

**PUBLIC PERCEPTIONS OF AN
IMMIGRANT-SERVING AGENCY IN
WINNIPEG, MB: WORKING
TOWARDS INCREASING
COMMUNITY ENGAGEMENT AND
REDUCING CLIENT BARRIERS**

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**Immigrant
Centre**



**PATHWAYS TO
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Promoting Welcoming Communities in Canada



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Executive Summary

Main Findings

(1) How do Winnipeggers view immigrant-serving agencies across Canada?

In general Winnipeggers are highly supportive of immigrant-serving agencies in Canada. For example, 94% of respondents agreed that immigrant-serving agencies are essential for “immigrants’ success in Canada” and “necessary for a well-functioning society.”

However, some respondents were more supportive of immigrant-serving agencies than were others. For example, self-identified immigrants were more supportive than were non-immigrants. Certain beliefs also influenced support, such as *social dominance orientation*—a political ideology that certain groups should have more status and power than other groups. The more that respondents endorsed social dominance beliefs, the less supportive they were of immigrant-serving agencies. Another influence on support was belief in the *Protestant work ethic*, or the belief that to succeed “all you need to do is work hard and improve yourself.” The more that respondents endorsed the Protestant work ethic, the less likely they were to support their taxes going towards immigrant-serving agencies.

(2) How do Winnipeggers view the Immigrant Centre specifically?

Winnipeggers were also quite supportive of the Immigrant Centre. Just over a third (36%) of respondents was already aware of the Immigrant Centre (44% of immigrants and 34% of non-immigrants). After learning more about the Centre, nearly all (92%) agreed that it is a good thing for Winnipeg and most respondents (64%) wanted to support the Centre in some way. Most of these people wanted to support the Centre through volunteering (68%).

(3) How do different website materials affect attitudes and feelings?

Respondents randomly viewed one of three different sets of the Immigrant Centre’s website materials: the Director’s settlement story, the mission statement, and a story of an immigrant mother and daughter’s reunion. These materials, as well as whether participants self-identified as an immigrant, had different effects on respondents’ moods. The director’s story elicited more positive emotions from immigrants than from non-immigrants. After viewing the mission statement, non-immigrants felt fewer negative emotions than did immigrants.

(4) What is the public’s perception of priorities for immigrants in Winnipeg?

Overall, respondents felt that immigrants should prioritize learning English and getting a job (selected by 92% and 82% of respondents, respectively). Other frequently cited priorities included learning about Canadian culture (50%) and getting more education (28%). Activities associated with fostering a strong sense of belonging, such as joining community groups and bringing additional family members to Canada, were ranked lowest among the priorities.

Immigrants and non-immigrants had slightly different ideas about what immigrants should prioritize. Compared to non-immigrants, immigrants were more likely to say that finding a job or getting more education should be a priority. They were also less likely to say immigrants should prioritize learning English or learning about Canadian culture.

(5) What is the public's perception of employment barriers for immigrants in Winnipeg?

Respondents, both immigrant and non-immigrant, thought that for immigrants in Winnipeg, language was their biggest barrier to finding a job.

Recommendations and Future Directions

- ❖ *Create a two-tiered website that shows different content based on whether visitors are immigrants or not.* Doing so is important because immigrants and non-immigrants respond differently to certain website materials. To maximize site visitor experience—and to increase community engagement—the landing page could prompt visitors to indicate whether they are an immigrant and then direct them to the corresponding webpage.
- ❖ *Highlight successful immigrant role models in pre-arrival communications to immigrants.* Because immigrants felt very positively after reading the Director’s successful immigration story, doing so might help potential immigrants feel more optimistic and positive about the impending transition.
- ❖ *Educate the public and clients about the importance of fostering a sense of belonging.* A sense of belonging is key for immigrants’ social and economic integration and well-being (Neufeld & Gaucher, 2016; Neufeld et al., 2016). Yet respondents did not view activities central to fostering belonging as activities that newcomers should prioritize. Such education could be included, for instance, in promotional posters for the Immigrant Centre’s innovative programs that help foster belonging, such as cooking classes.
- ❖ *Reach out to groups interested in volunteering.* Mirroring national trends on volunteerism more generally (Turcotte, 2015), women and students were especially willing to volunteer at the Immigrant Centre. It may also be worthwhile to develop strategies to engage groups who were less interested in volunteering at the Centre (e.g., men, non-students). Snyder and Omoto (2009) provide an accessible summary on research about the psychology of volunteering.
- ❖ *Consider the differences in what immigrants and non-immigrants think immigrants’ priorities should be.* Although these groups agreed on many priorities, there were some differences. For instance, both groups agreed that it is important for immigrants to prioritize getting more education and learning more about Canadian culture. But non-immigrants thought that learning more about Canadian culture should be prioritized over getting more education, whereas immigrants thought the opposite. If these differences are not known or understood, they could potentially cause misunderstanding or tension between groups. Understanding these differences could also help ensure that public funding is allocated to where it is most needed and wanted.
- ❖ *Investigate why the website materials had different effects.* Because there are so many differences between each set of website materials, it is difficult to know exactly why they had different effects for different people. For example, we know that self-identified immigrants responded less positively to the mission statement than did non-immigrants. But we do not know *why* this difference emerged. Discerning precisely which elements of the materials elicited these responses would be helpful in informing future marketing and website content decisions.

- ❖ *Study a representative sample of self-identified immigrants in Winnipeg.* A strength of this survey is that we sampled both university students and adult community members. This means a wide range of opinions and experiences were represented in the results. Another potential strength is that 100 survey respondents (16%) self-identified as immigrants. On one hand, this is a good-sized sample in that it is near the actual percentage of immigrants in Winnipeg (10%; National Household Survey, 2011). On the other hand, the number of immigrants in our sample is not large enough to accurately represent the diverse population of immigrants in Winnipeg. Thus, the findings about immigrants should be interpreted as such—as coming from a non-representative sample—and future research should further study the attitudes and beliefs of more self-identified immigrants in Winnipeg.

Study Goals and Context

In January 2015, representatives from the Immigrant Centre (Winnipeg, Manitoba) and the Intergroup Relations and Social Justice Laboratory (University of Winnipeg) conceived of a research study on the public's opinions of the Immigrant Centre. Our goal was to conduct original research that would add to the scientific literature on immigration in Canada, as well as directly benefit the Immigrant Centre by informing settlement services and furthering community engagement. Our questions centered on the public's opinion of the following issues:

- (1) *How do Winnipeggers view immigrant-serving agencies across Canada and the Immigrant Centre specifically?*
- (2) *What is the public's perception of immigrant service priorities?*
- (3) *What is the public's perception of barriers faced by immigrants?*
- (4) *How are public attitudes affected by the different kinds of information that could be presented by the Immigrant Centre?*

To answer these questions, during the summer of 2015 we co-designed and implemented an online survey to assess public perceptions of the Immigrant Centre. We collected data during the fall of 2015 from undergraduate students at the University of Winnipeg, as well as adult Winnipeggers through Prairie Research Group Panels.

This report details the main findings from the study, as well as the survey methodology, statistical analyses, empirically-driven insights, and potential future directions.

***~ In the spirit of fostering welcoming communities and successful integration,
we hope that you find this information helpful for your own work and
research on immigration in Canada ~***

Respondent Profile

Respondents were 647 adults from the city of Winnipeg, Manitoba, Canada. Most respondents were between 18 and 64 years old; 49% were women, 43% had at least one post-secondary degree or certificate, and 16% self-identified as immigrants. Some respondents ($N = 468$) were recruited through a local polling company (Prairie Research Associates) and entered into a draw for an iPad Air. Other respondents ($N = 188$) were recruited from the University of Winnipeg's undergraduate psychology research participation pool and received partial course credit. See Table 1 for sample characteristics.

Table 1. Student and city sample characteristics.

