

Teaching Strategies and Prejudice toward Immigrant and Disabled Students

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Abstract : The teacher's attitude plays a decisive role in promoting the development of the non-native or disabled student and counteracting hypothetical negative attitudes and prejudice towards those who are "different". The objective of the present research is to measure the relationship between teachers' prejudices towards disabled and/or immigrant students as predictors of teaching-learning strategies. A cross-sectional study involved 200 Italian female teachers who completed an anamnestic questionnaire, the Assessment Teaching Scale, the Italian Modern and Classical Prejudices Scale towards people with ID, and the Pettigrew and Meertens' Blatant Subtle Prejudice Scale. Confirming research hypotheses, data underlines the predictive role of prejudice on teaching strategies, and in particular on the socio-emotional and communicative-relational dimensions. Results underline that general training appears necessary, especially for younger generations of teachers.

Keywords : disabled students, immigrant students, instructional competence, prejudice, teachers

Conference Title : ICP 2024 : International Conference on Psychology

Conference Location : Budapest, Hungary

Conference Dates : August 22-23, 2024