

Научная статья | Original paper

Teachers' attitudes and expectations as factors in the academic achievement of students with a migration background: a review of international studies

B.S. Iskakova¹ ✉, S.G. Kosaretsky^{1, 2}

¹ National Research University Higher School of Economics, Moscow, Russian Federation

² Moscow State University of Psychology and Education, Moscow, Russian Federation

✉ bs.iskakova@hse.ru

Abstract

Relevance. The low educational outcomes of students with a migration background in Russia may be attributed to a number of factors, including biased attitudes and expectations of teachers. **Objective.** This study aims to summarize the findings of research on the determination of academic achievement of children with a migration background by teachers' attitudes and expectations, as well as the potential ways to influence this process. **Methods and materials.** Based on a developed model of the formation of teachers' attitudes and expectations and their impact on the outcomes of students with migration background, a selection and review of quantitative studies from the period 2010–2024 (33 articles) was conducted. **Results.** Many studies note that teachers demonstrate biased attitudes and low expectations towards children with a migration background. These attitudes are shaped by stereotypes about migrant status, race, or ethnic group and manifest in teachers' practices, primarily in grading, disciplinary actions, and recommendations on educational trajectories. Attitudes and expectations of this type more often have significant negative effects and less often neutral effects on the academic performance of students with a migration background, with the nature and strength of these effects potentially depending on a number of factors, including the student's sex, ethnic group, country, and institutional context. Mitigating their negative impact can be achieved by raising teachers' awareness of the influence of stereotypes, providing guidelines for using objective assessment criteria, increasing attention to students, fostering high expectations, and introducing incentives for teachers based on the success of students with a migration background. Understanding the factors shaping academic achievement of children with migration background and the possibilities of managing this process is important for modern Russian school.

Keywords: teachers' attitudes, teachers' expectations, children with a migration background, academic performance, stereotypes

Funding. The study was supported by the Russian Science Foundation, project number 24-28-20225, <https://rscf.ru/project/24-28-20225>.

For citation: Isakova, B.S., Kosaretsky, S.G. (2025). Teachers' attitudes and expectations as factors in the academic achievement of students with a migration background: a review of international studies. *Psychological Science and Education*, 30(4), 44–55. (In Russ.). <https://doi.org/10.17759/pse.2025300403>

Установки и ожидания педагогов как факторы академической успеваемости учащихся с миграционным опытом: обзор международных исследований

Б.С. Искакова¹ ✉, С.Г. Косарецкий^{1, 2}

¹ Национальный исследовательский университет «Высшая школа экономики», Москва, Российская Федерация

² Московский государственный психолого-педагогический университет, Москва, Российская Федерация

✉ bs.isakova@hse.ru

Резюме

Актуальность. Низкие образовательные результаты учащихся с миграционным опытом в России могут быть обусловлены рядом факторов, включая предвзятые установки и ожидания педагогов. **Цель.** Работа направлена на обобщение результатов исследований детерминации учебных достижений детей с миграционным опытом установками и ожиданиями педагогов, а также возможностей влияния на этот процесс. **Методы и материалы.** На основе разработанной модели формирования установок и ожиданий педагогов и их воздействия на результаты учащихся с миграционным опытом проведены отбор и обзор количественных исследований за период 2010–2024 гг. (33 статьи). **Результаты.** Во многих исследованиях отмечается, что педагоги демонстрируют предвзятые установки и заниженные ожидания в отношении детей с миграционным опытом. Данные установки формируются под влиянием стереотипов о мигрантском статусе, расе или этнической группе и проявляются в деятельности педагога, прежде всего в практиках оценивания и дисциплинарного воздействия, рекомендациях по образовательным траекториям. Установки и ожидания указанного типа оказывают чаще значимый негативный, реже — нейтральный эффект на успеваемость учащихся-мигрантов, характер и сила которых могут зависеть от ряда факторов, включая пол учащегося, этническую группу, страновой и институциональный контекст. Снижение их негативного влияния может быть достигнуто через осведомление педагогов о влиянии стереотипов, рекомендации по использованию педагогами объективных критериев оценивания, повышению внимания к учащимся, формированию высоких ожиданий, стимулирующие меры педагогам, основанные на успехах учащихся с миграционным опытом. Понимание обусловленности учебных достижений детей с миграционным опытом и возможностей управляющего влияния на этот процесс важно для современной российской школы.

Ключевые слова: установки педагогов, ожидания учителей, дети с миграционным опытом, академическая успеваемость, стереотипы

Финансирование. Исследование выполнено при финансовой поддержке Российского научного фонда в рамках научного проекта № 24-28-20225, <https://rscf.ru/project/24-28-20225>.

Для цитирования: Искакова, Б.С., Косарецкий, С.Г. (2025). Установки и ожидания педагогов как факторы академической успеваемости учащихся с миграционным опытом: обзор международных исследований. *Психологическая наука и образование*, 30(4), 44–55. <https://doi.org/10.17759/pse.2025300403>

Introduction

The growing number of children with a migrant background in Russian education and their concentration in certain schools (Demintseva, 2020) in recent years have become a challenge for teachers responsible for the academic success of all students.

While early studies indicated that children with a migrant background in Russia did not differ from local children in terms of educational outcomes (OECD, 2016; Tovar Garcia, 2017), the latest nationwide study reports comparatively lower results (FIOKO, 2024), which is generally consistent with the global situation (Cortina Toro, Jimenez, Roza Villarraga, 2024).