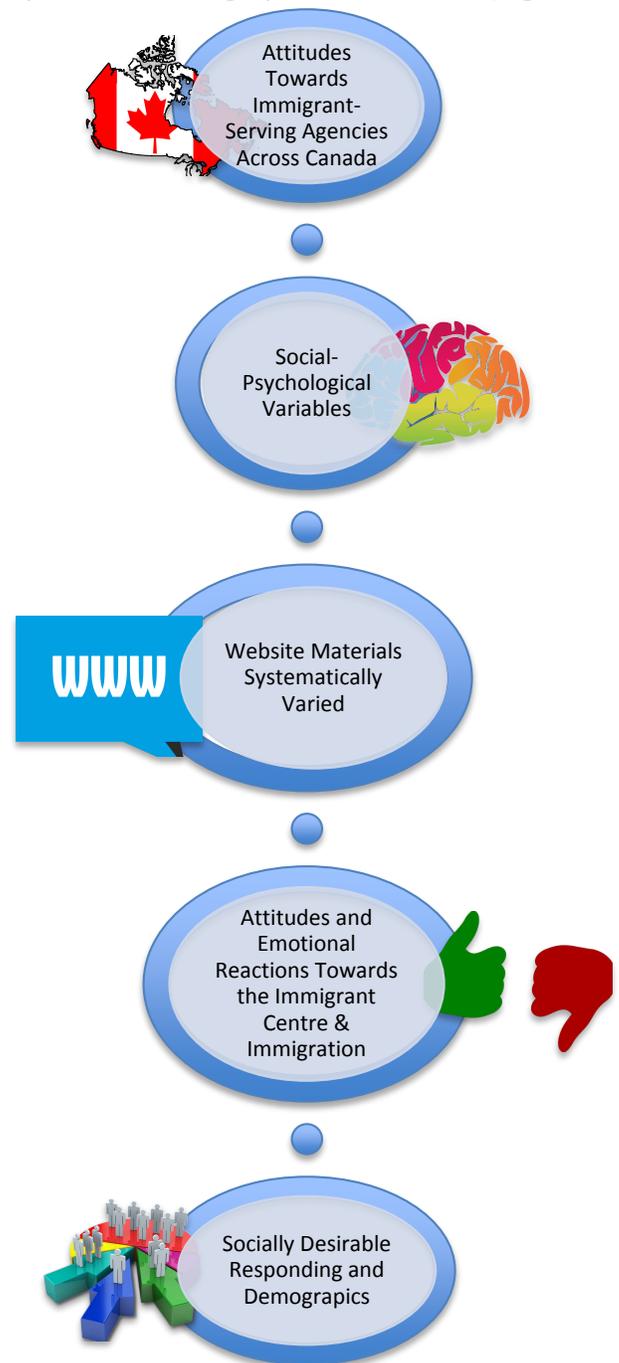
	Student Sample	City Sample	Total Sample
Age			
17-24	168 (90%)	0	168 (26%)
25-39	14 (8%)	78 (17%)	92 (14%)
40-64	1 (1%)	206 (45%)	207 (32%)
65+	0	127 (28%)	127 (20%)
Not Reported	3 (2%)	50 (11%)	53 (8%)
Gender			
Male	48 (26%)	227 (49%)	275 (43%)
Female	135 (73%)	183 (40%)	318 (49%)
Not Reported	3 (2%)	51 (11%)	54 (8%)
Education			
Did not graduate from high school	0	16 (4%)	16 (2%)
High school graduate	76 (41%)	43 (9%)	119 (18%)
Some university or college	100 (54%)	85 (18%)	185 (28%)
Community College (2-year) degree	0	66 (14%)	66 (10%)
University (4-year) degree	7 (4%)	120 (26%)	127 (20%)
Postgraduate or professional degree	0	81 (18%)	81 (13%)
Not Reported	3 (2%)	50 (11%)	53 (8%)
Self-identified immigrant status			
Immigrant	48 (26%)	52 (11%)	100 (16%)
Non-immigrant	135 (73%)	362 (79%)	497 (77%)
Not Reported	3 (2%)	47 (10%)	50 (8%)
Total	186	461	647

Procedure & Materials

Respondents accessed the online survey via a survey link. After providing informed consent, respondents first reported their attitudes towards immigrant-serving agencies in Canada. Then, they completed questions about social psychological ideologies relevant to intergroup relations. Next, respondents were randomly assigned to view one of three webpages from the Immigrant Centre’s website. They also completed questions assessing their attitudes and emotions towards the Immigrant Centre, immigrants in Winnipeg, and social diversity generally. At the end of the survey, respondents completed a measure of socially-desirable responding and provided demographic information (e.g., age, gender). See Figure 1 below for the survey design flow. This study was approved by the Human Research Ethics Board at the University of Winnipeg.

Respondents completed the measures in the order reported below. Except where otherwise noted, measures used a 7-point scale with possible response options ranging from 1 = *Strongly disagree* to 7 = *Strongly agree*.

For the measures where we averaged items to create a composite score, we calculated Cronbach’s alpha to assess the *internal consistency*, or the extent to which items are closely related and together form a reliable measure. These scores can range from 0 – 1, where higher scores indicate greater reliability.



Attitudes towards Immigrant-Serving Agencies across Canada

Attitudinal support for immigrant-serving agencies. Respondents' attitudes towards immigrant-serving agencies were assessed with four items, including (a) "Immigrant centres are important," (b) "Immigrant centres are a bad idea" (reverse-coded), (c) "Immigrant centres are necessary for a well-functioning society," and (d) "Immigrant centres are essential for immigrants' future success in Canada." We averaged responses to these items to create a composite score, where higher scores indicate greater support (Cronbach's $\alpha = .84$).

Financial support for immigrant-serving agencies. To assess **Figure 1. Survey Design** immigrant-serving agencies, we asked them, "To what extent are you unsupportive or supportive of your tax dollars going towards the creation of immigrant support centres?" Possible responses ranged from 1 = *Extremely unsupportive* to 7 = *Extremely supportive*. They also had an opportunity to describe "Why do you feel this way?"

Opinion of services that should be provided by immigrant-serving agencies. Respondents read a list of eleven services and chose up to three that they thought should be provided to immigrants in Canada. The options were (a) "Financial assistance," (b) "Psychological counseling/therapy," (c) "Assistance finding housing," (d) "Job skills training," (e) "English classes," (f) "Cooking classes," (g) "Helping them feel as if they belong," (h) "Tax preparation classes," (i) "Physical therapy," (j) "Free childcare," and (k) "Help with resume creation." Respondents also had the option to list and describe another service not already provided.

Social Psychological Variables (Ideologies)

For each social psychological variable, we averaged responses to the items to form a composite score. Higher scores reflect stronger endorsement of the ideology.

Social dominance orientation. Ten items from Pratto, Sidanius, and Malle (1994; Cronbach's $\alpha = .88$) assessed respondents' social dominance orientation. Social dominance is an ideology characterized by preference for hierarchical social arrangements and dominance over other social groups. For example, one item reads, "It's probably a good thing that certain groups are at the top and other groups are at the bottom."

System justification. System justification is a motivational tendency to view important social systems, such as the government, as legitimate and fair (Jost & Banaji, 1994). We measured the extent to which respondents system-justify using five items from Kay and Jost (2005), such as "Canadian society is set up so that people get what they deserve." These items had good reliability (Cronbach's $\alpha = .72$).

Protestant work ethic. Four items tapped respondents' endorsement of the Protestant work ethic, an ideology characterized by beliefs such as "if you want to be successful, all you need to do is work hard and improve yourself." These items are adapted from past research (Quinn & Crocker, 1999;

Cronbach's $\alpha = .85$).

Experimental Manipulation: Systematic Variation of Website Materials

Recall that respondents were randomly assigned to read one of three pieces of information about the Immigrant Centre. One third of respondents read the Immigrant Centre's mission statement. Another third of respondents read a story about a mother and daughter who were reunited, due in part to the efforts of the Immigrant Centre. The final third of respondents read an interview with the Immigrant Centre's Executive Director, which described how and when he first came to Canada and his role as director.

Attitudes and Emotional Reactions towards the Immigrant Centre and Immigration

Attitudes towards the Immigrant Centre. Respondents completed a series of items assessing their attitudes towards the Immigrant Centre in Winnipeg, Manitoba, Canada. Specifically, they were asked, “To what extent do you think that the Immigrant Centre is a good or bad thing?” Possible responses ranged from 1 = *Very bad* to 7 = *Very good*. They elaborated on this choice by answering two open-ended questions: “Why do you feel this way?” and “What parts of the Immigrant Centre website materials stood out to you?” Next, respondents were asked, “Do the goals of the Immigrant Centre reflect your values?” Their response options ranged from 1 = *Do not reflect my values* to 7 = *Completely reflect my values*. We also asked respondents, “Did the Immigrant Centre website materials increase your awareness of any issues related to immigration?” They could answer “yes” or “no”; those who answered “yes” were asked to list the issues.

Emotions elicited by the Immigrant Centre’s website materials. Next, respondents’ emotional reactions to the Immigrant Centre materials were assessed with a shortened version of the Positive and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988). Using a scale that ranged from 1 = *Very slightly or not at all* to 5 = *Extremely*, we asked participants to report how they felt at that moment. We asked them about five negative emotions (e.g., “Upset”; Cronbach’s $\alpha = .83$) and five positive emotions (e.g., “Inspired”; Cronbach’s $\alpha = .89$); items for each were averaged to create composite scores, where higher scores represent higher levels of each emotion.

Support for the Immigrant Centre. To assess support for the Immigrant Centre, we asked respondents, “Would you support the Immigrant Centre in Winnipeg?” Possible answers were “Yes” and “No.” Respondents elaborated on their answer with the open-ended item, “Why or why not?” The respondents who said they would support the Centre were asked “Specifically, which of the following types of support would you be willing to provide?” and selected from the following list: (a) “Money,” (b) “Volunteer at centre on tasks needed,” (c) “Other professional services” and (d) “Other.” Respondents who chose options c and/or d could elaborate on their answers.

Public perceptions of barriers for finding employment. Respondents provided up to two responses to the open-ended question: “For immigrants in Winnipeg, what do you think are the two biggest barriers for finding employment?”

Public perceptions of immigrant priorities. We asked respondents “For immigrants in Winnipeg, what do you think should be their top priority/priorities?” They selected up to three priorities from the following ten options: (a) “Learning English,” (b) “Getting a job,” (c) “Getting more education,” (d) “Starting a family,” (e) “Finding friends with the same cultural background,” (f) “Bringing additional family members to Canada,” (g) “Learning more about Canadian culture,” (h) “Joining community groups,” (i) “Buying a house,” and (j) “Joining a religious organization.”

