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in Media and Society

"Developing Meta-Theoretical Approach to  
Social Representations Literature:  
the contribution of Italian Scholars belonging to  
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# Drawing similitudes and making sense of differences: children's rights in Italy and in Jordan

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Basic aim: to study the role of cultural contexts in the production of SR

## THE WELL-KNOWN RESEARCHES ON SR OF HUMAN RIGHTS

Clémence A., Doise W., De Rosa A. M. et Gonzales L. (1995), *La représentation sociale des droits de l'homme : Une recherche internationale sur l'étendue et les limites de l'universalité*. «Journal International de Psychologie», 30, 181-212.

Devos T., Clémence A. et Doise W. (2000). Représentations sociales des violations des droits de l'homme : une étude auprès des jeunes roumains. *Les Cahiers Internationaux de Psychologie Sociale*, n° 47-48, 143-154.

Doise W. (2001), *Droits de l'homme et force des idées*. Paris, PUF.

Doise W. et Herrera M. (1994), Déclaration universelle et représentations sociales des droits de l'homme. Une étude à Genève. *Revue Internationale de Psychologie Sociale*, 2, 87-115.

Doise W., Clémence A. et Spini D. (1996), Human rights and social psychology. *The British Psychology Society*, 35, 3-21.

Doise W., Spini D. et Clémence A. (1999), Human rights studied as social representations in a cross-national context. *European Journal of Social Psychology*, 29, 1-29.

Doise W., Spini D., Jesuino J. C., Ng S. H. et Emler N. (1994), Values and perceived conflicts in the social representation of human rights: Feasibility of a cross-national study. *Swiss Journal of Psychology*, 53, 240-251.

Spini, D., Doise, W. (2004). Universal rights and duties as normative social representations. In N.J. Finkel & F.M. Moghaddam (Eds.), *The psychology of rights and duties*. Washington, DC: American Psychological Association.

Spini D. et Doise W. (1998), *Organising principles of involvement in human rights and their social anchoring in values priorities*. «European Journal of Social Psychology »,28, 603-622.

Staerklé C., Clémence A. et Doise W. (1998), *Representation of human rights across different national contexts : the role of democratic and non-democratic populations and governments*. «European Journal of Social Psychology », 28, 207-226.

## **Eight articles from the Convention on the Rights of the Child (1989)**

1. Right to freedom of expression (art. 13)
2. Right to privacy (art. 16)
3. Right to be protected from violence (art. 19)
4. Rights of the disabled child (art. 23)
5. Right to education (art. 28)
6. Right of ethnic, linguistic or religious minorities ...(art.30)
7. Right to rest and leisure (art.31)
8. Right to be protected from economic exploitation (art. 32)

## Common elements to both questionnaires

### 1) 24 values (Molinari, Emiliani, 1999)

Evaluation of importance: “How important is it to transmit this value to the younger generation?”

(1= not at all important; 9= extremely important)

### 2) 8 articles taken from the Convention relating to children’s rights (1989)

For each right

a) Evaluation of importance : “How important is the right to...a well-functioning society?”  
(1= not at all important; 9= extremely important)

b) Evaluation of responsibility : “To which degree is each entity responsible for the respect of each right?”

(1= not at all responsible; 9= extremely responsible)

1: Family

2: School

3: My self

4: Police

5: Government

# 1. The participants: Social position and direct involvement

	Italy (646)	Jordan (723)
Students	250	195
Teachers	99	172
Police workers	94	138
Parents	203	218
	Age [years]	
Students	[17-20]	[17-20]
Teachers	[30-39] = 36% [40-49] = 38%	[30-39] = 55%
Police workers	[30-39] = 68%	[30-39] = 72%
Parents	[30-39] = 40% [40-49] = 50%	[30-39] = 33% [40-49] = 37%
	66% women	42% Women

# 1: Studying the organization of the common field

It is possible to detect, despite the historical, sociological and cultural differences, a same organization of the knowledge through the two populations?



