Master's thesis

The Power of Perceptions: Examining the Political and Societal Consequences of Negative Meta-Stereotyping Among Lower Educated People

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Are there deviations of the Master's thesis from the proposed plan?
☐ No
☒ Yes, please explain below the deviations

We planned to examine the influence of meta-stereotypes on support for populism but ultimately decided on a broader range of political and societal attitudes. We also decided not to include the control condition for the meta-stereotype manipulation, as it was not practically feasible to manipulate neutral meta-stereotypes at a level equal to the positive and negative meta-stereotypes.

Abstract

Lower educated individuals think that the higher educated have a negative perception of their group. We examined the political and societal consequences of these negative meta-stereotypes among Dutch individuals with a secondary vocational education degree (MBO-degree). By manipulating meta-stereotypes through exposure to positive or negative stereotypes, we investigated their causal influence on emotions, misrecognition, relative deprivation, and various political and societal attitudes. While negative meta-stereotyping increases feelings of misrecognition and negative emotions, we did not find direct effects on political and societal attitudes, or feelings of relative deprivation. However, mediation analyses suggest that misrecognition and emotions serve as pathways through which negative meta-stereotypes might influence trust in politicians, support for collective action, societal discontent, conflict perceptions, and support for violence against the government. Our findings demonstrate the harmful consequences of negative meta-stereotypes and contribute to our understanding of the experiences and responses of lower educated individuals in society.

Keywords: education, meta-stereotypes, political and societal attitudes, misrecognition, relative deprivation, social status

The Power of Perceptions: Examining the Political and Societal Consequences of

Negative Meta-Stereotyping Among Lower Educated People

Lower educated people often face condescension and prejudice from society's higher educated upper class, who view them with disdain and exhibit a sense of superiority regarding their lifestyles and opinions (Van Der Waal, 2022). Given the apparent prevalence and acceptability of such attitudes, lower educated individuals are likely to be conscious of the unfavorable perception surrounding their education group. In this study, our aim was to manipulate such meta-perceptions (i.e., the beliefs held by the lower educated about how their group is perceived), and examine their effect on political and societal attitudes. Additionally, we examined the mechanisms that might drive these consequences.

Central to understanding the societal dynamic between the higher and lower educated is the influential role of education in shaping society. Particularly, the prevalent belief in meritocracy (Mijs & Savage, 2020), wherein educational outcomes are seen as reflections of inherent abilities and effort, has led to the widespread endorsement of education as a determinant of social status. Moreover, this belief unfairly places the responsibility for educational attainment, or the lack thereof, on the individual, creating the impression that the resulting outcomes are deserved (Sandel, 2020). Consequently, the belief in meritocracy fosters and legitimizes negative attitudes towards the lower educated, rendering such attitudes quite uncontroversial and socially acceptable.

Given this context, it is understandable that lower educated individuals believe that others would evaluate their group unfavorably (Kuppens et al., 2015) and that they feel dismissed and looked down on by politicians (Noordzij et al., 2021b). Considering that politicians and the cultural elite are both predominantly higher educated groups (Bovens & Wille, 2017; Bovens et al., 2014), the perception of a negative image from the higher

educated could have consequences for lower educated individuals' attitude towards politics and society.

We examined whether such negative *meta*-perceptions indeed have consequences for political and societal attitudes, such as trust in politicians, support for collective action, societal discontent, conflict perceptions, and support for violence against the government. We also examined *how* meta-perceptions (or more specifically, meta-stereotypes, i.e., stereotypes people believe others have about their group; Vorauer et al., 1998) might affect political and societal attitudes. Specifically, we examine feelings of misrecognition (i.e., not feeling valued in society), relative deprivation (i.e., feeling disadvantaged compared to other groups), and an emotional response to the meta-stereotypes (e.g., frustration).

Negative Attitudes Towards the Lower Educated

The cultural elite's disdain for the lower educated is evident, even despite their proclaimed values of tolerance and equality. Van Der Waal (2022) observed that the higher educated upper class looks down upon the lower educated, finding their lifestyles and attitudes deplorable. Indeed, Kuppens et al. (2018) found that the higher educated feel significantly more negative towards lower educated people compared to their own education group. This negative perception primarily applies to competence, not warmth (Spruyt & Kuppens, 2015). In contrast, lower educated individuals do not exhibit this education bias, as they do not hold more positive evaluations of their own group. In fact, compared to higher educated people, lower educated people demonstrate weaker identification with their education group, particularly in terms of affective identification (Kuppens et al., 2015). This means that they are not as happy to be part of their education group as higher educated people are, which is indicative of the stigma that surrounds their group.

The Role of Meritocratic Ideology

Based on how common negative attitudes towards lower educated people seem to be, it appears socially acceptable to openly express such sentiments. To understand why this might be the case, it is important to consider the role of education in contemporary societies. Education has become so central that it shapes our ideology, even influencing cultural ideas about matters beyond education, such as social mobility and status attainment (Baker, 2014). In fact, despite the evidence that social background remains a substantial predictor of academic success, many people believe that our education system is meritocratic (Mijs & Savage, 2020). In other words, someone's education level is perceived as a fair reflection of their ability and effort.

This illusion of meritocracy, characterized by the notion that everyone is given equal opportunities for academic success, carries a dark side. It fosters the idea that individuals are solely responsible for their educational achievements, thereby oversimplifying the education system and the ways in which it tends to maintain the existing social hierarchy (Sandel, 2020). This responsibility also implies that, just as the higher educated deserve their success, the lower educated deserve their misfortune. It is not difficult to see how holding people responsible for their lack of wealth and status can have far-reaching consequences. For one thing, it paves the way for negative attitudes towards the lower educated.

Indeed, Kuppens et al. (2018) found that the education bias they observed among the higher educated is related to the perception that the lower educated bear responsibility and are blameworthy for their circumstances. In fact, in their study, perceived responsibility mediated the lower liking of the lower educated compared to the poor. Given that people hold lower educated individuals responsible for their situation, expressing negative attitudes about them becomes more socially acceptable.

Another consequence of the belief in meritocracy is that educational attainment persuasively informs social status. In fact, both higher- and lower educated people support education level as a basis for social status, with lower educated people having a lower status (Van Noord et al., 2019). This finding suggests that lower educated individuals have internalized their lower status in society, further reinforcing the idea that negative attitudes towards them are quite uncontroversial.

Meta-Stereotypes

Negative attitudes about lower educated people appear to be pervasive in society, therefore, lower educated individuals are likely aware of the unfavorable opinions held by others about their group. This perception of how other people in society feel about you and your social group is called a meta-stereotype (Vorauer, 1998). Social groups with lower status or power tend to be particularly attuned to meta-stereotypes (Lammers et al., 2008). In this context, that would mean that lower educated people pay particular attention to how they are perceived by higher educated people. Confirming this, Kuppens et al. (2015) find that lower educated people experienced little satisfaction in belonging to their education group and held the belief that their group would not be favorably evaluated by others. Additionally, in an interview study, many lower educated individuals expressed the perception that politicians consider 'people like them' to be incompetent and that politicians dismiss and disapprove of their political views (Noordzij et al., 2021b).

Previous research has demonstrated that holding negative meta-stereotypes, wherein others are believed to hold unfavorable opinions of one's social group, is associated with lower levels of well-being (e.g., Fasel et al., 2020; Matera et al., 2021) and self-esteem (Gordijn, 2010; Owuamalam & Zagefka, 2011). Additionally, meta-stereotypes relate to how strongly someone identifies with their social group (Owuamalam & Zagefka, 2011) and shape perceptions of the stereotyping group and interactions with its members (Gordijn et al., 2017;

Fowler et al., 2020). In other words, negative meta-stereotypes have negative consequences for people's well-being. The question is whether they also influence the way those who feel negatively stereotyped perceive politics and society.

Relevance for Political and Societal Attitudes

Lower educated individuals' perception that the higher educated have a negative image of their group, may have consequences for their attitude towards politics and society. Notably, the governments of most western democracies are made up almost exclusively of higher educated people (Bovens & Wille, 2017). Hence, the feeling that the higher educated have a negative image of them, could lead lower educated individuals to not feel adequately represented by the government and feel discontent about society as a whole.

In the current study, our focus regarding political consequences lies on how the government is perceived. We assessed participants' trust in politicians and support for violence against the government. It is well established that lower educated individuals have considerably less trust in politicians than higher educated individuals do (Noordzij et al., 2019). They question whether politicians intend to act in their best interest and take their perspectives into account. This lack of trust can have implications for political engagement and support for policies (MacDonald, 2021). Additionally, we examined support for violence against the government, which has also been found to be much stronger among lower educated individuals (Kuppens et al., 2019). Support for violence against the government refers to one's willingness to resort to violent measures to affect political change. As such, it serves as a strong indicator of opposition to the established political system.