Attitudes towards immigrants in Winnipeg. Respondents rated their agreement with three items about attitudes towards immigrants in Winnipeg: (a) “Immigrants improve Winnipeg’s cultural life (i.e., add to the arts, restaurants, film scene, etc.),” (b) “Immigrants improve Winnipeg’s economic life (i.e., by opening businesses, paying taxes, etc.),” and (c) “Immigrants add to the city’s crime problem”

(reverse-scored). We averaged responses to form a composite where higher scores indicated positive attitudes towards immigrants in Winnipeg (Cronbach's $\alpha = .78$).

Attitudes towards diversity. Four items measured respondents' attitudes towards diversity in general. Respondents were asked to report their agreement/disagreement with the following four items: (a) "I would be unwilling to send my children to a school where the majority of pupils are immigrants" (reverse-scored), (b) "I would not want to move into a district that contained a large immigrant population" (reverse-scored), (c) "Life in society would be more harmonious if people living here were more alike" (reverse scored), and (d) "A society with a wide variety of ethnic groups is more capable of solving new problems." We averaged responses to these items to create a composite score, with higher scores indicating more positive attitudes towards diversity (Cronbach's $\alpha = .78$).

Awareness of Syrian refugee crisis. Respondents indicated whether they or not they had "read or heard news coverage related to the situation facing Syrian refugees."

Demographics

We collected a range of demographic information from respondents. For a summary of the sample's immigrant identification, gender, age, and education characteristics, see Table 1.

Political orientation. Respondents self-reported their political orientation with two items. Specifically, they reported how left- or right-wing they consider themselves economically and socially. Possible responses ranged from 1 = *Extremely left wing/liberal* to 7 = *Extremely right wing/conservative*.

Immigrant identification. To determine whether or not respondents self-identify as immigrants, we asked them "Do you consider yourself an immigrant?" Possible responses were "Yes" and "No." If they indicated yes, we asked, "When did you or your family immigrate to Canada?" Possible responses were (a) "I moved to Canada during my lifetime," (b) "My mother and/or father moved to Canada ("second generation")," (c) "My grandparent(s) moved to Canada ("third-generation")," (d) "My ancestors moved to Canada earlier than this," and (e) "I don't know."

Gender. Respondents indicated whether their gender was male or female.

Age. Respondents in the Winnipeg sample self-reported which of the following age categories they belonged to: (a) "18-24," (b) "25-39," (c) "40-64," and (d) "65+." Respondents in the University of Winnipeg student sample indicated their exact age. We recoded the student sample's ages so that they fit within the categories used in the Winnipeg sample. We also placed 17 year-old university students in the (a) category. Hence, a 21 year-old participant from the student sample received a score which placed them in the (a) "17-24" age category.

Country of origin. Respondents entered their country of birth. If they were not born in Canada, they indicated how old they were when they moved to Canada. Additionally, we asked the open-ended question: "What is your cultural or ethnic background?"

First language. An open-ended item asked respondents to indicate their first language. If they did not speak English as their first language, respondents indicated how many years they had spoken English.

Education. Respondents selected one of six options to indicate their level of education. The options ranged from “did not graduate from high school” to “postgraduate or professional degree”.

Income. Respondents indicated their annual household income. The Winnipeg sample survey presented four options, ranging from “Under \$40,000” to “Over \$100,000”, and the university sample survey presented six options, ranging from “Less than \$25,000” to “\$150,000 or more.”

Social desirability. Social desirability is a type of survey response bias wherein respondents—either intentionally or unintentionally—respond in a way that portrays themselves positively (Beins, 2012). Respondents may be especially likely to respond in socially desirable ways when surveyed about sensitive issues, such as our survey’s questions about immigrants and other social groups. We measured respondents’ tendencies to provide socially desirable responses with ten items from Paulhus’s (1998) impression management subscale (e.g., “I have never dropped litter on the street”). Respondents rated how much item is true of him or her, with response options ranging from 1 = *Not true*, 2, 3, 4 = *Somewhat true*, 5, 6, and 7 = *Very true*. We recoded responses from 1-5 as 0 and responses of 6 or 7 as 1, and then totaled the recoded responses to obtain social desirability scores. Possible scores, therefore, ranged from 0-10.

Findings

Attitudes towards Immigrant-Serving Agencies across Canada

Predicting support for immigrant-serving agencies in Canada

Winnipeggers were very supportive of immigrant-serving agencies in Canada. For example, 94% of respondents reported supportive attitudes towards these agencies, and 80% were supportive of their tax dollars going towards the creation of these agencies. Below we refer to these forms of support as “attitudinal” and “monetary,” respectively.

To determine which variables influence these forms of support for immigrant-serving agencies, we ran multiple linear regression models where support (either attitudinal or monetary) was entered as the dependent variable and possible predictors (such as social psychological ideologies) were entered as the independent variables (see Table 2). The predictors explained 21% of the variance in attitudinal support, $F(8, 507) = 17.09, p < .001$, and 28% of the variance for monetary support, $F(8, 507) = 25.45, p < .001$.

Table 2. Simultaneous multiple regression results for support for immigrant-serving agencies.

	Attitudinal support		Monetary support	
	β	t	β	t
Demographic characteristics				
Age	-.03	-0.75	+.02	+0.38
Gender	+.09	+2.04	+.02	+0.37
Political orientation	-.11*	-2.42	-.15**	-3.52
Self-Identified immigrant status	+.13**	+3.31	+.12*	+3.22
Ideologies				
Protestant work ethic	-.09†	-1.81	-.20**	-4.27
System justification	+.09†	+1.91	+.10*	+2.19
Social dominance orientation	-.37**	-8.12	-.37**	-8.75
Socially desirable responding	-.04	-0.99	-.06	-1.39

Notes. Reported betas are standardized values.

† $p < .10$, * $p < .05$, ** $p < .001$

Winnipeggers were more likely to support immigrant-serving agencies if they were immigrants, more liberal, or endorsed a system-justifying ideology. Those who endorsed the ideologies of the Protestant work ethic or social dominance orientation were less likely to support immigrant-serving agencies.

What services should be provided to immigrants to Canada?

The top three services that Winnipeggers thought should be provided to immigrants to Canada were (1) English skills training; (2) Job skills training; and (3) Assistance finding a home. Figure 2 displays the percentage of respondents that selected each service.

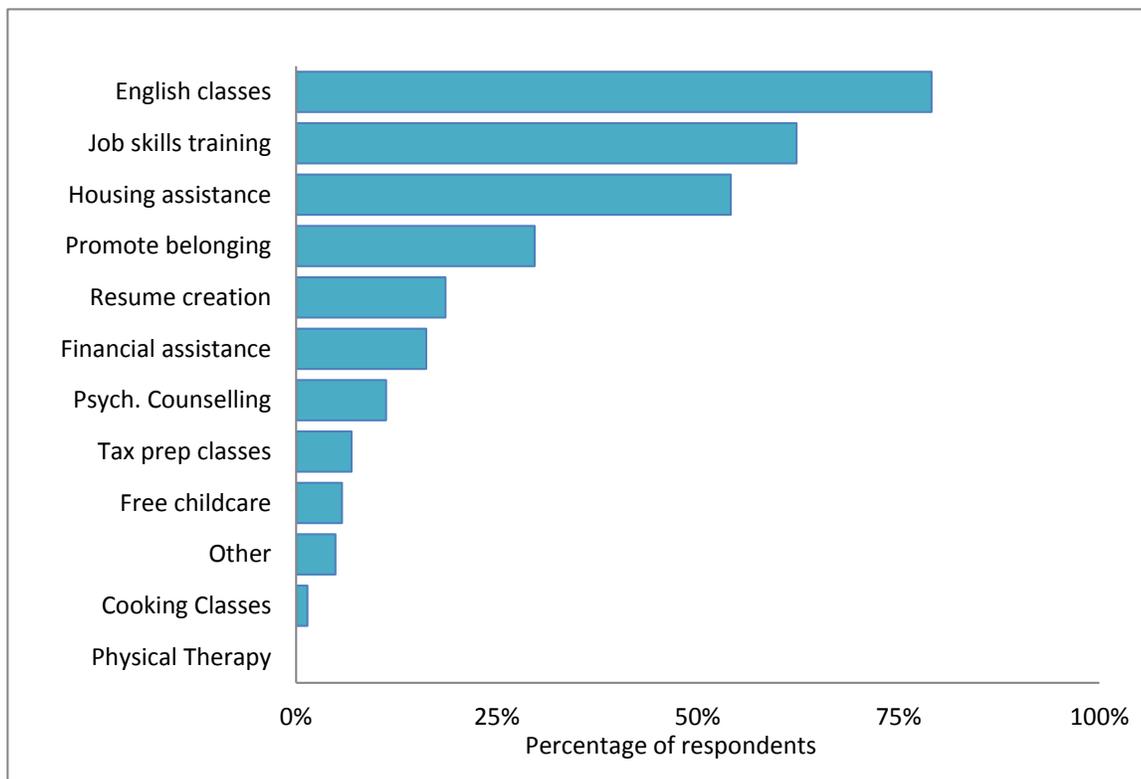


Figure 2. Percentage of respondents that indicated immigrant centres ought to provide each service.

