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Social recognition matters: Consequences for school participation and life satisfaction among immigrant students

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Abstract

Participation in society is instrumental for democracy and of special importance for minority members. Despite broad research in the context of adults' participation, the earlier formative years and the participation of students in school activities have been neglected so far. The present research examined antecedents and consequences of Latin American migrant students' participation in school activities in Chile. More specifically, we tested whether three forms of social recognition experiences (i.e., need-based care, equality-based respect and achievement-based social esteem) received from Chilean society predicted different forms of school participation. Heightened school participation was assumed to further translate into satisfaction with life. Results of a study with immigrant students ($N = 393$; 12–20 years old; 56.7% female) revealed, that experiences of social esteem predicted an overall positive perception of school participation and this effect further translated into heightened life satisfaction. Moreover, experiences of respect were associated with participation in school decisions and rules and with participation in school events. The latter effect further translated into enhanced life satisfaction. Care did not play a role in predicting school participation when the other forms of recognition were controlled for. We discuss the importance of social recognition

experiences and implications for interventions within educational systems.

KEYWORDS

immigrants, life satisfaction, respect, school participation, social recognition

1 | INTRODUCTION

Participation of individuals is a central societal issue as it is instrumental for the well-functioning of democracies (Checkoway & Aldana, 2013). Involvement of individuals is thus regarded as a fundamental aspect of social justice (e.g., Tyler, 2000). Societal participation involves not only voicing of opinions and ideas but also active partaking in decision making and discourses to shape and develop one's country and society.

Whereas several scientific approaches have looked at adult participation (Churchman, Wiesenfeld, & Sadan, 2017) either from an individual (e.g., Schussman & Soule, 2005) or a collective (e.g., van Zomeren & Iyer, 2009) perspective, the earlier formative years of school time have not been studied as intensively. Existing research recognises that the ability to participate is already acquired during childhood and adolescence and strongly shaped within schools (Metz & Youniss, 2005). For example, John-Akinola and Nic-Gabhainn (2014) report that students differ in their perception of possibilities regarding participation in school activities, which has further consequences for well-being and health outcomes (see also De Róiste, Kelly, Molcho, Gavin, & Nic Gabhainn, 2012). The present contribution is concerned with the antecedents of participation in activities at school and well-being. More specifically, we explore how social recognition experiences contribute to young people's participation (Fitzgerald, Graham, Smith, & Taylor, 2010; Thomas, 2007) and further to their satisfaction with life.

Participation, in general, and school participation are especially crucial for children and adolescents of minority groups such as immigrants, because they are usually less integrated compared with those from host countries. In the present article, we focus on migrant adolescents and explore the preconditions and consequences of school participation. More specifically, we highlight that recognition experiences made in society foster school participation among migrant students and that heightened participation further translates into life satisfaction.

1.1 | Social recognition

In his famous theory of recognition, social philosopher Honneth (1995) suggested that positive recognition experiences that individuals make in the social world represent the basis for personal autonomy and societal participation. Honneth distinguishes among three forms of social recognition, which have been referred to as need-based care, equality-based respect and achievement-based social esteem (Renger, Renger, Miché, & Simon, 2017).

First, it is crucial for people that others care for them and satisfy their emotional needs (see also Bowlby, 1979). This form of recognition is especially important in the first years of life but remains crucial also in adolescence and adulthood. Consistent care by others paves the way to a healthy self-confidence (Honneth, 1995). Second, equality-based respect refers to the extent that others regard and treat the individual as a person with equal rights who is taken seriously (Renger et al., 2017). Respect experiences represent a crucial precondition for self-respect (i.e., an individual's belief of having equal rights, e.g., Renger, Eschert, Teichgräber, & Renger, 2020). Finally, social esteem refers to the positive evaluation that people get for their achievements and contributions (Honneth, 1995). Only to the extent that others value their contribution can individuals develop a sense of self-esteem in terms of being competent. Whereas need-based care can be found across cultures and has not changed much across time, equality-

based respect and achievement-based social esteem evolved during the Enlightenment primarily in Western countries. More specifically, whereas rank- or status-based social recognition (based e.g., on nobility) became less important, individuals' dignity as persons (see Kant, 1977) as well as personal achievements gained in importance as bases for recognition experiences (Honneth, 1995).

Recognition theory has been in the focus of several academic disciplines, such as social work (Houston, 2016) or political science (Kompridis, 2007). On the other hand, social psychological research has provided first evidence that the three forms of social recognition can be empirically distinguished (Renger, Miché, & Casini, 2020; Renger & Reese, 2017) and that recognition experiences affect individual variables (e.g., personal autonomy or health) as well as social variables (e.g., collective identity or cooperation, Renger & Simon, 2011; Simon & Stürmer, 2003).

