



DEPARTMENT OF PSYCHOLOGY

INTER ETHNIC BULLYING BETWEEN ADOLESCENTS: A LONGITUDINAL
EXAMINATION OF THE ROLE OF SOCIAL PSYCHOLOGICAL PROCESSES

DOCTOR OF PHILOSOPHY DISSERTATION

VASILIKI TSOLIA

2019



University
of Cyprus

DEPARTMENT OF PSYCHOLOGY

INTER ETHNIC BULLYING BETWEEN ADOLESCENTS: A LONGITUDINAL
EXAMINATION OF THE ROLE OF SOCIAL PSYCHOLOGICAL PROCESSES

VASILIKI TSOLIA

A dissertation submitted to the University of Cyprus in partial fulfillment of the requirements for
the degree of Doctor of Philosophy

January, 2019

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VALIDATION PAGE

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Dissertation Title: Inter-ethnic Bullying between Adolescents: A Longitudinal Examination of the Role of Social Psychological Processes

The present Doctoral Dissertation was submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at the Department of Psychology and was approved on the 5th of December 2018 by the members of the Examination Committee.

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The present doctoral dissertation was submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy of the University of Cyprus. It is a product of original work of my own, unless otherwise mentioned through references, notes, or any other statements.

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ΠΕΡΙΛΗΨΗ

Η παρούσα διδακτορική διατριβή αφορά τις στάσεις των Ελληνοκυπρίων μαθητών απέναντι στα παιδιά με μεταναστευτική βιογραφία και το αντίθετο, όσον αφορά το φαινόμενο του διεθνικού εκφοβισμού. Ο στόχος της διατριβής αυτής είναι η διερεύνηση των κοινωνιοψυχολογικών διαδικασιών οι οποίες εμπλέκονται κατά το διεθνικό εκφοβισμό – όπου το άτομο εκφοβίζεται λόγω της εθνικότητας του-. Συγκεκριμένα, η ταύτιση με την εθνική ταυτότητα της ομάδας, ο ρόλος των κοινωνικών νορμών (της οικογένειας και τους σχολείου) και της διομαδικής επαφής, θα διερευνηθούν σε σχέση με το διεθνικό εκφοβισμό. Επιπρόσθετα, θα μελετηθεί ο διαμεσολαβητικός ρόλος της απειλής (ρεαλιστική και συμβολική), του διομαδικού άγχους και των στερεοτύπων. Επιπλέον θα διερευνηθεί ο ρόλος επιπρόσθετων κοινωνιοψυχολογικών παραγόντων και παραγόντων πλαισίου, πέραν της προκατάληψης και των χαρακτηριστικών προσωπικότητας (ψυχοπαθητικά χαρακτηριστικά, ο ναρκισσισμός και η παρορμητικότητα). Για παράδειγμα θα μελετηθούν τα χαρακτηριστικά του σχολείου (π.χ. το σχολικό κλίμα), τα δημογραφικά χαρακτηριστικά των Ελληνοκυπρίων (π.χ. φύλο, οικονομικό στάτους) και των μεταναστών (π.χ. εθνικότητα, τόπος γέννησης) και ο βαθμός επιπολιτισμού των μεταναστών (π.χ γνώση της γλώσσας, διομαδικές φιλίες) σε σχέση με το διεθνικό εκφοβισμό.

Η παρούσα διατριβή αφορά μακροχρόνια έρευνα δύο χρονικών φάσεων. Οι συμμετέχοντες συμπλήρωσαν δύο πανομοιότυπα ερωτηματολόγια αυτό-αναφοράς σε χρονικό διάστημα 6 μηνών. Το τελικό δείγμα αποτελούνταν από 855 μαθητές (679 Ελληνοκυπρίους, αγόρια ($N=292$), κορίτσια ($N=387$), μέσο όρος ηλικίας 14.5- και 176 παιδιά μεταναστών, αγόρια ($N=81$), κορίτσια ($N=95$), μέσος όρος ηλικίας 15). Τα αποτελέσματα καταδεικνύουν την ύπαρξη διεθνικού εκφοβισμού στα Ελληνοκυπριακά σχολεία και τη στοχοποίηση

συγκεκριμένων μαθητών από συγκεκριμένες μειονοτικές ομάδες. Τα ευρήματα υποστηρίζουν τη θετική επίδραση της διομαδικής επαφής στις διομαδικές σχέσεις και στην πρόληψη του διεθνικού εκφοβισμού. Η δημιουργία διομαδικών φιλιών σε αλληλεπίδραση με τις θετικές νόρμες της οικογένειας όσον αφορά τη μετανάστευση και τις θετικές νόρμες του σχολείου, μπορούν να μειώσουν τις απειλές, τα στερεότυπα και το διομαδικό άγχος ανάμεσα στους μαθητές, ακόμα και στους πιο εθνοκεντρικούς μαθητές, και κατά συνέπεια να μειώσουν το διεθνικό εκφοβισμό. Από την άλλη ο βαθμός ενσωμάτωσης των μεταναστών στην Ελληνοκυπριακή κουλτούρα (γνώση Ελληνικής γλώσσας και φιλίες) μπορούν να λειτουργήσουν ως προστατευτικοί παράγοντες της διεθνικής θυματοποίησης και εκφοβισμού. Βασισμένοι στα αποτελέσματα της διατριβής προτείνονται δύο μοντέλα σε σχέση με το διεθνικό εκφοβισμό συνδυάζοντας κοινωνιοψυχολογικούς παράγοντες, δημογραφικά στοιχεία και χαρακτηριστικά προσωπικότητας. Τα αποτελέσματα συζητούνται σε σχέση με το κοινωνικό-πολιτισμικό πλαίσιο της Κύπρου.

Η συμβολή της παρούσας διατριβής έγκειται στη διομαδική διερεύνηση του φαινομένου του σχολικού εκφοβισμού, ένα φαινόμενο που παραδοσιακά μελετάται σε σχέση με τα ατομικά χαρακτηριστικά. Η έρευνα μετακινείται από τα ατομικά χαρακτηριστικά στους κοινωνικούς ψυχολογικούς μηχανισμούς και τις διομαδικές διαδικασίες. Η παρούσα μελέτη είναι μεγάλης σημασίας καθώς εστιάζει στην αυξανόμενη ανάγκη για στοχευόμενες εκπαιδευτικές, προληπτικές και παρεμβατικές δράσεις στο Ελληνοκυπριακό εκπαιδευτικό σύστημα.

Λέξεις Κλειδιά: Διεθνικό Εκφοβισμός, Νόρμες, Διομαδική Επαφή, Ταυτότητα, Απειλές, Επιπολιτισμός.

ABSTRACT

The thesis concerned the attitudes of Greek Cypriot adolescent students toward immigrant students and vice versa, in relation to the phenomenon of interethnic bullying. The aim of the current thesis was the investigation of social psychological processes involved in inter ethnic bullying – bullying linked to discrimination on the basis of ethnic origin. Specifically, national identity of the group, the role of social norms (family and school) and intergroup contact was investigated in relation to Inter Ethnic Bullying. Additionally, the mediating role of threat (realistic, symbolic) intergroup anxiety and stereotypes on prejudice (negative attitudes) was studied. The role of other social psychological and contextual factors, beyond prejudice that relate to inter-ethnic bullying was studied over and above well-established predictors of bullying like individual traits; callous unemotional traits, narcissism and impulsivity. For example school characteristics (e.g. inter-ethnic climate), demographic characteristics of Greek Cypriots (e.g. gender and financial status) and immigrants (e.g. ethnicity, place of birth) and the degree of acculturation (e.g. language knowledge, intergroup friendships) was explored as to how they relate with the phenomenon.

The present thesis reports a cross-lagged analysis of a two-wave longitudinal study. Participants completed two identical self-report questionnaires six months apart. The final sample consisted of 855 students matched across both times of measurement (679 Greek Cypriots -males ($N=292$), females ($N=387$), mean age 14.5 years- and 176 Immigrant students, males ($N=81$), females ($N=95$), mean age 15 years). Results revealed the existence of inter ethnic bullying in Greek Cypriot schools and the victimization of immigrant students to a greater extent. Results also revealed the targeting of victims with specific characteristics from specific groups. In general, the findings disclosed the positive impacts of contact on

intergroup relations and inter ethnic bullying. The development of friendships in interaction with positive family and school norms can reduce threat and anxiety feelings even among the most prejudiced and ethnocentric Greek Cypriot adolescents and consequently hamper inter ethnic bullying. On the other hand immigrants acculturation degree to Greek Cypriot culture (Greek Language Knowledge and Friendships with Greek Cypriots) functioned as a protective factor for inter ethnic victimization and bullying. Based on our results two models are suggested in relation to ethnic bullying and victimization, combining social psychological factors, demographics and personality traits. The findings were discussed in relation to the particular socio-cultural context of Cyprus.

The contribution of this thesis lies on the intergroup investigation of the phenomenon of school bullying between groups, a phenomenon that traditionally is related to individual characteristics. The study moves from individual's characteristics to social psychological mechanisms, relative to intergroup relations. The present study is of great importance as it focuses on the growing need for targeted educational, preventive and remedial action in the Greek Cypriot educational system.

Keywords: Inter Ethnic Bullying, Norms, Outgroup Contact, Identification, Threat, Acculturation.

ACKNOWLEDGMENTS

First, I would like to express my special thanks and sincere gratitude to my supervisor, Dr Charis Psaltis, for agreeing to bring this project to life, for his scientific guidance and continuous support. His guidance helped me in all the time of research and writing of this thesis.

I would also like to acknowledge my committee members during proposal presentation, Dr Kostas Fanti and Dr Eirini Kadianaki. Dr Fanti with his expertise in bullying victimization research and Dr Kadianaki with her expertise in qualitative research and immigration provided me with useful feedback during my research proposal and guided me when I need it. Thank you for your time and suggestions. Also, I would like to thank Dr Stavroula Philippou and Dr Marios Vryonides for accepting to participate in my examination committee. It is my honor.

Last, I would like to thank everyone who contributed to the data collection procedure; either students by taking part in my study or schools that accepted to participate.

DEDICATION

I would like to express my warmest gratitude towards my loving family for their endless and multi-faceted support, all these years. To my dearest dad, Yiannis, thank you for always being my mentor and for supporting me in every step. To my dearest mom, Andri, thank you for everything that you did and do for me. To my dearest sibling, Paris, thank you for always being my “ally”. Last but not least, my dearest husband, Stelios, who has always been by my side, no matter what. Thank you for your constant patience, understanding, and encouragement.

My beloved ones, your precious help has proven invaluable in this process and so, I dedicate this to you.

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VASILIKI TSOLIA

INTRODUCTION

“My classmates are not very good guys. We had a Syrian girl just arrived in our class, they were mocking her every day, they were saying that she stinks and kept asking her why she came to Cyprus. The girl opened up to us, she said that she lost her house and cried. My classmates answered loudly in-front of the class and the teacher that they don’t care, in the worst way. She left our class a week later” Rafael, High School 15

The above incident is described in the present study by a Greek Cypriot student and concerns an example of ethnic victimization in the school context. The current study concerns the investigation of inter ethnic bullying from an intergroup relations perspective, where individuals are victimized due to their membership in an ethnic group (Elamé, 2013). Inter ethnic bullying appears to be an intergroup phenomenon (Tolsma, van Deurzen & Veenstra, 2013) and needs to be viewed as an extreme form of discriminatory act under the light of intergroup processes (Palmer & Abbott, 2018; Vervoort, Scholte, & Overbeek, 2010) and an expression of prejudice. Prejudice (Anthony & Williams, 2013; Elamé, 2013; Peguero, Killen, Killen & Rutland, 2011) and negative stereotypes, threats (Killen, Mulvey & Hitti, 2012), group norms (Elamé, 2013; Ojala & Nesdale, 2004), group identity (Killen & Rutland, 2011; Ojala & Nesdale, 2004), indigenous demographics –e.g. financial status- (Berry & Tischler, 1978), immigrants demographics –e.g. years of residence, language conquest, ethnicity- (Goldlust & Richmond, 1974) and context factors (e.g. classroom ethnic composition) (Vitoroulis, Brittain, & Vaillancourt, 2015) are dimensions that must be taken into account when intergroup relations are studied. Additionally those dimensions were expected to be related to inter ethnic bullying, as inter ethnic bullying is considered an intergroup phenomenon.

The research scope was to study the attitudes of Greek Cypriot adolescent students toward immigrant students, and vice versa. Intergroup relations research has been largely concerned with studying only dominant groups. In ethnic stereotype research there is a tradition of examining dominant groups’ views of others (heterostereotypes). Also, as Berry (2001) stated immigrant group characteristics are less often studied in intergroup relations research than characteristics of the perceiver, may be due to the wish to avoid “blaming the victim”. He added that social psychologists should not be shy about accepting the existence of differences and asking whether these differences can be attributed to intergroup relations. Andreoulli and Kadianaki (2018) stressed the value of studying multiple perspectives such as

the diverse perspectives of the different actors involved in processes of immigration including migrants themselves, in relation to the issue of immigration for producing a definitive consensual understanding (Kadianaki & Andreoulli, 2018).

Few studies however, have examined the heterostereotypes held by the numerous non dominant groups in a reciprocal way. To the best of our knowledge, there are few studies that have examined peer victimization among immigrants in Cyprus, the study of Vryonides' (2014) and Elamès' (2013). In our view, it was crucial to study both dominant and non dominant perspectives. Such an examination would be highly relevant, given the significant proportion of foreign-born individuals in Cyprus. According to Statistical Service Cyprus (2015), 20.3% of the total population (856.960) consists of immigrants (62,4% of them are Europeans), and 13.48 % of secondary school population consists of foreign students (2017).

The purpose of this investigation was two-fold. The first was to look at the differential demographic distribution of perceived victimization to determine whether particular subgroups are more likely to report victimization (general and ethnic) than others. The immigrants sample consists of adolescents from various ethnic groups who might be expected to experience victimization on the basis of their distinctiveness from the mainstream culture. This study also contributed to a comprehensive understanding of the role that immigrant background plays in social exclusion among peers during adolescence.

Due to the small and diverse immigrant sample of the research, participants are grouped in Europeans and non Europeans. Non Europeans consist of Arabs from Iraq, Iran, Egypt, Syria, Palestine, Yemeni and Libya. Events of September 11th, 2001, and other terrorist acts in Europe recently –attacks in France, Germany and Spain, 2016 – 2017- led to a sharp increase in prejudice and discrimination toward them. The fear, hatred of, or prejudice against, the Islamic religion generally is known as Islamophobia (Wike, Stokes & Simmons, 2016). In the Greek Cypriot context there is an Islamophobic discourse and being a Muslim was considered negative and an identity that is expected to carry negative traits (Avraamidou, Kadianaki, Ioannou & Panagiotou, 2017).

Although Arabs are a diverse group with a tremendous amount of within-group variability (e.g., based on SES, level of acculturation, educational level, religion, country of origin, etc.), there are some common cultural characteristics. The central role of family, the significant role of religion and the immigration experience, modesty, disapproval of Western standards of dating, and fasting are some cultural characteristics they often share. However,

Muslims espouse more traditions that appear to conflict with mainstream Western culture. For example, gender integration is not common in Islam (Awad, 2010). Cyprus always came in close contact with citizens of Arab countries, especially Syria, Lebanon, Palestine and Egypt that are geographically very close to Cyprus.

Understanding children's perceptions of victimization is important for practical reasons. Perceiving oneself to be the target of discrimination is likely to affect individuals' identity formation, peer relations, academic achievement, and mental and physical well-being. Additionally, understanding children's perceptions of discrimination can inform interventions aimed at helping children recognize and combat discrimination (Brown & Bigler, 2005). Recent reviews have called for more studies on discriminative, or so-called prejudice-related bullying (Juvonen & Graham, 2014) or inter ethnic bullying (Elamè, 2013). Because of the lack of research on ethnic bullying and ethnic victimization across immigrants, the literature review concerning immigrant students was mainly based on perceived discrimination.

The general contribution of the research lies on the development of a social psychological model trying to explain inter ethnic bullying above and beyond personality traits, while there is a bibliographic need for studies that relate inter ethnic bullying to intergroup relations. No other research has investigated longitudinally to a great extent the social psychological processes that predict, moderate or mediate inter ethnic bullying among both dominant and non dominant groups with the complementary use of qualitative methodology. A contribution of the present research was the empirical distinction of inter ethnic bullying and general bullying by using two different materials and relating them with relevant constructs. Another contribution was the extension of interventions concerning bullying, in line with social psychological factors and practical implications for educational policies in Cyprus. In conclusion, this thesis attempted the integration of personality psychology with intergroup relations theories from a social psychological perspective, for a better understanding of the phenomenon of inter ethnic bullying and victimization.

Further, gaps in bibliography that have been tried to be fulfilled is the use of longitudinal data, the consideration of different ethnic groups (ethnic hierarchies), the distinction between self-report and peer-report bullying and victimization, the association of prejudice (threats and negative stereotypes) with personal traits, and the examination of bullying, victimization and heterostereotypes among minority children.

Literature review begins with a brief introduction of the current sociopolitical situation and history context of Cyprus, an analysis of inter ethnic bullying and theoretical background which frames and supports the research hypotheses. Results and conclusions follow. The current research concluded with research limitations, the importance of the study and implications for education policy.

Chapter 1: Cyprus sociopolitical and history context

The first chapter discusses the Cyprus context. Any hypothesis cannot be examined out of the sociopolitical conditions and historical context that it takes place. Net migration flows have increased dramatically over the past three decades, both internationally but more importantly in Cyprus. The increasing mobility of immigrants and political refugees influenced the composition of the island, as well as the population in schools. However, Greek Cypriot schools and society are required to adapt in an inter-ethnic environment in a difficult period after the financial crisis of 2010. On the other hand education appears weak to face the multicultural challenges, whereas in schools dominates an ethnocentric culture and national ethos. Additionally, for a better understanding of intergroup relations in Cyprus and the research below, a brief reference to the Cyprus issue was also necessary. Thereafter, we describe the historical background and the specific conditions of interethnic relations and contact in Cyprus.

Chapter 2: General Bullying and Inter-Ethnic Bullying in Schools

The second chapter presents research on school bullying. The overall framework within which this study operates, begins with the initial formal definition of the term as provided by the Norwegian Dan Olweus in 1931, known as the “founding father” of bullying research. The recent studies on the problem in Europe and Cyprus, the frequency of bullying, gender differences, and characteristics of the typical bully and victim are all considered.

This was followed by an initial consideration of the subject that is the focus of this thesis, that of inter-ethnic bullying. An integrated definition is proposed by Elamè (2013) regarding discriminatory bullying or bullying based on discrimination. Next we proposed the investigation of school bullying in relation to social – psychological and contextual factors. The research field of school bullying is very popular, though it is uncommonly studied in line with intergroup relations. Many researchers (Killen & Rutland, 2011; Tolsma, van Deurzen &

Veenstra, 2013; Vervoort, Scholte, & Overbeek, 2010; Ginin, 2007; Ojala & Nesdale 2004) point to the reduced empirical studies focusing on social psychological processes that guide bullying between groups. The final part of this section describes school policies on bullying and the racist incidents in Cyprus schools.

Chapter 3: Intergroup Theories of Prejudice and Discrimination

The third chapter discusses the mainstream social psychological theories considered significant in understanding the processes involved in intergroup relations, intergroup conflict, discrimination and prejudice. Empirical research is presented regarding intergroup theories in relation to prejudice and bullying. A wide range of research has suggested the significant role of group norms, national identity, threats and contact on prejudice and discrimination behavior. Little or no empirical research has examined the phenomenon of inter-ethnic bullying in relation to the above theories. Additionally the use of longitudinal design is explained. It would be possible for researchers to learn more about cause and effect relationships and make connections in a clearer manner, answering the question “Prejudice to bullying or bullying to prejudice? One aim of this thesis was to examine longitudinally the direction between norms/contact and inter-ethnic bullying.

Chapter 4: Immigrants Characteristics and Acculturation

Chapter four discusses immigrants characteristics and especially acculturation significance, as integration has been found vital for protecting minority groups from social marginalization and for promoting social cohesion (Pettigrew & Tropp, 2008). In this section, the involvement of other social psychological factors in intergroup relations are described, beyond the dominant’s group prejudice. The degree to which immigrants are integrated in the host society and immigrants’ willingness to adopt part of the culture and habits of the host society, cultural maintenance and marginalization, intercultural contact and cross-group friendships, demographic factors such as years of residence, place of birth, ethnicity, financial status, acquisition of the local language and willingness to use it, are factors that have been found to affect the interaction with indigenous people and subsequently improve inter-group relations (Smither & Rodriguez-Giegling, 1982). In the present thesis these factors were examined in relation to inter-ethnic bullying or victimization. Chapter four ends with the purposes and hypotheses examined in current thesis.

Chapter 5: Methods

This section describes the methodology of the current thesis. Pilot study, procedures and main longitudinal design are presented analytically. Demographics of participants both Greek Cypriots and immigrants are described. Materials based on previous research are outlined in great detail. Also factors extracted, scales created and their reliability values are also presented in this chapter. Two questionnaires with similar questions were created, one for Greek Cypriots and one for immigrants.

Chapter 6: The Results

This chapter presents the analytic strategy followed to answer the main questions and the relevant findings. Our analytic strategy was first to conduct some preliminary analyses screening the data, checking for selective attrition, then offering a description of our sample, computing correlations, and then conducting main analysis for the examination of the hypotheses. The seven research hypotheses that this thesis attempted to examine were: 1) Immigrant students will report more general and ethnic victimization than Greek Cypriots, 2) Inter ethnic bullying will have a stronger relationship with social - psychological processes than personal traits, and general bullying will have a stronger relationship with personal traits than social psychological processes, among Greek Cypriots and immigrants, 3) Social psychological processes will predict inter ethnic bullying over and above individual characteristics (narcissism, impulsivity and callous-unemotional traits), 4) Social norms and intergroup contact at Time 1 will predict inter ethnic bullying at Time 2, among Greek Cypriots, 5) Social norms and contact can lead to inter ethnic bullying, through threats and negative attitudes (5a) gender mediated moderation) 6) in participants highly attached to ethnic identity among Greek Cypriots, 7) Acculturation degree, concentration of natives in classroom, ethnocentrism and violence climate at T1 will predict inter ethnic bullying at T2, among immigrants. Acculturation degree, violence climate, family norms, ethnocentrism, religion, and place of birth at T1 will predict inter ethnic victimization at T2 among immigrants. The findings suggest that immigrant students get involved in bullying more, both as victims and bullies. Results show that the phenomenon of inter ethnic bullying is an intergroup phenomenon that associates with social psychological factors. Family norms and contact can reduce threats and consequently prevent Greek Cypriots involvning in bullying as

perpetrators. Still light was shed on the role of gender and ethnic identity in relation to inter-ethnic bullying among Greek Cypriots. Additionally immigrants' acculturative characteristics (knowledge of Greek language and outgroup contact) can increase or decrease victimization. With the help of hierarchical regressions, cross-lagged correlations and the construction of a SEM model, a more holistic and clear picture of the role of intergroup relations in inter-ethnic bullying between adolescents was offered.

Chapter 7: Understanding meaning behind numbers

This chapter provides qualitative methodology that complementary utilized for this thesis. The final research question was investigated with qualitative methodology which aimed to examine how social psychological mechanisms are operating and interrelate during discourse. Qualitative question that this thesis tried to answer was: What are the perspectives of students on the existence and causes of inter ethnic bullying. For the examination of the above question focus groups were carried out. Procedures and thematic analysis were also presented in this section. Thematic analysis revealed two major themes and its subcategories regarding inter-ethnic bullying: existence of general bullying and interethnic bullying, and how teenagers explain why interethnic bullying takes place at school. Major themes were discussed in relation to intergroup theories.

Chapter 8: Discussion

In the final chapter, the thesis revisits the main findings and highlights their significance and contribution in relation to the various theories reviewed in the theoretical part of this thesis. The current thesis proposes that the social context of children, family norms, identity, contact, threats, prejudice and acculturative degree affects the attitudes, emotions and behavior of adolescents students. The research tested the relation between the phenomenon of inter ethnic bullying and intergroup theories such as national identity, group norms, threats and prejudice above and beyond personality traits. In general, the findings disclose the positive impacts of contact on intergroup relations and inter ethnic bullying, but also urge the need for establishing quality contacts between Greek Cypriots and students with different ethnic backgrounds. On the other hand if immigrants are acculturated to Greek Cypriot culture by learning the language and come in contact with Greek Cypriots are protected from inter ethnic victimization and bullying. Although, for immigrants to have an acculturative mood, they

have to feel safe and accepted at first, from the Greek Cypriot context. Belonging to an ethnic minority and especially to a minority with salient characteristics has been identified as a risk factor for exclusion among students in Greek Cypriot context. Greek Cypriot society and schools need many changes to overcome prejudice and racism. Current research, raises the awareness for the design of programs that facilitate teachers to create a school using a student-centered approach, leaving aside the “one truth”, authority and nationalism. Also implications for educational policy, thoughts for future research and limitations are described.

CHAPTER ONE

Literature Review

Cyprus sociopolitical conditions and historical context

Cyprus as a Host Country

Cyprus has transformed from a source country of migration to a host society (Trimikliniotis, 1999; Gregoriou, Kontolemis, & Matsi, 2010; Vryonides, 2014). The first immigration wave arrived in Cyprus during the 90's, because of the gradual development of labor market (Gregoriou, Kontolemis, & Matsi, 2010). The increasing mobility of immigrants and the free movement in the EU after Cyprus joined the EU in 2004 has influenced the composition of population.

Additionally, the number of refugees seeking protection or asylum worldwide is enormous. Cyprus has just recently begun to accept asylum seekers from third countries and this issue is relatively new for Cyprus (Yiakinthou, & Polili, 2012). The arrival in Cyprus, an EU country, is a relatively easy process. Statistics provided by the Cyprus Asylum Service -a department of the Ministry of Interior, is the authority responsible for asylum-related statistical collection in Cyprus- that in the year 2016 the Republic of Cyprus has received 2264 asylum applications and according to the UN Refugee Agency 2369 applied during first half of 2017, and 1,372 people applied for asylum in the first three months of 2018 alone. Additionally, based on the Asylum Service, Cyprus received 4582 applications in 2017. Germany is one of the most sought after countries for asylum seekers, counting 111 616 applications during the first half of 2017. Cyprus, despite being the 3rd smallest EU country, due to its geographical location in the vicinity of the near and Middle East, continues to receive disproportionate numbers of asylum applications compared to its capacity (856.960 population). Compared to the more than a million refugees and migrants that fled to the rest of the EU at the height of the Syria crisis in first half of 2018, Cyprus' intake may sound small but, according to Eurostat figures, Cyprus now tops the list in asylum applications per capita, behind Austria, Belgium and Croatia.

Most of the political refugees are not integrated into society and are marginalized. Minority groups members are in a disadvantageous position and often face discrimination in multiple areas of social life, including housing, employment, healthcare, and education,

among others (William, 1999; Graham 2006) There is a lot of misinformation in the media and public debate, as well as racism against these social groups. Anti-immigrant politicians in Cyprus, have been targeting migrants, particularly asylum-seekers, as excessively benefiting from welfare allowances and health care services (Miloni, Spyridou & Vadratsikas, 2015)

The increasing mobility of immigrants and political refugees influenced also the composition of population in schools. In Greek Cypriot schools (primary and secondary) now attend immigrant's children from Greece, Greeks from Pontos, Romania, Bulgaria, England, Russia, Georgia and Syria. However, Greek Cypriot schools and society are required to adapt in an inter-ethnic environment in the aftermath of a financial crisis after the recent collapse of the banking system in 2013. This resulted to thousands of people becoming unemployed (Vryonides, 2014) and to the exportation of more migrants compared to the number of migrants arriving in the country (Avraamidou, Kadianaki, Ioannou & Panagiotou, 2017).

Between social scientists it is generally known that ethnic prejudice, discrimination and violence toward immigrants, is dramatically increased in periods of economic recession and unemployment (Berry & Tischler, 1978). A side effect of the current economic and banking crisis in Cyprus has been the intensification of debates on migration and a stronger anti-migration sentiment. The strengthening of anti-immigrant stances has intensified after the economic recession that has deteriorated standards of living for large populations and has increased the competition between social groups for public resources (Avraamidou et al., 2017; Miloni, Spyridou & Vadratsikas, 2015). Immigration is constructed as a problem and immigrants are 'othered' in the media discourse. Various threats come along with the presence of migrants; the economic competitor, an economic threat for natives, a competitor in terms of employment; the intruder/social burden, the 'unwelcome guest' who is a burden for the country's social welfare system (Avraamidou, Kadianaki, Ioannou, Panagiotou, 2017; Kadianaki, Avraamidou, Ioannou & Panagiotou, 2018; Miloni, Spyridou & Vadratsikas, 2015).

On the other hand the education system appears weak in facing the multicultural challenges (Hajisoteriou, Neophytou & Angelides, 2012; Philippou & Symeou, 2013; Philippou, 2012; Perikleous & Shemilt, 2011; Vryonides & Spyrou, 2014; Zembylas et al., 2010), whereas schools are dominated by a monolithic culture of the Greek nation and national ethos. While the prevalent discourse of multiculturalism in Cyprus uses the rhetoric of integration, what appears to be happening in the Cypriot educational system, is assimilation

practices (Hajisoteriou, 2010) focusing on language acquisition (Vryonides, 2014). The monocultural ethos in the Greek Cypriot educational system functions as “a melting pot of every alien civilization and a kettle of cultural assimilation that perpetuates biases, cliché’s, racist behaviours and cultivates the idea that the different have no place among us” (Angelides, Stylianou & Leigh, 2004). The Cypriot educational system very often, if not always, functions to assimilate others into the Greek Cypriot culture.

According to National Report of Cyprus (2016) by AEQUITAS –a non-partisan, non profit organization dedicated to the promotion of Human Rights Education, Citizenship Education and Intercultural Education in Cyprus, funded by European Union- racism, xenophobia and religious discrimination are on the rise in Cyprus. Hate speech and hate crime are rising and in May 2016, for the first time, two Members of Parliament were elected from the neo-Nazi party ‘ELAM’ – a sister organization of Greece’s Golden Dawn. The rise in immigration and the current financial crisis have constituted trigger factors for deeper nationalistic and ethnocentric sentiment. In this framework, the educational system is not immune to racism, xenophobia and intolerance. On the contrary, it has constituted a source of the promotion of radical, ethnocentric and nationalistic sentiments and attitudes amongst pupils, that are by no way new to Greek Cypriots given its post-conflict status and the frozen conflict is enmeshed in give unresolved Cyprus problem.

For better understanding of intergroup relations in Cyprus and the research below, a brief reference to Cyprus issue is necessary.

Cyprus issue: the historical background

Cyprus as a strategic location in the Middle East was repeatedly occupied by several major powers. In 1878 administration was ceded to the British. According to the Official Census of Population of 1946 during the British Colonial period Greek Cypriots (henceforth GCs) consisted 80% of the population and Turkish Cypriots (henceforth TCs) 18% of the population. In 1950, armed paramilitary group of GCs (EOKA), Εθνική Οργάνωση Κυπρίων Αγωνιστών (National Organisation of Cypriot Fighters), initiated an anti-colonial struggle for union with Greece (enosis). At the same time, TCs began a nationalist struggle organized by TMT, Türk Mukavemet Teskilati (Turkish Resistance Organisation), for *taksim*, that is, the partition of Cyprus into two parts, one Greek and one Turkish (Attalides, 1979).

In 1960 the Republic of Cyprus was established as an independent bi-communal

partnership state under a consociational constitution. Such a constitution was then seen by both communities as a temporary solution and the first step towards *enosis* for GCs and *taksim* for TCs. In December 1963 inter-communal conflict erupted and the armed conflicts that ensued led to the withdrawal of Turkish Cypriot ministers from the Cabinet. The fighting between extremists from both sides lasted throughout 1963 and 1964. After 1967 inter-communal strife ceased and Makarios (President of the Republic of Cyprus) started to turn away from union with Greece towards a more independent policy resisting the dictates of the Greek military junta that came to power in 1967 in Athens. In 1974 a Coup was staged by the right wing extremist group EOKA-B in Cyprus and the Greek Junta against the president, Archbishop Makarios, in order to bring about union, followed by a Turkish military invasion. As a result all the GCs (160,000) living in the areas in northern Cyprus now occupied by the Turkish military forces, were forced to flee to the south and all the TCs have segregated in the north in 37% of the land of the island (Psaltis, 2012b).

In 1983 the TC leadership established a breakaway state in the northern part of Cyprus internationally recognized only by Turkey. UN resolutions condemned the establishment as an illegal act and more recently the European Court of Human Rights has described the self-styled 'Turkish Republic of Northern Cyprus' breakaway state as 'a local subordinate administration to Turkey' (Psaltis, 2012b).

The two communities remained geographically completely segregated from 1974 to 2004 when on the 23rd of April 2003 Turkey and the Turkish Cypriot community partially lifted travel restrictions between the UN patrolled buffer zone. In 2004 a UN Peace Plan proposed by the then Secretary General Koffi Annan was accepted by the majority of TCs but rejected by the majority of GCs in separate referendums. Since then negotiations for the solution of the problem are ongoing (Psaltis, 2012b).

Bi-communal relations in Cyprus

Ethnic conflict in Cyprus has shaped thinking, behavior and social opinion between the two communities (Yildizian & Ehteshami, 2010). One of the main obstacles for reaching a mutually agreed solution between the two communities is suspicion and mistrust (Psaltis, Hewstone & Voci, 2012). The geographic separation and the existence of separate educational systems contributed to the recycling of the conflict ethos (Psaltis, 2016).

However, from a socio-psychological point of view, the opening of checkpoints that prevented Greek Cypriots from crossing into the north part of Cyprus and Turkish Cypriots from crossing into the south since 1974, is of huge importance since from the perspective of intergroup contact theory the event itself could increase the opportunity for contact. If the opportunity is indeed seized by the members of the two communities then conflict could be gradually transformed towards building trust that is in itself necessary for reaching a solution and making it a viable one. Thus, bridge of contact, communication and cooperation can be developed between members of the two communities. The opening of the checkpoints also created great opportunities for researching the Cypriot problem from both perspectives of the problem and, understanding the nature of bi-communal relations in Cyprus and particularly studying contact theory (Psaltis, 2011).

Available research up to now strongly supports the claim that after the checkpoint opening, contact indeed reduces prejudice and hostility, and increases trust between the two communities. A result that holds for participants in both communities (McKeown & Psaltis, 2017; Psaltis, 2011, Yildizian & Ehteshami, 2010; Lytras & Psaltis, 2011). Other research in the Greek-Cypriot community supports that direct and indirect contact -observing contact between a Greek-Cypriot and a Turkish/Cypriot- lead to positive changes in attitudes (Ioannou, 2009).

A specific characteristic of the Cypriot context is that contact itself and the crossing of the checkpoints have become politicized. It is worth noting that specific political parties, number of groups and organizations actively promote opportunities for contact between Greek Cypriots and Turkish-Cypriots (e.g. bi-communal meetings and events) through an effort to reunify the island. Political parties also differentiate their position concerning the Cyprus problem and its solution which relates to the will for contact and the establishment of relationships with Turkish-Cypriots whilst other parties and organizations demand closing up the checkpoints.

Thus, after the opening of crossing checkpoints Greek-Cypriots still face the dilemma “to cross or not to cross” (see Demetriou, 2007). For many Greek Cypriots crossing and visiting the occupied north is considered as a betrayal. The idea of displaced individuals visiting their houses that left under life-threatening conditions and now occupied by other people or troops, create awkward feelings and nostalgia and even outright rejection of the idea (Psaltis, 2011; Demetriou, 2006; 2007).

In the educational systems of the two communities contact is almost non-existent since there are only a few schools with a mixed student body and these only exist in the Greek Cypriot community. Greek Cypriot student's attitudes and feelings against Turkish Cypriots are usually neutral to negative (Zembylas & Lesta, 2011; Zembylas et al., 2010), but they are certainly negative towards Turks from Turkey (Philippou & Theodorou, 2014; Philippou & Symeou, 2013; Koutselini, et al. 2002; Zembylas et al., 2010; Zembylas & Lesta, 2011), the "traditional enemies" of Greek-Cypriots (Spyrou, 2002). Another characteristic of the educational system in Cyprus is the orientation of many teachers (Zembylas et al., 2010; Zembylas & Lesta, 2011) and the educational system itself, through the curriculum to an orientation of cultivating national pride often premised on a monoperspectival, official view of the history of Cyprus promotes feeling of victimization by Turkey and the need to free the occupied areas (Perikleous, 2010; Psaltis, 2015).

