

# The effects of stereotype threats

Society



Stereotype threat theory functions in a social environment in which a person is negatively stereotyped which creates a reaction of tenseness, indecision, uneasiness and distress on the person the stereotype was intended for. This distress comes from the understanding that one's actions may possibly corroborate a negative stereotype which frequently results in confirmation or verification of the stereotype. The hypothesis that all three articles stereotype threats affects psychological processes that creates a situational pressure that depresses performance in an assortment of situations and settings for example on standardized test performance, sports performance, female math performance, compared to people who are not affected by Stereotype threat. The article "The Effects of Stereotype Threat on Standardized Mathematics Test Performance and Cognitive Processing" demonstrates that stereotype threat depresses performance on standardized tests in which results in an invalid method of assessment.

The article "Stereotype endorsement and perceived ability as mediators of the girls gender orientation-soccer performance relationship" demonstrates that stereotype effect affects psychological processes that depress performance in sports. The Effects of Stereotype Threats A schema is a mental framework that assists in organizing and categorizing information about an individual's social environment. Schemas are associations that are used to assist people in differentiating, judging and retaining processed information which as a result creates mental shortcuts. Schemas are used to explain behavior about certain ethnic groups, genders and social economic statuses. In this case schemas are referred to as a stereotype which are overgeneralizations about characteristics and traits that are generalized to

explain the behavior of every person in a particular people group.

Stereotypes create stereotype threats that cause negative consequences for individuals that are in the group the stereotype is directed toward.

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Stereotype threat theory functions in a social environment in which a person is negatively stereotyped which creates a reaction of nervousness, indecision, uneasiness and distress on the person the stereotype was intended for. This distress comes from the understanding that one's actions may possibly corroborate a negative stereotype which frequently results in confirmation or verification of the stereotype. Therefore, the outcome or end result of this discomfort is the definition of stereotype threat which frequently produces negative performance by individuals in the stereotype group. Stereotype effect hinders performance of individuals demonstrating that stereotype-threatened individuals describe reduced expectations which includes reduced hope, opportunities, and belief in oneself. The article " The Effects of Stereotype Threat on Standardized Mathematics Test Performance and Cognitive Processing" demonstrates that stereotype threat depresses performance on standardized tests in which results in an invalid method of assessment. The purpose of the study in the article was to demonstrate if stereotype threat impacts the way student's cognitively process information (Arbutnot, 2009). The students were randomly assigned to the low- or high-

stereotype-threat group which was decided on their race measure of accomplishment and grades the students received in math (Arbuthnot, 2009).

The results of the study demonstrated that stereotype threat affects psychological process which in turn negatively affects the performance of standardized test as seen with the high-achieving black students on the mathematics tests in the high stereotype threat condition (Arbuthnot, 2009). The results also proved that stereotype threat contributes to differences on math tests scores between white and black participant because stereotype threat impacts different kinds of test items (Arbuthnot, 2009). The study clearly demonstrates that the African American students when present with high stereotype threat perform differently because of the negative impact that it has on how the student's psychologically process the test questions (Arbuthnot, 2009). One noticeable limitation that was present in the study was that the researchers' wanted to replicate a conventional standardized testing environment where the students were not aware that the tests were voluntary but the limitation was that the students knew it was a voluntary research project (Arbuthnot, 2009). The article "Stereotype endorsement and perceived ability as mediators of the girls gender orientation-soccer performance relationship" demonstrates that stereotype effect affects psychological processes that depress performance in sports. The article proves that stereotype effect affect girls that a majority of sports have a stereotype that many sports are manly and creates a pressure which affects female's apparent capability in sports (Chalabaev, A. , & Sarrazin, A.

007). The article is similar to the article "The Effects of Stereotype Threat on Standardized Mathematics Test Performance and Cognitive processing" because both articles provide a correlation between stereotype threats effects ability to depress performance. The two articles differs in that the stereotype threat impacts two different situations in one article stereotype threat affects standardized tests and the other article stereotype threat affects sports performance. The method that the study used during a required soccer class in which soccer in Europe is looked at as being a masculine sport took a survey and grouped the students by the level of students performance after the students worked out for ten minutes. The results demonstrated that if the girls thought that it was a negative stereotype correlated with the negative stereotype of girls and soccer the girls performed low. The results of the study prove that stereotype affects psychological processes by decreasing an individual perception of the activity by decreasing performance. The limitations that were present in the study showed was that when using path-analytic studies probability that a variable could have been not added.

The article "Stereotype Threat in Classroom Settings: The Interactive Effect of Domain Identification, Task Difficulty and Stereotype Threat on Female Students' Math Performance" demonstrates that stereotype threat affects a psychological process that depresses performance in on standardized test performance by demonstrating that stereotype threat is more prominent when the exam consists on complicated concepts. The article also demonstrates that stereotype threat depresses performance because of the previous research done in laboratory settings. The article also discusses how

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a number of experiments have found that stereotype threat is related to pressure and arousal by measuring individual's cardiovascular system. The goal of the study was to investigate stereotype threat theory in high school students. The second goal of the study was to investigate a relationship between stereotype threat and the effect of how difficult the problems of the exam. The method in the study was that students were given a math exam comprising of different levels of complexity. The results of the study showed that the female student performance was depressed in the stereotype threat group. The results prove that stereotype threat depresses psychological processes that create a situational pressure that on standardized test performance.

The article "Stereotype threat in classroom settings: The interactive effect of domain identification, task difficulty and stereotype threat on female students' maths performance" is similar to the article "Stereotype endorsement and perceived ability as mediators of the girls gender orientation-soccer performance relationship" in that both articles demonstrated the effect that stereotype threat has in depressing performance in women. The articles differed in that one article demonstrated stereotype threat in women's sports performance and the other article demonstrated stereotype effect on women's test performance on difficult test items.