

Introduction

Multiethnic society → mixed classrooms
Adolescence → Critical time for the development of **ethnic identity** (French et al., 2006)
Negative attitudes towards ethnic minorities → Ethnic Bullying (Elamé, 2013)

The external environment, together with individual characteristics, contributes in large part into acquiring and maintaining negative attitudes towards people with different ethnicity (Bronfenbrenner, 1977)

Aims

- ❖ Improve knowledge on ethnic bullying during adolescence
- ❖ Investigate the role of individual and contextual factors that contribute to the engagement on ethnic bullying

Method

- Multi informant approach: Italian high schoolers (M=15 years) and Teachers
- Self-reported questionnaires
- Three-year Project
- Cross-sectional and Longitudinal designs

Study 1

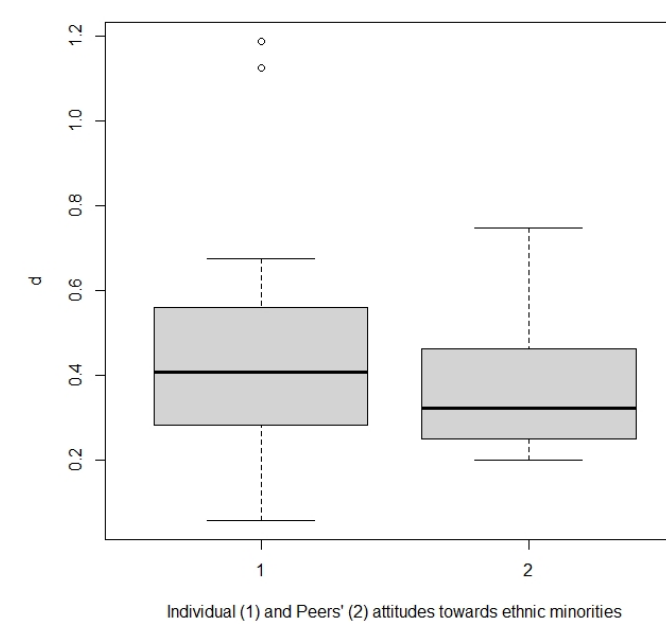
Negative Attitudes towards Ethnic Minorities and Ethnic Bullying: a Systematic Review and Meta-Analysis on Individual and Contextual Influences

1. What do we know about the size and the weight of the association between negative attitudes towards ethnic minorities and ethnic bullying?

