Ethnic-cultural and sexual minorities and majorities in schools and their involvement in bullying and cyberbullying
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1. INTRODUCTION

ETHNIC-CULTURAL DIVERSITY
- Religion
- Culture
- Architecture
- Art
- Custum
- Languages

Yesterday
Today
Tomorrow
Here and there
SPAIN: 46,438,422
- 4,418,898 foreigners (10.5%)
- Gypsy population around 750,000 (1.5%)
- 12% Ethnic-cultural minorities

ANDALUSIA: 8,399,043
- 636,205 foreigners (7.6%)
- Gypsy population around 270,000 (3.2%)
- 10.8% Ethnic-cultural minorities
BACKGROUND
2. BACKGROUND

SCHOOLS

Bullying
Cyberbullying

Cultural-ethnic diversity

Inconclusive results
AIMS

1. Describe ethnic-cultural diversity in Compulsory Secondary Education in Andalusia (Spain)

2. Analyse the involvement in bullying and cyberbullying of students, from majority and ethnic-cultural minorities
METHODOLOGY
**METHODOLOGY (I)**

### Design and Procedure

- Ex post facto transversal and descriptive study
- Conducted with a survey with a randomly selected representative sample
- Collaboration from schools
- Voluntary and anonymous questionnaire. Collected by the researchers 2015

### Instruments

- **SOCIODEMOGRAPHIC VARIABLES**: gender, age, grade and ethnic-cultural group (an open question on the nationality of the student, country of origin of their mothers and fathers)
- **EUROPEAN BULLYING INTERVENTION PROJECT QUESTIONNAIRE**
- **EUROPEAN CYBERBULLYING INTERVENTION PROJECT QUESTIONNAIRE**
**METHODOLOGY (II)**

**POPULATION:**
372,031 Compulsory secondary education students

Multi-stage stratified random sampling.
95% reliability
2.1% sampling error.

- All of the 8 provinces
- Public and private schools
- Small, medium and big towns

**SAMPLE:**
2139 students

- 542 in 1st (25.3%)
- 555 in 2nd (25.9%)
- 529 in 3rd (24.7%)
- 508 in 4th (23.7%)

50.9% girls,
M = 13.79 years old (SD = 1.40)
RESULTS
Majority and minorities groups

Involvement in bullying and cyberbullying
## Majority and minorites groups in Compulsory Secondary Education

<table>
<thead>
<tr>
<th>Ethnic-cultural groups</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority</td>
<td>1,636</td>
<td>76,5%</td>
</tr>
<tr>
<td>1st generation immigrants</td>
<td>136</td>
<td>6,4%</td>
</tr>
<tr>
<td>2nd generation immigrants</td>
<td>178</td>
<td>8,3%</td>
</tr>
<tr>
<td>Gypsies</td>
<td>101</td>
<td>4,7%</td>
</tr>
<tr>
<td>NS/NC</td>
<td>88</td>
<td>4,1%</td>
</tr>
</tbody>
</table>
## Majority and Minorities Groups in Compulsory Secondary Education

<table>
<thead>
<tr>
<th>Sexual orientation groups</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>2021</td>
<td>94.5%</td>
</tr>
<tr>
<td>Homosexual</td>
<td>26</td>
<td>1.2%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>22</td>
<td>1.0%</td>
</tr>
<tr>
<td>Transsexual</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>With doubts</td>
<td>35</td>
<td>1.6%</td>
</tr>
</tbody>
</table>
### Involvement in bullying and cyberbullying of majority and minorities groups

<table>
<thead>
<tr>
<th></th>
<th>Majority n = 1555</th>
<th>1st generation immigrants n = 126</th>
<th>2nd generation immigrants n = 167</th>
<th>Gypsies n = 96</th>
<th>Sexual minority n = 59</th>
<th>Double minority n = 24</th>
<th>Total n = 2027</th>
<th>F(5, 143)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying victimization</td>
<td>4.11 (5.04)</td>
<td>4.93 (6.29)</td>
<td>4.55 (5.50)</td>
<td>4.04 (4.77)</td>
<td>6.51 (6.21)</td>
<td>7.88 (7.09)</td>
<td>4.31 (5.25)</td>
<td>3.43**</td>
</tr>
<tr>
<td>Bullying perpetration</td>
<td>2.25 (3.52)</td>
<td>2.37 (3.52)</td>
<td>2.65 (3.64)</td>
<td>3.40 (4.44)</td>
<td>2.71 (4.07)</td>
<td>4.13 (6.19)</td>
<td>2.38 (3.64)</td>
<td>2.02</td>
</tr>
<tr>
<td>Cyberbullying victimization</td>
<td>2.78 (4.59)</td>
<td>3.05 (4.49)</td>
<td>2.67 (4.91)</td>
<td>4.03 (5.96)</td>
<td>5.05 (7.73)</td>
<td>5.88 (7.15)</td>
<td>2.96 (4.87)</td>
<td>2.62*</td>
</tr>
<tr>
<td>Cyberbullying perpetration</td>
<td>1.60 (3.68)</td>
<td>2.02 (3.99)</td>
<td>1.55 (2.96)</td>
<td>1.94 (3.91)</td>
<td>3.12 (6.74)</td>
<td>3.75 (6.17)</td>
<td>1.71 (3.83)</td>
<td>2.48</td>
</tr>
</tbody>
</table>

*p < 0.05, **p < 0.01.

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**MINORITIES ARE MORE VULNERABLE**

Llorent, Zych & Ortega-Rulz, 2016
Independent predictors of bullying and cyberbullying

**Gypsy minority**
- Bullying perpetration $\beta=0.05^*$
- Cyberbullying victimization $\beta=0.05^*$

**Sexual minority**
- Bullying victimization $\beta=0.08^*$
- Cyberbullying victimization and perpetration $\beta=0.07^*$

**Double minority**
- Bullying victimization $\beta=0.08^*$
- Cyberbullying perpetration $\beta=0.05^*$
- Cyberbullying perpetration $\beta=0.06^*$

Significant but low percentage of variance explained after controlling for gender, grade and location size
5 CONCLUSION AND IMPLICATIONS
<table>
<thead>
<tr>
<th>Conclusion 1</th>
<th>Schools show wide ethnic-cultural diversity (types and number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusion 2</td>
<td>Bullying and cyberbullying are present in schools</td>
</tr>
<tr>
<td>Conclusion 3</td>
<td>Minorities are more vulnerable than the majority to be involved in bullying and cyberbullying</td>
</tr>
<tr>
<td>IMPLICATION 1</td>
<td>Increase research, improve educational policy and practice</td>
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<tr>
<td>IMPLICATION 2</td>
<td>Increase and improve teacher training about school diversity, bullying and cyberbullying</td>
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**RESEARCH GATE - Vicente J. Llorent**

vjlllorent@uco.es

MERCI BEAUCOUP

Muchas gracias
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