1.2 | Social recognition and participation at school

Recently, educational researchers also started dedicating their attention to how recognition could inform educational research questions (e.g., Huttunen & Murphy, 2012). For example, Graham, Powell, Thomas, and Anderson (2017) argued in a theoretical approach that recognition experiences are central for gaining a more in-depth insight into children's well-being and school participation. According to Thomas (2012)

children do not engage fully if they do not feel a sense of warmth and affection; they cannot participate equally if they are not respected as rights-holders; and they will not have a real impact unless there are mutual esteem and solidarity, and a sense of shared purpose. (p. 463)

Most of these approaches have been of theoretical (Thomas & Stoecklin, 2018) or qualitative (Thomas, Graham, Powell, & Fitzgerald, 2016) nature. Nevertheless, far too little attention has been paid to the quantitative approach (cf. Anderson, 2018). In the present research, we aim to fill this gap in the literature by quantitatively examining the relationship between students' recognition experiences and their participation at school.

To this end, we chose a definition and operationalization of school participation suggested by John-Akinola and Nic-Gabhainn (2014) which includes aspects of having a say (which is stressed in definitions of other authors, see e.g., Anderson, 2018) but also incorporates further aspects that focus more on participation as taking part in certain activities. More specifically, according to John-Akinola and Nic-Gabhainn (2014), school participation involves four sub-dimensions: (a) participation in school decisions and rules (e.g., taking part in making school rules), (b) participation in school events (events organized by the school), (c) participation in school activities such as arts, physical education, music, sports, drama, school tours and after-school activities and (d) positive perception of school participation (pupils' perception of feeling happy about their level of participation at school).

As all three forms of social recognition experiences have been shown to foster personal autonomy (Renger et al., 2017), it can be assumed that, in general, experiences of care, respect and social esteem are all crucial for the inner freedom necessary to step out and participate in social life (Honneth, 2012). A person needs a basic trust in him or herself to confidently interact and communicate with others, which is nurtured through experiences of need-based care. A person also needs to regard him or herself as a holder of equal rights to feel entitled to having (equal) say in social interactions. Such a self-view is facilitated by experiences of equality-based respect (e.g., Renger, Miché, et al., 2020). Moreover, last but not least, a person needs to view him or herself as a competent person who can contribute something valuable to the common good (Honneth, 1995), which is promoted by experiences of achievement-based social esteem.

Therefore, all three forms of social recognition experiences are essential for general school participation. There might, however, be distinct relationships if specific school participation subscales are regarded. For example, the four school participation subscales suggested by John-Akinola and Nic-Gabhainn (2014) contain distinct behaviours and activities that might be differentially linked to different recognition experiences (e.g., Anderson & Graham, 2016).

More specifically, participation in decision-making requires the perception of the self as a morally accountable person (Honneth, 1995). It also requires the ability to assertively voice one's opinion to impact decision making. Therefore, experiences of equality-based respect, which have been demonstrated to enhance voice and assertiveness in discussions (Renger, Mommert, Renger, Miché, & Simon, 2019), should be most relevant for this subdimension of school participation. On the other hand, participation in school activities includes activities such as physical education and sports, which are performance based and thus require a sense of self-competence. Hence, experiences of achievement-based social esteem might be especially predictive for this specific form of school participation.

1.3 | School participation and life satisfaction

In spite of the recent 50th anniversary of the so-called 'movement of social indicators' which popularised the concept of quality of life and fostered the study on subjective well-being (Land & Michalos, 2018), only a decade ago scholars began to systematically study this topic in nonadult populations (Ben-Arieh, 2008). In psychology, multiple authors have defined subjective well-being as a set of affective and cognitive evaluations that people have about their own life experiences (Diener & Diener, 1995; Rees, Bradshaw, Goswami, & Keung, 2010). In this tradition, life satisfaction represents a person's cognitive assessment of happiness with his/her whole life. Whereas affective reactions are more transitory and influenced by specific events, cognitive evaluations are related to a global and stable idea about one's life (Seligman, 2011).

The present research is concerned with life satisfaction as the cognitive component of well-being and how it is related to adolescents' school participation. In general, an active and deep engagement was found to enhance a personal and collective sense of control, self-efficacy, more explicit purpose in life, and, as a consequence of these, a state of well-being among citizens (Budge, Mitchell, Rampling, Down, & Collective, 2019). Within the school context, research has demonstrated that participation in school activities is related to well-being and mental health of pupils (De Róiste et al., 2012). For example, higher levels of participation and identification with the educational institution correlate positively with better self-esteem, greater feeling of autonomy and self-control, higher capacity to establish relationships of support and collaboration with other people, greater life satisfaction and lower likelihood of incurring antisocial or risk behaviours (Finn & Rock, 1997). Viewed from another perspective, lacking appropriate participation can be equated with a tendency to silence the self (because own ideas and opinions are not voiced), which has been associated with depressiveness and other negative consequences for psychological health across cultures (Jack & Ali, 2010), and thus arguably with lowered life satisfaction.

