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THE ASSOCIATION BETWEEN PERCEIVED DISCRIMINATION AND EDUCATIONAL EXPECTATIONS AMONG CANADIAN YOUTH

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USherbrooke.ca/Recherche



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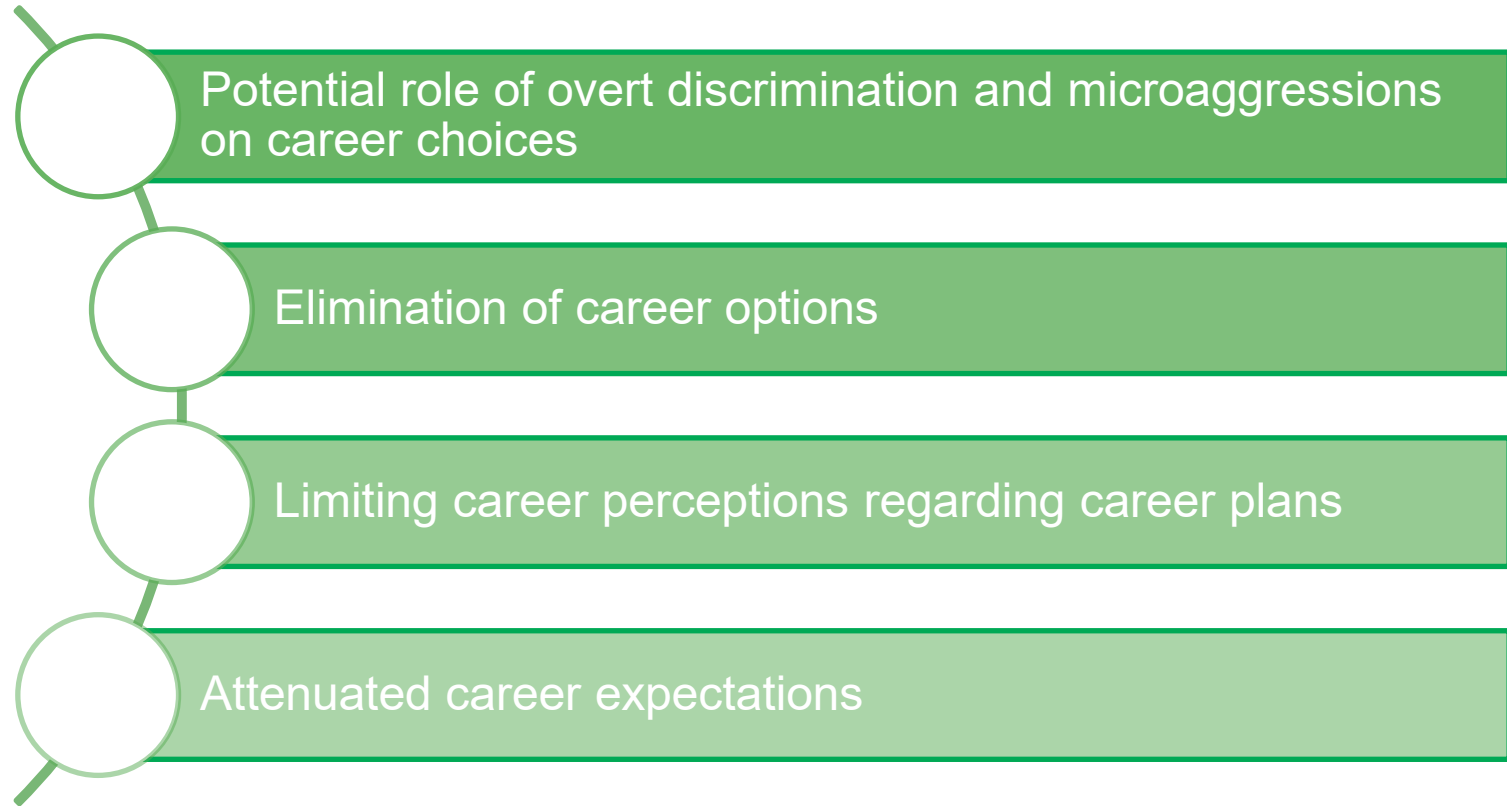
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PRESENTATION OUTLINE

- Introduction
- Methodology
- Key findings
- Concluding remarks
- Q & A period

INTRODUCTION



1

- Compare limiting perceptions regarding career plans and perceived discrimination according to racial minority status and immigration status