In terms of societal consequences, we focused on support for collective action, societal discontent, and conflict perception. With respect to support for collective action, our focus was specifically on actions benefitting the lower educated, both in terms of their political influence and their standing in society. This provides insight into participants'

opinion about the position of their education group in society and the perceived need to improve it. Furthermore, we assessed societal discontent to gauge participants' perceptions of whether society is changing in a negative or positive direction (Gootjes et al., 2021). Lastly, we examined conflict perception, particularly regarding three potential conflicts: the elite versus the people, the lower educated versus the higher educated, and people with- versus without a migration background. These conflicts were selected due to their relevance in populist rhetoric, as the prevalence of populism among lower educated people makes these conflicts particularly pertinent in this context. Aside from this link to populism, perceiving a lot of conflict in society can be understood as a reflection of sensing social unrest or instability.

Mechanisms to Affect Political and Societal Attitudes

When examining how meta-stereotypes might influence political and societal attitudes, several potential mechanisms have been considered. For instance, Gidron and Hall (2017) found that increased support for right-wing political parties is associated with low 'subjective social status', which refers to an individual's perception of how respected and recognized they are relative to others within the social hierarchy. Similarly, Noordzij et al. (2021a) investigated perceived cultural distance to politicians, which they defined as a combination of feeling far-removed from the life-world of politicians and feeling looked down on by them. Their research revealed that perceived cultural distance to politicians was associated with political distrust, populist attitudes, voting for a populist party, and non-voting.

Based on the above, we chose to examine the following three mechanisms: feelings of misrecognition, relative deprivation, and an emotional to reaction to the meta-stereotypes (e.g., feeling frustrated or hurt). Put briefly, we expected that when individuals feel like their group is perceived in a negative light, they feel misrecognized, disadvantaged, and frustrated,

potentially leading them to distance themselves from the society that has this negative image of them.

Misrecognition encompasses the sense of being part of a stigmatized group that other people look down on, as well as feeling overlooked and unappreciated in society. As such, misrecognition shares conceptual overlap with both 'subjective social status' (Gidron & Hall., 2017) and 'perceived cultural distance to politicians' (Noordzij et al., 2021a), as all three mechanisms touch upon the experience of being an undervalued and marginalized member of society. Compared to their higher educated counterparts, lower educated individuals indeed feel more misrecognized (Van Noord et al., 2021) and this difference in misrecognition explains a significant part of the educational disparities in political alienation (Van Noord et al., 2023).

Relative deprivation, at the group level, involves perceiving one's own group as being worse off than others in society, accompanied by the feelings of anger, resentment and entitlement (Smith et al., 2012). Individuals with low subjective social status tend to experience greater relative deprivation, and group relative deprivation, in particular, has emerged as a robust predictor of populism (Manunta et al., 2022) and support for collective action (Lilly et al., 2023) Similarly, Spruyt et al. (2016) observed that as individuals occupy more vulnerable economic positions, they experience a stronger sense of relative deprivation, which in turn strengthens their support for populism.

Finally, we explore emotional reactions to the meta-stereotypes. The relationship between negative meta-stereotyping and emotional responses appears straightforward: perceiving that that higher educated people have an unfavorable image of one's education group is likely to evoke feelings such as frustration and diminished self-assurance. Consequently, such emotional responses may mediate the effect of meta-stereotypes on political and societal attitudes. For instance, negative meta-stereotyping might lead to

negative emotions, which have long been recognized as powerful motivators for collective action (Miller et al., 2009). Similarly, emotions such as anger and contempt have been identified as drivers of populism (Abadi et al., 2020; Rico et al., 2017). Moreover, the presence of emotional responses is a common thread across all the potential mechanisms discussed above, emphasizing the role of emotional responses to the meta-stereotypes as potential mediator in their own right.

The Current Research

The objective of this study was to gain a deeper understanding of the political and societal consequences stemming from negative meta-stereotyping among lower educated people, as well as the mechanisms driving these effects. To this end, we experimentally manipulated how lower educated individuals think the higher educated perceive them (i.e., their meta-stereotypes) and measure subsequent emotional responses, feelings of misrecognition and relative deprivation, as well as trust in politicians, support for collective action, societal discontent, conflict perceptions, and support for violence against the government.

We hypothesized that compared to positive meta-stereotyping, negative meta-stereotyping will result in lower educated individuals experiencing stronger feelings of misrecognition (H1a) and relative deprivation (H1b). Furthermore, we expected negative meta-stereotyping to lead to less trust in politicians (H1c), greater support of collective action aimed at improving their societal standing (H1d), increased societal discontent (H1e), and heightened perceptions of conflict between societal groups (H1f). We explored the impact of positive- versus negative meta-stereotyping on support for violence against the government and explore its effect on emotional responses. Additionally, we expected that the feelings of misrecognition and relative deprivation stemming from negative meta-stereotyping would mediate the effects of meta-stereotyping on the other dependent variables (H2a and H2b

respectively). Similarly, we explored whether emotional reactions mediate the effects of meta-stereotyping on those dependent variables.

Our study used a sample of Dutch people with a secondary vocational education (MBO-degree). We chose this group instead of individuals with a high school degree or those without a degree due to the experimental nature of our study, which necessitates a believable alternative to the negative stereotypes that are prevalent in society. Focusing on individuals with an MBO-degree offers the advantage of a more nuanced societal perspective. On one hand, this education group carries a predominantly unfavorable image, being stereotyped as having narrowminded attitudes and being less competent than higher educated people. This negative perception is evident in various instances, including MBO students not being allowed in certain student-cafés and most student associations (NOS, 2022), as well as the prevalence of dating sites catering only to higher educated individuals (e.g., the popular platform E-Matching; https://www.e-matching.nl). On the other hand, the negative image coexists with positive sentiments that are also widely recognized within society. For instance, there is recognition of the essential skills and knowledge associated with MBO education, particularly in light of the shortages across various MBO occupations (e.g., in the healthcare and technology sectors). This nuanced perception of people with an MBO-degree, makes them a particularly suitable population for our experiment, as it enabled us to formulate believable positive and negative stereotypes based on existing public opinions.

Method

Participants and Design

Participants were recruited through the Flycatcher panel and invited to take part in an online survey in exchange for financial compensation. Only panel members with an MBO degree who were not currently enrolled in a higher educational program were eligible to participate. Based on an a priori Monte Carlo power analysis, we needed approximately 400

participants to test the mediating effects of misrecognition, relative deprivation, and emotional reactions. According to a power analysis for *t*-tests, with power = .80 and α = .05, this was also enough to find small to medium main effects. We preregistered a target sample size of 400 participants (see https://aspredicted.org/4zs2h.pdf). A total of 529 participants responded, and after applying pre-registered criteria, 431 participants remained for analysis (241 male, 189 female, 1 non-binary, M_{age} = 53.2, SD_{age} = 14.1). A majority of 60% of participants had a paid job, 20% were retired, 8% were sick or disabled, 5% did housework or unpaid caregiving, 3% volunteered, and 2% were unemployed.

The 98 exclusions were based on the following preregistered criteria. We excluded participants who did not provide consent (n = 12), participants who had education levels other than MBO (n = 15) or did not provide their level of education (n = 13), participants who spent less than 4 seconds looking at the meta-stereotype article (n = 5), participants who withdrew consent at the end of the survey (n = 7), participants who completed less than 50% of the questions pertaining to the dependent variables (n = 43), and finally, one participant who commented that they did not provide sincere responses and two participants that correctly identified the research goal.

The experiment had a two-group between-subjects design. Participants were randomly allocated to either the positive- or the negative meta-stereotype condition.

Procedure

Participants were told that the study was about the position of lower educated people in society and their opinion about that. After obtaining informed consent, the survey started with demographic questions and a measure of identification with their education group. That is, we assessed the degree to which participants identified with being someone with an MBO-degree. We used six items (α = .88, *M* = 4.9, *SD* = 1.1), adapted from Leach et al. (2008), for example, 'I think people with an MBO-degree have a lot to be proud of' and 'My education

level is an important part of my identity'. Participants answered on a 7-point scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Following this identification measure, the *salience of positive or negative meta-stereotypes* was manipulated with a made-up news article (see Appendix). The topic of the article was a poll among higher educated people which supposedly revealed they have a negative (or positive) attitude towards people with an MBO-degree. The article was titled: "Poll: higher educated people think negatively (or positively) about people with an MBO-degree". In both conditions the article started with a short introduction, suggesting that it was part of the polling research done by a well-known Dutch television program, EenVandaag. Underneath was an image with three pie charts displaying that a large majority of higher educated people agreed with three stereotypic statements. In the positive meta-stereotype condition these stereotypes were that people with an MBO-degree have valuable trade expertise, are indispensable in society, and are friendly and helpful. In the negative meta-stereotype condition the stereotypes were that people with an MBO-degree only have practical expertise, are narrowminded, and are unfriendly and asocial. The article continued below the image with a brief text elaborating on these stereotypes.

