



The associations between prejudice and ethnic bullying behaviour: a systematic review

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BACKGROUND

The ecological theory of Bronfenbrenner (1979), developmental psychology gives priority to the environment, stressing the role of interrelated and nested environmental structures, such as **FAMILY, PEER, SCHOOL** and **SOCIETY**, in affecting the content and structure of development (Bennett & Sani, 2004). Besides, from a social learning perspective, Bandura (1973, 1986) has argued that the external environment contributes in large part to acquiring and maintaining aggression through modelling and social cognitive mechanisms. Despite previous considerations seem to suggest that different systems of prejudice may play important roles on ethnic bullying and victimization, no study to our knowledge has systematically evaluated the association among these variables.

AIMS

The general aim of this study is to examine studies that deal with the **RELATION** between prejudice and both ethnic perpetration and ethnic victimization behaviours. In line with literature findings, and in order to reinforce possible results on risk factors for ethnic bullying and victimization, this review will also aim to take in consideration the **ROLE** of *Parental, Peer, School, Social* and the *Individual* systems of ethnic prejudice, and both ethnic bullying and ethnic victimization.

THE PRESENT STUDY

Since existing literature focuses on the influence and the consequences that different systems of prejudice may bring in terms of behavioural outcomes, the general aim of this study is to address the gap in knowledge on this issue by systematically examine the relationship between ethnic bullying and prejudice, perceived at the Individual, Parental, Peer, School and Societal level of prejudice.

In order to conduct a **systematic review**, we followed the PRISMA guidelines (Moher, Liberati, Tetzlaff, Altman, & PRISMA Group, 2009). The stages are summarized in the flow-chart in **Figure 1**

Keywords:

-Prejudi*, Bias, Stigma*, Stereotyp*
-"Bull*", "Victim*", "Violence", "Harassment",
Discriminat*", "Rejection", "Exclusion"
-"Ethnic*", "Minorit*", "Immigra*", "Rac*"
-"Student*", "Adolescen*", "Youth*", "Child*"

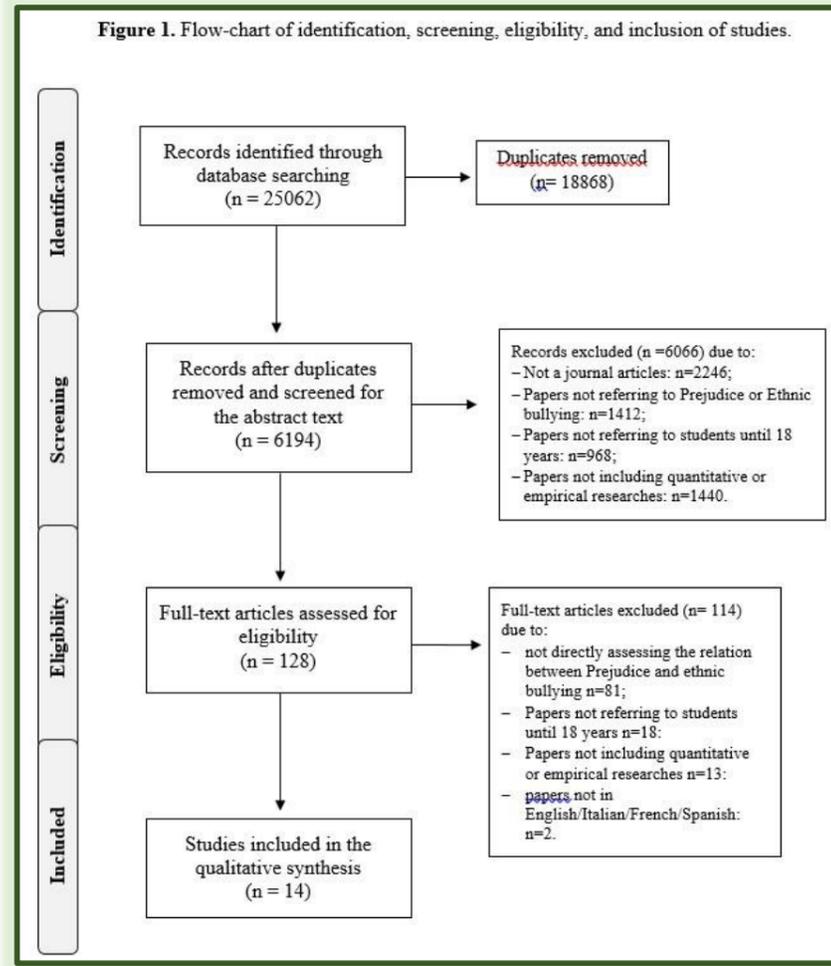
DATABASE

SCOPUS
Web Of Science
ERIC

INCLUSION criteria:

- 1) Empirical and quantitative study; 2) Participants under 18 years old; 3) The study measures are prejudice, ethnic and bullying behavior; 4) Only articles published in scientific journals; and 5) Papers in English, Italian, Spanish and French.

RESULTS



Main results

93.10% Each system of prejudice is significantly related with ethnic forms of perpetrations

- ❖ The most frequent systems of prejudice:
Individual
Peer

42.11% Almost half of the associations between the over reported variable and victimization were non-significant

- ❖ The prevalent system of prejudice
Individual

Looking at the **strength** of the associations between each system of prejudice and ethnic bullying and victimization, it was found that most of correlations are very weak. The strongest ones emerged in the analysis considering the **INDIVIDUAL** system of prejudice, with *r* ranging from .49 to .50

DISCUSSION

This result may be explained in the light of the fact that negative stereotypes concerning ethnic 'others' are widespread and acquired in the early years through socialization processes. Children are susceptible to stereotypes that are stored in their memory from an early age, and if encouraged by contextual factors, they may evolve in prejudicial beliefs and attitudes.

Limits

The major limitation is that the present systematic review included only 14 articles that are hardly representative of every school scenario, since schools differ strongly in how they carry out such multicultural issue, and makes also impossible to analyse any moderators on the association between prejudice and ethnic bullying.

FUTURE RESEARCH

Possible moderating role of belongingness to minority versus majority group. Literature data on this topic is mixed: a recent study has found that minority groups are less inclined than the majority group to convert their negative experiences into negative attitudes toward the majority, because they are more experienced and have developed more skills in coping with negative intergroup experiences than majority group members (Vedder et al., 2017). However, it could also be that minority youths react more strongly to negative intergroup experiences, because they experience them as evidence for the prevailing negative attitude toward ethnic minority groups in Western societies (Kanas, Scheepers, & Sterkens, 2015; Tropp, 2007; Velasco González, Verkuyten, Weesie, & Poppe, 2008).

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