Awareness of the Immigrant Centre in Winnipeg

When asked “Have you heard of the Immigrant Centre in Winnipeg (formerly the "International Centre")?”, 35% of respondents had heard of the Centre. We asked these respondents to describe “what words or phrases come to mind when you think about the Immigrant Centre?” Figure 3 contains a word cloud summarizing their responses. The larger the font size, the more often a word was mentioned.



Figure 3. Word cloud of respondents' impressions of the Immigrant Centre.

The Impact of Website Material and Identifying as an Immigrant

Recall that each respondent was randomly assigned to view one of three sets of materials from the Immigrant Centre's website. We did this so that we could determine whether different website materials impacted respondents' attitudes and emotions. We were also interested in learning whether identifying as an immigrant impacted respondents' attitudes and emotions. In this section, we primarily test whether website material and identifying as an immigrant affected attitudes and emotions.

There were three groups of questions in this section. One group of questions is called *categorical questions*, where response options are different categories (e.g., "yes" or "no"). Other questions had response options in an ascending, meaningful order (e.g., 1 = *Strongly disagree* to 7 = *Strongly agree*); these are called *continuous questions*. Questions where respondents provided a written answer are called *open-ended questions*. Each type of question was analyzed differently.

Categorical questions. We analyzed each categorical question with two sets of chi-square tests of independence. One set tested whether website materials affected respondents' attitudes and emotions. The other set tested whether being an immigrant or not affected attitudes and emotions.

Continuous questions. 2 x 3 factorial ANOVAs helped us determine whether website material or identifying as an immigrant affected responses to continuous questions. We entered website material (mission statement, mother-daughter story, or director interview) and whether respondents identified as immigrants (yes or no) as between-subject factors. Significant effects were followed-up with simple effects tests. We report only significant simple effects *within each set of website materials* (e.g., "Among respondents who read the mission statement, immigrants had more positive views than non-immigrants). Put differently, we do not report simple effects that emerged *among immigrants or*

among non-immigrants (e.g., “Non-immigrants had more positive views after reading the director story than after reading the other two materials”).

Open-ended questions. We use a word cloud approach to study open-ended questions. Word clouds analyze text and display the most frequently used words in graphical form (Feinberg, 2014). The more frequently a word is used, the larger it is displayed. Note that for open-ended questions, we did not analyze whether responses were affected by website materials or whether respondents were immigrants.

On opinions of the Immigrant Centre

A marginally significant interaction emerged, such that people’s opinion of whether the Immigrant Centre is a good or bad thing depended on both the content of the material they read and whether they are immigrants, $F(2, 591) = 2.95, p = .05, \eta_p^2 = .01$ (see Figure 4). To understand this effect, we ran simple effects analyses. These revealed a marginal simple effect of the mission statement on opinions toward the Centre, $F(1, 591) = 3.36, p = .07, \eta_p^2 = .01$. Among participants who saw the mission statement, non-immigrants viewed the Centre more positively than did immigrants ($M_{\text{Non-immigrant}} = 6.19, SD = 0.91$ vs. $M_{\text{Immigrant}} = 5.84, SD = 1.19$).

Both immigrants and non-immigrants agreed that the Immigrant Centre is a good thing. After reading the mission statement, though, non-immigrants’ opinions about the Centre were slightly more positive than non-immigrants’ opinions.

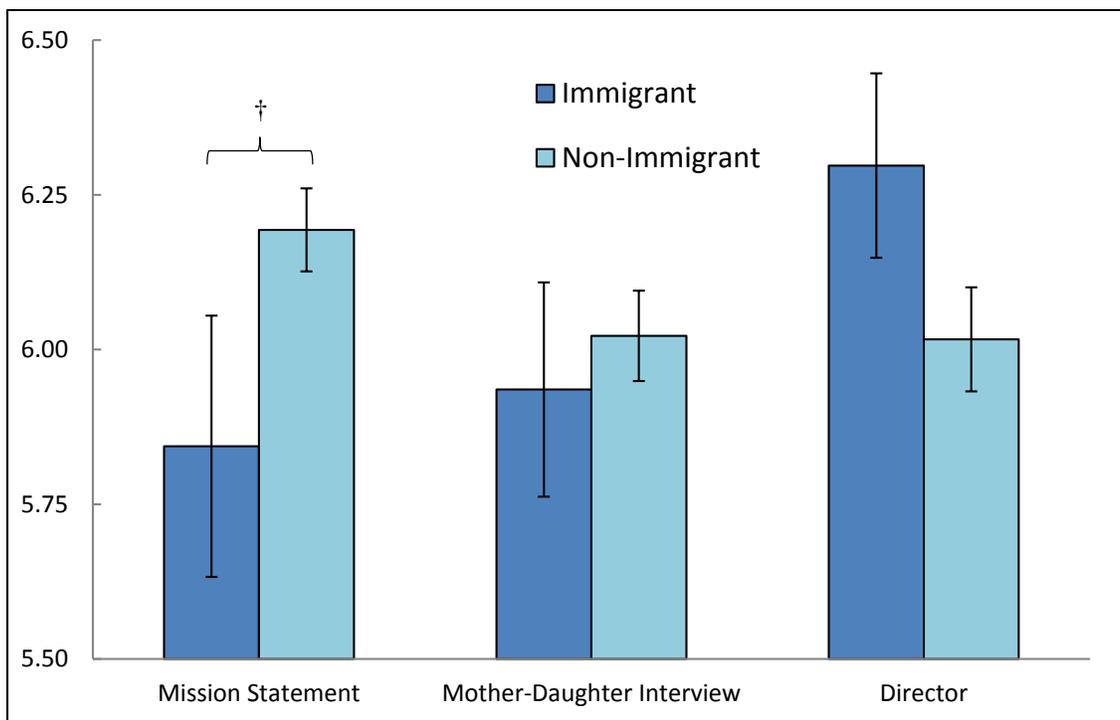


Figure 4. Opinions of the immigrant centre as a function of website material type and whether people are immigrants.

Notes: Item scaled from 1-7, where 1 = Very bad and 7 = Very good.

† $p < .10$

On respondents' emotions

Positive emotions. A marginal main effect of immigrant identification emerged, such that immigrants reported more positive emotions than did non-immigrants ($M_{\text{Immigrant}} = 2.69, SD = 1.08$ vs. $M_{\text{Non-immigrants}} = 2.48, SD = 0.93$), $F(1, 560) = 3.02, p = .08, \eta_p^2 = .01$ (see Figure 5). In addition, immigrants reported more positive emotions than non-immigrants did after viewing the director's settlement story ($M_{\text{Immigrants}} = 2.85, SD = 1.19$ vs. $M_{\text{Non-immigrants}} = 2.42, SD = 0.89$), $F(1, 560) = 5.15, p = .02, \eta_p^2 = .01$.

Negative emotions. There emerged main effects of both whether respondents were immigrants, $F(1, 570) = 4.47, p = .04, \eta_p^2 = .01$, as well as website material, $F(2, 570) = 3.57, p = .03, \eta_p^2 = .01$. These main effects were qualified by an interaction, $F(2, 570) = 4.8, p = .01, \eta_p^2 = .02$ (see Figure 6).

After viewing the mission statement, immigrants reported higher levels of negative emotions than did non-immigrants ($M_{\text{Immigrants}} = 1.52, SD = 0.74$ vs. $M_{\text{Non-immigrants}} = 1.20, SD = 0.41$), $F(1, 570) = 10.39, p < .001, \eta_p^2 = .02$.

The director's interview elicited more positive emotions from immigrants than from non-immigrants.

After viewing the mission statement, non-immigrants felt fewer negative emotions than did immigrants.

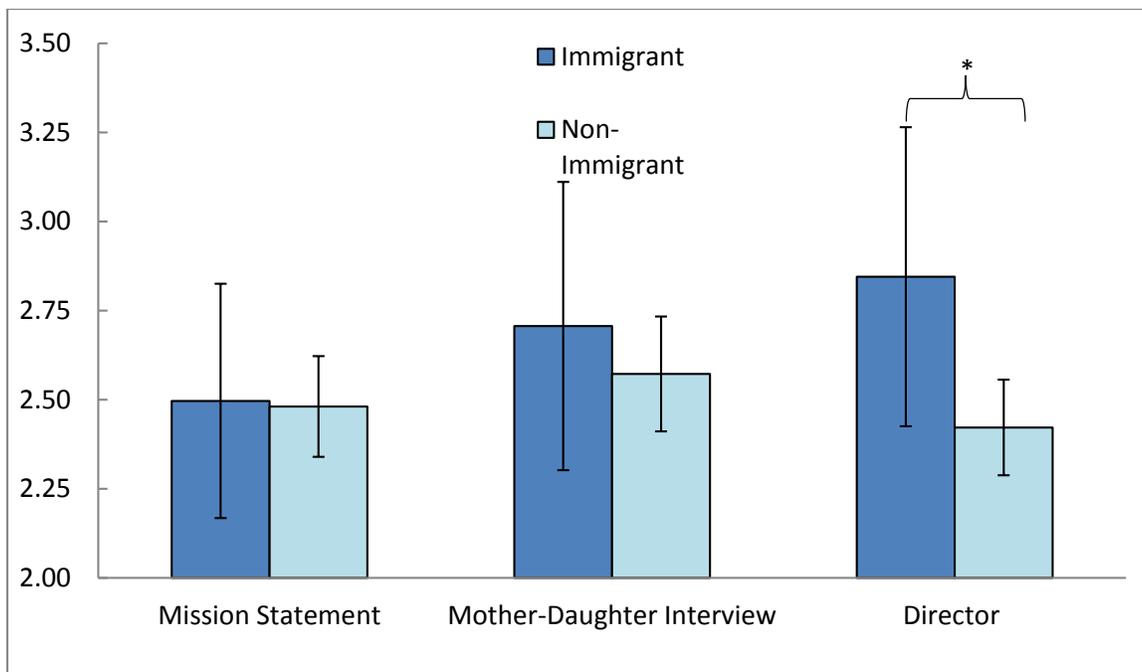


Figure 5. Positive emotions as a function of website material type and whether respondents were immigrants.