The meta-stereotype manipulation was followed by measures of the dependent variables and the manipulation checks. The emotional reaction to the article was assessed first, followed by measures of relative deprivation and misrecognition, the hypothesized mediators. Subsequently, support for collective action, societal discontent, trust in politicians, perceived conflict, and support for violence against the government were measured in the specified order. Unless indicated otherwise below, responses were obtained on a 7-point scale ranging from 1 (strongly disagree) to 7 (strongly agree).

At the end of the survey, the effectiveness of the meta-stereotype manipulation was assessed through two questions. Participants were asked whether the article they read had

indicated that higher educated people think positively or negatively about people with an MBO-degree. Additionally, participants were asked about their own meta-stereotypes with four items that were combined into a positive meta-stereotype scale (α = .75, M = 3.5, SD = 0.7). The items were: "To what degree do you personally think that the higher educated think that people with an MBO-degree… (1) have valuable expertise (2) are friendly, (3) are narrowminded (reverse-coded), and (4) are indispensable in society". Participants answered on a 5-point scale ranging from 1 (not at all) to 5 (very strongly). Finally, participants were debriefed and asked to reaffirm their consent for the use of their data.

Dependent Measures

Misrecognition. This was assessed with five items (α = .84, M = 3.8, SD = 0.8), for example, 'People with an MBO-degree are treated with respect' (reverse scored). The scale is adapted from a misrecognition measure by Van Noord et al. (2023) to refer specifically to people with an MBO-degree.

Relative Deprivation. This was assessed with five items (α = .89, M = 4.5, SD = 1.2), for example, 'People with an MBO-degree never get what they deserve'. The scale is adapted from a measure of relative deprivation by Elchardus and Spruyt (2012) to refer specifically to people with an MBO-degree.

Trust in Politicians. This was assessed with one item (M = 2.5, SD = 1.4), namely, 'How much trust do you have in the politicians in the Netherlands?'. Participants answered on a 7-point scale ranging from 1 (no trust at all) to 7 (complete trust).

Support for Collective Action. This was assessed with four items created for the purpose of this research (α = .93, M = 5.2, SD = 1.2), for example, 'I support action for higher wages for MBO-professions'.

Societal Discontent. This was assessed with one item (M = 5.2, SD = 1.3), taken from Gootjes et al. (2021). Namely, 'Which direction is Dutch society going according to

you?'. Participants answered on a 7-point scale ranging from 1 (the wrong direction) to 7 (the right direction). These scores were reverse coded before analysis.

Conflict Perception. This was assessed with three items, created for this research, that addressed different potential conflicts in society, namely the elite versus the people, the lower educated versus the higher educated, and people with- versus without a migration background (α = .70, M = 4.6, SD = 1.1). Participants were asked to 'indicate how big the conflict between the two groups is in our country' and they answered on a 7-point scale ranging from 1 (no conflict at all) to 7 (severe conflict).

Support for Violence Against the Government. This was assessed with two items, taken from Gootjes et al. (2021). Namely, 'Tough action against the government is needed if she doesn't listen, time after time' and 'The government deserves to be treated roughly, with violence if needed' (r = .51, M = 3.6, SD = 1.1). To present a more neutral scale, we included two positive statements about the government. One of these items is 'Citizens can count on the government's protection if they need it'.

Emotional Reaction. This was measured with six items, worded as follows: 'After reading this article, I feel…' (1) happy, (2) content, (3) self-assured, (4) indignant, (5) frustrated, and (6) hurt. Participants answered on a 5-point scale ranging from 1 (not at all) to 5 (very strongly). Based on a correlation matrix we roughly distinguished two groups, namely, 'positive emotions' (i.e., happiness, contentment, and self-assuredness; α = .85, M = 3.0, SD = 1.1) and 'negative emotions' (i.e., indignance, frustration, and hurt; α = .88 , M = 2.4, SD = 1.3).

Results

Disproportionate Dropout

An examination of the excluded participants revealed a significant difference in dropout rates between the negative and positive meta-stereotype conditions. Among participants who viewed the article for at least 4 seconds but completed less than 50% of the

questions about the dependent variables, 79% were in the negative meta-stereotype condition. The dropout rate in the negative meta-stereotype condition was .12, which was significantly different from the dropout rate in the positive meta-stereotype condition, which was .04 (χ^2 (1, N = 470) = 11.96, p < .001, Cramer's V = .16).

Manipulation Checks

The manipulation checks suggest that the meta-stereotype manipulation had its intended effect. In the first manipulation check, participants were asked whether the article they read had indicated that higher educated people think positively or negatively about people with an MBO-degree. A high majority of participants (93.6%) provided an answer consistent with their meta-stereotype condition (χ^2 (1, N = 421) = 316.81, p < .001, Cramer's V = .87), suggesting that most participants read the article and retained its main message. Furthermore, the second manipulation check revealed a significant difference in participants' perceptions of how the higher educated view people with an MBO-degree (i.e., their meta-stereotypes). Participants in the negative meta-stereotype condition thought that the higher educated hold a less positive view of people with an MBO-degree (M = 3.3, SD = 0.7), compared to participants in the positive meta-stereotype condition (M = 3.7, SD = 0.6; t(410.11) = 5.29, p <.001, Cohen's d = 0.52).

Main Effects of Meta-stereotypes

Table 1 presents the correlations among the variables. To answer our main research question, Welch two sample t-tests were conducted in R to examine the effects of the meta-stereotype manipulation on misrecognition, relative deprivation, trust in politicians, support for collective action, societal discontent, and perceived conflict. Consistent with our hypothesis (H1a), we found a significant effect of meta-stereotype valence on misrecognition, t(428.36) = -4.37, p < .001, Cohen's d = 0.42. Negative meta-stereotypes increased feelings of misrecognition (M = 4.0, SD = 0.7) compared to positive meta-stereotypes (M = 3.7, SD =

0.8). However, we found that meta-stereotype valence did not significantly affect relative deprivation (H1b), $t(428.35) = -1.24$, $p = .31$, Cohen's $d = 0.12$, trust in politicians (H1c; $t(420.64) = 0.96$, $p = .34$, Cohen's $d = 0.09$), support for collective action (H1d; $t(419.81) = 0.65$, $p = .51$, Cohen's $d = 0.06$), societal discontent (H1e; $t(421.11) = -0.89$, $p = .38$, Cohen's $d = 0.09$) or conflict perception (H1f; $t(422.5) = -0.81$, $p = .42$, Cohen's $d = 0.08$).

Table 1

Correlations Among the Dependent Variables

Variable	1	2	3	4	5	6	7	8
1. Misrecognition								
2. Relative deprivation	.70***							
3. Trust in politicians	-.24***	-.25***						
4. Collective action	.39***	.55***	-.12**					
5. Societal discontent	.23***	.24***	-.73***	.11*				
6. Conflict perception	.39***	.33***	-.26***	.20***	.24***			
7. Violence against government	.28***	.25***	-.41***	.12*	.33***	.39***	.	
8. Positive emotions	-.27***	-.11*	.12*	.08	-.16***	-.07	.01	
9. Negative emotions	.40***	.30***	-.08*	.13**	.12**	.14**	.06	-.53***

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

To summarize, most of our preregistered hypotheses were not supported, except for the effect of meta-stereotypes on misrecognition. Because we predicted six effects and find only one, we need to account for multiple testing. We made a Bonferroni correction and adjusted the threshold of significance to .05/6 = .0083, with $p < .001$ the effect on misrecognition remained significant.

In accordance with our preregistration, we also explored the effect of meta-stereotype valence on support for violence against the government and a range of positive and negative emotions (i.e., happiness, contentment, and self-assuredness, and indignance, frustration, and hurt). The effect on support for violence against the government was not significant, $t(411.58) = -1.04$, $p = .30$, Cohen's $d = 0.10$. As for the emotional reaction to the meta-stereotypes,

participants in the positive meta-stereotype condition reported significantly stronger positive

emotions ($M = 3.5$, $SD = 0.8$) compared to participants in the negative meta-stereotype

condition ($M = 2.5$, $SD = 1.1$; $t(389) = 11.58$, $p < .001$, Cohen's $d = 1.12$). Similarly,

participants in the positive meta-stereotype condition reported significantly less negative

emotions ($M = 1.7$, $SD = 0.9$) compared to participants in the negative meta-stereotype

condition ($M = 3.1$, $SD = 1.2$; $t(391.85) = 13.46$, $p < .001$, Cohen's $d = 1.30$).

