Implicit and Explicit Ethnic Group Attitudes: Links To Individual And Group Esteem  
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Introduction  
• Social identity theory and its developmental offspring, Social Identity Development theory (SIDT – Nesdale, 2000) suggest that one role of in-group biasing is to enhance or increase an individual’s self-esteem. Consequently we might expect high esteem to be positively related to ethnic group attitudes.  
• Research has suggested that, particularly in the developmental context, the picture may not be as clear-cut as:  
  (i) Ethnic minority and ethnic majority group children often show differential patterns of ethnic group attitude development (see Spencer & Markstrom-Adams, 1990)  
  (ii) Children exhibit a division between explicitly expressed and implicitly held ethnic group attitudes (Davis & Leman, 2004)

Aim  
• To explore links between the development of ethnic group stereotyping and individual esteem.

Design Considerations  
• Concepts of ‘ethnicity’ and ‘race’ are problematic in the British context with a clear division between the two not always being evident  
• ‘Ethnic Group’ can be defined by religion, skin colour and family’s country of origin  
• Study used ‘ethnicity’ defined by (i) societal ethnic group label (‘skin colour’ labelling) and (ii) family’s historic country of origin

Participants  
• 112 Black (African-Caribbean heritage) and White (English heritage) British children (58 girls and 54 boys) attending a multi-ethnic primary school in London, UK  
• Three age groups - 34 5-year-olds (20 Black and 14 White), 41 7-year-olds (21 Black and 20 White) 37 9-year-olds (21 Black and 16 White)

Procedure  
• Children were seen on two separate occasions – three weeks apart

Phase One: Implicit Test (based on Nesdale, 2000).  
• Story Memory Task incorporating 8 stereotypical traits (4 +ve and 4 –ve) for each of the two target ethnic group characters  
• Video presentation of story  
• Assessed via stereotypes recalled per character

Phase Two: Explicit Test (based on the Multiple Response Racial Attitude; Doyle, Beaudet & Aboud, 1987).  
• 16 stereotypical traits which could be assigned to a Black or White character in turn  
• Non comparative, multi response, order of presentation counterbalanced across the group

Results: Implicit vs. Explicit

- **Results: Implicit Task**
  - Story Character Ethnicity
  - Implicit Task
  - Explicit Task
  - Mean
  - Std. Dev.
  - Mean
  - Std. Dev.

- **Results: Self-Esteem**
  - No effect of age for children’s scores on either subscale  
  - White children’s global self-worth higher than Black children’s (t(101) = -2.06, p<.05).  
  - Children’s global self-worth higher than their social acceptance (t(102) = -4.26, p<.001)

- **Results: Self-Esteem and Implicit Bias – Black Character**
  - Black children’s global self-worth was inversely related to inconsistent stereotyping of the Black character (r = -.379, p<.01) and their social acceptance was inversely related to inconsistent stereotyping of the White character (r = -.289, p<.05)

- **Results: Self-Esteem and Implicit Bias – White Character**
  - White children’s social acceptance was unrelated to their explicit stereotyping of either character

Summary of Findings

- Black children with higher self-worth showed higher implicit in-group stereotyping; White children with higher self-worth stereotyped the out-group less  
- Black children’s perceived social acceptance was unrelated to implicit in-group stereotyping

References