

# **Extending the Concept of Stereotype Threat to Place of Living: The Performance of Students Living in Village on an English Test**

*A Thesis Submitted*

*In partial fulfillment of the requirement of degree of*

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**IN**

**PSYCHOLOGY**

**(Counseling)**



**THAPAR INSTITUTE**  
OF ENGINEERING & TECHNOLOGY  
(Deemed to be University)

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## CERTIFICATE

This is certify that the thesis entitled “Extending the Concept of Stereotype Threat to Place of Living: The Performance of Students Living in Village on an English Test” being submitted in partial fulfillment of requirements for the award of degree of Master of Arts in Psychology, submitted in the School of Humanities and Social Sciences, Thapar Institute of Engineering & Technology, Patiala is a bonafide work carried out under the supervision of Dr. (Mrs.) Surinder Kaur, Visiting Professor, School of Humanities and Social Sciences, Thapar University, Patiala and that no part of this project has been submitted for the award of any other degree.



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This is to certify that above statement made by the student concerned is correct and true to the best of my knowledge.



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## CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled “Extending the Concept of Stereotype Threat to Place of Living: The Performance of Students Living in Village on an English Test” in partial fulfillment of the requirement for the award of Degree of Masters of Arts in Psychology, submitted in the School of Humanities and Social Sciences, Thapar Institute of Engineering & Technology, Patiala is an authentic record of my own work carries out under the supervision and guidance of Dr. (Mrs.) Surinder Kaur, Visiting Professor, School of Humanities and Social Sciences, Thapar Institute of Engineering & Technology, Patiala and refers others researcher’s work which are duly listed in the reference section.

The matter embodied in this thesis has not formed the basis for the award of any other degree of this or any other university.

Date: June 2018

Place: Patiala



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This is to certify that the above declaration made by the student concerned is correct and true to the best of my knowledge.



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## **List of Abbreviations**

IELTS                      International English Language Testing System

SD                         Standard Deviation

N                         Total No. of Participants

## **List of Tables**

Table- 1 Two Way ANOVA of threat condition and place of living.

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## **ABSTRACT**

Every living human being has one or more than one stereotype attached to the group or community to which they belong. Some stereotypes are asset for groups because they make them more confident about themselves and some are liability because they make the individuals to lose confidence in themselves. The present investigation was conducted to examine the effect of stereotype threat. “Students belonging or living in the villages are perceived to be poor in English language. It was hypothesized that stereotype threat will have significant effect on the performance of village students as compared to city. In order to verify the above hypothesis a sample of 120 students, 60 students belonging to a village and the other 60 students belonging to city were studied. To measure the effect of stereotype Two Way ANOVA was calculated. According to the results Stereotype Threat impaired the performance of Students belong to village as compared to students in no threat condition.

Keywords: Stereotype Threat, No threat condition, Village students, City Students.

# CHAPTER 1

## INTRODUCTION

There have been a number of researches in last two decades on stereotype threat; how it effects the general functioning of a group or an individual in a particular stereotyped situation. The first experiment on stereotype threat was done on "Stereotype Threat and the Intellectual test performance of African Americans" (Steele & Aronson, 1995).

### 1.1 Stereotype Threat

Stereotype threat is defined as a situational predicament in which individuals are at risk of confirming negative stereotypes about their group. It is the resulting sense that one might be judged in terms of negative stereotypes about one's group instead of on personal merit. In other words Stereotype threat refers to being at risk of confirming, as a self-characteristic, a negative stereotype about one's social group (Steele & Aronson, 1995). The first research on stereotype threat came from the Philip Roth when he explained his career-long preoccupation with the American Jewish experience and said Jewish culture or religion did not fascinate him, but it was what he called Jewish "predicament." This term was then taken as a perspective for the research (Steele & Aronson, 1995). Focus on a social-psychological characteristic of one's group can arise negative stereotype. Stereotype threat can happen to any particular group oppressed with a negative stereotype, even groups with high status and historical advantage (Steele & Aronson, 1995). In other words, let's say the existence of a stereotype (which is a particular feature of a group that confirms the identity of the group) puts the group under threat in the eyes of others and even in their own eyes is known as stereotype threat and this threat is experienced as a self-evaluative threat. Member of any group can have a setback if they experience existence of a negative stereotype. For e.g. "I am a man, men are not good at cooking," and "Cooking is difficult."