However, recently in 2016 the Bi-communal Technical Committee on Education was appointed by the leaders of the two communities in the framework of the current peace talks for reunification of the island. The Committee was established to consider how education can contribute to conflict transformation, peace, reconciliation and the countering of prejudice, discrimination, racism, xenophobia and extremism. The Committee also works on devising a mutually acceptable mechanism for the implementation of confidence building measures in schools of the two educational systems and promotes contact and co-operation between students and educators from the two communities. The decision to appoint this committee came after an attack in November 2015 on Turkish Cypriot cars by adolescents Lyceum students during an anti-occupation demonstration in the capital.

Another attempt to promote contact opportunities between the two communities is the Home for Cooperation which officially opened its doors on 6 May 2011. The driving force behind this ground breaking initiative is the inter-communal Cyprus based Association for Historical Dialogue and Research (AHDR). The Home for Cooperation is a unique community centre. It is the embodiment of inter-communal cooperation, contributing to the collective efforts of civil society in their engagement with peace-building and intercultural dialogue. Using its sources it encourages people to cooperate with each other beyond constraints and dividing lines. The Home for Cooperation essentially aims to act as a bridge-builder between separated communities, memories and visions. It provides working spaces and opportunities for Non-Governmental Organizations and individuals to design and

implement innovative projects. Today the Home has become a landmark building within the Ledra Palace crossing, UN buffer zone. It facilitates situations for people to get together and to get to know each other. The home hosts an extensive variety of cultural, artistic and educational programs with the aim to foster creativity and intercultural trust in Cyprus and internationally.

Despite all efforts the particular context of complete geographical division continues to constitute a significant obstacle in the promotion of tolerance and understanding of diversity with the situation becoming more complex following the increasing diversity of schools as a result of immigration. Following the events of 1974, the education system was constructed and developed within the national narrative of one sided victimization (Psaltis, 2015; 2016) and led to the monocultural orientation of Greek-Cypriot education (Hajisoteriou, Neophytou & Angelides, 2012), with the perceived necessity towards training children for purposes of serving the national cause which revolved and continues to revolve around a “just cause”, namely to ‘Never Forget’ (Δεν Ξεχνώ’) (Makriyianni, Psaltis, & Latif, 2011; Christou, 2007). The educational system attempts to achieve the just cause through the construction of a strong ethnocentric identity (Christou, 2007 ; Hajisoteriou, Neophytou & Angelides, 2012; Makriyianni, Psaltis & Latif, 2011; Vryonides & Spyrou, 2014) a reality that can be witnessed at all levels of formal education, starting from pre-school during which children formulate hatred towards a specific national group, namely the Turks (Papadakis, 2008), and, as they proceed through the educational system, the hatred becomes further embedded in their mindset. This hatred is directly linked with the formulation of a strong national identity and predominantly occurs through the history, literature and religious studies curricula.

The enemy is found in the Turk due to the country’s history although, other national groups who may remotely resemble characteristics of that enemy are assimilated in the children’s understanding of the enemy. An example of the problematic curricular is the history textbook of the sixth grade elementary in which Muslims/Arabs are described using the terms ‘barbaric’ and ‘uncivilized’. The above reality has led to an educational system which has the potential to radicalize students. This climate has not assisted in the improvement of inter-ethnic ties between the Greek and Turkish Cypriot communities and has not allowed for the establishment of a truly multicultural setting.

Within this specific context of Cyprus and Greek Cypriot school, students are requested to face the challenges of multi-culturalism.

General Bullying and Inter Ethnic Bullying in Schools

School Bullying

Bullying is a widespread social problem that occurs mainly in school. It is considered as a worldwide social problem that can potentially affect any school with varying degrees of severity (Currie, et al., 2009). Prevalence studies have consistently reported that a significant number of adolescents are involved in bullying at schools internationally (Curie et al., 2009; Elame, 2013; Sánchez, et al., 2016; Vryonides, 2014). The prevalence of bullying varies considerably across Europe. According to the international report of the 2013- 2014 Health Behavior in School-aged Children survey, HBSC, a WHO collaborative cross-national study, conducted in 42 countries, cross-national variations in levels of bullying perpetration and victimization among young people are large, ranging from 3% to 30% between countries. Lithuania, Belgium, Estonia, Austria, and Latvia, are some of the countries with relatively high victimization rates between around 20% and 30%, compared to the lower rates of Denmark, Sweden, Greece, and Armenia below 10% (HSBC, 2016).

The percentage of student victims in Cyprus reaches approximately 10% (Stavrinides, Paradesiotou, Tziongouros, & Lazarou, 2010). In Cyprus, from a sample of 1645 Greek Cypriots students (482 elementary students and 1163 high school students), 17% of students were victims of bullying at least once a week, 7.7% of pupils were bullies at least once a week and 6.3% of pupils were bully-victims (Papacosta, Paradeisioti & Lazarou, 2014). In another earlier study from a sample of 11-13 years old Greek Cypriots (1416 adolescents) 6.4%, (62.2% boys) reported being bullies only, 15.3% (52.6% boys) being victims only and 10% (62.6% boys) being bully/victims. A percentage of 68.3%, (43.7% boys) reported being uninvolved (Fanti & Henrich, 2015).

Bullying has been defined as the “intentional, unprovoked abuse of power by one or more individuals to inflict pain or cause distress to another person on repeated occasions” (Olweus, 1993 p. 9). According to Olweus (1993) bullying entails intentional and persistent violent acts towards others, such as physical hitting, verbal harassment, spreading of false rumors, gestures, social exclusion, and use of the internet or cell phones for sending nasty messages. In later work, Olweus (1996) clarified that an imbalance in strength or power must exist between the two parties for an act to be labeled as bullying. The bully acts intentionally to harm his or her victims, as such harm is likely to offer the bully great satisfaction (Olweus,

1996). Imbalance of power is thus a part of the definition of bullying that differentiates it from a simple fight or misunderstanding.

Victims of frequent bullying have been reported to experience a range of psychological, psychosomatic, and behavioral problems including low self-esteem and low self-worth, sleeping difficulties, anxiety, depression, and other considerable emotional symptoms, hyperactivity, and posttraumatic stress symptomatology (Ttofi et al., 2008). Research indicates that bullying and victimization can have severe and long-term effects on children's and adolescents' psychosocial adjustment, emotional development, and later life in adulthood (Ttofi et al., 2008).

Inter - Ethnic Bullying and Victimization

Immigration in host societies and the admission of many “different” children into schools triggers psychological challenges such as prejudice, racism (Esses, Deaux, Lalonde, & Brown, 2010; Angelides, Stylianou & Leigh, 2004), intergroup conflict, violence (Vryonides, 2014) bullying, as well as the marginalization of many foreign children in schools (Angelides, Stylianou & Leigh, 2004).

Cypriot schools have witnessed incidents of violent behavior towards foreign students in schools. KISA the movement for Equality, Support and Anti-Racism in Cyprus, /*Κίνηση για Ισότητα, Στήριξη, Αντιρατσισμό, abbr. ΚΙΣΑ – KISA*/, noted that it has received reports of racist and xenophobic bullying with a large number of migrant children, especially teenagers, dropping out of schools in whole or in part due to this bullying. An infamous example was an attack against a young person of African descent by a group of youngsters in 2008. The Ombudsperson (Commissioner for Administration and Human Rights) condemned this incident as unacceptable and criticized the unwillingness of the authorities to identify and tackle incidents of racism in schools.

However, the number of violent incidents in Greek Cypriot schools involving immigrants is growing (Zembylas, 2010). The majority of students maintain a negative attitude (e.g. foreigners are responsible for the growing crime, state offers more than it should) towards several minority groups (Harakis, 2005; Spyrou, 2004; 2009; Zembylas, 2010; 2011), they avoid contact with immigrant kids and manifest stereotypes toward them (Vryonides, 2014; Elamé, 2013). Furthermore ethnicity based biases can lead to unfair treatment of adolescents from minority ethnic backgrounds (Fousiani, Michaelides & Dimitropoulou,

2018). Findings are validated in European Union studies which rank Republic of Cyprus as the most xenophobic country (see European Social Survey, 2012; Vryonides, 2014), with the higher percentages of marginalization and exclusion of immigrants in schools (Elamé, 2013).

School bullying is a great problem which is mostly apparent between children and adolescents at a global level (Olweus, 1993). Nevertheless, bullying in ethnic diverse schools appears to be a reality (Bucchianeri et al., 2016; Elamé, 2013; Fousiani, Michaeliess & Dimitropoulou 2018; Plenty & Jonsson, 2017; Tolsma, van Deurzen & Veenstra, 2013; Vervoort, Scholte, & Overbeek, 2010; Vryonides, 2014). Bullying that targets another's ethnic background or cultural identity in any way is referred to as ethnic bullying (McKenney, Pepler, Craig & Connolly, 2006), prejudice-related bullying (Menesini & Salmivalli, 2017; Juvonen & Graham, 2014), bias-based bullying (Palmer & Abbott 2018; Russell et al., 2012) discriminatory or inter ethnic bullying (Elamé, 2013). The impulse to integrate bullying research with the theme of discrimination is not new, as there were many attempts of some scholars who have briefly cited elements of ethnic bullying.

Olweus (1996), clarified that an imbalance in strength or power must exist between the two parties for an act to be labeled as bullying. However, children who bully generate their power over others. Within our society, there is also systematic power based on discrepancies among certain groups (McKenney, Pepler, Craig & Connolly, 2006). This marginalization can be based on sexual orientation, economic status, disability, and racial or cultural background (Elamé, 2013; McKenney et al., 2006). Therefore, some youth may feel entitled to exert power over others because of their membership within a social or cultural context. Youth who live in their country of origin may assert their sense of belonging to the prevailing cultural group as a means of creating a power imbalance with youth from immigrant families (McKenney et al., 2006).

The "power imbalance" theory also argues that vulnerability to exclusion is greater in contexts where one's ethnic group comprises a situational minority (Graham, 2006), which occurs on a regular basis in ethnically segregated schools. Individuals are more likely to be victimized in circumstances where their ethnic group is underrepresented because they hold less social power. On the other hand immigrant dense class may increase the balance of power for minorities (Graham, 2006).

However, Elamé (2013) suggested an integrated approach and a theoretical reflection for the interconnection between bullying and discrimination based on a research in different

and varied contexts of different groups of people. He defined discriminatory bullying as a form of abuse and victimization linked to ethnic origin (discriminatory ethnic bullying), disability (discriminatory bullying due to disability), gender (discriminatory bullying due to gender), sexual orientation (discriminatory bullying due to sexual orientation) and religion (discriminatory religious bullying) that occurs repeatedly in the course of time by one or more companions. A similar definition given by Palmer and Abbott (2018) and Russell et al., (2012). Bias-based bullying in an intergroup context (i.e., involving ingroup and outgroup members) in which someone is bullied because they belong to a particular group (e.g., one defined by race or ethnicity, nationality, religion, gender, sexual orientation, or disability).

Additionally, Elamé (2013) based on Olweus definition explains that ethnic bullying consists of every aggressive physical, verbal or non-verbal action, directly or indirectly perpetrated in a deliberate and systematic way by one or more people to the detriment of another person due to his/her ethnic origins. In schools, verbal racism is most frequently encountered (use of offensive terms while communicating with the 'other') to reach bullying through the repetition of the act towards the same person. Therefore, verbal racism which is repeated at school towards the same person, can produce bullying. It may also happen that there are acts of arrogance for other purposes that stem from verbal racism, hence producing ethnic bullying. At the basis of ethnic bullying, there is prejudice and a particular form of ethnocentrism in order to feel superior to the 'other'.

There are three forms of ethnic bullying: interethnic bullying (a native child or group of native children against the immigrant on ethnic grounds or simply due to the fact that he or she is an immigrant or bullying between immigrants of different countries), intra-ethnic bullying (between immigrants or natives of the same country) and trans-ethnic bullying (intra-ethnic and inter-ethnic bullying) (Elamé, 2013). The current research deals with interethnic bullying that occurs from the indigenous to immigrants and concerns the constant and deliberate victimization of an individual because of his participation in a certain ethnic group. Although, bias-based bullying is typically perpetrated by a member of a social group with majority status toward a member of a social group with minority status (e.g., White bully, Black victim) (Palmer & Abbott, 2018; Russell et al., 2012) in this thesis I explore also the opposite scenario; bullying that occurs from immigrants to members of the majority group.

Moreover, given the additional difficulties immigrant youth must cope with in negotiating their sense of identity, youth who are bullied because of their ethnic identity may

be at an elevated risk for negative psychosocial consequences (Elamé, 2013; McKenney, Pepler, Craig & Connolly, 2006). Research has shown that ethnic victimization is one of the main stressors among immigrant youths (Thijs & Verkuyten, 2008). Ethnic victimization seems to contribute to problems such as anxiety and depression, (McKenney et. al., 2006), poor academic achievement (Thijs & Verkuyten, 2008) and school dropout (Martinez, DeGarmo & Eddy, 2004). In sum, both general and ethnic victimization seem to be a crucial problem for a substantial number of children, affecting their school adjustment.

In Greek Cypriot schools (primary and secondary education), there are data on inter-ethnic bullying from two European studies. First, Elamé's (2013), "MABE" project—"active and social constructivist methods to struggle against sexual, homophobic and ethnic bullying in schools" co-funded by the European Union within the framework of the Daphne III program. Cyprus study consisted of 469 Greek Cypriots and 83 immigrant children, ages 6 to 16. It was a mixed method study, using both quantitative and qualitative methodology. Greek Cypriots boys were more often involved in bullying as victims and bullies. Teenagers 12 – 16 were in a greater extend bullies than minors. Natives were involved in a greater extend in bullying, than immigrant students. Sixty – six percent of Greek Cypriots participants reported observed bullying from natives to immigrants, the highest percentage among the 10 Europeans countries participating. Sixty – eight percent of Greek Cypriots participants reported that immigrant children are marginalized in schools and 81% of immigrant children reported that they have observed bullying from natives to immigrants. Thirteen percent of Greek Cypriot participants reported of being victimized by immigrants and 13% of Greek Cypriots reported that they often bully immigrant children. Protective factors for immigrant students were immigrants number concentration in class and friendships with Greek Cypriots. Students from Middle East were the most frequent victims (Elamé, 2013).

Second, Vryonides (2014) study, which was a part of an EU funded project titled "Children's voices: Exploring interethnic violence in schools", it was an effort to investigate issues of interethnic relations in schools, in five countries. Mixed methodology was held, with qualitative part consisted of 15 adolescents and quantitative part consisted of 599 participants, (234, 11 year olds, 71.2% Greek Cypriots and 28.8% immigrant students) and (356, 17 years old, 75.3% Greek Cypriots and 24.7% immigrant students) concerning Cyprus context. Results suggested that interethnic peer violence in the school environment seems to be a major issue of concern in Cyprus, where both pupils and school staff recognize a growing problem of xenophobia and discriminative treatment of migrant minorities in broader society

as well as in the school environment. Greek Cypriots attitudes were between the worst in Europe while lots of immigrants are marginalized, especially Muslims, Asians and Eastern Europeans. Cypriot sample had the highest percentage of pupils who witnessed various forms of interethnic violence and the highest percentage of those who admitted of being involved in inter ethnic violence and bullying (8.8%). Boys more often involved in violent situations than girls. The most common form of violence was psychological and exclusion. Family financial status and the non acquisition of Greek language from immigrants also connected to foreigner's exclusion (Vryonides, 2014; Medarić & Walker, 2014).

Social exclusion between majority and immigrant youth at an international level between adolescents suggests ambivalent results. On the one hand previous studies have indicated that immigrant students are at greater risk for being victimized than their peers (Menesini & Salmivalli, 2017), members of ethnic minority groups are much more likely to be confronted with negative attitudes and behaviors than those of the majority group (Pettigrew and Meertens 1995), while victimization often occurs in classrooms with greater percentages of immigrants attendance (Vervoort, Scholte, & Overbeek, 2010; del Barrio Martínez et al., 2008; Strohmeier & Spiel 2003; Verkuyten & Thijs, 2002). Some studies also find that ethnic minorities report greater experiences of being bullied than majority youth (Plenty & Jonsson, 2017; Sulkowski et al. 2014; Hjern et al. 2013) and are preferred or liked less than majority youth (Motti-Stefanidi et al. 2008; Strohmeier and Spiel, 2003).

Additionally, specific ethnic groups with salient physically differences are more likely to be excluded by natives, than other ethnic groups that share common cultural elements (e.g. exclusion of Turks and non Yugoslavian kids from Austrians) (Strohmeier & Spiel, 2003). Furthermore, a considerable number of immigrant adolescents are being ethnically victimized by peers, in a wide range of contexts (McKenney et. al., 2006; Thijs & Verkuyten, 2008). On the other hand interethnic and intra-national bullying is as common in homogenous and heterogeneous classrooms and it is not depending on student's ethnicity (Tolsma, van Deurzen & Veenstra, 2013). Additionally, other studies find no differences between majority and minority victimization reports (McKenney et al. 2006), or even find that minority groups are less likely than the majority to be identified as victims (Strohmeier et al. 2008).

In a recent study, Bucchianeri and colleagues (2016) documented the prevalence of prejudice-based harassment (i.e., harassment on the basis of gender, race/ethnicity, weight or physical appearance, sexual orientation, and disability status) among a large, statewide,

school-based Midwestern U.S. sample of 162,034 adolescents. Adolescents from certain vulnerable groups experienced higher rates of multiple types of harassment, even when controlling for other socio-demographic characteristics. Prejudice-based harassment experiences are prevalent among adolescent girls and boys. Differential rates of each type of harassment are reported across groups within the corresponding socio-demographic status (e.g., white female adolescents report a significantly lower rate of race-based harassment (4.8%), as compared to Native American (18.6%), mixed/other race (18.9%), Hispanic/Latina (21.5%), Asian/Pacific Islander (24.2%), or Black/African American (24.8%) female adolescents).

Additionally, Plenty and Jonsson (2017) examined the role of immigrant status in social exclusion and the moderating effect of classroom immigrant density among 4795 Swedish 14–15-year olds (51 % females), extending conventional models of exclusion by studying multiple outcomes: victimization, isolation, and rejection. Students with immigrant backgrounds were rejected more than majority youth and first generation non-European immigrants were more isolated. Immigrants generally experienced more social exclusion in immigrant sparse than immigrant dense classrooms, and victimization increased with higher immigrant density for majority youth. The findings demonstrate that, in addition to victimization, subtle forms of exclusion may impede the social integration of immigrant youth.

On the contrary a meta-analysis of fifty three studies ($N = 740,176$; 6-18 year-olds) showed that correlation of ethnicity and bullying is non-significant. However, if we take into consideration context factors the above relation can become significant. In the meta-analysis the researchers examined ethnic differences in bullying perpetration in order to assess whether ethnic group membership was associated with higher involvement among (1) nonimmigrant and immigrant youth; and (2) White and visible minority youth (i.e., Black, Hispanic, Asian, Indigenous, and Biracial). Results yielded very small and non significant effect size differences across all group comparisons. Their findings provide initial support that the assessment of ethnicity as a descriptive variable is not sufficient to account for group differences in bullying perpetration (Vitoroulis & Vaillancourt, 2015; Vitoroulis & Vaillancourt, 2018). Maybe for big states with tradition of functioning as multicultural societies this is true, but what about post-conflict small states with recent immigration tradition in the middle of financial crisis?

McKenney et al., (2006) also in their study in Canada with 506 participants with a mean age of 13.94, explored general victimization experiences and ethnic victimization (i.e., being bullied on the basis of one's ethnic background) experiences of immigrant youth. Although they had anticipated that immigrant youth would report higher rates of general victimization compared to nonimmigrant youth, their results suggested no significant differences in the prevalence of these behaviors. However, they found that immigrants were at a higher risk for ethnic victimization. Immigrants born in Canada but whose parents were born outside of the country (2nd generation immigrants) reported the highest rate of ethnic victimization. Additionally ethnic status (majority versus minority) moderated the association between ethnic victimization and psychosocial difficulties (anxiety, depression, behavioral problems).

Belonging to an ethnic minority has been identified as a risk factor for exclusion among peers in many studies (Palmer & Abbott, 2018). Surprisingly, the existing research has primarily probed intergroup bullying among social networks and friends. How peers view ingroup and outgroup bullies or victims in terms of their race/ethnicity (same versus different ethnicity), remains at large under-explored (Fousiani, Michaelides & Dimitropoulou, 2018). Race/ethnicity may be a particularly important contextual factor to examine in relation to bullying, especially given that bullying is defined as an aggressive relationship based on an imbalance of power (Fousiani, Michaelides & Dimitropoulou, 2018).

The hypothesis that immigrant students can be more vulnerable to bullying/victimization and more prone to develop psychosocial difficulties as a result of their involvement can create a vicious circle that might have serious implications on immigrant students adjustment. The first hypothesis of the current study was that immigrant adolescents can be more vulnerable to bullying and become targets of victimization in a greater extent due to the power differences that exist between groups who are part of the dominant culture. We hypothesized that immigrant students would report more general and ethnic victimization than Greek Cypriots.

Inter-group Study of Inter Ethnic Bullying

The research field of school bullying is very popular, though it is uncommonly studied in line with intergroup relations. Demographics and personality are not the only factors contributing to bullying (Ojala & Nesdale, 2004). Many researchers (Ginin, 2007;

Killen & Rutland, 2011; Ojala & Nesdale 2004; Tolsma, van Deurzen & Veenstra, 2013; Vervoort, Scholte, & Overbeek, 2010) point to the low number of empirical studies focusing on social processes that guide bullying between groups. It appears that bullying between groups is different from in-group bullying (del Barrio Martínez et al., 2008; Elame, 2013; Killen & Rutland, 2011; Ojala & Nesdale 2004; Søndergaard, 2012; Tolsma, van Deurzen & Veenstra, 2013). Thus, there is a need for a distinction between interethnic and intra-ethnic bullying, and a need for studying this intergroup phenomenon from the perspective of intergroup processes and dynamics.

According to Killen et al., (2012) there are two types of social exclusion: 1. Interpersonal exclusion due to individual differences (e.g. special difficulties, external physical characteristics, communication problems, emotional difficulties and shyness). 2. Exclusion in an intergroup level that is associated with the participation of the individual in a social group (e.g. ethnicity, religion, gender, sexual orientation). At the interpersonal level, there is a belief that individuals "cause" their victimization, while on intergroup level, the attitudes of one group toward another are responsible for victimization. Consequently, interethnic bullying or bias-based bullying differs from interpersonal bullying (Killen et al., 2011) because of underlying issues of prejudice and discrimination (Fousiani, Michaelides & Dimitropoulou, 2018; Elamè, 2013; Killen et al., 2011). Bullying can be defined as a group process where it is directed by members of one group to members of another group (Ojala & Nesdale, 2004).

Group processes play a significant role in bullying at school (Palmer & Abbott, 2018). The view of bullying as a group process has gained relatively less empirical attention (Ojala & Nesdale, 2004). A developmental intergroup approach (i.e., a developing understanding of social identities and related intergroup processes) is required to understand fully when and why children and adolescents become bullies or get victimized in diverse contexts. There is also a need to examine group membership, group identity, and group norms to understand children's and adolescents' responses as bystanders in the context of bias-based bullying (Palmer & Abbott, 2018).

Because of the ambivalent findings around the relation of ethnicity and bullying, research concerning interethnic bullying has shifted to the study of context factors (Graham, 2006). Context factors that can be related to ethnicity and bullying, classroom and school composition, and power imbalance of the position between groups – groups' dynamics. The

main characteristic of bullying is inequality in power thus it is more possible for ethnic majority groups to bully ethnic minority groups (Agirdag, Deanet, Van Houtte & Van Avermaet, 2011). The number of migrants attending a classroom can influence who is going to commit the bullying (Elamé, 2013). When a minority group is represented in big numbers in a classroom, then it is possible for them to commit bullying toward indigenous students (Vervoort, Scholte, & Overbeek, 2010). Conversely when the number of students of the minority group in a classroom is very low, it is more possible for these few students to be victimized (Graham, 2006; Verkuyten & Thijs, 2002). Hence the big number of representation of a group functions as a protective factor for the minority group (Agirdag et al., 2011; Vitoroulis et al., 2015). Students feel less vulnerable to victimization because of power balance (Graham, 2006).

Additionally to the school context, perceptions of settings—including school climates and the overarching social climate—are important predictors of perceived discrimination and school performance (Stone & Han, 2005). The school environment is related to bullying, considering that a good portion of perpetrators and their targets coexist in a classroom. A positive school climate relates to a larger drop in student victimization (Connell, El Sayed, Reingle Gonzalez, & Schell-Busey, 2015). Cornell and colleagues' study (2015) examining peer victimization and authoritative school climate among middle schoolers found that high scores on school climate were significantly associated with lower peer victimization.

In a recent cross-sectional study with 2273 high school students from 3 public schools, relationships between school climate and bullying were examined using structural equation modeling. Results revealed that a positive school climate was associated with less bullying behavior and victimization. It was found that school climate, particularly in the form of student satisfaction (e.g., “Students seem to like my school”) and friction (e.g. “Students are always fighting with each other”), was associated with peer perpetration behavior and peer victimization. Higher student satisfaction was associated with lower levels of self reported verbal peer perpetration behavior, and verbal, social, and physical peer victimization. Higher levels of friction were associated with higher levels of social and physical peer perpetration (Mucherah, Finch, White, & Thomas, 2018).

Another recent study assessed how perceptions of school climate influence reports of bullying behaviors among 2,834 students in 14 middle schools. Results revealed that students

in positive school climates reported experiencing fewer physical, emotional, and cyber-bullying behaviors (Acosta, Chinman, Ebener, Malone, Phillips & Wilks, 2018).

In terms of schools, students who have poor perceptions of the school climate tend to be more likely to exhibit bullying and delinquent behavior (Kuperminc et al. 2001).

In order to understand bullying in culturally diverse schools it is necessary to evaluate group dynamics and inter-group relations (Ojala & Nesdale 2004; Ginin, 2007), ethnicity (Vervoort et al., 2010), school-classroom composition (Elamé, 2013; Vervoort, Scholte, & Overbeek, 2010) and school climate (Acosta et al., 2018; Mucherah et al., 2018).

Consequently, it is important to evaluate the context of interaction.

Psychology of personality and Inter Ethnic Bullying

Results on intra-ethnic bullying (ingroup bullying) indicate that initial levels of bullying are highest among adolescents scoring high on narcissism, impulsivity and callous-unemotional traits (Fanti & Kimonis, 2012). As far as the researchers are aware there no other studies relating personality characteristics with inter ethnic bullying. However, there are some studies investigating personality traits in relation to prejudice and other related constructs.

The idea that personality influences prejudice is widely held in the social science literature. Despite a substantial literature examining personality, prejudice, and related constructs such as Right-Wing Authoritarianism and Social Dominance Orientation, there have been no systematic reviews in this area (Sibley & Duckitt, 2008). Šram (2015), also concludes that most studies which have examined antecedents of interethnic intolerance, different dimensions of ethnocentrism, and various types of nationalistic syndromes have not paid sufficient attention to the potential role played by personality characteristics and psychopathological traits in endorsing those ethnic attitudes.

Whilst relatively ignored by intergroup researchers, psychopathic personality traits may prove valuable in understanding the appearance and political psychodynamics of some ethnic attitudes that imply the existence of both ethnic closeness and prejudice in social interactions and hostility toward ethnic minorities disguised by ethnic minority threat perception (Šram, 2015). Psychopathic personality traits of hostility and hatred (interpersonal dysfunction), and lack of empathy (callous-unemotional traits) proved to be significant predictors of both national closeness and prejudice (interethnic mistrust in social relations, exclusive tendency in interethnic social transactions, and the existence of prejudice toward

other ethnic groups) and ethnic minority threat perception (covert aggressiveness and severe hostility toward certain ethnic minorities or political and national security threat generated by ethnic minority groups, and the need for their socialpolitical exclusionism in Croatian society) dimensions of out-group biases and out-group threat perceptions. Participants were 368 undergraduated Croatian students (mean age 21.16), (Šram, 2015).

Sibley and Duckitt (2008) in their research they reviewed and meta-analyzed 71 studies (N = 22,068 participants) investigating relationships between Big Five dimensions of personality, Right-Wing Authoritarianism, Social Dominance Orientation and prejudice. Right – Wing Authoritarianism was predicted by low Openness to Experience but also Conscientiousness, whereas Social Dominance Orientation was predicted by low Agreeableness (friendly/compassionate vs. challenging/detached) and also weakly by low Openness to Experience. The effects of Agreeableness on prejudice were fully mediated by Social Dominance Orientation, and those of Openness to Experience were largely mediated by Right Wing Authoritarianism. Prejudice was predicted primarily by two dimensions of personality: low Openness to Experience and low Agreeableness.

In another study provided initial insights into the shape of racism from the perspective of personality psychology. In this study (N = 201; ages 17 - 55) racism was assessed in relation to the Dark Triad traits (i.e., psychopathy, narcissism and Machiavellianism), social dominance, authoritarianism, and perceptions of whether the world was dangerous/competitive. Importantly, the Dark Triad traits exerted little influence in predicting racism but relationships were significant. Racism appeared to be mostly associated with perceiving the world as a dangerous and competitive place, with authoritarianism, and social dominance (Jonason, 2015).

Billig (1976) offered a critique of approaches linking prejudice and racism to personality characteristics (e.g. Adorno's Authoritarian personality). He suggested that the interpretation of collective behavior with individualistic theories is problematic while social-cultural factors are left out and the interpretation is based on the sum of individual characteristics. Inter-ethnic bullying study has to move from individual characteristics (e.g. shyness, special needs, aggressiveness etc.) and focus more on social processes (Søndergaard, 2012; Killen & Rutland, 2011; Ojala & Nesdale, 2004). Social psychological research proposes that the base of ethnic bullying appears to be prejudice and ethnocentrism (Elamé, 2013). The growth of out-group prejudice in kids depends on the degree of group identity

attachment, as well as the degree in which prejudice consist of a group norm and the degree to which the out-group consists of a threat to the in-group (Nesdale et al., 2005).

The nature versus nurture debate is one of the oldest issues in psychology. The strong dichotomy of nature *versus* nurture is needless. Although it is difficult to dispute that what people do depends both on who they are—their dispositions such as personality traits—and the situations they are involved in, psychologists have dedicated enormous amounts of effort to two competing perspectives on human behavior and its determinants: the *person*-perspective and the *situation*-perspective (Epstein & O'Brien, 1985). One way of reconciling these two apparently opposing views is to maintain that both have their grain of truth to contribute. Hence, focusing on the *person-situation interaction*, rather than on the *person-situation competition*, we are moving towards a more complete understanding of why people do what they do (Sherman, Rauthmann, Brown, Serfass & Jones, 2015). Thus, the phenomena of bullying and victimization may be better and more fully explained through the social-ecological model, which encompasses the strong relationship between the way individual characteristics interact and are influenced by social contextual environments (Hong and Espelage 2012).

However, previous research supported that psychopathy, narcissism, lack of empathy and compassion (Jonason 2015; Sibley & Duckitt, 2008; Šram, 2015) can be good predictors of prejudice and related constructs. The present study was one of the few studies examining an intergroup phenomenon –inter ethnic bullying- using a personality psychology paradigm (narcissism, impulsivity and callous-unemotional traits) but, more importantly, one of even fewer examining a combination of social – psychological factors and personality traits. The current thesis investigated the possible relation between social psychological processes and individual characteristics with inter-ethnic bullying. Based on the literature outlined above, we hypothesized that inter ethnic bullying would have a stronger relationship with social - psychological processes than personal traits, and general bullying would have a stronger relationship with personal traits than social psychological processes, among Greek Cypriots and immigrants (Hypothesis 2). We also hypothesized that social psychological processes (norms, contact, school climate, threats, prejudice, and ethnic identity attachment) would predict inter ethnic bullying over and above individual characteristics (narcissism, impulsivity and callous-unemotional traits). This hypothesis consisted of hypothesis 3 and tested both among Greek Cypriots and immigrants.

Gender Differences and Inter-Ethnic Bullying

Evidence also exists in support of gender differences within the realm of bullying. Ingroup bullying and inter-ethnic bullying has the greatest impact on adolescent boys (Elame, 2013; Nansel et al., 2001). Boys score higher than girls on bullying and victimization (Fanti & Kimonis, 2012).

As far as gender differences are concerned in relation to prejudice, Neto (2009) in his research with participants 477 Portuguese adolescents (mean age 16.8 years) attending high school focused on possible differences by gender. His study revealed that, in general, girls had more positive attitudes toward immigration and immigrants than boys did. Specifically, the effect of gender was significant on multicultural ideology, social equality attitude, perceived consequences of diversity and immigration, immigration prohibition, and attitudes toward ethnocultural groups. These effects indicated that boys advocated more immigration prohibition than did girls, and that girls revealed more favorable attitudes toward multicultural ideology, social equality, perceived consequences of diversity and immigration climate, and toward ethnocultural groups. Girls, compared to boys, also reported more positive attitudes toward immigrants integration. Conversely, boys reported greater endorsement of exclusion attitudes.

Furthermore, compared with girls, boys show greater callous unemotional traits, narcissism and impulsivity. Results on ingroup bullying indicate that initial levels of bullying are highest among adolescents scoring high on these personality traits (Fanti & Kimonis, 2012). Although, it is unclear if gender moderates the relationship between psychopathic traits and bullying involvement among adolescents. Fanti and Kimonis (2012) in their study found that associations between personal traits and bullying and victimization outcomes were not moderated by gender.

However, having in mind the gender differences on bullying –general and ethnic-behavior occurring in Cyprus context (Vryonides, 2014; Elame, 2013; Fanti & Kimonis, 2012) and the possible gender differences on attitudes toward immigrants and immigration (Neto, 2009), this thesis was also examining the moderating role of gender on inter ethnic bullying and the mechanisms behind bullying such as threats and norms. We hypothesized that boys would report more bullying and victimization (ethnic and general), more negative attitudes toward the outgroup and greater callous unemotional traits, narcissism and

impulsivity, than girls and that gender would moderate the longitudinal models (extension of Hypothesis 4 and Hypothesis 5).

School policies on bullying and racist incidents in Cyprus

It seems that the last decade systematic attempts are carried out to tackle bullying and racism in schools. In the article "Xeno-Tolerance Supporting VET teachers and trainers to prevent radicalizations: Analysis of needs, National Report, Cyprus" (2016) it was reported that many means and methods have been adopted for purposes of promoting solidarity and tolerance but, unfortunately, the strong ethnocentric core of the public education system prevents relevant activities and actions from being effective and sustainable. National Report also concludes that teachers do not receive adequate initial or continuous training, with primary school teachers receiving higher levels of such training than secondary school teachers.

Bullying started becoming an issue for the Ministry of Education when the number of reported cases of bullying was dramatically increased. The number of cases more than doubled between the school years 2011-2012 and 2012-2013 and was reaching alarming proportions, according to Justice Ministry. At a joint news conference with the police chief, the minister and an official from the education ministry (2014), said in the school year 2011-2012 there had been in total 913 reported incidents of bullying or violence across the education system. This included primary, secondary and technical schools. The following school year, the figure had reached 1,846. According to the Justice minister, in addition to the traditional forms of bullying, the phenomenon had extended to intense forms such as racism, sexism and homophobia.

Existing actions, methods and learning sources about bullying and racism range from teacher education, implementation of optional workshops for pupils, instructions and manuals from Ministry of Education and Culture, education curricula, Codes of Management of Racist Incidents and Violence Observatory /*Κώδικας Συμπεριφοράς Κατά του Ρατσισμού και Οδηγός Διαχείρισης και Καταγραφής Ρατσιστικών Περιστατικών στα Σχολεία*./

As far as teachers are concerned, the Cyprus Pedagogical Institute offers optional seminars on issues related to diversity and bullying for primary, secondary and technical educational teachers. The important issue is that these seminars are not compulsory for teachers. There are two types of trainings. Firstly, there is a list of training subjects issued by

the Institute at the start of every semester. Schools look at this list and if there are any courses which interest them then they come into contact with the Institute which visits the school and carries out the training for teachers during their school council time which is from 1.15pm – 2.15 pm. There is no obligation for any school to participate in any of these trainings. As well as the trainings occurring within the school according to the school needs and interest of its teachers, the Institute offers some other trainings which are for teachers from any school. These, too, are optional. These take place over a period of five meetings which go for 80 minutes each. It could be assumed that the teachers who opt to spend time participating in seminars on these issues in their free time are often those who are anyhow sensitized on issues of tolerance and wish to further advance their knowledge and skills.