Mediation Analyses

We planned to do mediation analyses for both misrecognition, relative deprivation and

the emotional reaction. However, given that meta-stereotypes did not have a significant effect

on relative deprivation, conducting a mediation analysis would not provide meaningful

results. Because meta-stereotypes did significantly affect misrecognition, we have examined

whether misrecognition facilitated indirect effects of the meta-stereotypes on the other main

outcome variables (H2a). For that purpose, mediation analyses were performed using the

Mediation package in R. We tested the significance of the indirect effects using bootstrapping

procedures with a 1000 samples. The 95% confidence intervals were defined by the 2.5th and

97.5th percentile of the range of obtained estimates.

Our results revealed significant indirect effects of meta-stereotypes through

misrecognition on all outcome variables, despite the absence of significant total effects (see

Figure 1 for the regression coefficients).

Figure 1

Mediation Models Misrecognition
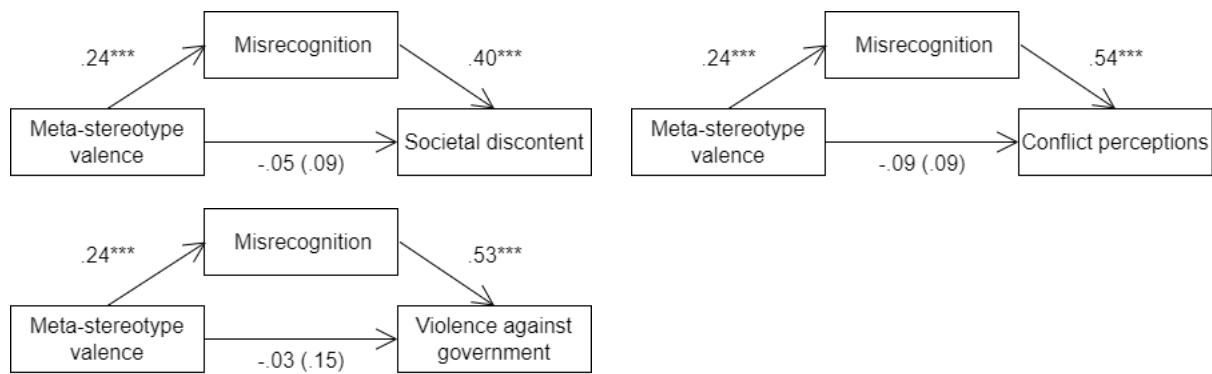
Note. Unstandardized regression coefficients of the relationships between meta-stereotype valence and the outcome variables as mediated by misrecognition. With positive meta-stereotypes as the reference level, meta-stereotype valence refers to the change from positive to negative meta-stereotypes. The coefficients in parentheses denote the direct effects of meta-stereotype valence on the outcome variables.

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

Figure 1 illustrates that the pathways from misrecognition to the outcome variables (controlling for meta-stereotype valence) were all significant. Stronger feelings of misrecognition were associated with less trust in politicians ($B = -.42$, Bse $= .08$, $t = -5,08$, $p < .001$), greater support for collective action ($B = .63$, Bse $= .07$, $t = 9.12$, $p < .001$), more societal discontent ($B = .40$, Bse $= .08$, $t = 4.84$, $p < .001$), stronger conflict perceptions ($B = .54$, Bse $= .06$, $t = 8.67$, $p < .001$), and greater support for violence against the government ($B = .53$, Bse $= .09$, $t = 5.84$, $p < .001$).

Correspondingly, negative meta-stereotypes indirectly (through an increase in misrecognition) decreased trust in politicians ($B = -.14$, 95% CI [-.24, -.07], $p < 001$), increased support for collective action ($B = .21$, 95% CI [.11, .31], $p < .001$), increased societal discontent ($B = .14$, 95% CI [.06; .22], $p < .001$), increased conflict perceptions ($B = .18$, 95% CI [.10, .27], $p < .001$), and increased support for violence against the government ($B = .18$, 95% CI [.09, .28], $p < .001$). The directions of these indirect effects all align with our hypotheses.

The mediation models also show the direct effects of meta-stereotypes when controlling for misrecognition. Particularly interesting is that after controlling for misrecognition, the direct effect of meta-stereotypes on support for collective action is significant (B = -.29, 95% CI [-.48, -.09], p = .006), while the total effect is not (B = -.08, 95% CI [-.30, .14], p = .49). This finding is intriguing because the direction of the direct effect is inconsistent with our hypothesis, which stated that negative meta-stereotypes would instead lead to more support for collective action. The meditation model further suggests that the direct negative effect of meta-stereotypes is being suppressed by the indirect positive effect of negative meta-stereotypes through misrecognition. In other words, the direct and indirect effects of negative meta-stereotypes on collective action are essentially cancelling each other out, leading to the absence of a total effect. These results signal the existence of other mechanisms through which negative meta-stereotypes decrease support for collective action.

Exploring Identification as a Moderator

Group identification has been found to moderate the way people respond to threats against the status of their group (Spears et al., 1997).When someone identifies strongly with a social group, they feel more inclined to protect that group and improve its standing in society. In contrast, when someone identifies weakly with a social group, they are more likely to distance themselves, which implies that they are less supportive of collective action on behalf of that group.

Against this background, we explored identification as a moderator and found a marginally significant interaction effect between meta-stereotype valence and identification on collective action (p = .07). As portrayed in Figure 2, individuals with weaker identification with their MBO-education group were less supportive of collective action while those with stronger identification were more supportive of collective action, and this effect was more

pronounced in the negative meta-stereotype condition. Among low-identifying participants, negative meta-stereotyping (compared to positive meta-stereotyping) led to even less support for collective action and among high-identifying participants, negative meta-stereotyping led to even more support for collective action.

However, with consequent simple slope analyses, we find that the relation between meta-stereotypes and support for collective action only approaches significance at the most extreme values of identification (i.e., only when someone identifies with their group completely or not at all; see Table 2). Based on these results, we cannot say that group identification meaningfully moderates the influence of meta-stereotypes on support for collective action.

Figure 2

Marginal Effect of Meta-Stereotypes on Support for Collective Action Across the Range of Group Identification
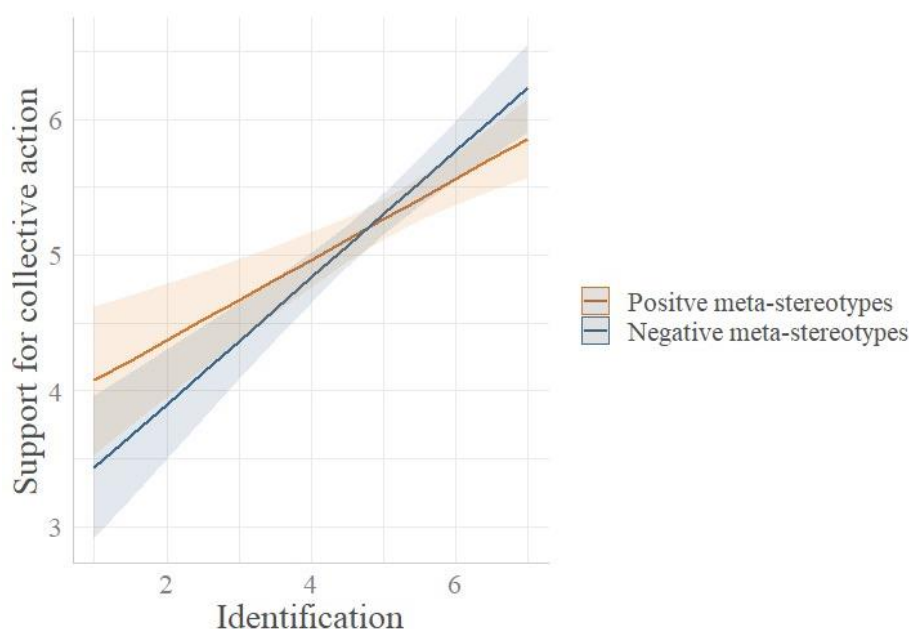
*Note*: Shaded areas denote the 95% confidence intervals.

