Departmental Seminar

Acceptance of Outgroup Members in Schools: Developmental Trend and Roles of Supportive School Culture, Perceived Normed of Prejudice, and Teacher Support

4:30 p.m. – 5:30 p.m. │ November 9, 2018 (Friday)
Rm 813, 8/F, The Jockey Club Tower │ Centennial Campus │ The University of Hong Kong

Professor Shui-fong Lam
Professor
Department of Psychology
The University of Hong Kong

Abstract

Schools in Hong Kong are increasingly diverse in ethnicity and thus it is important to study and promote social inclusion. The objectives of this study are twofold. First, to examine the developmental trend of acceptance of outgroup members in both the ethnic minority and majority students. Second, to investigate the roles of supportive school culture, stigma awareness, and teacher support in the acceptance of outgroup members in schools. The participants were 3,725 Grade 2, Grade 5, Grade 8, and Grade 11 students in 24 Hong Kong schools (ethnic minority students: 39%, boys: 52%). They completed a questionnaire to report their intention to accept outgroup members, perceived norm of prejudice against ethnic minority in Hong Kong, and the support they received from teachers in schools. The results indicated that minority students accepted majority students more than majority students accepted them. Majority students had an upward trend from Grade 2 to Grade 11 to accept minority students but the trend was stable for minority students. Multi-level analyses showed that acceptance of outgroup members was predicted by perceived norm of prejudice and teacher support at the students level. The association between perceived norm of prejudice and acceptance was moderated by supportive school culture at the school level.

~All are Welcome~