

Attitudes towards immigrants: the role of intergroup contact and social norms

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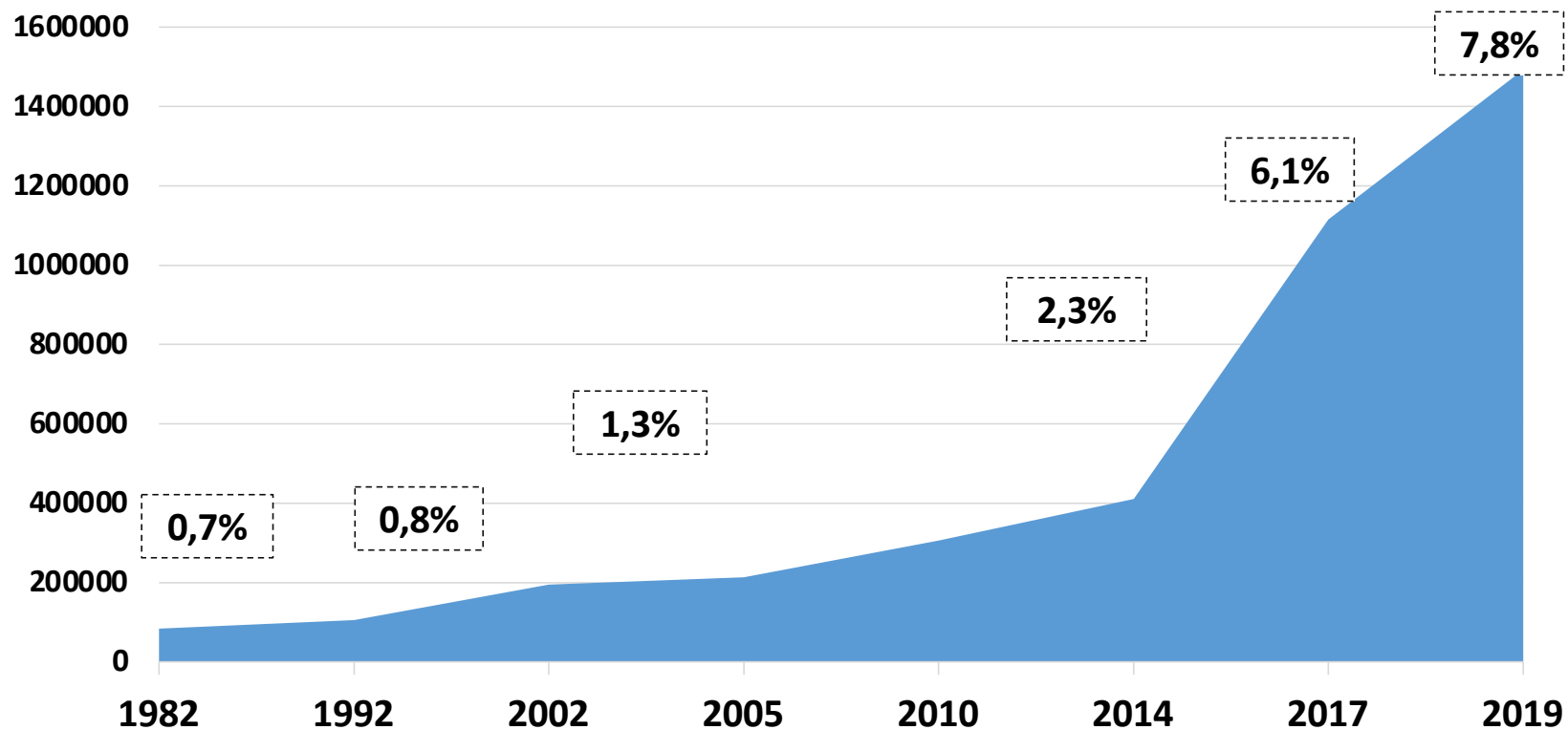
P. Universidad Católica de Chile

University of California, Davis, May 13, 2021

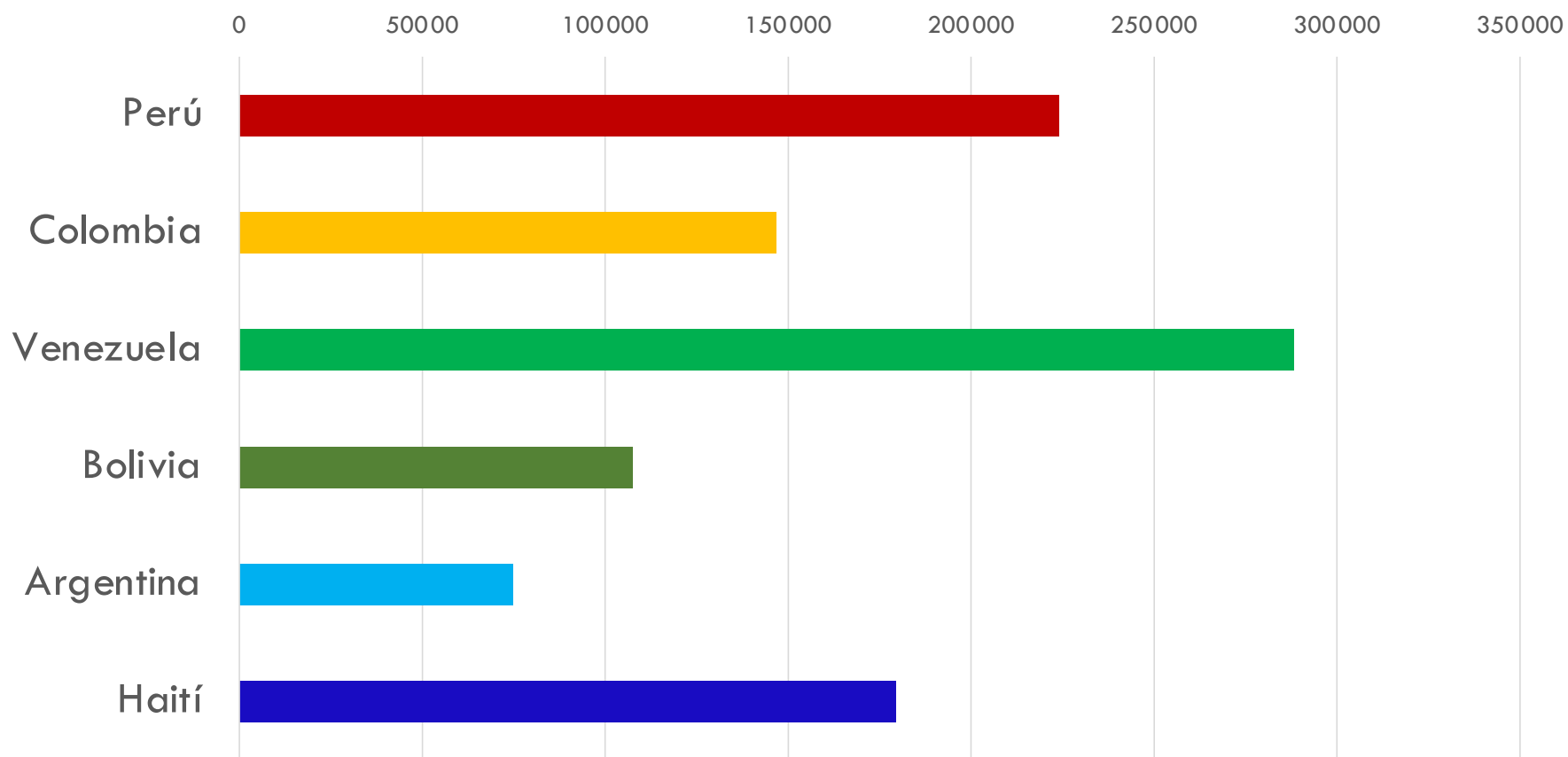
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Migrants residents in Chile 1982-2019

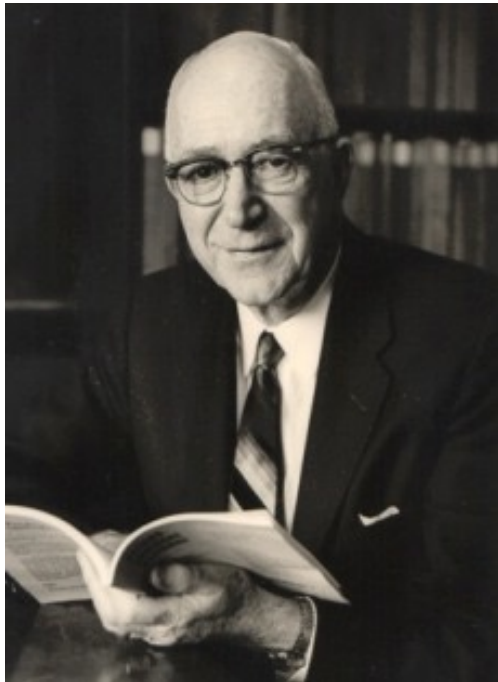


Country of origin of immigrants in Chile - Census Estimate 2018



Data: Departamento de Extranjería y Migración, Gobierno de Chile

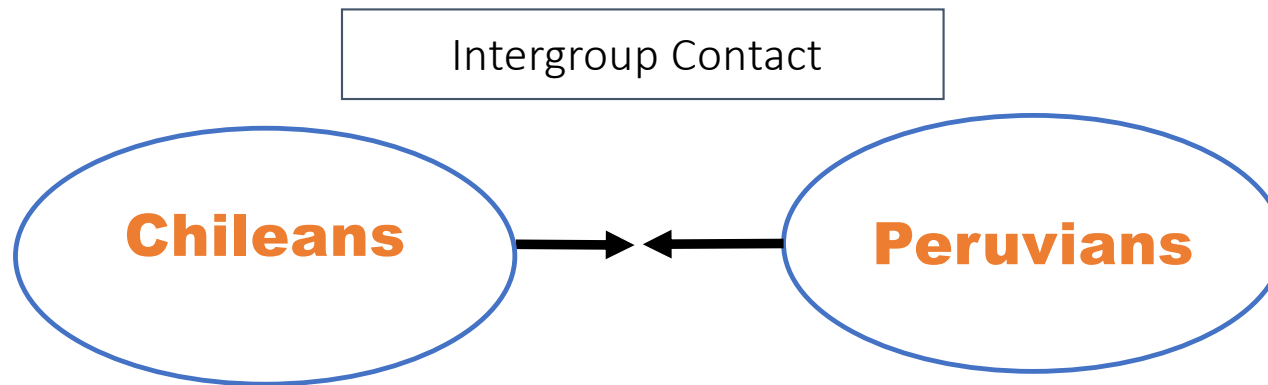
What is social psychology?



‘Social psychology is the attempt to understand and explain how the thoughts, feelings, and behaviors of individuals are **influenced by** the actual, imagined, or implied **presence of other** human beings’ (G. W. Allport, 1954).

The Contact Hypothesis

Allport (1954)



Assumptions

- Equal status within the situation
- Intergroup cooperation / Common goals
- Acquaintance potential (to know each other)
- Social and institutional support for contact

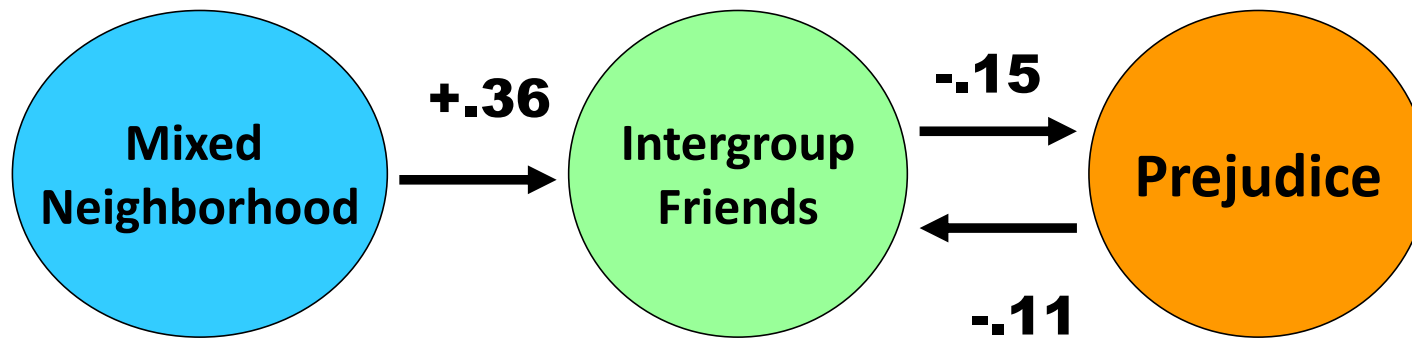
Does Intergroup Contact Reduce Prejudice?