Notes: Composite scored 1-7, where 1 = *Very slightly or not at all* and 7 = *Extremely*.

* $p < .05$

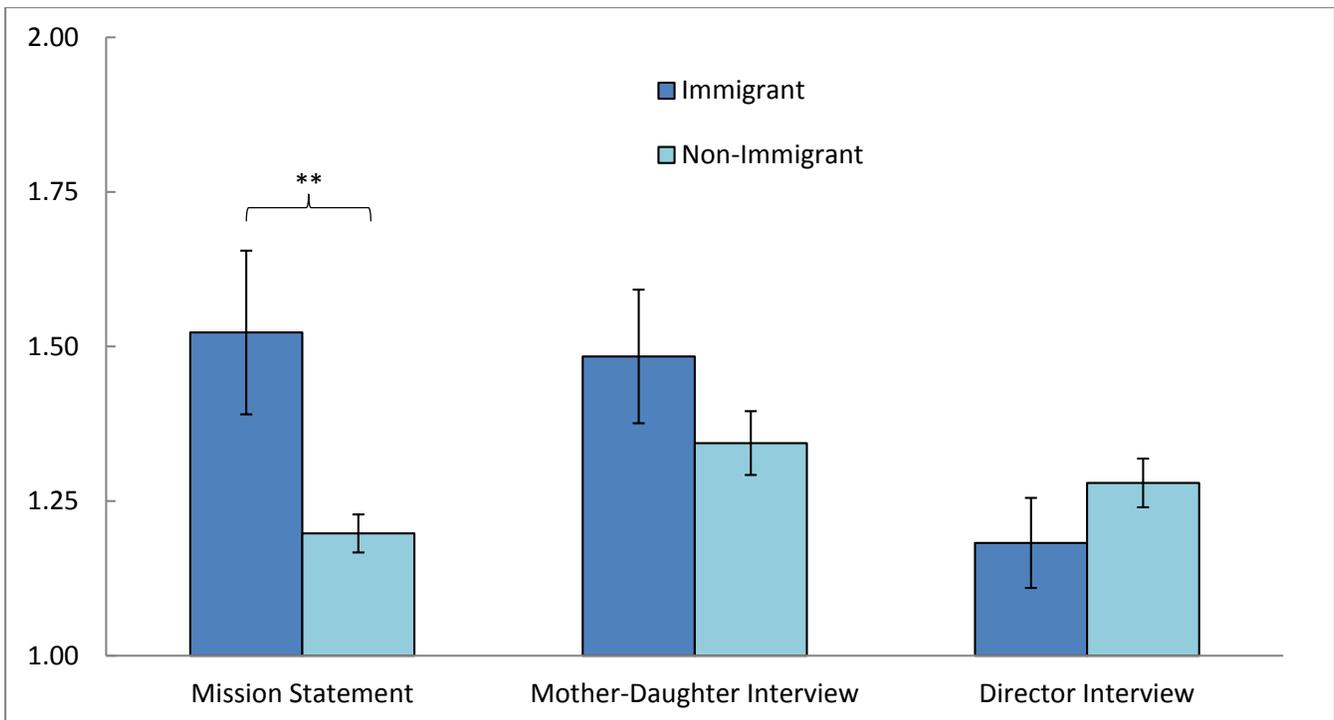


Figure 6. Negative emotions as a function of website material type and whether respondents were immigrants.

Notes: Composite scored 1-7, where 1 = *Very slightly or not at all* and 7 = *Extremely*.

** $p < .001$

On goals and values of the Immigrant Centre

Neither the website materials nor being an immigrant affected respondents' judgments about whether the Immigrant Centre's goals reflect their values. In general, the majority of respondents (73%) thought that the goals of the Immigrant Centre reflected their values (see Figure 7).

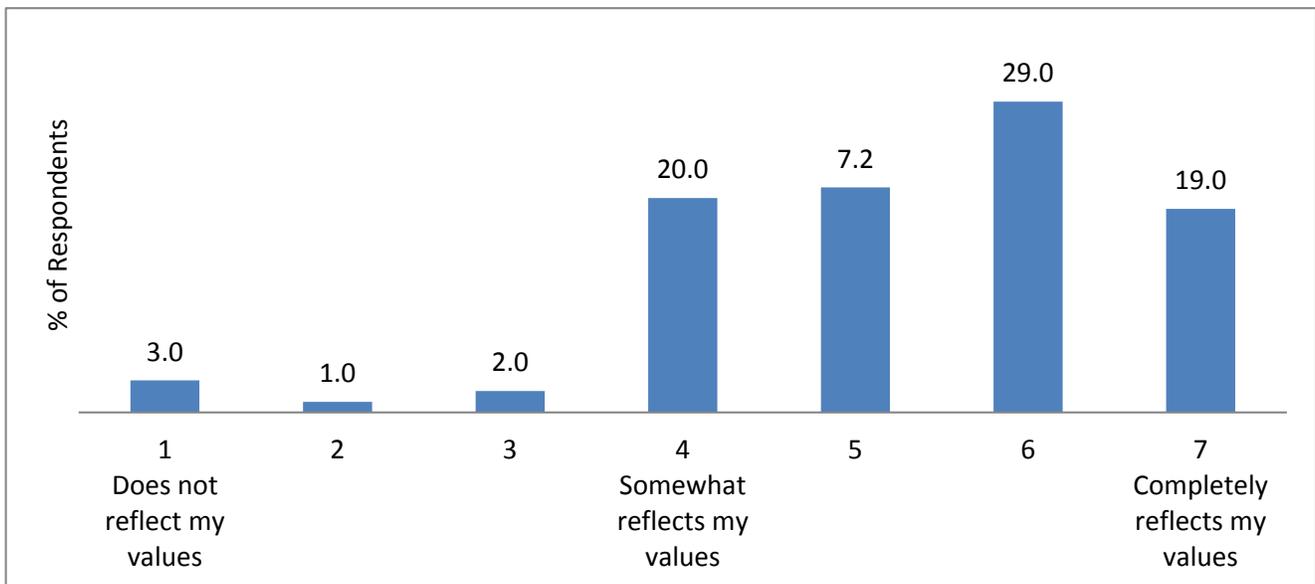


Figure 7. Breakdown of responses to the question, "Do the goals of the Immigrant Centre reflect your values?"

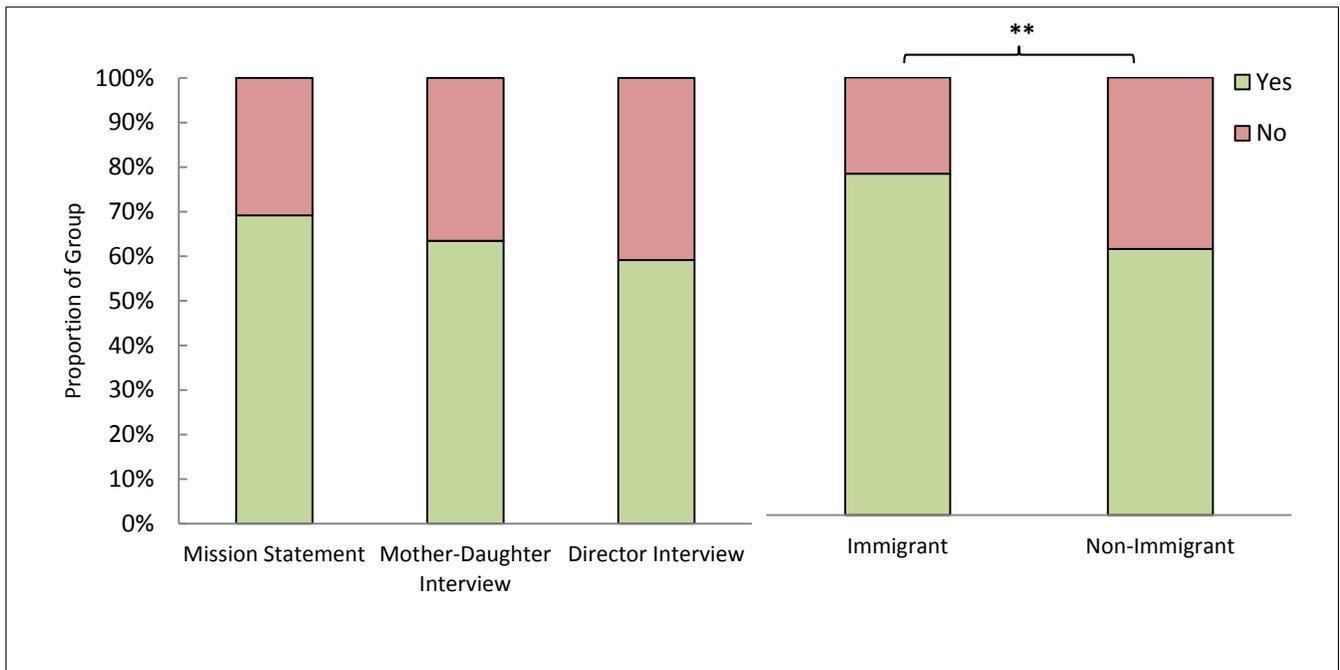


Figure 9. Differences in willingness to support the Immigrant Centre as a function of website material type or whether respondents were immigrants.