In most studies, insufficient proficiency in the Russian language is considered a key factor contributing to the low academic performance of students with a migrant background (Aleksandrov, Baranova, Ivanyushina, 2012; FIOKO, 2024).

For this reason, the main focus of educational policy in Russia aimed at improving the academic performance of children with a migrant background has become enhancing their proficiency in the Russian language, which aligns with global practices (Sedmak et al., 2021). Starting in 2025, responsibility for children's Russian language proficiency has been placed on migrant families, and mandatory language testing is being introduced as a prerequisite for school enrollment.

While the linguistic aspect plays a decisive role, the academic success of children

with a migrant background is also influenced by other factors, including teachers' attitudes and expectations (Brophy & Good, 1974; Costa, Langher, & Pirchio, 2021; Van den Bergh et al., 2010).

Teachers' attitudes represent a psychological tendency expressed in the evaluation of a specific individual with a certain degree of favorability or unfavorability (Eagly & Chaiken, 2007, p. 598). This shapes the teacher's behavior (Fazio, 1990) and affects student outcomes (Kahveci, 2023). This construct has been extensively studied in relation to the inclusion of students with special educational needs (Lindner et al., 2023; Iskakova, Prisyazhnyuk, & Zangieva, 2023), as well as in relation to children with a migrant background (Chircop, 2022; Rokita-Ja kow et al., 2025; Kozlova, 2020; Khayrutdinova & Gromova, 2024; Wang et al., 2022). It is also closely linked to teachers' multicultural or ethnocultural competence (Klushina & Volkov, 2023).

The construct of teacher expectations began to receive significant scholarly attention following the publication of Pygmalion in the Classroom (Rosenthal & Jacobson, 1968), which confirmed hypotheses about "self-fulfilling prophecies" and the link between teachers' expectations and student outcomes. This experiment inspired further research in the field (Proctor, 1984). Teacher expectations are defined as judgments about a student's potential academic achievement, formed based on the in-

formation a teacher has about the student (Rubie-Davies, 2014).

There is a substantial body of reviews and meta-analyses on the topic of teacher expectations (Good, 2024; Rubie-Davies & Hattie, 2024; Orlov, Krushelnitskaya, & Terekhova, 2024; Abdurakhmanova, 2020), as well as reviews and empirical studies specifically focused on teacher expectations toward children with a migrant background (Pit-ten Cate & Glock, 2023; Kleen & Glock, 2018; Akifeva & Alieva, 2018), and works on acculturation expectations (Karimova et al., 2023).

However, there are fewer studies on the relationship between teachers' attitudes and expectations and the academic performance of students with a migrant background in global science in general (Costa, Langher, & Pirchio, 2021), and in Russia, with a high proportion of migrants (World Migration Report, 2024), this area remains little known to researchers and practitioners.

This publication aims to address this gap, stimulate Russian research on the topic, and provide an evidence base for implementing practices that promote positive changes in teachers' attitudes and expectations toward students with a migrant

background, ultimately contributing to improved academic outcomes.

The article consists of several sections: the theoretical framework and review methodology, the review findings, and the general conclusions.

Theoretical framework, materials and methods

To select and analyze studies on the relationship between teachers' attitudes and expectations and the academic outcomes of students with a migrant background, we used the following theoretical model (see Figure 1).

It is based on leading theories that explain how teachers' attitudes and expectations influence their behavior and student outcomes:

1. The self-fulfilling prophecy model (Brophy & Good, 1974)
2. A school-based model for teacher expectations (Proctor, 1984)
3. The model of teacher attitudes and expectations affecting learning opportunities and outcomes (Denessen et al., 2022)
4. The MODE model (Fazio, 1990)
5. The theory of planned behavior (Ajzen & Fishbein, 1980)

This model not only allows for a structured analysis of the literature but also

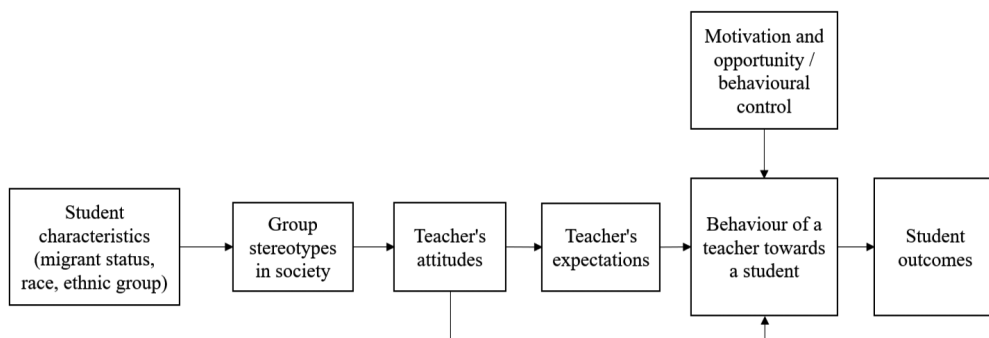


Fig. Model of formation of attitudes and expectations of a teacher and their impact on the results of a migrant student

highlights the key stages of the process under consideration, which is important for identifying potential points of influence through professional development and school leadership practices.