- Yes, and especially under optimal conditions (e.g., Allport, 1954; Amir, 1968; Brower & Miller, 1984; Brown & Hewstone, 2005; Gaertner & Dovidio, 2000; Pettigrew, 1971, Pettigrew, 1998).
- A recent meta-analysis involving over **500 studies** confirmed the importance of contact for promoting reduction of prejudice, **particularly** when Allport's facilitating conditions are present (Pettigrew & Tropp, 2006).
- Not necessarily, even with optimal conditions (e.g., Forbes, 2004; Ford, 1986; Rothbart & John, 1985)

But it's been particularly important the
role on intergroup friendship!

Let's see some examples of the effect
of contact on attitude change!

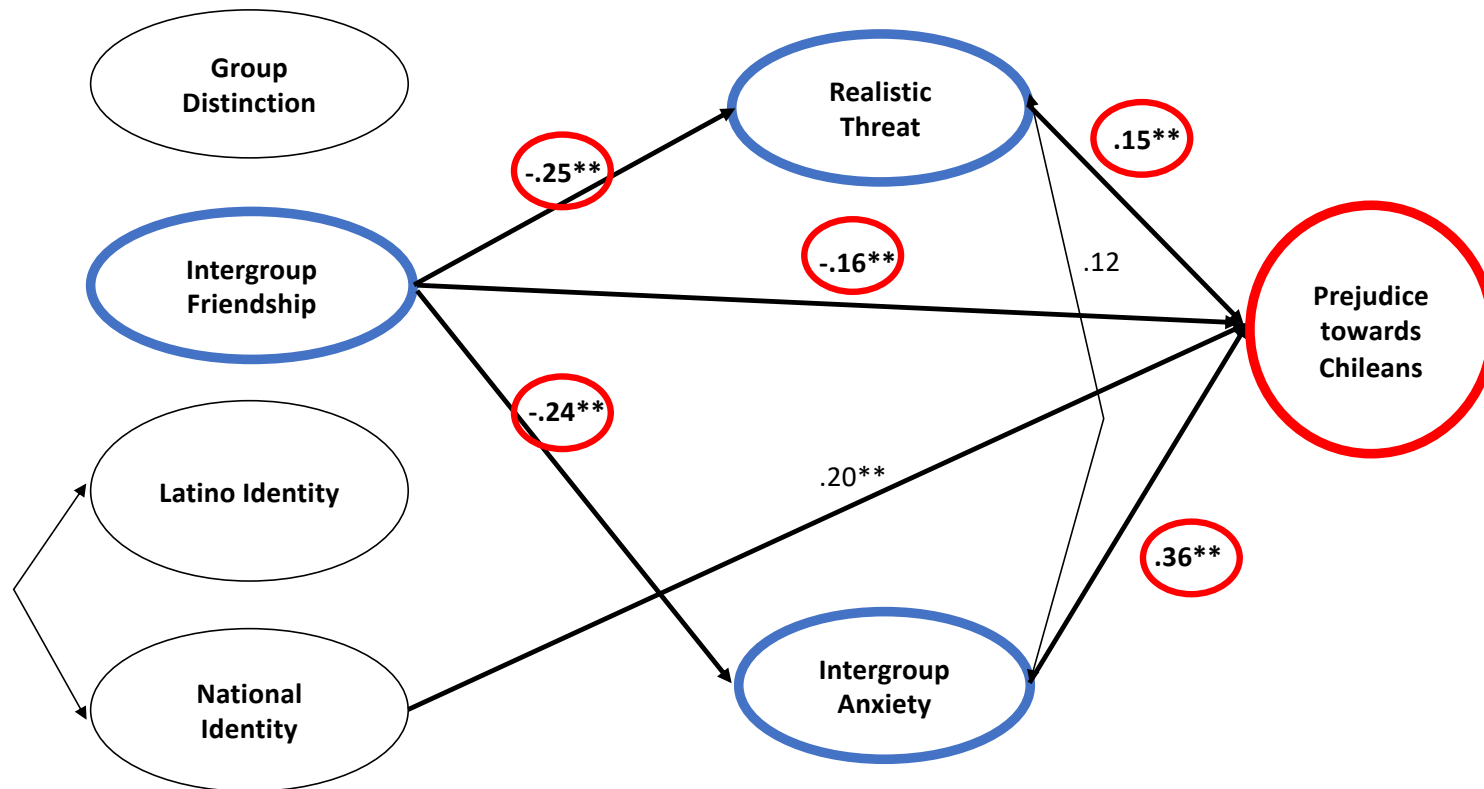
Friendship and Prejudice (Pettigrew, 1997)



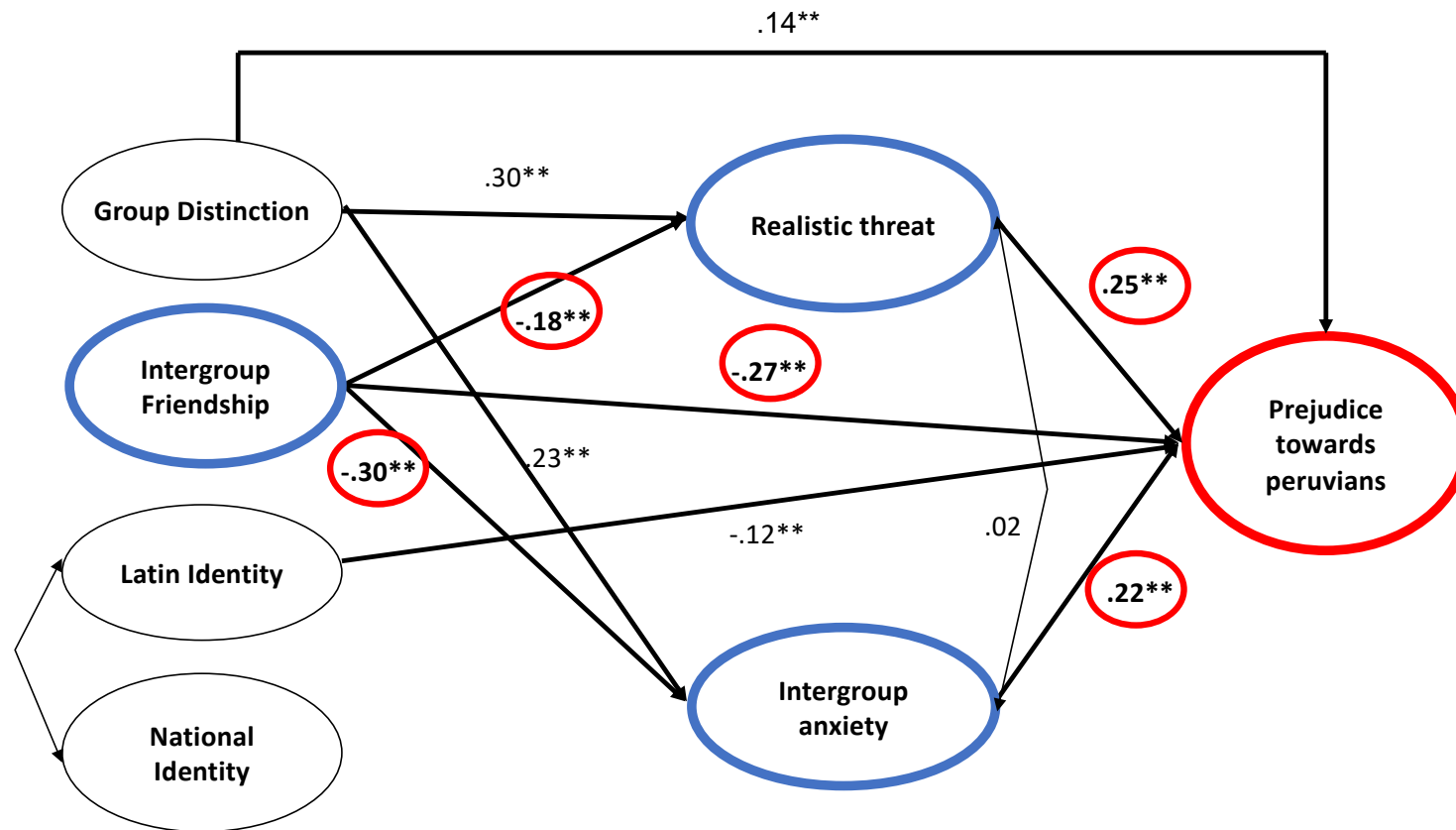
Contact and attitudes towards Chileans

Peruvian Sample

(González, Sirlopu, Kessler, 2010)



Contact and attitudes towards immigrants in Chile
Chilean sample
(González, Sirlopu, Kessler, 2010)



The role of norms in guiding intergroup contact!

The role of norms in guiding contact

- A lot of evidence has confirmed the central role that group norms play in **influencing behavior and people's conformity** (Asch, 1951; Milgram 1963; Wilner et al. (1952) Sherif, 1936, Sherif & Sherif, 1953).
- Individuals have different social networks and then, different **sources of normative influences** (Family, peers, authorities, etc). **They act in ways consistent with their perceptions of other's referent behavior** (Schulman & Levine, 2012).
- Because individuals infer social norms from actual behaviour, the **behaviour of group members** can play a central role in guiding individual's behaviour (De Tezanos-Pinto, Bratt, & Brown, 2009; González et al, 2017; González et al., 2020; Smith, González & Frigolett, 2021).

