CHARACTERISTICS OF TEACHERS RELATED TO THE PERCEPTION OF THE FOREIGN PUPIL INTEGRATION PROCESS

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The authors aimed to investigate the relationship between ethnic prejudice and perceptions about inclusion of immigrant students among primary and middle school teachers, focusing on the role of resilience. Participants were 261 teachers, 233 women and 28 men, ages 34 to 66 (M = 51.67; SD = 8.27). Participants completed the Classical and Modern Racial Prejudice Scale, the Resilience Process Questionnaire, and an ad hoc questionnaire for evaluating teachers’ perceptions about inclusion of immigrant students. The results showed a total effect of ethnic prejudice on perceptions about inclusion of immigrant students and an effect of resilient reintegration on perceptions about inclusion of immigrant students. Age of participants was related to ethnic prejudice. The mediation model showed that resilient reintegration mediated the relationship between ethnic prejudice and perceptions about inclusion of immigrant students. Educational and practical implications are provided.

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