** $p < .001$

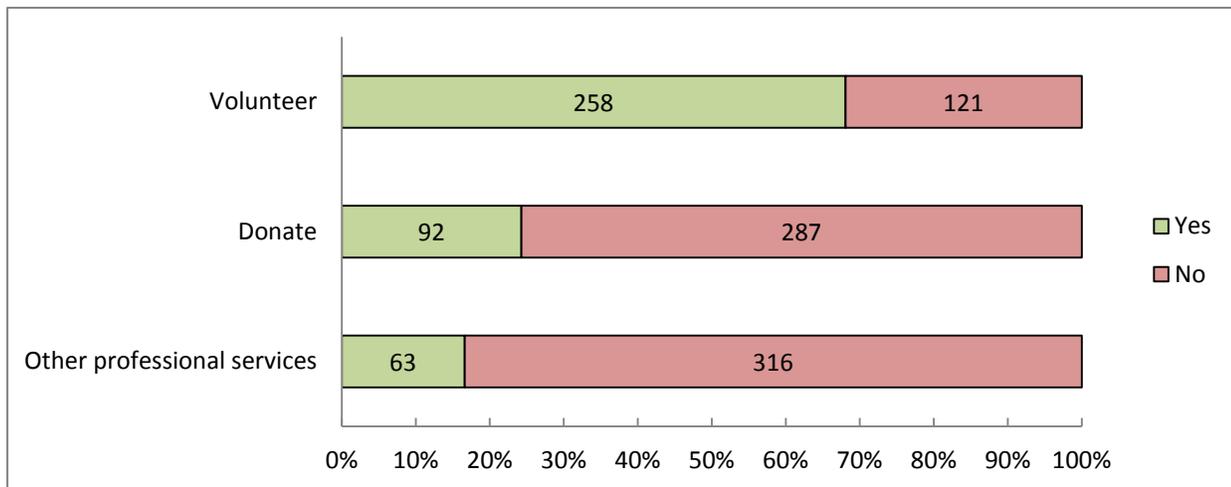


Figure 10. How respondents wanted to help the Immigrant Centre.

Sixty-three people wanted to support the Immigrant Centre through offering “other professional services.” To get a sense of the types of services people wanted to offer, we thematically coded their responses (see Table 3 below). Most often, these people said that they wanted to provide educational services, such as tutoring or training.

Past Canadian research has shown that youth constitute the age group most likely to volunteer and that women are more likely to volunteer than men (Turcotte, 2015). Wanting to see whether these patterns were reflected in our sample, we conducted chi-square tests that compared the willingness to volunteer as a function of gender and samples (i.e., community or student). Mirroring national trends, the university student sample was more likely than the Winnipeg community sample to express

interest in volunteering at the Immigrant Centre, $\chi^2(3) = 30.27, p < .001$ (see Figure 11).¹ Women were more likely than men to say they would volunteer at the Immigrant Centre, $\chi^2(1) = 10.31, p = .001$.

Table 3. Most common ways respondents wanted to help the Immigrant Centre through “Other professional services.”

Activity	Frequency (from 63 responses)
Educational services (e.g., tutoring, training)	11
Administrative support (e.g., paperwork, accounting)	10
Language skill training	10
Voting	8
Donating physical goods	4
Policy	4

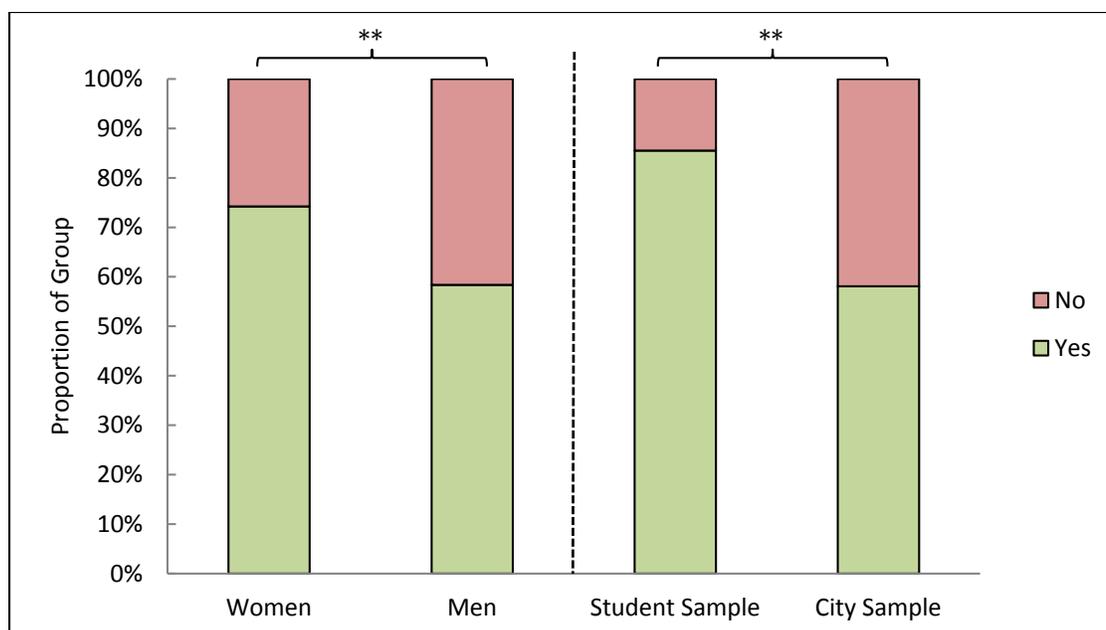


Figure 11. Willingness to volunteer at the Immigrant Centre as a function of gender and age.
** $p < .001$

¹ We recognize that, because our student sample contained some respondents who were not youth, comparing the student sample to the Winnipeg sample is not the cleanest test of our hypothesis. We chose to do so, regardless, for two reasons. First, our student sample was overwhelmingly comprised of youth (90% were aged 17-24) and the community sample contained no youth. Second, the results facilitate a more meaningful interpretation than one stratified across each age group (Sharpe, 2015).

Winnipeggers thought immigrants' top priorities should be learning English, getting a job, and learning about Canadian culture. Immigrants and non-immigrants prioritized these activities in different ways.

Immigrants and non-immigrants had different ideas about the activities immigrants should prioritize (see Figure 14). Compared to non-immigrants, immigrants were more likely to say immigrants should prioritize getting a job, $\chi^2(1) = 3.86, p = .05$, and getting more education, $\chi^2(1) = 5.61, p = .02$; they were less likely to say immigrants should prioritize learning English, $\chi^2(1) = 3.16, p = .08$, or learning about Canadian culture, $\chi^2(1) = 5.43, p = .02$.

Website material type affected respondents' selection of only one priority: bringing an additional family member to Canada, $\chi^2(2) = 5.04, p = .08$. Examination of the adjusted standardized residuals (Sharpe, 2015) revealed that respondents who viewed the mother-daughter interview were most likely to say immigrants should prioritize bringing family members to Canada.