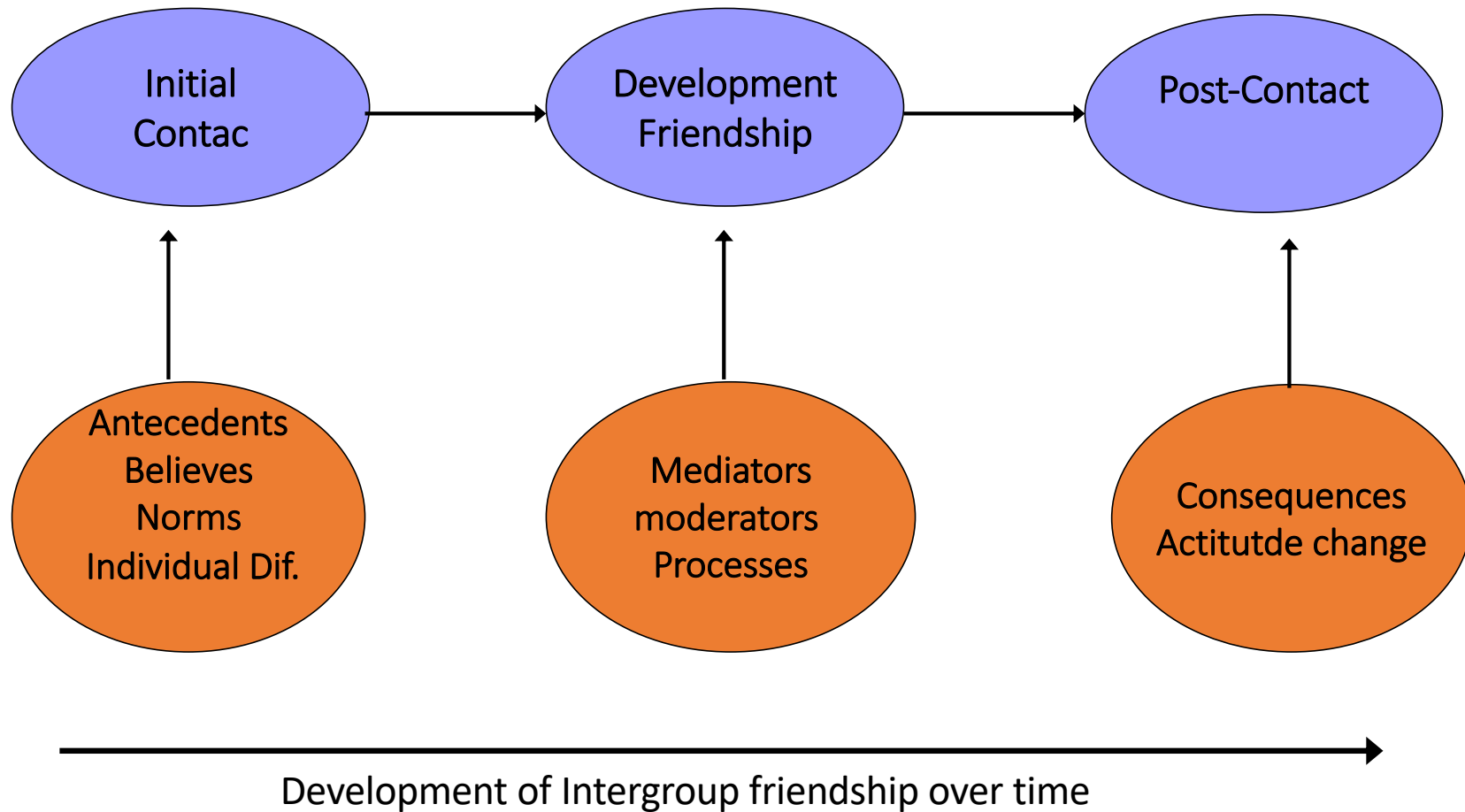
The role of norms in guiding contact

- Minard's study (1952) shows both that people tend to **follow rather than rebel to social norms** when **deciding to have or not to have contact** with outgroup members (White and Black miners) and that **these social norms can be changed**, at least in specific settings.
- Wilner et al. (1952) also found that the **perceived approval of interracial association (norms)** by other neighbours **was related to the opportunity to observe actual contact** between ingroup and outgroup members (living in racially integrated projects).

The role of norms in guiding contact

- Stephan and Stephan (1985) considered that one of the reasons why people experience anxiety when interacting with outgroup members is they **fear that other ingroup members would not approve of such contact... Again, the role of norms...** (See Turner et al., 2008).
- Our current research focuses on **injunctive norms** (what other ingroup members approve of) as well as **descriptive norms** (what other ingroup members actually do) (see Cialdini, Kallgren & Reno, 1990, Tropp, O'Brien, González, et al. 2017; González et al, 2018).

Longitudinal model of intergroup Contact



Let's see some empirical evidence!

How School Norms, Peer Norms, and Discrimination Predict Interethnic Experiences Among Ethnic Minority and Majority Youth

Linda R. Tropp and Thomas C. O'Brien
University of Massachusetts Amherst

Roberto González Gutierrez and
Daniel Valdenegro
Pontificia Universidad Católica de Chile

Katya Migacheva
Rand Corporation

Pablo de Tezanos-Pinto, Christian Berger, and
Oscar Cayul
Pontificia Universidad Católica de Chile

This research tests how perceived school and peer norms predict interethnic experiences among ethnic minority and majority youth. With studies in Chile (654 nonindigenous and 244 Mapuche students, $M = 11.20$ and 11.31 years) and the United States (468 non-Hispanic White and 126 Latino students, $M = 11.66$ and 11.68 years), cross-sectional results showed that peer norms predicted greater comfort in intergroup contact, interest in cross-ethnic friendships, and higher contact quality, whereas longitudinal results showed that school norms predicted greater interest in cross-ethnic friendships over time. Distinct effects of school and peer norms were also observed for ethnic minority and majority youth in relation to perceived discrimination, suggesting differences in how they experience cross-ethnic relations within school environments.

Table 2: Univariate predictors of inter-ethnic experiences (Study 1)

	Contact Quality	Comfort	Interest	Cross-Ethnic Friendship
	b	b	b	b
Gender	-.04	-.01	.02	-.01
Grade	-.06	-.04	-.02	-.02
Ethnic Group	-.00	-.11**	-.06	.10**
Prior Cross-Ethnic Friendship	.20***	.25***	.02	.63***
School Norms	.19***	.12**	.25***	-.03
Peer Norms	.41***	.34***	.39***	.11**
R ²	.34	.25	.28	.48
F (df)	42.96 (6,510)***	28.74 (6,510)***	3.67(6,510)***	79.39 (6,510)***

Figure 1. Interaction between participant ethnic group and peer norms when predicting comfort (Study 1).

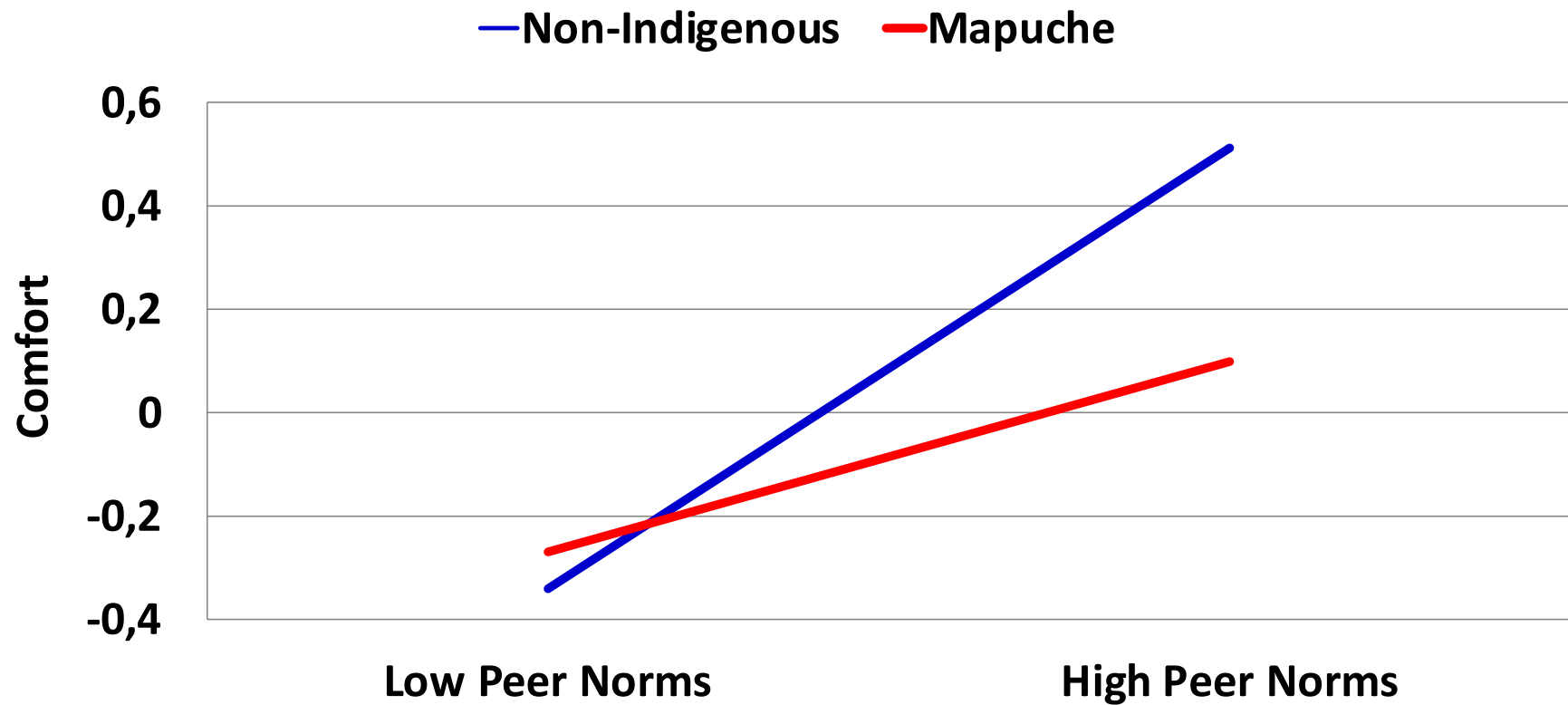
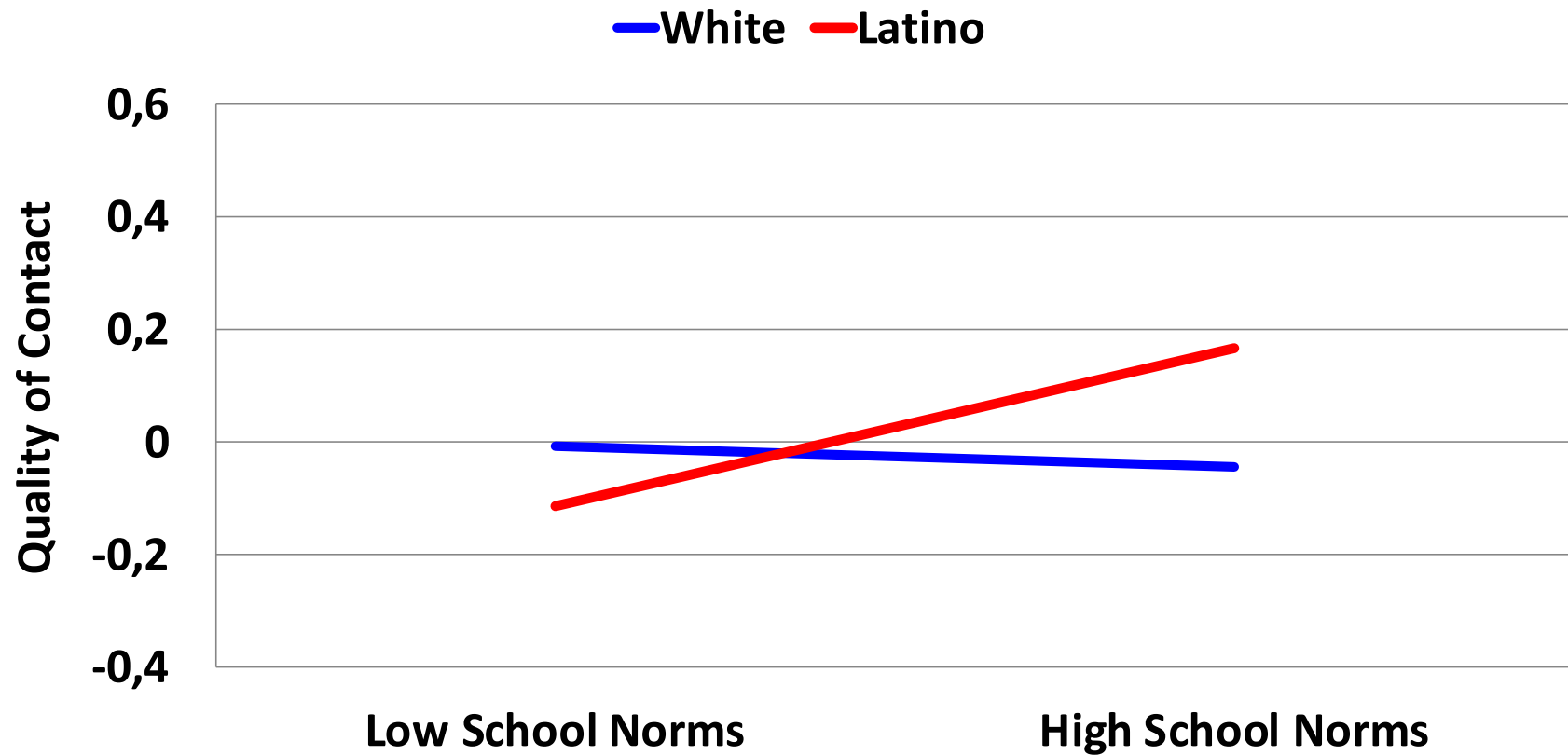


Figure 3. Interaction between participant ethnic group and school norms when predicting contact quality at Time 1 (Study 2).



Study 1

A three-wave longitudinal study
over periods of 6 months in a school context

340 Chilean and 91 Peruvian immigrant students
($M = 14.7$ and 14.4 years)

Measures

Pro contact injunctive Peer norms:

- My (ingroup) classmates appreciate that I have (outgroup) friends.
- My (ingroup) classmates want me to have (outgroup) friends.