Table 2

Conditional Effects of Meta-stereotypes on Support for Collective Action

Identification		β	SE	t	p
Min	1	-.64	.38	-1.68	.10
-1 SD	3.8	-.17	.15	-1.11	.27
Mean	4.9	.03	.11	0.24	.81
+1 SD	6.1	.22	.15	1.43	.15
Max	7	.37	.22	1.68	.09

Exploring Emotions as Mediators

As specified in the preregistration, we explored whether the emotional reaction to the article facilitated indirect effects of the meta-stereotypes on the outcome variables. Negative- and positive emotions were examined in separate models, as depicted in Figures 3A and B.

Regarding negative emotions, while controlling for meta-stereotype valence, we found that stronger negative emotions were associated with greater support for collective action ($B = .20$, Bse $= .05$, $t = 3.76$, $p < .001$), more societal discontent ($B = .16$, Bse $= .06$, $t = 2.54$, $p = .011$), and more perceived conflict ($B = .14$, Bse $= .05$, $t = 2.80$, $p = .005$), but negative emotions were not significantly related to trust in politicians ($B = -.08$, Bse $= .06$, $t = 1.34$, $p = .18$) and support for violence against the government ($B = .06$, Bse $= .07$, $t = 0.82$, $p = .41$). Additionally, stronger positive emotions were associated with more trust in politicians ($B = .16$, Bse $= .07$, $t = 2.28$, $p = .02$) and less societal discontent ($B = -.24$, Bse $= .07$, $t = 3.38$, $p < .001$), but positive emotions were not significantly related to support for collective action ($B = .09$, Bse $= .06$, $t = 1.47$, $p = .14$), conflict perception ($B = -.06$, Bse $= .06$, $t = 1.10$, $p = .27$), and support for violence against the government ($B = .06$, Bse $= .08$, $t = 0.70$, $p = .48$).

Figure 3

Mediation Models Negative and Positive Emotions
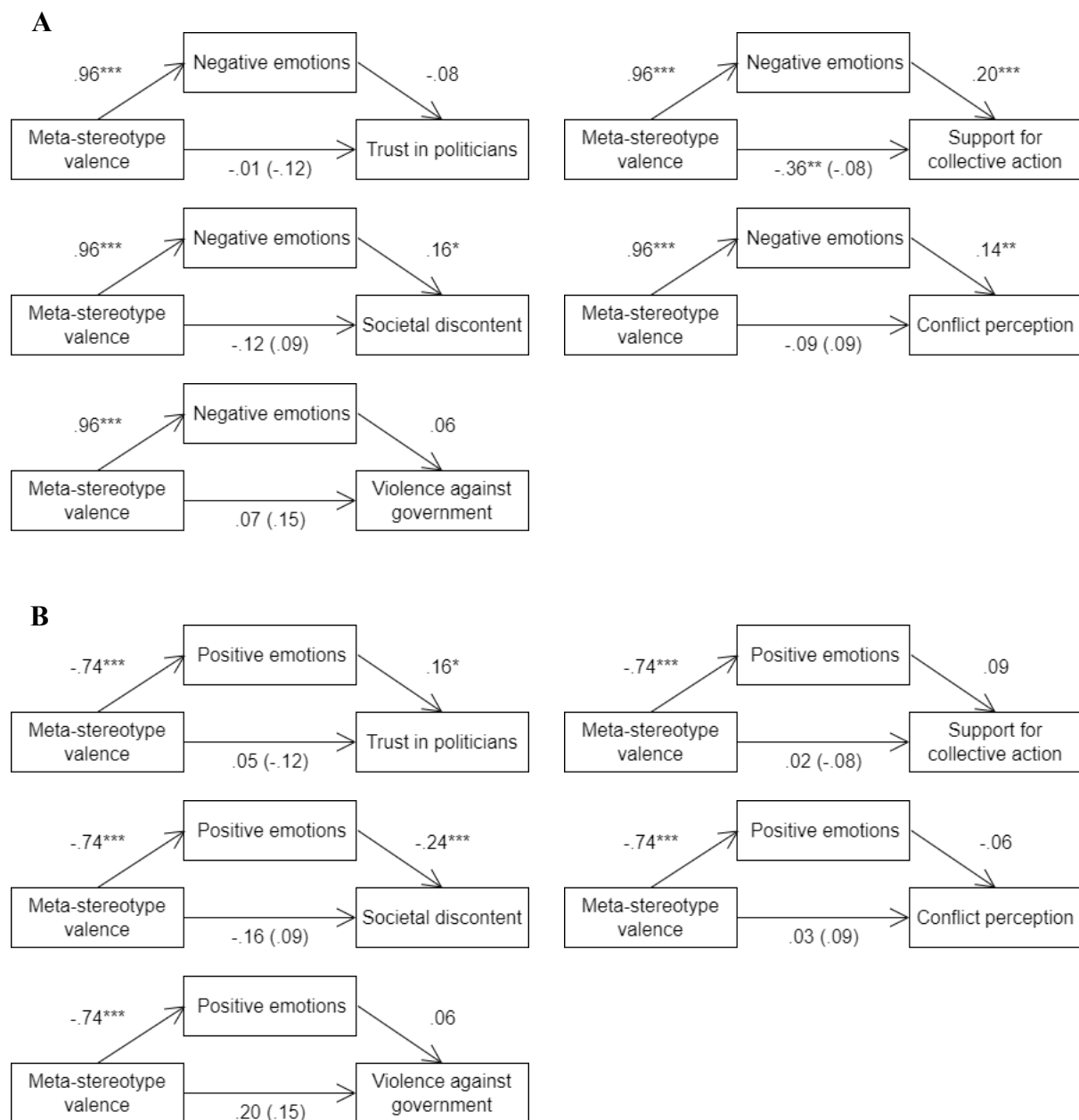
A

B

Note. Unstandardized regression coefficients of the relationships between meta-stereotype valence and the outcome variables as mediated by (A) negative or (B) positive emotions. With positive meta-stereotypes as the reference level, meta-stereotype valence refers to the change from positive to negative meta-stereotypes. The coefficients in parentheses denote the direct effects of meta-stereotype valence on the outcome variables.

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

Correspondingly, via an increase in negative emotions, negative meta-stereotypes indirectly increased support for collective action (B = .27, 95% CI [.12, .46], p < .001), increased societal discontent (B = .21, 95% CI [.04, .38], p = .014), and increased conflict perceptions (B = .18, 95% CI [.04, .33], p = .022), while they did not significantly affect trust in politicians (B = -.11, 95% CI [-.29, .05], p = .19) or support for violence against the government (B = .08, 95% CI [-.13, .26], p = .47). Similarly, via a decrease in positive emotions, negative meta-stereotypes indirectly increased societal discontent (B = .25, 95% CI [.09, .40], p < .001), and decreased trust in politicians (B = -.17, 95% CI [-.33, .-.01], p = .032), while they did not significantly affect support for collective action (B = .-10, 95% CI [-.24, .05], p = .19), conflict perceptions (B = .06, 95% CI [-.07, .20], p = .30), or support for violence against the government (B = -.06, 95% CI [-.22, .12], p = .57).

In sum, our findings indicate that for most outcome variables, at least one type of emotion facilitated an indirect effect of meta-stereotype valence. Only the effect on support for violence against the government was not influenced by either negative or positive emotions and only the effect on societal discontent was significantly influenced by both.

Interestingly, a suppressor effect on support for collective action was observed, similar to the one facilitated by misrecognition. After controlling for negative emotions, the direct effect of meta-stereotype valence on support for collective action is significant (B = -.36, 95% CI [-.62, -.10], p = .012), while the total effect is not (B = -.08, 95% CI [-.32, .14], p = .44). The presence of a positive indirect effect of meta-stereotypes, through an increase in negative emotions, suggests another suppressed effect. Again, this implies that there are multiple mechanisms through which negative meta-stereotypes influence support for collective action. Negative emotions and misrecognition are two of such mechanisms, both working in the same direction, increasing support for collective action. Given that the direct effect of negative meta-stereotypes on support for collective action is negative, we assume

the existence of other unexplored mechanisms through which negative meta-stereotypes decrease support for collective action.

Discussion

This study aimed to gain a better understanding of the political and societal consequences of feeling negatively perceived as a person with a relatively lower level of education in society. To that end, we manipulated meta-stereotypes through exposure to positive or negative stereotypes in a sample of people with an MBO-degree (secondary vocational education in the Netherlands). We measured subsequent emotional reactions, feelings of misrecognition, and relative deprivation, as well as political and societal attitudes. Consistent with our expectations, negative-meta-stereotyping, compared to positive stereotyping, resulted in heightened feelings of misrecognition among individuals with an MBO-degree. Additionally, they reported feeling more indignant, frustrated, and hurt, while feeling less happy, content, and self-assured. Although our meta-stereotype manipulation elicited an emotional reaction and affected feelings of misrecognition, we did not observe the hypothesized effects on relative deprivation or political and societal attitudes.