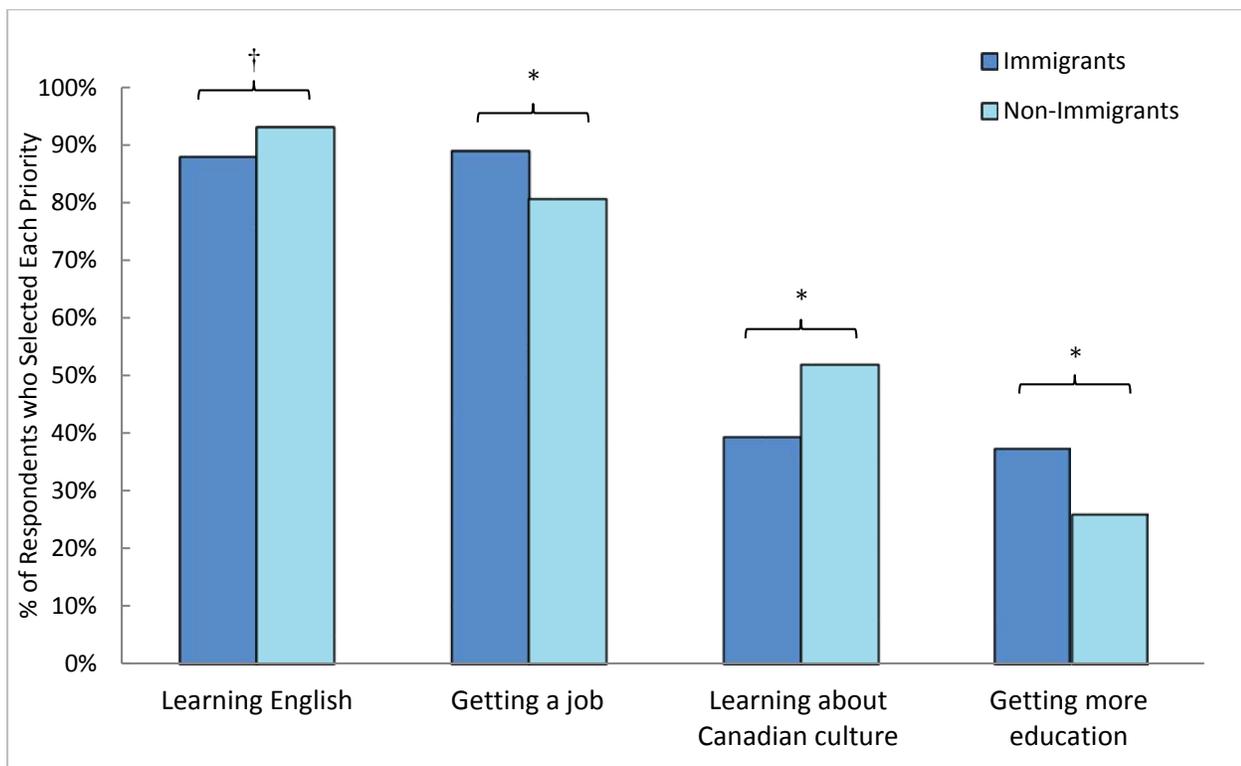


Figure 14. Differences between immigrants' and non-immigrants' selections of the top four priorities for immigrants.

† $p < .10$, * $p < .05$

On attitudes toward immigrants in Winnipeg

Recall that to assess attitudes towards immigrants in Winnipeg, we asked respondents to report the extent to which immigrants make positive contributions to Winnipeg.

There was a marginal main effect of immigrant identification on attitudes towards immigrants in Winnipeg, $F(1, 590) = 3.42, p = .07, \eta_p^2 = .01$. Compared to the attitudes of non-immigrants, immigrants had more positive attitudes towards immigrants in Winnipeg ($M_{\text{Non-immigrants}} = 5.38, SD = 1.10$, vs. $M_{\text{Immigrants}} = 5.61, SD = 1.11$, respectively; see Figure 15).

There was also a marginally significant main effect of website material on attitudes towards immigrants in Winnipeg, $F(2, 590) = 2.86, p = .09, \eta_p^2 = .01$. Respondents' attitudes towards immigrants were more positive after viewing the mission statement than the director's interview ($M_{\text{Mission statement}} = 5.61, SD = 1.03$, vs. $M_{\text{Director interview}} = 5.22, SD = 1.25$, respectively; neither differed from attitudes reported after viewing the mother-daughter story).

Immigrant respondents thought immigrants contribute more to Winnipeg than non-immigrant respondents did.

Further, among respondents who read the director's interview, non-immigrants expressed less positive attitudes towards immigrants than did immigrants ($M_{\text{Non-immigrants}} = 5.15, SD = 1.23$, vs. $M_{\text{Immigrants}} = 5.54, SD = 1.13$), $F(1, 590) = 3.93, p = .05, \eta_p^2 = .01$.

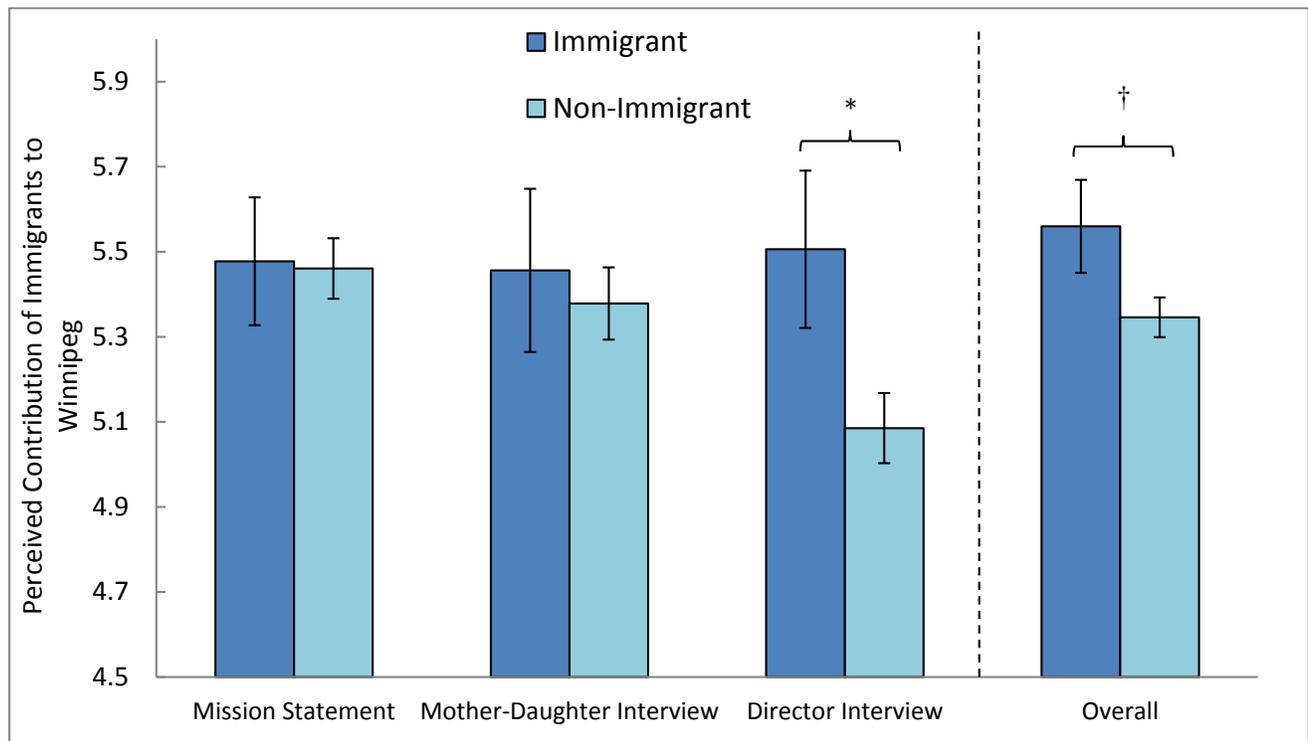


Figure 15. Attitudes towards immigrants in Winnipeg, as gauged by perceptions of immigrant contributions to Winnipeg.

Notes: Items scaled from 1-7, where 1 = Very negative and 7 = Very positive.

† $p < .10$, * $p < .05$

On attitudes toward diversity

Recall that we measured Winnipegger's attitudes toward diversity based on an average score of four questions. Neither immigrant identification nor website material affected respondents' attitudes towards diversity as measured by this average score. For this reason, instead of displaying the mean scores, we instead display the frequencies for each of the four questions (see Figures 16-19). In general, respondents reported positive attitudes towards diversity.

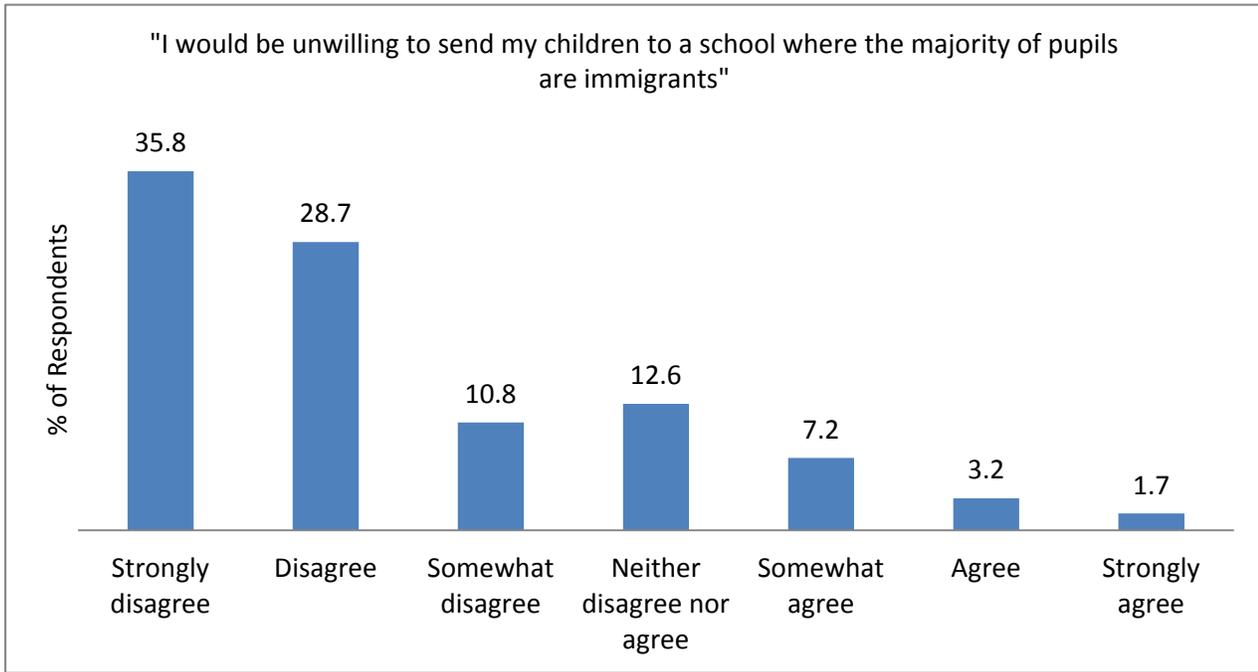


Figure 16. Breakdown of responses to "I would be unwilling to send my children to a school where the majority of pupils are immigrants."