More general policies that concern all school and principals of primary and secondary education include the Code of Conduct against Racism and Code of Management and Recording of Racist Incidents and the Observatory against Violence. In response to racist violence in schools, the Ministry of Education and Culture drafted in June 2014 a pilot Code of Conduct against Racism and a Guide for Managing and Reporting Racist Incidents in Schools. In the school year 2015-2016, the Ministry of Education and Culture suggested that all schools introduce the Code under the goal “sensitizing pupils against racism and intolerance and promotion of equality and respect” in the context of the No Hate Speech Movement of the Council of Europe. This manual is divided into two basic parts, the Code of Conduct to combat racism and the Guide for managing and recording racist incidents as well as a Table of Sanctions. It includes the Self-reflection Document, the Document for the Registration of Racist Incidents and the Yearly Document of Reference of Racist Incidents. The Code and the Guide have been prepared by the Ministry of Education and Culture, the Cyprus Pedagogical Institute and the Curriculum Development Unit, with the contribution of the Anti-Discrimination Authority. It provides advice on how to prevent and deal with racist incidents and violence committed within the school context. It sets out an antiracist policy, with a broad notion of “racism”, and provides schools and teachers with detailed advice on how to prevent and deal with racist incidents and violence committed within the school context. It is expected to contribute to a decrease in bullying and discrimination based on any form of diversity through the promotion of empathy rather than punishment.

Furthermore, dating back to 2009, the Ministry of Education created an Observatory against Violence in School to record and analyze episodes of violence in schools and

separately record and assess all incidents with a racist and xenophobic content. The Observatory provides assistance to victims and to schools as well as advice to the media on how to portray such events. It also carries out educational seminars on issues such as conflict resolution and mediation in the school environment. It was created using the methodology developed by and in close cooperation with the International Observatory of Violence in Schools and the European Observatory on School Violence. Between 2010 and 2015, it recorded a total of 765 violent incidents, although there is no data on how many of these were racially motivated. However, this institution intervenes after the incidence occurs. There is therefore a need for organized preventive programs and lessons.

The engagement with bullying and racism thematic during teaching time in primary classrooms depends on the curriculum of each grade and the means available to each teacher . The ministry of education every year communicates to school the curricula, success indicators and general targets. The bullying and racism thematic are included in the lesson “Health Education” (Αγωγή Υγείας) in primary school, which is carried out twice a week for 40 minute. The general aim of the subject of “Health Education” is to promote the mental, physical and social wellbeing of the pupils with the development of personal and social skills. The lesson “Health Education” includes a variety of thematic and targets such as self development, emotional health and self – esteem, life values, health, substances, social skills, rights and obligations, consumer behavior, family planning. However, one of the thematic concerns is inter-culturalism, tolerance and acceptance . For this subject there is no specific book. Each teacher has to plan the lesson and find relevant material. Some activities are suggested for the subjects above. In 2013 a manual with relevant activities (Discovering the Elephant – Ανακαλύπτοντας τον ελέφαντα) was developed by Ministry of Education and Culture, which teachers can use to conduct the thematic of inter-culturism and reach the curriculum goals. The thematic of inter-culturism consist of a goal of education also for the first and second class in gymnasiums. Another aim for Greek Cypriot schools is Greek language learning for newcomers in the country (Ministry of Education and Culture, – revised on June 2018).

Another step that recently the Ministry of Education and Culture took in 2015 (and revised in 2016) is the development of a manual for the management of bullying incidents. That handbook includes a definition of the phenomenon, the characteristics of bullies and victims, etiology of the phenomenon, preventive actions, suggested procedures for school,

advices for parents, documents for investigation, follow-up and reflection, supportive services, and steps for electronic monitoring of bullying incidents. The purpose of these procedures is to give direction and guidance to school authorities and school personnel in preventing and tackling school-based bullying behavior amongst its pupils and in dealing with any negative impact within school of bullying behavior that occurs elsewhere. Each school is invited to adopt and implement an anti-bullying policy, to develop an action plan for preventing and intervening to bullying. Ministry also suggests that the action plan can be included in the lesson of Health Education (Circular of Ministry of Education, 2016).

An optional preventive program for bullying that is implemented in schools in cooperation with Educational Psychology Services is the Daphne program. The Daphne program aims to contribute to the protection of children against all forms of violence. The European Parliament and the Council adopted a decision for the establishment of the specific program. An educational psychologist trains the teacher and the teacher implements the program to his/her class (11 meetings with activities). Daphne II was implemented on a pilot study basis in 10 schools in 2009 – 2010. Daphne III since 2010 it is available for each school interested for adopting the program.

The programs described above are decontextualized as they are mostly the results of transfer from other countries. To make a prevention and intervention plan we have to take into account the specific cultural context, to explore the needs and make necessary adjustment accordingly. Another problem that it is observed is the implementation of some programs and the optional training of teachers. There seems to be a great need for an integrated holistic program that targets the overall school and social culture. Also a review of the activities for bullying shows that the intervention focuses mostly on individual characteristics. However, if the intervention and prevention plans are to be successful also have to take into account the social and contextual factors, such as school norms, school climate, family norms and social identity, and most important the social psychological variables that mediate prejudice and bullying.

Intergroup Theories

Group Norms

Inter-ethnic bullying exists in social contexts which produce prejudice and stereotypes through social constructions. Society norms come to shape attitudes and behaviors and

consequently influence bullying (Elamé, 2013). It is significant to investigate social group norms which are involved in intergroup conflict (Ginin, 2007). Family, school, media, societal beliefs and attitudes influence those discriminating behaviors.

In the Greek Cypriot context there are children and adolescents that vocally declare that they are racists. Their statements and the freedom they feel to express this openly show that the cultural and social environment could permit and or even encourage these beliefs (Zembylas & Lesta, 2011). Group norms or social norms are a result of interaction between group members (Turner, 1982), and concern widely accepted beliefs, values and attitudes which shape the behavior of group members, setting the acceptable and non-acceptable behaviors (Kokkinaki, 2005). The influence of social norms on intergroup relations has long been recognized from Social Psychologists (Sherif, 1935; Allport, 1954), whereas in-group prejudice toward the out-group is correlated to social approval of the attitude (Nesdale, Maass, Durkin, & Griffiths, 2005).

Humans are not born prejudiced; rather, prejudice is learned as Gordon W. Allport (1954) stated. Allport, defines prejudice as a hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Although prejudice in daily life is ordinarily a matter of dealing with individual people, it also entails unwarranted ideas concerning a group as a whole. Negative religious, ethnic, or racial prejudice (based on grouping by religion, nationality, or race) is an antipathy based on faulty and inflexible generalization or stereotyping. According to Allport, it may be felt or expressed, and it is directed toward a group as a whole or toward an individual because he or she is a member of that group.

The same environment that welcomes the child into this world, family, can also enhance the development of prejudice. The family becomes a part of the new child and the child becomes part of it. Within this setting, the concept of group develops. Both child and family become “we”. Thus ingroup is born. One significant way in which the family affects prejudice is through modeling. Children can learn to behave largely through observation and imitation of models. If models behave in an accepting and respectful way towards others, children are more likely to do so themselves (Bandura, 1986). The child can become prejudice by directly adopting attitudes and biases or indirectly by living in an environment that raise a prejudiced lifestyle (Allport, 1958). Prejudice can be learned from family, peers and the social environment.

Bullying cannot be fully understood without considering the social aspects involved in the phenomenon. The context, particularly the family, plays an important role. Also, the attitudes and values that are developed early in life determine the extent to which a child will act as a bully, a victim or both. What is right and what is wrong is transmitted to the developing child through the socialization process by the parents and the rest of the significant others. Thus, parental styles and cultural values have to be examined as possible parameters of children's aggressive behavior such as bullying at school (Georgiou, Ioannou, & Stavrinides, 2018). Nevertheless, family beliefs about migrants play a key role in engaging in inter-ethnic bullying (Elame, 2013). Family values and attitudes towards racial and ethnic differences shape children's beliefs and behavior (Vryonides, 2014).

Additionally, the absence of integration policies and multicultural education strategies—e.g. changes in curricula, zero tolerance to bullying- on behalf of school system (Verkuyten & Thijs, 2002), as well as the ineffective management of inter-ethnic bullying incidents or the minimal involvement of teachers (Elame, 2013) relate to further involvement of indigenous students in inter-ethnic bullying.

Perceiving support for cross-ethnic relations within the school environment—such as from teachers and other school authorities—may therefore be especially critical for encouraging positive orientations toward cross-ethnic interactions among both ethnic minority and majority youth. Norms of inclusion and equality through institutional authorities can facilitate and enhance the likelihood of achieving positive outcomes from interethnic contact (Tropp & Al Ramiah, 2016).

Another research tested how perceived school and peer norms predicted interethnic experiences among ethnic minority and majority youth. With studies in Chile (654 non indigenous and 244 Mapuche students, $M = 11.20$ and 11.31 years) and the United States (468 non-Hispanic White and 126 Latino students, $M = 11.66$ and 11.68 years), cross-sectional results showed that peer norms predicted greater comfort in intergroup contact, interest in cross-ethnic friendships, and higher contact quality, whereas longitudinal results showed that school norms predicted greater interest in cross-ethnic friendships over time. (Tropp, O'Brien, González Gutierrez, Valdenegro, Migacheva, de Tezanos-Pinto & Cayul 2016).

Furthermore, the development of social norms favoring out-group is of great importance in developing positive intergroup attitudes and inter-group relations in ethnic

diverse school environments (Tezanos-Pinto, Bratt, & Brown, 2010). The Greek Cypriot school prevails a monolithic culture of Hellenism and national ethos. This ethos is reflected on the Greek Cypriot students and it appears from the lack of interest for intergroup contact as well as their preference for separation between the groups (Psaltis, 2012; Zembylas et al., 2010).

Empirical studies also support the compliance with social norms even if it derives from bullying itself. Bullying directed from in-group individuals to out-group individuals was found to be significantly acceptable if it was consistent to group social norms and especially if the out-group member poses a threat to the in-group. (Ojala & Nesdale, 2004; Nesdale et al., 2008). However, the above research was conducted between adolescents of the same ethnicity and concerned intra-ethnic bullying. In another study with participants 6 and 9 years old children (N = 258), when an ingroup member behaved aggressively toward an outgroup member (due to age, gender or ethnicity), youth who belonged to the same group as the aggressor (as opposed to being unaffiliated with the group) had less negative attitudes toward the aggressor (Nesdale, Killen & Duffy, 2013). Additionally, in Greek Cypriot context adolescent observers displayed higher empathic concern towards an ingroup victim who has been harmed by an outgroup bully, and displayed lower perspective taking towards an outgroup bully who has harmed an ingroup victim (Fousiani, Michaelides & Dimitropoulou, 2018).

Consequently, school norms, peer norms and family norms appear to be involved in this form of intergroup bullying. The existing research had primarily probed intergroup bullying among social networks and friends. However, family norms about migration in relation to inter-ethnic bullying it is a subject underexplored. The current thesis aimed to explore longitudinally the involvement of family norms in this form of bullying (Hypothesis 4).

Intergroup Contact Theory

A huge body of research indicates that intergroup contact can reduce prejudice between different social groups. Specifically, Pettigrew and Tropp (2006, 2011) in their meta-analysis of 515 studies found that intergroup contact typically reduces intergroup prejudice across a broad range of target groups, intergroup situations, age groups, geographical areas and contact settings.

Research supports that even unstructured contact (Pettigrew & Tropp, 2006), indirect contact (observing contact) (Ioannou, 2009) or imagined intergroup contact (Crisp & Turner, 2009; Husnu & Crisp, 2010; Husnu & Crisp, 2011) can result in attitude change. Allport's (1954) four conditions for optimal intergroup contact: equality in status at least within the contact setting, a common goal, cooperative interaction, support from authorities are now not considered necessary preconditions for successful contact but as optimising the positive contact effects (Pettigrew & Tropp, 2006).

On the contrary, unfavorable conditions and negative contact can hinder the positive effects of contact (Hewstone, Lolliot, Swart, Myers, Voci, Al Ramiah, & Cairns, 2014). If groups with a negative outlook (e.g., negative experiences of a psychological traumatic nature) are brought together, negative attitudes might increase rather than decrease. Prejudiced people most of the times perceive contact as negative, and through contact might lead themselves to confirm their standpoints, expectations and negative attitudes (Barlow, Paolini, Pedersen, Hornsey, Radke, Harwood, Rubin, & Sibley, 2012). Some of the unfavorable contact conditions that Amir (1969) suggested are competition between groups, intensity of initial attitude or tension laden situations, involuntary or disadvantaged contact.

It is very significant to understand where and how contact among members of different racial and ethnic groups occurs and explore the conditions in which contact may bring different results, as in many racially diverse areas, in which intergroup contact is relatively common, often we encounter the biggest amount of prejudice and intergroup antipathy (Stein, Post, & Rinden, 2000).

On the other hand Hodson (2011), in a recent review shows that intolerant, prejudice-prone persons (persons with social dominance orientation; right-wing authoritarians; conservatives) benefited more from contact, than low prejudiced persons. Positive contact effects among highly prejudiced persons are observed because contact reduces anxiety and increases empathy, while increasing inclusion. It is by no means obvious that contact will work among these individuals because contact effectively reduces psychological threats and thus is likely to improve attitudes among ideologically intolerant people. Intolerant people are those most in need of intervention. Failure to find contact benefits among such individuals is the exception, not the norm. Hodson states that, in fact, if contact did not operate through these processes among the highly prejudiced, the contact hypothesis would require serious reformulation. Contact works well, if not best, among those higher on prejudice-prone

individual-difference variables. The studies he relied on mainly adopted cross-sectional designs that did not examine the opposite direction. In the present study though we are examining the possibility of the opposite scenario, arguing that high prejudice people are not willing to get involved in contact in the first place. This selection bias is particularly relevant to the Greek Cypriot community where some political parties are arguing for the closing of the checkpoints.

Additionally, it is very important to consider the context in which contact is taking place. Contact cannot be examined out of the sociopolitical conditions and historical context that occurs, as conflicts between groups can prevent meaningful contact (Psaltis, 2011). Specifically, in post-conflict societies conflict and collective memory are inseparably intertwined. The emotionally loaded circumstances are often reinforced from ingroup's historical and social representations. Thus collective memory in conflicting groups, as well as ethno-nationalism can hinder contact and its effect (McKeown & Psaltis, 2017; Psaltis, 2012). In our research we assumed that less contact would predict interethnic bullying involvement among Greek Cypriots (Hypothesis 4).

Attitude to behavior or behavior to attitude?

The relationship between attitude and behavior has been the topic of considerable debate. Perhaps the most fundamental assumption underlying the attitude concept is the notion that attitudes guide, influence, shape or predict actual behavior (Kraus, 1995). Causal direction is very important for research on attitude - behavior, because it seems that the opposite scenario is also plausible- where behavior can change attitude. First, cognitive dissonance researchers using the forced compliance paradigm had consistently demonstrated that behavior can cause changes in attitude (Festinger & Carlsmith, 1959).

An explanation for the apparent inconsistency between attitudes and behavior is the argument that the level of consistency depends on other variables that moderate the relationship. Fazio and Zanna (1981) addressed the question "Under what condition do what kinds of attitudes held by what kinds of individuals predict what kinds of behavior. Kraus (1995) in a meta-analysis research found that attitudes significantly and substantially predict future behavior. Longitudinal test is a powerful methodological tool to test the directionality of effects, although is rarely used. In our research a longitudinal design was used to establish causality between prior attitudes/norms and ethnic bullying, using ethnic identity as a

moderator that could enhance the causal relationship between the variables. We believe that this was the first work that used a longitudinal design concerning inter ethnic bullying.

Thus, the aim of the present study was to examine longitudinally the direction between contact, norms and inter ethnic bullying. Hypothesis 4 stated that social norms (family and school) favoring prejudice and intergroup contact (quality, quantity, cross group friendships) at Time 1 would predict inter ethnic bullying at Time 2, among Greek Cypriots. We expected that attitudes (norms and contact) would significantly and substantially predict future behavior (inter ethnic bullying) in a greater extent than the opposite scenario, behavior to attitude (Kraus, 1995).

Threats leading to Negative Attitudes and Prejudice

One of the main sources of difficulties in intercultural relations is the belief that other cultures constitute a threat to an individual's culture. Threats have been studied excessively as antecedents of prejudice (Stephan, Diaz-Loving & Duran, 2000).

Stephan and Stephan (1996) in their Integrated Threat Theory suggest four types of threat: realistic threat, symbolic threat, stereotypes and intergroup anxiety. Realistic threat posed by the out-group concerns any threat to the welfare of the in-group –threat to political and economic power, physical or material well-being. Realistic threats can predict negative affect and attitudes toward out-groups and are associated with ethnocentrism and authoritarianism. Symbolic threat concerns any threat toward the culture and lifestyle of the in-group such as threats to values and traditions. Stereotypes are generalizations about the out-group and can create negative expectations and interaction. Based on the model of intergroup anxiety, during interaction individuals are afraid of the negative psychological consequences (e.g. discomfort, embarrassment) and the negative behavioral consequences (e.g. exploitation). Members of the in-group are also afraid of the negative evaluations or the rejection from other members of the in-group due to non-approval of the contact (Stephan, Diaz-Loving & Duran, 2000).

Research has supported the mediating role of threats between identity and negative attitudes (Bizman and Yinon, 2001). Also empirical data supported that exclusion can be predicted by threats in adult populations (Hitti, Mulvey & Killen, 2011). Stereotypes have also been found to strengthen minority group victimization (Peguero, Anthony & Williams, 2013). Hence, attachment to group identity can result to threats development (Killen, Mulvey & Hitti, 2012), while threats can create negative attitudes toward the out-group (Stephan,

Diaz-Loving & Duran, 2000). Bizman and Yinon (2001), previously in their study examining veteran Israelis' attitudes toward Russian immigrants, in line with Stephan and Stephan's (1996) threat theory and national identification, found that mediators (threats) vary depending on the member's level of in-group identification.

Consequently, in this thesis we assumed that threats would correlate to ethnic bullying and mediate the relationship between contact/norms and inter ethnic bullying. No other published research has investigated before the mediating role of threats between contact/norms and inter ethnic bullying. We hypothesized that social norms (family and school) favoring prejudice and contact (quality, quantity, friendships) at Time 1 would predict inter ethnic bullying at Time 2 through threats of Time 2, among Greek Cypriots (Hypothesis 5). Having in mind the gender differences on bullying behavior occurring in Cyprus context (Elame, 2013; Vryonides, 2014) and the possible gender differences on attitudes toward immigrants and immigration (Neto, 2009), we expected that gender could moderate the mediation model.

Attachment to National Identity

Intergroup level exclusion between children is possible to relate to group identity attachment (Killen, Mulvey & Hitti, 2012). Social Identity Theory (Tajfel & Turner, 1979) is one of the most dominant theories in the field of intergroup peace and conflict. According to social identity theory, individual self-concept is shaped and derived, by membership in social groups and categories. Classification based on common features leads to in-group bias and favoritism, enhancing in-group perceptual similarities and resulting to prejudice towards the out-group (Tajfel & Turner, 1986). Tajfel (1981) suggested that ethnocentrism arises from positioning people into different groups. The SIT also supports that people tend to believe that one's ethnic group is generally important and superior compared to other groups, while other groups are evaluated according to their group. Additionally, individuals identified with a group are committed to follow group norms and most of the times act in accordance to them. Therefore, norms are closely related to group identity (Ojala & Nesdale, 2004; Nesdale et al., 2008). This group membership besides defining identities is shaping behaviors (Hargie, Dickson, Mallett, & Stringer, 2008) and can lead to prejudice and group exclusion (Killen & Rutland, 2011).

SIT (1979) has been widely used in national identity research. The stronger attachment to national identity in pre-adolescents associates to less negative evaluation relative to the perpetrator, when he belongs to the intra-group (Verkuyten, 2003), and influences the involvement or the tolerance to bullying when directed to an out-group member and especially if the out-group member constitutes a threat to the in-group (Ojala & Nesdale, 2004). Research results also show that high levels of national identity attachment affect the development of ethnocentrism toward out-group (Barrett & Oppenheimer, 2011) and strengthen compliance with group norms particularly if norms concern prejudice (Jetten, Spears & Manstead, 1996.). National identity attachment also reduces the possibility for contact between groups and increases negative attitudes (Psaltis, 2012), leads to prejudice (Killen & Rutland, 2011) and leads to the development of threat feelings (Killen et al., 2012; Bizman & Yinon, 2001).

Gini, 2007 guided by social identity theory (SIT) (Tajfel and Turner, 1979) and social identity development theory (SIDT) (Nesdale, 1999), focused on bullying as a social process, in which two opposite groups pursue the same goal and therefore end up clashing. Their goal was to investigate the effect of participant own group, involved in a bullying episode, on perception of the group itself and on perception of the opposite group. This question was addressed by measuring 314 Italian preadolescent reactions to a scenario in which some class members bully a member of another class (the bully condition) or are bullied by members of the other class (the victim condition). Results showed a higher preference for the ingroup when it was the victimized group. Moreover, participants blamed the high status out-group more than any other group.

Additionally, the research by Fousiani et al., (2018), investigated how ethnic group membership of both the bullies and the victims influence the way that observers attribute human characteristics to bullies. The results showed that observers attributed lower human characteristics to outgroup bullies when bullies inflicted harm on an ingroup victim.

Dual National identity. In the research above identity seems to be defined as something homogenous among the people of the group. Social exclusion is associated with attachment to the group identity (over-identification with the group), which leads to the creation of prejudice and a sense of threat from the outside group.

National identity is multifaceted and fluid, while it is constructed in specific culture and context (Phinney & Ong, 2007). National identity and nation are defined differently in

each country. And in the same country it is possible that national identity is perceived differently by people of intra-group. It is also possible for individuals to have different representations concerning a nation (Smith, 2001). On one hand there are people defining their identity in ethnic terms where people share common history, culture and language. On the other hand there are people defining their identity in civic terms, using criteria such as citizenship, civic rights and obligations (Kadianaki & Andreouli, 2017; Pehrson et al., 2009).

In a multilevel data analysis of 37 030 participants from 31 countries, Pehrson et al., (2009), explores the relation between national identity and prejudice toward immigrants. Prejudice and intergroup conflict depends on how groups define their nation and identity. Identification with national identity correlates to prejudice toward immigrants, when defined as ethnic or cultural – which is defined in a way that excludes immigrants. Conversely, when identity is defined as civic no correlation appears between national identity and prejudice towards immigrants. Additionally, according to Kadianaki and Andreouli (2017) an ethnic construction of identity based on descent functions as an ideological device for the exclusion of migrants from the national community. On the other hand a civic representation of identity based on civic rights and duties functions in inclusive ways.

Several ethnically heterogeneous nations, with secessionist movements, including the United Kingdom, Spain, Canada and China are experiencing social tension between ethnic group attachment (ethno-territorial or regional or sub-group identity) and national attachment (state identity) (Sidanius, Feshbach, Levin, & Pratto, 1997; Moreno, 2006). Researchers talk about the dual identity or compound nationality that consists of the way in which citizens identify themselves in sub-state minority nations or regions. Stronger ethno-territorial or regional identity leads to higher demands for political autonomy and self-government between sub-state communities (Moreno, 2006).

For example in the case of Scotland in the context of the UK, a survey study dating back to 1986 included a five-category scale concerning dual self-identification by the Scots (the so-called 'Moreno question') on how they see themselves in terms of their nationality (1. Scottish, not British, 2. More Scottish than British, 3. Equally Scottish and British, 4. More British than Scottish, 5. British, not Scottish). This type of scale modified in different surveys for different populations (e.g. Spain –Catalonian or Spanish), concerning national self-identification and identity attachment to both state and sub-state levels (Moreno, 2006).

Respondents have to balance the relative weight of two identities, usually a sub-state level and state level.

Tausch et al., (2007) and Hargie et al., (2008), examined the degree of identification with religious community in relation to contact effect in Northern Ireland, a context of historical conflict, where there is a struggle between those who want Northern Ireland to remain part of the United Kingdom (Unionists/ Loyalists, generally supported by Protestants) and those who want Northern Ireland to be reunited with the Republic of Ireland. It seems that the strength that members of the two religious groups identify with their relative in-group differentiates the attitudes toward the out-group.

Additionally, the socio-historical context that someone lives, relates to the development of national identity (Barrett & Oppenheimer, 2011) and its functioning. In deeply divided societies and regions with long history of intergroup conflict, ethnic or religious, such as Northern Ireland (NI), strength of group identity plays a more significant role in negative evaluations between groups (Cairns, Kenworthy, Campbell, & Hewstone, 2006). Hargie et al., (2008), among others, examined the role of out-group contact, together with strength of in-group identification, upon willingness to disclose personal information between Catholic and Protestant university students in Northern Ireland. Intergroup contact mediated by lower in-group identification. Students less attached to their religious subgroup, Catholics or Protestants, were more likely to benefit from contact and disclose to members of the out-group.

Consequently, the greater attachment one feels about an ethnic subgroup, the less loyalty one feels to the nation as a whole (Sidanius, Feshbach, Levin, & Pratto, 1997). The higher levels of this subgroup identification affect the development of prejudice and ethnocentrism against the out-group (Barrett & Oppenheimer, 2011) and concurrently reduce the possibility of contact between groups (Psaltis, 2011).

National Identity among Greek Cypriots. In segregated Cyprus, there is a similar context with Northern Ireland, existence of two communities and therefore two levels of identities, the Greek-Cypriot and the Turkish-Cypriot. Given the secession claims of the Turkish occupied north, and the history of the claims for union with Greece by Greek Cypriots, testing the strength of ethnic identification (being Greek or Turkish) in the past in relation to the strength of identification of a superordinate national identity (identification as

being Cypriot) could thus be a relevant moderator of contact/norms effects on the reduction of prejudice in Cyprus.

In the Greek Cypriot community, there is within group conflict concerning the national identity of the Greek Cypriots. National identity is shaped according to two ideologies: Hellenocentrism, giving emphasis to the Greek identity of Cypriots (sub-state identity) and Cypriot-centrism giving emphasis to the Cypriot identity (state identity) which concerns the two communities (Greek-Cypriot and Turkish-Cypriot) (Philippou & Klerides, 2010; Philippou, 2009; Spyrou, 2001). Hellenocentrism, describes individuals attached to motherland Greece and who perceive themselves more as Greeks than as Cypriots. Cypriot-centric ideology describes individuals perceiving themselves more as Cypriots than as Greeks. The corresponding pattern occurs in the Turkish-Cypriot community, with those attached in their motherland Turkey (Turko-centrism) and those who adopt a Cypriot-centric ideology.

Research in both communities shows that Cypriot-centric individuals (mostly belonging to left-wing political parties, peace activists and pro-reconciliation NGOs) are more open to diversity, adopt an internationalist ideology or an ideology of cosmopolitan liberalism, while the Helleno/Turko-centric people adopt a more nationalist, conservative, and ethnocentric view. High identifiers with an ethnic orientation in both communities are involved in minimal contact, show increased prejudice, adherence to official master narratives and distrust towards the out-group (Psaltis, 2012; 2015).

The above within group identity tension concerning Greek Cypriot context, appears to relate the definition of identity proposed by Pehrson et al., (2009) that of ethnic and civic identity. The definition of ethnic identity relates to negative attitudes toward the out-group. Therefore, one can say that the way in which Greek-Cypriots identify themselves could relate to inter ethnic bullying involvement. However, based on the negative attitudes toward immigrants (Zembylas, 2010) and the increased rates of bullying in Greek Cypriot schools (Elame, 2013), we can assume that individuals define their identity in ethnic terms exclude every other group from their identity, adopt negative attitudes and are more likely get involved in ethnic bullying.

In such contexts, it is important to situate identities in the social representational field of social conflicts and identify a variety of identity positions that could be forms of resistance to various and heterogeneous systems of meaning (Psaltis, 2012). From the perspective of inter ethnic bullying it is therefore a valid question to ask whether the possible individual

difference variables concerning in-group identification may have a moderating effect. This brings us to Hypothesis 6, where we hypothesized that social norms (family and school) favoring prejudice and contact (quantity, qualitative, cross – group friendships) could lead to inter ethnic bullying, through threats and negative attitudes in participants highly attached to ethnic identity (moderated mediation model), among Greek Cypriots.

Immigrant Characteristics and Acculturation

Intergroup relations research has been largely concerned with studying only dominant groups' views of others. Immigrant group characteristics are less often studied in intergroup relations research than characteristics of the perceiver (Berry, 2001). Few studies however, have examined the views held by the non dominant groups in a reciprocal way. However, this study contributes to a comprehensive understanding of the role that immigrant characteristics and background plays in inter ethnic bullying.

Pre-existing research also denotes the involvement of other social and psychological factors in intergroup conflict, beyond prejudice. Immigrants' demographics and the degree to which immigrants are integrated or acculturated in the host society can possibly influence inter-group relations, strengthen or hinder inter-group conflict.

Acculturation Process

Recent increases in immigration have made an important priority for schools in many European countries the social integration of immigrant youth. This is vital for reducing prejudice, for protecting minority groups from social marginalization and for promoting social cohesion (Pettigrew & Tropp, 2008).

Immigrants' willingness to adopt part of the culture and habits of the host society works as a protective factor against bullying toward them (Vryonides, 2014). Additionally, integration the optimal acculturation strategy (Berry, 2013; Berry, 1997) correlates to better psychological adaptation (Berry, 2005; Berry, 2000), better school adjustment (Berry, 2000), and better inter-group relations (Zagefka & Brown, 2002). Another study in Canada found that both “integrators” and “assimilators” had a higher satisfaction with life than “marginalizers” and “separators” (Van Oudenhoven, 2006).

Many social benefits can also be gained from cross-ethnic friendships. Social contact and cross-group friendships influence the adaptation of immigrants by decreasing prejudice toward them (Pettigrew and Tropp 2008; Pettigrew, 1997) as well as decreasing the incidents

of victimization in school context (Elamé, 2013). Cross-ethnic friendships contribute to children's social adjustment in ways beyond what can be achieved through same-ethnic friendships (Graham, Munniksma, & Juvonen, 2014; Kawabata & Crick, 2008).

Acculturation has been conceptualized in myriad ways. Arguably, the most cited and widely accepted conceptualization of acculturation was put forth by John Berry. Acculturation has come to occupy an increasingly prominent position in psychology in an effort to understand migration and cultural diversity (Berry, 2001). Definitions of acculturation typically involve the intergroup contact between two cultural groups which results in numerous cultural changes in both parties (Redfield, Linton & Herskovits, 1936). Although, the strategies that immigrants employ are highly dependent on the reactions of the host country to their presence, in this study acculturation refers to the process of an 'ethnocultural minority' group reacting to the larger society (Berry, 2006).

At the psychological level, virtually everyone in an intercultural contact arena holds attitudes toward the two fundamental aspects –intercultural contact and cultural maintenance. When examined among immigrants, these have become known as acculturation attitudes. When individuals do not wish to maintain their cultural heritage and seek daily interaction with other cultures, the assimilation strategy is defined. In contrast, when immigrants maintain their cultural heritage and do not wish to interact with others, then the separation alternative is defined. When immigrants maintain their original culture and engage in daily interactions with other groups, integration is the option. Finally, when immigrants do not maintain cultural integrity, while at the same time do not seek interaction with others, the marginalization is defined (Berry, 2001). Apart from cultural maintenance and involvement with other cultures, there are the two dimensions of identification, ethnic identification (identification with one's cultural group) and civic identification (identification with the dominant society). When both identities are met, this resembles the integration strategy; when individuals feels attached to neither, then there is a sense of marginalization; and when one is highly attached over the other, then assimilation or separation is the option (Berry, 2001; Berry, 1997).

Although Berry's bidimensional model has been the most influential and widely researched model of acculturation processes, it has been criticized on a number of conceptual and methodological grounds, for being decontextualized and static (Bowskill, Lyons & Coyle, 2007; Bourhis, Moï'se, Perreault, & Sene'cal, 1997), inhibiting the dynamic movement between categories, and ignoring the social contexts and immigrants' personal life-stories

(Kadianaki, 2014). Awad (2010) suggested that the positions or statuses posited by Berry depend on the level of immersion in both ethnic and dominant society. Consequently, in his study acculturation elements were examined as dominant society immersion and ethnic society immersion. Dominant society immersion referred to the extent to which individuals adopted dominant society values, beliefs, and behaviors whereas ethnic society immersion referred to the extent to which individuals hold on beliefs, values, and behaviors of their ethnic heritage.

Stephenson (2000) first indicated the need for an independent assessment of degree of immersion in dominant and ethnic societies. He suggested the need for a reliable and valid instrument that can be used across groups to facilitate widespread assessment of acculturation. Thus, he designed a bidimensional tool to measure the process of acculturation across ethnic groups. The tool was tested in multiple studies and consisted of good reliability and validity.

However, Ryder et al., 2000 study demonstrated that the bidimensional model constitutes a broader and more valid framework for understanding acculturation (Ryder et al., 2000). The utility of the bidimensional model can be established only if the two dimensions (heritage culture and mainstream culture) (a) can be measured reliably, (b) correlate in expected directions with key third variables (c) are orthogonal (or at least are not strongly negatively correlated), and (d) show a distinct pattern of correlations with other variables of Interest (Ryder et al., 2000). Ryder and his colleagues (2000) developed the VIA (Vancouver Index of Acculturation), a self-report instrument that assesses several domains relevant to acculturation, including values, social relationships, and adherence to traditions. The 20-item VIA is a general acculturation measure that uses a bidimensional framework, asking participants about their involvement in and personal ties to both heritage culture and dominant society values (race unspecified) culture. Items include, for example, “It is important for me to maintain or develop practices of my heritage culture” and “It is important for me to maintain or develop North American cultural practices.”

In our research we measured acculturation degree as a bidimensional phenomenon whereas a group of items indicated strong affiliation with the majority group, suggesting assimilation or high acculturation; and a group of items indicated strong affiliation with one’s minority group, suggesting rejection of Greek Cypriot culture, separation or low acculturation.

A bidimensional perspective argue that acculturation can be more completely understood when heritage and mainstream cultural identities are seen as being relatively independent of one another (e.g., Berry, 1997). Acculturation is seen as a process in which both heritage and mainstream cultural identities are free to vary independently.

Demographics and Acculturation

Previous research in acculturation area has usually focused on immigrant demographics. Demographic factors such as years of residence, place of birth, ethnicity, financial status, knowledge of the local language and willingness to use it, are significant for the adaptation and acculturation of immigrants to host society (Goldlust & Richmond, 1974). These factors also affect the interaction with indigenous people and subsequently improve inter-group relations (Smither & Rodriguez-Giegling, 1982).

In a study in Portugal among immigrant adolescents length of residence, intercultural contact, and social cultural adaptation predicted mental health outcomes among immigrants. Taken together, recent immigrants within a high-discrimination setting who develop attitudes of separation and marginalization are most likely to be at risk for developing mental health problems. Conversely, more positive outcomes are more likely to be found among longer term residents, in low-discrimination settings, who adhere to traditional cultural values (Neto, Moreno & Chuang, 2011).

The longer the families of immigrant children resided in the United States, the more likely the children to assimilate their identities. That same linear progression is evident for each of the different indicators of parental socioeconomic status shown (home ownership, occupation and education), of foreign and English language proficiency and use, and of preference for “American ways” reported separately by both the youths and their parents. Language, in particular, is closely connected to the formation and maintenance of ethnic identity. The shift to English is associated with a shift in self-definition and seems to entail abandoning not only a mother tongue but also a personal identity (Rumbaut, 2005).

Language has been generally considered to be central to acculturation. Usage of the ethnic minority language appears to be useful as an indicator of the acculturation process. A great deal of attention has been paid to that of language knowledge of host society and use and its relation to acculturation attitudes. In a study of 248 Spanish immigrants results indicated that an assimilation mode of acculturation was positively related to self-rated English proficiency and preference for responding to the questionnaire in English. Furthermore, integration and assimilation were found to be positively related to well-being whereas

rejection was negatively related to both well-being and preference for the English (Masgoret & Gardner, 1999).

On the other hand, Vang and Chang (2018) proposed that expectations of inclusion in the host society, learned through early socialization in host country educational institutions and influence immigrants' perceptions of discrimination. Midway (foreign-born, 5–10 years) and established (foreign-born, >10 years) immigrants who arrived in Canada as children were more likely to report encounters with everyday discrimination than those who uprooted as adolescents or adults. Recent immigrants also reported less discrimination than their fellow immigrants who had been residing in Canada for much longer durations.