Pro contact injunctive School norms:

- The authorities of my school (i.e. directors, teachers, etc.) appreciate that we, Non-indigenous and Mapuche students, become friends.
- The authorities of my school (i.e. directors, teachers, etc.) stimulate us, Non-indigenous and Mapuche students, to become friends.

Measures

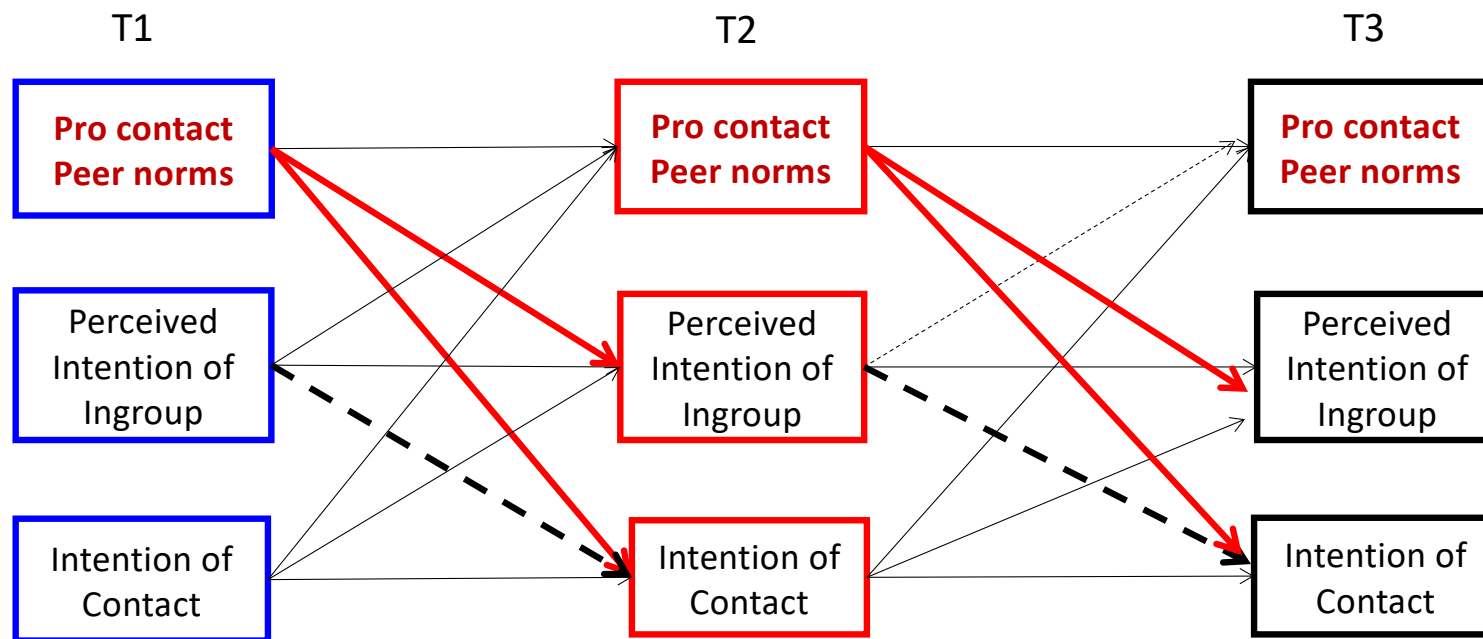
Perceived intention of contact of in-group peers (descriptive norms)

- I think that (ingroup) students want to be friends with (outgroup) students.
- I think that (ingroup) students appreciate getting together with (outgroup) students.

Intention of contact with Out group members:

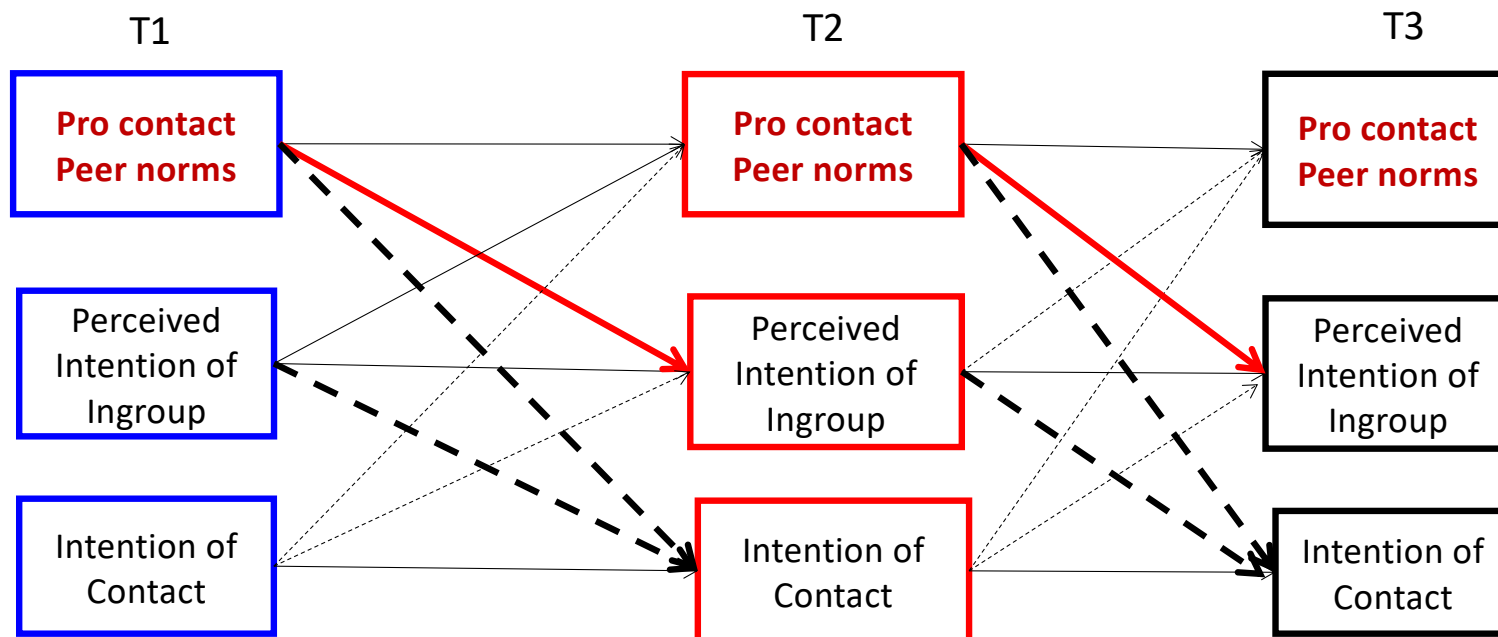
- I would like to have (outgroup) friends at my school.
- I would like to hang out a lot with (outgroup) students at my school.

Chileans: Pro-contact Peer norms, perceived intention of ingroup and intention of contact



ChiSq = 49,22 , df = 15, $p = .000$; RMSEA = .075; CFI = .98; TLI = .95; SRMR = .041

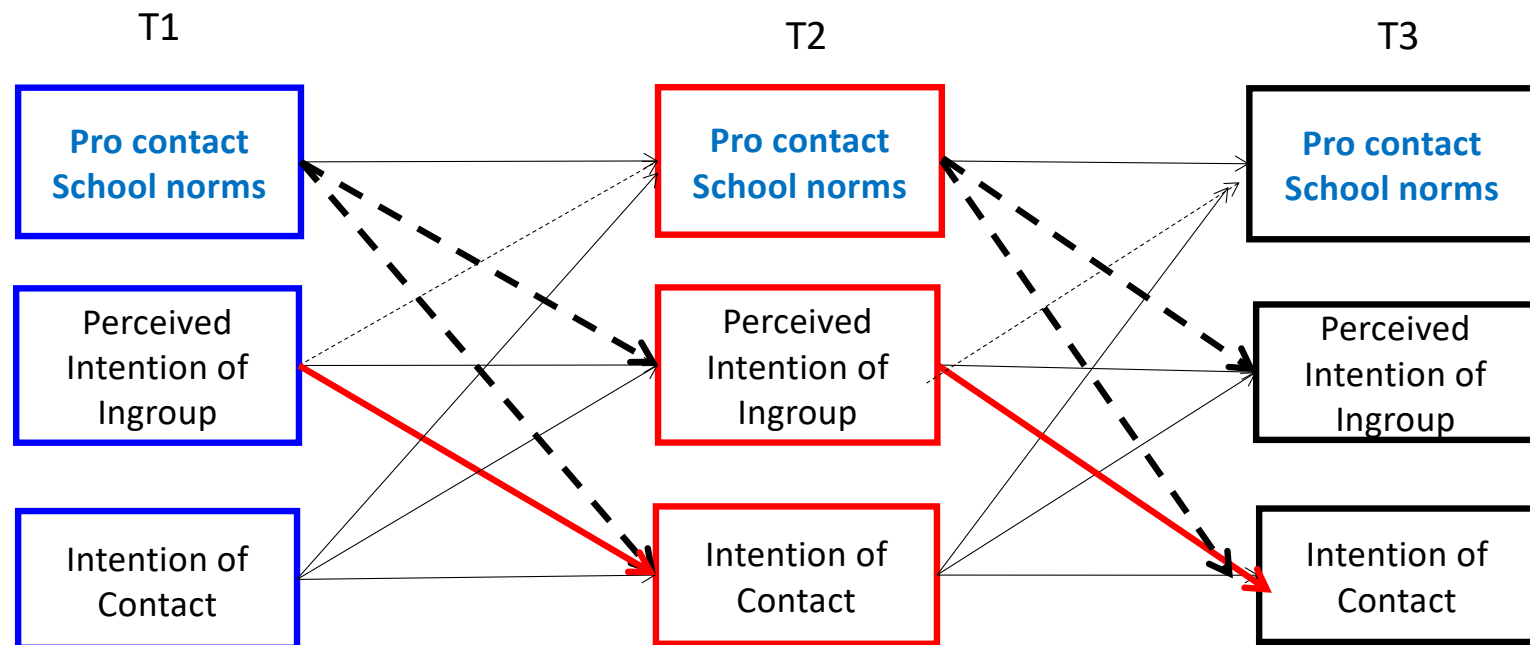
Peruvian migrants: Pro contact peer norms, perceived intention of ingroup and intention of contact



ChiSq = 37,6 , df = 15, $p = .000$; RMSEA = .122; CFI = .939; TLI = .866; SRMR = .011

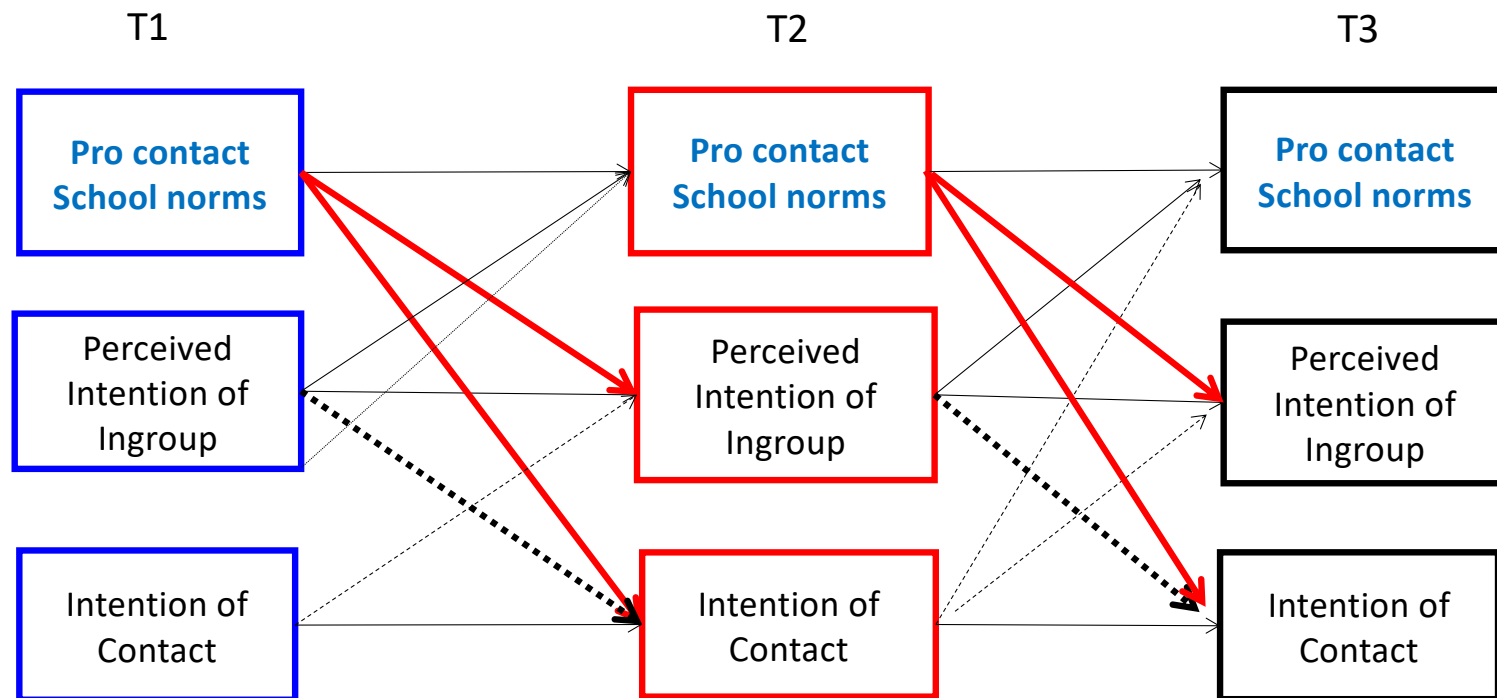
But what about the role of **school norms**?