## **1.2. Who is impacted?**

In some circumstances or situation, everyone is impacted by stereotype threat. After many researches, it was found that stereotype threat affects the performance of an individual for whom the situation brings a stereotype based expectation of poor performance (Stroessner & Good, 2013). There is no one out there who does not belong to any group, everyone belongs to at least one that group have a particular stereotype trait.

There are factors which may play a role in one's "stereotype vulnerability". These factors include group membership, domain identification, internal locus of control, and stereotype knowledge and belief, among others (Stroessner & Good, 2013).

On the other hand, if we look for the consequences of stereotype threat, researchers have found the following consequences:

1. Performance decrement in academic domains
2. Decreased performance in non-academic domains
3. Increase in self-defeating behavior
4. Disengagement
5. Altered professional aspirations

There are a lot of situations which lead one to stereotype threat by invoking negative stereotype. Some individuals are more vulnerable to stereotype threat than others. The following situations are few of them:

**1.2.1 Prominent group identity:** When situational characteristics of an individual's stereotype group are made relevant or noticeable, increase in stereotype threat, and a decrease in performance of individual is likely to takes place more. It does not mean that only individuals of some traditionally stigmatized or stereotyped groups experience stereotype

threat, it can be experienced by individuals of any group. In social situations, there are many ways to highlight the stereotyped social identity.

**1.2.2 Representative of Minority or stereotype group:** In situations where an individual is representing a minority or a stereotype group can lead to stereotype threat.

**1.2.3 Prominent stereotype induction:** In the situations where prominent stereotypes of a group are induced in the performance environment, this induction produces stereotype threat.

**1.2.4 Ability evaluation:** In the situation where the ability of an individual is evaluated in comparison to other stereotyped groups, this produces stereotype threat in individuals.

### **1.3 Stereotype Lift**

Stereotype lift is defined as the boosting of performance in a given domain that is to say by becoming aware of the negatively stereotyped one gets challenged to perform better (Walton & Cohen, 2003). In other words an individual may get benefit from stereotype lift when someone questions the ability or worth in comparison to the other outside group. They also get benefit when the task which is to be performed is linked to a known stereotype (Walton & Cohen, 2003).

How do people under stereotype threat improve performance? They do it by motivating themselves by downward social comparison with a criticizing out-group. In other words by encouraging themselves to compare with a socially lower group, by doing this they may feel an elevation in their self-efficacy and worth of self, which will help them in improving their performance. Specifically in difficult tests where one is feeling frustration, this extra boost in self efficacy becomes important to maintain motivation and self-confidence.

## **1.4 Existence of Place of Living Stereotype for Students**

Place of living stereotype is when we have a widely held but fixed and oversimplified image, mental set, or idea of a particular type about people living in different places.

Let's have a look at place of living of individuals that could be either urban or rural. Some of us may have changed our place of living for a few times because of particular reasons. Let's clear this with an example: I am a boy who grew up in small town of Haryana, had got best education from the best school of the town. Then went to Chandigarh for college education, got educated from the best college of North India.

Why I am talking about demographic stereotypes, here I will explain. Suppose you are going to be a part of a professional conference. You are asked to give a presentation or to take part in discussion. This conference is important to you, so you work hard for it. You do all sort of things like get a new suit, new shoes of latest style to look good. Now you're at the place of conference before it is about to start, you are interacting with other folks at the place and getting knowledge, learning some new things it's all going great. Suddenly some people come-up to you and started talking to you and at the end ask you about where are you from? And you tell them Pehowa, Haryana. And then they say oh, well never heard of that place, and asks is it a village or a city? And, says you that you are too intelligent for that place. You are now not an intelligent person. You are intelligent person for a region that is considered to be backward. Now see what's left of your self-confidence. Now you will have to sit in a conference and deliver a presentation in front of people judging you on where are you from, not on what you will bring to the table.