Gordon (1964) previously discussed cultural assimilation –the adoption of cultural norms, values and behaviors of the host society- and structural assimilation –the development of friendships with dominant group- as the mean for equal treatment toward immigrants. Importantly, Gordon (1964) suggested that this process is supposed to unfold for all immigrants, regardless of race/ethnicity or national origin. On the other hand, the segmented assimilation thesis predicts that the association between duration of residence and discrimination would differ, depending on immigrants' racial background –especially for non white immigrants (Portes and Zhou 1993). Thus, immigrants from particular ethnocultural backgrounds may assimilate into the ethnocultural enclaves that have already been established in the host country as well as adopting the values of the dominant mainstream society.

Immigrants are typically less similar to the resident population, making more salient the similarity – attraction relationships (Byrne, 1971). Less acculturated individuals are viewed as dissimilar. Accordingly, the similarity hypothesis predicts that those individuals retaining attitudes and behaviors that are characteristic of the society of origin may perceive increased discrimination. In keeping with this, those who seek to assimilate and who undergo greater behavioral shifts (toward receiving society norms e.g. language, clothes, food, values) may experience less discrimination (Mummendey & Wenzel, 1999). Additionally, host society members have often adopted an assimilation ideology in which immigrants are expected to abandon their cultural and linguistic distinctiveness and adopt the core values of the host society (Van Oudenhoven, 2006; Van Oudenhoven, Ward & Masgoret, 2006).

For some immigrants though it is more difficult to assimilate and undergo behavioral shifts (e.g. language, clothes, food, values), due to significant cultural differences. However, Muslims espouse more traditions that appear to conflict with mainstream Western culture

(Awad, 2010). Thus, according to similarity hypothesis some students in Greek Cypriot schools are more possible to retain their cultural heritage and may perceive increased discrimination.

Research on demographic factors (e.g. ethnicity, socio-economic status, place of birth, age, gender) has yielded conflicting results regarding the nature of the relationship with perceived discrimination. Demographic differences in perceived discrimination have a relatively small effect on perceived discrimination and that perceived discrimination is influenced by other factors such as acculturation attitudes, intercultural contact, psycho-social adjustment variables (Neto, 2006) and ethnic identity attachment (Awad, 2010).

Perceived Discrimination

Understanding children's perceptions of victimization is really important. Perceiving oneself to be the target of discrimination is likely to affect individuals' identity formation, peer relations, academic achievement, and mental and physical well-being. Additionally, understanding children's perceptions of discrimination can inform interventions aimed at helping children recognize and combat discrimination (Brown & Bigler, 2005). Because of the lack of research on ethnic bullying and ethnic victimization among immigrants, the literature review concerning immigrant students was mainly based on perceived discrimination.

Neto (2006), addressed that immigrants may also experience stressors that are particular to the new environment. These stressors include language inadequacy, lack of social and financial resources, stress and frustration associated with unemployment or low income, feelings of not belonging in the host society, a sense of anxious disorientation in response to the unfamiliar environment, and discrimination. Immigrants are also dealing with their ethnicity and the stereotypes associating with their identities; an immigrant or an asylum seeker identity carries a stigma and the social representations of poverty, misery or criminality (Kadianaki, 2014b). Psychologists also talked about "acculturative stress"—that is, the acute and chronic stressors to the process of immigrant acculturation (Finch et al. 2000).

One of these acculturative stressors is perceived discrimination, the perception that one is the target of discrimination and unequal treatment (Neto, 2006; Brettell, 2011). For theoretical insight on how segregation and discrimination is considered and processed by immigrants themselves, Brettell (2011) suggests to turn to the literature in psychology and

more specifically to the concept of perceived discrimination. In current thesis the perception that one is the target of discriminative or inter ethnic bullying is measured among immigrants.

Many researchers tried to examine the predictors of perceived discrimination among adult immigrants. Finch et al. (2000), found that “the more highly acculturated native born/residents of the United States are less likely to experience discrimination than their less acculturated counterparts” and further “those born outside the United States are more likely to perceive discrimination as their levels of English usage and acculturation increases”. They suggest that greater mastery of English enhances a sense of discrimination. Also, in another research across all five groups (Nigerians, Mexicans, Indian, Vietnamese, Salvadoran), research participants noted the low tolerance in the United States for those who do not speak English, do not speak it well, or speak it with an accent. This low tolerance can result in anything from subtle discrimination to racist epithets (Brettell, 2011).

In a cross-sectional study the degree of perceived discrimination in relation to several measures, including demographic information, acculturation attitudes, language usage, in-group social contact, ethnic identity and psychological adaptation were examined among adolescents with an immigrant background (Angola, Cape Verde, India) in Portugal. Adolescents from Cape Verde reported greater perceived discrimination than Angolans and Indians. Demographic variables (place of birth, age, gender, and years of residence) were largely unrelated to discrimination. Only ethnicity was related to discrimination. A clear relationship between perceived discrimination and acculturation was supported. Among the acculturation attitudes the strongest correlate of perceived discrimination was segregation. In other words, individuals who place a value on holding on to their original culture and at the same time wish to avoid interactions with others are more likely to experience discrimination. Adolescents who used the ethnic language more frequently, had more contact with co-nationals, and expressed more ethnic identity, experienced more discrimination (Neto, 2006).

Neto 2006, examined perceived discrimination and its association with the acculturation process and psycho-social adjustment. However, he explains that causal direction of the effects could not be determined due to the cross-sectional nature of the study. Perceived discrimination was treated as a dependent variable, but it may also affect, for example, ethnic identity. The current longitudinal study examined the directionality of these effects in the Cyprus context.

One aspect which has been found to be very important to adolescents of immigrant background is ethnic identity or sense of self as a member of an ethnic group (Phinney, 1992). According to social identity theory, recognizing that the powerful majority is prejudiced and discriminates against one's ingroup will lead to increased identification with the in-group (Tajfel & Turner, 1986). Mendoza-Denton and colleagues (2002) argue that a person being a member of a minority group, and also identifies themselves highly to their ethnic group, are more sensitive and prone to perceiving cues of rejection. Immigrant youths identifying themselves strongly with their ethnic identity may suffer from ethnic victimization at a greater extent because their victimization experiences will postulate a direct threat to their self. Thus, in the current study, we explored if ethnic identity relates to experiences of ethnic victimization among immigrant adolescents'.

Acculturation to another social group, involves recognition of new value systems. Thus, extent of acculturation should be negatively related to ethnocentrism, or degree of commitment to a prior ingroup, as ethnocentrism involves integration and loyalty among ingroup members. Also the variables that relate to ethnocentrism include authoritarianism, rigidity of attitudes toward deviants from social norms and extent or frequency of contact with outgroupers. Consequently, individuals high on ethnocentrism should, when placed in another social group, be characterized by low acculturation to the new group and by continued commitment to ingroup norms and customs (Seelye & Brewer, 1970). They found that Americans living in Guatemala who felt more secure living there tended to reduce their commitment towards their original in-group (i.e. US). Thus in our research we hypothesized that low ethnocentrism in immigrants will correlate with low acculturation or separation. Individuals that use separation technique are characterized by complete immersion into their ethnic society and retraction from the dominant society.

Awad, 2010 examined the impact of acculturation, ethnic identity, and religious affiliation on the perceived discrimination of Arab American/Middle Eastern Americans using a sample of 177 individuals of Arab or Middle Eastern descent. Participant ages ranged from 14 to 65, with a mean age of 29 years. About 52% of the study sample reported that it has been implied that Arab Americans were dangerous or violent as a result of their ethnicity and 77% Arab Americans reported being subjected to offensive comments about their ethnic group. Religious identification emerged as the strongest predictor of perceived discrimination. Specifically, Muslim Arabs reported higher levels of discrimination than Christians Arabs

overall. Additionally, individuals with a higher ethnic identity reported more discrimination than individuals reporting a lower level of ethnic identity. Results indicated also that Arab/Middle Eastern Americans who reported lower levels of acculturation tended to report higher levels of discrimination. Awad (2010), suggests that the relationship between ethnic identity and perceived discrimination is most likely bidirectional where individual Arabs/Middle Eastern Americans who are discriminated against increase their in-group identification. This increase in identification may manifest itself in more outward expressions of ethnicity (e.g., ethnic clothing, speaking Arabic in public) and as a result prejudiced individuals may be prompted to discriminate. The direction of this relationship remains unclear though due to the cross-sectional design.

Martinovic and Verkuyten (2012) using a sample of 602 Turkish Muslims from Germany and the Netherlands, examined the influence of ingroup norms and perceived discrimination on religious group identification and host national identification. Participants experiencing pressures from their ingroup to maintain an ethnoreligious lifestyle as well as those who perceived discrimination by natives identified more strongly with their religious group and, in turn, identified less with the host country. Further, the positive relationship between discrimination and religious group identification and the negative relationship between religious and national identification were especially strong for participants who perceived incompatibility between Western and Islamic ways of life. Muslim and host national identities are not always mutually exclusive and that it is important to study the conditions that reconcile and contrast them. Therefore, one can expect that ingroup norms to maintain one's ethnoreligious culture make Muslim minorities turn to their religion and strengthen their religious group identification. To gain approval and recognition of one's group membership, minorities can distance themselves from the host society. This might mean that in the presence of relatively, strong ingroup norms minorities identify more strongly with their religious ingroup and, via higher religious identification, distance themselves from the host society by showing lower national identification.

Social psychologists have dealt with important topics that are all very relevant for acculturation research: contact, social identity (cultural), similarity, intergroup threat, inclusion and exclusion (Van Oudenhoven et al., 2006). Remarkably, however, until recently, the two lines of research have evolved independently from one another in the study of host-immigrant relations. However, in many cases, researchers demonstrate the merger of

acculturation theory with intergroup research (Van Oudenhoven et al., 2006). This thesis examined longitudinally the relation between perceived inter ethnic victimization, degree of acculturation and other intergroup theories such as quality of contact and prejudice. Finally, the above literature bring us to Hypothesis 7, where we hypothesized that language knowledge, concentration of natives in classroom, separation, quality of contact, ethnocentrism, violence climate and ethnic victimization at T1 would predict inter ethnic bullying at T2, among immigrants. Additionally, violence climate, friendships, family norms, ethnocentrism, religion, Greek language use, place of birth and degree of acculturation at T1 would predict inter ethnic victimization at T2.

Current Research

The current research aimed to study inter-ethnic-bullying under the light of inter-group processes and phenomena of inter-group relations. The research also aimed to investigate inter ethnic bullying in relation to social and contextual factors. The participants of the research were Greek Cypriot adolescent students and immigrant students (Greece, Romania, Bulgaria, England, Russia, Georgia, Syria, Greeks of Pont) attending Greek Cypriot schools.

Research Hypotheses

Based on the literature outlined above, the following research hypotheses were stated and are summarized here:

Hypothesis 1: Immigrant students would report more general and ethnic victimization than Greek Cypriots. Both Greek Cypriot and immigrant students were asked to report any victimization, ethnic victimization and the frequency of their victimization in school.

Hypothesis 2: Inter ethnic bullying would have a stronger relationship with social - psychological processes than personal traits, and general bullying would have a stronger relationship with personal traits than social psychological processes, among Greek Cypriots and immigrants

Hypothesis 3: Social psychological processes (norms, contact, school climate, threats, prejudice, and ethnic identity attachment) would predict inter ethnic bullying over and above

individual characteristics (narcissism, impulsivity and callous-unemotional traits). This hypothesis tested both among Greek Cypriots and immigrants.

Hypothesis 4: Social norms (family and school) favoring prejudice and intergroup contact (quality, quantity, cross group friendships) at Time 1 would predict inter ethnic bullying at Time 2, among Greek Cypriots. We expected that attitudes (norms and contact) would significantly and substantially predict future behavior (inter ethnic bullying) in a greater extent than the opposite scenario, behavior to attitude (Kraus, 1995).

Hypothesis 5: Social norms (family and school) favoring prejudice and contact (quality, quantity, friendships) at Time 1 would predict inter ethnic bullying at Time 2 through threats (Stephan & Stephan, 1996) of Time 2, among Greek Cypriots.

Hypothesis 5a: We expected that gender would moderate the relationships between social psychological processes and ethnic bullying among Greek Cypriots. We hypothesized that the model would function differently among genders due to the expected differences: Boys would report more bullying and victimization (ethnic and general), more negative attitudes toward the outgroup (threats), less contact with immigrants and more negative norms, than girls. Girls would benefit more from contact and positive norms, in reducing their threats and finally reducing their involvement in ethnic bullying.

Hypothesis 6: Social norms (family and school) favoring prejudice and contact (quantity, qualitative, cross – group friendships) could lead to inter ethnic bullying, through threats and negative attitudes in participants highly attached to ethnic identity (moderated mediation model), among Greek Cypriots.

Hypothesis 7: Language knowledge, concentration of natives in classroom, separation, quality of contact, ethnocentrism and violence climate at T1 would predict inter ethnic bullying at T2, among immigrants. Violence climate, friendships, family norms, ethnocentrism, religion, Greek language use, place of birth and degree of acculturation at T1 would predict inter ethnic victimization at T2. It was expected that T1 - T2 direction will be the strongest.

Qualitative question: What are the perspectives of students on the existence and causes of inter ethnic bullying.

VASILIKI TSOLIA

CHAPTER TWO

Methods

In order to answer the research questions, two similar questionnaires were designed, one for native students (Greek Cypriots) and one for non native students (Immigrant Children). Non native students that were not fluent in Greek language were not excluded from the study. Interpreter helped the students to complete the questionnaire step by step. Measures of the study of inter ethnic bullying are based on previous theoretical and empirical work. Both questionnaires were tested and adjusted to the Greek Cypriot context in a first pilot study. The questionnaires were administered at the beginning of first semester of the school year for the pilot study (September 2017).

Pilot study

In order to check the feasibility and track difficulties regarding the methodology tools, a pilot study was conducted on 160 students in both rural and non-rural schools (2 high schools, 2 Lyceums). Participants were 100 Greek Cypriots adolescents and 60 children originated from various ethnic backgrounds. The study offered valuable insights by identifying some design issues for the quantitative part of the study, such as difficulty in understanding some questions for immigrant children and overly long time for completing the questionnaire. Subsequently, unclear questions were simplified for immigrant children. All scales were Factor analyzed and evaluated for internal consistency in SPSS. Some scales were removed or shortened in order to minimize the length of the questionnaires. Also some items needed to be removed due to low reliability.

Procedures

Before starting the research the Educational Centre of Research and Evaluation (Cyprus Ministry of Education and Culture) and Cyprus National Bioethics Committee (Ministry of Health) assessed and approved the research questionnaires, hypothesis and methodologies granting permission to enter public schools and interact with students for research purposes. Eleven schools (6 High School, 5 Lyceums) in urban and rural districts of five cities (Nicosia, Limassol, Larnaca, Pafos, Ammochostos rural only) were selected randomly from the official catalogue of public schools maintained by the Cyprus Ministry of Education and Culture, according to the percentage of Greek Cypriot students and immigrants. At the beginning of the first semester, children were instructed to have their parents' written permission. Students' parents were asked to fill in a sheet giving permission

to their child to participate in the research. Also the sheet explained the purpose of the study and insured the child's anonymity. Only students whose parents provided consent took part in the study.

Afterwards, children participating completed the questionnaire in the class. An explanation of how to complete the questionnaire was provided. In addition, the anonymity of questionnaires was emphasized, that there was no right or wrong answers and that each child should answer according to his or her own experience. The researcher was present at all times during the data collection procedure, so as to ensure that there was no ambiguity or confusion regarding the questions.

Participants of First Wave Research

The first wave questionnaire was answered by 864 students. There were six hundred and eighty five ($N=685$) 79.28% Greek Cypriot and one hundred and seventy nine Immigrant ($N=179$) 20.72% volunteer students from Greek Cypriot High Schools and Lyceums. The proportion of Greek Cypriot males was 43.2% ($N=296$) and of Greek Cypriot females 56.8% ($N=389$). The proportion of immigrant males was 46.4% ($N=83$) and of immigrant females was 53.3% ($N=96$). The Greek Cypriot participants' mean age was 14.5 years ($SD = 1.17$, range 12-17). Furthermore, 18 participants (2.6%) were 12 years old, 179 participants (26.1%) were 13 years old, 196 participants were (28.6%) 14 years old, 160 participants (23.4%) were 15 years old, 116 participants (16.9%) were 16 years old and 16 participants were (2.3%) 17 years old. The immigrant participants' mean age was 15 years ($SD = 1.18$, range 13-17). Furthermore, 38 participants (21.2%) were 13 years old, 46 participants were (25.7%) 14 years old, 49 participants (27.4%) were 15 years old, 35 participants (19.6%) were 16 years old and 10 participants were (5.6%) 17 years old. Adolescents aged 12-16 (High School and Lyceum), were participated since students of those ages get involved in bullying more often (Elame, 2013, Vryonides, 2014). Additionally, during adolescence there is a better understanding of national identity and also national identity in that period constitutes a significant component of self-perception (Phinney, 1992).

Participants of Second Wave Research

The second wave questionnaire was answered by 855 students, six hundred and seventy nine ($N=679$) 79.41% Greek Cypriot students and one hundred and seventy six ($N=176$) 20.58% immigrant students. These participants had already answered the questionnaire from the first wave research. The proportion of Greek Cypriot males was 43.1%

($N=292$) and of Greek Cypriot females 56.9% ($N=387$). The proportion of immigrant males was 46.02% ($N=81$) and of immigrant females was 53.98% ($N=95$). The Greek Cypriot participants' mean age was 14.5 years ($SD = 1.17$, range 12-17). The immigrant participants' mean age was 15 years ($SD = 1.18$, range 13-17).

Longitudinal Design

A two-wave longitudinal design was utilized in which the participants completed two identical self-report questionnaires six months apart. The initial sample in Wave 1 of data collection comprised 685 Greek-Cypriot school students and 179 immigrant students. The final sample consisted of 855 students matched across both times of measurement (679 Greek Cypriots and 176 immigrants). The attrition was small with 9 students missing the second wave. The reason for this attrition rate was in most of the case absenteeism.

Demographics of Participants

Socio – economic background was defined by education and profession of parents. Greek Cypriots parents' education ranged from elementary to graduate school with the fathers' educational level to be 2.9% elementary school graduates and .3% did not graduate elementary school, 10.2% to have graduated from junior high school (gymnasium), 38.2% to be senior high school graduates (lyceum), 16.1% studied in a collage, 18.4% had a bachelors degree, 12.1% a master degree (and 1.8% missing). Regarding their mother's education, 1.8% were elementary school graduates, 5.7% graduated from junior high school (gymnasium), 31.7% were senior high school graduates (lyceum), 20.3% went in collage, 24.8% had a bachelors degree, 13.9% held a master degree (and 1.9% missing). Immigrant children's parents' education ranged from elementary to graduate school with the fathers' educational level to be 6.2% elementary school graduates, 10.1% to have graduated from junior high school (gymnasium), 39.7% to be senior high school graduates (lyceum), 12.8% studied in a collage, 15.1% had a bachelors degree, 8.9% held a master degree (and 7.3% missing). Regarding their mother's education, 4.5% did not graduate elementary school, 1.7% were elementary school graduates, 13.4% graduated from junior high school (gymnasium), 39.1% were senior high school graduates (lyceum), 14% went in collage, 19% had a bachelors degree, 1.7% held a master degree (and 6.7% missing). The financial status of Greek Cypriots' families was average for the most part with 28 % reporting to come from households with poor economic status, 43.2% to have average economic status and 20.3% to

have a high level of economic status. They were also 3.4% unemployed fathers and 20.6% unemployed mothers.

The financial status of immigrants' families was low for the most part with 45.8 % reporting to come from households with poor economic status, 21.2% to have average economic status and 9.5% to have a high level of economic status. They were also 10.6% unemployed fathers and 31.3% unemployed mothers.

Ethnic background was defined by the nationality of parents and child. In our research immigrant children were considered the children with both parents foreigners. Immigrant children who participated had various nationalities. Seventy-eight percent were Europeans (English, Russians, Bulgarians, Romanians, Georgians and Greeks) and 29.2% were non Europeans (Palestinians, Syrians, Somalis, Egyptians, Philippians, Iranians and Iraqis). As far as the years of residence is concerned, 52.5% of the participants live in Cyprus over 10 years, 21.8% over 5 years, 5.6% over 3 years, 6.1% over 2 years and 4.5% over 1 year.

Data collected using both quantitative and qualitative methods for creating a better understanding of the phenomenon. Participants completed questionnaires for the analysis of hypotheses 1 - 7. The qualitative question was explored with focus groups,). Qualitative research will evaluate in depth beliefs, experiences, feelings, the causes of the phenomenon, group dynamics and information beyond researchers hypothesis. The qualitative question will be examined with Thematic Analysis.

Materials

A self- completed questionnaire, and focus group discussions –which are described in a separate chapter- were used that have been previously tested with children and adjusted in the Greek Cypriot context. In particular to achieve the objectives of the research, two different self-reported questionnaires addressed to native locals and immigrants were designed and constructed. Nonetheless, regardless of its form and target group, the questionnaire asked about demographics (origin, age, sex, class attended, “class group” composition, school composition, mother’s and father’s profession and education, Greek Language knowledge and usage, religion importance, ethnicity, years of residence, place of birth, family origin).

The Scales in Detail

Collective Self-Esteem Scale

Identification with Greek Cypriot Identity. Identification with subgroup identity – Greek Cypriot Identity- was assessed with four items, ranged in a 5 point-Likert scale, from *strongly disagree* to *strongly agree*: “I am happy to be a Greek Cypriot”, “I often wish I wasn’t a Greek Cypriot” (recoded), “I am proud to be a Greek Cypriot”, “Being Greek Cypriot is an important reflection of who I am”. The above statements created the factor “Subgroup Identification”. The reliability of the scale (Cronbach’s Alpha), was $\alpha = .82$ in Time 1 (T1) and in (T2). The items for this scale were taken from Luhtanen and Crocker (1992).

Collective Self – Esteem for Immigrant Children. Each child had also to report the degree of agreement or disagreement concerning the above four statements (Luhtanen & Crocker, 1992) thinking of its own ethnicity. The reliability of the scale (Cronbach’s Alpha), was $\alpha = .72$ in Time 1 (T1). Collective self-esteem scale was given only in Time 1 for minimizing the length of the questionnaire. Additionally, this factor is considered stable through time and was used as a moderator or as a predictor. Collective self – esteem was assessed only in Time for immigrants.

Relative National Identity among Greek Cypriots (Moreno Question). Relative identity was assessed with a single item measure consisting of 5 options. The item was adjusted from Moreno (1986) study, to measure the strength of one’s attachment to a Hellenocentric (ethnic) or Cypriotcentric (civic) ideology. Respondents were represented with a choice of statements about their preferred identity: “I consider myself a Greek”, “I consider myself Greek and somewhat Cypriot”, “I consider myself equally Greek as Cypriot”, “I consider myself Cypriot and somewhat Greek”, “I consider myself a Cypriot”. This item consisted “Relative Identification” and given only to Greek Cypriots.

Patriotism and Nationalism

Patriotism and Nationalism among Greek Cypriots. Patriotism and Nationalism were assessed with seven statements ranging in a 7 point-Likert scale, from *strongly disagree* to *strongly agree*. Patriotism statements: “I love my country”, “It is important to me to contribute to my country”, “It is important for me to serve my country”. Nationalism scale: “Other states can learn a lot from us”, “Our country is the best place in the world in all

respects”, “Relative to other states, we are a very moral state”, “It is disloyal for Greek Cypriots to criticize Cyprus”. The statements were adjusted from Roccas et al. (2008) and two other statements were excluded because of low coefficients and relation to the factor. The reliability of the factor Patriotism (Cronbach’s Alpha), was $\alpha = .80$ in T1 and the reliability of the factor Nationalism was $\alpha = .63$ in T1. Patriotism and Nationalism were only assessed in Time 1.

Patriotism and Nationalism among Immigrant Children. The reliability of the factor Patriotism (Cronbach’s Alpha), was $\alpha = .77$ in T1 and the reliability of the factor Nationalism was also $\alpha = .77$ in T1. Patriotism and Nationalism were only assessed in Time 1.

Ethnic Attachment and Civic Attachment among Greek Cypriots

Ethnic and Civic attachment were assessed with six statements (4 for ethnic identity and 2 for civic identity) and ranged in a 7 point-Likert scale, from *strongly disagree* to *strongly agree*. Ethnic Identity: ‘*Mixing Greek Cypriot culture with other cultures should be prevented*’, ‘*Someone can only be truly Greek Cypriot when having Greek Cypriot parents*’, ‘*Greek Cypriot culture should be handed down from generation to generation and protected against change*’, ‘*People from other countries should not take a Cypriot nationality*’. Civic attachment: ‘*Someone who settles permanently in and who follows all basic rules, should receive all rights as a Greek Cypriot citizen*’, ‘*Being Cypriot has nothing to do with descent or cultural background, but only with the extent to which someone participates in the Cypriot community*’. The statements were adjusted from Meeus et al., (2010). The reliability of the factor Civic Attachment (Cronbach’s Alpha), was $\alpha = .71$ in T1 and the reliability of the factor Ethnic Attachment was $\alpha = .66$ in T1. The above scales were only assessed in Time 1.

School Interethnic Conflict Climate

School Interethnic Conflict Climate among Greek Cypriots. Greek Cypriot students were asked to state how often they observed bullying behavior or conflicts or quarrels with immigrant or Turkish Cypriot peers at school. There were five possible answers: (1) never, (2) almost never, (3) few times, (4) sometimes, (5) often, and (6) very often. The statements were adjusted from Agirdag, et al. (2011). The above items formed the Interethnic Conflict Climate Immigrants (CCI) and Interethnic Conflict Climate Turkish Cypriots (CCTC). The reliability

of the factor CCI (Cronbach's Alpha), was $\alpha = .82$ and the reliability of the factor CCTC was $\alpha = .77$ in T1. The reliability of the factors in T2 were $\alpha = .85$ and $\alpha = .80$ respectively.

School Interethnic Conflict among Immigrants. Immigrant children were also asked to state how often they observed bullying incidents or conflicts at their school. We asked non-native pupils to state how often they have quarrels at school with peers of Greek Cypriot origin. The reliability of the factor Interethnic Conflict was $\alpha = .83$ in T1 and $\alpha = .82$ in T2.

Intercultural group dynamics – Positive School Climate

Positive School Climate among Greek Cypriots (discuss this in frequencies). Greek Cypriot students were asked if they were happy with the foreign children in their class, '*Are you happy with the immigrant children in class with you?*', and '*Are you happy with Turkish Cypriot children in class with you?*' The statements were used as single items and were adjusted from Elamé (2013).

Positive School Climate among Immigrant Children. Non-native pupils were asked if they feel happy and safe in their school. "Are you happy being in the Greek Cypriot school", "Do you feel at ease with your Greek Cypriot classmates?", "I have a good time in my school", "I feel safe in my school", "My teachers help me when I need them". The statements also adjusted from Elamé. (2013). The reliability of the factor Positive Climate was $\alpha = .80$ in T1 and $\alpha = .81$ in T2.

Bullying and Victimization

Bullying and Victimization among Greek Cypriots. Bullying scale originally created by Olweus, (1996) consists of 19 statements where students are asked if they have been bullied or bullied other children at their school. Other researchers in Cyprus (Georgiou & Stavrinides, 2008) translated and used before the items below. Bully items: "*Other children complain that I hit them*", "*I want other children to do as I say*", "*Other children are afraid of me*", "*Other children complain that I tease them*", "*I insult other students*". Victimization Items: "*I was called bad names by another child*", "*Other children spread rumors or lies about me*", "*Other children play nasty tricks on me, threatened or blackmailed me*", "*Other children exclude me from playing with other children*", "*Other children have hit me or tried to hit me*", "*Other children constantly tease me*", "*I was threatened or forced by other*

children’, ‘Other children have said lies or bad things about me’, ‘I was excluded/ignored by other children’. Children responded to each item on a five-point Likert-type scale. The above items formed the Bullying and Victimization factors. The reliability of the factor Bullying (Cronbach’s Alpha), was $\alpha = .83$ and the reliability of the factor Victimization was $\alpha = .86$ in T1. The reliability of the factors in T2 were $\alpha = .84$ and $\alpha = .87$ respectively. Students were also asked about the frequency of being bullied (Never, once a month, twice a month, once weekly, every day). Overall scale scores were used because factor analytic examination of the measure’s psychometric properties indicated that the physical, verbal and relational domains of bullying and victimization are not distinct, but rather serve as indicators of overall bullying and peer victimization (Varjas, Henrich, & Meyers, 2009). Following the above published papers bullying and victimization scales in our research were used in the analysis.

Bullying and Victimization among Immigrant Children. Non-native pupils were also asked to report if they involve in bullying answering the 19 statements of Olweus, (1996). The reliability of the factor Bullying (Cronbach’s Alpha), was $\alpha = .83$ and the reliability of the factor Victimization was $\alpha = .87$ in T1. The reliability of the factors in T2 were $\alpha = .87$ and $\alpha = .87$ respectively. Students were also asked about the frequency of being bullied (Never, once a month, twice a month, once weekly, every day).

Inter-ethnic Bullying

Inter-ethnic Bullying among Greek Cypriots. Inter – Ethnic bullying scale consisted of 12 statements where students are asked if they have bullied other children at their school because of their ethnic background. Specifically Greek Cypriots students were asked to what extent they have been calling names, teasing or excluding other students because of their ethnic background. The scale adjusted from Vryonides and Kalli (2014) and Olweus (1996) according to the research needs. For example the original statement of Vryonides and Kalli (2014) referred to victimization ‘Other pupils call me names or insult me because of my ethnic background’ was transformed to a bully statement ‘I call names and insult other pupils because of their ethnic background’. Original bully statements of Olweus transformed to ethnic bully statements. For example ‘Other children complain that I hit them’, ‘Students with different ethnic backgrounds complain that I hit them’. We created the factor Inter – Ethnic Bullying toward immigrants (an overall score), the factor direct bullying toward children from different ethnic groups, the factor indirect bullying (exclusion) toward Turkish Cypriots and

immigrants. The reliability of the factor Inter – Ethnic Bullying toward immigrants (Cronbach’s Alpha), was $\alpha = .85$ in T1 and $\alpha = .91$ in T2. The reliability of the factor direct bullying, was $\alpha = .85$ in Time 1 and $\alpha = .92$ in Time 2. The factor indirect Inter-Ethnic Bullying toward immigrants, was $\alpha = .77$ in T1 and $\alpha = .84$ in T2. Indirect Inter – Ethnic Bullying toward Turkish Cypriots (Cronbach’s Alpha), was $\alpha = .88$ in T1 and $\alpha = .87$ in T2. The factor inter ethnic bullying was used in the models.

Inter-Ethnic Bullying and Victimization among Immigrants. Inter – Ethnic bullying scale consisted of 8 statements where students are asked if they have bullied other children at their school because of their ethnic background. The scale adjusted from Vryonides and Kalli (2014) and Olweus (1996) according to the research needs. Perceived personal ethnic victimization was assessed with 8 questions on five-point scales. The children were asked to what extent they were called names and teased because of their ethnic background (Vryonides & Kalli, 2014; Verkuyten & Thijs, 2002). “Other pupils talk behind my back because of my ethnic background”, “Other pupils send me insulting SMS, e-mails, comments on Facebook and similar because of my ethnic background”, “Other pupils ignore me or avoid contact with me because of my ethnic background”, “Other pupils hit me, kick me, spit at me or express other forms of rude physical behaviour to me because of my ethnic background”, “Other pupils hide or destroy my things because of my ethnic background”. The reliability of the factor Inter – Ethnic Bullying (Cronbach’s Alpha), was $\alpha = .85$ in T1 and $\alpha = .81$ in T2. The reliability of the factor Ethnic Victimization (Cronbach’s Alpha), was $\alpha = .76$ in T1 and $\alpha = .88$ in T2.

Bully – Victim Nominations

Native and non-native pupils were asked to nominate bully and victims: ‘Who are the children that get victimized by other kids?’ and ‘Who are the children that bully other students?’ The students had to answer the above questions for each ethnic group. An ethnicity’s score on a scale was derived by taking the number of times the ethnicity was nominated. The Victimization and Bully Scale was drawn from the Modified Peer Nomination Inventory (Perry et al., 1988).

Family Norms

Family Norms among Greek Cypriots. Family positive norms about migration and immigrants were assessed with six statements on five-point scales from *strongly disagree* to *strongly agree*: “*Is it acceptable in my family to make negative remarks or jokes about immigrants*” (reversed coded), “*It is important for my family to be friendly to immigrants*”, “*It is important for my family to have immigrant friends*”, “*My family would not accept a romantic relationship between me and an immigrant child*” (reversed coded), “*My family thinks that immigrants create a problem for Cyprus*” (reversed coded), “*It is acceptable in my family for non-native children to visit me at home*”. The scale adjusted from Mackie, Moneti, Denny and Shakya (2012). We created the scale Family Norms. The reliability of the factor (Cronbach’s Alpha), was $\alpha = .78$ in T1 and $\alpha = .81$ in T2.

Family Norms among Immigrant Children. Family positive norms about Greek Cypriots were assessed with five statements on five-point scales from *strongly disagree* to *strongly agree*: “*It is acceptable in my family to make negative remarks or jokes about Greek Cypriots*” (reversed coded - removed), “*It is important for my family to be friendly to Greek Cypriots*”, “*It is acceptable in my family to have Greek Cypriot friends*”, “*My family would not accept a romantic relationship between me and a Greek Cypriot*” (reversed coded - removed), “*It is acceptable in my family for non-native children to visit me at home*”. The scale adjusted from Mackie, Moneti, Denny and Shakya (2012). We created the factor Family Norms. Two statements were removed because of low coefficients and small correlation to the factor. The reliability of the factor (Cronbach’s Alpha), was $\alpha = .55$ in T1 and $\alpha = .66$ in T2. A possible reason that the scale did not work so well among immigrant children is the heterogeneity of the group.

Positive School Norms among Greek Cypriots

Positive school norms about migration and immigrants were assessed with 10 statements on five-point scales from *strongly disagree* to *strongly agree*. The statements adjusted from Kinket et al., (1997) and Verkuyten and Thijs, (2002): “*Do you sometimes talk about racism or discrimination during the lessons?*”, “*Do you sometimes talk about the habits of people from different countries during the lessons?*”, “*Do you sometimes talk about migration during the lessons?*”, “*Does the teacher sometimes talk about being fair to children from different countries?*”, “*Does the teacher encourage you to be friendly with children from other*

countries?”, *“Does your school help the children from other countries?”*, *“Does your school offer Greek language lessons to children that do not know the language?”*, *“Does your teachers help children from other countries when struggling? ”*, *“Does your teachers help children from other countries when they get victimized or excluded?”*.

We created the factors Friendships Encouragement, School Multicultural Education and Teachers Behavior (helping immigrant children). The reliability of the factor Friendships Encouragement (Cronbach’s Alpha), was $\alpha = .86$, the reliability of the factor Multicultural Education was $\alpha = .80$ and the reliability of the factor Teachers Behavior was $\alpha = .84$ in T1. The reliability of the factors in T2 were $\alpha = .88$, $\alpha = .82$ and $\alpha = .85$ respectively. We have created an overall score for School Norms. The reliability of the factor in T1 were $\alpha = .89$ and in T2 were $\alpha = .90$. The overall score was used in the analysis.

Realistic and Symbolic Threats among Greek Cypriots

Realistic (R) and Symbolic (S) threats toward immigrants were assessed with 7 statements on five-point scales from *strongly disagree* to *strongly agree*. The statements were adjusted from Stephan et al., (2000). *“Greek Cypriot norms and traditions are threatened by the increase of immigrants to Cyprus”* (S), *“Immigrants take jobs away from Greek Cypriots”* (R), *“Immigrants are increasing the amount of crime in Cyprus”* (R), *“Immigrants contribute positively to the economy of Cyprus”*(R reversed coded), *“Cyprus is losing its Greek character because of increasing amount of immigrants that are entering the country”* (S). *“When I walk, it bothers me to see so many migrants to wander”* (R), *“Cypriot society must operate only on the basis of Greek Cypriot norms because are superior of the norms of migrants”*(S). We created the factors of Symbolic Threat and Realistic Threat. The reliability of the factor Realistic Threat (Cronbach’s Alpha), was $\alpha = .72$ and the reliability of the factor Symbolic Threat was $\alpha = .72$. The reliability of the factors in T2 were $\alpha = .72$ and $\alpha = .77$ respectively. An overall scale was created for Threats, which we have used in regression analysis. The reliability of the factor Threats (Cronbach’s Alpha), was $\alpha = .77$ at Time 1 and $\alpha = .80$ at Time 2.