Chileans: Pro contact school norms, perceived intention of ingroup and intention of contact



ChiSq = 54,63, df = 15, $p = .000$; RMSEA = .080; CFI = .967; TLI = .928; SRMR = .040

Peruvian migrants: Pro contact school norms, perceived intention of ingroup and intention of contact



ChiSq = 45,78, df = 15, $p = .000$; RMSEA = .142; CFI = .905; TLI = .791; SRMR = .090

Some empirical evidence in Chile



Study 3

National representative 10-waves panel survey
of Chileans (n= 3000)

Neighbourhood diversity and intergroup attitudes

- Neighbourhood cultural diversity imposes important intergroup challenges, insofar as groups from different cultures and lifestyles (habits, language, etc) coexist in them.
- There is great controversy in the literature!
- Based on **Conflict Theory**, Putnam (2007) poses that cultural diversity relates to **lower levels** of outgroup, ingroup and neighbourhood trust (lost of social capital).
- On the contrary, based on the **Contact Hypothesis**, Hewstone (2015) poses that cultural diversity can in fact produce **higher levels** of outgroup, ingroup and neighbourhood trust (more social capital)!

Neighbourhood diversity and intergroup attitudes

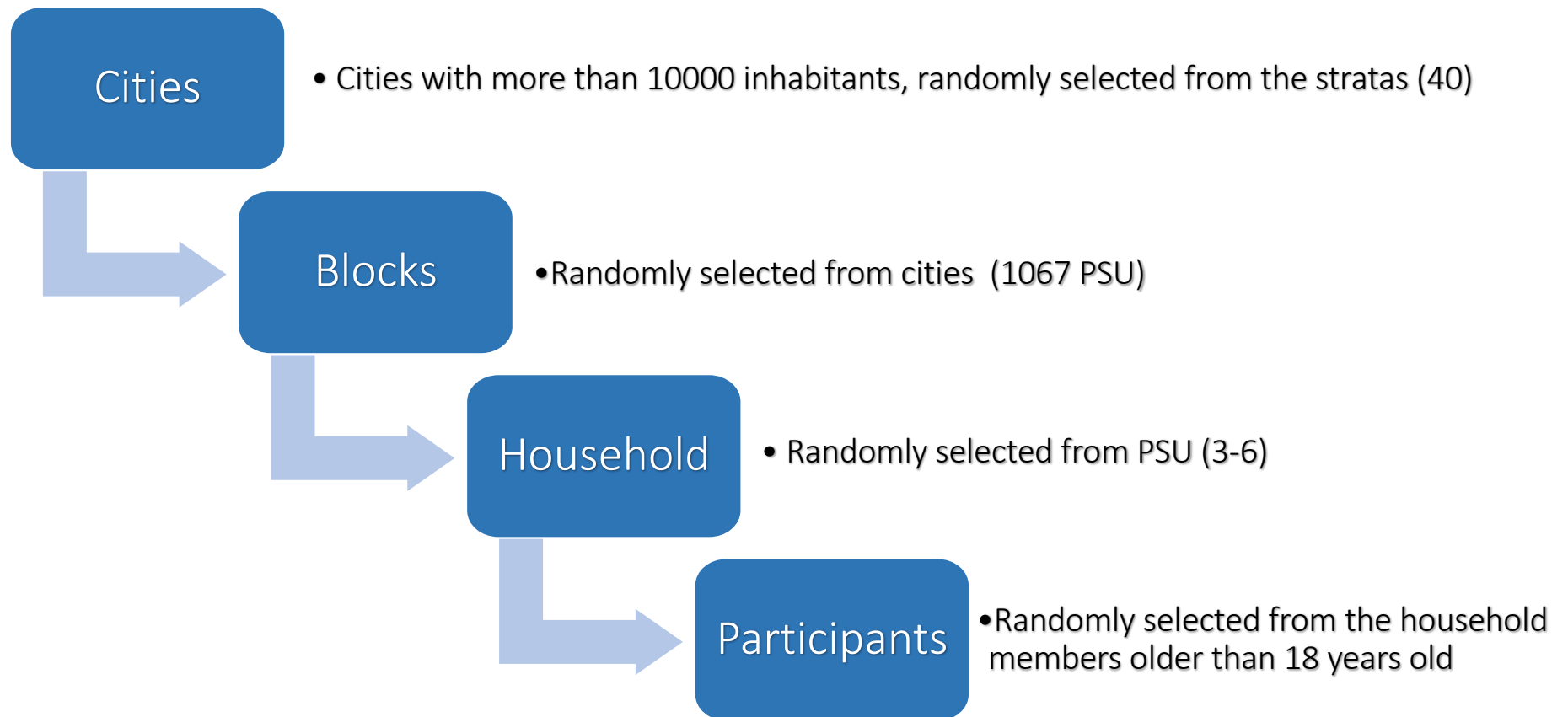
Contextual level

- To what extent does cultural diversity has an influence on the level of trust we exhibit towards immigrants?
- To what extent does cultural diversity can relate to my disposition to establishing contact and maintaining friendships with immigrants?

Individual level

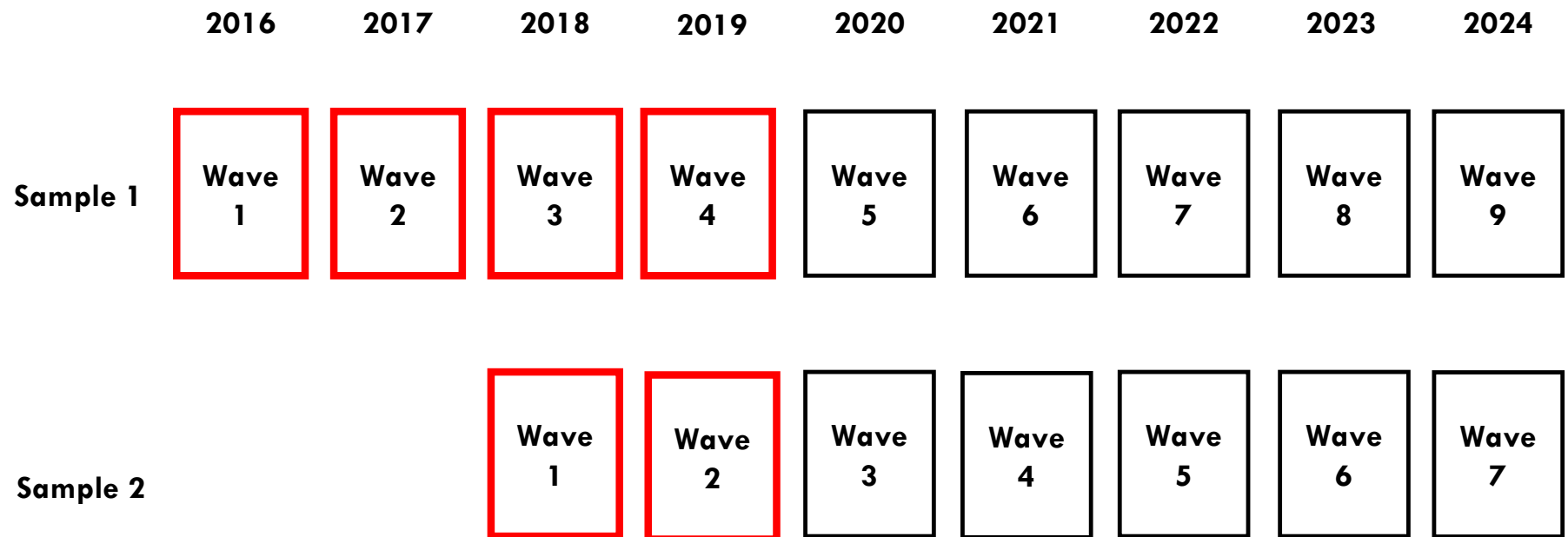
- To what extent can family and friends' norms can influence the promotion of contact with immigrants?
- To what extent do contact experiences can influence the development of trust towards immigrants?

Sampling design: selection stages

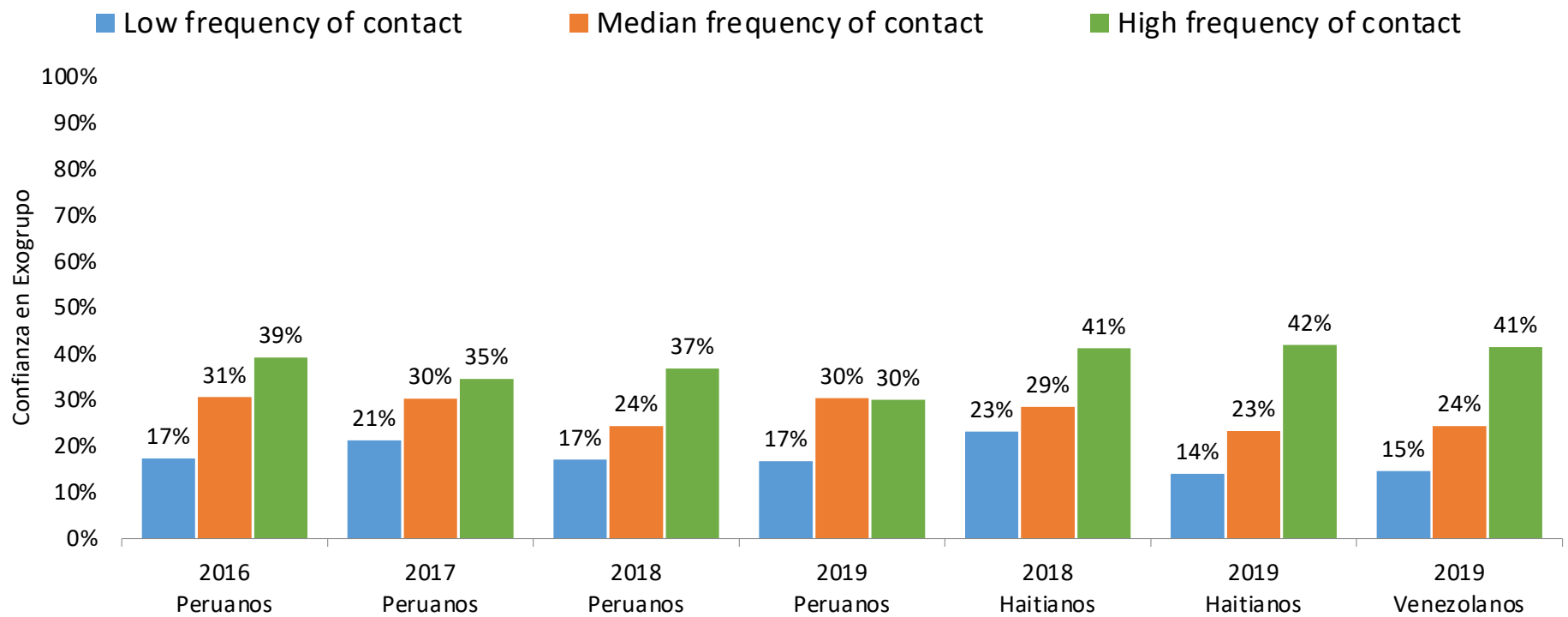


Design

Longitudinal Social Study of Chile (ELSOC)