This is what happens with the students who are from villages, when they are perceived to be poor in English even though they have got their education from best English medium schools. This perception of people impairs their performance.

In this study, I tried to find out how students from villages perform on a standard English test when they are not presented with stereotype threat and compare their performance with students who live in a city. I tried to find out the performance of students living in the villages on a standard English test when they are presented with negative stereotype threat and compare their performance with the students living in city. Individuals living in villages are perceived to be poor in English even though they are well educated and have received their education from best schools and colleges. But, a perception which impairs with the performance is not good for a society or community in long run. As it can hamper the performance of an individual in later life when they are being judged on the place where they live. Actually, this is not the problem of people living in villages. The problem belongs to the people who judge them, in this particular research in my opinion people or community who in being judged is the victim and those who are judging them are offenders, and the irony is that they even don't know they are offenders until they are made to realize it. It is happening because we are brought up in a society which nurtured us in such a way.

## CHAPTER 2

### LITERATURE REVIEW

In the study by Steele & Aronson (1995), when the GRE test was presented as a measure to the ability black participants performed worst than white participants, but their performance improved significantly and they performed same as white participants when the test was presented and less reflective of measuring their ability.

On a standard GRE Mathematics subject test white males performed worst when they were put under stereotype threat “Asians are better at math than Caucasians”. In this study the stereotype threat presented in such a way that it targets the experimental group indirectly, to put them under stereotype threat (Aronson, Lustina, Good, Keough, Steele & Brown, 1998).

Stereotype threat can lead to worst performance in workplace. When men were put in pink collar jobs; Primary School Teachers, Child Protection Workers. As male primary school teacher men reported stereotype threat which hampered their performance. Which lead to lower job satisfaction and commitment in males. When men were put in as a child protection worker they felt stereotype threat when they engaged in comparing themselves with females who are good in child protection work than males (upward social comparison). As a result of stereotype threat, they felt they were expected to do masculine work. Stereotype threat leads them to the intensions of resigning from job (Kalokerinos, Kjelsaas, Bennetts, & Hippe, 2016).

In a particular situation when reminded of their sexual orientation Gay Men suffer non-verbal anxiety. In this experimental research before interacting with young children, when Gay men were put under stereotype threat by reminding them their sexual orientation, they suffered

non-verbal anxiety. On the other hand, when they were not put under stereotype threat condition they did not suffer non-verbal anxiety (Bosson, Haymovitz, Pinel, 2003).

In the study by Croizet & Claire (1998), when presented with the threat to the students of Low Social Economic Status that students with Low Social Economic Status perform worst than students with High Social Economic Status on an Intellectual test, students of Low Social Economic Status performed worst than students of High Social Economic Status, but it is noticeable that students of Low Social Economic Status Performed equally as students of High Social Economic Status when threat was not presented.

The correlation between academic performance and self-esteem was significant for both Black and White students in 8th grade, but African American boys showed a weakening correlation over time so that by 12th grade, academic performance and self-esteem were unrelated (Osborne, 1997).

Black and White undergraduates complete a challenging verbal test in the presence of a Black or White test administrator. Blacks reported feeling more threat and performed worse when the test administrator was White rather than Black. When the experimenter was Black, Black students performed as well as White students, and White students were unaffected by the administrator's race (Marx and Goff, 2005).

In the study by Johnson, Barnard-Bark, Saxon, & Johnson (2012) it shows that, when presented with a math test women perform worst on the test than men. On the other hand when men presented with the stereotype threat against men they performed better because of stereotype lift.

Men as a high status group performed worst in decoding non-verbal communication when they were put under negative stereotype threat. There was decrement in the performance of men and

increment in the performance of women, decrement was interpreted because of negative stereotype and increment was interpreted because of stereotype boost or lift (Koenig & Eagly, 2005).

## CHAPTER 3

### 3.1 Research Gap

In India many of the individuals are of the opinion that students living in villages are comparatively not very fluent in English language. Their command on the language is quite weak let it be written or verbal communication. This stigma attached sometimes disheartens the motivation of the students. This research will help us to know what happens when students from village areas comes under stereotype threat, how do they perform. Whether their performance decreases, increases or remains the same.