Nevertheless, both misrecognition and emotions facilitated *indirect* effects of meta-stereotypes on the political and societal attitudes of individuals with an MBO-degree. Specifically, through misrecognition and emotions, negative meta-stereotypes were found to decrease trust in politicians, encourage support for collective action on behalf of their group, and even increase willingness to resort to violence as a means for driving political change. Moreover, they advanced a more negative image of society as a whole, evidenced by increased perceived conflict and more discontent with the direction society is heading in. Overall, this also seems to create a fertile ground for populist movements or alternative political ideologies that capitalize on this dissatisfaction. These findings suggest that negative

meta-stereotypes can have important implications for individuals' political and societal attitudes, despite the absence of direct effects.

Theoretical and Practical Implications

Part of the significance of our findings lies in the understanding that even brief exposure to negative stereotypes can significantly impact individuals with an MBO-degree. The fact that emotions and feelings of misrecognition were influenced by a short newspaper article highlights the hurtful nature of negative stereotypes and their ability to shape individuals' perceptions of their social standing. It is important to emphasize that while the emotional reaction might be a predictable response to the meta-stereotype manipulation (i.e., it is easy to feel frustrated when others have a negative image of your group), misrecognition represents a more distinct construct that involves individuals' experiences as members of specific social groups. Therefore, the observed influence of negative meta-stereotyping on misrecognition highlights the potential harm caused by negative stereotypes on lower educated individuals' sense of recognition and inclusion in society, hindering their ability to feel that they have a meaningful role that is acknowledged by others.

Furthermore, the effect on misrecognition is interesting because previous research has established a connection between feelings of misrecognition and political and societal consequences. For instance, Noordzij et al. (2021a) observed that less educated people perceived politicians as culturally distant "others" who look down on them, and that this perception could substantially explain the greater political distrust and support for populism exhibited by lower educated people. Additionally, Van Noord et al. (2023) found that, compared to higher educated people, lower educated people experienced more misrecognition, which was subsequently associated with increased political alienation. These findings align with our own, as we observed that misrecognition facilitates relationships between meta-stereotypes and political and societal attitudes.

Relating this to our main research question, it is important to note that the absence of direct effects does not necessarily mean that meta-stereotypes do not have political and societal consequences. Our manipulation only simulates a single instance in which individuals with an MBO-degree encounter negative stereotypes about their group. In reality, they are likely to come across negative opinions about their group more than once, which might over time intensify the effects of negative meta-stereotyping. More specifically, this continued exposure may allow feelings of misrecognition and negative emotions to build, resulting in more substantial consequences in the long term. If we had been able to investigate such cumulative exposure, we might have found a stronger effect of meta-stereotyping on political and societal attitudes.

Our findings also affirm the relevance of education-based groups as meaningful social categories and social identities, and contribute to our understanding of how people with a lower level of education respond to society's negative stereotypes about their group. We adapted the misrecognition measure to specifically assess misrecognition in relation to the education group, rather than assessing a general feeling of misrecognition. Consequently, our finding that participants felt misrecognized *as people with an MBO-degree*, adds to the literature on education-based group identity. It adds to the notion that lower educated people struggle to establish a positive social identity based on their education group, which is evidenced by the findings that lower educated people frequently do not identity with their group (Stubager, 2009; Kuppens et al., 2015), often do not feel good about belonging to it, and do not believe that others would evaluate the group favorably (Kuppens et al., 2015). Our study adds to this literature by demonstrating that negative stereotypes cause people with an MBO-degree to feel more misrecognized on account of their education group. This finding suggests that, in response to negative stereotyping, lower educated individuals perceive

others in society as looking down on them and holding less respect for them, specifically because of their education group.

Absence of Effect on Relative Deprivation

Contrary to our expectations, we did not find that negative meta-stereotyping among of lower educated individuals led to an increase in feelings of relative deprivation. This unexpected result prompts us to consider possible explanations for the absence of this effect. One potential explanation relates to the concept of relative deprivation itself, which not only encompasses the perception that your social group is disadvantaged but also involves the judgement that this disadvantage is unfair (Smith et al., 2012). In the case of lower educated individuals, influenced by their belief in meritocracy, they may not perceive their societal position as undeserved. In fact, previous research has shown that individuals with lower education levels tend to view educational attainment as a fair determinant of social status (Van Noord et al., 2019). Given these meritocracy beliefs, it is plausible that lower educated individuals attribute their position in society to their own perceived merit or lack thereof. As a result, it might be challenging to elicit an increase in feelings of relative deprivation among this group. Future research should examine this interplay between meritocracy beliefs, meta-stereotyping, and relative deprivation further.

Consequences for Collective Action

The effect of negative meta-stereotypes on support for collective action among lower educated individuals appears to be complicated. We hypothesized that negative meta-stereotyping would elicit a defensive reaction, leading to more support for collective action aimed at improving their group's standing in society (see Van Zomeren, 2008). Contrary to our expectations, the mediation analyses uncovered a more nuanced picture, revealing that negative meta-stereotypes influence support for collective action through various

mechanisms, some of which have effects in conflicting directions. That is to say, through some mechanisms support for collective action increases, while through others it decreases.

In this study we identified two mechanisms, misrecognition and negative emotions, both of which facilitated negative meta-stereotypes to *increase* support for collective action among people with an MBO-degree. However, when controlling for either misrecognition or negative emotions, negative meta-stereotypes *decreased* support for collective action. Taken together, these findings suggest the presence of additional unexplored mechanisms that facilitate a negative effect of negative meta-stereotypes on support for collective action.

One such potential mechanism is disidentification, wherein individuals psychologically distance themselves from their social group in response to threatening negative stereotypes (Woodcock et al., 2012). If lower educated individuals perceive their education group as being negatively stereotyped, they may be less inclined to identify with the group and, subsequently, less motivated to support collective action.

Another potential mechanism is disempowerment, which involves feelings of powerlessness and a belief that change is unattainable. It is possible that lower educated individuals, upon being confronted with the negative perceptions of higher educated people, feel discouraged or demoralized, perceiving their efforts to effect change as futile. In such cases, rather than being motivated to take action, they may resign themselves to the belief that their situation is unalterable.

The relative influence of each of these mechanisms is likely to vary among individuals. Negative meta-stereotypes may evoke an emotional response and feelings of misrecognition in some individuals, driving support for collective action. However, for others, processes like disidentification and disempowerment may hinder their inclination towards collective action. Future research should further investigate processes of

disidentification and disempowerment in relation to negative meta-stereotyping to enhance our understanding of their implications for collective action.

Strengths and Limitations

Our study had several notable strengths. Firstly, we focused on a population that has received relatively limited research attention, namely individuals with an MBO-degree, and we had quite a large sample size ($n = 529$). Moreover, by manipulating meta-stereotypes instead of measuring them, we were able to examine their causal influence, which is a notable strength considering that meta-stereotype research is often correlational in nature.

Another strength lies in the ecological validity of our manipulation. The news articles we created to convey stereotypic views about people with an MBO-degree were quite realistic. These articles were based on existing stereotypes that are commonly referenced in the media, reflecting sentiments that lower educated individuals are likely to encounter in real life. Consequently, our manipulation is highly believable and our findings are more relevant to real-world contexts.

Our study also had limitations, the first one pertaining to the reliability of some of our dependent variable scales. To maintain a concise questionnaire, societal discontent and trust in politicians were measured with just one item each, and support for violence against the government was measured with two items (which exhibited a moderate correlation of $r = .51$). The length of these scale raises questions about their reliability and may have impacted our ability to detect significant effects, as well as complicate the interpretation for the absence of effects. Future research would benefit from utilizing more comprehensive scales to improve the reliability and accuracy of these measurements.

Lastly, we encountered an unintended bias in our dropout rates. Participants in the negative meta-stereotype condition exhibited a dropout rate of 29%, whereas the positive condition had a dropout rate of 5%. While we cannot determine the motivations for

participants to discontinue the survey, it is plausible that some individuals chose to withdraw specifically in response to being confronted with the negative stereotypes about their education group. Consequently, the manipulation's effect is less clear, introducing uncertainty to our findings.

Future Directions

Given that our manipulation appears to be a relatively simple way to affect meta-stereotyping among people with an MBO-degree, it would be interesting to examine its effect on other dependent variables or mediators. For instance, disidentification and disempowerment could be explored as potential mediators that may contribute to a decrease in support for collective action in response to negative meta-stereotyping. Utilizing a scale specifically designed for disidentification, such as the one developed by Becker and Tausch (2014), would provide a more appropriate measure for this construct compared to the group identification scale used in our study.

