Diversity Effect Project

Measures manual

Overview

This file includes a copy of the full questionnaire used in the Diversity Effect Project, alongside relevant citations for each of the measures. Participants’ initials, date of birth, school/class names and the initials they provided as part of the friendship questions are not included in the archived dataset (***DEP Survey.sav***) to ensure anonymity is maintained.

# Section 1: Demographics

Before we get started it is important that we can identify your survey to match your responses up with the surveys that you will complete as part of this research later in the school year. To do this, please write your initials (e.g. if you are called Claire Smith, write CS) \_\_\_\_\_\_\_\_

**Instructions:** Please write your responses in the spaces provided, or CIRCLE your response option.

1. Date of Birth (dd/mm/yyyy) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Gender (Please CIRCLE)

Female Male Prefer not to say Other \_\_\_\_\_\_\_\_\_

1. What is your racial group? (Please CIRCLE)

White Black Asian Mixed Race

1. What is your ethnic group? Please CIRCLE one option that best describes your ethnic group or background

**White**

English / Welsh / Scottish / Northern Irish / British

Irish

Gypsy or Irish Traveller

Any other White background, please describe

**Mixed / Multiple ethnic groups**

White and Black Caribbean

White and Black African

White and Asian

Any other Mixed / Multiple ethnic background, please describe

**Asian / Asian British**

Indian

Pakistani

Bangladeshi

Chinese

Any other Asian background, please describe

**Black / African / Caribbean / Black British**

African

Caribbean

Any other Black / African / Caribbean background, please describe

**Other ethnic group**

Arab

Any other ethnic group, please describe

1. Do you get free school meals?

Yes No

**Section 2: Friendships and interactions**

The following questions relate to your friends and interactions with others.

# Intergroup contact[[1]](#footnote-1)

**Participant instructions**

The following questions relate to your friends and interactions with others.

**Instructions:** Please answer the following questions regarding your interactions with other people. For each question, please CIRCLE the number on the scale that best reflects your response.

**Contact quantity (1 = none; 7 = a lot)**

1. How much contact do you have with the following people at school?

***White people***

None 1 2 3 4 5 6 7 a lot

***Black people***

None 1 2 3 4 5 6 7 a lot

***Asian people***

None 1 2 3 4 5 6 7 a lot

1. How much contact do you have with the following people in your neighbourhood (where you live)?

***White people***

None 1 2 3 4 5 6 7 a lot

***Black people***

None 1 2 3 4 5 6 7 a lot

***Asian people***

None 1 2 3 4 5 6 7 a lot

1. How much contact do you have with the following people across all social situations (e.g. when you go to the park, play sports, go shopping)?

***White people***

None 1 2 3 4 5 6 7 a lot

***Black people***

None 1 2 3 4 5 6 7 a lot

***Asian people***

None 1 2 3 4 5 6 7 a lot

**Contact quality**

The next set of questions ask how you find interactions with people from different groups.

**Instructions:** Please CIRCLE the number on the scale that best reflects your response.

1. In general, when you meet people from the following groups, do you find the contact pleasant or unpleasant?

***White people***

Unpleasant 1 2 3 4 5 6 7 pleasant

***Black people***

Unpleasant 1 2 3 4 5 6 7 pleasant

***Asian people***

Unpleasant 1 2 3 4 5 6 7 pleasant

1. In general, when you meet people from the following groups, do you find that you compete (trying to ‘win’ or ‘beat’ each other) or work together?

***White people***

Compete 1 2 3 4 5 6 7 work together

***Black people***

Compete 1 2 3 4 5 6 7 work together

***Asian people***

Compete 1 2 3 4 5 6 7 work together

1. In general, when you meet people from the following groups, do you find the contact **casual** (e.g., conversations that don’t really matter) or **meaningful** (e.g., having deep or personal conversations)?

***White people***

Casual 1 2 3 4 5 6 7 meaningful

***Black people***

Casual 1 2 3 4 5 6 7 meaningful

***Asian people***

Casual 1 2 3 4 5 6 7 meaningful

**Negative contact[[2]](#footnote-2) (1 = NEVER; 5 = VERY OFTEN)**

**Instructions:** On average, how much negative or bad contact have you had with each of the following groups (e.g. How often have you been made to feel unwanted verbally abused, intimidated, threatened, or made fun of by them)? For each question, please CIRCLE the number on the scale that best reflects your response.

***White people***

Never 1 2 3 4 5 very often

***Black people***

Never 1 2 3 4 5 very often

***Asian people***

Never 1 2 3 4 5 very often

NB: negative contact was measured at Times 1 and 2 only

# Friendship networks

**Instructions:** Please write down initials in your answers to the following questions, as well as their race (whether they are **Black,** **White, Asian, or Mixed Race)** and gender (**Male, Female,** or **Other**):

In tutor group, who are your three best friends? (For example, if your friend is call John Smith write JS or Aisha Ahmad write AA)

Initials: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Race: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Initials: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Race: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Initials: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Race: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Peer inclusion norms**[[3]](#footnote-3) (**1 = not at all; 5 = very much)**

**Participant instructions**

Please answer the following questions regarding your friendships

1. Friends from my racial group want to be friends with young people from other racial groups

Not at all 1 2 3 4 5 very much

1. Friends from my racial group would be happy if I became friends with young people from other races

Not at all 1 2 3 4 5 very much

1. Friends from my racial group encourage me to make friends with young people from other races

Not at all 1 2 3 4 5 very much

1. Friends from my racial group like it when I “hang out” or spend time with young people from other races

Not at all 1 2 3 4 5 very much

# Section 3: Your Education

The following section asks you about your educational experiences.