Stereotypes

Positive Stereotypes toward Immigrants among Greek Cypriots. Stereotype scale was derived from the work of Zembylas, Michaelidou & Afantintou-Lambrianou (2010).

Stereotypes were assessed with 5 traits on five-point scales from *strongly disagree* to *strongly agree*. Participants were asked to indicate the number of traits that they believe that the immigrants living in Cyprus have. The traits included were as follows: hard working, kind, clean, honest and dangerous (reversed coded). We created different scales for each out-group (Turkish – Cypriots (TC), Greeks, Georgians, Romanians, Bulgarians, Russia, Syrians and Immigrants in general). Below I describe the reliability of T1 and T2 respectively. The reliability of the factor Immigrants stereotypes (Cronbach's Alpha), was $\alpha=.84/\alpha=.87$, the reliability of the factor TC Stereotypes was $\alpha=.88/\alpha=.88$, the reliability of the factor Greek Stereotypes was $\alpha=.84/\alpha=.85$, the reliability of the factor Georgian Stereotypes was $\alpha=.85/\alpha=.86$, the reliability of the factor Romanian Stereotypes was $\alpha=.84/\alpha=.86$, the reliability of the factor Syrian Stereotypes was $\alpha=.85/\alpha=.87$, the reliability of the factor Bulgarian Stereotypes was $\alpha=.84/\alpha=.87$, the reliability of the factor Russia Stereotypes was $\alpha=.84/\alpha=.85$, the reliability of the factor Immigrant Stereotypes was $\alpha=.84/\alpha=.87$.

Stereotypes toward Greek Cypriots among Immigrant Children. Non-native pupils were asked to indicate the number of traits that they believe that the Greek Cypriots have. The traits included were as follows: hard working, kind, clean, honest, good people and dangerous (reversed coded – excluded because of lowering the reliability to unacceptable levels) (Zembylas et al., 2010). The reliability of the factor Greek Cypriots Stereotypes (Cronbach's Alpha), was $\alpha=.83$ in T1 and $\alpha=.85$ in T2.

Intergroup Anxiety

Intergroup Anxiety toward Immigrants among Greek Cypriots. Intergroup Anxiety scale was adjusted from Stephan and Stephan (1985). Anxiety was assessed with 5 feelings on five-point scales from *strongly disagree* to *strongly agree*. Respondents were invited to think about how they felt when meeting people from the out-group and to rate the extent to which they felt anger, irritation, anxiety, positivity and trust. We created different scales for each out-group (Turkish – Cypriots, Greeks, Georgians, Romanians, Bulgarians, Russia, Syrians and Immigrants in general). Below I describe the reliability of T1 and T2 respectively. The reliability of the factor TC Anxiety (Cronbach's Alpha), was $\alpha=.80/\alpha=.84$, the reliability of the factor Greek Anxiety was $\alpha=.77/\alpha=.81$, the reliability of the factor Georgian Anxiety was $\alpha=.74/\alpha=.78$, the reliability of the factor Romanian Anxiety was $\alpha=.72/\alpha=.78$, the reliability of the factor Syrian Anxiety was $\alpha=.73/\alpha=.78$, the reliability of the factor Bulgarian Anxiety was

$\alpha=.73/\alpha=.78$, the reliability of the factor Russia Anxiety was $\alpha=.73/\alpha=.75$, the reliability of the factor Immigrants Anxiety was $\alpha=.74/\alpha=.75$.

Intergroup Anxiety toward Greek Cypriots among immigrants. Non-native pupils were also asked to rate the extent to which they felt anger, irritation, stress, positivity and trust toward Greek Cypriots. The reliability of the factor Greek Cypriot Anxiety (Cronbach's Alpha), was $\alpha=.70$ in T1 and $\alpha=.80$ in T2.

Prejudice Measure

Positive Feelings toward Immigrants. Positive intergroup emotions were assessed by thermometers. The introductory question was, "In general, what are your feelings toward the [out-group]?" followed by a thermometer scale from 0 – 100, with higher values indicating more positive emotions (extremely favorable) and lower values indicate more negative emotions (extremely unfavorable) (Haddock et al., 1993).

Positive Feelings toward Greek Cypriots. Non-native pupils were also asked to report their feelings toward Greek Cypriots. "In general, what are your feelings toward Greek Cypriots?" followed by a thermometer scale from 0 – 100, (Haddock et al., 1993). The statement was used as single item variable.

Intergroup Contact Measures

Quality of Contact among Greek Cypriots. Quality of contact was assessed with the question of how participants found the contact when they met with out-group members. The question was used as seven separated items and the participants had to state if they found contact to be pleasant, superficial (recoded), cooperative, positive, based on mutual respect, whether they felt superior (recoded) or underestimated (recoded). The above statements created the factor "Qualitative Contact". Qualitative contact was separately measured for immigrants and Turkish Cypriots. The reliability of the factor (Cronbach's Alpha), was $\alpha= .84$ in Time 1 (T1) for both immigrants and Turkish Cypriots and $\alpha= .84$ in (T2) also for both groups. The items for this scale were taken by Islam and Hewstone (1993).

Quality of Contact among Immigrant Children. Quality of contact was assessed with the question of how non-native pupils found the contact when they met Greek Cypriots. Quality of contact among immigrants was also assessed with seven separated items (pleasant,

superficial (recoded – removed because of lowering the reliability), cooperative, positive, respect, superiority (recoded -removed), underestimation (recoded - removed)) (Islam & Hewston, 1993). The above statements created the factor “Quality of Contact”. The reliability of the factor (Cronbach’s Alpha), was $\alpha=.90$ in Time 1 (T1) and $\alpha=.91$ in (T2).

Quantity of Contact measure. This subscale aimed to determine the amount of (any) contact experiences with out-group members. Respondents were asked to provide answers on the question: “How often do you speak with people from the following ethnic group?” (never=1, rarely=2, sometimes=3, often=4, very often=5). The scale was adjusted from Islam & Hewstone, (1993) study. An overall mean score for all the out-groups was created. The reliability of the scale Quantity of Contact among Greek Cypriots was $\alpha=.79$ at T1 and $\alpha=.77$ at T2. Non-native children were also asked to report the amount of (any) contact experience with Greek Cypriots. The statement was used as a single variable.

Intergroup friendships measure. The scale was originally used by Levin, Van Laar & Sidanius (2003) and measures the amount of ingroup and outgroup friendships. The stem question was: “How many of your friends come from the following ethnic groups?” (none =1, few=2, many=3, most of them=4, all=5). Participants were asked to indicate the number of outgroup friends. (e.g., “How many Turkish Cypriot friends do you have?”). The scale was measured as a multi – item measure. N overall mean score for all the out-group friendships was created for Greek Cypriots. The reliability of the factor Friendships was $\alpha=.76$ at T1 and $\alpha=.79$ at T2. Non-native pupils were also asked to indicate the number of Greek Cypriot friends.

Family Friendships. The scale was derived from the work of Levin et al., (2003) and measures the amount of outgroup friendships that the family of the respondent has. The stem question was: “How many friends of your family come from the following ethnic groups?” (none =1, few=2, many=3, most of them=4, all=5) (e.g., “How many Turkish Cypriot friends does your family have?”). A mean score for all the out-group friends was created for Greek Cypriots. The reliability of the factor Family Friendships was $\alpha=.79$ at T1 and T2. Non-native students were asked about the amount of friendships that their family maintains with Greek Cypriots. The statement was used as a single variable.

Individual Anti-social Characteristics (narcissism, impulsivity and callous-unemotional traits) among Greek Cypriots

Native and non-native students completed the same scale. Narcissism, impulsivity and callous-unemotional traits were assessed with the Antisocial Process Screening Device (APSD) (Munoz & Frick, 2007), a five-point scale from *strongly disagree* to *strongly agree*. Narcissism (NAR): “*You think you are better or more important than other people*”, “*You brag a lot about your abilities, accomplishments, or possessions*”, “*You use or “con” other people to get what you want*”, “*You can act charming and nice to get what you want*”, “*You tease or make fun of other people*”, “*You get angry when corrected or punished*”, “*Your emotions are shallow and fake*”. Impulsivity (IMP): “*You act without thinking of the consequences*”, “*You do not plan ahead or leave things until the last minute*”, “*You do risky or dangerous things*”, “*You blame others for your mistakes*”, “*You get bored easily*”. Callous-Unemotional (CU): “*You are concerned about the feelings of others*”, “*You feel bad or guilty when you do something wrong*”, “*You care about how well you do at school or work*”, “*You are good at keeping promises*”, “*You hide your feelings or emotions from others*” (reversed coded), “*You keep the same friends*”. We created the factors of Narcissism, Impulsivity and Callus Unemotional. The reliability of the factor Narcissism among Greek Cypriots (Cronbach’s Alpha) was $\alpha = .76$, the reliability of the factor Impulsivity among GC was $\alpha = .60$ and the reliability of the factor CU among GC was $\alpha = .60$. The reliability of the scales among immigrant children were $\alpha = .79$ for Narcissism, $\alpha = .71$ for Impulsivity and $\alpha = .61$ for CU. Personality traits were not assessed at T2.

Multigroup Acculturation Scale among Immigrants

Non-native pupils were asked to report the degree of their acculturation to Cyprus. The acculturation measure was adjusted from Stephenson (2000). Stephenson created a multigroup acculturation scale to assess two aspects of acculturation, ethnic society immersion and dominant society immersion. Stephenson Multigroup Acculturation Scale (SMAS) are a number of statements that evaluate changes that occur when people interact with others of different cultures or ethnic groups. Scale 1: Dominant society immersion or Assimilation: “*I write better in Greek than in my native language*”, “*I usually use Greek language than my native language*”, “*I get along better with Greek Cypriots than compatriots*”, “*Most of my friends at school are Greek Cypriots*”. Scale 2: Ethnic society immersion or Separation: “*My*

closest friends are compatriots”, *“I feel more relaxed when I am with a compatriot than when I am with a Greek Cypriot*”, *“It is really important to me to maintain my culture*”, *“I prefer using my mother language than Greek language*”. Reliability of Separation scale was $\alpha=.82$ in T1 and for Assimilation is $\alpha=.77$ in T1. Reliability in T2 was $\alpha=.76$ and $\alpha=.77$ respectively for the two scale. In our research we measured acculturation degree as a bidimensional phenomenon whereas a group of items indicated strong affiliation with the majority group, suggesting assimilation or high acculturation; and a group of items indicated strong affiliation with one’s minority group, suggesting rejection of Greek Cypriot culture, separation or low acculturation.

The utility of the bidimensional model can be established only if the two dimensions (heritage culture and mainstream culture) (a) can be measured reliably, (b) correlate in expected directions with key third variables (c) are orthogonal (or at least are not strongly negatively correlated), and (d) show a distinct pattern of correlations with other variables of interest (Ryder et al., 2000). Indeed in the current data the two variables were reliable, orthogonal, uncorrelated and correlated to expected direction with third and distinct variables

Parents’ occupation and education status

Socio – economic background was defined by education and profession of parents. Greek Cypriots parents’ education ranged from elementary to graduate school. Education level consisted of 6 options: elementary school, junior high school (gymnasium), senior high school (lyceum), collage, bachelors degree and master degree.

Occupation level ranged from low wage jobs (laborers and related unskilled workers), middle wage jobs (intermediate clerical, sales and service workers) and high paying jobs (managers, administrators and professionals). Participants also stated in a different question if their parents were unemployed.

Composition of the classroom

Each participant was asked to give information about his/her class composition. The stem question was: *“How many of your classmates belong to the following ethnic groups?* Immigrant children also reported the number of natives or other foreign children at school and in classroom.

The research's variables used in T1 and T2 can be found in Table 1 and the reliabilities of all scales used in T1 and T2 can be found in Table 2.

Table 1, *Research Variables Time 1 and Time 2*

<i>Greek Cypriots</i>				
Control Variables	Predictors	Mediators	Moderators	Outcomes
Age (T1)	Family and School Norms (T1, T2)	Threats (T2)	Relative Identity (T1)	Bullying
Gender	Contact Variables (T1, T2)	Intergroup Anxiety (T2)	Gender	Victimization
SES (T1)	Personality Traits (T1)	Positive Stereotypes (T1, T2) and Positive Feelings (T2)		
<i>Immigrants</i>				
Control Variables	Predictors	Mediators	Moderators	Outcomes
Age (T1)	Family and School Norms (T1, T2)	Acculturation Degree		Bullying
Gender	Contact Variables (T1, T2)			Victimization
SES (T1)	Personality Traits (T1)			
Concentration of compatriots in classroom	Acculturation Degree (T1)			
	Ethnocentrism (T1)			
	Demographics: ethnicity, religion importance, years of residence, language knowledge and use			

Table 2, *Reliabilities of scales at T1 and T2, Cronbach's Alpha*

Greek Cypriots		
Scales	Wave 1 Cronbach's a	Wave 2 Cronbach's Alpha
Collective Self-Esteem	$\alpha=.82$	$\alpha=.82$
Patriotism	$\alpha=.80$	Not examined
Nationalism	$\alpha=.63$	Not examined
Civic attachment	$\alpha=.71$	$\alpha=.82$
Ethnic Attachment	$\alpha=.66$	$\alpha=.82$
School Interethnic Conflict Climate	$\alpha=.82$	$\alpha=.85$
Positive School Norms overall scale	$\alpha=.89$	$\alpha=.90$
Bullying	$\alpha=.83$	$\alpha=.84$
Victimization	$\alpha=.86$	$\alpha=.87$
Inter Ethnic Bullying overall scale	$\alpha=.85$	$\alpha=.91$
Positive Family Norms	$\alpha=.78$	$\alpha=.81$
Realistic Threats	$\alpha=.72$	$\alpha=.72$
Symbolic Threats	$\alpha=.72$	$\alpha=.77$
Threats	$\alpha=.77$	$\alpha=.80$
Stereotypes	$\alpha=.84$	$\alpha=.87$
Intergroup Anxiety	$\alpha=.74$	$\alpha=.75$
Quality of Contact with the outgroup	$\alpha=.84$	$\alpha=.84$
Narcissism	$\alpha=.76$	Not examined
Impulsivity	$\alpha=.60$	Not examined
Callous Unemotional traits	$\alpha=.60$	Not examined
Immigrants		
Scales	Wave 1 Cronbach's a	Wave 2 Cronbach's a
Collective Self – Esteem	$\alpha=.71$	Not examined
Patriotism	$\alpha=.77$	Not examined
Nationalism	$\alpha=.77$	Not examined
School Interethnic Conflict Climate	$\alpha=.83$	$\alpha=.82$
Positive School Climate	$\alpha=.80$	$\alpha=.81$
Bullying	$\alpha=.83$	$\alpha=.87$
Victimization	$\alpha=.87$	$\alpha=.87$
Inter Ethnic Bullying overall scale	$\alpha=.85$	$\alpha=.81$
Interethnic Victimization	$\alpha=.76$	$\alpha=.88$
Positive Family Norms	$\alpha=.55$	$\alpha=.66$
Stereotypes	$\alpha=.83$	$\alpha=.85$
Intergroup Anxiety	$\alpha=.70$	$\alpha=.80$
Quality of Contact with the outgroup	$\alpha=.90$	$\alpha=.91$
Narcissism	$\alpha=.79$	Not examined
Impulsivity	$\alpha=.71$	Not examined
Callous Unemotional	$\alpha=.61$	Not examined
Assimilation	$\alpha=.77$	$\alpha=.76$
Separation	$\alpha=.81$	$\alpha=.77$

CHAPTER THREE

The Results

In this section we present the: a) preliminary analysis and b) the analytic strategy presented followed to answer the main research questions and relevant findings. First we are presenting the results of preliminary analysis, descriptive statistics, the comparison of two waves with paired samples t-test and correlations between the two waves. Second we examine our hypotheses:

Hypothesis 1: Immigrant students will report more general and ethnic victimization than Greek Cypriots. Both Greek Cypriot and immigrant students were asked to report any victimization, ethnic victimization and the frequency of their victimization in school.

Hypothesis 2: Inter ethnic bullying will have a stronger relationship with social - psychological processes than personal traits, and general bullying will have a stronger relationship with personal traits than social psychological processes, among Greek Cypriots and immigrants

Hypothesis 3: Social psychological processes (norms, contact, school climate, threats, prejudice, and ethnic identity attachment) will predict inter ethnic bullying over and above individual characteristics (narcissism, impulsivity and callous-unemotional traits). This hypothesis will be tested both among Greek Cypriots and immigrants.

Hypothesis 4: Social norms (family and school) favoring prejudice and intergroup contact (quality, quantity, cross group friendships) at Time 1 will predict inter ethnic bullying at Time 2, among Greek Cypriots. We expect that attitudes (norms and contact) would significantly and substantially predict future behavior (inter ethnic bullying) in a greater extent than the opposite scenario, behavior to attitude (Kraus, 1995).

Hypothesis 5: Social norms (family and school) favoring prejudice and contact (quality, quantity, friendships) at Time 1 will predict inter ethnic bullying at Time 2 through threats (Stephan & Stephan, 1996) of Time 2, among Greek Cypriots.

Hypothesis 5a: The gender variable will moderate the relationships between social psychological processes and ethnic bullying among Greek Cypriots. We hypothesize that the model will function differently among genders due to the expected differences: Boys will report more bullying and victimization (ethnic and general), more negative attitudes toward the outgroup (threats), less contact with immigrants and more negative norms, than girls. Girls will benefit more from contact and positive norms, in reducing their threats and finally reducing their involvement in ethnic bullying.

Hypothesis 6: Social norms (family and school) favoring prejudice and contact (quantity, qualitative, cross – group friendships) can lead to inter ethnic bullying, through threats and negative attitudes in participants highly attached to ethnic identity (moderated mediation model), among Greek Cypriots.

Hypothesis 7: Language knowledge, concentration of natives in classroom, separation, quality of contact, ethnocentrism and violence climate at T1 will predict inter ethnic bullying at T2, among immigrants. Violence climate, friendships, family norms, ethnocentrism, religion, Greek language use, place of birth and degree of acculturation at T1 will predict inter ethnic victimization at T2. It is expected that T1 - T2 direction will be the strongest.

Qualitative question: What are the perspectives of students on the existence and causes of inter ethnic bullying.

Data Screening

The data were screened with frequencies for univariate outliers, wrong entered data and missing values. Three out-of-range values, due to administrative errors, were identified, corrected and recoded as missing data. The minimum amount of data for factor analysis was satisfied, providing a ratio of over 12 cases per variable.

Testing Assumptions

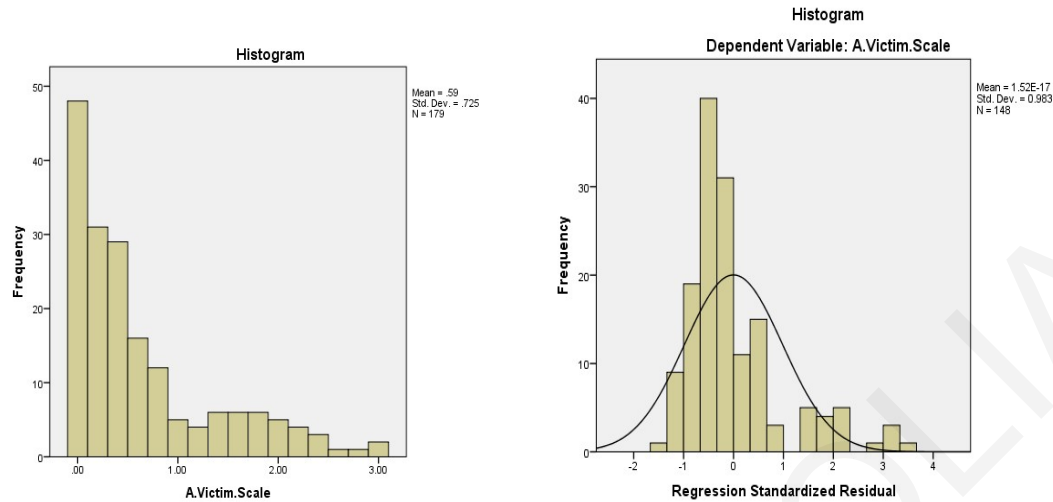
Because of the large sample size of the research, violation of normality is not a problem according to Tabachnick and Fidell, 2007. The aggregation of a sufficiently large number of independent random variables results in a random variable which will be approximately normal according to the Central Limit Theorem. Also, the error term can be

thought of as the composite of a number of minor influences or errors. As the number of these minor influences gets larger, the distribution of the error term tends to approach the normal distribution.

According to Kim, (2013), for larger samples, we can depend on the histograms and the absolute values of skewness and kurtosis without considering z-values, because as the standard errors get smaller when the sample size increases, z-tests under null hypothesis of normal distribution tend to be easily rejected in large samples with distribution which may not substantially differ from normality. A serious problem with using the tests of statistical significance for skew and kurtosis is that these tests are more sensitive with larger samples where modest departures from normality are less influential. Either an absolute skew value larger than 2 or an absolute kurtosis (proper) larger than 7 may be used as reference values for determining substantial non-normality. However, following the above rule skewness and kurtosis were well within a tolerable range for assuming a normal distribution and examination of the histograms suggested that the distributions looked normal for both Greek Cypriots and immigrants. Nevertheless only bullying and victim variables for both Greek Cypriots and immigrants were out the tolerable range. However, the variables of bullying and victimization are expected to take this form because many of the participants report no involvement in bullying. As in other studies conducted with youth in Cyprus, the prevalence of bullying is comparable to epidemiological statistics reported for Scandinavia and ranges from 5.4% to 6.6% (Fanti, & Kimonis, 2012; Fanti, Frick, & Georgiou, 2009b; Stavrinides, Paradeisiotou, Tziogouros, & Lazarou, 2010). Most researchers use the variables as it is without transformations because the frequency of the variable is of interest.

Also, analysis that follows concerns ANOVA and general linear models. Kozak and Piepho, (2018) and Kéry and Hatfield, (2003), suggest that normality should be checked with residuals and not with raw data; raw data are never a better choice. Based on raw data we can easily make incorrect decisions (e.g., deciding that the assumptions are not met even though they are, or vice versa). There is a very widespread misconception that, in general linear models, the raw data instead of the residuals of a model have to be normally distributed to permit construction of confidence intervals and significance statistics. However, when examining normality of the variables with the residuals of a linear model turned out to be reasonably close to a normal distribution. Below histograms are presented when conducted with raw data (left) and when conducted with residuals (right) in the current research.

An approximately normal distribution was evident for the composite score data in the current study, thus the data were well suited for parametric statistical analyses.



Additionally, prior to conducting multiple regression, the relevant assumptions of this statistical analysis were tested. Firstly, a sample size of 685 (Greek Cypriots) and 179 (immigrants) was deemed adequate given the independent variables included in the analysis (Tabachnick & Fidell, 2001). The assumption of singularity was also met as the independent variables were not a combination of other independent variables. An examination of correlations revealed that no independent variables were highly correlated. However, as the collinearity statistics (Tolerance < .10 and VIF > .20) were all within accepted limits, the assumption of multicollinearity was deemed to have been met. Independency of errors with Durbin Watson test ($1 < 3$) has also met the assumption. Extreme univariate outliers identified in initial data screening were modified as above. An examination of the Mahalanobis distance scores indicated small violations. Residual and scatter plots indicated approximately the assumptions of normality, linearity and homoscedasticity.

Exploratory Factor Analysis

Initially, the factorability of all the questionnaire items-scales was examined. Several well recognized criteria for the factorability of a correlation were used. The Kaiser-Meyer-Olkin measure of sampling adequacy was above the commonly recommended value of .6, and Bartlett's test of sphericity was significant for all the scales. The diagonals of the antiimage correlation matrix were also all over .5. Finally, the communalities were all above .3, further confirming that each item shared some common variance with other items. Principal components analysis and Varimax rotation method were used. A minimum criteria of having a

primary factor loading of .5 was set. Initial eigen values for all the factors were over one. Internal consistency for each of the scales was examined using Cronbach's alpha. The alphas were satisfactory. Substantial increases in alpha have been achieved by eliminating some items. Information about the reliability of the scales is reported above in the material's section.

Preliminary Analyses - Checking for selective attrition.

A MANOVA across the set of measures at T1, comparing matched and unmatched participants on all variables at Time 1, attempted but because of low attrition did not produce any results. Although only 9 students, 6 Greek Cypriots (-0.87% of the sample) and 3 immigrants (-1.67% of the sample) dropped out of the study (unmatched participants) at Time 2.

Comparisons across the Schools and Classrooms on Bullying and Victimization

A one-way analysis of variance was conducted to explore the impact of the school context on bullying scales. A significant difference occurred between the 11 schools regarding general victimization ($F(10)=4.19, p < .001$) and bullying ($F(10)=2.45, p < .01$) but not ethnic bullying ($F(10)=.74, p = .68$) in Wave 1. A significant difference occurred regarding general victimization ($F(10)=3.23, p < .001$), but not for bullying ($F(10)=.85, p = .57$) and ethnic bullying ($F(10)=.80, p = .62$) in Wave 2. Additionally, the first level of multilevel analysis was conducted to explore the variance of dependent and mediator variables across the classrooms. Data were aggregated in 53 clusters (classrooms) and results showed equal variance of the dependent variable –ethnic bullying- and the mediators (threats, stereotypes, anxiety) in the clusters with ICC=.032 in Time 1 and .043 in Time 2. This results suggested that multilevel analysis wasn't necessary.

Frequencies among Greek Cypriots

Descriptive statistics were contacted to explore the means and standard deviation of all the variables for both waves which can be found in Table 3 below. Since means often do not convey the variability of the views expressed by the participants, a more detailed description for each scale based on frequency distributions is presented following Table 3 below. Results on comparisons between the two phases showed some ambivalent statistically significant differences which are discussed below. On the one hand inter – ethnic bullying increased, realistic threats toward immigrants increased and school norms worsened (encouragement for friendships and help to immigrants), on the other hand school norms of multiculturalism got

better, symbolic threats toward immigrants decreased, friendships with immigrant students increased and negative inter ethnic climate also got better. Additionally, bivariate correlations between the variables in both Time 1 (T1) and Time 2 (T2) are presented in Table 1 and 2. The pattern of correlations and means was very similar in both waves for some scales, while for other scales significant differences occurred which are describe later in detail.

Table 3. *Descriptive Statistics of Scales Wave 1 and Wave 2, Greek Cypriots Data*

	Range	Wave 1		Wave 2		Comparisons		
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>df</i>	<i>Sig.</i>
1 Inter – Ethnic Bullying (overall scale)	0 – 4	.20	.37	.23	.48	-2.12	678	.03*
2 Indirect Ethnic Bullying toward Immigrants	0 - 4	.37	.64	.40	.78	-1.29	678	.19
3 Direct Ethnic Bullying	0 – 4	.10	.32	.14	.44	-2.50	678	.01**
4 Indirect Ethnic Bullying toward TC	0 – 4	.44	.89	.45	.94	.51	676	.60
5 Victim	0 - 4	.32	.52	.35	.53	-1.66	678	.09
6 Bully	0 – 4	.28	.45	.29	.47	-.98	678	.32
7 Positive Family Norms	0 – 4	2.88	.86	2.86	.87	.81	678	.41
8 Positive School Norms Friendship Encouragement	0 – 4	2.90	1.06	2.66	1.08	5.57	678	.00**
9 Positive School Norms Multicultural Thematic	0 – 4	2.60	1.01	2.71	.96	-2.84	678	.00**
10 Positive School Norms Teachers Help	0 – 4	2.77	.98	2.69	.97	2.30	678	.02*
11 Realistic Threats toward Immigrants	0 – 4	1.24	1.02	1.45	.88	2.66	677	.00**
12 Symbolic Threats toward Immigrants	0 – 4	1.27	.97	1.12	1.01	3.50	677	.00**
13 Subgroup Identification	0 – 4	2.91	.80	2.92	.77	-.51	678	.60
14 Greek-Cypriot centrism	0 – 4	2.74	.88	2.69	.84	1.79	677	.07
15 Patriotism	0 – 6	4.82	1.05	-	-	-	-	-
16 Ethnocentrism	0 – 6	3.04	1.10	-	-	-	-	-
17 Ethnic Attachment	0 – 6	2.58	1.21	-	-	-	-	-
18 Civic Attachment	0 – 6	3.77	1.47	-	-	-	-	-
19 Quality of Contact Immigrants	0 – 4	2.36	.85	2.34	.84	.93	.63	.34
20 Quality of Contact TC	0 – 4	1.91	.93	1.92	.92	.30	54	.76
21 Quantity of Contact	0 – 4	1.31	.78	1.31	.73	.01	676	.99
22 Friendships	0 – 4	.57	.44	.64	.49	-3.62	677	.00**
23 Family Outgroup Friendships	0 – 4	1.01	.66	1.05	.68	-1.69	669	.09
24 Narcissism	0 – 4	.95	.65	-	-	-	-	-
25 Impulsivity	0 – 4	1.58	.75	-	-	-	-	-
26 Callous Unemotional (reversed)	0 – 4	2.78	.77	-	-	-	-	-
27 Negative Inter Ethnic Climate Immigrants	0 – 5	1.54	1.08	1.40	.77	3.44	667	.00**
28 Negative Inter Ethnic Climate TC	0 – 5	.92	1.12	.84	1.01	.52	121	.60

*TC= Turkish Cypriot, *p<0.05; **p<0.01; ***p<0.001*

Inter ethnic bullying carried out from Greek Cypriots to immigrant children

The scale inter-ethnic bullying had a mean of .20 in Wave 1 and .23 in Wave 2, on a scale from 0 – 4 which suggests that the majority of the students were not involved in ethnic bullying and some students were involved a few times in general. It can be seen that there is a lower involvement in direct bullying toward students with different ethnic backgrounds ($M=.10/Wave=1$, $M=.14/Wave=2$) and a bigger involvement in indirect ethnic bullying by excluding or avoiding immigrants ($M=.36/Wave 1$, $M=.40/Wave 2$) and Turkish Cypriots ($M=.43/Wave 1$, $M=.45/Wave 2$). The increase in Wave 2 is statistically significant for the overall scale of ethnic bullying and the scale of direct bullying. Frequency distributions are presented in Table 4, for Wave 2. It seems that indirect bullying such as exclusion of others is observed in a greater extent, than verbal and physical bullying. Almost 14% of the Greek Cypriot participants excluded or avoided immigrant students few times and almost 10% excluded or avoided them on a frequent basis. Furthermore, 92.34% of the Greek Cypriot students reported that they have never been bullied from students with different ethnic background.

Inter ethnic bullying and victimization nominations among Greek Cypriots

Greek Cypriot Students were asked to nominate the most frequent bullies and victims due to their nationality. Syrians collected the most nominations as victims and Greek Cypriots as bullies. Bullies and victims mean nominations are described in detail in Table 5 and Table 6. This result is in line with previous researchers that suggest that bias-based bullying is typically perpetrated by a member of a social group with majority status toward a member of a social group with minority status (Palmer & Abbott, 2018; Russell et al., 2012)

Table 4. *Frequencies of Ethnic Bullying toward immigrants among Greek Cypriots*

Statement	Never	Few Times	Sometimes	Often	Very Often	Mean	SD
1. Sometimes I exclude immigrant students.	75.3%	13.5%	6.6%	2.4%	1.5%	.39	.83
2. Sometimes I exclude Turkish Cypriots.	79%	8.8%	5.4%	3.1%	2.9%	.40	.94
3. Sometimes I ignore or avoid immigrant children.	74.3%	14.3%	6.9%	1.3%	2.3%	.41	.86
4. Sometimes I ignore or avoid Turkish Cypriots.	74.7%	11.7%	4.5%	3.5%	4.7%	.50	1.05
5. I call names and insult other pupils because of their ethnic background, (e.g. color, clothes, language).	82.9%	10.9%	3.6%	.4%	1.2%	.24	.65
6. I like bothering and making fun of students from different ethnic backgrounds.	90.2%	5.1%	1.5%	.6%	1.8%	.16	.64
7. Students from different ethnic backgrounds get on my nerves.	85.5%	7.4%	3.4%	1.3%	1.5%	.24	.71
8. I am usually fighting with students from different ethnic backgrounds.	90.9%	4.5%	1.8%	1%	.9%	.14	.57
9. Students from different ethnic backgrounds are afraid of me.	91.2%	4.7%	1.8%	.7%	.7%	.13	.53
10. Students with different ethnic backgrounds complaint that I hit them.	96.1%	1.3%	1%	.4%	.3%	.05	.37
11. Students with different ethnic backgrounds complain that I tease them.	94.2%	2.9%	1.3%	.1%	.6%	.08	.42
12. I was expelled from school because of annoying students with different ethnic background.	96.1%	.9%	1.2%	.4%	.6%	.06	.43
13. I have being bullied from students with different ethnic background.	92.4%	3.8%	1.3%	.9%	.7%	.12	.52

Table 5. *Nominations of Bullies by nationality*

	Wave 1		Wave 2	
	Mean	SD	Mean	SD
Greek Cypriots	1.15	1.42	.91	1.26
Romanians	1.04	1.36	.88	1.27
Bulgarians	.96	1.35	.72	1.21
Syrians	.91	1.36	.73	1.17
Greeks	.87	1.32	.69	1.06
Georgians	.61	1.17	.57	1.13
Palestinians	.51	1.09	.43	.96
Russia	.50	1.01	.48	.94
Turkish Cypriots	.45	1.09	.68	1.25
English	.31	.73	.28	.69

Table 6. *Nominations of Victims by nationality*

	Wave 1		Wave 2	
	Mean	SD	Mean	SD
Syrians	1.01	1.35	.88	1.28
Romanians	.82	1.18	.79	1.14
Greek Cypriots	.76	1.15	.72	1.11
Bulgarians	.76	1.20	.62	1.03
Greeks	.66	1.03	.63	1.03
Palestinians	.63	1.13	.59	1.10
Georgians	.59	1.08	.55	1.07
Turkish Cypriots	.48	1.06	.74	1.29
Russia	.43	.85	.45	.90
English	.36	.80	.33	.75

Bullying and victimization among Greek Cypriots

The scale of bullying had a mean of .28 in Wave 1 and .29 in Wave 2, on a scale from 0 – 4 which suggests that the vast majority of the students are involved in bullying a few times. The scale of victimization had a mean of .32 in Wave 1 and .35 in Wave 2. The increase in Wave 2 is statistical significant for the victimization scale. Frequency distributions are presented in Table 7, for Wave 2. It can be seen that students report greater amounts of verbal bullying and victimization (teasing, insulting, rumors). Students also reported how often they have being victimized. Of the Greek Cypriot participants in Wave 2, 90.9% reported that they had never being bullied in their school, 4.4% reported that they are victims once a month, 1.2% two or three times a month, 1.5% once a week and 1.2% in a daily base.

Table 7. *Frequencies of Bullying and Victimization among Greek Cypriots*

Bullying Statement	Never	Few Times	Sometimes	Often	Very Often	Mean	SD
1. Other children complain that I tease them.	76.5%	16.4%	4.1%	1.6%	.6%	.31	.68
2. Other children complain that I hit them.	89.5%	6.4%	2.2%	.4%	.6%	.14	.51
3. I was expelled from school because of bothering other students.	87.7%	6.3%	3.4%	1%	.7%	.19	.61
4. Other children complain that I call them bad names.	87.3%	7.6%	2.9%	0%	1.3%	.18	.60
5. Other children are afraid of me.	80.6%	11.1%	3.9%	1.3%	2.2%	.31	.80
6. I get mad easily and put my anger on other children.	66.1%	20.4%	8.3%	2%	2.2%	.52	.89
7. I want other children to do as I say.	85.3%	9.2%	2%	1.8%	.9%	.22	.65
8. Weak and fearful children get on my nerves.	82.8%	11.1%	2.9%	1.2%	1.2%	.25	.67
9. I fight a lot at school.	85.4%	8.5%	2.9%	1.3%	1%	.22	.66
10. I like insulting other students and make fun of them.	68.6%	17.4%	6.1%	1.9%	5.1%	.56	1.05

Victimization Statement	Never	Few Times	Sometimes	Often	Very Often	Mean	SD
1. Other children constantly tease me.	62.3%	21.8%	9.3%	3.6%	2%	.60	.94
2. Other children constantly annoy me.	67.7%	20.1%	6.6%	2.9%	1.8%	.49	.87
3. I was called bad names by another child.	71.2%	16.9%	6.4%	2.9%	1.6%	.45	.86
4. Other children have hit me or tried to hit me.	83.9%	10.8%	2.2%	.7%	1.5%	.23	.66
5. Other children spread rumors or lies about me.	68.5%	16.9	7.3	4.1	2.3	.53	.96
6. Other children take my belongings without my permission or try to break something mine.	79.9%	14.9%	2.3%	1%	1%	.26	.65
7. Other children play nasty tricks on me, threatened or blackmailed me.	89.9	7	1.2%	.4	.6	.13	.48
8. Other children have annoyed me with phone calls, text messages or images on the phone or on the internet.	87.9%	7.7%	1.2%	1.2%	1.2%	.18	.62
9. I was excluded/ignored by other children.	80%	12.7%	3.5%	1.3%	1.6%	.30	.74

Positive family norms toward immigrants among Greek Cypriots

The scale positive family norms had a mean of 2.88 in Wave 1 and 2.86 in Wave 2 on a 5-likert scale (0-4) which suggests that the majority of the sample has moderate to positive norms toward immigrants and migration. Frequency distributions (percentages) on disagreement are presented in Table 8, for Wave 1 – since both waves had no significant differences. However, student reports about the statement concerning a romantic relationship between a Greek Cypriot and an immigrant are not so positive as the acceptance of outgroup friendships. Also 50% of the Greek Cypriot participants stated that immigrants consist of problem for Cyprus in some way.