1.4 | The present research

Members of migrant groups are in particular need of recognition experiences to be able to participate and integrate into society (Schaefer & Simon, 2019). The present research aims to investigate how early recognition experiences from majority group members affect migrant students' participation and satisfaction. A well-suited context to examine this research question is Chile, where between 2015 and 2017, the number of immigrants grew by 67% (~800,000 people), which represents 4.35% of the total population (National Institute of Statistics, 2017). This percentage may be even higher since it does not reflect those entering the country through nonlegal means. As in many other countries, intergroup relations between immigrants and members of the host society are sometimes thorny (González, Sirlópú, & Kessler, 2010). Immigrants come primarily from neighbouring countries such as Peru, representing 31.7%. Other prominent groups are coming from Colombia, Haiti and Venezuela (Rojas & Silva, 2016). The number of migrants under 18 in Chile has doubled within 6 years, representing approximately 77,000 children (Chilean Ministry of Planning, 2017).

In this research, we focus on migrant students' social recognition experiences in Chile and subsequent school participation and life satisfaction. Overall, in line with recognition theory (Honneth, 1995, 2012), we expect that, if considered separately, all three different experiences of social recognition – care, respect, and social esteem – should be positively related to all four types of school participation (participation in school decisions and rules, participation in school events, participation in school activities and positive perception of school participation). However, when all three forms of recognition are simultaneously included as predictors, equality-based respect experiences, which enhance pupils' voice and assertiveness (Renger et al., 2019), should play a central role especially for participation in school decisions and rules (which particularly requires these abilities). Likewise, when controlling for all three forms of recognition, experiences of achievement-based social esteem can be expected to be most crucial for participation in school activities, which often include (sports) activities where a self-view of being competent and being able to achieve something is beneficial. As the other two types of school participation (participation in school events and positive perception of school participation) refer to the more general participation in school events and the general positive perception of school participation, we expect equally strong predictive roles of all three forms of recognition experiences.

As participation in school activities has been linked to well-being and mental health of pupils (De Róiste et al., 2012), we expect heightened school participation (on all levels) to further translate into increased life satisfaction. To summarise, in the present research, we hypothesise that recognition experiences that migrant students make in Chilean society enhance life satisfaction through increased school participation (mediation hypothesis).

2 | METHOD

2.1 | Participants

Data were collected as part of a larger project directed by the first author. The sample included 393 immigrant adolescents (56.7% female) in Chile who came from eight countries: Peru (62.8%), Colombia (14.2%), Dominican Republic (6.4%), Venezuela (2.5%), Bolivia (2.8%), Haiti (2%), Ecuador (2%) and Argentina (1.5%). Less than 6% of the foreign pupils did not respond to this item. Participants were between 12 and 20 years old ($M = 15.61$, $SD = 1.64$).

2.2 | Procedure

An initial letter was sent to the headmasters of schools with many immigrant students. In institutions that agreed to participate, a document was sent to families describing the study; pupils with parental consent and individual assent participated in the study. Trained undergraduate and graduate psychology students visited the schools and administered an anonymous paper and pencil self-report questionnaire in a classroom setting. All participants were informed that their answers were confidential. At the end of this process, participants were debriefed about the goal of the study and received one movie ticket (worth about USD 5). All procedures were approved by the Ethical Committee of the University of the first author.

2.3 | Measures

2.3.1 | Social recognition experiences

To measure the three forms of recognition, we adapted the social recognition scales created by Renger et al. (2017), who reported high reliability: care (Cronbach's $\alpha = .88$), respect ($\alpha = .92$) and social esteem ($\alpha = .88$). In the present

study, four items assessed each kind of recognition experience by majority society: need-based care (e.g., 'Chileans behave towards immigrants from my country in a very caring manner'; $\alpha = .78$), equality-based respect (e.g., 'When Chileans engage with immigrants from my country, they always treat us as people of equal worth'; $\alpha = .84$), and social esteem (e.g., 'Immigrants from my country consistently get positive feedback for what they are doing'; $\alpha = .74$). Answers were provided on 5-point Likert scales ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). To facilitate answering for our young participants, we included smiley faces with the scale points for all the measures.

2.3.2 | School participation

We used the school participation scale developed by John-Akinola and Nic-Gabhainn (2014), which has been translated and validated into Spanish by Pérez-Salas, Sirlopú, Awad, and Cobo (2019). These authors validated the scale in a sample of 1,428 Chilean secondary students using a bifactor analysis. This technique is a form of second-order confirmatory factorial analysis, which assumes the existence of one general factor that explains the covariances of all the observed indicators of a scale (Jennrich & Bentler, 2011). Their results showed that the four dimensions had high internal reliability (Omega range from .84 to .88) as well as proper fit indices that prove the hierarchical structure of the scale.

