Investigating the Effects of Racial Stereotypes on Health
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Introduction

Stereotype Threat (ST)
- Beliefs about typical traits associated with a group, pressure to conform can hamper performance
Race-Related Vigilance (RRV)
- Constant awareness of racial status in society + modification of behavior to avoid racial situations
Ethnic Identity (EI)
- Centrality: extent to which a person emphasizes racial group membership as part of their self-concept

Past Research

Discrimination & Anxiety
Past research shows that discrimination increases anxiety and sleep issues.

Methods

Participants
- N = 68
- Age M = 20.47, SD = 1.94
- White (25%), Hispanic/Latinx (7.4%), Black/African American (5.8%), Asian (8%), Native Hawaiian/Pacific Islander (1%)

Measures
1. State Trait Anxiety Inventory
2. Pittsburgh Sleep Quality Index
3. Stereotype Threat at School
4. Heightened Vigilance Scale
5. Multidimensional Inventory of Racial Identity

Procedures
- Community recruitment through social media and online advertisements
- Student recruitment through introductory psychology class
- Data collected through anonymous online survey using UT Qualtrics

Participants (2,5,6)
- White (25%); Hispanic/Latinx (7.4%); Black/African American (5.8%); Asian (8%); Native Hawaiian/Pacific Islander (1%)
- Age M = 20.47, SD = 1.94
- N = 68

Hypotheses
1) Higher levels of stereotype threat & race-related vigilance increase the likelihood of anxiety and sleep issues.
2) Higher ethnic identity (as a moderator) decreases anxiety and sleep issues.

Multiple linear regressions show the highest correlation between anxiety and stereotype threat (Beta = 0.290) in comparison to anxiety and racial vigilance (Beta = -0.055)

Similarly, sleep has a higher correlation with stereotype threat (Beta = 0.239) than racial vigilance (Beta = -0.60)

Why unstandardized values?
By using the unstandardized predicted coefficients, it shows how much change in the dependent variable (anxiety & sleep) is predicted to occur per unit of change in one independent variable while the second independent variable is held constant. Since there was a lack of standardization with scoring both independent variables, these may be easier to interpret.

Due to strict timing, secondary analyses were not analyzed for significance.

Conclusion

While no significant relationships were found, greater sample size could yield more insightful results.

Future Directions
- Due to the lack of research on discriminatory factors, future studies may want to replicate a version of this: high school students as there are less confounding variables and possibly a higher amount of stereotype threat
- Adults experiencing discrimination in non-academic environments
- Biracial/multiracial individuals

A larger sample size with higher counts of each ethnicity.

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References


