Motivation for Education and Work in Young Muslim Women: The Importance of Value for Ingroup Domains

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Much work has focused on how stereotypes and discrimination negatively affect well-being, motivation, and performance in disadvantaged groups. Relatively little work has identified positive factors that contribute to motivation/performance. We focus on identity-affirmation as a positive force, presenting two studies on the effect of value by others for domains of importance to Muslims on young Muslim women’s perspective on education/work. The results show how respecting identity domains that are central and salient for members of religious/ethnic minority groups maintains motivation in education/work, and secures majority-group identification. Rather than hampering societal integration, the results show that distinctive identities can be harnessed as positive sources.

Respect voor belangrijke identiteitsaspecten helpt Islamitische vrouwen om werkmotivatie te behouden, en versterkt hun identificatie met de meerderheidsgroep.