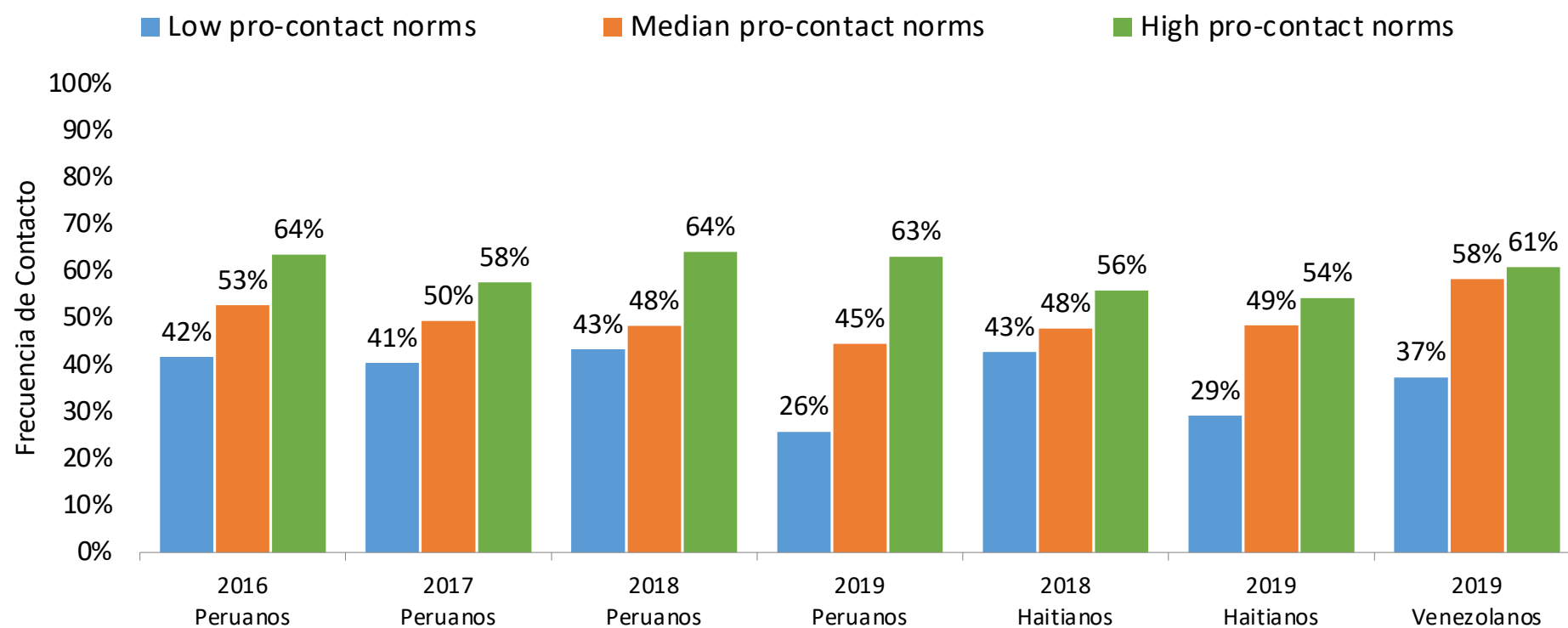


Frequency of Contact with Migrants and levels of Trust towards them by years



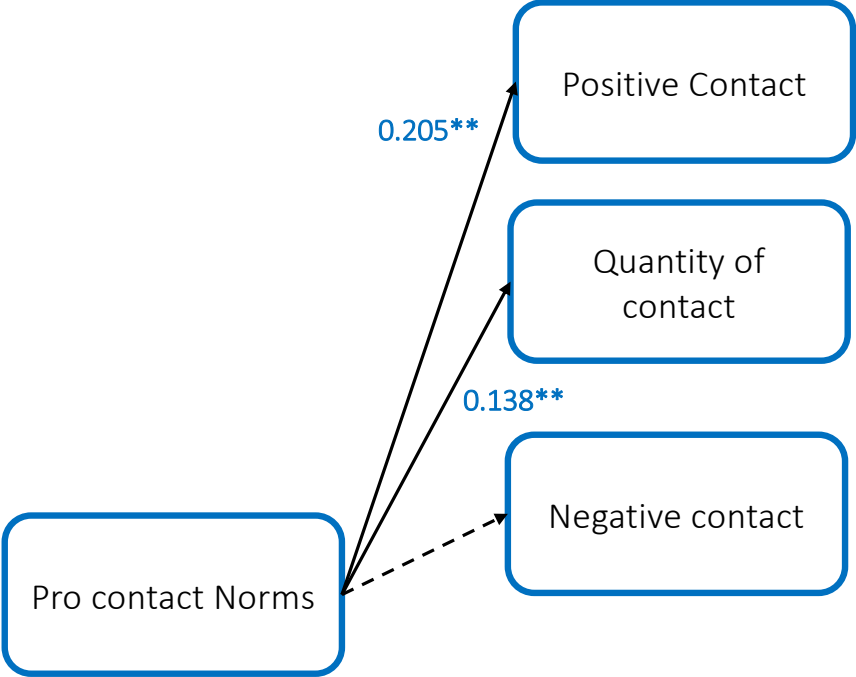
Nota: Resultados Ponderados (con Diseño Muestral Complejo). N variable según ola.

Pro-contact norms of family and friends and Frequency of Contact with migrants by years

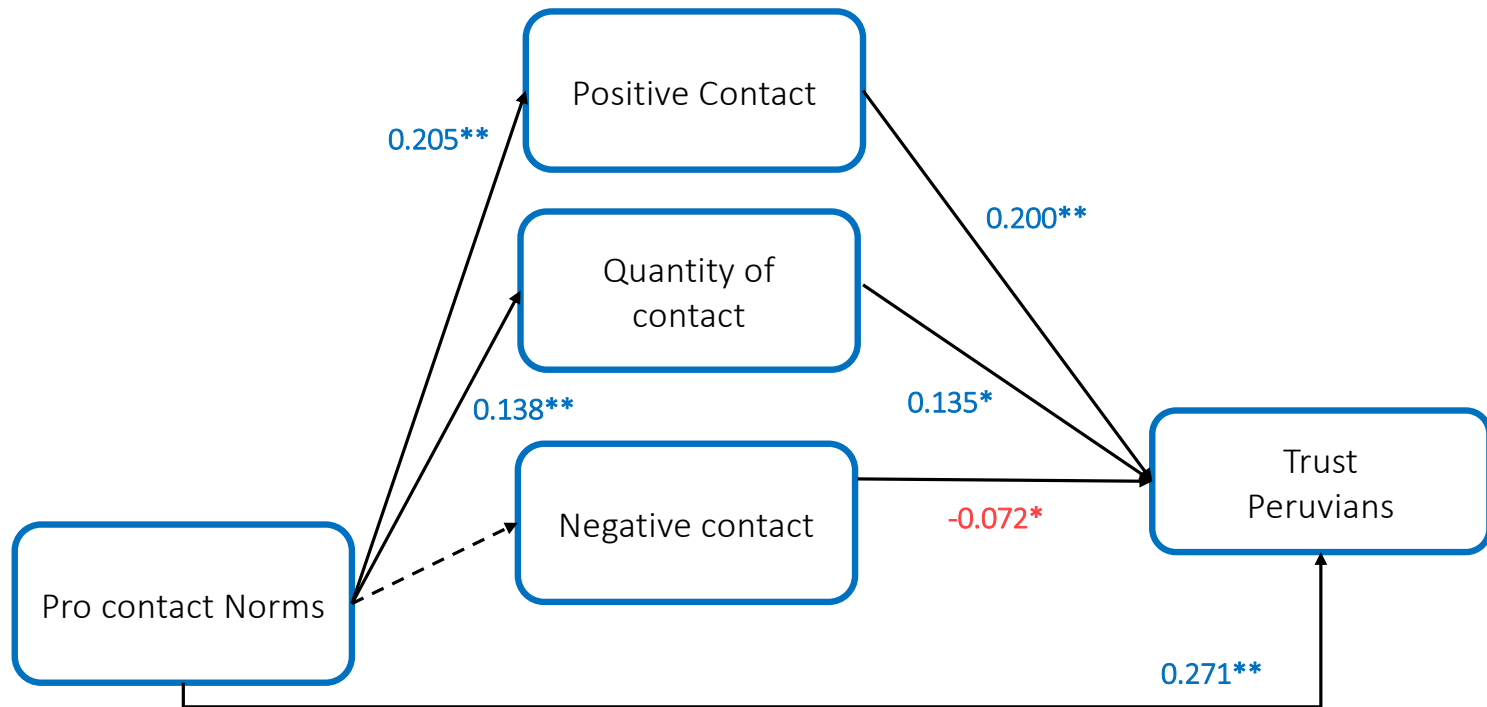


Nota: Resultados Ponderados (con Diseño Muestral Complejo). N variable según ola.