2

- Compare educational expectations according to racial minority status and immigration status

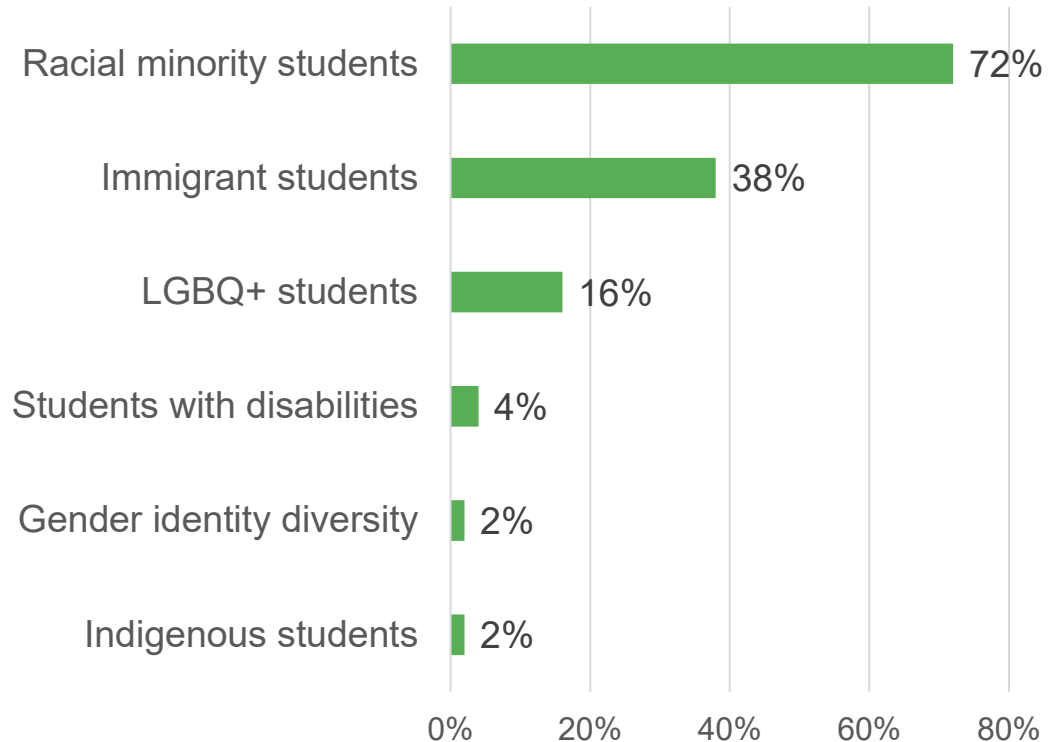
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- Examine the association between perceived discrimination and educational expectations

METHODOLOGY

Overall picture :

- 7 francophone high schools in Quebec, Canada
- N = 756 students*
- M_{age} : 16.3 years (SD = 0.9)
- Level of education : Secondary 4 (28%) and Secondary 5 (72%)
- 52% female, 46% male, 2% other



PERCEIVED DISCRIMINATION

Microaggressions (18 items)

« Where I work or go to school, I see few people who share my distinctive characteristics. »

Overt Discrimination (16 items)

« I have been treated unfairly by co-workers or classmates. »

PD

LP

LIMITING PERCEPTIONS REGARDING CAREER PLANS

Degree of agreement with 7 statements

« Because of my distinctive characteristics... I am likely to experience discrimination in the labour market. »

EDUCATIONAL ASPIRATIONS AND EXPECTATIONS

Highest level of ideal and expected diploma

« If everything was possible for you, what would be the highest degree you'd like to achieve? »