2. What level has a major effect on my behaviour? Is it my prejudice or the prejudice from the context?

9 articles included

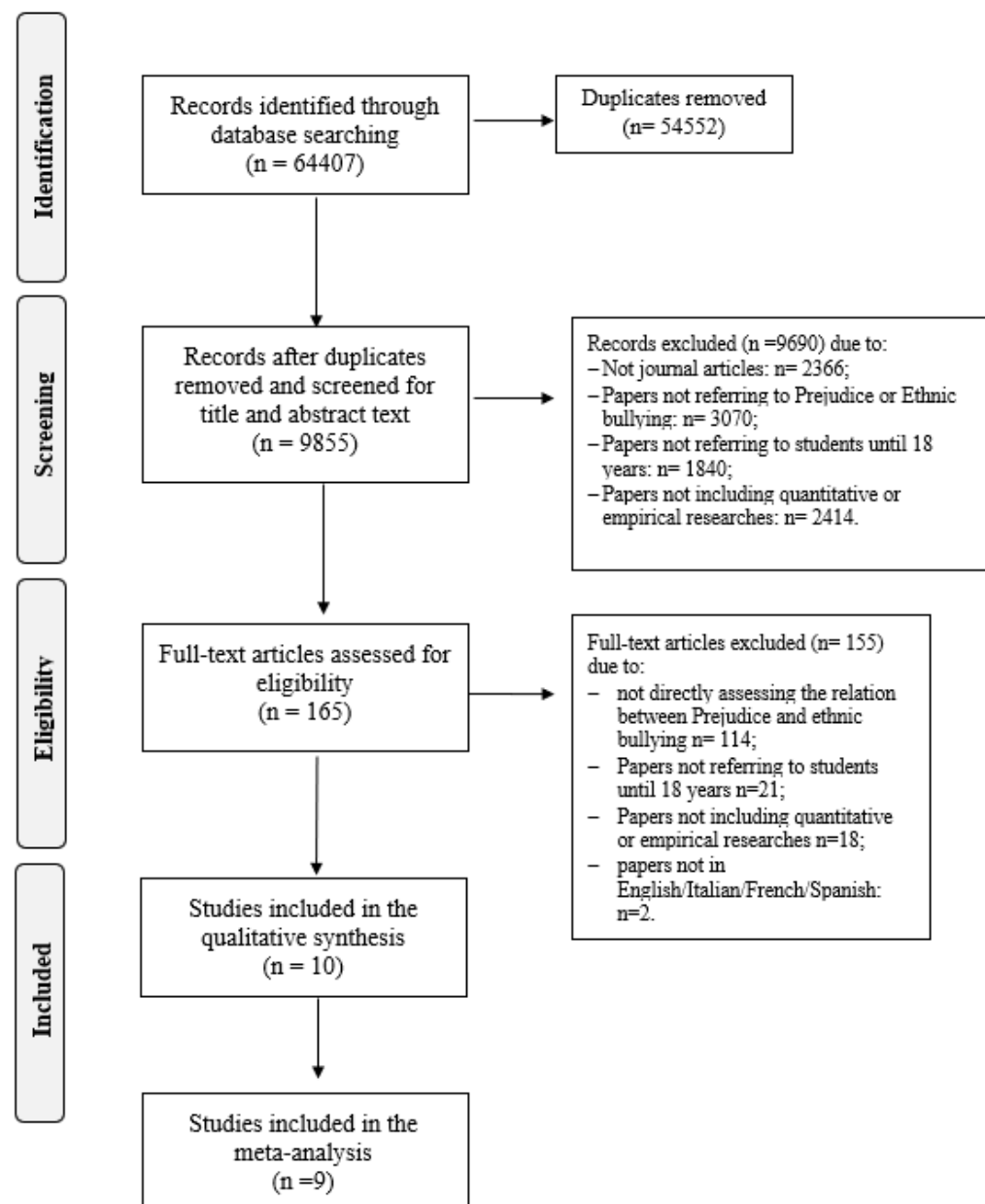
Mean effect-size:
 $d = 0.38$ (95% CI [0.28, 0.48]), $p < .001$



$d = -0.03$ (95% CI [-0.12, 0.06]), $p = 0.54$

Next steps

1. More research needed on the topic
2. Importance to focus on both levels:
 - ✓ Contextual influences → **Study 2**
 - ✓ Individual attitudes towards ethnic minorities → **Study 3**



Study 2

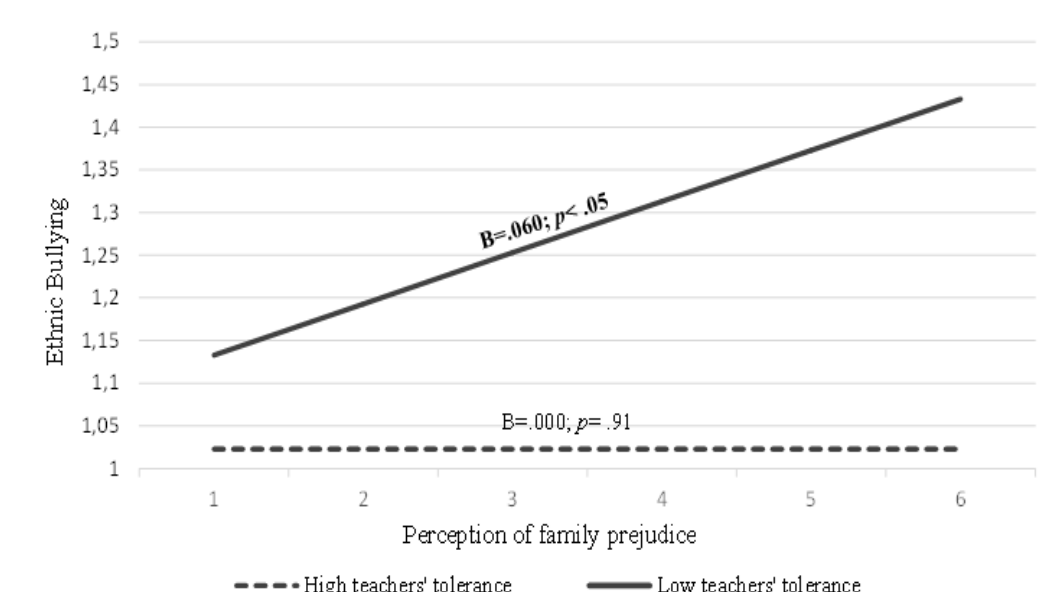
Parental Prejudice and Tolerant Class Context in Ethnic Bullying: the Role of Teachers