### 3.2 Motivation Behind Research

I was always motivated to do something which has broader impact in an individual's daily life. When I came across the topic "stereotype threat" and read literature about the same I learned that this topic relates to every individual or group and have broader impact. This motivated me to go more deep into this topic and see where and how stereotype threat works. Motivation behind choosing topic "Extending the Concept of Stereotype Threat to Place of Living: The Performance of Students Living in Village on an English Test" was that as I feel individuals under threats are victims of society and society even don't know that it's the offender. I being from a small town of Haryana can feel this impairs with our performance. I can see the hierarchy going down from small town to village, when I see students taking the coaching of IELTS a Standard English test for the students who wants to go abroad for higher studies. This hierarchy can be seen when students of villages are getting exploited by the stereotype threat which is hampering their performance on English test. This is what is happening with them now but this will be a bigger problem in future when they will be on a big stage in front of bigger and more educated, brought-up in totally urban place. This research will give me chance to get acknowledgment for my work done on this sensitive topic

and help me contribute more to this topic so that it will help in eradicating these types of stereotypes.

This research will give me the opportunity to further extend this study into knowing how the process of stereotype works and what are the strategies people use to get deal with stereotype threat, and what can be done to reduce threat in stereotyped situation or circumstance.

### **3.3 Objectives:**

1. To study the performance of village students on a Standard English IELTS test in threat and non threat condition.
2. To study the performance of city students on Standard English IELTS test in threat and non threat condition.
3. To study the effect of stereotype threat on Village students by comparing their performance with no threat condition.
4. To study to effect of stereotype threat on all students by comparing their performance with no threat condition.

### **3.4 Hypotheses:**

H<sub>1</sub>. Stereotype threat will have effect on performance of students.

H<sub>2</sub>. Place of living will have no effect on student's performance.

H<sub>3</sub>. Place of living and Stereotype Threat interaction have effect on student's test performance.

## CHAPTER 4

### METHOD

#### 4.1 Sample

A total of 120 subjects (60 village students & 60 city students) preparing for IELTS of age group 18-25 participated in the study. Group was divided into two groups; an experimental group & a controlled group of 60 students each.

#### 4.2 Design

1. In the present study Independent Variables are Place of Living & Stereotype Threat Condition.
2. Dependent Variable is Test Performance of the students on the English test (IELTS score)

#### 4.3 Tool(s) Used:

Standard English IELTS test and Induced stereotype.

The International English language Testing System is widely used English language proficiency test for students who wants to go for higher education and for individuals who are interested in global migration.

This test is used to assess all of an individual's English skills - reading, listening, writing and speaking, and is designed in such a way that it reflects how well you will use English in different places such as at study, at work, at play; in your new life you are going to lead in abroad.

Some of the world's best and leading experts in English language assessment developed this test. Over the world it has excellent reputation, more than 10,000 organizations which includes

schools, universities, employers, immigration authorities, and professional bodies worldwide accept this test

#### **4.4 Procedure:**

120 Subjects (60 Village students & 60 City Students) were selected. Subjects were divided into two groups experimental group and a control group. Consent of the subjects was taken.

Experimental group was exposed to stereotype threat. Subjects in experimental group were given negative threat in two ways; first this statement “This is a Comparative diagnostic test of English skill level where comparison will be done between city students and village students” was quoted on the answer booklets of experimental group and they were asked to read statement carefully. Second this statement “Village students are perceived to be poor in English even though they have got education from best English medium schools” was said aloud 3 times in the class just before starting test.

In controlled group no negative threat was given and on answer booklets this statement “Test to check your Command in English” was written, and they were not asked to read the statement.

After the data was collected the subjects of both experimental group and control group were briefed about the research. Then answers were scored as per the IELTS manual. For every correct answer a score of 1 was given, and for every incorrect answer a score of 0 was given.

#### **4.5 Precautions**

Participants were not briefed about the research before conducting the experiment. Participants were seated comfortably. There was no disturbance during the experiment.