Furthermore, it would be interesting to research how meta-stereotypes may affect the perceptions of individuals with an MBO-degree towards the higher educated. Being reminded of the unfavorable image that the higher educated have of your group is likely to affect how you feel towards *their* group. What adds particularly interest are potential ripple effects that a more negative perception of the higher educated could have on various political and societal consequences, especially considering that the societal upper class and politicians are both predominantly higher educated groups. Understanding these dynamics could shed light on a wide range of interesting consequences.

Taking a broader perspective, we propose that future research explore alternative approaches for manipulating and measuring meta-stereotypes to clarify their political and societal consequences. While our current study did not find direct effects on political and societal attitudes, employing different meta-stereotype manipulations may yield different

results and provide valuable insights into this field of study. Specifically, future studies could consider meta-stereotype manipulations that better approximate the intensity of the real-life experience of being negatively stereotyped as someone with an MBO-degree. For instance, participants could be confronted with stereotypes about their group on multiple separate occasions to reinforce their positive or negative meta-stereotyping. By capturing the cumulative exposure to negative stereotypes, researchers can gain a deeper understanding of the implications of meta-stereotypes on individuals' political and societal attitudes.

Conclusion

Given the prevalent condescension and prejudice faced by lower educated people from the higher educated, it is important to understand how negative meta-stereotypes among lower educated individuals can impact their political and societal attitudes. Our study manipulated these meta-stereotypes among individuals with an MBO-degree (secondary vocational education in the Netherlands) and investigated their causal influence, while also examining the underlying mechanisms driving these effects.

Consistent with our hypotheses, we found that negative meta-stereotyping, compared to positive meta-stereotyping, caused an emotional response and increased feelings of misrecognition, which subsequently influenced their political and societal attitudes. We did not find that meta-stereotypes *directly* influenced political and societal attitudes or feelings of relative deprivation. However, through misrecognition and emotions, negative meta-stereotypes were found to undermine trust in politicians, inspire support for collective action, and amplify their support for violence as a means for political change, as well as foster a bleaker perception of society, characterized by increased dissatisfaction with its trajectory and heightened perceived conflict. Overall, these findings are an encouraging first step towards understanding the political and societal consequences of negative meta-stereotyping among lower educated people.

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Appendix

Survey

Bedankt voor uw interesse in ons onderzoek. Dit onderzoek wordt gedaan door Marissa Schouten, Ernestine Gordijn, en Toon Kuppens (t.kuppens@rug.nl) van de Rijksuniversiteit Groningen.

Deelname aan het onderzoek is vrijwillig. U hoeft niet mee te doen. U kan op elk moment stoppen en vragen overslaan als u die niet wilt beantwoorden, zonder negatieve gevolgen.

Het onderzoek gaat over de positie van mbo'ers in de maatschappij en uw mening daarover. Deelname aan deze vragenlijst duurt ongeveer 10 minuten. Deelname heeft geen directe voordelen, maar er zijn ook geen negatieve gevolgen.

We zullen uw Flycatcher id verwerken om u te kunnen betalen voor uw deelname. We zullen de Flycatcher id verwijderen uit de data zodra alle deelnemers gecompenseerd zijn, aan het einde van het onderzoek. Daarna zal de data anoniem zijn en kunt u niet langer vragen om toegang tot uw data, of uw data terugtrekken uit het onderzoek. Anonieme data mag publiekelijk gedeeld worden vanwege onderzoekstransparantie.

Heeft u vragen/zorgen over uw rechten als onderzoeksdeelnemer of over het verloop van het onderzoek? Dan kunt u contact opnemen met de Ethische Commissie van de Faculteit Gedrags- en Maatschappijwetenschappen van de Rijksuniversiteit Groningen: ec-bss@rug.nl.

Heeft u vragen of zorgen over de behandeling van uw persoonsgegevens? Dan kunt u contact opnemen met de Data Protection Officer van de Rijksuniversiteit Groningen: privacy@rug.nl.

Ik heb de informatie hierboven gelezen en ik geef toestemming om deel te nemen aan dit onderzoek en het verwerken van mijn persoonsgegevens (totdat mijn Flycatcher id is verwijderd).

○ Ja, ik geef toestemming

○ Nee, ik geef geen toestemming

Wat is uw leeftijd?

_____

Wat is uw geslacht?

○ Man

○ Vrouw

○ Anders (specificeer als u wil) _____

Behoort u tot een ethnische minderheid in Nederland?

○ Ja

○ Nee

Wat is uw afkomst?

○ Turks

○ Marokkaans

○ Surinaams

○ Antiliaans

○ Anders (graag specificeren) _____

Welke van de volgende categorieën beschrijft het beste wat u de afgelopen twee weken hebt gedaan?

○ Betaald werk (of tijdelijk met verlof, zelfstandig ondernemer)

○ Voltijd opleiding

○ Huishouden, zorgen voor kinderen of anderen

○ Werkloos

○ Arbeidsongeschikt

○ Gepensioneerd

○ Vrijwilligerswerk

○ Anders (graag specificeren) _____

Wat is uw hoogst behaalde diploma?

○ Geen diploma

○ Basisschool/ lagere school

○ Vmbo/mavo, havo/vwo onderbouw

○ Middelbaar beroepsonderwijs (mbo, mts)

○ Havo, vwo, gymnasium

○ Hoger beroepsonderwijs (hbo, hts, heao)

○ Wetenschappelijk onderwijs (universiteit)

In hoeverre bent u het eens of oneens met de volgende stellingen over mensen met hetzelfde opleidingsniveau als u?

	Helemaal niet mee eens	Niet mee eens	Enigzins niet mee eens	Neutraal	Enigzins mee eens	Mee eens	Helemaal mee eens
Ik denk dat mbo'ers veel hebben om trots op te zijn	○	○	○	○	○	○	○
Ik voel me sterk verbonden met mbo'ers	○	○	○	○	○	○	○
Ik voel me solidair met mbo'ers	○	○	○	○	○	○	○
Het is prettig om mbo'er te zijn	○	○	○	○	○	○	○
Mijn opleidingsniveau is een belangrijk onderdeel van hoe ik mezelf zie	○	○	○	○	○	○	○
Ik heb veel gemeen met de gemiddelde mbo'er	○	○	○	○	○	○	○

Hieronder staat een recent artikel van EenVandaag over de stereotypen die hoger opgeleiden hebben over mbo'ers.

Uit het artikel blijkt dat mbo'ers positief gezien worden door hoger opgeleiden. Mbo'ers worden gewaardeerd om hun vakkennis en gezien als vriendelijk, behulpzaam, en onmisbaar in de samenleving.

Lees het artikel.

EenVandaag Opiniepanel

Peiling: hoger opgeleiden denken positief over MBO'ers

06-03-2022 07:30 | **Binnenland**

In Nederland leven veel verschillende groepen die allemaal meningen over elkaar hebben. Met het EenVandaag Opiniepanel doen we onderzoek naar wat bepaalde groepen precies van elkaar vinden en wat voor beeld ze van elkaar hebben. Deze week: wat vinden hoger opgeleiden van MBO'ers?

Wat vinden hoger opgeleiden van MBO'ers?

Waardevolle vakkennis — Eens 81%, Oneens 13%, Geen mening 6%
Onmisbaar in de samenleving — Eens 73%, Oneens 17%, Geen mening 9%
Vriendelijk en behulpzaam — Eens 76%, Oneens 16%, Geen mening 8%

■ Eens ■ Oneens ■ Geen mening

Bron: EenVandaag Opiniepanel • Gemaakt met Flourish

Uit een peiling van EenVandaag naar wat hoger opgeleiden van MBO'ers vinden, bleek dat MBO'ers erg gewaardeerd worden voor hun vakkennis. Tijdens de coronapandemie bleken MBO'ers onmisbaar te zijn voor de samenleving, en er is een tekort aan MBO'ers in sectoren zoals de bouw en de zorg. Verder worden MBO'ers ook als vriendelijk en behulpzaam gezien.

Hieronder staat een recent artikel van EenVandaag over de stereotypen die hoger opgeleiden hebben over mbo'ers.

Uit het artikel blijkt dat mbo'ers negatief gezien worden door hoger opgeleiden. Ze vinden dat mbo'ers buiten hun vakkennis om niks weten over de wereld. Ook worden mbo'ers gezien als onvriendelijk, asociaal, en bekrompen.

 Lees het artikel.