Theoretical Background

Young people display behaviours that are in line with the social norms of the context (Perkins & Berkowitz, 1986)

The influence of **parents** → first socialization agents (Aboud & Amato, 2001)

School context → regulatory context that structures relations between youth from different groups (Nipedal et al., 2010)



Multilevel Approach

- INDIVIDUAL LEVEL
 1. Family prejudice and students' ethnic bullying
- CLASSROOM LEVEL
 2. Role of the school context in adolescents' engagement in ethnic bullying
- CROSS-LEVEL INTERACTION
 3. Moderation effect of the classroom context?

Results

- ❖ Classes with low levels of teachers' tolerance → Family prejudice significantly affect ethnic bullying
- ❖ Classes with high levels of teachers' tolerance → Family prejudice is no longer a risk factor for students' engagement in ethnic bullying.

Study 3

Prejudice, Ethnocultural Empathy, and Ethnic Bullying in Adolescence: a 3-waves Longitudinal Study

Theoretical Background

More prejudiced individuals → exhibit **less empathic responses** to the emotive states of outgroup members (Miklikowska, 2017)

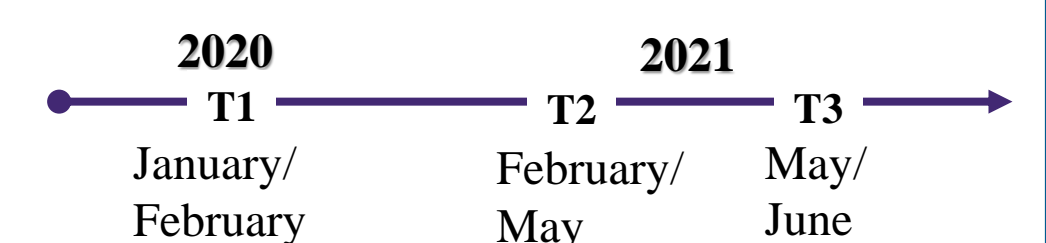
Individuals' lack on empathic concerns → the base for ethnic harassment against them (Özdemir et al., 2020)

Main Aim

Longitudinal Reciprocal Association:
Prejudicial beliefs towards ethnic minorities
Ethnocultural Empathy
Ethnic Bullying