Headphones were checked beforehand. It was checked that students have all the required stationary beforehand. Laptop was checked beforehand that it is working properly. Participants were Instructed not to speak with each other in between the experiment, concentrate on their work. They were also informed about time constrains of test and should write the answers on the answer sheets only

## **4.6 Statistical Analysis**

Two Way Analysis of Variance was used to analyze the data obtained on the subjects to test the hypotheses.

## CHAPTER 5

### RESULTS

Data obtained was scored according to the norms based scoring of all the subjects. The data was analyzed using statistical tools (ANOVA) to verify the hypotheses purposed for the study.

1. ANOVA was calculated on performance of students on standard English IELTS test in Stereotype Threat Condition, which showed a significant effect of stereotype threat on the performance of students (See Table 1),  $F(1,100)= 19.04$ ,  $P=0.0000278$ , hence alternative hypothesis “Stereotype threat will have effect on performance of students” is accepted.
2. The second hypothesis purposed in the study was “Place of living will have no effect on students performance”. The analysis of results showed a non-significant effect of place of living on performance of students (See Table 1),  $F(1,100)=0.109625$ ,  $P=0.741168$ , hence null hypothesis stated above is accepted.
3. The third hypothesis that “Place of living and Stereotype Threat interaction have effect on student’s test performance” is accepted. Data analyzed shows,  $F(1,100)=4.067012$ ,  $P=0.046038$ , indicating significant effect on the performance of the students, hence alternative hypothesis mentioned above is accepted.

Results are discussed in Table Number 1 and Table No. 2.

**Table 1**

A (Place of Living: Village, City) 2 x 2 way (threat condition: threat, non threat) analysis of variance

SUMMARY	No		Total
	Threat	Threat	
<i>Village</i>			
Count	30	30	60
Sum	175	201.5	376.5
Average	5.833333	6.716667	6.275
Variance	0.729885	0.386782	0.747246
<i>City</i>			
Count	30	30	60
Sum	184.75	194.5	379.25
Average	6.158333	6.483333	6.320833
Variance	0.601221	0.581609	0.608245
<i>Total</i>			
Count	60	60	
Sum	359.75	396	
Average	5.995833	6.6	
Variance	0.681126	0.489831	

#### ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Place of Living	0.063021	1	0.063021	0.109625	0.741168	3.922879
Threat Condition	10.95052	1	10.95052	19.04855	2.78E-05	3.922879
Place of Living x Threat Condition	2.338021	1	2.338021	4.067012	0.046038	3.922879
Within	66.68542	116	0.574874			
Total	80.03698	119				

1. Mean score of Village students (See in Table: 2) in No Threat and Threat condition shows that, village students performed worst in No Threat condition than stereotype threat condition.
2. If we compare the mean score (See in Table: 2) of City Students in No Threat Condition and Stereotype Threat condition, city students performed almost same in both conditions, so there is no significant difference in their performance.
3. If we compare the performance mean score (See Table: 2) of Students in Stereotype Threat condition with No Threat condition performance of students in stereotype threat condition is significantly better that of students of No Threat Condition.

**Table No. 2**

Mean & Standard Deviation (SD) Score of IELTS test performance in No Threat condition and Stereotype Threat condition by students living in village and city, and total number of participants (N) in each group

	No-Threat			Threat		
	N	Mean	SD	N	Mean	SD
<b>Place of Living</b>						
<b>Village</b>	30	5.83	0.70	30	6.71	0.38
<b>City</b>	30	6.15	0.60	30	6.48	0.58
<b>Total</b>	60	6	0.68	60	6.60	0.48

## CHAPTER 6

### 6.1 DISCUSSION

This study is based on stereotype threat that prevails in every section of society. Every living human being is part of a group which has a stereotype but, some stereotypes are a threat and some are asset to an individual. Accordingly in this study we found that stereotype threat increases the performance of students belonging to village, this stereotype acted as an asset and helped the students to score well in stereotype threat situation. In other words we found that stereotype threat affected the performance of village students by increasing their performance. It is not usual in every study that performance increases under stereotype threat. Similarly it was found that in the study by Johnson, Barnard-Bark, Saxon, & Johnson (2012) when presented with stereotype threat men perform better on math test women perform worst as comparison to men but, on the other hand in the same study when two group of men presented with math test and one group was given stereotype threat “other group is better in performing math test because they performed better against women”, this stereotyped group performed much better than non-stereotype group of men. Here the researcher says that the stereotyped threat group performed under stereotype lift, in this research it was found that, in comparison to women, men took this threat as a challenge and rise to this challenge of threat which help them in boosting their performance.