Compliance with the proposed model served as the primary selection criterion. Additional criteria included: journal quartile (Q1/Q2), language of publication (Russian or English), publication format (article), publication period (2010–2024), research subject (school education, pre-service or in-service teachers), open access to the full text, and use of quantitative research methods. The search for academic sources was conducted using keywords — constructs and their synonyms embedded in our model — on the following platforms: Google Scholar, ERIC, JSTOR, and Dimensions.

Results

A total of 33 articles were selected and analyzed. The publications represent eight countries with varying migration contexts and school education systems. Most frequently, the studies were conducted in Germany (18) and the United States (6), which can be explained by the high proportion of migrants in these countries (World Migration Report, 2024). The majority of the studies on the topic were published in the journal *Social Psychology of Education* (8 articles), with a number of leading authors and researchers clearly standing out. The most studied element of the model appears to be the activities of teachers through the objectivity of assessing children with a migrant background.

Formation of attitudes

and expectations: the role of stereotypes

A key factor determining the formation of teachers' attitudes and expectations is the presence of group-based stereotypes about ethnic minorities, race, or migrants.

Teachers are more likely to assimilate information that aligns with existing stereotypes about certain national or ethnic groups than information that contradicts them (Glock & Krolak-Schwerdt, 2013). Stereotypes are also activated by non-native accents in students, which influence teachers' expectations even when other factors are controlled (Lorenz et al., 2023). The effects of stereotypes, however, vary depending on the ethnic group involved (Froehlich et al., 2016).

Stereotypical attitudes tend to form the basis for predicting students' academic performance. Teachers tend to extrapolate stereotypes onto their expectations of students with a migration background (Dandy et al., 2015; Lorenz, 2021; Okura, 2022). For example, generalised perceptions of the "coldness" or "average competence" of certain ethnic groups influenced teachers' expectations (Neuenschwander, Garrote, 2024). Conversely, teachers' expectations regarding academic performance were fairly accurate for students with a migration background, but overestimated for students without a migration background (Tobisch, Dresel, 2017). In the United States, positive stereotypes about Asian students led to positive attitudes and high expectations among teachers (Okura, 2022).

The impact of teachers' attitudes and expectations

Teachers and pre-service teachers generally demonstrate negative implicit attitudes toward ethnic minorities (Costa, Langher, & Pirchio, 2021). Negative implicit attitudes and low expectations toward ethnic minority students not only lower these students' academic performance, but also indirectly enhance the achievement of students from majority groups, thereby widening the intergroup academic gap (Van den Bergh et al., 2010). The influence of

teacher expectations on the academic performance of students, especially girls, from ethnic minorities is higher than on the results of students from the ethnic majority (Jamil, Larsen, Hamre, 2018). However, such effects are ambiguous: sometimes students' ethnic characteristics do not moderate teachers' expectations (De Boer, Bosker, & Van Der Werf, 2010). (De Boer, Bosker, Van Der Werf, 2010). This aligns with the findings of Peterson et al. (2016), where after controlling for prior academic achievement explicit teacher expectations did not explain the ethnic achievement gap between European and Asian students, although implicit biases did show an effect. The negative impact of low expectations on the academic outcomes of children with a migrant background was confirmed by Neuenschwander et al. (2021), but not found in Lorenz's (2021) study. A positive relationship between high expectations and academic achievement among Asian students was demonstrated in Okura's (2022) research. In schools with a high concentration of students with a migrant background, teacher expectations had an indirect effect on academic outcomes through the phenomenon of *academic futility* (Agirdag, Van Avermaet, & Van Houtte, 2013).

Bias in teachers' behavior

A key link in the chain of influence of attitudes and expectations on the academic outcomes of students is the behavioral component, primarily the objectivity of assessment. Teachers tend to give lower grades to students with a migrant background even when their abilities are comparable to those of students without such a background (Van den Bergh et al., 2010; Triventi, 2020). Essays attributed to Turkish names received lower scores than similar essays with German names (Spritsma, 2012). Trainee teachers system-

atically underrated the work of children with a migrant background, especially when their prior academic performance was low (Bonefeld, Dickhäuser, 2018; Bonefeld, Dickhäuser, Karst, 2020). This tendency toward negative bias in evaluating the work of students with a migrant background is supported by several other studies as well (Holder, Kessels, 2017; Peter, Karst, Bonefeld, 2024; Vieluf, Sauerwein, 2018). Moreover, assessment bias is exacerbated not only by teachers' negative attitudes but also by attributing academic failures of students with a migrant background to their personal abilities (Glock, Kleen, 2023). Even when teachers did not show bias in grading the correctness of a particular student's answer, such bias appeared in the assessment of mathematical abilities (Copur-Gencturk et al., 2020). However, in some cases, examples of hypercompensation have been observed, such as inflated grades caused either by fear of appearing biased (Kleen, Glock, 2018) or by positive stereotypical attitudes of teachers toward certain races (Okura, 2022).

Underestimation of the potential of children with a migrant background by teachers can determine bias in recommendations regarding academic tracking, thereby limiting their upward mobility (Nishen et al., 2023), although teacher bias in tracking recommendations is not always observed (Nishen, Kessels, 2024). Furthermore, teachers' racial attitudes correlate with disciplinary practices: students of African (Chin et al., 2020; Owens, 2022) and Latino (Owens, 2022) origin are more frequently subject to disciplinary measures than white students for comparable infractions.