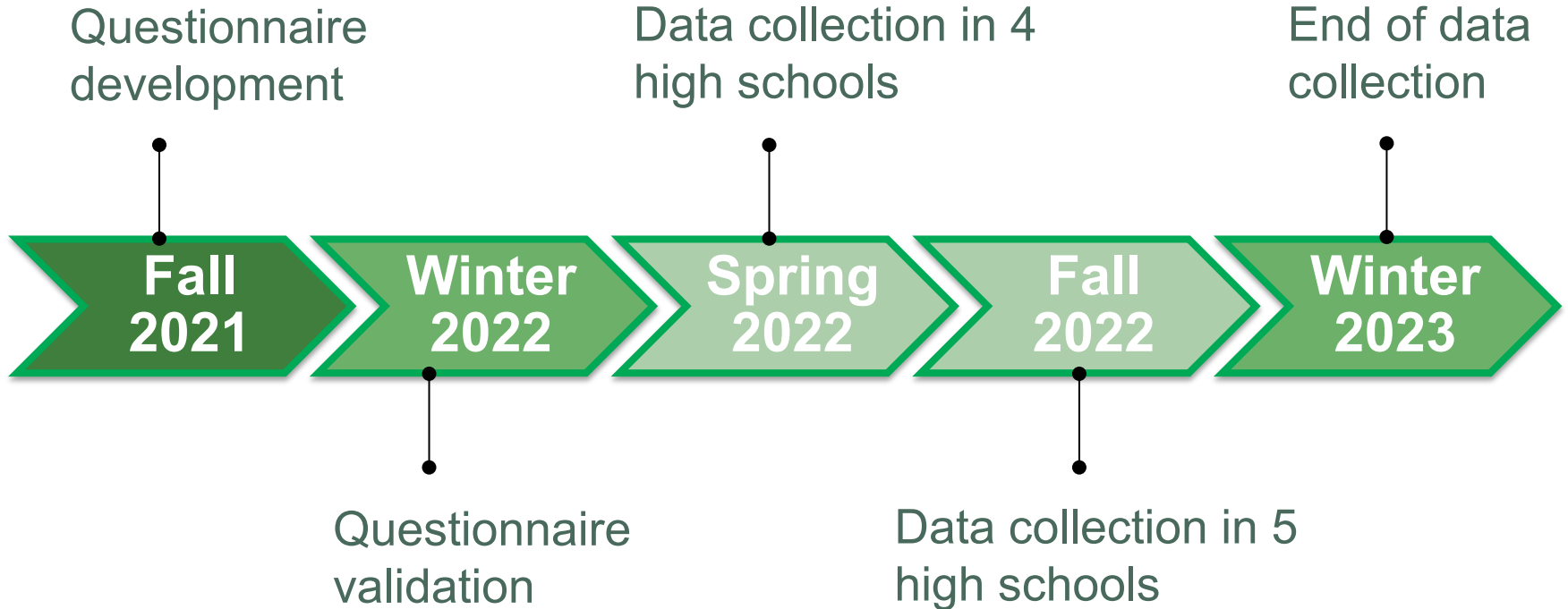
E-A/E

O-A/E

OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS

Ideal and expected occupations (NOC + socioeconomic score)

« Considering the possibilities available to you, what job or occupation do you expect to have around the age of 30? »



RESULTS

PERCEPTIONS ACCORDING TO RACIAL MINORITY AND IMMIGRATION STATUS USherbrooke.ca/Recherche

	Racial minority students (n = 552-641)	Non-racialized students (n = 217-246)		Immigrant students (n = 261-275)	Non-immigrant students (n = 451-459)	
	<i>M (SD)</i>	<i>M (SD)</i>	<i>d</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>d</i>
Anticipation of discrimination	2.06 (1.33)	1.28 (1.25)	0.60***	2.13 (1.35)	1.70 (1.36)	0.32***
Limiting perceptions	1.42 (0.78)	1.14 (0.87)	0.34***	1.43 (0.78)	1.26 (0.84)	0.21**
Environmental invalidations	1.37 (0.87)	1.15 (0.95)	0.25**	1.35 (0.86)	1.28 (0.92)	0.08
Assumption of inferiority in relation to successes	1.42 (1.14)	1.21 (1.01)	0.19*	1.41 (1.13)	1.37 (1.11)	0.04
Invisibility	0.78 (0.87)	0.77 (0.82)	0.01	0.73 (0.84)	0.79 (0.86)	0.07
Assumption of criminality	0.69 (0.86)	0.46 (0.75)	0.28***	0.68 (0.90)	0.60 (0.81)	0.09
Threat and aggression	0.49 (0.80)	0.50 (0.79)	0.02	0.46 (0.80)	0.50 (0.78)	0.06
Exclusion and injustice	0.97 (0.82)	0.77 (0.75)	0.25**	0.95 (0.80)	0.91 (0.81)	0.05
Stigmatization	0.86 (0.90)	0.76 (0.88)	0.12	0.80 (0.82)	0.86 (0.92)	0.07