We adapted the 25 items and grouped them into four dimensions that measured school participation from the perspective of students. The aspects included (a) Participation in school decisions and rules (six items, e.g., 'Immigrant students take part in making school rules in the same manner as Chilean students'; $\alpha = .91$); (b) Participation in school events (six items, e.g., 'Immigrant students are sure about how to take part in school events in the same manner as Chilean students'; $\alpha = .91$); (c) Participation in school activities such as arts, music, physical education, and so on (seven items, e.g., 'I enjoy doing school activities with Chilean students'; $\alpha = .88$) and (d) Positive perception of school participation (six items, e.g., 'Immigrant students have the right to take part in our school in the same manner as Chilean students'; $\alpha = .87$). A 5-point Likert response scale was used (1 = *strongly disagree* to 5 = *strongly agree* for the Participation in school decisions and rules scale; 1 = *never* to 5 = *always* for the other dimensions).

2.3.3 | Life satisfaction

This construct was measured with a single item: 'I am satisfied with my whole life in general' (Diener, Emmons, Larsen, & Griffin, 1985) using a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*).

3 | RESULTS

Means, standard deviations and bivariate correlations for all variables are shown in Table 1.

To test our mediation hypothesis that recognition experiences predict school participation and further translate into life satisfaction, we first ran separate structural equation models for the distinct forms of school participation with latent and manifest variables using Mplus version 8.4 (Muthén & Muthén, 2019) with maximum-likelihood estimation. For testing the indirect effects, we used the bias-corrected bootstrap method with 95% confidence intervals based on 1,000 resamples (see Taylor, MacKinnon, & Tein, 2008).

The model with participation in school decisions and rules as a mediator is shown in Figure 1. This type of participation was solely predicted by respect and further predicted life satisfaction. Except for chi-square which has been shown to be less informative within larger samples (>200; Ullman, 2013), the model had an adequate fit to the data: $\chi^2(143) = 312.61$, $p < .001$, $\chi^2/df = 2.18$, RMSEA = 0.05 [0.047, 0.063], CFI = 0.95, TLI = 0.94 and SRMR = 0.04

TABLE 1 Means, standard deviations and intercorrelations of all variables

Variables	M	SD	1	2	3	4	5	6	7	8
1. Care	3.06	0.71	-							
2. Respect	3.14 ^a	0.82	.63**	-						
3. Social esteem	3.26 ^a	0.75	.51**	.63**	-					
4. Participation in school decisions and rules	3.83 ^a	0.85	.38**	.40**	.32**	-				
5. Participation in school events	3.88 ^a	0.83	.31**	.37**	.32**	.79**	-			
6. Participation in school activities	3.51 ^a	0.84	.29**	.32**	.29**	.51**	.56**	-		
7. Positive perception of school participation	3.98 ^a	0.73	.30**	.32**	.34**	.49**	.49**	.48**	-	
8. Life satisfaction	4.06 ^a	0.98	.03	.10*	.07	.27**	.27**	.15**	.18**	-

^aStatistically different from scale midpoint (3).

* $p < .05$. ** $p < .01$.

