

Black And White Children's Implicit and Explicit Racial Biasing and Peer Social Behaviours

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Introduction

- Nature of the relationship between children's ethnic and racial biasing and their peer behaviours is an under researched area (Quintana, Aboud, Chao, Contreras-Grau, Cross, Hudley, Hughes, Liben, Nelson-Le Gall & Vietze, 2006)
- Research with adults indicates that implicit and explicit measures of ethnic and racial biasing are related to different types of behaviours - implicit attitudes are linked to nonverbal social behaviours and interaction whereas explicit attitudes are linked to more observable behaviours (Fazio, Jackson, Dunton & Green, 1995; Dovidio, Kawakami, Johnson, Johnson & Howard, 1997; Wilson, Lindsay & Schooler, 2000)
- Implicit ethnic and racial biasing and associated behaviours indicated clear in-group preference and out-group prejudice towards African Americans in white American adults (Dovidio et al., 1997)
- Research with children indicates a dissociation between implicit and explicit forms of ethnic and racial biasing (Baron & Banaji 2006; Davis & Leman, 2004; Rutland et al., 2005)
- Little is known about whether this same separation between social behaviours and ethnic biasing exists in children and whether implicit tasks reveal in-group preference and out-group prejudice in black and white children

The Present research

Aims

- To examine the relationship between implicit and explicit assessments of children's racial biasing and their peer social behaviours
- To examine the presence of in-group preference and out-group prejudice in implicit and explicit assessments of children's ethnic biasing and peer social behaviours

Hypotheses

- In line with adult literature we predicted that children's implicit and explicit ethnic biasing would show different relationships to their peer social behaviours
- In line with Social Identity Development Theory (SIDT – Nesdale 1999) we predicted that children of all ages would show in-group preference in racial biasing
- In line with research from adult literature we predicted that this in-group preference would be more pronounced on implicit versus explicit assessments
- In line with SIDT (Nesdale 1999) we predicted that only children aged 7 years or older would show out-group prejudice in ethnic and racial biasing
- In line with research from adult literature we predicted that this out-group prejudice would be more pronounced on implicit versus explicit assessments

Key Aspects of Design

- Implicit AND explicit measures (separated by 4 week gap)
- White ethnic majority group AND Black ethnic minority group participants
- Stereotypes of BOTH Ethnic Majority Group AND Ethnic Minority Group

Participants

- 108 (53 girls and 55 boys) of white English or black British backgrounds
- 3 age groups (5-year-olds, 7-year-olds, 9-year-olds)

Method

- Children were seen twice – each visit was separated by a 4 week gap
- In the first session they participated in the Implicit Story Memory Task (adapted Nesdale, 1999) and the social behaviours task (Schuster, 1999)
- In the second session they participated in the explicit attribution task (adapted Doyle, Beaudet and Aboud, 1988)

Session One: Implicit Story Memory task (Nesdale, 1999)

- 4 stereotypical and 4 non-stereotypical trait activities - 2 positive and 2 negative - for each target character enacted by appropriate target character in the story
- Children asked to recall who conducted which activity in story



Social Behaviours task (Schuster, 1999)

- Children asked to name three classmates they would 'most like to' sit next to and three classmates you would 'least like to' sit next to on the bus on a trip to the zoo
- Calculated number of black and white friends in each category

Session Two: Explicit Attribution Task (Doyle et al., 1988)

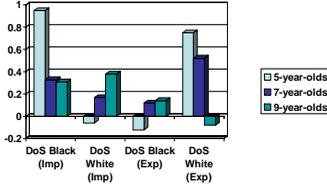
- 16 traits from implicit task
- Assign to each target character in turn
- Non comparative and Not Forced Choice



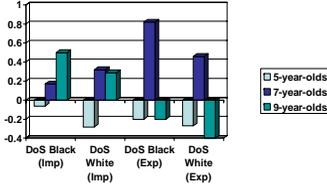
Results

Racial Stereotyping: Degree of Stereotyping (DoS)= Number of stereotypical traits recalled/assigned to each character minus the number of non-stereotypical traits recalled/assigned for that same character

Black Children

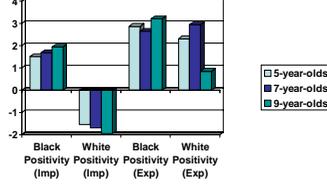


White Children

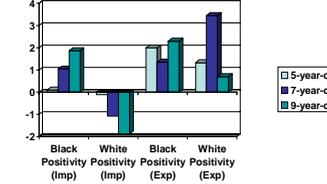


Racial Biasing: Positivity = Number of positive traits recalled/assigned to each character minus number of negative traits recalled/assigned for that same character

Black Children

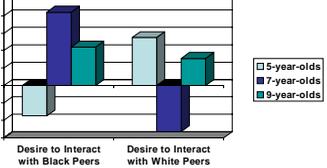


White Children

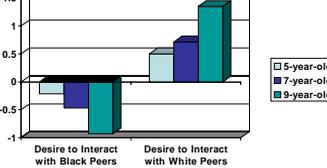


Social Behaviours task: Degree of Desire to Interact = Number of 'most like to sit with' nominations minus the number of 'least like to sit' with nominations

Black Children



White Children



Behaviours and Racial Biasing

Black Children

- Black children show no preference for interacting with in- vs. out-group peers
- High desire to interact with black in-group peers moderately associated with high implicit ($r=.23, p<.1$) and explicit ($r=.23, p<.1$) stereotyping of white targets
- High desire to interact with white out-group peers associated with low stereotyping of white targets ($r=-.33, p<.05$)
- Positivity towards black and white targets unrelated to peer social behaviours

White Children

- High desire to interact with white in-group peers ($M=.84, SD= 1.08, t(44) = 5.22, p < .001$) and NOT to interact with black out-group peers ($M= -.53, SD= 1.16, t(44) = - 3.08, p < .01$)
- Preference for interacting with in-group peers increases between 5 and 9 years ($t(26) = 2.16, p<.05$)
- High desire to interact with black out-group peers associated with low implicit stereotyping of white out-group targets ($r=-.36, p<.05$) and moderately associated with high explicit stereotyping of black out-group targets ($r=.25, p<.1$) and high explicit positivity towards white targets ($r= .25, p<.1$)
- High desire to interact with white in-group peers associated with low explicit positivity towards white in-group targets ($r=-.27, p<.05$) and high implicit stereotyping of white targets ($r=-.27, p<.05$)

Conclusions

- Children's peer behaviours differentially related to implicit and explicit racial biasing
- Black children of all ages showed in-group biasing on implicit and explicit tasks
- White seven-year-olds showed in-group biasing on explicit task
- White children of all ages showed in-group preference and out-group prejudice in their peer behaviours; black seven-year-olds showed in-group behaviour preference
- Black children's stereotyping of white out-group targets only relates to their social behaviours with black in- and white out-group peers but their racial biasing does not
- White children's stereotyping of in- and out-group targets and their racial biasing (positivity towards out-group targets) relates to their peer social behaviours

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