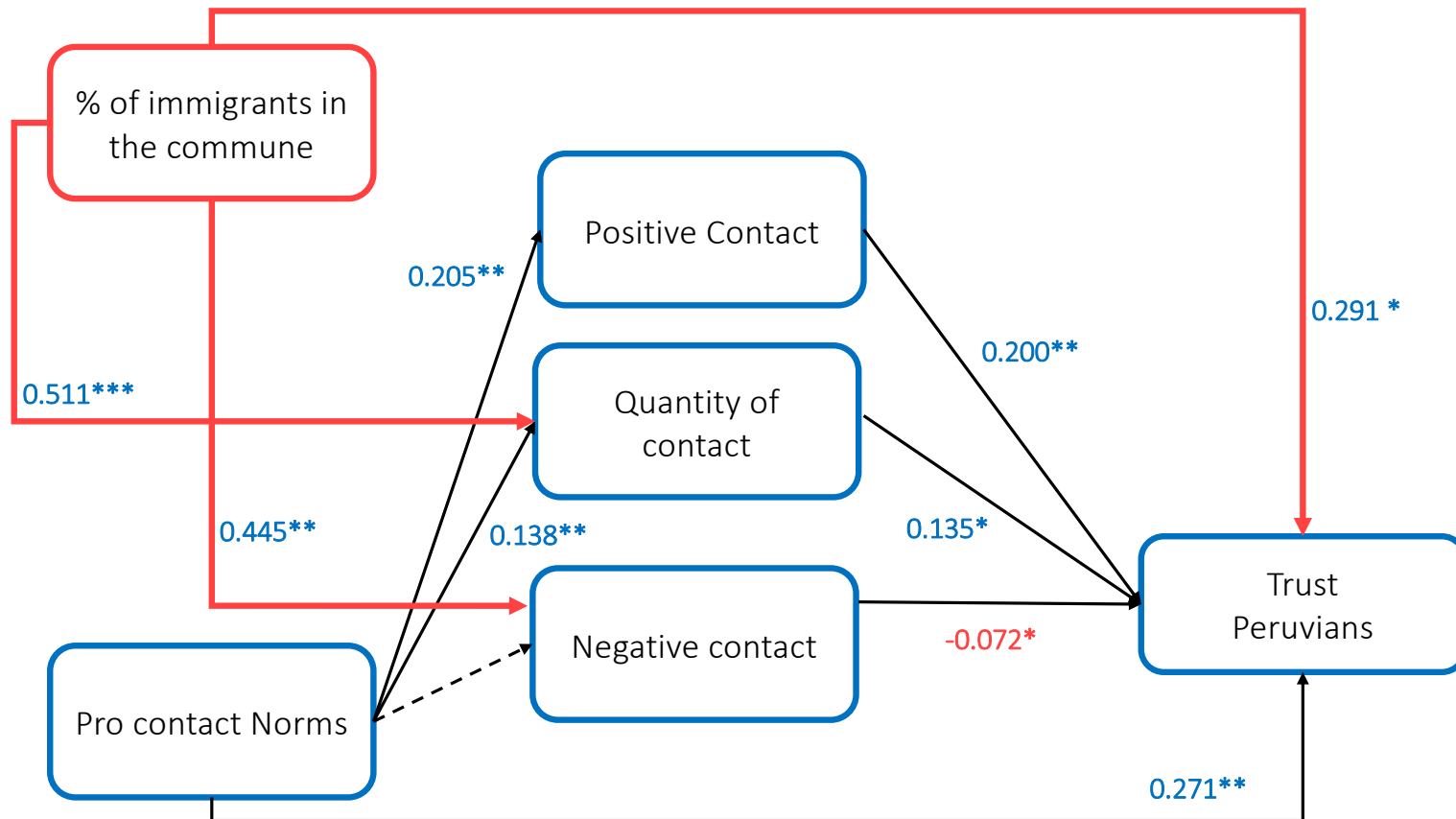
Pro contact Norms



***p < .001 **p < .01 *p < .05



***p < .001 **p < .01 *p < .05



Significant Indirect effects

***p < .001 **p < .01 *p < .05

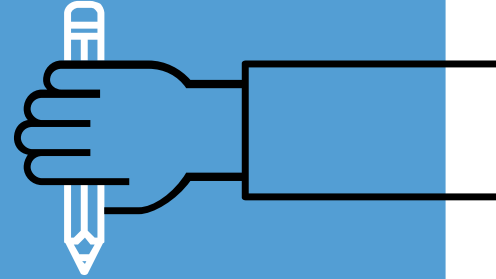
(% migrants → Quantity of Contact → trust: b = .011, p = .009)

(Pro contact norms → positive contact → trust: b = .041, p = .002)

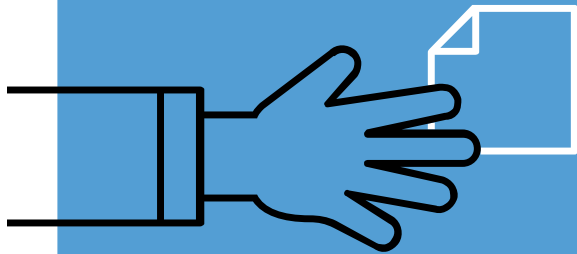
(Pro contact norms → quantity of contact → trust: b = .019, p = .001)

N=708. $\chi^2(5) = 14.60$, p = .041, RMSEA = .030; CFI = .969; TLI = .84

Fondecyt Project 2020-2024



**Living in diversity: the role of norms and
contact opportunities in the promotion of
social cohesion in multicultural
neighborhoods**



Theoretical Model

Norms

e.g. Influencing social referents, pro-contact information of migrant and Chilean groups, and institutional pro-contact information (boroughs)

Opportunity of contact in neighborhoods

e.g. Influencing the creation of meeting places in public spaces within the neighborhood (environmental care, sport activities, neighbourhood care, social activities)

Intergroup contact dimensions

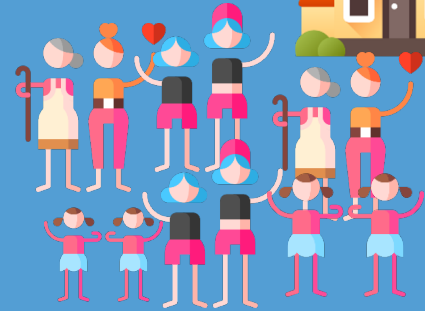
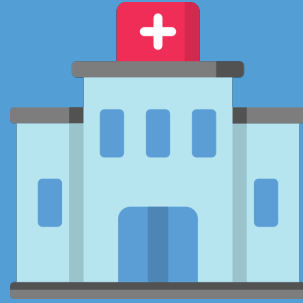
e.g. increase of number of acquaintances, quality and frequency of contact, and intergroup friendship development, and reduction of negative contact.

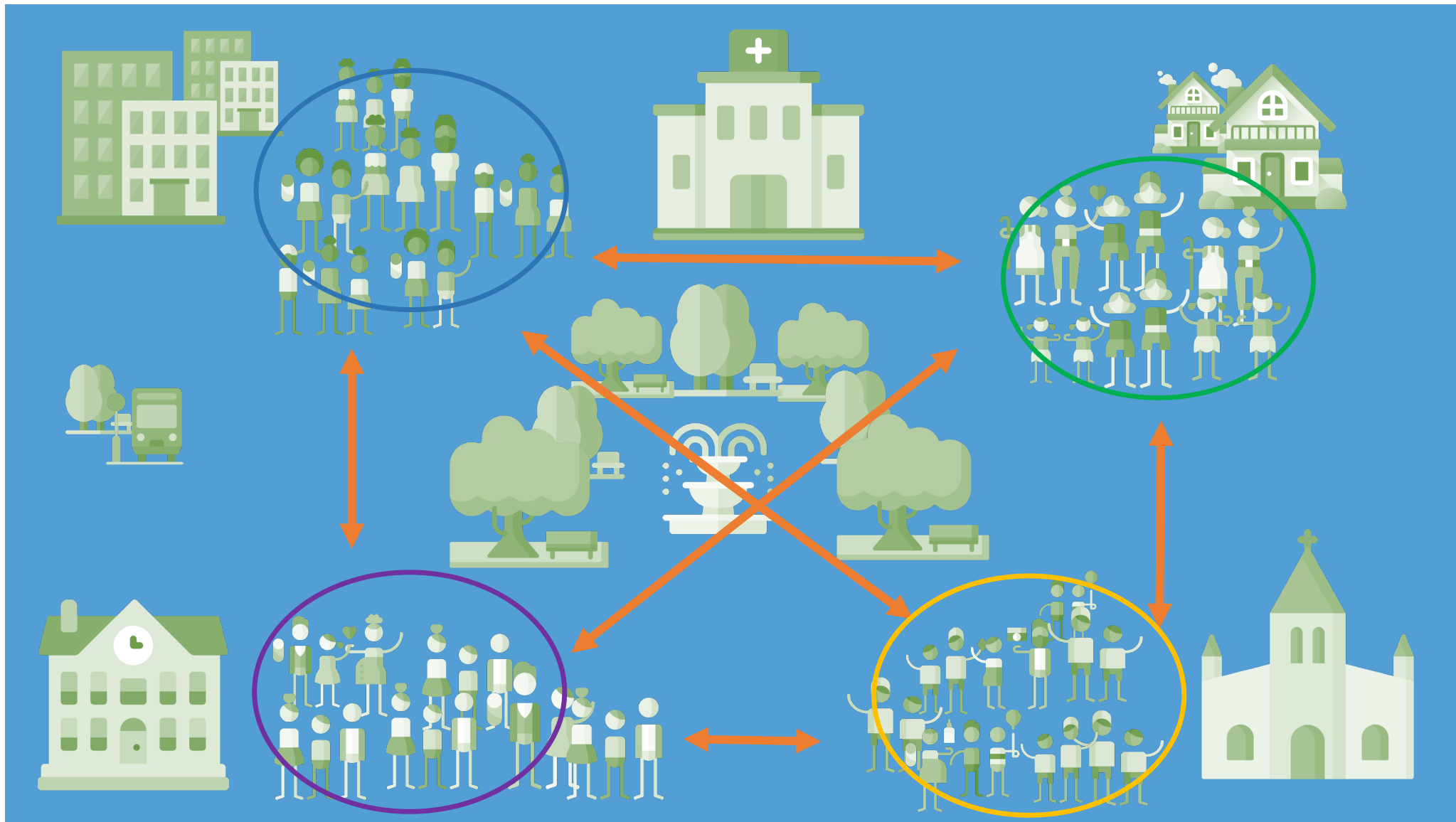
Intergroup attitudes and behaviors

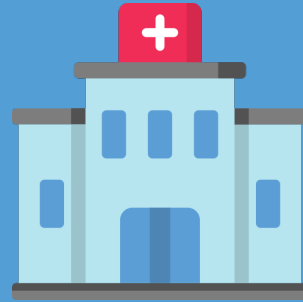
e.g. Increase of intergroup trust, and reduction of perceived threat, discrimination, prejudice and negative stereotypes.

Psychosocial wellbeing

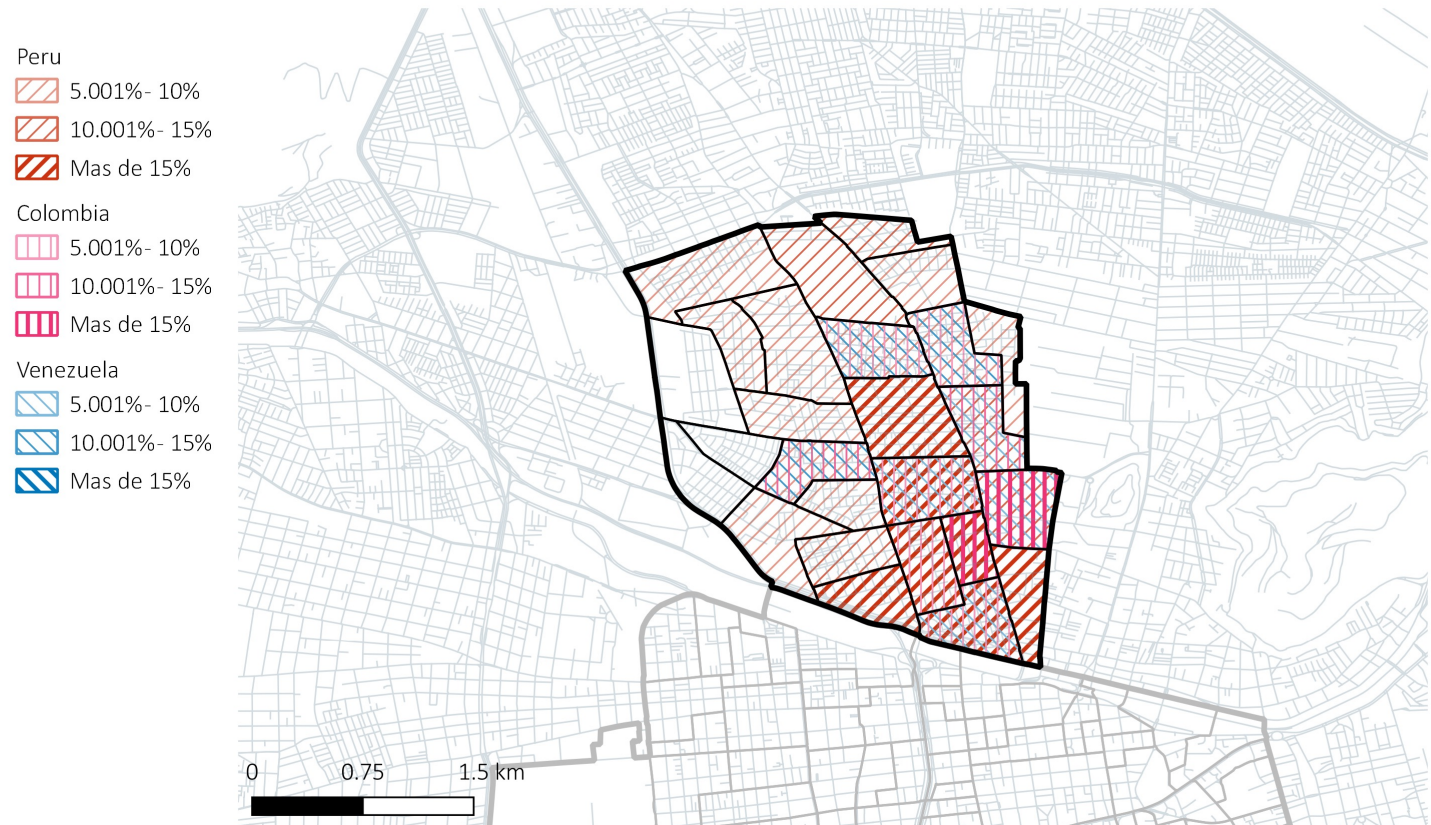
e.g. Increase of subjective wellbeing, quality of life, integration with the community access to municipality services, use of social networks, identification with the neighborhood.