Mechanisms for controlling the behavior of teachers

Reducing the impact of teachers' stereotypical attitudes and expectations on

student learning and outcomes can be achieved through targeted interventions. For instance, a program raising teachers' awareness about stereotypes and discrimination and providing strategies to form fairer expectations regardless of students' ethnic status helped neutralize the effect of migration background on teachers' expectations in a test group (Neuenschwander et al., 2021). Using objective grading criteria, such as error tables, reduced the influence of teachers' implicit associations (stereotypes) on the assessment of students with a migrant background (Peter, Karst, Bonefeld, 2024). Similarly, practices aimed at increasing teachers' attention to students with a migrant background (Karst, Bonefeld, 2020) partially reduced bias, though they could decrease the accuracy of grading. At the same time, traditional incentive payments for teachers based on average class performance exacerbated inequalities between African American students and those from the dominant racial group (Hill, Jones, 2021), so it may be more appropriate to incentivise teachers for the progress of students with a migrant background. Providing cultural matching between teachers and students, i.e., recruiting teachers with a migrant background into schools has contradictory effects (Neugebauer, Klein, Jacob, 2022).

Conclusion

The conducted analysis shows that biased negative attitudes and expectations of teachers, based on stereotypes related to race, ethnic group, or migration background, affect the academic performance of students with a migrant background: often with a significant negative effect, and rarely neutral or positive. These teacher attitudes and expectations may manifest in their practices toward students with a migrant background, primarily in assessment,

disciplinary measures, and recommendations regarding learning trajectories.

The nature and strength of these effects may vary depending on the student's ethnic group and gender, as well as the institutional and national sociocultural contexts. Thus, teacher bias toward students with a migrant background contributes to the formation of educational inequality.

Reducing the influence of these attitudes and expectations can be achieved through targeted interventions such as raising teachers' awareness of stereotype effects, recommending the use of objective assessment criteria, increasing attention to students, fostering high expectations, and incentive payments linked to improvements in the academic outcomes of students with a migrant background.

Measures to adjust teachers' attitudes and expectations toward students with a migrant background have the potential to enhance these students' academic achievements. Understanding the determinants of academic success through teacher attitudes and expectations, as well as the possibility of managerial influence over this process, is particularly important for the contemporary Russian school, which faces the challenge of ensuring educational success for all students amid growing diversity.

Limitations of this study include, first, selective coverage of publications, and second, consideration of only one predictor of teachers' attitudes and expectations — stereotypes.

Scientific and practical interest lies in studying additional factors shaping teachers' attitudes and expectations toward children with a migrant background that can refine and complement the proposed model: state migration policy (Finch, Hernandez Finch, Avery, 2021), mass media (Omelchenko, 2021), school climate (including professional community attitudes)

(Ulbricht et al., 2022), parents' attitudes and expectations toward students with a migrant background (Kast, Schwab, 2020), and teacher training practices (Akcaoglu, Arsal, 2022). A central research question

for future studies is the empirical examination of the effect that teachers' attitudes and expectations have on the academic outcomes of children with a migrant background in the Russian educational context.

Список источников / References

1. Абдурахманова, Э.М. (2020). Учительские ожидания и академические достижения учащихся: обзор зарубежных исследований. *Отечественная и зарубежная педагогика*, 1(4 (69)), 75–87.
Abdurakhmanova, E.M. (2020). Teacher expectations and students' academic achievements: a review of foreign studies. *National and Foreign Pedagogy*, 1(4 (69)), 75–87. (In Russ.).
2. Александров, Д.А., Баранова, В.В., Иванюшина, В.А. (2012). Дети и родители-мигранты во взаимодействии с российской школой. *Вопросы образования*, (1), 176–199.
Alexandrov, D.A., Baranova, V.V., Ivanyushina, V.A. (2012). Migrant children and parents in interaction with Russian school. *Voprosy obrazovaniya / Educational Studies*, (1), 176–199. (In Russ.).
3. Деминцева, Е.Б. (2020). Дети мигрантов в школах Томска и Иркутска: проблемы адаптации и меры включения в школьное пространство. *Журнал исследований социальной политики*, 18(4), 673–688. <https://doi.org/10.17323/727-0634-2020-18-4-673-688>
Demintseva, E.B. (2020). Migrant children in schools in Tomsk and Irkutsk: problems of adaptation and measures of inclusion in school space. *Journal of Social Policy Research*, 18(4), 673–688. (In Russ.). <https://doi.org/10.17323/727-0634-2020-18-4-673-688>
4. Искакова, Б.С., Присяжнюк, Д.И., Зангиева, И.К. (2023). Установки родителей и учителей к инклюзивному образованию в России и Казахстане: сравнительный анализ. *Мир России. Социология. Этнология*, 32(2), 30–51. <https://doi.org/10.17323/1811-038X-2023-32-2-30-51>
Iskakova, B.S., Prisyazhnyuk, D.I., Zangieva, I.K. (2023). Parents' and teachers' attitudes to inclusive education in Russia and Kazakhstan: a comparative analysis. *Mir Rossii. Sociology. Ethnology*, 32(2), 30–51. (In Russ.). <https://doi.org/10.17323/1811-038X-2023-32-2-30-51>
5. Каримова, В.Г., Минюрова, С.А., Валиев, Р.А., Петрова, Г.М. (2023). Связь эмоциональной зрелости с аккультурационными ожиданиями педагога как фактор готовности к взаимодействию с субъектами образовательных отношений в поликультурной среде. *Педагогическое образование в России*, (4), 124–133.
Karimova, V.G., Minyurova, S.A., Valiev, R.A., Petrova, G.M. (2023). Connection of emotional maturity with acculturation expectations of a teacher as a factor of readiness to interact with the subjects of educational relations in a multicultural environment. *Pedagogical Education in Russia*, (4), 124–133. (In Russ.).
6. Клушина, Н.П., Волков, А.А. (2023). Формирование этнокультурной компетенции в педагогической деятельности: социокультурный аспект исследования. *Научный альманах стран Причерноморья*, 9(2), 19–25.
Klushina, N.P., Volkov, A.A. (2023). The formation of ethnocultural competence in pedagogical activity: the sociocultural aspect of research. *Scientific Almanac of the Black Sea Region Countries*, 9(2), 19–25. (In Russ.).
7. Козлова, М.А. (2020). Образовательная инклюзия детей мигрантов в идеологических установках школьных учителей. *Вестник государственного университета Дубна. Серия: Науки о человеке и обществе*, (4), 3–17. <https://doi.org/10.37005/2687-0231-2020-0-12-3-17>
Kozlova, M.A. (2020). Educational inclusion of migrant children in ideological attitudes of school teachers. *Vestnik of Dubna State University. Series: Sciences of Man and Society*, (4), 3–17. (In Russ.). <https://doi.org/10.37005/2687-0231-2020-0-12-3-17>
8. Омельченко, Е.А. (2021). Проблема адаптации детей иноэтничных мигрантов: негативный дискурс в интернете. *Вестник антропологии*, 269–282. <https://doi.org/10.33876/2311-0546/2021-4/269-282>
Omelchenko, E.A. (2021). The problem of adaptation of children of foreign-ethnic migrants: negative discourse on the Internet. *Anthropology Bulletin*, 269–282. (In Russ.). <https://doi.org/10.33876/2311-0546/2021-4/269-282>
9. Орлов, В.А., Крушельницкая, О.Б., Терехова, Е.С. (2024). Роль ожидания в системе взаимодействия субъектов образовательного процесса. *Современная*