If we look in other studies like a research by Koenig & Eagly (2005) on Stereotype Threat in Men on a Test of social Sensitivity supports my study. In this research it was proved that males under negative stereotype threat perform worst in comparison to non-threat condition. In the research there was an interesting finding that women in stereotype threat condition performed slightly better as compared to non-threat condition, it was intercepted because of stereotype lift. In this study stereotype lift worked but for the non-stereotype group which was not under threat but, it is interesting to note that their performance worked when stereotype threat was give to

the opposite gender. In my opinion it happened because non stereotype group got confidence that they are perceived superior, and the other contributing factor was the finding of research.

Mean scores between village students under stereotype threat and village students under no stereotype threat shows a significant difference. Village students under stereotype threat performed better than city students under no stereotype threat. Mean scores between City student's performance under stereotype threat and city student's performance under non stereotype threat shows no significant difference. In other words, this means that their performance was same under both the conditions. In no stereotype threat condition Mean score of performance of Village students was less than mean score of City student's performance. This shows that there was significant difference in between their performance, and City students performed significantly well. In stereotype threat condition Mean score of Village student's performance is slightly better than mean score of city student's performance.

ANOVA result shows Place of living and Stereotype threat interaction has significant effect on performance of students living in village in stereotype threat condition, their performance increased because of the interaction. In threatening condition Village student's performance was better than city students, but in no threat condition performance of city students was better than students living in village.

In conclusion, stereotype threat can impair the performance of anyone in a particular situation. But, impairment becomes asset or liability that depends on how the performers will take the threat. If they will take the threat as a challenge then their performance will increase as what happened in our study. If they will take threat and start to evaluate themselves then it decreases the performance and becomes liability for the person or group. This study shows that when village students were put under a stereotype threat in which they are not perceived to be good, village students performed better than city students in threat condition and they also performed

better than village and city students in non-threat condition. The result of this present study also suggests that stereotype lift works and if a group or person take threat as a challenge their performance increases.

## **6.2 Implications of Research**

Language skills are learnt and used in daily life by a lot of people. In a county like India where most of the work whether in schools, college, government institutions or in private institution is done in English, it is important for everyone to know English. But, because of poor quality of education in non-metro cities, and different fraction and hierarchy in all sections of society it is difficult to fill this gap. People living in rural areas are always undermined by people living in urban areas mostly in all skills. This study proves that if undermined people start taking threats as challenge they can boost their performance. So, this research can be implemented to make a strategy or technique where someone who comes under threat and takes it in a negative way, by using that particular technique the person covertly the threat into challenge and which will help in boosting its performance.

## **6.3 Limitations of Research**

There are reasonable limitations of this study, as in this study students of a particular Institution were taken as sample. So, this study may not be implied outside the institution.

The test was a lengthy and experiment was done after the class hours of the students, so it may be possible that due to fatigue and low motivation level they did not performed well enough.

## **6.4 Future Scope**

This study can be carried out forward with more variables like self confidence, anxiety. So that it can be found that what are the reason of increase and decrease in the performance of students.

If we will be able to find out exact reason and it correlates with the type of stereotype threat it will help eliminate the reason of impairment.

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**APPENDIX**

**A: INFORMATION CUM CONSENT FORM**

**Test to check your Command in English**

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES,

THAPAR UNIVERSITY, PATIALA

NAME: \_\_\_\_\_

GENDER:        Male                      Female                      Other

PLACE OF LIVING: City/ Village

AGE: \_\_\_\_\_

QUALIFICATION: \_\_\_\_\_

I \_\_\_\_\_ (Name) give my consent to use my survey data anonymously for the research project being undertaken at Thapar University Patiala.