* $p < .05$, ** $p < .01$, *** $p < .001$

Racial minority students vs non-racialized students

- + Anticipation of discrimination
- + Limiting perceptions regarding career plans
- + Environmental invalidations, assumption of inferiority in relation to successes and assumption of criminality
- + Exclusion and injustice

Immigrant students vs non-immigrant students

- + Anticipation of discrimination
- + Limiting perceptions regarding career plans

EDUCATIONAL EXPECTATIONS (HIGHEST ATTAINABLE LEVEL OF DIPLOMA) ACCORDING TO RACIAL

MINORITY AND IMMIGRATION STATUS

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- High school diploma (HSD), vocational diploma (VD) or less
- College degree
- Bachelor's degree
- Master's degree
- Doctorate degree

ASSOCIATION BETWEEN PERCEPTIONS OF DISCRIMINATION AND EDUCATIONAL EXPECTATIONS (THE

HIGHEST ATTAINABLE LEVEL OF DIPLOMA) (N = 453)

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	B (SE)	OR [IC 95%]
College degree vs. HSD, VD or less		
Exclusion and injustice	1.18 (0.55)*	3.26 [1.11, 9.55]
Threat and stigmatization	-0.56 (0.28)*	0.57 [0.33, 0.98]
Bachelor's degree vs. HSD, VD or less		
Assumptions of inferiority in relation to successes	0.45 (0.17)*	1.57 [1.00, 2.47]
Exclusion and injustice	1.97 (0.54)***	7.17 [2.47, 20.77]
Threat and stigmatization	-0.96 (0.29)***	0.39 [0.22, 0.68]
Stigmatization at work	-0.48 (0.49)**	0.23 [0.09, 0.59]
Master's degree vs. HSD, VD or less		
Exclusion and injustice	1.22 (0.41)***	3.39 [1.52, 7.54]
Threat and stigmatization	-0.55 (0.22)**	0.58 [0.38, 0.89]
Stigmatisation at work	-1.07 (0.37)**	0.35 [0.17, 0.71]
Mother's level of education (high school or less)	-1.04 (0.51)*	0.35 [0.13, 0.96]
Doctorate degree vs. HSD, VD or less		
Assumption of inferiority in relation to successes	0.70 (0.23)**	2.00 [1.27, 3.16]
Assumptions of criminality	0.62 (0.28)*	1.86 [1.07, 3.24]
Exclusion and injustice	2.42 (0.55)***	11.20 [3.84, 32.68]
Threat and stigmatization	-0.89 (0.28)**	0.41 [0.24, 0.72]
Stigmatisation at work	-1.92 (0.49)**	0.15 [0.06, 0.38]
Mother's level of education (high school or less)	-1.15 (0.48)*	0.32 [0.12, 0.82]
Father's level of education (high school or less)	-1.27 (0.49)**	0.28 [0.11, 0.73]

$R^2 = .24$ (Cox & Snell)

* $p < .05$, ** $p < .01$, *** $p < .001$

Association between parents' level of education and educational expectations

- Mother with a high school diploma or less = more likely to aim for a HSD, VD or less vs. a master's degree or doctorate degree
- Father with a high school diploma or less = more likely to aim for a HSD, VD or less vs. a doctorate degree

Association between certain forms of discrimination and diminished educational expectations

- Threat and stigmatization = more likely to aim for a HSD, VD or less vs. a college degree, bachelor's degree, master's degree or doctorate degree
- Stigmatization of work = more likely to aim for a HSD, VD or less vs. a bachelor's degree, master's degree or doctorate degree

Association between certain forms of discrimination and higher educational expectations

- Exclusion and injustice = more likely to aim for a college degree, bachelor's degree, master's degree or doctorate degree vs. a HSD, VD or less
- Assumptions of inferiority = more likely to aim for a bachelor's degree or doctorate degree vs. a HSD, VD or less
- Assumptions of criminality = more likely to aim for a doctorate degree vs. a HSD, VD or less

CONCLUDING REMARKS

Overrepresentation
or racialized and
immigrant students

Career aspirations
vs career
expectations

Measure of general
perceived
discrimination

Association vs
Causality

Excluded
influencing factors

Potential influence of perceived discrimination

- Diminished educational expectations
- Compensatory strategy?

Practical implications

- Assess barriers to career choices
- Examine experiences and anticipation of discrimination
- Revisit eliminated career options
- Examine potentially attenuated career expectations
- Examine compensatory strategies used to cope with perceived discrimination

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Conference proceeding on perceived discrimination profiles



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