- зарубежная психология, 13(3), 93–101. <https://doi.org/10.17759/jmfp.2024130309>
- Orlov, V.A., Krushelnickaya, O.B., Terekhova, E.S. (2024). Role expectations in the system of interaction between participants in the educational process. *Modern foreign psychology*, 13(3), 93–101. (In Russ.). <https://doi.org/10.17759/jmfp.2024130309>
10. ФИОКО (2024). *Результаты общероссийской оценки по модели международных исследований качества образования — 2023: Часть 1*. ФГБУ ФИОКО.
FIOCO (2024). *Results of the All-Russian assessment based on the model of international studies of education quality — 2023: Part 1*. FGBU FIOCO. (In Russ.).
 11. Хайрутдинова, Р.Р., Громова, Ч.Р. (2024). Дети мигрантов в российской школе: установки и практики учителей. *Образование и саморазвитие*, 19(4), 242–257.
Khairutdinova, R.R., Gromova, Ch.R. (2024). Migrant children in Russian schools: teachers' attitudes and practices. *Education and Self-Development*, 19(4), 242–257. (In Russ.).
 12. Agirdag, O., Van Avermaet, P., Van Houtte, M. (2013). School segregation and math achievement: A mixed-method study on the role of self-fulfilling prophecies. *Teachers College Record*, 115(3), 1–50. <https://doi.org/10.1177/016146811311500305>
 13. Ajzen, I., Fishbein, M. (1980). *Understanding Attitudes and Predicting Social Behavior*. Englewood-Cliff, NJ: Prentice-Hall.
 14. Akcaoglu, M.Ö., Arsal, Z. (2022). The effect of multicultural education on preservice teachers' attitude and efficacy: Testing bank's content integration dimension. *Participatory Educational Research*, 9(2), 343–357. <https://doi.org/10.17275/per.22.44.9.2>
 15. Akifeva, R., Alieva, A. (2018). The influence of student ethnicity on teacher expectations and teacher perceptions of warmth and competence. *Psychology in Russia: State of the art*, 11(1), 106–124. <https://doi.org/10.11621/pir.2018.0109>
 16. Bonefeld, M., Dickhäuser, O. (2018). (Biased) grading of students' performance: Students' names, performance level, and implicit attitudes. *Frontiers in psychology*, 9, 481. <https://doi.org/10.3389/fpsyg.2018.00481>
 17. Bonefeld, M., Dickhäuser, O., Karst, K. (2019). Do preservice teachers' judgments and judgment accuracy depend on students' characteristics? The effect of gender and immigration background. *Social Psychology of Education*, 23(1), 189–216. <https://doi.org/10.1007/s11218-019-09533-2>
 18. Brophy, J.E., Good, T.L. (1974). *Teacher-student relationships: Causes and consequences*. Holt, Rinehart, Winston.
 19. Chin, M.J., Quinn, D.M., Dhaliwal, T.K., Lovison, V.S. (2020). Bias in the air: A nationwide exploration of teachers' implicit racial attitudes, aggregate bias, and student outcomes. *Educational Researcher*, 49(8), 566–578. <https://doi.org/10.3102/0013189X20937240>
 20. Chircop, L. (2022). "Until they fit in." Maltese educators' practices and attitudes towards migrant students in middle and secondary schools. *Journal for Multicultural Education*, 16(2), 148–158. <https://doi.org/10.1108/JME-04-2021-0042>
 21. Copur-Gencturk, Y., Cimpian, J.R., Lubienski, S.T., Thacker, I. (2020). Teachers' Bias Against the Mathematical Ability of Female, Black, and Hispanic Students. *Educational Researcher*, 49(1), 30–43. <http://www.jstor.org/stable/45280852>
 22. Cortina Toro, M., Jimenez, J.M., Roza Villarraga, S.V. (2024). Little Nomads: Economic and Social Impacts of Migration on Children. Washington, D.C.: World Bank Group. <https://doi.org/10.1596/1813-9450-10686>
 23. Costa, S., Langher, V., Pirchio, S. (2021). Teachers' implicit attitudes toward ethnic minority students: A systematic review. *Frontiers in Psychology*, 12, 712356. <https://doi.org/10.3389/fpsyg.2021.712356>
 24. Dandy, J., Durkin, K., Barber, B.L., Houghton, S. (2015). Academic expectations of Australian students from Aboriginal, Asian and Anglo backgrounds: Perspectives of teachers, trainee-teachers and students. *International Journal of Disability, Development and Education*, 62(1), 60–82. <https://doi.org/10.1080/1034912X.2014.984591>
 25. De Boer, H., Bosker, R.J., Van Der Werf, M.P. (2010). Sustainability of teacher expectation bias effects on long-term student performance. *Journal of Educational Psychology*, 102(1), 168. <https://doi.org/10.1037/a0017289>
 26. Denessen, E., Hornstra, L., van den Bergh, L., Bijlstra, G. (2022). Implicit measures of teachers' attitudes and stereotypes, and their effects on teacher practice and student outcomes: A review. *Learning and Instruction*, 78, 101437. <https://doi.org/10.1016/j.learninstruc.2020.101437>
 27. Eagly, A.H., Chaiken, S. (2007). The Advantages of an Inclusive Definition of Attitude. *Social Cognition*, 25(5), 582–602. <https://doi.org/10.1521/soco.2007.25.5.582>
 28. Fazio, R.H. (1990). *Multiple processes by which attitudes guide behavior: The MODE model as an integrative framework*. In: M.P. Zanna (Ed.), *Advances in experimental social psychology*