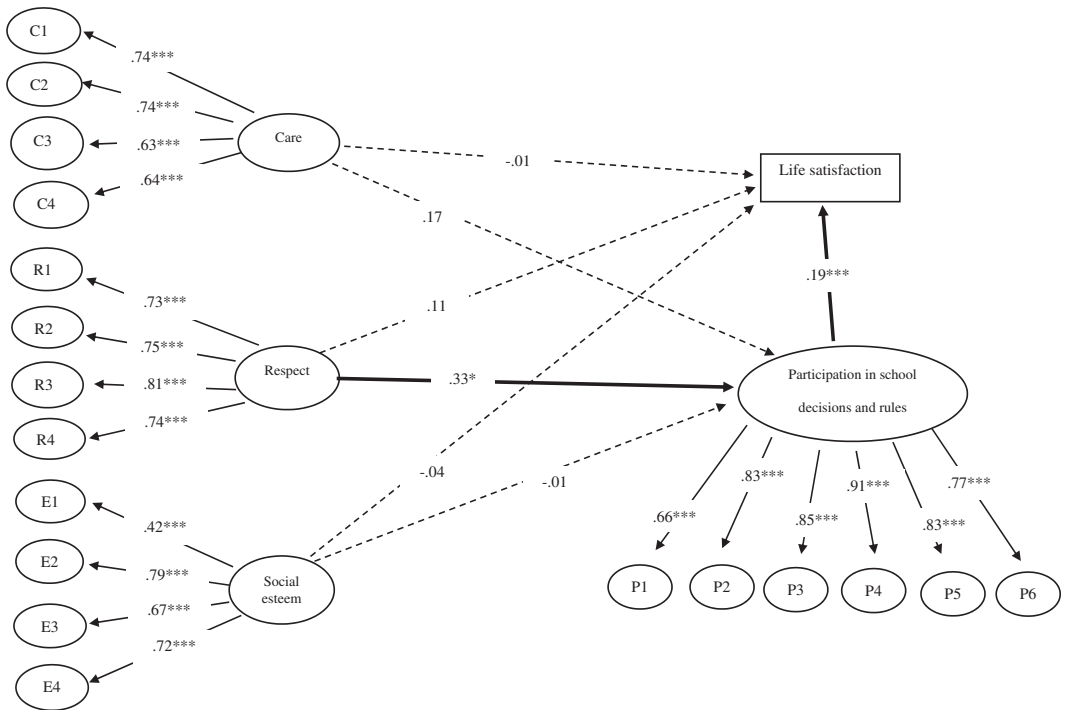


FIGURE 1 Structural equation model including antecedents (social recognition experiences) and consequences (life satisfaction) of participation in school decisions and rules. * $p < .05$; ** $p < .01$; *** $p < .001$. Dotted lines indicate a nonsignificant path ($p > .05$)

(cf. Kline, 2016). Bias-corrected bootstrapping analysis revealed a significant indirect effect of respect via participation in school decisions and rules on life satisfaction, $b = 0.079$; 95% CI [0.012; 0.215].

Figure 2 shows the model for participation in school events as mediator. Only respect predicted participation in school events which further predicted life satisfaction. Again, except for χ^2 , the model had adequate indicators: $\chi^2(143) = 259.35$, $p < .001$, $\chi^2/df = 1.81$, RMSEA = 0.04 [0.037, 0.054], CFI = 0.97, TLI = 0.96 and SRMR = 0.04. The

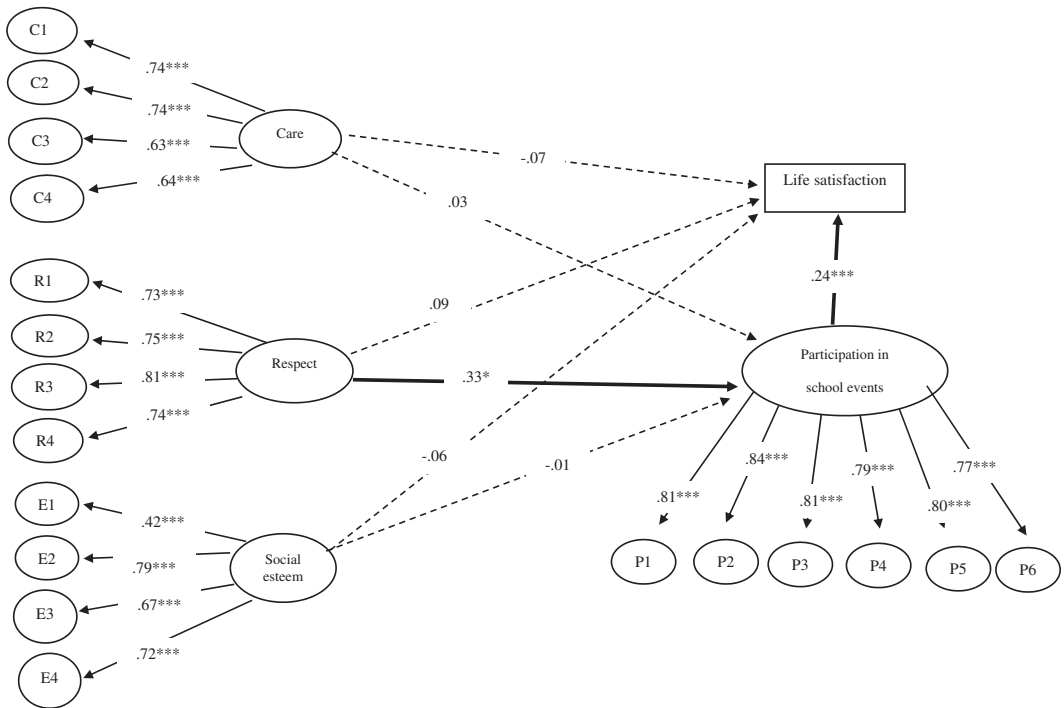


FIGURE 2 Structural equation model including antecedents (social recognition experiences) and consequences (life satisfaction) of participation in school events. * $p < .05$; ** $p < .01$; *** $p < .001$. Dotted lines indicate a nonsignificant path ($p > .05$)

indirect effect from respect via participation in school events on life satisfaction was significant, $b = 0.08$; 95% CI [0.009; 0.230].