Table 8. *Frequencies, Positive Family Norms for immigrants and migration among Greek Cypriots*

Statements	<i>Not at all</i>	<i>Slightly</i>	<i>Quite</i>	<i>Very Much</i>	<i>To a great extend</i>	<i>Mean (SD)</i>
1. Is it acceptable in my family to make negative remarks or jokes about immigrants.	78.1%	11.1%	4.7%	3.6%	2.5%	.41(.92)
2. It is acceptable in my family to have immigrant friends.	9.1%	8.9%	11.4%	27.2%	43.5%	2.87(1.30)
3. My family would not accept a romantic relationship between me and an immigrant child.	48.0%	20.3%	13.9%	10.4%	7.4%	1.08(1.30)
4. It is important for my family to be friendly to immigrants.	10.5%	12.3%	17.1%	27.6%	32.6%	2.59(1.33)
5. My family thinks that immigrants are a problem for Cyprus.	51.4%	26.1%	11.5%	7%	3.9%	.85(1.11)
6. It is acceptable in my family for non native children to visit me at home.	19.4%	16.1%	15.6%	23.2%	25.7%	2.19(1.47)

Positive School Norms among Greek Cypriots

The School Norms scale Friend Encouragement had a mean of 2.90 in Wave 1 and 2.66 in Wave 2. The scale Multicultural Thematic in classroom had a mean of 2.60 in Wave 1 and 2.71 in Wave 2. The scale Teachers Help to immigrant students had a mean of 2.77 in Wave 1 and 2.69 in Wave 2 on a 5-likert scale (0-4). The results (table 9) suggest that the majority of the sample report positive norms (close to 3) toward immigrants and migration. All scales had a significant difference between the two waves. Friendships encouragement and

teacher intervention decreased through the school year, while multicultural thematic increased through the school year. Wave 2 means and percentages on disagreement are presented.

It can be seen that most of the students agree that they talk in lesson about racism and discrimination.

Table 9. *School Norms Frequencies among Greek Cypriots*

Statements	Not at all	Slightly	Quite	Very Much	To a great extend	Mean (SD)
1. Does the teacher sometimes talk about being fair to children from different countries?	5.9%	10%	19.3%	38.3%	26.5%	2.69(1.13)
2. Does the teacher encourage you to be friendly with children from other countries?	5.9%	12.7%	19.1%	36.5%	25.8%	2.63(1.16)
3. Do you sometimes talk about the habits of people from different countries during the lessons?	5%	11%	23.9%	34.5%	25.6%	2.64(1.12)
4. Do you sometimes talk about migration during the lessons?	7.2%	10.5%	24.3%	34.5%	23.6%	2.56(1.16)
5. Do you some- times talk about racism or discrimination during the lessons?	3.7%	6.8%	18.1%	35.9%	35.5%	2.92(1.06)
6. Does your school help the children from other countries?	4.3%	8.8%	17.4%	39.3%	30.2%	2.82(1.08)
7. Does your school offer Greek language lessons to children that do not know the language?	6.8%	6.5%	18.9%	28%	39.9%	2.87(1.20)
8. Does your teachers help children from other countries when struggling?	7.2%	11.3%	23.1%	34.6%	23.7%	2.56(1.17)
9. Does your teachers help children from other countries when get victimized or excluded?	9.4%	10%	24.3%	33.7%	22.5%	2.49(1.21)

Realistic and Symbolic Threats

The realistic threat scale had a mean of 1.24 in Wave 1 and 1.45 in Wave 2. The scale symbolic threat scale had a mean of 1.27 in Wave 1 and 1.12 in Wave 2 on a 5-likert scale (0-4). The results (table 10) suggest that the majority of the sample reports low to moderate threats toward immigrants. Both scales had a significant difference between the two waves, with realistic threats increasing and symbolic threats decreasing through the school year.

Below the percentages of disagreement and means are describe for each threat at Wave 2. When analyzing in detail the threats, data suggests that almost 30% of the students have negative intergroup relations with immigrants. They believe that immigrants take jobs from Greek Cypriots, that immigrants do not contribute to the economy of Cyprus and that Cypriot society is losing its Greek identity.

Table 10. *Threats Frequencies among Greek Cypriots*

Realistic Threat (RT), Symbolic Threat (ST)	Not at all	Slightly	Quite	Very Much	To a great extend	Mean (SD)
Statements						
1. Immigrants take jobs away from Greek Cypriots (R)	28.5%	27.4%	23.5%	13.9%	6.5%	1.41(1.21)
2. When I walk, it bothers me to see so many migrants to wander (R)	42.9%	27.7%	13.9%	9.3%	6.2%	1.08(1.22)
3. Greek Cypriot norms and traditions are threatened by the increase of immigrants to Cyprus” (S)	45.8%	26.6%	17.1%	5.5%	5%	.97(1.14)
4. Immigrants are increasing the amount of crime in Cyprus” (R)	46.5%	27.9%	15.2%	5%	5.5%	.95(1.14)
5. Immigrants contribute positively to the economy of Cyprus”(R)	23.2%	24.1%	25.6%	19.1%	8.1%	1.64(1.25)
6. Cypriot society must operate only on the basis of Greek Cypriot norms because are superior of the norms of migrants (S)	41.9%	26%	16.8%	9.1%	6.2%	1.11(1.22)
7. Cyprus is losing its Greek character because of increasing amount of immigrants that are entering the country (S)	34.4%	28.2%	19.2%	9.9%	8.4%	1.29(1.26)

Collective Self-Esteem (Subgroup Identification)

The Subgroup Identification scale had a mean of 2.91 in Wave 1 and 2.92 in Wave 2 on a 5-likert scale (0-4) which suggests that the majority of students have a strong sense of their Greek Cypriot identity. In Table 11 the frequencies of Wave 1 are presented because the results were similar for the two phases. An examination of the frequency distribution of their answer on this question revealed that just over half of the students reported their agreement with the statements “*Generally I am happy to be a Greek Cypriot*” and “*I am proud to be a Greek Cypriot*”. Conversely, 49.1% expressed their strong disagreement at the statement “*I often wish I wasn’t Greek Cypriot*”. Though results suggest that Greek Cypriot identity it is not the most important part of their self.

Table 11. *Frequencies and means for Subgroup Identification among Greek Cypriots*

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agreed nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Mean</i>	<i>SD</i>
1. Generally I am happy to be a Greek Cypriot.	2.2%	1.6%	13.9%	34.3%	48%	3.24	.90
2. I often wish I wasn't a Greek Cypriot.	49.1%	26.6%	17.1%	4.8%	2.5%	.85	1.02
3. I am proud to be a Greek Cypriot.	2.8%	2.2%	18.4%	31.8%	44.8%	3.13	.97
4. Being Greek Cypriot is an important reflection of who I am.	7.9%	16.4%	41.8%	21.9%	12.1%	2.14	1.07

Relative National Identity among Greek Cypriots (Moreno Question)

The Relative Identity scale had a mean of 2.74 in Wave 1 and 2.69 in Wave 2 on a 5-likert scale (0-4) which suggests that the majority of students consider themselves more Cypriots than Greeks. In Table 12 the frequencies of Wave 1 are presented because the results were similar for the two phases. The most prevalent identification for the participants is one ascribing equal value to the civic and ethnic identification (Cypriocentric vs. Hellenocentric orientation correspondingly). An examination of the frequency of the distribution of answers reveals that the participants selecting “*Cypriot and somewhat Greek*” identity is the second larger group. Given that there is also a significant portion of Greek Cypriots that choose to identify as Cypriot and not at all Greek (22%) we see that just over half of Greek Cypriots show a *Cypriotcentric* trend and attachment to a Cypriot form of civic identification over an ethnic identification. However, the *Cypriotcentric* identity is colored with Greek elements, hence it is more correlated with the ideological context of *Hellenocentric* identity. Cypriot identity, is the Cypriot political identity that all communities in Cyprus share. However, this emphasis remains blind to the fact that Turkish-Cypriots perceived this constitution (Philippou, 2009), because for some GCs, Cypriot = Greek Cypriot in their everyday discussions and understanding (Psaltis & Cakal, 2016).

Table 12. Percentages for Relative National Identity among Greek Cypriots

I consider myself a Greek	I consider myself Greek and somewhat Cypriot	I consider myself equally Greek as Cypriot	I consider myself Cypriot and somewhat Greek	I consider myself a Cypriot
1.3%	3.4%	36.8%	36.5%	22%

Nationalism and Attachment to ethnic identity among Greek Cypriots

The Patriotism scale had a mean of 4.82 and the Nationalism scale had a mean of 3.04 in Wave 1. Also Civic Attachment scale had a mean of 3.77 and Ethnic Attachment scale had a mean of 2.58 on a 7-likert scale (0-6). Participants answers suggests that the majority of students adopt a more patriotic view concerning their country and define their identity with civic than ethnic terms.

Quality of Contact among Greek Cypriots

The scale Quality of Contact with immigrants had a mean of 2.36 in Wave 1 and a mean of 2.34 in Wave 2. The scale Quality of contact with Turkish Cypriots had a mean of 1.91 in Wave 1 and a mean of 1.92 in Wave 2 on a 5-likert scale (0-4). Non- statistical significant difference occurred between the two waves. The majority of students have a quite qualitative contact with immigrants and slightly to quite qualitative contact with Turkish Cypriot. Below frequencies of quality of contact are described in detail (Table 13).

Table 13. Frequencies of Quality of Contact among Greek Cypriots

	Quality of Contact	Not at all	Slightly	Quite	Very much	To a great extend	Don't know don't answer	Mean (SD)
<i>Immigrants</i>	Pleasant	13.6%	29.2%	31.2%	12.1%	8.2%	5.7%	1.70(1.12)
	Superficial	28.5%	32.6%	21.5%	8.8%	2.6%	6.1%	1.19(1.05)
	Cooperative	15.5%	27.9%	29.6%	13.3%	7.7%	6%	1.68(1.15)
	Positive	13.6%	24.1%	31.1%	12.4%	12.6%	6.3%	1.85(1.21)
	Respectful	13.6%	24.2%	28%	14.6%	12.6%	7%	1.87(1.23)
	Superiority	68%	15%	6.1%	4.1%	1.8%	5%	.49(.92)
	Underestimation	68.5%	15.8%	6.6%	2.8%	.7%	5.7%	.42(.80)

<i>Turkish</i>	Pleasant	31.7%	28.3%	16.2%	5.7%	4.7%	13.4%	1.11(1.13)
<i>Cypriots</i>	Superficial	29.6%	29.3%	14.2%	9.1%	4.1%	13.7%	1.17(1.15)
	Cooperative	31.7%	26.9%	17.5%	5.7%	4.5%	13.7%	1.12(1.13)
	Positive	29.2%	27.9%	16.4%	6.3%	6.9%	13.4%	1.23(1.21)
	Respectful	29.6%	26.9%	15.9%	7%	6.7%	13.9%	1.23(1.22)
	Superiority	56.6%	14.5%	7.4%	3.9%	4.2%	13.3%	.67(1.11)
	Underestimation	56.9%	16.6%	6.9%	3.6%	2%	13.9%	.57(.97)

Quantity of Contact among Greek Cypriots

The overall scale mean for Quantity of Contact with students with different ethnic backgrounds was 1.31 in both Waves on a 5-likert scale (0-4), suggesting quantity of contact in a small degree. Examining frequencies below (Table 14) it can be seen that the majority of participants have contact often with European people, less contact with non Europeans and rare contact with Turkish Cypriots.

Table 14. Percentages and mean for any contact (*Quantitative Contact*)

Ethnic Group	Never	Few Times	Sometimes	Often	Very Often	Mean (SD)
Greeks	8.1%	9.5%	18.6%	28.1%	35.7%	2.73 (1.25)
English	25.5%	17.2%	21.4%	18.6%	17.3%	1.85 (1.43)
Romanians	35.9%	19.3%	18.2%	15.5%	11.1%	1.46 (1.39)
Russia	41.8%	18%	15.1%	13.5%	11.6%	1.35 (1.42)
Georgians	45.6%	13.3%	14.5%	15%	11.6%	1.33 (1.46)
Bulgarians	38.4%	23%	18.2%	12.3%	8.1%	1.28 (1.30)
Syrians	61.1%	18.5%	11.4%	5.4%	3.5%	.72 (1.08)
Palestinians	70.2%	12.9%	10.7%	2.6%	3.5%	.56 (1.02)
Turkish Cypriots	68.3%	18.9%	6.5%	3.5%	2.8%	.53 (.96)

Intergroup friendships measure

The scale Intergroup Friendships had a mean of .57 in Wave 1 and .64 in Wave 2, on a 5-likert scale (0-4), suggesting that the majority of students maintain a few friendships with outgroups. A significant difference between the two Waves occurred with statistical significant increase of Friendships in Phase 2. The means of each ethnic group and the percentages of none friends from Wave 2 are presented below. Examining frequencies below (Table 15) it can be seen that the majority of participants maintain more friendships with Europeans, less friendships with non Europeans and rare friendships with Turkish Cypriots.

Family Friendships

The scale Family Friendships had a mean of 1.01 in Wave 1 and 1.05 in Wave 2, on a 5-likert scale (0-4), suggesting that the majority of the families rarely maintain friendships with outgroups. Means for each ethnic group and percentages of none friendships are presented below from Wave 1, since non-significant differences between the two Waves occurred. Examining frequencies below (Table 16) it can be seen that the majority of families maintain more friendships with Europeans, less friendships with Turkish Cypriots and rare friendships with non Europeans. It seems that there is a rarely contact with Syrians or Palestinians.

Table 15. *Percentages and means for Intergroup Friendships*

Ethnic Group	None Friend	Few	Some	Many	A lot	Mean (SD)
Greeks	17.5%	40.5%	22.7%	13.4%	5.9%	1.49 (1.10)
English	39%	38.6%	14.9%	6.5%	1%	.91 (.94)
Romanians	47%	42.1%	7.4%	2.2%	1.3%	.69 (.80)
Russia	52%	35.2%	8.1%	2.9%	1.8%	.67 (.87)
Georgians	54.9%	31.1%	9.9%	2.7%	1.5%	.65 (.87)
Bulgarians	53.8%	38.9%	5.6%	1.2%	.6%	.56 (.70)
Syrians	73.9%	20.5%	3.8%	1%	.7%	.34 (.67)
Palestinians	82.2%	14.3%	2.5%	.4%	.6%	.23 (.56)
Turkish Cypriots	83.5%	13.1%	2.4%	.4%	.6%	.22 (.55)

Table 16. *Frequencies and means for family friends among Greek Cypriots*

Ethnic Group	None Friend	Few	Some	Many	A lot	Mean (SD)
Greeks	11.5%	13.6%	24%	25.2%	25.7%	2.39 (1.31)
English	22.4%	20.1%	22.7%	20.4%	14.5%	1.84 (1.36)
Russia	51.8%	19.8%	14.7%	7.7%	6%	.96 (1.23)
Georgians	49.4%	23.2%	14.7%	8.1%	4.6%	.95 (1.17)
Romanians	54.1%	22.3%	13.6%	5.9%	4.1%	.83 (1.12)
Bulgarians	50.9%	27.3%	13.9%	5.2%	2.8%	.81 (1.03)
Turkish Cypriots	66.4%	21.4%	8.4%	2.4%	1.5%	.51 (.85)
Syrians	72.3%	18.9%	6.3%	1.3%	1.2%	.40 (.76)
Palestinians	73.7%	18.1%	6%	1.2%	.9%	.37 (.83)

Individual Anti-social Characteristics (narcissism, impulsivity and callous-unemotional traits) among Greek Cypriots

Greek Cypriots completed the scales in Wave 1. The scale Narcissism had a mean of .95, the scale Impulsivity had a mean of 1.58 and Callous Unemotional (empathy) had a mean of 2.78, on a 5-likert scale (0-4). This finding suggest that many children show empathy.

School Interethnic Conflict Climate among Greek Cypriots

The scale Conflict Climate with immigrants had a mean of 1.54 in Wave 1 and 1.40 in Wave 2. The scale Conflict Climate with Turkish Cypriots had a mean of .92 in Wave 1 and .84 in Wave 2, on a 6-likert scale (0-5). There was a statistical significant decrease in conflict climate with immigrants through the school year suggesting betterment of climate from T1 to T2.

Positive Feelings among Greek Cypriots

Greek Cypriots students exhibited less positive attitudes toward Turkish Cypriots, Syrians and Palestinians (non Europeans). They exhibited more positive attitudes toward Greeks, English and Georgians (Europeans), whereas Russia, Romanians and Bulgarians (Easter Europeans) were in the middle. As illustrated in Table 19 the attitude measure shows a lukewarm attitude toward immigrants in general.

Positive Stereotypes among Greek Cypriots

Greek Cypriots students were asked to report their degree of agreement in specific characteristics that showed the stereotypes of Greek Cypriots students toward specific national groups. Table 17 reports the means and standard deviations of the scales in Wave 1. They exhibited more positive stereotypes toward Greeks, Georgians and Russian, whereas Romanians and Bulgarians (Easter Europeans) were in the middle. Greek Cypriots students exhibited less positive stereotypes toward Turkish Cypriots and Syrians . As illustrated in Table the attitude measure shows a lukewarm attitude toward immigrants in general. The table reveals that Greek Cypriots students view Greeks as the most polite, clean, hardworking, honest and non-dangerous people. Conversely, they view Turkish Cypriots as the most dangerous (after Syrians), less polite, less hardworking, less honest and nice people. Syrians are also ranked at the end of the scale in all positive characteristics. Georgians, Russian,

Romanians and Bulgarians are ranked second, third, fourth and fifth respectively in almost all cases.

Table 17. *Descriptive statistics for Greek Cypriot students' stereotypes for specific national groups*

Characteristics	<i>Greeks</i>	<i>Georgians</i>	<i>Russia</i>	<i>Romanians</i>	<i>Bulgarians</i>	<i>Syrians</i>	<i>Turkish Cypriots</i>	<i>Immigrants</i>
Honest								
Mean*	2.73	2.26	2.24	1.95	1.94	1.87	1.73	2.01
SD	1.00	1.06	1.03	.99	1.01	.99	1.07	1.06
Dangerous								
Mean	1.16	1.46	1.60	1.88	1.86	1.95	1.94	1.84
SD	1.01	1.02	1.03	1.05	1.05	1.05	1.15	1.07
Polite								
Mean	2.74	2.31	2.28	2.03	2.01	1.99	1.83	2.08
SD	.96	.99	.99	.97	.94	.94	1.06	.99
Clean								
Mean	2.92	2.39	2.43	2.08	2.04	1.89	1.84	1.91
SD	.93	1.03	1.03	1.01	1.00	.97	1.06	.99
Hard Working								
Mean	2.71	2.38	2.43	2.31	2.17	2.16	1.99	2.28
SD	.99	1.01	1.02	1.01	1.05	1.02	1.09	1.08

* All means are based on the 5- scale (0-4) from “strongly disagree” to “strongly agree”

Intergroup Anxiety

Respondents were invited to think about how they felt when meeting people from the out-group and to rate the extent to which they felt anger, irritation, stress, positivity and trust. Table reports the means and standard deviations of the scales in Wave 1. They exhibited less anxiety toward Greeks, Georgians and Russians, whereas Romanians and Bulgarians (Easter Europeans) were in the middle. Greek Cypriots students exhibited more anxiety toward Turkish Cypriots and Syrians. Table 18 reveals that Greek Cypriots students exhibit the less anger/irritation/stress and more positivity and trust during contact with Greeks. Conversely, they exhibit the most anger/irritation/stress and less positive/trust when they meet Turkish Cypriots. Syrians are also ranked at the end of the scale (above Turkish Cypriots) in all negative feelings. Georgians, Russian, Romanians and Bulgarians are ranked second, third, fourth and fifth respectively in almost all cases.

Table 18. Descriptive statistics for Greek Cypriot students' anxiety for specific national groups

Characteristics	Greeks	Georgians	Russia	Romanians	Bulgarians	Syrians	Turkish Cypriots	Immigrants
Anger								
Mean*	.68	.91	1.06	1.21	1.20	1.22	1.59	1.22
SD	.97	1.02	1.09	1.17	1.16	1.17	1.33	1.14
Irritation								
Mean	.69	.94	1.06	1.22	1.25	1.27	1.65	1.30
SD	.95	1.02	1.05	1.14	1.14	1.13	1.31	1.15
Positivity								
Mean	2.74	2.32	2.16	2.01	1.96	1.88	1.70	1.92
SD	1.01	1.05	1.01	1.01	1.00	1.02	1.07	1.04
Trust								
Mean	2.45	2.03	1.87	1.70	1.67	1.60	1.36	1.61
SD	1.05	1.06	1.04	1.04	1.01	1.02	1.06	1.03
Anxiety								
Mean	.83	1.01	1.14	1.24	1.25	1.30	1.43	1.30
SD	.97	1.02	1.07	1.11	1.12	1.15	1.21	1.14

* All means are based on the 5- scale (0-4) from "strongly disagree" to "strongly agree"

Table 19. Descriptive Statistics of Scales Wave 1 and Wave 2, Greek Cypriots Data Means

Ethnic groups	Scales	Wave 1		Wave 2		T	df	Sig.
		Mean	SD	Mean	SD			
Greeks	Positive Stereotypes	2.78	.76	2.68	.73	1.41	676	.15
	Anxiety	1.04	.76	1.00	.74	3.36	676	.00**
	Positive Feelings	7.52	2.17	7.22	2.09	3.58	675	.00**
English								
	Positive Feelings	6.40	2.34	6.19	2.23	2.39	675	.01*
Georgians								
	Positive Stereotypes	2.38	.81	2.39	.76	.45	676	.65
	Anxiety	1.40	.73	1.30	.76	-3.08	676	.00**
	Positive Feelings	6.31	2.29	6.26	2.22	-.611	675	.54
Russia								
	Positive Stereotypes	2.36	.79	2.33	.74	-.95	676	.34
	Anxiety	1.48	.73	1.44	.74	1.08	676	.27
	Positive Feelings	5.72	2.16	5.73	2.16	-1.89	675	.85
Rumanians								
	Positive Stereotypes	2.10	.79	2.09	.80	.21	676	.83
	Anxiety	1.60	.75	1.59	.80	.58	676	.56
	Positive Feelings	5.28	2.21	5.22	2.18	-.759	675	.44
Bulgarians								

	Positive Stereotypes	2.06	.79	2.09	.78	-1.15	676	.24
	Anxiety	1.63	.76	1.61	.79	-.78	676	.43
	Positive Feelings	5.11	2.29	5.22	2.19	1.30	675	.19
<i>Palestinians</i>								
	Positive Feelings	5.11	2.16	5.14	2.09	-.36	675	.71
<i>Syrians</i>								
	Positive Stereotypes	1.99	.79	2.05	.79	1.76	676	.07
	Anxiety	1.71	.77	1.66	.81	-1.72	676	.08
	Positive Feelings	4.89	2.29	5.02	2.21	1.65	675	.09
<i>Turkish Cypriot</i>								
	Positive Stereotypes	1.89	.89	1.89	.87	.02	676	.98
	Anxiety	1.90	.89	1.92	.94	-.54	676	.58
	Positive Feelings	4.40	2.54	4.50	2.35	-1.16	675	.24
<i>Immigrant general</i>								
	Positive Stereotypes	2.09	.81	2.06	.79	-1.11	676	.26
	Anxiety	1.66	.77	1.66	.89	-.29	676	.76
	Positive Feelings	5.04	2.28	5.09	2.14	.60	675	.54

Frequencies among Immigrants

Descriptive statistics were conducted to explore the means and standard deviation of all the variables for both waves which can be found in Table 20 below for immigrants and are discussed below. Since means often do not convey the variability of the views expressed by the participants, a more detailed description for each scale based on frequency distributions is presented following Table below. Additionally, bivariate correlations between the variables in both Time 1 (T1) and Time 2 (T2) are presented in Table 1 and 2. The pattern of correlations and means was very similar in both wave for some scales, while for other scales significant differences occurred which are describe later in detail.

Table 20. Descriptive Statistics of Scales Wave 1 and Wave 2, Immigrants Data

	Range	Wave 1		Wave 2		Comparisons		
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>df</i>	<i>Sig.</i>
1 Inter – Ethnic Victim	0 – 4	.29	.53	.30	.57	.36	173	.71
2 Inter- Ethnic Bullying	0 – 4	.15	.33	.17	.38	-1.10	174	.27
3 Victim	0 – 4	.58	.72	.51	.66	-1.33	173	.18
4 Victim Frequency	0 – 4	.68	1.10	.59	1.00	1.10	175	.27
5 Bully	0 – 4	.41	.58	.41	.62	-.04	175	.96
6 Positive Family Norms	0 – 4	3.07	.94	3.14	.86	1.10	173	.27
7 Greek Language Knowledge	0 – 4	3.44	.87	3.50	.76	1.25	173	.21
8 Greek Language Use	0 – 4	3.67	.77	3.71	.72	-.97	173	.33
9 Positive Feelings toward Greek Cypriots	0 – 10	7.05	2.24	7.52	2.14	2.88	173	.00**
10 Positive Stereotypes toward Greek Cypr.	0 – 4	2.42	.82	2.46	.71	.71	174	.47
11 Intergroup Anxiety toward Greek Cypr.	0 – 4	1.07	.70	1.08	.70	-.18	174	.85
12 Positive School Climate	0 – 5	3.40	.99	3.43	.92	.38	173	.70
13 Violence School Climate	0 – 4	1.45	.86	1.37	.81	1.33	173	.18
14 Ethnocentrism	0 – 6	3.71	1.20	-	-	-	-	-
15 Patriotism	0 – 6	4.68	1.16	-	-	-	-	-
16 Collective ID	0 – 4	3.36	.66	-	-	-	-	-
17 Quality of Contact with Greek Cypriots	0 – 4	2.80	1.02	2.83	.95	-.37	166	.70
18 Quantity of Contact with Greek Cypriots	1 – 4	3.51	.88	3.50	.77	-.09	175	.92
19 Friendships with Greek Cypriots	0 – 4	2.61	1.00	2.53	1.06	1.12	174	.26
20 Family Outgroup Friendships	0 – 4	2.91	1.10	-	-	-	-	-
21 Separation	0 – 4	2.40	.96	2.29	.92	-1.82	147	.07
21 Assimilation	0 – 4	2.38	1.01	2.40	1.01	-.35	147	.72
22 Integration	0 – 4	3.31	1.13	3.18	1.20	1.19	147	.23
24 Narcissism	0 – 4	.81	.69	.82	.66	-.18	141	.85
25 Impulsivity	0 – 4	1.44	.84	1.44	.73	-.00	141	.99
26 Callous Unemotional	0 – 4	2.79	.76	2.69	.76	-1.51	141	.13

*TC= Turkish Cypriot, *p<0.05; **p<0.01; ***p<0.001*

Inter-ethnic victimization among Immigrants

The scale inter-ethnic victimization had a mean of .28 in Wave 1 and .30 in Wave 2, on a scale from 0 – 4 which suggests that the majority of the students report minimum ethnic victimization. It can be seen in Table 21 that there is a greater victimization in the form of verbal bullying (e.g. calling names, insulting) and exclusion, and less victimization in the form of physical victimization. Frequency distributions are presented in Table 3, for Wave 2.

Table 21. *Frequencies of Inter-Ethnic Victimization among immigrants*

Statement	Never	Few Times	Sometimes	Often	Very Often	Mean	SD
1. Other pupils call me names and insult me because of my ethnic background.	69.8%	17.9%	3.4%	4.5%	2.8%	.50	.96
2. Other pupils talk behind my back because of my ethnic background.	69.8%	16.2%	6.7%	2.8%	2.8%	.50	.95
3. Other pupils send me insulting SMS, e-mails, comments on Facebook and similar because of my ethnic background.	90.5%	4.5%	2.8%	0%	.6%	.12	.48
4. Other pupils ignore me or avoid contact with me because of my ethnic background.	82.1%	6.7%	5%	2.2%	2.2%	.33	.85
5. Other pupils hit me, kick me, spit at me or express other forms of rude physical behavior to me because of my ethnic background.	89.9%	5%	2.8%	.6%	0%	.13	.44
6. Other pupils exclude me because of my ethnic background.	78.2%	9.5%	5%	2.8%	2.8%	.40	.92
7. Other pupils hide or destroy my things because of my ethnic background.	92.2%	3.4%	1.1%	1.1%	.6%	.11	.51
8. Other pupils irritate me because of my ethnic background.	81.6%	9.5%	4.5%	1.7%	1.1%	.28	.73

Inter Ethnic Bullying among Immigrants

The scale inter-ethnic bullying had a mean of .15 in Wave 1 and .17 in Wave 2, on a scale from 0 – 4 which suggests that the majority of the students do not get involved in ethnic bullying. It can be seen that there is a higher involvement in bullying by excluding or avoiding other students with different ethnic backgrounds. Frequency distributions are presented in Table 22, for Wave 2.

Table 22. *Frequencies of Inter – Ethnic Bullying among immigrants*

Statement	Never	Few Times	Sometimes	Often	Very Often	Mean	SD
1. Sometimes I exclude students with different ethnic background.	81%	12.8%	2.8%	.6%	1.1%	.25	.64
2. Sometimes I ignore or avoid students with different ethnic background.	79.9%	14%	1.1%	3.4%	0%	.26	.65
3. I like irritating and making fun of students from different ethnic backgrounds.	90.5%	4.5%	1.7%	0%	1.7%	.14	.60
4. Students from different ethnic backgrounds get on my nerves.	88.3%	5.6%	3.4%	1.1%	0%	.15	.52
5. I am usually fighting with students from different ethnic backgrounds.	90.5%	4.5%	1.7%	1.1%	.6%	.13	.53
6. Students from different ethnic backgrounds are afraid of me.	88.3%	5%	3.4%	0%	1.7%	.18	.65
7. Students with different ethnic backgrounds complaint that I hit them.	90.5%	5.6%	.6%	.6%	1.1%	.13	.54
8. Students with different ethnic backgrounds complain that I tease them.	88.8%	7.3%	1.1%	.6%	.6%	.13	.49

Inter-ethnic bullying and victimization nominations among Immigrants

Immigrant students asked to nominate the most frequent bullies and victims due to their nationality. Syrians and Romanians collected the most nominations as victims and Greek Cypriots as bullies, same with Greek Cypriots. There is a recognition that Greek Cypriots are mostly the perpetrators and refugees the most unwanted of all, Bullies and victims mean nominations are described in detail in Table 23 and 24. Statistical significant difference between two Waves appeared in the case of Syrians, which nominated less as Bullies in Wave 2, $t(126)=2.71$, $p < .01$. Also, Greek Cypriots $t(140)=2.14$, $p < .05$ and Turkish Cypriots $t(120)=2.15$, $p < .05$ nominated more in Wave 2 as victims.

Table 23. *Nominations of Bullies by nationality among immigrants*

	Wave 1		Wave 2	
	Mean	SD	Mean	SD
Greek Cypriots	1.09	1.36	.95	1.31
Syrians	.87	1.39	.57	1.08
Romanians	.85	1.14	.86	1.20
Bulgarians	.84	1.21	.90	1.30
Greeks	.83	1.29	.76	1.18
Turkish Cypriots	.66	1.36	.63	1.15
Georgians	.60	1.20	.78	1.31
Palestinians	.58	1.09	.51	1.02
Russia	.48	.92	.62	1.13
English	.24	.70	.24	.70

Table 24. *Nominations of Victims by nationality among immigrants*

	Wave 1		Wave 2	
	Mean	SD	Mean	SD
Syrians	.70	1.04	.75	1.13
Romanians	.69	1.04	.75	1.15
Bulgarians	.61	1.09	.60	1.11
Palestinians	.57	1.07	.62	1.14
Greeks	.52	1.01	.59	1.01
Greek Cypriots	.44	.84	.62	.98
Turkish Cypriots	.40	.97	.65	1.19
Georgians	.39	.86	.54	1.08
Russia	.38	.75	.49	.99
English	.27	.69	.38	.84

Bullying and victimization among Immigrants

The scale of bullying had a mean of .41 in Wave 1 and Wave 2, on a scale from 0 – 4 which suggests that about 30% of students are involved in bullying a few times. The scale of victimization had a mean of .58 in Wave 1 and .51 in Wave 2. There weren't any statistical significant changes between the two waves. Frequency distributions are presented in Table 25, for Wave 2. It can be seen that students report greater amounts of exclusion and verbal victimization (teasing, insulting, rumors). They also report greater amount of indirect bullying. Students also reported how often they have being victimized. Of the immigrant

participants in Wave 2, 64.2% reported that they had never being bullied in their school, 19.6% reported that they are victims once a month, 7.3% two or three times a month, 4.5% once a week and 2.8% in a daily base.

Table 25. *Frequencies of Bullying and Victimization among immigrants*

Bullying Statements	Never	Few Times	Sometimes	Often	Very Often	Mean	SD
1. Other children complain that I tease them.	72.1%	14%	8.4%	2.2%	1.7%	.44	.87
2. Other children complain that I hit them.	82.1%	8.9%	2.2%	2.2%	2.8%	.31	.86
3. I was expelled from school because of irritating other students .	79.3%	10.1%	3.4%	3.9%	1.7%	.35	.86
4. Other children complain that I call them bad names.	83.8%	9.5%	2.8%	.6%	1.7%	.23	.69
5. Other children are afraid of me.	72.1%	10.6%	8.4%	1.7%	5.6%	.55	1.09
6. I get mad easily and put my anger on other children.	68.2%	15.6%	5.6%	5%	3.9%	.58	1.07
7. I want other children to do as I say.	86%	7.8%	2.2%	0%	2,2%	.21	.70
8. Weak and fearful children get on my nerves.	67%	17.3%	7.3%	2.2%	4.5%	.57	1.03
9. I fight a lot at school.	80.4%	9.5%	5%	1.1%	2.2%	.32	.81
10. I like insulting other students and make fun of them.	74.3%	13.4%	3.4%	3.4%	3.9%	.46	1.00
Victimization Statements							
1. Other children constantly tease me.	48.6%	27.9%	7.8%	10.1%	3.9%	.90	1.15
2. Other children constantly irritate me.	53.6%	22.9%	11.2%	5%	5.6%	.84	1.16
3. I was called bad names by another child.	68.7%	15.1%	8.4%	2.8%	3.4%	.54	1.00
4. Other children have hit me or tried to hit me.	81.6%	8.9%	5%	1.1%	1.7%	.29	.76
5. Other children spread rumors or lies about me.	63.1%	17.9%	7.3%	4.5%	5.6%	.69	1.14
6. Other children take my belongings without my permission or try to break something mine.	83.2%	8.9%	2.2%	2.2%	1.7%	.27	.76
7. Other children play nasty tricks on me, threatened or blackmailed me.	90.5%	4.5%	1.7%	1.1%	.6%	.13	.53
8. Other children have annoyed me with phone calls, text messages or images on the phone or on the internet.	85.5%	6.1%	5%	1.1%	.6%	.22	.64
9. I was excluded/ignored by other children.	72.1%	11.2%	3.9%	4.5%	6.7%	.60	1.19

Positive family norms toward Greek Cypriots among immigrants

The scale positive family norms had a mean of 3.07 in Wave 1 and 3.14 in Wave 2 on a 5-likert scale (0-4) which suggests that the majority of the sample has positive family norms toward Greek Cypriots. Frequency distributions (percentages) on disagreement are presented in Table 26, for Wave 1 – since both waves had no significant differences.