- (Vol. 23, pp. 75–109). New York: Academic Press. [https://doi.org/10.1016/S0065-2601\(08\)60318-4](https://doi.org/10.1016/S0065-2601(08)60318-4)
29. Finch, H., Hernández Finch, M.E., Avery, B. (2021). The impact of national and school contextual factors on the academic performance of immigrant students. *Frontiers in Education*, 6, 793790. <https://doi.org/10.3389/educ.2021.793790>
 30. Froehlich, L., Martiny, S.E., Deaux, K., Mok, S.Y. (2016). "It's Their Responsibility, Not Ours" Stereotypes About Competence and Causal Attributions for Immigrants' Academic Underperformance. *Social Psychology*, 47(2), 74–86. <https://doi.org/10.1027/1864-9335/A000260>
 31. Glock, S., Kleen, H. (2023). The role of preservice teachers' implicit attitudes and causal attributions: a deeper look into students' ethnicity. *Current Psychology*, 42(10), 8125–8135. <https://doi.org/10.1007/s12144-021-02000-2>
 32. Glock, S., Krolak-Schwerdt, S., Klapproth, F., Böhmer, M. (2013). Beyond judgment bias: How students' ethnicity and academic profile consistency influence teachers' tracking judgments. *Social Psychology of Education*, 16(4), 555–573. <https://doi.org/10.1007/s11218-013-9227-5>
 33. Good, T.L. (2024). Reflecting on decades of teacher expectations and teacher effectiveness research: Considerations for current and future research. *Educational Psychologist*, 59(2), 111–141. <https://doi.org/10.1080/00461520.2024.2324386>
 34. Hill, A.J., Jones, D.B. (2021). Paying for Whose Performance? Teacher Incentive Pay and the Black-White Test Score Gap. *Educational Evaluation and Policy Analysis*, 43(3), 445–471. <http://www.jstor.org/stable/45390418>
 35. Holder, K., Kessels, U. (2017). Gender and ethnic stereotypes in student teachers' judgments: A new look from a shifting standards perspective. *Social psychology of education*, 20, 471–490. <https://doi.org/10.1007/s11218-017-9384-z>
 36. Jamil, F.M., Larsen, R.A., Hamre, B.K. (2018). Exploring longitudinal changes in teacher expectancy effects on children's mathematics achievement. *Journal for Research in Mathematics Education*, 49, 57–90. <https://doi.org/10.5951/jresmetheduc.49.1.0057>
 37. Karst, K., Bonefeld, M. (2020). Judgment accuracy of pre-service teachers regarding Student performance: The influence of attention allocation. *Teaching and Teacher Education*, 94, 103099. <https://doi.org/10.1016/j.tate.2020.103099>
 38. Kast, J., Schwab, S. (2020). Teachers' and parents' attitudes towards inclusion of pupils with a first language other than the language of instruction. *International Journal of Inclusive Education*, 27(2), 221–240. <https://doi.org/10.1080/13603116.2020.1837267>
 39. Kleen, H., Glock, S. (2018). A further look into ethnicity: The impact of stereotypical expectations on teachers' judgments of female ethnic minority students. *Social Psychology of Education*, 21(4), 759–773. <https://doi.org/10.1007/s11218-018-9451-0>
 40. Lindner, K.T., Schwab, S., Emara, M., Avramidis, E. (2023). Do teachers favor the inclusion of all students? A systematic review of primary schoolteachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, 38(6), 766–787. <https://doi.org/10.1080/08856257.2023.2172894>
 41. Lorenz, G. (2021). Subtle discrimination: Do stereotypes among teachers trigger bias in their expectations and widen ethnic achievement gaps? *Social Psychology of Education*, 24(2), 537–571. <https://doi.org/10.1007/s11218-021-09615-0>
 42. Lorenz, G., Kogan, I., Gentrup, S., Kristen, C. (2023). Non-native accents among school beginners and teacher expectations for future student achievements. *Sociology of Education*, 97(1), 76–96. <https://doi.org/10.1177/00380407231202978>
 43. Neuenschwander, M.P., Garrote, A. (2024). Biased teacher expectations of students with migration backgrounds: Analysis with nationality stereotype clusters. *Zeitschrift für Bildungsforschung*, 1–16. <https://doi.org/10.1007/s35834-024-00460-7>
 44. Neuenschwander, M.P., Mayland, C., Niederbacher, E., Garrote, A. (2021). Modifying biased teacher expectations in mathematics and German: A teacher intervention study. *Learning and Individual Differences*, 87, 101995. <https://doi.org/10.1016/j.lindif.2021.101995>
 45. Neugebauer, M., Klein, O., Jacob, M. (2022). Migrant teachers in the classroom: a key to reduce ethnic disadvantages in school? *International Studies in Sociology of Education*, 33(2), 203–221. <https://doi.org/10.1080/09620214.2022.2132983>
 46. Nishen, A.K., Corcoran, K., Holder, K., Kessels, U. (2023). When ethnic minority students are judged as more suitable for the highest school track: A shifting standards experiment. *European Journal of Psychology of Education*, 38(1), 367–387. <https://doi.org/10.1007/s10212-021-00595-5>
 47. Nishen, A.K., Kessels, U. (2024). "Failure-to-warn" when giving advice to students? No evidence for an ethnic bias among teacher students in Germany. *Social Psychology of Education*, 27(5), 2321–2341. <https://doi.org/10.1007/s11218-024-09899-y>
 48. OECD (2016). PISA 2015 Results (Volume I): Excellence and Equity in Education, PISA. OECD Publishing, Paris. <https://doi.org/10.1787/9789264266490-en> <https://doi.org/10.1787/9789264266490-en>