SIGNATURE

To know the final result of the research, please leave your e-mail address below:

\_\_\_\_\_

B: INFORMATION CUM CONSENT FORM

**Village students are perceived to be poor in English even though they have got education from best English medium schools.**

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES,  
THAPAR UNIVERSITY, PATIALA

NAME: \_\_\_\_\_

GENDER:            Male            Female            Other

PLACE OF LIVING: City/ Village

AGE: \_\_\_\_\_

QUALIFICATION: \_\_\_\_\_

I \_\_\_\_\_ (Name) give my consent to use my survey data anonymously for the research project being undertaken at Thapar University Patiala.

SIGNATURE

To know the final result of the research, please leave your e-mail address below:

\_\_\_\_\_



SECTION 1

Questions 1–10

Section 1

Questions 1–4

Questions 1–10

Questions 1–4 Complete the table below.

Complete the table below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

*City Bank Customer Service Log*

<i>Example</i>	<i>Answer</i>
Type of query:	<u>Term deposits</u>
Customer name:	David 1 .....
Phone:	023 - 561- 055
D.O.B.:	18 / 02 / 1968
<b>Customer's Term Deposit details:</b>	
Amount:	\$18,000
Term:	2 .....
Interest rate:	3.45% per annum
<b>Current Term Deposit interest rates:</b>	
1 year	3.65% per annum
2 years	3 ..... % per annum
<b>4 ..... Term Deposits</b>	
Minimum deposit: \$20,000	



**Questions 5 –10**

**Section 1**

Complete the notes below.

Questions 5-10 **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Complete the table below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

5 .....	28%	
tax rate:		
Investment returns	Depend on 6 .....	
Term	Effective rate of return	
2 years	<p><b>Salary</b></p> <p>\$48,001 – \$70,000</p> <p>3.75% per annum</p>	<p><b>Salary</b></p> <p>\$70,001 –</p> <p>7 \$.....</p> <p>3.92. % per annum</p>
Minimum investment amount:	\$10,000	
Hidden charges/fees:	8 .....	
Interest payment options:	monthly, 9 ....., 6-monthly, annually	
Application options:	<p>online</p> <p>10 .....</p> <p>in person</p>	



## Section 2

### Questions 11–20

Questions 11–15

Choose the correct letter, A, B or C.

11 The September Celebration day is held ...

- A five times a year to honour the city
- B on the park's important birthday
- C to remember the history of the park

12 The park was first built in ...

- A 1955
- B 1979
- C the 1990s

13 The park still uses ...

- A a children's play area
- B a petting zoo
- C two of the early rides

14 The Hurricane roller-coaster is ...

- A tall and made of wood
- B designed for smaller children
- C very fast and exciting

15 The rides with a height limit are coded ...

- A yellow
- B blue
- C black



## Section 2

Questions 16–20

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

Food options:

- Italian, Chinese, etc. at the Food Court
- hamburgers, sandwiches, etc. at **16** .....

Special Events:

Parade

- Starts at noon
- On the **17** .....
- Run by final year high school students

Concert

- At the amphitheatre
- Theme: **18** .....
- Starts at 7:00

Safety and Security:

