



School and class ethnic composition and bullying: a systematic review

Maria Chiara Basilici, PhD Student

mariachiara.basilici@unifi.it

Introduction

- ❖ In the school context, students belonging to ethnic minority and immigrants are more vulnerable to peer victimization than native young people (Fandrem, Strohmeier & Jonsdottir, 2012);
- ❖ According to the Intergroup Conflict's Theory, the desire to identify with one's own group lead to the development of preferential attitudes towards members of the in-group and discrimination against the out-group (Tajfel & Turner, 1979);
- ❖ Empirical studies evidenced that contact could also have positive effects by reducing prejudices between groups and that ethnic diversity in classroom and school may reduce feelings of victimization (Allport, 1954; Graham, 2006).

Aims

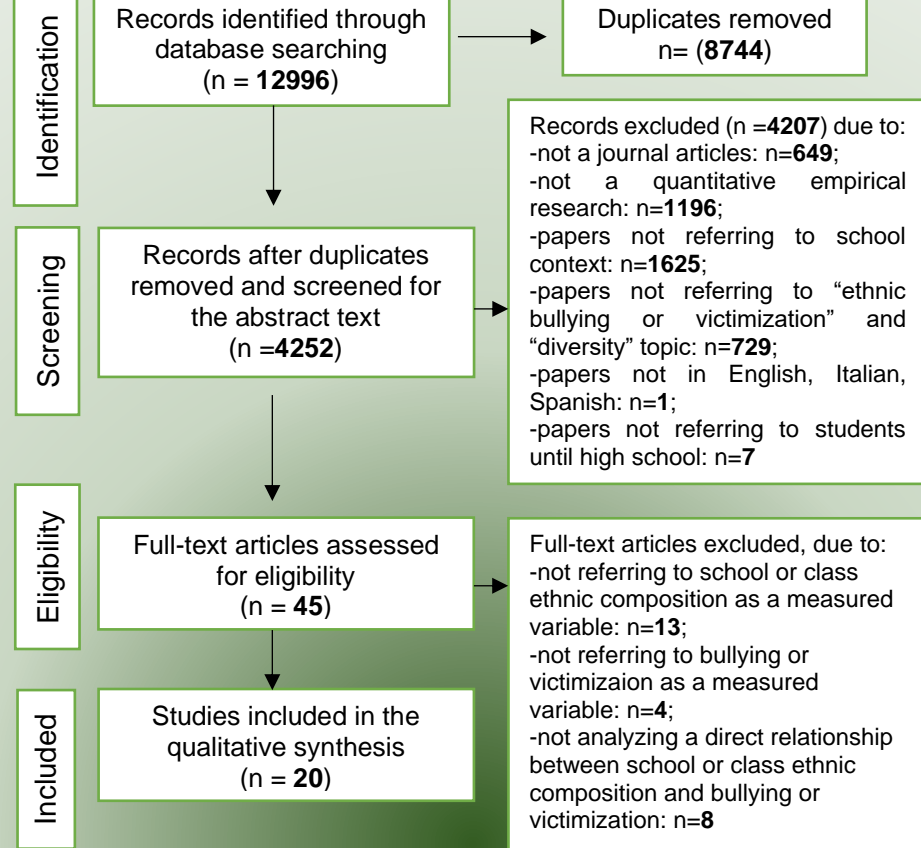
- ✓ **To analyze the relationship between school and class ethnic composition and bullying;**
- ✓ **To investigate the role of possible moderating factors of this association (e.g. area, ethnicity definition, focus level, measure);**

Method

A systematic review was performed following the PRISMA guidelines (Moher, Liberati, Tetzlaff, Altman, & PRISMA Group, 2009).

