

Sym1PaperA2: Teachers' stereotypical beliefs and expectations: A systematic review of studies focusing on intersectionality of students' gender and ethnicity

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Biographies

Ineke Pit-ten Cate is a research scientist at the Centre for Educational Testing (LUCET) at the University of Luxembourg. She holds MSc degrees in both Experimental Psychology (University of Utrecht) and Pedagogy (University of Nijmegen) and has worked both clinically and academically in different countries. In 2004 she received a Doctoral degree in Psychology (University of Southampton).

Dr Pit-ten Cate is currently involved in a project concerning the diagnostics of learning disorders in a multilingual context. She is Director of the Education program at the University of Luxembourg, a registered Chartered Health Psychologist (British Psychological Society), and is an active member of the research community, including educational and social psychological research fields.

She currently is the President of the Luxembourg Educational Research Association (LuxERA) and regularly acts as ad hoc reviewer for several academic journals and international conferences. Since 2022 she is Associate Editor of Social Psychology of Education.

ABSTRACT

Educational inequalities for different groups of students have been consistently reported, whereby (dis)advantages have been associated with students' gender and ethnicity. Such inequalities may be partly due to teachers' stereotypical beliefs and expectations, as they affect their judgments and behaviour. This contribution presents the results of a systematic review of research on the combined effects of student characteristics on teacher expectations, with a specific focus on the intersectionality of student gender and ethnicity. The review process followed PRISMA guidelines and only empirical studies published in peer-reviewed academic journals in the English language were included. Initially, 1363 records were identified but after a first screening and the removing of duplicates, this pool was reduced to 44. After reviewing the abstracts, a further 17 articles were omitted. Full texts of the remaining 27 articles were screened for content, after which only eight articles describing 11 studies were retained. These empirical quantitative studies concerned in- or preservice teachers' stereotypical beliefs and expectations (judgments) concerning students' academic achievement or behaviour or related teaching behaviour (e.g., classroom management), and included independent effects of both student gender and ethnicity as well as their interaction as independent variables. Results of these studies show that teacher expectations vary as a function of experience (preservice vs. in-service teachers) and outcome (e.g., school subject). Results provide support for an interplay of gender and ethnicity, rather than a cumulative or dominance effect, on teacher expectation of student academic proficiency and behaviour. That is, certain combinations of gender and ethnicity create (dis)advantages for subgroups of students. These results will be discussed in terms of theory and future research as well as their implications.