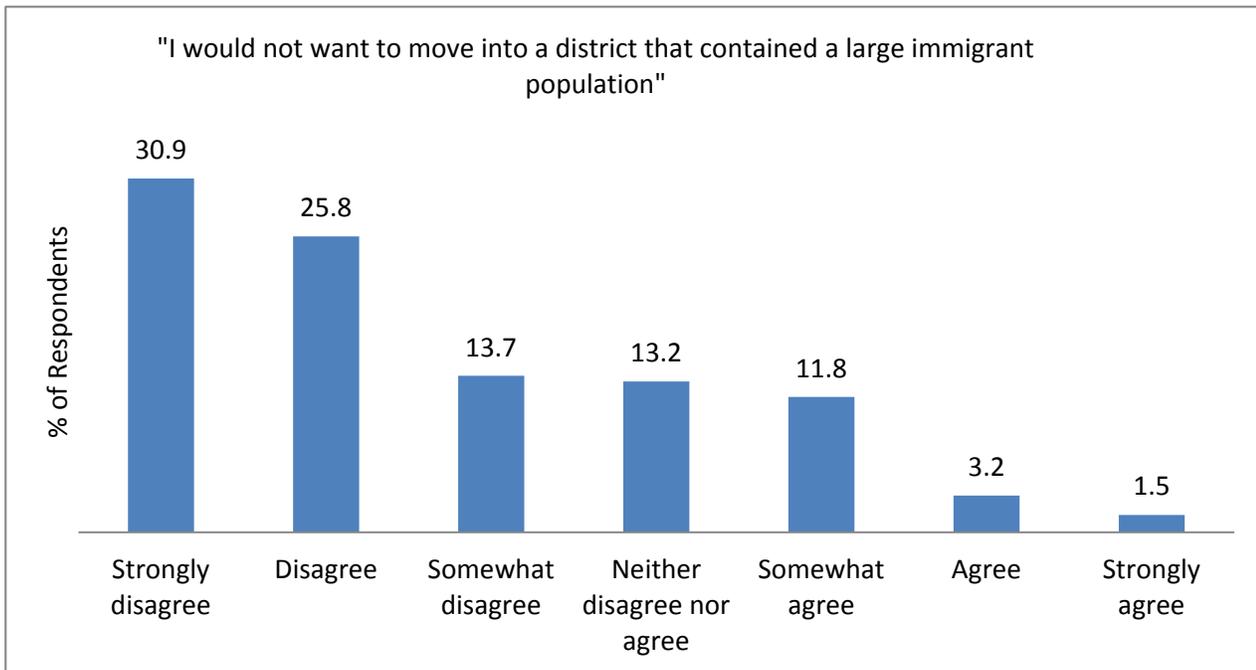


Figure 17. Breakdown of responses to "I would not want to move into a district that contained a large immigrant population."

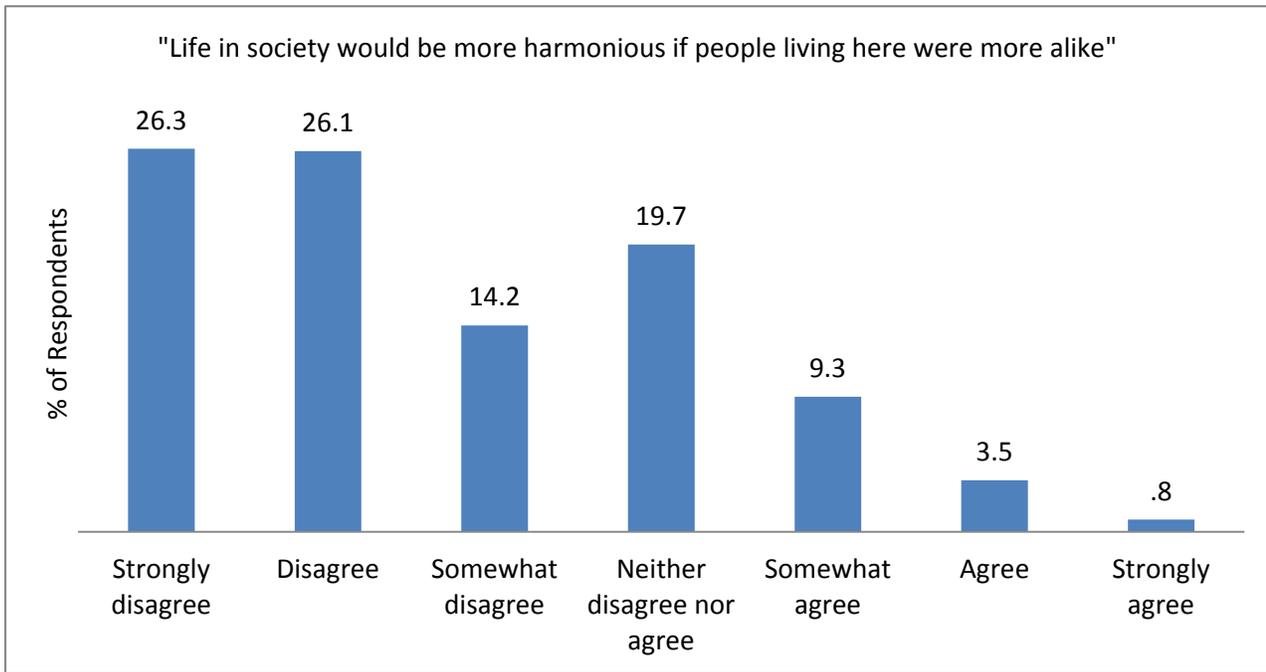


Figure 18. Breakdown of responses to "Life in society would be more harmonious if people living here were more alike."

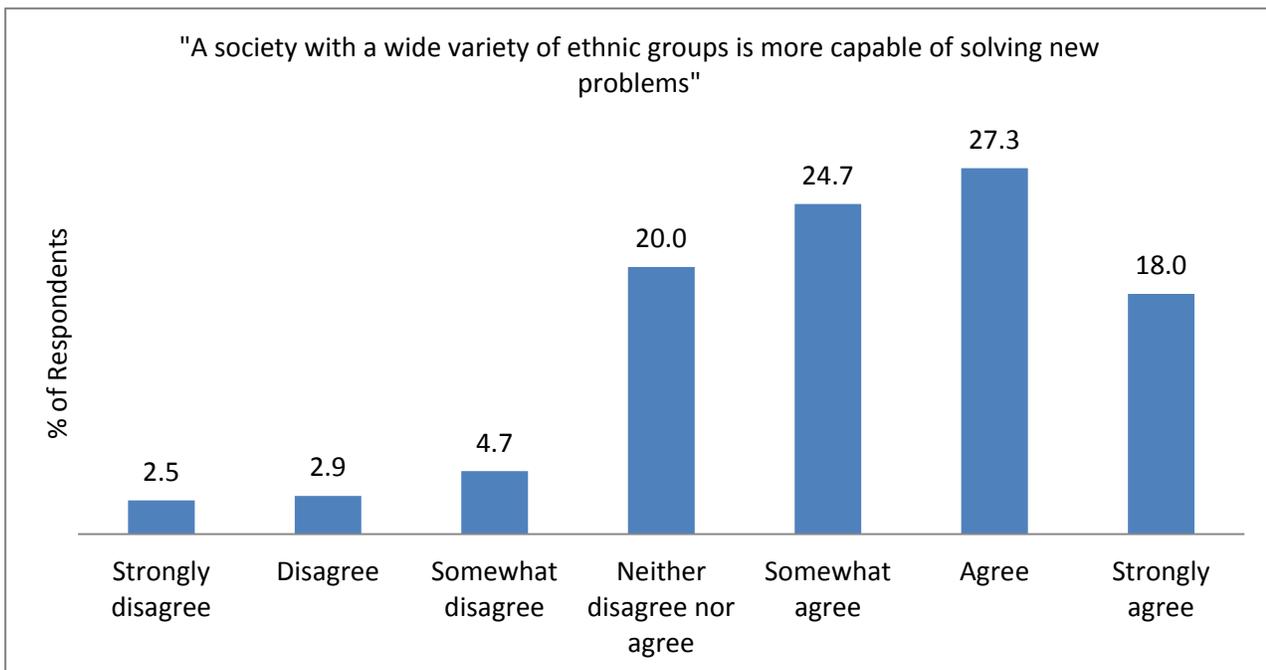


Figure 19. Breakdown of responses to "A society with a wide variety of ethnic groups is more capable of solving new problems."

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