Table 26. *Frequencies of Positive Norms for Greek Cypriots among immigrants*

Statements	Not at all	Slightly	Quite	Very Much	To a great extend	Mean (SD)
1. It is acceptable in my family to make negative remarks or jokes about Greek Cypriots.	76.8%	15.8%	3.4%	2.8%	1.1%	.35 (.77)
2. It is acceptable in my family to have Greek Cypriot friends.	11.3%	.6%	2.8%	8.5%	76.85	3.38 (1.30)
3. My family would not accept a romantic relationship between me and a Greek Cypriot.	84.7%	2.8%	5.1%	1.1%	6.2%	.41 (1.07)
4. It is important for my family to be friendly to Greek Cypriots.	14.1%	9.6%	18.6%	24.3%	33.3%	2.53 (1.40)
5. It is acceptable in my family for Greek Cypriots to visit me at home.	8.5%	1.7%	9%	14.7%	66.1%	3.28 (1.22)

Collective Self-Esteem (Subgroup Identification) among immigrants

Collective identity was measured in Wave 1. The Subgroup Identification scale had a mean of 3.36 on a 5-likert scale (0-4) which suggests that the majority of students have a strong sense of their ethnic identity. Frequency distributions (percentages) on disagreement are presented in Table 27, for Wave 1.

Table 27. *Frequencies and means for Subgroup Identification, Wave 1*

	Strongly Disagree	Disagree	Neither Agreed nor Disagreed	Agree	Strongly Agree	Mean	SD
1. Generally I am happy to be a	0%	1.7%	3.9%	29.1%	65.4%	3.58	.65
2. I often wish I wasn't a	70.4%	14%	11.2%	2.8%	1.7%	.51	.92
3. I am proud to be a6%	1.1%	10.6%	22.3%	65.4%	3.50	.77
4. Being is an important reflection of who I am.	3.4%	10.6%	21.2%	23.5%	41.3%	2.88	1.16

Nationalism and Patriotism among Immigrants

The Patriotism scale had a mean of 4.68 and the Nationalism scale had a mean of 3.71 in Wave 1 on a 7-likert scale (0-6). Participants answers suggests that the majority of students adopt a more patriotic view concerning their country.

Quality of Contact among Immigrants

The scale Quality of Contact with immigrants had a mean of 2.80 in Wave 1 and a mean of 2.83 in Wave 2 on a 5-likert scale (0-4). Non- statistical significant difference occurred between the two waves. The majority of students generally state to have good quality of contact with Greek Cypriots. In table 28 below frequencies of quality of contact are described in detail.

Quantity of Contact among Greek Cypriots

The scale for Quantity of Contact with Greek Cypriots was 3.51 in Wave 1 and 3.50 in Wave 2 on a 5-likert scale (0-4), suggesting a systematic contact between immigrant and Greek Cypriots. Examining frequencies below (table 29) it can be seen that 71.5% of the participants state that they have contact very often with Greek Cypriots which is expected given that CCs are the majority group in most of the schools. However, almost 15% percent of the immigrants are probably marginalized.

Table 28. *Frequencies of Quality of Contact with Greek Cypriots, Wave 1*

Quality of Contact	Not at all	Slightly	Quite	Very much	To a great extent	Don't know don't answer	Mean (SD)
Pleasant	1.1%	10.1%	19%	19.6%	46.9%	3.4%	3.04(1.09)
Cooperative	7.3%	8.9%	24%	20.1%	34.6%	5%	2.69(1.26)
Positive	4.5%	10.1%	21.8%	21.2%	38%	4.5%	2.81(1.20)
Respectful	6.7%	10.6%	20.7%	20.1%	29.1%	12.8%	2.62(1.27)
Superiority	61.5%	10.1%	10.1%	5.6%	3.4%	9.5%	.66(1.12)
Underestimation	58.1%	9.5%	10.6%	6.7%	5%	10.1%	.78(1.23)

Table 29. *Frequencies/percentages and mean for any contact with Greek Cypriots (Quantitative Contact)*

	Never	Rarely	Some-times	Often	Very Often
Greek Cypriots	0%	6.1%	7.8%	14.5%	71.5%

Intergroup friendships measure

The scale Intergroup Friendships had a mean of 2.61 in Wave 1 and 2.53 in Wave 2, on a 5-likert scale (0-4), suggesting that the majority of students maintain many friendships with Greek Cypriots. Examining frequencies below (Table 30) it can be seen that the majority of participants 87 % maintain a lot of friendships with Greek Cypriots, while 13% of immigrant students is separated. Seventeen percent of the participants state that all their friends are Greek Cypriots, suggesting assimilation to Greek Cypriot school.

Table 30. *Percentages for Intergroup Friendships, Wave 1*

	None	Few	Many	A lot	All of them
Greek Cypriots Friends	3.9%	8.9%	25.7%	43.6%	17.3%

Family Friendships

The scale Family Friendships had a mean of 2.91 in Wave 1 on a 5-likert scale (0-4), suggesting that the majority of the families maintain a lot of friendships with Greek Cypriots. Examining frequencies below (Table 31) it can be seen that the majority of families maintain more friendships with Europeans, less friendships with Turkish Cypriots and rare friendships with non Europeans. It seems that there is rarely contact with Syrians or Palestinians, who are usually the refugees.

Table 31. *Percentages for family friends among immigrants*

	None	Rarely	Sometimes	Often	Very Often
Greek Cypriots	3.4%	6.7%	17.9%	26.8%	33.5%
Family Friends					

Individual Anti-social Characteristics (narcissism, impulsivity and callous-unemotional traits) among Immigrants

Immigrants completed the scales in both Waves. The scale Narcissism had a mean of .81 in Wave 1 and .82 in Wave 2, the scale Impulsivity had a mean of 1.44 in both Waves and Callous Unemotional (empathy) had a mean of 2.79 in Wave 1 and 2.69 in Wave 2, on a 5-likert scale (0-4). This finding suggests that many immigrant students show empathy. Additionally immigrant students score lower than Greek Cypriots on narcissism and impulsivity.

School Interethnic Conflict Climate among Immigrants

The scale Violent School Climate had a mean of 1.45 in Wave 1 and 1.37 in Wave 2 on a 5-likert scale (0-4), which suggests that some participants observe bullying or violence in some degree.

Positive School Climate among Immigrant Children

Non-native pupils were asked if they feel happy and safe in their school. The scale Positive School Climate had a mean of 3.40 in Wave 1 and 3.43 in Wave 2 on a 6-likert scale (0-5), which suggests that the majority of immigrant children feel safe and happy in a large extent. However about 20% of the immigrant students state that they are not happy with their school climate, they do not feel safe or that the school don't help them. Frequency distributions are presented in Table 32, for Wave 1 – since both waves had no significant differences.

Table 32. *Frequencies and Means for positive school climate among immigrants*

Statements	Not at all	Somewhat True	True	Quite True	True to a great extent	Very True	Mean	SD
1. I am happy being in the Greek Cypriot school.	2.8%	6.7%	11.2%	30.2%	21.2%	26.8%	3.42	1.32
2. Teachers strive to be fair with all the students.	7.8%	5%	6.7%	19.6%	24%	35.8%	3.55	1.50
3. I have a good time in my school.	5%	4.5%	11.7%	28.5%	24.6%	24.6%	3.38	1.36
4. I feel safe in my school.	6.7%	3.9%	11.7%	27.4%	32.4%	16.8%	3.26	1.35
5. My teachers help me when I have a problem.	6.1%	8.4%	12.3%	24.6%	21.2%	26.3%	3.26	1.49
6. I feel at ease with my Greek Cypriot classmates.	3.4%	4.5%	10.1%	24.6%	25.1%	31.3%	3.59	1.32

Positive Feelings among Immigrants

Immigrant students exhibited positive attitudes toward Greek Cypriots. The thermometer had a mean of 7.05 in Wave 1 and a mean of 7.52 in Wave 2 on an 11-likert scale (0-10) from negative to positive. A statistical significant increase also occurred in Time 2. This finding suggests that immigrant student in general have positive attitudes toward Greek Cypriots. In general (0 – 4 answers) 7.3 % of the participants have negative feelings

toward participants, (5midpoint) 24.3 % have neutral feelings toward Greek Cypriots and (6 – 10 answers) 68.4% percent of the participants have positive attitudes toward Greek Cypriots.

Positive Stereotypes among Immigrants

Immigrant students were asked to report their degree of agreement in specific characteristics that showed the stereotypes of immigrant students toward Greek Cypriots. The positive stereotypes scale had a mean of 2.42 in Wave 1 and a mean of 2.46 in Wave 2 on a 5-likert scale (0-4), which suggests that the majority of immigrants have neutral to positive stereotypes. Table 33, shows the means and standard deviations of the scale in Wave 1.

Table 33. *Descriptive statistics for immigrant students' stereotypes and anxiety toward Greek Cypriots*

Positive Stereotypes		Intergroup Anxiety	
Honest		Anger	
Mean*	2.18	Mean*	.70
SD	1.04	SD	.91
Dangerous		Irritation	
Mean	1.19	Mean	.70
SD	.98	SD	.91
Polite		Positivity	
Mean	2.46	Mean	2.53
SD	1.01	SD	1.08
Clean		Trust	
Mean	2.59	Mean	2.43
SD	.98	SD	1.11
Hard Working		Stress	
Mean	2.44	Mean	.96
SD	1.04	SD	1.16

* All means are based on the 5- scale (0-4) from “strongly disagree” to “strongly agree”

Intergroup Anxiety among Immigrants

Respondents were invited to think about how they felt when meeting Greek Cypriots and to rate the extent to which they felt anger, irritation, stress, positivity and trust. Immigrant students were asked to report their degree of agreement in specific characteristics that showed the stereotypes of immigrant students toward Greek Cypriots. The anxiety scale had a mean of 1.07 in Wave 1 and a mean of 1.08 in Wave 2 which suggests that the majority of immigrants do not exhibit anxiety.

Table 34. *Frequencies and descriptive statistics for acculturation degree in Wave 1*

Statements	Not at all	Somewhat True	Quite True	True to a great extent	Very True	Mean	SD
1. It is really important for me, to maintain my culture.	5.6%	7.8%	15.6%	28.5%	35.2%	2.86	1.19
2. I feel more relaxed when I am with a compatriot than when I am with a Greek Cypriot.	10.6%	14%	22.9%	20.7%	24.6%	2.37	1.32
3. It is really important to me, to maintain my religion and customs.	12.3%	13.4%	17.3%	19.6%	30.2%	2.45	1.41
4. I prefer using my native language than Greek language.	13.4%	17.3%	19%	26.8%	16.2%	2.16	1.31
5. I have both native and non-native friends.	5.6%	5.6%	4.5%	18.4%	58.7%	3.28	1.17
6. Sometimes I adopt Greek Cypriot customs.	5%	8.9%	12.3%	30.7%	35.8%	2.89	1.17
7. I get along better with Greek Cypriots than compatriots.	24%	19.6%	21.8%	15.6%	11.7%	1.69	1.35
8. Most of my friends at school are Greek Cypriots.	14.5%	9.5%	17.9%	19.6%	31.3%	2.46	1.44
9. It is really important to me to spend time with natives.	15.1%	18.4%	23.5%	20.1%	15.6%	2.03	1.32
10. I write better in Greek than in my native language.	18.4%	12.3%	10.6%	11.7%	39.7%	2.45	1.60
11. I usually use Greek language than my native language.	17.9%	12.8%	18.4%	15.6%	27.9%	2.24	1.49

Assimilation and Separation among Immigrants

Non-native pupils were asked to report the degree of their acculturation to Cyprus. The assimilation scale had a mean of 2.38 in Wave 1 and a mean of 2.40 in Wave 2 on a 5-likert scale (0-4), which suggests that the majority of immigrants show assimilation characteristics on a moderate degree. The separation scale had a mean of 2.40 in Wave 1 and 2.29 in Wave 2. A nearly significant decrease of separation occurred through the school year. Although, a high percentage of immigrants reports separation characteristics on a moderate degree. Frequency distributions (percentages) are presented in Table 34 above, for Wave 1 – since both waves had no significant differences.

Composition of the classroom

Each participant was asked to give information about his/her classroom composition. Immigrant children reported the number of natives or other foreign children at school and in classroom. 33.5% reported that they did not have any other compatriot in their classroom, 20.7% had 1 compatriot, 27.4% had two compatriots in their classroom, 8.9% had 3 compatriots in the classroom, 7.3% had 4 compatriots and 1.7% had over 5 compatriots in the classroom. 3.9 of the participants reported that they did not have any other foreigner children in their classroom, 21.2 had two other foreigners, 9.5 had 3 other foreigners, 14.5% had 4 other foreigners, 34.6% had over 5 foreigners in their classroom and 16.2% had over 8 foreigner children in their classroom.

Gender and Bullying and Psychosocial Variables among Greek Cypriots

An independent sample t-test comparing the mean of male and female on the scales, revealed significant gender differences between many variables (Table 35 and 36 below). Males scored significantly higher on bullying, ethnic bullying, realistic and symbolic threats, intergroup anxiety, ethnic attachment, narcissism and impulsivity. Females scored significantly higher on the scale positive feelings toward outgroups, positive stereotypes, quality of contact, civic attachment, positive family and school norms, and empathy (positive/callous unemotional). Significant differences occurred in both Waves for the same variables. Some differences occurred in Wave 2 regarding friendships, whereas females scored significantly higher ($M=.67$, $SD=.49$, $t(677)=-2.07$, $p<.05$) than males ($M=.59$, $SD=.48$). Higher scores were also seen in females in Quantity of contact ($M=1.40$, $SD=.73$, $t(677)=-3.45$, $p<.001$), in positive stereotypes toward Romanians ($M=2.15$, $SD=.74$, $t(677)=-2.03$, $p<.05$) and in Inter Ethnic Climate concerning immigrants ($M=1.49$, $SD=1.06$, $t(669)=-2.74$, $p<.01$). Males means for quantity of contact, stereotypes toward Romanians and inter ethnic climate concerning immigrants were ($M=1.20$, $SD=.72$), ($M=2.02$, $SD=.86$) and ($M=1.27$, $SD=.99$) respectively. In table, gender differences on all variables are presented. Finally, in Wave 2 did not occur significant differences regarding positive feelings toward Georgians ($t(677)=-1.38$, $p = .16$) and indirect ethnic bullying toward immigrants ($t(677)=1.80$, $p = .07$). On the whole these gender differences suggest that female in

adolescence involve in less bullying, are less prejudiced toward outgroups, maintain more friendships with outgroupers and indicate more empathy.

Table 35. *Gender Differences on all scales among Greek Cypriots, Wave 1*

		Gender				Comparisons		
		Male		Female				
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>Df</i>	<i>Sig.</i>
1	Inter – Ethnic Bullying (overall scale)	.29	.48	.13	.24	5.17	683	.000***
2	Indirect Ethnic Bullying toward Immigrants	.45	.73	.30	.56	2.76	683	.006**
3	Direct Ethnic Bullying	.18	.45	.03	.12	5.43	683	.000**
4	Indirect Ethnic Bullying toward TC	.56	1.06	.34	.73	3.01	681	.003**
5	Victim	.33	.55	.31	.49	.54	683	.59
6	Bully	.38	.53	.20	.36	4.96	683	.000***
7	Positive Family Norms	2.78	.90	2.95	.81	-2.60	683	.009**
8	School Norms Friendship Encouragement	2.69	1.11	3.06	.99	-4.56	683	.000***
9	School Norms Multicultural Thematic	2.38	1.05	2.76	.94	-4.97	685	.000***
10	School Norms Teachers Help	2.52	1.03	2.97	.89	-6.02	683	.000***
11	Realistic Threats toward Immigrants	1.74	.96	1.36	.79	5.39	683	.000***
12	Symbolic Threats toward Immigrants	1.45	1.01	1.12	.91	4.42	683	.000***
13	Subgroup Identification	2.92	.85	2.91	.77	.08	683	.93
14	Greek-Cypriot centrism	2.72	.97	2.76	.80	-.49	683	.62
15	Patriotism	4.86	1.18	4.78	.93	.96	683	.34
16	Ethnocentrism	3.03	1.19	3.04	1.03	-.10	683	.91
17	Ethnic Attachment	2.78	1.26	2.42	1.16	3.79	683	.000***
18	Civic Attachment	3.53	1.56	3.94	1.37	-3.63	683	.000***
19	Quality of Contact Immigrants	2.17	.88	2.51	.80	-5.03	654	.000***
20	Quality of Contact TC	1.70	.94	2.08	.79	-4.99	604	.000***
21	Quantity of Contact	1.25	.78	1.36	.78	-1.75	681	.08
22	Friendships	.56	.48	.58	.41	-.54	682	.58
24	Narcissism	1.05	.67	.79	.58	5.26	683	.000***
25	Impulsivity	1.70	.76	1.49	.72	3.68	683	.000***
26	Callous Unemotional (positive)	2.50	.78	2.99	.69	-8.35	683	.000***
27	Inter Ethnic Climate Immigrants	1.50	1.05	1.57	1.10	-.83	679	.40
28	Inter Ethnic Climate TC	.78	1.04	1.02	1.17	-1.22	134	.21

Table 36. *Gender Differences on positive feelings, anxiety and stereotypes among Greek Cypriots, Wave 1*

		Gender						
		Male		Female		Comparisons		
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>Df</i>	<i>Sig.</i>
1	Positive Feelings toward TC	3.87	2.74	4.79	2.30	-4.60	680	.000***
2	Positive Feelings toward Immigrants	4.53	2.43	5.40	2.09	-4.92	680	.000***
3	Positive Feelings toward Greeks	7.38	2.40	7.66	1.98	-1.62	680	.10
4	Positive Feelings toward Georgians	6.01	2.50	6.52	2.12	-2.78	680	.005**
5	Positive Feelings toward Palestinians	4.72	2.29	5.39	2.02	-3.98	680	.000***
6	Positive Feelings toward Romanians	4.88	2.79	5.58	2.13	-4.12	680	.000***
7	Positive Feelings toward Russia	5.43	2.44	5.91	2.04	-2.69	680	.007**
8	Positive Feelings toward Syrians	4.43	2.41	5.22	2.13	-4.45	680	.000***
9	Positive Feelings toward English	5.87	2.50	6.79	2.13	-5.04	680	.000***
10	Positive Feelings toward Bulgarians	4.61	2.34	5.48	2.20	-4.96	680	.000***
11	Positive Stereotypes toward TC	1.74	.98	2.01	.80	-3.83	681	.000***
12	Positive Stereotypes toward Immigrants	1.97	.84	2.17	.78	-3.23	681	.001***
13	Positive Stereotypes toward Greeks	2.78	.85	2.79	.69	-.24	681	.80
14	Positive Stereotypes toward Georgians	2.34	.93	2.40	.71	-.83	681	.40
15	Positive Stereotypes toward Romanians	2.05	.86	2.13	.73	-1.27	681	.20
16	Positive Stereotypes toward Syrians	1.91	.84	2.05	.74	-2.26	681	.02*
17	Positive Stereotypes toward Bulgarians	1.94	.86	2.15	.72	-3.24	681	.001***
18	Positive Stereotypes toward Russia	2.38	.89	2.33	.72	.85	681	.39
20	Intergroup Anxiety toward TC	2.01	.95	1.82	.83	2.84	681	.005**
21	Intergroup Anxiety toward IMMI	1.73	.83	1.62	.72	1.85	681	.06
22	Intergroup Anxiety toward Greeks	1.04	.80	1.03	.72	.18	681	.85
23	Intergroup Anxiety toward Georgians	1.44	.79	1.37	.69	1.24	681	.21
24	Intergroup Anxiety toward Romanians	1.67	.77	1.56	.73	1.90	681	.057
25	Intergroup Anxiety toward Syrians	1.80	.79	1.65	.74	2.46	681	.014*
26	Intergroup Anxiety toward Bulgarians	1.74	.78	1.56	.73	2.98	681	.003**
27	Intergroup Anxiety toward Russia	1.49	.78	1.47	.70	.30	681	.76

Age and Bullying and Psychosocial Variables among Greek Cypriots

An independent sample t-test comparing the mean of students in High School and students in Lyceum on the scales, revealed significant age differences on some variables (Table, 37). This analysis was exploratory since High School and Lyceum are two distinct entities with age gap, and thus differences may occur. Participants were divided in two age groups. The first group was ages 12-14 (High School) and the second group was ages 15-17 (Lyceum). On the table below are presented the scales where age had a statistical significant impact in Wave 1. Younger students reported higher victimization, higher scores on friendships with outgroups

and stronger identification with collective id. Lyceum students reported more positive school norms and feelings toward outgroups, and less callous unemotional traits. However, significant differences did not occur regarding bullying or ethnic bullying involvement. Additionally, in Wave 2 a statistically significant difference was revealed regarding ethnic bullying. High school students scored higher on ethnic bullying scale (direct and indirect) than Lyceum students. High school students also reported more violent school climate at Wave 2. High school students however had more positive stereotype toward specific outgroups - reported in the table below- and lower symbolic threats. Also, in Wave 2 no significant difference occurred between the two groups regarding positive feelings and friendships. School norms (multicultural thematic) and victimization in Wave 2 continued to be statistically different between the two age groups as in Wave 1.

Table 37. Age differences on scales among Greek Cypriots, Wave 1 and Wave 2

<i>WAVE 1</i>		Age				Comparisons		
		12-14		15-17				
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>Df</i>	<i>Sig.</i>
1	Victim	.36	.55	.26	.46	-2.38	683	.017**
2	Out group Friendships	.60	.47	.54	.40	-2.14	682	.03*
3	Collective ID/ Subgroup Identification	3.01	.78	2.78	.82	-3.62	683	.00***
5	School Norms Multicultural Thematic	2.48	1.05	2.70	.94	3.42	683	.001***
6	Callous Unemotional/ positive	2.69	.82	2.90	.68	3.51	683	.000***
7	Positive Feelings toward English	6.23	2.33	6.61	2.33	2.12	680	.03*
8	Positive Feelings toward Georgians	6.14	2.33	6.51	2.25	2.07	680	.03*
9	Positive feelings toward Palestinians	4.95	2.24	5.30	2.06	2.15	680	.03*
10	Positive Feelings toward TC	4.21	2.57	4.63	2.48	2.12	680	.03*
<i>WAVE 2 differences</i>								
1	Ethnic bullying	.27	.57	.19	.34	-2.03	677	.043*
2	Indirect ethnic bullying immigrants	.47	.87	.31	.64	-2.64	677	.008**
3	Direct ethnic bullying	.17	.53	.09	.27	-2.52	677	.012*
4	Interethnic violent Climate immigrants	1.60	1.08	1.12	.90	-6.18	669	.00***
5	Interethnic violent Climate TC	.95	1.03	.69	.93	-2.99	523	.003**
6	Symbolic Threat	1.05	1.00	1.22	1.00	2.16	676	.03*
7	Positive Stereotypes toward Romanians	2.19	.83	1.97	.73	-3.58	677	.00***
8	Positive Stereotypes toward Syrians	2.11	.83	1.96	.72	-2.60	677	.009**
9	Positive Stereotypes toward Bulgarians	2.18	.80	1.98	.73	-3.41	677	.001***
10	Positive Stereotypes toward Russians	2.39	.80	2.23	.65	-2.90	677	.004**

Gender and Bullying and Psychosocial Variables among Immigrants

An independent sample t-test comparing the mean of male and female on the scales, revealed significant gender differences between some variables (Table 38 below). Males scored significantly higher on bullying, ethnic bullying and victimization frequency, showing that boys were involved in bullying to a greater extent than females. Females scored significantly higher on the scale positive school climate, suggesting that they feel more happy and safe in their school than boys. Females also scored higher on the scale empathy (positive/callous unemotional). Significant differences occurred in both Waves for the same variables. Some differences occurred in Wave 2 regarding quantity of contact with Greek Cypriots, whereas females scored significantly higher ($M=3.65$, $SD=.66$, $t(171)=-2.87$, $p<.01$) than males ($M=3.30$, $SD=.87$). On the whole these gender differences, as in Greek Cypriots, suggests that female in adolescence get involved in less bullying and indicate more empathy.

Table 38. Gender differences among immigrants, Wave 1

	Male		Female		Comparisons		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>df</i>	<i>Sig.</i>
1 Inter – Ethnic Victim	.27	.50	.31	.57	-.41	172	.68
2 Inter- Ethnic Bullying	.22	.34	.10	.31	2.39	173	.02*
3 Victim	.67	.79	.51	.66	1.42	174	.15
4 Victim Frequency	.95	1.31	.47	.89	2.72	174	.007**
5 Bully	.53	.62	.30	.53	2.60	174	.01**
6 Positive Family Norms	3.00	.97	3.14	.89	-1.01	172	.31
7 Greek Language Knowledge	3.40	.89	3.52	.85	-.91	172	.36
8 Greek Language Use	3.65	.76	3.74	.65	-.86	172	.38
9 Positive Feelings toward Greek Cypriots	7.03	2.15	7.13	2.34	-.29	172	.77
10 Positive Stereotypes toward Greek Cypr.	2.39	.89	2.46	.75	-.57	173	.56
11 Intergroup Anxiety toward Greek Cypr.	1.17	.70	.99	.71	1.66	173	.09
12 Positive School Climate	3.25	.94	3.56	1.01	-2.11	172	.03*
13 Violence School Climate	1.46	.83	1.44	.89	.09	172	.92
14 Ethnocentrism	3.73	1.29	3.68	1.11	.26	173	.79
15 Patriotism	4.79	1.26	4.59	1.08	1.12	173	.26
16 Collective ID	3.35	.74	3.36	.59	-.08	174	.93
17 Quality of Contact with Greek Cypriots	2.71	1.01	2.88	1.06	-1.06	169	.28
18 Quantity of Contact with Greek Cypriots	3.52	.82	3.53	.90	-.04	174	.96
19 Friendships with Greek Cypriots	2.54	.99	2.66	1.01	-.80	173	.42
20 Family Outgroup Friendships	2.71	1.14	3.05	1.05	-1.91	153	.06
21 Isolation	2.35	1.07	2.39	.94	-.22	162	.82
21 Assimilation	2.24	1.03	2.44	1.02	-1.24	162	.21
22 Integration	3.29	1.08	3.30	1.24	-.02	162	.98
24 Narcissism	.89	.75	.75	.65	1.27	165	.20
25 Impulsivity	1.58	.88	1.35	.85	1.67	165	.09
26 Callous Unemotional (positive)	2.58	.79	2.91	.80	-2.65	165	.009**

Age and Bullying and Psychosocial Variables among Immigrants

An independent sample t-test comparing the mean of students in High School and students in Lyceum on the scales, revealed significant age differences on some variables (Table 39). Participants were divided in two age groups. The first group was ages 12-14 (High School) and the second group was ages 15-17 (Lyceum). On the table below are presented the scales whereas age had a statistical significant impact in Wave 1. Younger students reported higher victimization and frequency of victimization, higher involvement in bullying and ethnic bullying. They also reported higher friendships with Greek Cypriots, higher positive feelings toward Greek Cypriots and higher assimilation. Lyceum students reported less CU traits. However, significant differences did not occur regarding bullying or ethnic bullying. Additionally, in Wave 2 all variables –except ethnic bullying- continued to be statistically different as in Wave 1. High school students also reported more violent school climate at Wave 2. High school students however had more positive stereotype toward specific outgroups -reported in Table39- and lower symbolic threats. Also, in Wave 2 no significant differences occurred between the groups regarding positive feelings and friendships.

Table 39. Age differences on scales among immigrants, Wave 1 and Wave 2

<i>WAVE 1</i>		Age				Comparisons		
		12-14		15-17				
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>Df</i>	<i>Sig.</i>
1	Victim	.47	.62	.71	.81	-2.15	176	.03*
2	Victim frequency	.54	1.00	.86	1.22	-1.95	176	.05*
3	Bully	.32	.41	.50	.72	-2.06	176	.04*
5	Ethnic Bully	.09	.21	.21	.42	-2.27	175	.02*
6	Friendships with Greek Cypriots	2.39	1.01	2.85	.92	-3.16	175	.002**
7	Positive feelings toward Greek Cypriots	6.76	2.20	7.44	2.25	-2.02	174	.04*
8	Assimilation	2.19	1.00	2.51	1.02	-2.02	164	.04*
10	Callous Unemotional/ positive	2.89	.73	2.58	.89	2.48	167	.02*
<i>WAVE 2 (additionally)</i>								
1	Positive Family Norms	3.00	.87	3.30	.83	-2.36	173	.02*
2	Positive Stereotypes toward Greek Cyp.	2.35	.68	2.57	.74	-1.97	173	.049*
3	Intergroup Anxiety toward Greek Cyp.	1.19	.71	.95	.66	2.27	173	.02*

Comparisons regarding Origin on Bullying Variables among Immigrants

An independent sample t-test comparing the mean of European students and non European students on the scales, revealed significant differences on some variables (Table 40 below). On the table below are presented the scales whereas origin had a statistical significant impact

in Wave 1. Non Europeans reported higher victimization and frequency of victimization, higher involvement in ethnic victimization and bullying. They also reported higher isolation, higher religion importance, higher attachment to ethnic identity, higher school conflict climate, less quantitative contact with Greek Cypriots and less knowledge of Greek language.

Table 40. *European and non European differences on scales, Wave 1 and Wave 2*

<i>WAVE 1</i>		Immigrants Origin				Comparisons		
		Non European		European				
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>Df</i>	<i>Sig.</i>
1	Victim	.90	.81	.46	.65	-3.45	79.53	.001
2	Victim frequency	1.17	1.35	.50	.94	-3.27	72.36	.002
3	Ethnic Victim	.52	.65	.20	.46	-3.21	73.25	.002
4	Collective Identity	3.61	.56	3.25	.68	-3.62	114.81	.000
5	Patriotism	5.09	1.15	4.52	1.14	-2.97	91.74	.004
6	Ethnocentrism	4.08	1.31	3.56	1.13	-2.47	81.80	.015
7	Violence Climate	1.72	.85	1.36	.84	-2.59	95.14	.011
8	Isolation	2.66	1.00	2.28	1.00	-2.16	67.24	.034
9	Religion importance	2.84	1.36	2.15	1.43	-3.04	99.93	.003
10	Language Knowledge	3.07	1.11	3.60	.70	3.16	67.10	.002
11	Quantity of Contact with GC	3.28	1.09	3.61	.76	2.23	176	.026
<i>WAVE 2 (additionally)</i>								
10	Bully	.60	.82	.33	.49	-2.25	67.58	.027

Interrelations Between The Variables of Wave 1 and Wave 2 among Greek Cypriots

Bivariate Pearson Correlation was conducted to evaluate the relationships between variables of Wave 1, Wave 2 and between the two Waves. Wave 1 correlations are illustrated on Table 41. Wave 2 correlations had the same pattern as in Wave 1.

Bulling and Victimization variables in Wave 1

Ethnic bullying, related significantly to almost all variables of the research as expected. Ethnic bullying was correlated positively with realistic threats $r(685) = .46, p < .001$ and symbolic threats $r(685) = .40, p < .001$, with intergroup anxiety toward immigrants $r(683) = .36, p < .001$ and Turkish Cypriots $r(683) = .36, p < .001$, with interethnic conflict climate regarding immigrants $r(681) = .22, p < .001$ and Turkish Cypriots $r(525) = .20, p < .05$, with ethnic attachment $r(685) = .28, p < .001$, with narcissism $r(685) = .33, p < .001$ and impulsivity $r(685) = .20, p < .001$. Ethnic bullying was correlated negatively with positive stereotypes toward immigrants $r(683) = -.35, p < .001$ and Turkish Cypriots $r(683) = -.33, p < .001$, with positive feelings toward immigrants $r(682) = -.33, p < .001$ and Turkish Cypriots

$r(683) = -.36, p < .001$, with positive family norms $r(685) = -.43, p < .001$ and positive school norms $r(685) = -.17, p < .001$, with quality of contact with immigrants $r(656) = -.36, p < .001$ and Turkish Cypriots $r(606) = -.38, p < .001$ and quantity of contact $r(683) = -.12, p < .01$, with civic attachment $r(685) = -.31, p < .001$, relative attachment to identity $r(685) = -.20, p < .001$ and lack of callous unemotional traits $r(685) = -.23, p < .001$.

Ethnic victimization (bullying carried out from immigrant students toward Greek Cypriots) was correlated positively with interethnic negative school climate regarding immigrants $r(680) = .19, p < .001$ and Turkish Cypriots $r(136) = .41, p < .001$, with ethnic bullying $r(679) = .12, p < .01$, with intergroup anxiety toward immigrants $r(682) = .15, p < .001$ and Turkish Cypriots $r(682) = .13, p < .01$. Ethnic victimization was correlated negatively with positive stereotypes toward immigrants $r(682) = -.11, p < .01$ and Turkish Cypriots $r(682) = -.10, p < .05$, and with quality of contact with immigrants $r(655) = -.11, p < .01$.

General bullying was also correlated with social variables but to a smaller degree (see table below). General bullying was correlated in a greater extent with individual characteristics –narcissism $r(685) = .51, p < .001$, impulsivity $r(685) = .37, p < .001$, lack of callous unemotional traits $r(685) = -.24, p < .001$ -, than ethnic bullying as hypothesized.

Attachment to identity variables in Wave 1

All Identity measures had a strong interrelation-see table below. Relative attachment to identity, civic attachment and ethnic attachment as mentioned above correlated significantly with ethnic bullying as expected. Patriotism was negatively correlated with direct ethnic bullying $r(685) = -.11, p < .01$ and ethnocentrism was positively correlated with indirect bullying toward immigrants $r(685) = .11, p < .01$. Civic and Ethnic attachment scales had the largest correlations with other variables of the research to the expected direction. Civic attachment as suggested in previous researches (Pehrson et al., 2009), correlates negatively with prejudice toward immigrants, whereas ethnic attachment correlates positively with prejudice.

Relative identity was also correlated significantly with positive family norms $r(685) = .25, p < .001$, with realistic threats $r(685) = -.19, p < .001$, with symbolic threats $r(685) = -.21, p < .001$, with positive stereotypes toward Turkish Cypriots $r(683) = .15, p < .001$ and immigrants $r(683) = .13, p < .001$, with intergroup anxiety toward Turkish Cypriots $r(683) = -.20, p < .001$ and immigrants $r(683) = -.15, p < .001$, with positive feelings toward Turkish

Cypriots $r(682) = .18, p < .001$ and immigrants $r(682) = .16, p < .001$, with friendships with immigrants $r(684) = .14, p < .001$ and Turkish Cypriots $r(684) = .14, p < .001$, with quantity of contact $r(683) = .13, p < .01$ and quality of contact with Turkish Cypriots $r(606) = .17, p < .001$ and immigrants $r(656) = .15, p < .001$, and with family outgroup friends $r(678) = .10, p < .05$.

Civic attachment was also correlated significantly with positive family norms $r(685) = .42, p < .001$, with school norms $r(685) = .22, p < .001$, with realistic threats $r(685) = -.43, p < .001$, with symbolic threats $r(685) = -.30, p < .001$, with positive stereotypes toward Turkish Cypriots $r(683) = .37, p < .001$ and immigrants $r(683) = .33, p < .001$, with intergroup anxiety toward Turkish Cypriots $r(683) = -.34, p < .001$ and immigrants $r(683) = -.33, p < .001$, with positive feelings toward Turkish Cypriots $r(682) = .39, p < .001$ and immigrants $r(682) = .37, p < .001$, with friendships with immigrants $r(684) = .12, p < .01$ with quantity of contact $r(683) = .19, p < .01$ and quality of contact with Turkish Cypriots $r(606) = .41, p < .001$ and immigrants $r(656) = .45, p < .001$, and with family outgroup friends $r(678) = .20, p < .001$.

Ethnic attachment was also correlated significantly with positive family norms $r(685) = -.41, p < .001$, with school norms $r(685) = -.10, p < .05$, with realistic threats $r(685) = .45, p < .001$, with symbolic threats $r(685) = .41, p < .001$, with positive stereotypes toward Turkish Cypriots $r(683) = -.27, p < .001$ and immigrants $r(683) = -.27, p < .001$, with intergroup anxiety toward Turkish Cypriots $r(683) = .28, p < .001$ and immigrants $r(683) = .28, p < .001$, with positive feelings toward Turkish Cypriots $r(682) = -.30, p < .001$ and immigrants $r(682) = -.30, p < .001$, with friendships with immigrants $r(684) = -.19, p < .001$ and Turkish Cypriots $r(684) = -.13, p < .01$, with quantity of contact $r(683) = -.25, p < .001$, with quality of contact with Turkish Cypriots $r(606) = -.35, p < .001$ and immigrants $r(656) = -.36, p < .001$, and with family outgroup friends $r(678) = -.24, p < .001$.