A systematic literature search on Scopus, Web of Science and Eric databases was conducted in April 2020 by searching the following keywords:

1^ CLUSTER: ETHNIC BACKGROUND	2^ CLUSTER: BULLYING/VIOLENCE AMONG PEERS	3^ CLUSTER: DIVERSITY	4^ CLUSTER: CONTEXT
Ethnic*	Bull*	Composit*	School*
Minorit*	Victim*	Divers*	Class*
Immigra*	Harassment	Variability	
Race*	Violence	Heterogene*	
	Exclusion	Percent*	
	Discriminat*	Proportion*	



Results

Ethnic composition and bullying perpetration:

- ❖ none of articles showed a negative association; 53,85% a no significant one and 46,15% a positive one;
- ❖ overlap of "definition of ethnicity" and the "area" of the study;

Ethnic composition and bullying victimization:

- ❖ only 10% of articles focused on school (vs class) showed a positive association;
- ❖ 44,44% of studies on primary school evidenced a positive association while 50% of studies on secondary school a negative one;

Conclusions

- ✓ **Ethnic composition seems to constitute a risk factor for bullying perpetration and a protective factor for bullying victimization;**
- ✓ **Ethnicity definition ('race' vs 'country') of studies' participants could influence final results about association between ethnic composition and bullying;**
- ✓ **School level: ethnic composition seems to be a risk factor for primary schools and a protective factor for secondary schools from bullying;**