## METHOD

- ❑ *Correlations between the six scales:*  
1 scale of importance + 5 scales of responsibility
- ❑ *Cronbach's  $\alpha$  for each right:* Italy: from 0.64 to 0.73  
Jordan: from 0.80 to 0.89
- ❑ *New index:* The average responses on the six scales
- ❑ *Analysis:* Hierarchical cluster analysis: Squared Euclidean distances between the height articles, Ward's method (to accentuate interclass homogeneity)

[Diapositiva 9](#)

Drawing similitudes and making sense of differences

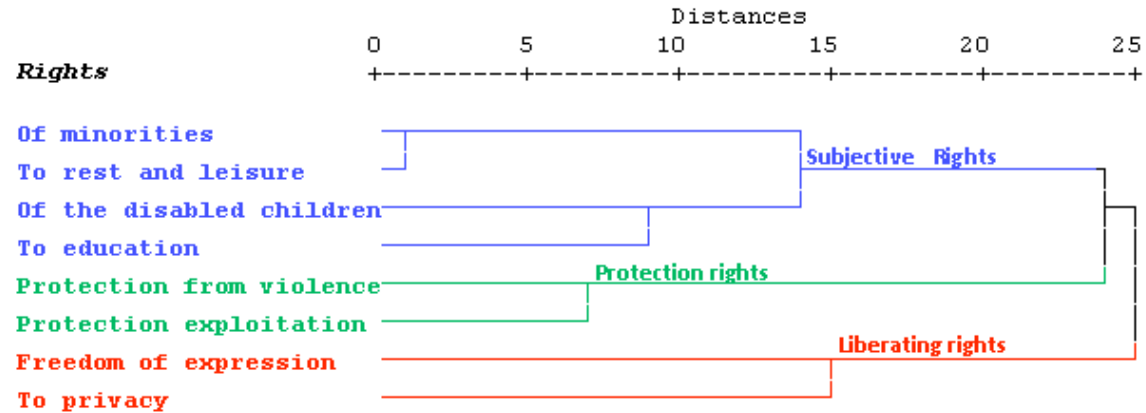
TWO ...  
cultures

ONE ...  
shared meaning system

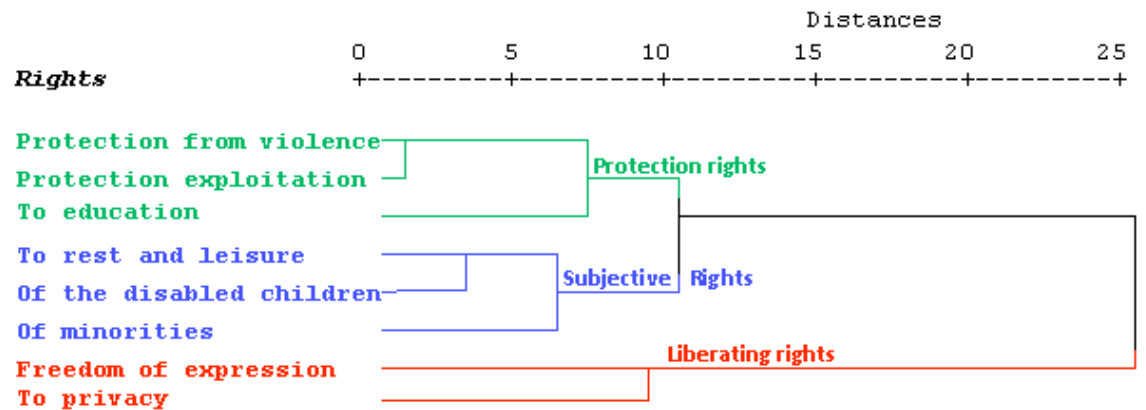


# A shared meaning system

Italy



Jordan



**A SHARED  
UNDERSTANDING**

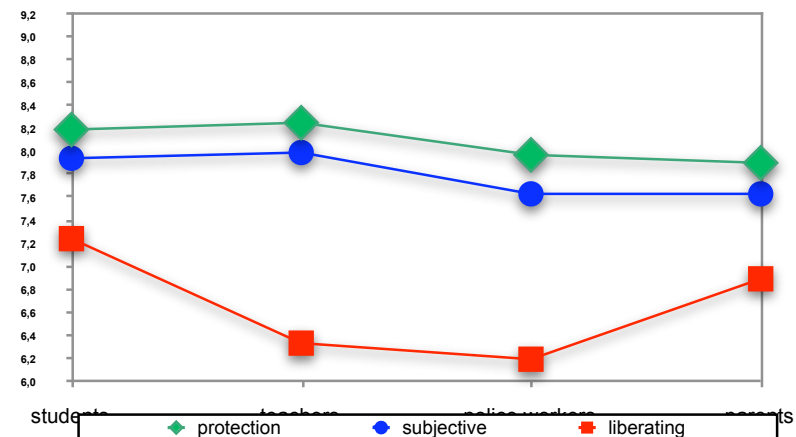
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**DIFFERENT ATITUDES**

## Evaluating the importance

Italy

Jordan



Categories:  $F(1,610) = 40.23; p < .001$

Groups:  $F(2,610) = 1.82; p = ns$

Categories:  $F(1,710) = 160.15; p < .001$

Groups:  $F(2,710) = 2.810; p < .05$

Variance Analyses: dependent variable within subjects = importance of the rights (3); independent variable between subjects = groups (4).