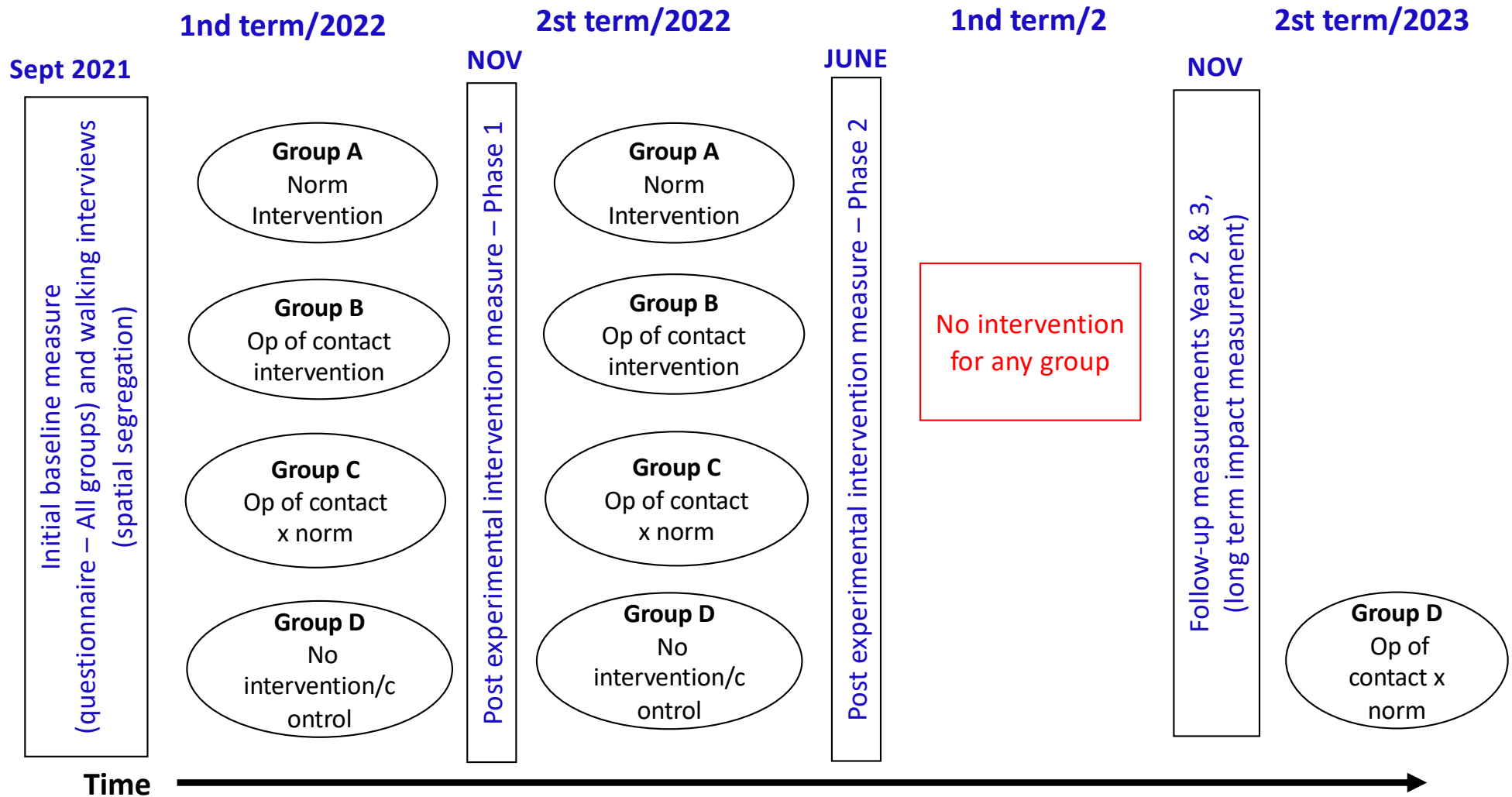




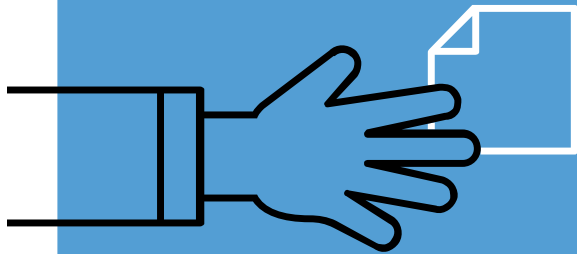
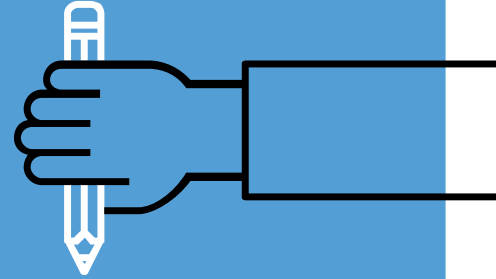
Census districts with over 15% of Peruvian, Colombian and Venezuelan migrants in Independencia Municipal in Santiago, Chile



Experimental community intervention design

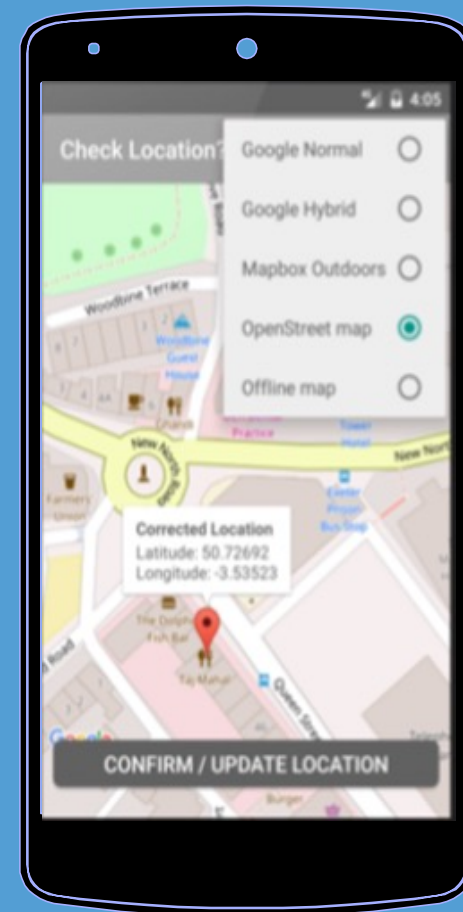
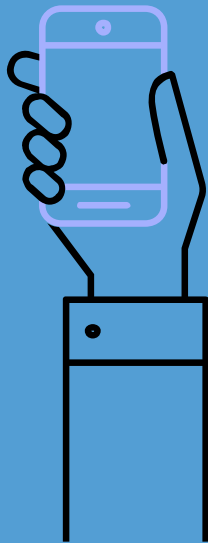


Possible community interventions

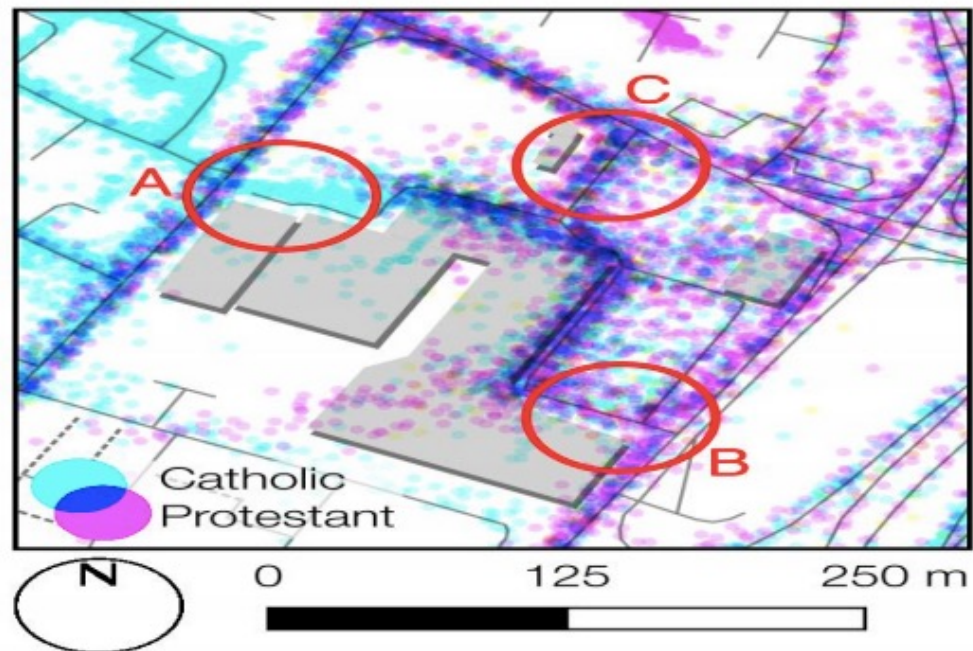




APP



GPS tracking app



Road and building data © OpenStreetMap Contributors 2018

Figure 13. Mapping Catholic and Protestant pathways into the Cityside Retail Park

Note: The upper circle A designates the western entrance to the Park, the lower circles B and C the eastern and southern entrances

GPS tracking app

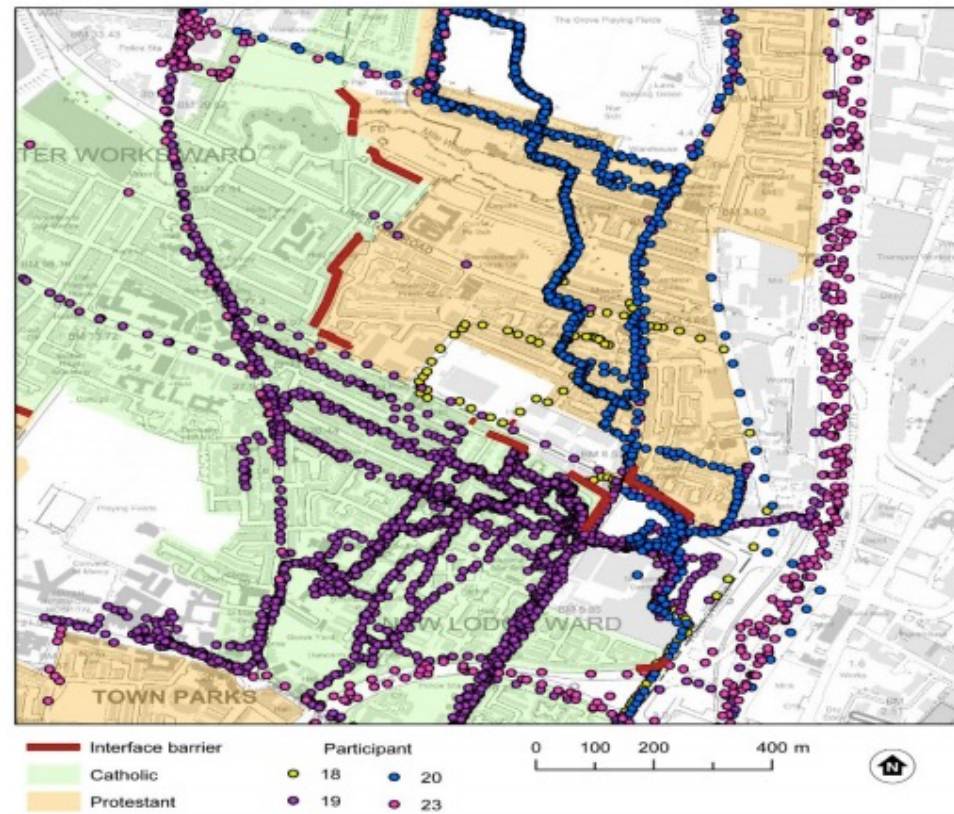


Figure 3. Pilot tracks of four participants in and around the Tigers Bay (Protestant) and New Lodge (Catholic) neighbourhoods

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Muchas gracias!!