The model for participation in school activities as a mediator yielded no significant relationships. The fit indices of the model were mediocre: $\chi^2(161) = 612.24$, $p < .001$, $\chi^2/df = 3.08$, RMSEA = 0.08 [0.077, 0.092], CFI = 0.87, TLI = 0.85 and SRMR = 0.07.

Finally, the model for positive perception of school participation as a mediator is presented in Figure 3. In this case, we found that only experienced social esteem predicted the general perception of school participation which further predicted satisfaction with life. Except for χ^2 , the fit-indices were adequate: $\chi^2(143) = 352.47$, $p < .001$, $\chi^2/df = 2.46$, RMSEA = 0.06 [0.053, 0.069], CFI = 0.93, TLI = 0.92 and SRMR = 0.04). Bias-corrected bootstrapping analysis revealed a significant indirect effect of social esteem via the perception of school participation on life satisfaction, $b = 0.19$; 95% CI [0.008; 0.536].

3.1 | Further analysis

As the different types of school participation were highly correlated, we also tested the hypothesised relationships within a single model¹ (allowing the four mediators to correlate).² Except for χ^2 , fit indices were acceptable: $\chi^2(640) = 1,515.91$, $p < .001$, $\chi^2/df = 2.37$, RMSEA = 0.059 [0.055, 0.063], CFI = 0.90, TLI = 0.89 and SRMR = 0.055 (cf. Kline, 2016). In most parts, this model confirms our results obtained within the single models (see Figure 4). Concerning the predictive roles of recognition experiences for school participation central paths were verified. Care did not yield significant relationships with any of the variables. Respect was a significant predictor of both participation

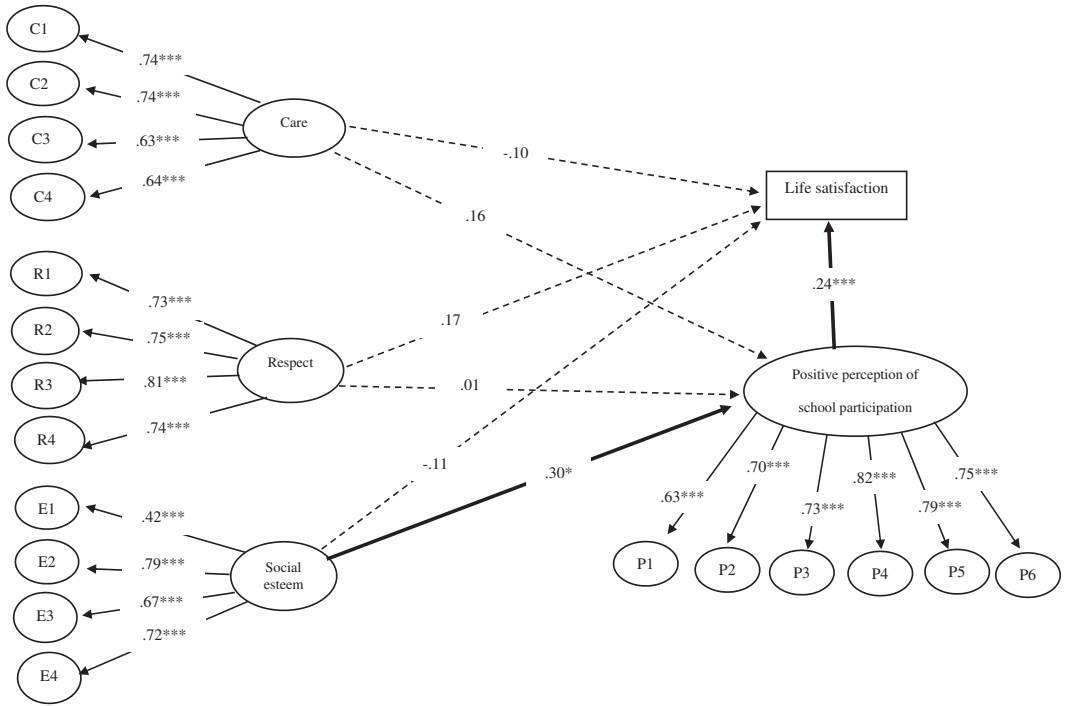


FIGURE 3 Structural equation model including antecedents (social recognition experiences) and consequences (life satisfaction) of positive perception of school participation. * $p < .05$; ** $p < .01$; *** $p < .001$. Dotted lines indicate a nonsignificant path ($p > .05$)