Cependant, des analyses de variance univariées (*classe x groupes*) permettent de préciser ce résultat. Il ressort notamment que l'impact des appartenances socioprofessionnelles s'explique uniquement lorsque la classe envisagée est celle relative aux droits-liberté ( $F(3, 721) = 10.55; p < .0001$ ), par rapport à laquelle (*test Tukey,  $p < .05$* ) les étudiants ( $m = 7.3$ ) et les parents ( $m = 6.9$ ) expriment des attitudes plus favorables que les enseignants ( $m = 6.3$ ) et des policiers ( $m = 6.2$ ).

Les résultats obtenus sur la population jordanienne indiquent que les degrés d'importance proposés par les hommes ( $m = 7.5$ ) et par les femmes ( $m = 7.8$ ) sont, dans l'ensemble, sensiblement différents (*sexe :  $F(1, 710) = 10.68; p < .01$* ). Mais lorsqu'on observe cette tendance générale en tenant compte de classes de droits, il résulte, de nouveau, que seule la classe des droits-liberté ( $F(1, 719) = 38.59; p < .001$ ) suscite des évaluations différenciées parmi les hommes ( $m = 6.3$ ) et les femmes ( $m = 7.3$ ).



## 2: The analysis of individual variations

Responsibility stakes



Italy (variance tot.=58% )			Jordan (variance tot.=71%)		
	Sat.	m.		Sat.	m.
<b>Educational agencies (22%, <math>\alpha = .81</math>)</b>		<b>8.3</b>	<b>Proximal agencies (33%, <math>\alpha = .90</math>)</b>		<b>7.9</b>
Family: liberating rights	.77	8.5	Family: subjective rights	.82	8.0
School: subjective rights	.72	8.4	Family: protective rights	.82	8.1
School: liberating rights	.70	8.2	My self: protective rights	.79	7.9
Family: protective rights	.64	8.6	School: protective rights	.73	7.7
Family: subjective rights	.58	8.0	My self: subjective rights	.72	7.6
School: protective rights	.54	8.0	School: subjective rights	.71	7.6
			Family: liberating rights	.63	7.9
<b>Institutional agencies (18%, <math>\alpha = .76</math>)</b>		<b>7.3</b>	<b>Institutional agencies (21%, <math>\alpha = .85</math>)</b>		<b>6.9</b>
Government: liberating rights	.73	6.9	Police workers: subjective rights	.83	6.0
Police workers: liberating rights	.71	6.1	Government: subjective rights	.76	7.1
Police workers: subjective rights	.64	5.7	Government: protective rights	.74	7.6
Police workers: protective rights	.60	8.1	Police workers: protective rights	.60	6.7
Government: subjective rights	.60	8.3			
Government: protective rights	.59	8.5			
<b>Personal responsibility (18%, <math>\alpha = .85</math>)</b>		<b>7.3</b>	<b>Liberating rights (17%, <math>\alpha = .78</math>)</b>		<b>6.8</b>
My self: subjective rights	.82	6.9	Government: liberating rights	.77	6.5
My self: protective rights	.81	7.4	Police workers: liberating rights	.70	5.7
My self: liberating rights	.74	7.4	School: liberating rights	.70	7.3
			My self: liberating rights	.60	7.7

Factor Analyses PCA, rotation varimax

<i>Italie</i>	<i>Jordanie</i>
	
<p><i>Agents: F(1,640) = 271.39; p &lt; .001</i>  <i>Ag. Éducatifs x groupes: F(3, 644) = 2.51; p = ns</i>  <i>Ag. Institutionnels x groupes: F(3,644) = 20.58; p &lt; .001</i>  <i>Resp. Personnelle x groupes: F(3, 643) = 20.42; p &lt; .001</i></p>	<p><i>Agents: F(1,712) = 303.21; p &lt; .001</i>  <i>Ag. Proximaux x groupes: F(3, 722) = 1.27; p = ns</i>  <i>Ag. Institutionnels x groupes: F(3, 719) = 6.79; p &lt; .001</i> <i>Droits-liberté x groupes: F(3,721) = .4</i>  <i>p = ns</i></p>