**Academic self-efficacy[[4]](#footnote-4)** (**1 = VERY UNTRUE; 7 = VERY TRUE)**

**Participant instructions**

To what extent does each statement describe you? Indicate your level of agreement by marking the appropriate response

1. I'm certain I can perfect the skills taught in school this year.

Not at all true of me 1 2 3 4 5 6 7 very true of me

1. I can do even the hardest school work if I try.

Not at all true of me 1 2 3 4 5 6 7 very true of me

1. If I have enough time, I can do a good job on all my school work.

Not at all true of me 1 2 3 4 5 6 7 very true of me

1. I can do almost all the work in school if I don't give up.

Not at all true of me 1 2 3 4 5 6 7 very true of me

1. Even if the work in school is hard, I can learn it.

Not at all true of me 1 2 3 4 5 6 7 very true of me

1. I'm certain I can figure out how to do the most difficult schoolwork.

Not at all true of me 1 2 3 4 5 6 7 very true of me

**Stereotype threat perceptions[[5]](#footnote-5)** (**1= STRONGLY DISAGREE; 7= STRONGLY AGREE)**

**Participant Instructions**

To what extent do you agree with each statement? For each question, please CIRCLE the number on the scale that best reflects your response.

1. Some people feel I am less smart because of my race

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. School tests may be easier for students of other races

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. My teachers expect me to do poorly at school because of my race

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. People of my race are often judged unfairly at school

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. My race does not affect how well people think I will do at school

Strongly disagree 1 2 3 4 5 6 7 strongly agree

**Academic aspirations[[6]](#footnote-6) (1= STRONGLY DISAGREE; 7= STRONGLY AGREE)**

**Participant instructions**

The following questions relate to your academic aspirations. For each question, please CIRCLE the number on the scale that best reflects your response.

1. How well I do at school is important to me

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. How well I do at school is important to my parents

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. How well I do is important to my friends

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. I expect to attend University

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. My parents expect me to attend University

Strongly disagree 1 2 3 4 5 6 7 strongly agree

# Perspective taking[[7]](#footnote-7) (1= DOES NOT DESCRIBE ME WELL; 5= DESCRIBES ME WELL)

**Participant instructions**

To what degree is each statement like you or not like you? For each question, please CIRCLE the number on the scale that best reflects your response.

1. I sometimes find it difficult to see things from the 'other person's' point of view

Does not describe me well 1 2 3 4 5 Describes me very well

1. I try to look at everybody's side of a disagreement before I make a decision

Does not describe me well 1 2 3 4 5 Describes me very well

1. I sometimes try to understand my friends better by imagining how things look from their perspective.

Does not describe me well 1 2 3 4 5 Describes me very well

1. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments

Does not describe me well 1 2 3 4 5 Describes me very well

1. I believe that there are two sides to every question and try to look at them both

Does not describe me well 1 2 3 4 5 Describes me very well

1. When I'm upset at someone, I usually try to "put myself in his shoes" for a while

Does not describe me well 1 2 3 4 5 Describes me very well

1. Before criticizing somebody, I try to imagine how I would feel if I were in their place

Does not describe me well 1 2 3 4 5 Describes me very well

# Section 4: Your attitudes

The following section asks you to report your attitudes towards different groups and how much you participate in society.

# Intergroup attitudes[[8]](#footnote-8)

**Participant instructions**

The next question uses something called a 'feeling thermometer'. Imagine that the numbers on the scale are the temperature on a thermometer from 0 to 100. ‘Warmer’ (higher) values mean that you like the group more, and ‘cooler’ (lower) values mean that you like the group less.

For each racial group please CIRCLE the number on the ‘thermometer’ that indicates your overall feeling towards that group:

**Asian**

Very unfavourable 0 10 20 30 40 50 60 70 80 90 100 Very favourable

**Black**

Very unfavourable 0 10 20 30 40 50 60 70 80 90 100 Very favourable

**White**

Very unfavourable 0 10 20 30 40 50 60 70 80 90 100 Very favourable

**Colourblind/Multicultural ideology[[9]](#footnote-9)**

**Instructions:** How much do you agree with the following statements? CIRCLE the appropriate response

1. If everyone paid less attention to race and ethnicity, we would all get along much better

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. It is important to recognise and celebrate racial and ethnic differences

Strongly disagree 1 2 3 4 5 6 7 strongly agree

**Instructions:** How much do you disagree or agree with the following statement? By ‘racial group’, we mean whether you are **Black, White, Asian,** or **Mixed Race**. Please CIRCLE the number on the scale that best reflects your response.