References

- Agirdag, O., Demanet, J., Van Houtte, M., & Van Avermaet, P. (2011). Ethnic school composition and peer victimization: A focus on the interethnic school climate. *International Journal of Intercultural Relations*, 35(4), 465–473. <https://doi.org/10.1016/j.ijintrel.2010.09.009>.
- Allport, G. W. (1954). *The nature of prejudice*. Cambridge, MA: Addison.
- Bellmore, A., Nishina, A., You, J., & Ma, T.-L. (2012). School Context Protective Factors Against Peer Ethnic Discrimination Across the High School Years. *American Journal of Community Psychology*, 49(1–2), 98–111. <https://doi.org/10.1007/s10464-011-9443-0>.
- Cavicchiolo, E., Girelli, L., Leo, I. D., Manganelli, S., Lucidi, F., & Alivernini, F. (2019). The effects of classroom composition and size on bullying and victimization of Italian and immigrant high school students. *Rassegna Di Psicologia*, 36(1), 5–20. <https://doi.org/10.4458/1965-01>.
- Closson, L. M., Darwich, L., Hymel, S., & Waterhouse, T. (2014). Ethnic Discrimination Among Recent Immigrant Adolescents: Variations as a Function of Ethnicity and School Context. *Journal of research on adolescence*, 24(4), 608–614. <https://doi.org/10.1111/jora.12089>.
- Connell, N. M., El Sayed, S., Gonzalez, J. M. R., & Schell-Busey, N. M. (2015). The Intersection of Perceptions and Experiences of Bullying by Race and Ethnicity among Middle School Students in the United States. *Deviant Behavior*, 36(10), 807–822. <https://doi.org/10.1080/01639625.2014.977159>.
- Durkin, K., Hunter, S., Levin, K. A., Bergin, D., Heim, D., & Howe, C. (2012). Discriminatory peer aggression among children as a function of minority status and group proportion in school context. *European Journal of Social Psychology*, 42(2), 243–251. <https://doi.org/10.1002/ejsp.870>.
- Fandrem, H., Strohmeier, D., & Jonsdottir, K. A. (2012). Peer groups and victimisation among native and immigrant adolescents in Norway. *Emotional and behavioural difficulties*, 17(3–4), 273–285. <https://doi.org/10.1080/13632752.2012.704308>.
- Felix, E. D., & You, S. (2011). Peer victimization within the ethnic context of high school. *Journal of community psychology*, 39(7), 860–875. <https://doi.org/10.1002/jcop.20465>.
- Fisher, S., Middleton, K., Ricks, E., Malone, C., Briggs, C., & Barnes, J. (2015). Not Just Black and White: Peer Victimization and the Intersectionality of School Diversity and Race. *Journal of youth and adolescence*, 44(6, SI), 1241–1250. <https://doi.org/10.1007/s10964-014-0243-3>.
- Graham, S. (2006). Peer victimization in school: Exploring the ethnic context. *Current directions in psychological science*, 15(6), 317–321. <https://doi.org/10.1111/j.1467-8721.2006.00460.x>.
- Hoglund, W. L. G., & Hosan, N. E. (2013). The Context of Ethnicity: Peer Victimization and Adjustment Problems in Early Adolescence. *Journal of early adolescence*, 33(5), 585–609. <https://doi.org/10.1177/0272431612451925>.
- Jansen, P. W., Mieloo, C. L., Berkel, A. D., Verlinden, M., van der Ende, J., Stevens, G., Verhulst, F. C., Jansen, W., & Tiemeier, H. (2016). Bullying and Victimization Among Young Elementary School Children: The Role of Child Ethnicity and Ethnic School Composition. *Race and social problems*, 8(4), 271–280. <https://doi.org/10.1007/s12552-016-9182-9>.
- Juvonen, J., Kogachi, K., & Graham, S. (2018). When and How Do Students Benefit From Ethnic Diversity in Middle School? *Child Development*, 89(4), 1268–1282. <https://doi.org/10.1111/cdev.12834>.
- Larochette, A.-C., Murphy, A. N., & Craig, W. M. (2010). Racial Bullying and Victimization in Canadian School-Aged Children: Individual and School Level Effects. *School Psychology International*, 31(4), 389–408. <https://doi.org/10.1177/0143034310377150>.
- Mehari, K. R., & Farrell, A. D. (2015). The Relation Between Peer Victimization and Adolescents' Well-Being: The Moderating Role of Ethnicity Within Context. *Journal of research on adolescence*, 25(1), 118–134. <https://doi.org/10.1111/jora.12095>.
- Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & Prisma Group. (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *PLoS med*, 6(7), e1000097. <https://doi.org/10.1371/journal.pmed.1000097>.
- Plenty, S., & Jonsson, J. O. (2017). Social Exclusion among Peers: The Role of Immigrant Status and Classroom Immigrant Density. *Journal of youth and adolescence*, 46(6, SI), 1275–1288. <https://doi.org/10.1007/s10964-016-0564-5>.
- Stefanek, E., Strohmeier, D., Van De Schoot, R., & Spiel, C. (2011). Bullying and victimization in ethnically diverse schools: Risk and protective factors on the individual and class level. *International Journal of Developmental Sciences*, 5(1–2), 73–84. <https://doi.org/10.3233/DEV-2011-11073>.
- Tolsma, J., van Deurzen, I., Stark, T. H., & Veenstra, R. (2013). Who is bullying whom in ethnically diverse primary schools? Exploring links between bullying, ethnicity, and ethnic diversity in Dutch primary schools. *Social Networks*, 35(1), 51–61. <https://doi.org/10.1016/j.socnet.2012.12.002>.
- Turner, J. C., Brown, R. J., & Tajfel, H. (1979). Social comparison and group interest in ingroup favoritism. *European Journal of Social Psychology*, 9(2), 187–204. <https://doi.org/10.1002/ejsp.2420090207>.
- Verkuyten, M., & Thijs, J. (2002). Racist victimization among children in The Netherlands: The effect of ethnic group and school. *Ethnic and racial studies*, 25(2), 310–331. <https://doi.org/10.1080/01419870120109502>.
- Vervoort, M. H. M., Scholte, R. H. J., & Overbeek, G. (2010). Bullying and Victimization Among Adolescents: The Role of Ethnicity and Ethnic Composition of School Class. *Journal of youth and adolescence*, 39(1), 1–11. <https://doi.org/10.1007/s10964-008-9355-y>.
- Vitoroulis, I., Brittain, H., & Vaillancourt, T. (2016). School ethnic composition and bullying in Canadian schools. *International Journal of Behavioral Development*, 40(5), 431–441. <https://doi.org/10.1177/0165025415603490>.
- Walsh, S. D., De Clercq, B., Molcho, M., Harel-Fisch, Y., Davison, C. M., Madsen, K. R., & Stevens, G. W. J. M. (2016). The Relationship Between Immigrant School Composition, Classmate Support and Involvement in Physical Fighting and Bullying among Adolescent Immigrants and Non-immigrants in 11 Countries. *Journal of Youth and Adolescence*, 45(1), 1–16. <https://doi.org/10.1007/s10964-015-0367-0>.