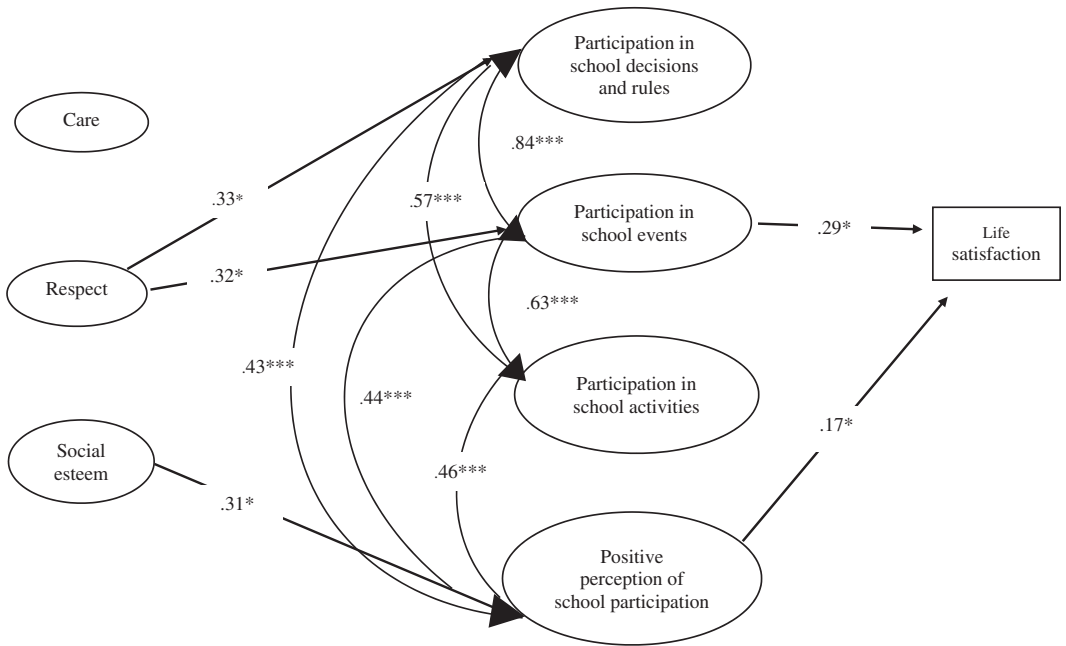


FIGURE 4 Structural equation model including antecedents (social recognition experiences) and consequences (life satisfaction) of four dimensions of school participation. * $p < .05$; ** $p < .01$; *** $p < .001$

in school decisions and rules and of participation in school events, whereas esteem was confirmed as a significant predictor of positive perception of school participation. Concerning the mediational paths, the effect of respect on participation in school events was further translated into enhanced life satisfaction (this indirect effect was supported by bias-corrected bootstrapping with 1,000 resamples, $b = 0.119$; 95% CI [0.002; 0.338]). Moreover, the indirect effect of social esteem via positive perception of school participation on life satisfaction was supported by bias-corrected bootstrapping analysis, $b = 0.135$; 95% CI [0.001; 0.395].

4 | DISCUSSION

Although the role of social recognition in promoting participation and wellbeing at school has turned out to be a topic of interest in recent years (Thomas et al., 2016), there are still few articles on that subject matter in immigrant adolescents (cf. Amadasi & Iervese, 2018). In this vein, the present research aimed to test the predictive value of recognition experiences in migrant students' participation in school activities and life satisfaction. Drawing on prior work from different scientific disciplines (Honneth, 1995; Renger et al., 2017), we distinguished between three forms of social recognition (need-based care, equality-based respect and achievement-based social esteem) received from society and hypothesised that all three are important for school participation and subsequent life satisfaction.

Our statistical analyses revealed that whereas need-based care did not play a significant role in the prediction of school participation when the other forms of recognition experiences were controlled for, quality-based respect and achievement-based social esteem were important predictors. As hypothesised respect was associated with participation in school decisions and rules and with participation in school events (such as taking part in planning school events). The more migrant students felt respected as equals and taken seriously by society, the more they felt that they could participate in decision making and take part in school events. These findings confirm the crucial role of equality-based respect in individuals' readiness to voice their opinions and act assertively (Renger et al., 2019) and participate within their group (Stürmer, Simon, & Loewy, 2008). Contrary to expectations, social esteem was only a predictor of positive perception of school participation but was not related to participation in school activities or the other forms of school participation. The more migrant students felt esteemed for their contribution, the more they had a positive perception of participation at school.

Bootstrap results additionally confirmed that school participation represents a mediator for the relationship between social recognition experiences and migrants' life satisfaction. More specifically, the indirect path from respect via participation in school events on life satisfaction as well as the path from social esteem via positive perception of school participation on life satisfaction received empirical support both in the separate analyses as well as in the combined model. In other words, migrant students' life satisfaction is best predicted by their participation in regular school events and their overall positive evaluation of school participation which are both fuelled by social recognition from society. These findings that more general (as compared with more specific) forms and overall perceptions of school participation are better predictors for life satisfaction are in line with the specificity matching principle describing that general, global criterion variables are best predicted by general as compared with specific predictors (e.g., Swann, Chang-Schneider, & Larsen McClarty, 2007).