# Strength of ingroup identity[[10]](#footnote-10)

1. My racial group is important to me

Strongly disagree 1 2 3 4 5 6 7 strongly agree

**Intergroup anxiety[[11]](#footnote-11)**

1. I get anxious when I interact with people from different racial groups

Strongly disagree 1 2 3 4 5 6 7 strongly agree

**Section 5: Your school and family**

**School, teacher and family norms[[12]](#footnote-12)**

The final set of questions focuses on your school and your family.

**Instructions.** Please indicate your agreement with each statement. Please CIRCLE the number on the scale that best reflects your response.

1. The school rules say that all racial groups should be treated fairly and without bias

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. The school rules do not favour one racial group over another

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. The school rules ensure that decisions that affect pupils of all racial groups are based on facts, not personal biases and opinions

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. The school rules are equally fair to all racial groups

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. When dealing with pupils of different racial groups, the decisions of teachers are fair and unbiased

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. Teachers apply the school rules consistently when dealing with pupils from different racial groups

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. Teachers’ decisions affecting pupils of all racial groups are made based on facts, not personal biases and opinions

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. Teachers are equally fair to all racial groups

Strongly disagree 1 2 3 4 5 6 7 strongly agree

**Instructions:** Please indicate your agreement with each statement. Please CIRCLE the number on the scale that best reflects your response

1. My family would approve of me being good friends with people of other racial groups

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. My family would expect me to treat people of other racial groups with respect

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. My family would get along well with people of other racial groups

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. My family would be angry if they learned I was getting close to people of other racial groups

Strongly disagree 1 2 3 4 5 6 7 strongly agree

1. My family are not too keen on people of other racial groups

Strongly disagree 1 2 3 4 5 6 7 strongly agree

NB: family norms were measured at Times 1 and 2 only

**Section 6: Your Comments**

We really appreciate your help with this project – thank you very much. We understand that trying to express your thoughts about some of these issues just by selecting numbers can be difficult. We also want to make sure that future questionnaires we create are as useful as possible. For these reasons, we would love to know **anything that you would like to tell us about your experience of participating in this research**. Remember that if you write anything that identifies you (e.g., your name), your questionnaire will no longer be anonymous.

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THANK YOU!

1. Adapted from: Tam, T., Hewstone, M., Kenworthy, J., & Cairns, E. (2009). Intergroup trust in Northern Ireland. *Personality and Social Psychology Bulletin, 35,* 45–59. [↑](#footnote-ref-1)
2. Adapted from: Reimer, N. K., Becker, J. C., Benz, A., Christ, O., Dhont, K., Klocke, U., … Hewstone, M. (2017). Intergroup contact and social change: Implications of negative and positive contact for collective action in advantaged and disadvantaged groups. *Personality and Social Psychology Bulletin, 41,* 121-136. [↑](#footnote-ref-2)
3. Tropp, L. R., O'Brien, T. C. and Migacheva, K. (2014), How Peer Norms of Inclusion and Exclusion Predict Children's Interest in Cross-Ethnic Friendships. Journal of Social Issues, 70: 151–166. Items from study 2, *changed kids to young people and racial group to religious community.*  [↑](#footnote-ref-3)
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5. Adapted from: Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of personality and social psychology*, *69*, 797-811. Based on Study 4 but has been adapted to relate to general academic performance. [↑](#footnote-ref-5)
6. Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. *Child development*, 1206-1222. [↑](#footnote-ref-6)
7. Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. JSAS Catalog of Selected Documents in Psychology. Available from <https://www.uv.es/friasnav/Davis_1980.pd>. Perspective taking subscale only. A-E changed to 1-5. [↑](#footnote-ref-7)
8. Cairns, E., Kenworthy, J. B., Campbell, A., & Hewstone, M. (2006). The role of in-group identification, religious group membership, and intergroup conflict in moderating in-group and out-group affect. *British Journal of Social Psychology, 45*, 701–716. [↑](#footnote-ref-8)
9. Single questions developed using theoretical understandings of what coloublind and multicultural ideologies are. [↑](#footnote-ref-9)
10. Brown, R., Condor, S., Mathews, A., Wade, G., & Williams, J. (1986). Explaining intergroup differentiation in an industrial organization. *Journal of Occupational Psychology, 59*, 279 –304. [↑](#footnote-ref-10)
11. Adapted from one of the three items used by Perry, S. P., Dovidio, J. F., Murphy, M. C., & Van Ryn, M. (2015). The joint effect of bias awareness and self-reported prejudice on intergroup anxiety and intentions for intergroup contact. *Cultural Diversity and Ethnic Minority Psychology*, *21*, 89-96. [↑](#footnote-ref-11)
12. Charlesford, J.C. (2017). "The Moderating Effect of Intergroup Climate on the Prejudice Reducing Effects of Intergroup Contact." (unpublished PhD thesis). Notes: items 1-4 (school norms) items 5-8 (teacher norms) items 1-4 (family norms) [↑](#footnote-ref-12)