*Agents:  $F(1,640) = 271.39; p < .001$*   
*Ag. Éducatifs x groupes:  $F(3, 644) = 2.51; p = ns$*   
*Ag. Institutionnels x groupes:  $F(3,644) = 20.58; p < .001$*   
*Resp. Personnelle x groupes:  $F(3, 643) = 20.42; p < .001$*

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*Droits-liberté x groupes:  $F(3,721) = .42; p = ns$*

Drawing similitudes and making sense of differences

THE WORLD OF VALUES  
CULTURES and SOCIAL ORGANIZATIONS

ITALY

<b>Economic achievement (14%, <math>\alpha = .82</math>)</b>	<b>4.6</b>	<b>Social and economic development (14%, <math>\alpha = .83</math>)</b>	<b>5.6</b>
Wealth	.80 4.1	Economic wellbeing	.70 4.9
Well paid work	.78 5.2	Pleasant work	.64 6.0
Economic wellbeing	.76 5.2	Social progress	.64 5.8
High standard of living	.74 3.7	Liberal economy	.60 4.5
Liberal economy	.51 4.4	Leisure	.55 6.3
Social recognition	.43 5.2	Personal relationship	.52 5.6
		Better living conditions for all	.51 5.9
<b>Democratic principles (13%, <math>\alpha = .78</math>)</b>	<b>6.4</b>	<b>Family relationships (12%, <math>\alpha = .77</math>)</b>	<b>6.5</b>
Dignity for all	.75 6.5	Preservation of the family unit	.71 6.7
Equality for all	.67 6.4	Harmony within the family	.67 6.5
Better living conditions for all	.66 6.4	Living according to one's faith	.66 6.4
Respect for personal differences	.65 6.6	Dignity for all	.55 6.4
Social justice	.63 6.6	Respect de soi	.54 6.4
Freedom of speech	.58 6.6		
Social Progress	.43 5.8		
<b>Family relationships (9%, <math>\alpha = .71</math>)</b>	<b>5.6</b>	<b>Social relations (10%, <math>\alpha = .72</math>)</b>	<b>5.7</b>
Living according to one's faith	.75 4.4	Respect for tradition	.74 5.1
Respect for tradition	.72 4.5	Importance of friendship	.63 5.8
Preservation of the family unit	.66 6.4	Self respect	.57 5.8
Harmony within the family	.50 6.9	Social recognition	.50 5.9
		Respect for personal differences	.48 5.7
<b>Relations personnelles (8%, <math>\alpha = .69</math>)</b>	<b>5.6</b>	<b>Democratic Principles (9%, <math>\alpha = .68</math>)</b>	<b>5.9</b>
Personal relationships	.69 6.5	Social justice	.74 6.0
Importance of love	.69 5.9	Equality for all	.72 6.3
Leisure	.53 3.9	Freedom of speech	.71 6.1
Importance of friendship	.47 6.4	Importance of love	.46 5.2
<b>Personal well-being (7%, <math>\alpha = .66</math>)</b>	<b>6.6</b>	<b>Economic achievement (8%, <math>\alpha = .65</math>)</b>	<b>5.0</b>
Self respect	.70 6.8	Well paid work	.73 5.6
Pleasant work	.60 6.3	Wealth	.72 3.8
Personal contentment	.55 6.7	High standard of living	.59 5.5

JORDAN

The search for precedents:  
Cultural or political  
anchoring?

Factor Values		Responsibility entities
<b>Italy</b> ( $\beta = .197; p < .001$ )		
Democratic principles	$(\beta = .180; p < .001)$	Educational Agencies
Economic Achievement	$(\beta = .219; p < .001)$	
Democratic principles	$(\beta = .113; p < .01)$	Governmental Agencies
	$(\beta = .155; p < .001)$	
Family relationships		Personal Responsibility
Democratic principles		
<b>Jordan</b> ( $\beta = .205; p < .001$ )		
Family relationships	$(\beta = .158; p < .001)$	Proximal Agencies
Social and economic development	$(\beta = .233; p < .001)$	
Social and economic development	$(\beta = .132; p < .01)$	Governmental Agencies
Democratic principles	$(\beta = .231; p < .001)$	
Social and economic development	$(\beta = .146; p < .001)$	Liberating Rights
Democratic principles		