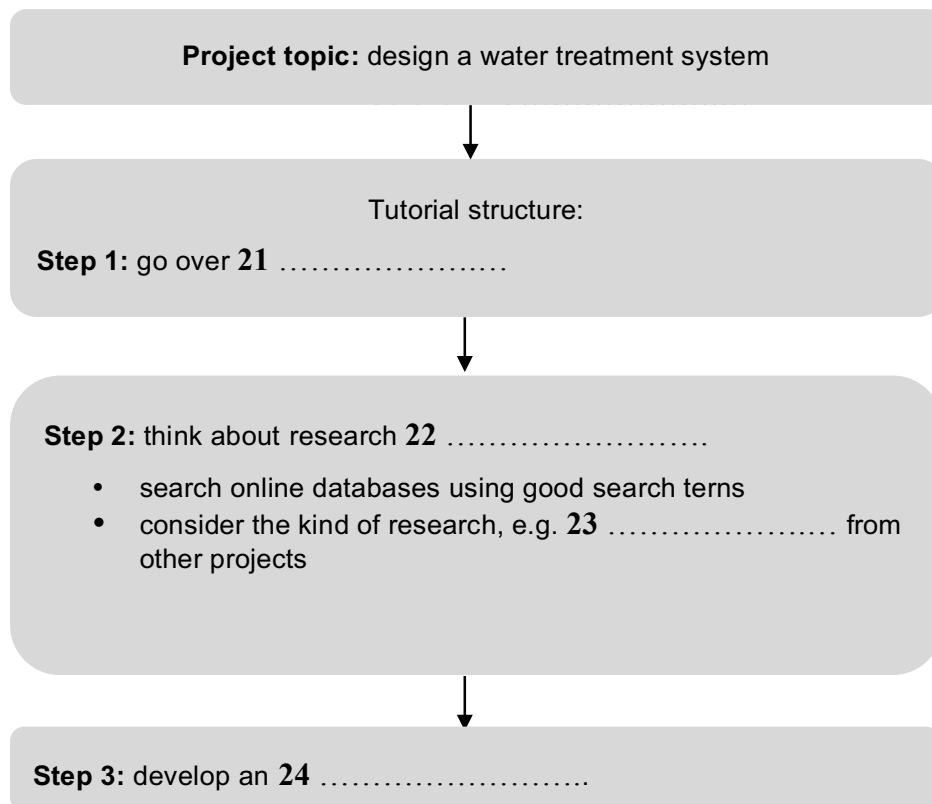
- Ten **19** ..... centres in the park
- Children ask any staff member for help
- Ask security team at the **20** .....


*Questions 21–24*
**Section 3**
**Questions 21–30**
*Complete the flowchart below.*

 Questions 21–24 Write **NO MORE THAN TWO WORDS** for each answer.

Complete the flowchart below.

 Write **NO MORE THAN TWO WORDS** for each answer.

**Session outline:**




## Questions 25–27

Complete the summary below.

Write NO MORE THAN ONE WORD for each answer.

### Project description:

You need to design a grey-water treatment system to reduce the pressure on the water

**25** ..... in a Cameroon village. Grey-water is wastewater from household

**26** ..... The system needs to treat this water to remove bacteria, and recycle it to

use for purposes such as watering plants, flushing toilets and doing **27**.....

## Questions 28–30

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

### Research tips

General internet searches:

Avoid websites where **28** ..... try to sell their products.

### Engineering library:

Use key words when searching the catalogue

e.g. grey-water treatment systems / **29** ..... use

### EWB website:

Check examples from the **30** ..... last year.



## Section 4

### Questions 31– 34

Complete the summary below.

Write NO MORE THAN TWO WORDS for each answer.

#### Origins of the Caveman Diet

There are many popular fad diets nowadays. They all promise good health if you stick to the **31** ..... . The Caveman diet is a popular example. This diet includes foods such as lean meat and fish that our forebears ate before we developed **32** ..... . We need to find out what our ancestors did eat, so researchers are studying some existing hunter-gatherer tribes. These tribes typically like to eat meat but they can't always get it, even though they are skilled with their weapons, e.g. **33** ..... and ..... . So, instead, they eat foods that their wives gather. They get only about a **34** ..... of their energy from meat.

### Questions 35–36

Choose the correct letter, A, B or C.

**35** Research evidence suggests that ...

- A the tribesmen's traditional diet is unhealthy
- B our bodies can digest only certain foods
- C we can adapt to a range of diets.

**36** Thai people have difficulty digesting milk because ...

- A they have too much lactase in their bodies
- B in the past they didn't farm cows
- C their saliva lacks certain enzymes.



## Questions 37–40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

Variation in global diets:

- Inuit – most calories from **37** ..... foods, e.g. seal meat
- Jains – vegetarian, but milk is permitted
- Others – fish, insects

Implications for the caveman diet:

- Cavemen did not all eat the same diet
- Diets come from complicated cultural **38** .....

Problems with Caveman diet:

- Costs a lot of money for lean meat and **39** .....
- Too much red meat may be unhealthy
- Reliance on meat is bad for the **40** .....