49. Okura, K. (2022). Stereotype Promise: Racialized Teacher Appraisals of Asian American Academic Achievement. *Sociology of Education*, 95(4), 302–319. <https://www.jstor.org/stable/48746118>
50. Owens, J. (2022). Double Jeopardy: Teacher Biases, Racialized Organizations, and the Production of Racial/Ethnic Disparities in School Discipline. *American Sociological Review*, 87(6), 1007–1048. <https://www.jstor.org/stable/48749833>
51. Peter, S., Karst, K., Bonefeld, M. (2024). Objective assessment criteria reduce the influence of judgmental bias on grading. *Frontiers in Education*, 9, 1386016. <https://doi.org/10.3389/educ.2024.1386016>
52. Peterson, E.R., Rubie-Davies, C., Osborne, D., Sibley, C. (2016). Teachers' explicit expectations and implicit prejudiced attitudes to educational achievement: Relations with student achievement and the ethnic achievement gap. *Learning and Instruction*, 42, 123–140. <https://doi.org/10.1016/j.learninstruc.2016.01.010>
53. Pit-ten Cate, I.M., Glock, S. (2023). A Systematic Review on Teachers' Stereotypical Beliefs and Expectations: Effects of the Intersectionality of Students' Gender and Ethnicity. *The Routledge International Handbook of Gender Beliefs, Stereotype Threat, and Teacher Expectations*, 238–250. <https://doi.org/10.4324/9781003275763-24>
54. Proctor, C.P. (1984). Teacher expectations: A model for school improvement. *The Elementary School Journal*, 84(4), 469–481. <https://doi.org/10.1086/461377>
55. Rokita-Jaskow, J., Nosidlak, K., Wolanin, A., Król-Gierat, W. (2025). Language teachers' attitudes to working with multilingual refugee learners: Do teacher Openness to Experience, Intercultural Sensitivity and plurilingualism matter? *Language Teaching Research*, 0(0). <https://doi.org/10.1177/13621688251317902>
56. Rosenthal, R., Jacobson, L. (1968). Pygmalion in the classroom. *The urban review*, 3(1), 16–20. <https://doi.org/10.1007/BF02322211>
57. Rubie-Davies, C. (2014). *Becoming a high expectation teacher: Raising the bar*. Routledge. <https://doi.org/10.4324/9781315761251>
58. Rubie-Davies, C.M., Hattie, J.A. (2024). The powerful impact of teacher expectations: a narrative review. *Journal of the Royal Society of New Zealand*, 55(2), 343–371. <https://doi.org/10.1080/03036758.2024.2393296>
59. Spritsma, M. (2012). Discrimination in grading: Experimental evidence from primary school teachers. *Empirical economics*, 45, 523–538. <https://doi.org/10.1007/s00181-012-0609-x>
60. Sedmak, M., Hernández-Hernández, F., Sancho, J.M., Gornik, B. (2021). Migrant children's integration and education in Europe: approaches, methodologies and policies. Octaedro.
61. Tobisch, A., Dresel, M. (2017). Negatively or positively biased? Dependencies of teachers' judgments and expectations based on students' ethnic and social backgrounds. *Social Psychology of Education*, 20, 731–752. <https://doi.org/10.1007/s11218-017-9392-z>
62. Tovar García, E.D. (2017). Migration background and educational achievements in Russia. *Migraciones internacionales*, 9(1), 69–93.
63. Triventi, M. (2020). Are children of immigrants graded less generously by their teachers than natives, and why? Evidence from student population data in Italy. *International Migration Review*, 54(3), 765–795. <https://doi.org/10.1177/0197918319878104>
64. Ulbricht, J., Schachner, M.K., Civitillo, S., Noack, P. (2022) Teachers' acculturation in culturally diverse schools — How is the perceived diversity climate linked to intercultural self-efficacy? *Front. Psychol*, 13, 953068. <https://doi.org/10.3389/fpsyg.2022.953068>
65. Kahveci, H. (2023). The Positive and Negative Effects of Teacher Attitudes and Behaviors on Student Progress. *Journal of Pedagogical Research*, 7(1), 290–306. <https://doi.org/10.33902/JPR.202319128>
66. Van den Bergh, L., Denessen, E., Hornstra, L., Voeten, M., Holland, R.W. (2010). The implicit prejudiced attitudes of teachers: Relations to teacher expectations and the ethnic achievement gap. *American Educational Research Journal*, 47(2), 497–527. <https://doi.org/10.3102/0002831209353594>
67. Vieluf, S., Sauerwein, M.N. (2018). Does a lack of teachers' recognition of students with migration background contribute to achievement gaps? *European Educational Research Journal*, 23(1), 3–27. <https://doi.org/10.1177/1474904118810939>
68. Wang, J.S., Lan, J.Y.C., Khairutdinova, R.R., Gromova, C.R. (2022). Teachers' attitudes to cultural diversity: Results from a qualitative study in Russia and Taiwan. *Frontiers in Psychology*, 13, 976659. <https://doi.org/10.3389/fpsyg.2022.976659>
69. World Migration Report 2024 (2024). McAuliffe M., Ochoa (Eds.). Geneva: International Organisation for Migration.