Our results are in line with and extend prior findings that school participation (Percy-Smith & Thomas, 2010), or pupils' engagement in activities and decision-making processes (John-Akinola & Nic-Gabhainn, 2014), can be fostered through positive social interactions between the student and his/her peers, friendship and companionship (Koster, Nakken, Pijl, & Van Houten, 2009). Our findings draw attention to the central role of equality-based respect in the development of participation within schools. Full-fledged participation is only possible when different opinions and ways of being are respected by the majority (Graham et al., 2014). In this sense, school immigrants who perceive that their group is respected (and by extension themselves) feel entitled to participate in school life, and this increases their satisfaction with life.

4.1 | Limitations and further directions

The current findings are based on correlational data, and causal inferences should thus be made with caution. However, our hypotheses were derived from a theoretical framework (Honneth, 1995), and prior research had already provided evidence for the causal link between respect and voice behaviour (Renger et al., 2019), which arguably is closely related to participation. Although we are confident about the hypothesised causal relationships in our model, future research should further substantiate the causes and consequences of school participation.

A possible limitation of this research may be the use of a single-item to measure life satisfaction, although its validity and reliability has been shown by prior research. For example, Cheung and Lucas (2014) showed a high level of criterion validity when comparing this single indicator with multiple-item scales of life satisfaction measures. Moreover, drawing on four longitudinal studies, Lucas and Donnellan (2012) provided evidence concerning the reliability of single-item life satisfaction measures over time. Despite these results, further research is needed to confirm the validity of our other measures (e.g., by relating them to other established measures of school participation, see e.g., Anderson, 2018).

The present research is concerned mainly with recognition from outgroup members. Respect from outgroup members was shown to foster recategorisation, that is, identification as a common group (Simon, Mommert, & Renger, 2015), and mutual identification usually enhances cooperation and participation (Gaertner & Dovidio, 2000; Renger et al., 2017). Future research should, therefore, test whether the observed effect of respect on school participation is mediated via increased identification with a common group (including migrant and nonmigrant students).

In this research, we explored the role of recognition received by most of society. Prior studies demonstrated that individuals and groups on different hierarchical levels could be the source of social recognition (e.g., Renger et al., 2017, 2020). Future research should, therefore, also focus on recognition received from teachers and parents to examine their role for participation and satisfaction of migrant students.

4.2 | Implications of the present research

In recent years, educational systems worldwide, for example, in the United Kingdom (Public Health England, 2015), Finland (Sahlberg, 2015) or Australia (Dockery, 2010), have been developing policies and programs for promoting students' well-being and satisfaction. This endeavour is of central importance because low levels of well-being have been associated with lowered self-control (Ronen, Hamama, Rosenbaum, & Mishely-Yarlap, 2016), mental health (Austin, Saklofske, & Egan, 2005), resilience (Gutiérrez & Romero, 2014) and with heightened risk factors such as alcohol consumption (Pitkänen, 1999), reckless behaviours (Ravert et al., 2013), suicidal ideation and behaviour (Valois, Zullig, Huebner, & Drane, 2004) or eating disorders (Valois, Zullig, Huebner, & Drane, 2003).

The results of the present research strongly suggest that educational systems need to enable positive recognition experiences. The distinction between three different forms of social recognition allows for a more detailed analysis of the specific information that needs to be communicated within schools. Communication of equality-based respect seems to be especially crucial for participation in decision-making and school events. This might be the case because respect experiences represent an essential precondition for self-respect (i.e., seeing the self as someone with equal rights; Honneth, 1995), which has been shown to foster assertive claim making (Renger, 2018). Respect also fits with suggestions derived from humanistic psychology that teaching needs to involve methods that are reflective, dialogic and democratic (e.g., Hanley, Winter, & Burrell, 2019).

Our research connects with, or could even be placed within, 'social psychology of citizenship' (Stevenson, Dixon, Hopkins, & Luyt, 2015). The question of how individuals become (democratic) citizens has long been neglected and can significantly benefit from the social recognition approach. If civic and potentially also political participation depends on appropriate recognition experiences (Honneth, 1995), then it should be in the interest of states to ensure these recognition experiences for their citizens. For the young generation, schools represent crucial

environments for recognition experiences, where the ability for civic and political participation can be practiced in terms of school participation. These early experiences and practices are essential for migrants to acquire the ability to participate in society as full-fledged members.

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ENDNOTES

¹ Within this model, two similarly worded items from the participation in school activities scale ('I take part in the school activities' and 'I have fun doing school activities') that showed large correlation indices (standardised expected parameter change value = 0.910), were allowed to correlate due to their nonrandom measurement error (see Brown, 2015).

² We thank the Editor for this suggestion.

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