Method

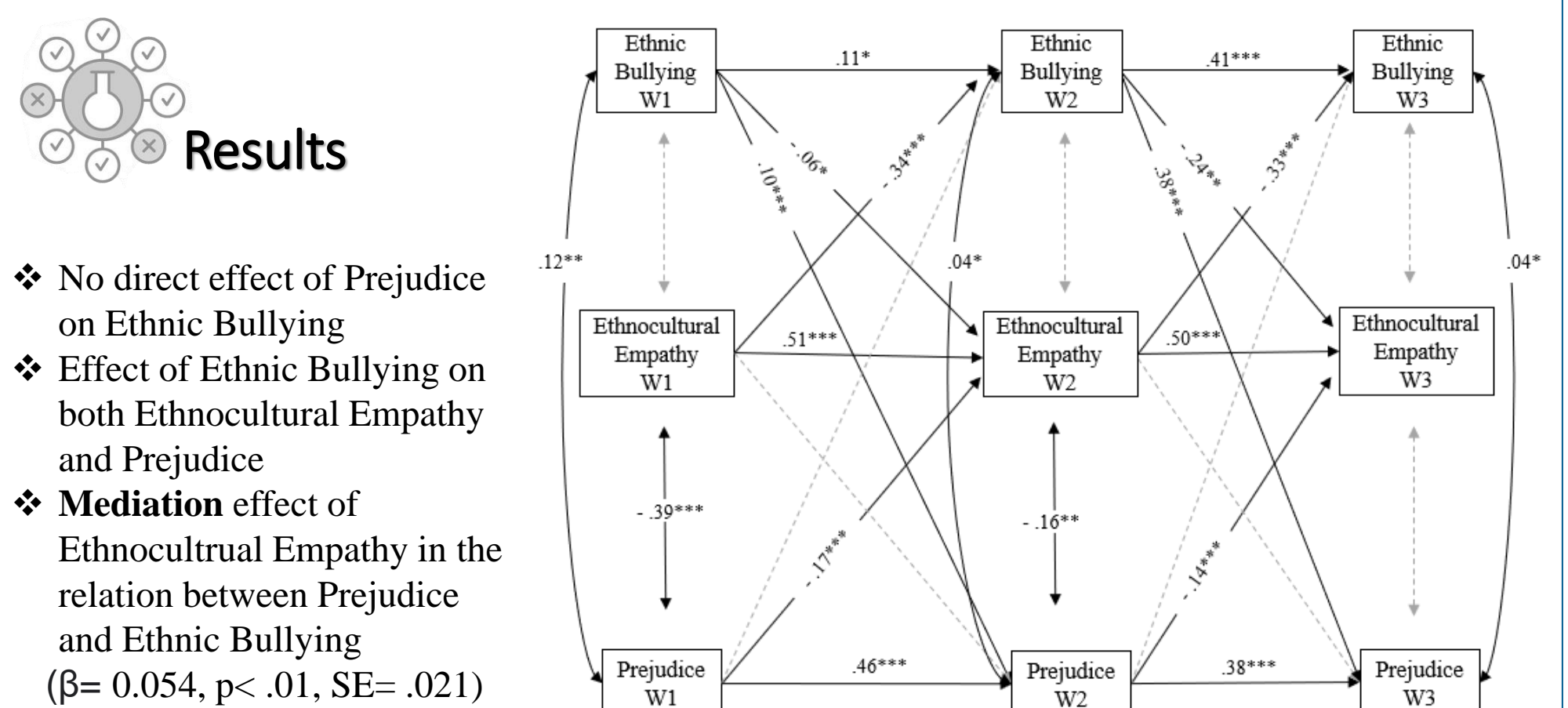
N= 666 Italian Students (Mage = 15.13 yrs
54.8% Males 44.6% Females
10 High Schools from Tuscany
36 classes



Fit Indices of the Final Model

$\chi^2_{(21)} = 42.426$, $p < .01$; CFI = 0.950; RMSEA = 0.039, 90% CI [0.022, 0.056]

Cross-Lagged Panel Model



Results

- ❖ No direct effect of Prejudice on Ethnic Bullying
- ❖ Effect of Ethnic Bullying on both Ethnocultural Empathy and Prejudice
- ❖ **Mediation** effect of Ethnocultural Empathy in the relation between Prejudice and Ethnic Bullying ($\beta = 0.054$, $p < .01$, $SE = .021$)

FINAL DISCUSSIONS

Dissertation's contribution to the literature

- ❖ Increase knowledge on ethnic bullying and its antecedents
- ❖ Analysis from multiple levels
 - 1) **Context**: the role of teachers
 - 2) **Individual**: the role of the empathy towards ethnic minority groups
- ❖ Methodological contribution
 - 1) Longitudinal development trajectories during Adolescence
 - 2) Simultaneous analysis of multiple influences
 - 3) Multi-informant contribution

Limitations

- Different definition of «Ethnicity»
- Possible gender differences
- Covid-19 impact

Future research directions

- Increase research on prejudicial ethnic bullying
- Implementation of prevention projects
 - ✓ Involvement of school components
 - ✓ Reduce xenophobia
 - ✓ Enhance empathic feelings

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