Information about the authors

Bibigul S. Iskakova, PhD Applicant, Research Assistant at the Center for General and Additional Education named after A.A. Pinskiy, Institute of Education, National Research University Higher School of Economics, Moscow, Russian Federation, ORCID: <https://orcid.org/0000-0002-1068-6822>, e-mail: bs.iskakova@hse.ru

Sergey G. Kosaretsky, PhD in Psychology, Vice-Rector for Research, Moscow State University of Psychology and Education (MSUPE), Leading Researcher, International Laboratory for Social Integration Research, Higher School of Economics, Moscow, Russian Federation, ORCID: <https://orcid.org/0000-0002-8905-8983>, e-mail: kosaretskijs@mgppu.ru, skosaretski@hse.ru

Информация об авторах

Бибигуль Сансызбаевна Искакова, аспирант, стажер-исследователь центра общего и дополнительного образования имени А.А. Пинского Института образования, Национальный исследовательский университет «Высшая школа экономики» (ФГАОУ ВО «НИУ ВШЭ»), Москва, Российская Федерация, ORCID: <https://orcid.org/0000-0002-1068-6822>, e-mail: bs.iskakova@hse.ru

Сергей Геннадьевич Косарецкий, кандидат психологических наук, проректор по научной деятельности Московского государственного психолого-педагогического университета (МГППУ), ведущий научный сотрудник Международной лаборатории исследований социальной интеграции, Национальный исследовательский университет «Высшая школа экономики» (ФГАОУ ВО «НИУ ВШЭ»), Москва, Российская Федерация, ORCID: <https://orcid.org/0000-0002-8905-8983>, e-mail: kosaretskijs@mgppu.ru, skosaretski@hse.ru

Contribution of the Authors

Iskakova B.S. — research ideas; writing, design and revision of the manuscript; planning the study; conducting the study.

Kosaretsky S.G. — study ideas; annotation, manuscript revision; study planning; study supervision.

All authors participated in the discussion of the results and approved the final text of the manuscript.

Вклад авторов

Искакова Б.С. — идеи исследования; написание, оформление и редакция рукописи; планирование исследования; проведение исследования.

Косарецкий С.Г. — идеи исследования; аннотирование, редакция рукописи; планирование исследования; контроль за проведением исследования.

Все авторы приняли участие в обсуждении результатов и согласовали окончательный текст рукописи.

Conflict of Interest

The authors declare no conflict of interest.

Конфликт интересов

Авторы заявляют об отсутствии конфликта интересов.

Поступила в редакцию 27.02.2025

Поступила после рецензирования 15.05.2025

Принята к публикации 31.05.2025

Опубликована 31.08.2025

Received 2025.02.27

Revised 2025.05.15

Accepted 2025.05.31

Published 2025.08.31