR**

More than half of adult educators were females, in a relationship, from urban areas, and were born in the country they worked in. Female adult educators were more likely than male to notice cultural/religious/ethnic conflicts among adult learners in class.

The mean teaching experience of participants was around 17 years. At the same time, they also had experience in teaching multicultural adult learners (with a mean of 10 years). Most adult educators also took specialized courses in teaching skills. However, relatively few of them attend a training program in teaching migrants and/or refugees. Most adult educators had higher education degrees and taught in English and/or the language of the host country. All the participants taught adults, while only a part of them also taught children, teenagers, and/or seniors.

All the adult educators were interested in cultural diversity and a vast majority of them learnt a lot from their adult learners. Most of their activity took place in a formal setting / classroom and were interested in memorizing adult learners' names. Adult educators also noticed cultural / religious / ethnic conflicts among adult learners in their class. Usually, they did not have conflicts with adult learners.

Adult educators believed that practical activities were more effective than theoretical activities in working with adult learners. For the most part, they do not find their activity with adult learners to be difficult. Half of them have noticed that adult learners with a larger social network, with a higher level of education, and with a better financial situation are advantaged. Most of them believed that the difference in adult learners' levels of training made their work more difficult. For many adult educators, their work in class changed their view of multiculturalism. Most of them were satisfied with various aspects of their work such as: the way their work with adult learners went, the way they managed to understand the habits of the adult learners, the punctuality of the adult learners, and the attitude of adult learners towards their activities. Adult educators also took into consideration the cultural background of their adult learners when preparing their activities.