Uit een peiling van EenVandaag naar wat hoger opgeleiden van MBO'ers vinden, bleek dat hoger opgeleiden vinden dat MBO'ers alleen verstand hebben van hun vak en vaak niks weten over alles wat daarbuiten valt. Volgens hoger opgeleiden zijn MBO'ers bekrompen en ongeïnteresseerd in de wereld om hun heen. Verder worden MBO'ers gezien als onvriendelijk en asociaal, vanwege hun intolerantie richting mensen die anders zijn dan zij.

In het EenVandaag artikel wat u eerder las, werd beschreven hoe mbo'ers gezien worden door hoger opgeleiden. Beantwoord daarover de volgende vragen:

Na het lezen van het EenVandaag artikel...

	Helemaal niet (1)	(2)	(3)	(4)	Heel sterk (5)
voel ik me blij	○	○	○	○	○
voel ik me tevreden	○	○	○	○	○
voel ik me zelfverzekerd	○	○	○	○	○
voel ik me verontwaardigd	○	○	○	○	○
voel ik me gefrustreerd	○	○	○	○	○
voel ik me gekwetst	○	○	○	○	○

In hoeverre bent u het eens of oneens met de volgende stellingen over mbo'ers?

	Helemaal niet mee eens	Niet mee eens	Enigzins niet mee eens	Neutraal	Enigzins mee eens	Mee eens	Helemaal mee eens
Hoe je er ook naar kijkt, mbo'ers worden altijd tekort gedaan	○	○	○	○	○	○	○

	Helemaal niet mee eens	Niet mee eens	Enigzins niet mee eens	Neutraal	Enigzins mee eens	Mee eens	Helemaal mee eens
Als we iets nodig hebben van de overheid, moeten mbo'ers altijd langer wachten	○	○	○	○	○	○	○
Mbo'ers krijgen nooit wat ze echt verdienen	○	○	○	○	○	○	○
Het zijn altijd hoger opgeleiden die profiteren van allerlei voordelen	○	○	○	○	○	○	○
In een economische crisis worden mbo'ers altijd als eerste ontslagen	○	○	○	○	○	○	○

In hoeverre bent u het eens of oneens met de volgende stellingen over erkenning en waardering van de maatschappij?

	Helemaal niet mee eens	Niet mee eens	Enigzins niet mee eens	Neutraal	Enigzins mee eens	Mee eens	Helemaal mee eens
Mbo'ers worden behandeld met respect	○	○	○	○	○	○	○
Mbo'ers worden oneerlijk behandeld	○	○	○	○	○	○	○
Mbo'ers worden buitengesloten door de maatschappij	○	○	○	○	○	○	○
De waarde van wat mbo'ers doen, wordt niet erkend door anderen	○	○	○	○	○	○	○
Mbo'ers worden geaccepteerd in de maatschappij	○	○	○	○	○	○	○

In hoeverre bent u het eens of oneens met de volgende stellingen over steun voor actie voor mbo'ers?

	Helemaal niet mee eens	Niet mee eens	Enigzins niet mee eens	Neutraal	Enigzins mee eens	Mee eens	Helemaal mee eens
Ik steun actie voor meer invloed van mbo'ers op politieke beslissingen	○	○	○	○	○	○	○
Ik steun actie voor hogere lonen voor mbo-beroepen	○	○	○	○	○	○	○
Ik steun actie zodat Nederlandse politici meer gaan doen voor mbo'ers	○	○	○	○	○	○	○
Ik steun actie voor de verbetering van de positie van mbo'ers in de maatschappij	○	○	○	○	○	○	○

Welke kant gaat Nederland op volgens u?

○ Verkeerde kant (1)

○ (2)

○ (3)

○ (4)

○ (5)

○ (6)

○ Goede kant (7)

Hoeveel vertrouwen heeft u in de politici in Nederland?

○ Geen enkel vertrouwen (1)

○ (2)

○ (3)

○ (4)

○ (5)

○ (6)

○ Volledig vertrouwen (7)

Hieronder staan steeds twee groepen die van elkaar verschillen en zelfs weleens in conflict met elkaar zijn. Kunt u telkens aangeven hoe groot volgens u in ons land het conflict is tussen deze twee groepen?

	Helemaal geen conflict (1)	(2)	(3)	(4)	(5)	(6)	Zeer groot conflict (7)
Tussen mensen met en zonder migratieachtergrond	○	○	○	○	○	○	○
Tussen lager en hoger opgeleiden	○	○	○	○	○	○	○
Tussen de elite en het volk	○	○	○	○	○	○	○

In hoeverre bent u het eens of oneens met de volgende stellingen over de overheid in Nederland?

	Helemaal niet mee eens	Niet mee eens	Enigzins niet mee eens	Neutraal	Enigzins mee eens	Mee eens	Helemaal mee eens
De overheid zorgt goed voor alle burgers	○	○	○	○	○	○	○
Burgers kunnen er op rekenen dat de overheid hen zal beschermen indien nodig	○	○	○	○	○	○	○

Er is hardere actie tegen de overheid nodig als ze keer op keer niet luistert	○	○	○	○	○	○
De overheid verdient het om hard aangepakt te worden, desnoods met geweld	○	○	○	○	○	○

Eerder in deze studie las u een artikel van EenVandaag. Gaf **het artikel** aan dat hoger opgeleiden positief of negatief denken over mbo'ers?

○ Positief

○ Negatief

In hoeverre **denkt u zelf** dat hoger opgeleiden denken dat mbo'ers...

	Helemaal niet (1)	(2)	(3)	(4)	Heel sterk (5)
waardevolle vakkennis hebben	○	○	○	○	○
vriendelijk zijn	○	○	○	○	○
bekrompen zijn	○	○	○	○	○
onmisbaar zijn in de samenleving	○	○	○	○	○

Wat denkt u dat het doel was van dit onderzoek?

_____

Het onderzoek is bijna afgelopen, alvast bedankt voor uw deelname!

Als u nog een opmerking wilt achterlaten voor de onderzoekers kan dat in de tekstbox hieronder.

_____

In dit onderzoek kreeg u een artikel te zien waarin de indruk werd gegeven dat hoger opgeleiden een bepaald beeld hebben van mbo'ers. **Deze denkbeelden zijn <u>niet</u> gebaseerd op een echte peiling onder hoger opgeleiden.**

In de maatschappij bestaan zowel positieve als negatieve denkbeelden over mbo'ers. Veel mensen waarderen mbo'ers om hun vakkennis en hun bijdrage aan de essentiële sectoren, bijvoorbeeld tijdens de lockdown. Andere mensen daarentegen, hebben een meer negatief beeld en een duidelijke voorkeur voor hoger opgeleiden.

Voor de helft van de deelnemers benadrukten we het positieve beeld en voor de andere helft het negatieve beeld. Hoewel de stereotypen in het artikel echt bestaan, zijn de percentages in de grafieken verzonnen door de onderzoekers.

We willen hiermee onderzoeken in hoeverre de verwachting dat hoger opgeleiden een positief of negatief beeld hebben van uw opleidingsgroep, invloed heeft op uw mening over de politiek en de positie van mbo'ers in de maatschappij.

Na het lezen van deze uitleg, geeft u nog steeds toestemming voor het gebruik van uw data voor dit onderzoek?

○ Ja, ik geef toestemming

○ Nee, ik geef geen toestemming

In dit onderzoek kreeg u een artikel te zien waarin de indruk werd gegeven dat hoger opgeleiden een bepaald beeld hebben van mbo'ers. **Deze denkbeelden zijn <u>niet</u> gebaseerd op een echte peiling onder hoger opgeleiden.**

In de maatschappij bestaan zowel positieve als negatieve denkbeelden over mbo'ers. Veel mensen waarderen mbo'ers om hun vakkennis en hun bijdrage aan de essentiële sectoren, bijvoorbeeld tijdens de lockdown. Andere mensen daarentegen, hebben een meer negatief beeld en een duidelijke voorkeur voor hoger opgeleiden.

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negatief beeld hebben van uw opleidingsgroep, invloed heeft op uw mening over de politiek en de positie van mbo'ers in de maatschappij.

Omdat het niet leuk is om na te denken over de negatieve stereotypen van uw opleidingsgroep, willen we nogmaals benadrukken dat mbo'ers door de samenleving gewaardeerd worden vanwege hun vakkennis, en gezien worden als vriendelijke en behulpzame mensen.

Na het lezen van deze uitleg, geeft u nog steeds toestemming voor het gebruik van uw data voor dit onderzoek? Als u niet mee wilt doen heeft dat voor u verder geen negatieve gevolgen.

○ Ja, ik geef toestemming

○ Nee, ik geef geen toestemming

U heeft aangegeven dat uw data niet gebruikt mogen worden voor ons onderzoek. Wij zouden deze beslissing graag beter begrijpen. Als u wil, kunt u hieronder een toelichting geven.

_____