Collective identity did not correlated significantly with any bullying scale –see table below. However, it was correlated with small effect size with interethnic school climate regarding immigrants $r(681) = -.12, p < .01$, with positive family norms $r(685) = -.08, p < .05$, with realistic threats $r(685) = .13, p < .01$, with symbolic threats $r(685) = .15, p < .001$, with quality of contact with immigrants $r(656) = -.12, p < .01$ and Turkish Cypriots $r(606) = -.15, p < .001$.

Family Norms

Family norms as expected, related strongly to a number of other variables to the hypothesized direction. Family norms were correlated significantly as mentioned above with a large effect size with ethnic bullying and ethnic identity attachment measures (civic and ethnic). Additionally, family norms were correlated with school norms $r(685) = .22, p < .001$, with realistic threats $r(685) = -.59, p < .001$, with symbolic threats $r(685) = -.44, p < .001$, with positive stereotypes toward Turkish Cypriots $r(683) = .42, p < .001$ and immigrants $r(683) = .48, p < .001$, with intergroup anxiety toward Turkish Cypriots $r(683) = -.49, p < .001$ and immigrants $r(683) = -.52, p < .001$, with positive feelings toward Turkish Cypriots $r(682) = .47, p < .001$ and immigrants $r(682) = .51, p < .001$, with friendships with immigrants $r(684) = .22, p < .001$ and Turkish Cypriots $r(684) = .15, p < .001$, with quantity of contact $r(683) = .29, p < .01$ and quality of contact with Turkish Cypriots $r(606) = .48, p < .001$ and immigrants $r(656) = .57, p < .001$, and with family outgroup friends $r(678) = .30, p < .001$.

School Norms and Interethnic School Climate

School norms consist of Friendships Encouragement, Multicultural Thematic in classroom and Teachers Help. Friendships encouragement and Teachers Help were correlated to a number of other variables to the hypothesized direction. Friendships encouragement and teachers help were correlated respectively with ethnic bullying $r(685) = -.17, p < .001$, $r(685) = -.16, p < .001$, inter ethnic climate regarding immigrants $r(681) = -.10, p < .05$, $r(681) = -.13, p < .001$, with realistic threats $r(685) = -.18, p < .001$, $r(685) = -.22, p < .001$, with symbolic threats $r(685) = -.17, p < .001$, $r(685) = -.19, p < .001$ with positive stereotypes toward Turkish Cypriots $r(683) = .24, p < .001$, $r(685) = .22, p < .001$ and immigrants $r(683) = .21, p < .001$, $r(683) = .27, p < .001$, with intergroup anxiety toward Turkish Cypriots $r(683) = -.16, p < .001$, $r(683) = -.17, p < .001$ and immigrants $r(683) = -.15, p < .001$, $r(683) = -.18, p < .001$, with positive feelings toward Turkish Cypriots $r(682) = .23, p < .001$, $r(682) = .23, p < .001$ and immigrants $r(682) = .24, p < .001$, $r(682) = .27, p < .001$, with quantity of contact $r(683) = .10, p < .05$, $r(683) = .14, p < .001$ and quality of contact with Turkish Cypriots $r(606) = .18, p < .001$, $r(606) = .21, p < .001$ and immigrants $r(656) = .28, p < .001$, $r(656) = .31, p < .001$.

Interethnic school violence climate regarding immigrants was also related to a number of variables. It was correlated significantly with realistic threats $r(681) = .10, p < .05$, with symbolic threats $r(681) = .11, p < .01$, with positive stereotypes toward Turkish Cypriots r

(679) = $-.16$, $p < .001$ and immigrants $r(679) = -.19$, $p < .001$, with intergroup anxiety toward Turkish Cypriots $r(679) = .13$, $p < .01$ and immigrants $r(679) = .15$, $p < .001$, with positive feelings toward Turkish Cypriots $r(678) = -.10$, $p < .05$ and immigrants $r(678) = -.11$, $p < .01$, with quality of contact with Turkish Cypriots $r(603) = -.10$, $p < .05$ and immigrants $r(652) = -.10$, $p < .05$.

Contact Variables

Contact measures as expected, related strongly to a number of other variables to the hypothesized direction. Contact was correlated significantly as mentioned above with a large effect size with ethnic bullying, ethnic identity attachment measures (civic and ethnic) and norms. Quality of contact had larger correlation effect sizes than friendships and quantity of contact. Additionally, quality of contact with immigrants and Turkish Cypriots was correlated respectively, with realistic threats $r(656) = -.59$, $p < .001$, $r(606) = -.48$, $p < .001$, with symbolic threats $r(656) = -.44$, $p < .001$, $r(606) = -.41$, $p < .001$, with positive stereotypes toward Turkish Cypriots $r(656) = .53$, $p < .001$, $r(606) = .65$, $p < .001$ and immigrants $r(656) = .63$, $p < .001$, $r(606) = .45$, $p < .001$, with intergroup anxiety toward Turkish Cypriots $r(656) = -.46$, $p < .001$, $r(606) = -.62$, $p < .001$ and immigrants $r(656) = -.55$, $p < .001$, $r(606) = -.41$, $p < .001$, with positive feelings toward Turkish Cypriots $r(656) = .55$, $p < .001$, $r(606) = .73$, $p < .001$ and immigrants $r(656) = .63$, $p < .001$, $r(606) = .50$, $p < .001$. Quantity of contact, friendships and family friendships had the same correlation direction, weaker though –see table below.

Narcissism, Impulsivity and Callous Unemotional Traits

Personality traits related significantly to almost all variables of the research. It was correlated significantly to ethnic bullying as mentioned above, but correlated to general bullying with a larger size effect. Narcissism and impulsivity respectively were correlated positively with realistic threats $r(685) = .30$, $p < .001$, $r(685) = .19$, $p < .001$ and symbolic threats $r(685) = .25$, $p < .001$, $r(685) = .17$, $p < .001$ with intergroup anxiety toward immigrants $r(683) = .29$, $p < .001$, $r(683) = .12$, $p < .01$ and Turkish Cypriots $r(683) = .28$, $p < .001$, $r(683) = .17$, $p < .001$. Narcissism and impulsivity were correlated negatively with positive stereotypes toward immigrants $r(683) = -.25$, $p < .001$, $r(683) = -.16$, $p < .001$ and Turkish Cypriots $r(683) = -.21$, $p < .001$, $r(683) = -.14$, $p < .001$, with positive feelings toward immigrants $r(682) = -.17$, $p < .001$, $r(682) = -.13$, $p < .001$ and Turkish Cypriots $r(682) = -.18$, $p < .001$, $r(682) = -.14$, $p < .001$, with quality of contact with immigrants $r(656)$

= -.25, $p < .001$, $r(656) = -.12$, $p < .001$ and Turkish Cypriots $r(606) = -.26$, $p < .001$, $r(606) = -.16$, $p < .001$, and with civic attachment $r(685) = -.16$, $p < .001$, $r(685) = -.13$, $p < .01$.

Lack of callous unemotional was correlated negatively with realistic threats $r(685) = -.21$, $p < .001$ and symbolic threats $r(685) = -.12$, $p < .01$, with intergroup anxiety toward immigrants $r(683) = -.21$ and Turkish Cypriots $r(683) = -.15$, and with ethnic attachment $r(685) = -.20$, $p < .001$. Lack of callous unemotional was correlated positively with positive stereotypes toward immigrants $r(683) = .26$, $p < .001$ and Turkish Cypriots $r(683) = .19$, with positive feelings toward immigrants $r(682) = .25$, $p < .001$ and Turkish Cypriots $r(682) = .22$, $p < .001$, with quality of contact with immigrants $r(656) = .29$, $p < .001$ and Turkish Cypriots $r(606) = .23$, $p < .001$, with quantity of contact $r(683) = .18$, $p < .001$, and with civic attachment $r(685) = .21$, $p < .001$.

Religion

Participants were asked to report on a 5-likert scale how important religion is for them, from none to very much. Religion importance related significantly to almost all variables of the research. Religion was correlated positively with ethnic bullying $r(684) = .14$, $p < .001$, with realistic threats $r(684) = .26$, $p < .001$ and symbolic threats $r(684) = .26$, $p < .001$, with intergroup anxiety toward immigrants $r(682) = .13$, $p < .001$ and Turkish Cypriots $r(682) = .17$, $p < .001$, with collective identity $r(684) = .41$, $p < .001$, with patriotism $r(684) = .40$, $p < .001$, with ethnocentrism $r(684) = .37$, $p < .001$, and with ethnic attachment $r(684) = .28$, $p < .001$. Religion importance was correlated negatively with positive stereotypes toward Turkish Cypriots $r(682) = -.16$, $p < .001$, with positive feelings toward immigrants $r(681) = -.13$, $p < .001$ and Turkish Cypriots $r(681) = -.17$, $p < .001$, with quality of contact with immigrants $r(655) = -.16$, $p < .001$ and Turkish Cypriots $r(605) = -.20$, $p < .001$, with friendships with immigrants $r(683) = -.13$, $p < .01$ and Turkish Cypriots $r(683) = -.11$, $p < .01$, with quantity of contact $r(682) = -.19$, $p < .001$, with positive family norms $r(684) = -.14$, $p < .001$, with relative attachment $r(684) = -.14$, $p < .001$ and civic attachment $r(684) = -.13$, $p < .01$.

Parent's education and profession

Parental education and profession was associated only with some variables of the research. Father's profession was correlated to the most variables, thus it was use as a control variable in further analysis. Father's profession $r(667) = .11$, $p < .001$, mother's education $r(667) = .08$, $p < .05$ and father's education $r(667) = .11$, $p < .001$, were correlated with positive family norms. Father's profession $r(667) = -.09$, $p < .05$, and father's education r

(667) = -.07, $p < .05$ were correlated with realistic threats. Father's profession was correlated also to intergroup anxiety $r(667) = -.12$, $p < .001$, quantity $r(667) = .11$, $p < .001$ and quality of contact $r(676) = .08$, $p < .05$.

Interrelations Between Two Waves among Greek Cypriots

Table 42, presents the correlations between Time 1 and Time 2. Ethnic Bullying variables of Time 2 were correlated with relative identity $r(679) = -.25$, $p < .001$, civic attachment $r(679) = -.29$, $p < .001$ of Time 1, with ethnic attachment $r(679) = -.23$, $p < .001$ of Time 1 and the opposite. Ethnic bullying variables of Time 2 were also correlated with positive family norms $r(679) = -.36$, $p < .001$ and school norms $r(679) = -.14$, $p < .001$, with positive stereotypes toward immigrants $r(677) = -.27$, $p < .001$ and Turkish Cypriots $r(677) = -.34$, $p < .001$, with positive feelings toward immigrants $r(676) = -.27$, $p < .001$ and Turkish Cypriots $r(676) = -.33$, $p < .001$ of Time 1, with realistic threats $r(679) = .35$, $p < .001$, symbolic threats $r(679) = .27$, $p < .001$ and intergroup anxiety toward immigrants $r(677) = .32$, $p < .001$ and Turkish Cypriots $r(677) = .40$, $p < .001$ of Time 1, and the opposite. Ethnic bullying variables of Time 2 were also correlated with quantity of contact $r(677) = -.10$, $p < .05$, with quality of contact with immigrants $r(651) = -.33$, $p < .001$ and Turkish Cypriots $r(601) = -.36$, $p < .001$ of Time 1, and the opposite. Personality traits of Time 1 narcissism, impulsivity and lack of callous unemotional traits respectively were correlated with ethnic bullying of Time 2 $r(679) = .24$, $p < .001$, $r(679) = .10$, $p < .05$ and $r(679) = -.18$, $p < .001$.

General bullying of Time 2 was correlated with a weaker size effect or insignificantly with psychosocial variables of Time 2, see table below. General bullying of Time 2 had larger correlations with personal traits of Time 1. Bullying correlated significantly with narcissism $r(679) = .29$, $p < .001$, impulsivity $r(679) = .29$, $p < .001$ and lack of callous unemotional $r(679) = -.16$, $p < .001$. High callous unemotional traits consists lack of empathy, remorse, or guilt; lack of concern for others' feelings; shallow or deficient emotions (Fanti, 2009b), and it is expected to correlate with ethnic bullying, whereas empathy is a trait that traditionally correlates with prejudice (Pettigrew & Tropp, 2006).

Interrelations between all variables occurred as in Wave 1 and Wave 2, see table below.

Table 41. Correlations Matrix for the variables of the First Wave among Greek Cypriots

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	1.00	.80**	.77**	.76**	.14**	.50**	-.04	-.20**	-.07	.07	.28**	-.31**	.22**	.20*	-.43**	-.17**	-.05	-.16**
2		1.00	.42**	.33**	.15**	.56**	-.10*	-.12**	-.10**	.04	.20**	-.21**	.15**	.18*	-.30**	-.15**	-.06	-.17**
3			1.00	.62**	.10*	.29**	.03	-.19**	-.05	.11**	.25**	-.27**	.22**	.11	-.42**	-.14**	-.04	-.10
4				1.00	.07	.21**	-.01	-.17**	.01	.04	.24**	-.28**	.18**	.14	-.34**	-.12**	.00	-.10*
5					1.00	.38**	-.10*	.02	-.14**	-.06	-.02	-.02	.36**	.28**	-.07*	-.14**	-.05	-.11**
6						1.00	-.08*	-.03	-.14**	-.02	.09*	-.15**	.23**	.28**	-.25**	-.19**	-.04	-.16**
7							1.00	-.26**	.45**	.43**	.30**	-.07*	-.12**	.05	-.08*	.03	-.04	-.01
8								1.00	-.06	-.10**	-.20**	.19**	-.00	.07	.25**	.03	.01	.03
9									1.00	.50**	.23**	.03	-.10*	.07	.05	.22**	.13**	.14**
10										1.00	.39**	-.11**	-.15**	.01	-.15**	.15**	.05	.10*
11											1.00	-.38**	-.01	-.11	-.41**	-.05	-.10*	-.10*
12												1.00	-.05	.04	.42**	.20**	.18**	.22**
13													1.00	.59**	-.13**	-.10*	-.04	-.13**
14														1.00	-.06	.03	.06	-.06
15															1.00	.21**	.14**	.22**
16																1.00	.58**	.65**
17																	1.00	.60**
18																		1.00

Table 41, (continued)

	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
1	.46**	.40**	.33**	.20**	-.22**	-.33**	-.35**	.36**	.36**	-.36**	-.33**	-.04	-.12**	-.38**	-.36**	-.10**	.14**	-.03	.17**
2	.38**	.34**	.33**	.20**	-.23**	-.21**	-.27**	.23**	.27**	-.22**	-.24**	-.00	-.06	-.24**	-.25**	-.04	.10*	.03	.16**
3	.38**	.28**	.27**	.13**	-.17**	-.24**	-.31**	.27**	.33**	-.30**	-.33**	-.10*	-.15**	-.30**	-.34**	-.13**	.12**	-.05	.10*
4	.33**	.31**	.17**	.11**	-.11**	-.35**	-.26**	.38**	.27**	-.39**	-.24**	-.05	-.09*	-.39**	-.28**	-.10**	.16**	-.10*	.12**
5	.05	.06	.20**	.18**	-.03	-.14**	-.11**	.15**	.13**	-.06	-.05	.12**	.05	-.03	-.06	.00	-.08*	.05	.16**
6	.27**	.22**	.51**	.37**	-.24**	-.24**	-.29**	.22**	.25**	-.17**	-.20**	.11**	.04	-.22**	-.23**	.01	-.02	.04	.10**
7	.13**	.15**	-.06	-.05	-.02	-.10*	-.01	.10**	.05	-.12**	-.10*	-.10*	-.10*	-.15**	-.12**	-.10*	.41**	-.11**	-.07
8	-.19**	-.21**	-.04	.03	.01	.15**	.13**	-.20**	-.15**	.18**	.16**	.14*	.13**	.17**	.15**	.10*	-.12**	.14**	-.04
9	.10*	.10*	-.10*	-.10*	.16**	-.02	.12**	.03	-.04	-.03	.01	.01	.01	-.07	-.06	.01	.40**	-.05	-.07
10	.19**	.14**	.01	.01	-.05	-.10*	-.04	.10*	.11*	-.11**	-.14**	-.11*	-.11**	-.11	-.11**	-.12**	.37**	-.03	-.13**
11	.45**	.41**	.15**	.06	-.20**	-.27**	-.27**	.28**	.28**	.28**	-.30**	-.19**	-.15**	-.25**	-.37**	-.24**	.28**	-.13**	-.03
12	-.43**	-.30**	-.16**	-.12**	.21**	.38**	.33**	-.34**	-.32**	.39**	.37**	.12**	.19**	.41**	.45**	.20**	-.13**	.07	-.05
13	.10*	.11**	.15**	.11**	-.10*	-.16**	-.19**	.13**	.15**	-.10*	-.11**	.01	-.05	-.10*	-.10*	-.04	-.04	.00	.19**
14	-.01	-.02	.02	.03	-.04	-.21**	-.08	-.19*	-.19*	-.20*	.13	.16	.16	-.17	-.09	.01	.20*	.04	.41**
15	-.59**	-.44**	-.25**	-.07	.25**	.42**	.48**	-.49**	-.52**	.47**	.51**	.22**	.29**	.48**	.57**	.30**	-.14**	.15**	-.05
16	-.18**	-.17**	-.11**	-.10**	.24**	.24**	.21**	-.16**	-.15**	.23**	.24**	.02	.10*	.18**	.28**	.11**	.10*	.06	-.07
17	-.14**	-.10*	-.03	-.02	.25**	.19**	.16**	-.10*	-.10*	.17**	.20**	.04	.15**	.11*	.23**	.16*	.04	.02	.01
18	-.22**	-.19**	-.10**	-.10*	.28**	.22**	.27**	-.17**	-.18**	.23**	.27**	.10*	.14**	.21**	.31**	.15**	.01	.05	-.04

Table 41, (continued)

	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
19	1.00	.71**	.30**	.19**	-.21**	-.48**	-.54**	.45**	.50**	-.52**	-.58**	-.20**	-.28**	-.48**	-.59**	-.27**	.26**	-.17**	.07
20		1.00	.25**	.17**	-.12**	-.36**	-.41**	.41**	.42**	-.42**	-.43**	-.15**	-.20**	-.41**	-.44**	-.16**	.26**	-.16**	.04
21			1.00	.58**	-.16**	-.21**	-.25**	.28**	.28**	-.18**	-.18**	-.06	-.10**	-.26**	-.25**	-.10*	-.00	-.03	.02
22				1.00	-.05	-.14**	-.16**	.17**	.12**	-.14**	-.12**	-.02	.01	-.16**	-.12**	.01	-.05	-.01	-.01
23					1.00	.19**	.26**	-.15**	-.21**	.22**	.25**	.04	.18**	.23**	.29**	.18**	-.01	.02	-.03
24						1.00	.61**	-.64**	-.44**	.69**	.48**	.19**	.25**	.65**	.53**	.28**	-.16**	.22**	-.10*
25							1.00	-.47**	-.67**	.46**	.63**	.22**	.24**	.45**	.63**	.24**	-.06	.11**	-.11**
26								1.00	.65**	-.68**	-.45**	-.16**	.27**	-.62**	-.46**	-.23**	.17**	-.22**	.13**
27									1.00	-.45**	-.60**	-.18**	-.26**	-.41**	-.55**	-.25**	.13**	-.14**	.15**
28										1.00	.67**	.17**	.29**	.73**	.55**	.29**	-.17**	.29**	-.06
29											1.00	.20**	.29**	.50**	.63**	.29**	-.12**	.16**	-.02
30												1.00	.63**	.22**	.24**	.52**	-.13**	.39**	-.01
31													1.00	.32**	.33**	.62**	-.19**	.29**	.03
32														1.00	.70**	.30**	-.20**	.28**	-.04
33															1.00	.34**	-.16**	.17**	-.11**
34																1.00	-.14**	.30**	.02
35																	1.00	-.11**	-.00
36																		1.00	.05

** . Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

NOTE: The numbers 1-36 represent the scales. 1. Ethnic Bullying. 2. Direct Ethnic Bullying. 3. Indirect Ethnic Bullying toward Immigrants. 4. Indirect Bullying toward Turkish Cypriots. 5. Victim. 6. Bullying. 7. Collective ID. 8. Relative Greek Cypriot ID. 9. Patriotism. 10. Ethnocentrism. 11. Ethnic Attachment. 12. Civic Attachment. 13. Negative Inter Ethnic Climate Immigrants. 14. Inter Ethnic Climate Turkish Cypriots. 15. Positive Family Norms. 16. School Norms Friendship Encouragement. 17. School Norms Positive Multicultural Thematic. 18. School Norms Teachers Help to immigrant students. 19. Realistic Threats. 20. Symbolic Threats. 21. Narcissism. 22. Impulsivity. 23. Lack of Callous Unemotional Traits. 24. Positive Stereotypes toward Turkish Cypriots. 25. Positive Stereotypes toward immigrants. 26. Intergroup Anxiety toward Turkish Cypriots. 27. Intergroup Anxiety toward immigrants. 28. Positive Feelings toward Turkish Cypriots. 29. Positive Feelings toward immigrants. 30. Outgroup Friendships Immigrants. 31. Quantity of Contact overall scale. 32. Quality of contact with Turkish Cypriot. 33. Quality of Contact with immigrants. 34. Family Friends. 35. Religion Importance to participants. 36. Friendships Turkish Cypriots. 37. Observed Ethnic Victimization of natives.

Table 42, Correlations Matrix for the variables in T1 and T2 among Greek Cypriots

T1/T2	1	2	3	4	5	6	7	8	13	14	15	16	17	18	19	20	24	25
1	.47**	.39**	.38**	.41**	.03	.21**	.01	-.12**	.06	.21**	-.30**	-.16**	-.14**	-.13**	.38**	.32**	-.35**	-.34**
2	.38**	.40**	.24**	.23**	.10*	.26**	.02	-.19**	.03	.13**	-.20**	-.15**	-.11**	-.13**	.34**	.26**	-.23**	-.26**
3	.37**	.27**	.42**	.28**	.03	.13**	.02	-.10**	.10*	.19**	-.31**	-.10*	-.12**	-.06	.29**	.25**	-.26**	-.30**
4	.36**	.21**	.29**	.49**	-.04	.04	-.01	-.07	.04	.21**	-.25**	-.12**	-.11**	-.10*	.26**	.24**	-.36**	-.26**
5	.10*	.06	.11**	.07	.54**	.17**	-.13**	.10*	.25**	.18**	-.01	-.10*	-.04	-.10**	.04	.11**	-.05	-.03
6	.25**	.23**	.20**	.17**	.21**	.50**	-.02	-.01	.14**	.10*	-.16**	-.16**	-.14**	-.16**	.24**	.23**	-.21**	-.21**
7	.02	.01	-.01	.04	-.05	.03	.56**	-.18**	-.03	-.02	-.05	.05	-.01	.03	.10*	.11**	-.01	-.05
8	-.25**	-.21**	-.19**	-.21**	.11**	.01	-.24**	.66**	.00	-.01	.22**	.01	.04	.05	-.23**	-.20**	.17**	.22**
9	.02	-.00	.01	.05	-.10*	-.03	.41**	-.001	-.01	.03	-.02	.07	.05	.10*	.10*	.12**	-.07	-.06
10	.10*	.10*	.07	.04	.01	.01	.29**	.00	-.04	.02	-.13**	.05	-.03	.06	.14**	.11**	-.10*	-.12**
11	.23**	.20**	.18**	.18**	.00	.10**	.27**	-.14**	.01	.08	-.28**	-.10*	-.16**	-.10*	.36**	.32**	-.26**	-.28**
12	-.29**	-.26**	-.21**	-.24**	-.04	-.10*	-.10**	.10*	-.01	-.10*	.32**	.12**	.16**	.14**	-.35**	-.28**	.27**	.28**
13	.06	.06	.08*	.04	.22**	.10*	-.13**	-.01	.48**	.36**	-.04	-.05	-.05	-.14**	.08*	.13**	-.09*	-.10**
14	.15	.15	.01	.15	.21*	.18*	.02	.13	.39**	.52**	-.04	-.02	-.08	-.04	-.06	.07	-.18*	.07
15	-.36**	-.32**	-.29**	-.31**	-.07	-.15**	-.13**	.15**	-.07	-.17**	.65**	.16**	.19**	.17**	-.51**	-.41**	.42**	.45**
16	-.11**	-.11**	-.07	-.07	-.12**	-.12**	.04	.04	-.10*	-.14**	.17**	.48**	.35**	.36**	-.12**	-.12**	.16**	.11**
17	-.10*	-.13**	-.04	-.01	-.14**	-.06	-.06	-.02	-.04	-.07	.13**	.37**	.44**	.32**	-.10**	-.10*	.10*	.10*
18	-.14**	-.16**	-.07	-.06	-.11**	-.11**	-.01	.01	-.09*	-.14**	.16**	.40**	.35**	.48**	-.17**	-.15**	.12**	.14**

T1/T2	1	2	3	4	5	6	7	8	13	14	15	16	17	18	19	20	24	25
19	.35**	.32**	.25**	.29**	.04	.16**	.16**	-.08*	.02	.12**	-.50**	-.15**	-.17**	-.18**	.67**	.52**	-.47**	-.51**
20	.27**	.24**	.20**	.24**	.05	.10**	.16**	-.16**	.04	.08	-.37**	-.16**	-.13**	-.13**	.54**	.51**	-.39**	-.39**
21	.24**	.22**	.26**	.12**	.15**	.29**	-.05	-.02	.14**	.12**	-.27**	-.10*	-.12*	-.11*	.31**	.29**	-.22**	-.27**
22	.08*	.06	.07	.07	.11**	.28**	-.06	.07	.08*	.06	-.10**	-.08*	-.08*	-.10*	.14**	.10**	-.13**	-.12**
23	-.18**	-.22**	-.12**	-.04	-.01	-.16**	-.04	.03	-.02	-.05	.21**	.17**	.26**	.22**	-.19**	-.14**	.13**	.17**
24	-.34**	-.27**	-.24**	-.35**	-.13**	-.18**	-.09*	.06	-.08*	-.19**	.37**	.18**	.18**	.21**	-.43**	-.34**	.56**	.42**
25	-.27**	-.26**	-.23**	-.17**	-.09*	-.17**	-.06	.06	-.09*	-.13**	.43**	.14**	.14**	.21**	-.48**	-.39**	.46**	.56**
26	.40**	.31**	.30**	.41**	.13**	.18**	.06	-.11**	.11**	.21**	-.44**	-.15**	-.17**	-.15**	.46**	.41**	-.53**	-.43**
27	.32**	.29**	.26**	.22**	.11**	.13**	.07	-.09*	.12**	.17**	-.43**	-.12**	-.17**	-.14**	.49**	.41**	-.40**	-.48**
28	-.33**	-.25**	-.24**	-.36**	-.09*	-.14**	-.13**	.12**	-.05	-.20**	.41**	.17**	.17**	.16**	-.48**	-.40**	.54**	.40**
29	-.27**	-.24**	-.24**	-.20**	-.07	-.13**	-.14**	.06	-.09*	-.16**	.43**	.16**	.15**	.15**	-.47**	-.39**	.40**	.46**
30	-.06	-.04	-.09*	-.01	.07	.08	-.07	.11**	-.02	-.02	.27**	.05	.09*	.11**	-.20**	-.14**	.15**	.23**
31	-.08*	-.08*	-.10*	-.02	.05	.04	-.05	.11**	-.01	.02	.30**	.12**	.14**	.16**	-.26**	-.13**	.19**	.24**
32	-.36**	-.26**	-.27**	-.38**	-.06	-.18**	-.14**	.10*	-.06	-.18**	.46**	.18**	.17**	.20**	-.43**	-.37**	.53**	.41**
33	-.33**	-.29**	-.28**	-.24**	-.05	-.17**	-.10*	.09*	-.06	-.13**	.51**	.19**	.23**	.23**	-.50**	-.41**	.43**	.49**
34	-.09*	-.10*	-.08*	-.04	-.02	-.02	-.09*	.04	-.03	-.04	.26**	.13**	.18**	.16**	-.28**	-.17**	.20**	.24**
35	.08*	.03	.05	.15**	-.08*	-.02	.31**	-.09*	.01	.06	-.14**	.04	-.00	.02	.20**	.18**	-.10**	-.12**
36	-.05	-.03	-.03	-.06	.02	-.01	-.04	.08*	-.04	-.01	.16**	.04	.04	.08*	-.20**	-.16**	.14**	.15**
37	.13**	.11**	.11**	.12**	.09*	.05	-.04	-.08*	.14**	.10*	-.01	-.05	-.01	-.06	.10*	.13**	-.08*	-.06

T1/T2	26	27	28	29	30	31	32	33	34	36	37
1	.39**	.39**	-.35**	-.36**	-.06	-.12**	-.39**	-.36**	-.10*	-.06	.12**
2	.22**	.29**	-.21**	-.29**	-.01	-.07	-.30**	-.24**	-.06	-.01	.13**
3	.31**	.35**	-.26**	-.30**	-.10*	-.13**	-.33**	-.26**	-.10*	-.10*	.05
4	.43**	.29**	-.38**	-.24**	-.06	-.10*	-.31**	-.36**	-.10*	-.07	.07
5	.06	.05	-.02	-.02	.11**	.10*	-.04	-.04	.06	.14**	.20**
6	.18**	.22**	-.16**	-.24**	.03	.00	-.20**	-.18**	.00	.01	.17**
7	.07	.10*	-.11**	-.06	-.04	-.10*	-.10*	-.10*	-.06	-.06	-.03
8	-.22**	-.20**	.21**	.16**	.12**	.13**	.19**	.20**	.06	.10*	-.02
9	.06	.05	-.10*	-.02	-.02	-.03	-.03	-.12**	-.06	-.07	-.01
10	.12**	.14**	-.13**	-.13**	-.10*	-.17**	-.15**	-.17**	-.13**	-.04	-.03
11	.30**	.33**	-.31**	-.32**	-.17**	-.24**	-.32**	-.29**	-.19**	-.10*	-.04
12	-.27**	-.31**	-.31**	-.30**	.08*	.14**	.35**	.35**	.16**	.06	-.06
13	.08*	.12**	-.01	-.03	.01	.06	-.03	-.03	.01	.05	.12**
14	.14	-.02	-.05	-.01	.30**	.17*	.06	-.20*	.17*	.13	.32**
15	-.46**	-.50**	.45**	.50**	.21**	.29**	.49**	.40**	.27**	.11**	-.04
16	-.13**	-.14**	.13**	.16**	.01	.06	.22**	.14**	.10*	-.00	.00
17	-.08*	-.10**	.11**	.14**	.03	.12**	.19**	.10*	.15**	-.01	.00
18	-.10**	-.15**	.11**	.18**	.03	.11**	.22**	.10*	.10*	-.03	-.08*
19	.46**	.52**	-.43**	-.53**	-.20**	-.28**	-.51**	-.44**	-.27**	-.11**	.06
20	.42**	.42**	-.37**	-.39**	-.15**	-.21**	-.39**	-.38**	-.20**	-.10*	.04
21	.27**	.30**	-.22**	-.25**	-.08*	-.14**	-.28**	-.23**	-.12**	-.11**	.11**
22	.17**	.13**	-.15**	-.12**	.01	-.02	-.11**	-.15**	-.02	-.02	.04
23	-.10*	-.19**	.14**	.21**	.10*	.16**	.26**	.13**	.14**	.06	-.08*
24	-.51**	-.39**	.48**	.41**	.10**	.18**	.47**	.52**	.18**	.09*	-.14**
25	-.40**	-.48**	.39**	.50**	.21**	.24**	.50**	.36**	.19**	.10*	-.09*
26	.60**	.45**	-.56**	-.41**	-.15**	-.20**	-.44**	-.53**	-.20**	-.16**	.18**
27	.44**	.53**	-.39**	-.47**	-.20**	-.25**	-.48**	-.35**	-.22**	-.09*	.09*
28	-.56**	-.42**	.60**	.47**	.15**	.24**	.49**	.58**	.21**	.14**	-.10**

29	-.41**	-.46**	.41**	.56**	.19**	.27**	.49**	.39**	.24**	.10*	-.06
30	-.18**	-.24**	.21**	.23**	.51**	.47**	.28**	.22**	.43**	.23**	.04
31	-.24	-.29**	.24**	.25**	.48**	.59**	.33**	.29**	.46**	.30**	.01
32	-.56**	-.42**	.57**	.44**	.18**	.25**	.51**	.67**	.25**	.21**	-.13**
33	-.46**	-.53**	.44**	.54**	.25**	.30**	.63**	.50**	.30**	.11**	-.06
34	-.24**	-.30**	.24**	.29**	.38**	.46**	.35**	.28**	.59**	.18**	.00
35	.19**	.18**	-.17**	-.12**	-.10**	-.17**	-.16**	-.20**	-.14**	-.05	-.03
36	-.19**	-.19**	.22**	.12**	.20**	.19**	.19**	.24**	.19**	.27**	-.01
37	.08*	.11**	-.02	-.03	.03	.04	-.07	-.07	.06	.07	.30**

Interrelations Between The Variables of Wave 1 and Wave 2 among Immigrant Students

Bivariate Pearson Correlation was conducted to evaluate the relationships between variables of Wave 1, Wave 2 and between the two Waves among immigrants. Wave 1 correlations are illustrated on Table 43. Wave 2 correlations had the same pattern as in Wave 1.

Bullying and Victimization variables in Wave 1

Ethnic bullying and ethnic victim scales, related significantly to almost all variables of the research as expected. Ethnic bullying (bullying carried out from immigrant children to Greek Cypriot children) was correlated positively with ethnocentrism $r(177) = .16, p < .001$, with interethnic violence climate $(177) = .25, p < .01$, with school $r(178) = .15, p < .05$, with impulsivity $r(168) = .24, p < .01$ and with narcissism $r(168) = .37, p < .001$. Ethnic bullying was correlated negatively with positive interethnic school climate $r(177) = -.19, p < .05$, with positive stereotypes toward Greek Cypriots $r(178) = -.21, p < .01$ and with positive feelings toward Greek Cypriots $(177) = -.31, p < .001$. Ethnic victimization (bullying carried out from Greek Cypriot students toward immigrants) was correlated positively with ethnocentrism $r(176) = .16, p < .05$, with interethnic violent school climate $r(177) = .44, p < .001$, with intergroup anxiety toward Greek Cypriots $r(177) = .26, p < .01$ and with isolation $r(165) = .16, p < .05$. Ethnic victimization was correlated negatively with positive school climate $r(177) = -.18, p < .05$, with positive stereotypes toward Greek Cypriots $r(177) = -.18, p < .05$, with positive feelings toward Greek Cypriots $r(177) = -.19, p < .05$, with assimilation $r(165) = -.16, p < .05$, with quality of contact with Greek Cypriots $r(174) = -.16, p < .05$, with friendships with Greek Cypriots $r(177) = -.31, p < .001$, with quantity of contact with Greek Cypriots $r(177) = -.34, p < .001$, and with family friendships $r(177) = -.22, p < .01$.

General bullying and victimization scales were also correlated with social variables. Bullying was correlated positively with interethnic violence climate ($r(177) = .36, p < .01$), with intergroup anxiety toward Greek Cypriots ($r(178) = .19, p < .05$), with impulsivity ($r(169) = .34, p < .01$) and with narcissism ($r(169) = .37, p < .001$). General bullying was correlated negatively with patriotism ($r(178) = -.17, p < .05$), with positive interethnic school climate ($r(177) = -.31, p < .001$), with positive stereotypes toward Greek Cypriots ($r(178) = -.26, p < .001$), with positive feelings toward Greek Cypriots ($r(177) = -.24, p < .01$) and with callous unemotional traits ($r(169) = -.18, p < .05$). Victimization was correlated positively with ethnocentrism ($r(178) = .21, p < .01$), with interethnic violent school climate ($r(177) = .55, p < .001$) and with intergroup anxiety toward Greek Cypriots ($r(178) = .24, p < .01$). Victimization was correlated negatively with positive school climate ($r(177) = -.20, p < .01$), with positive stereotypes toward Greek Cypriots ($r(178) = -.23, p < .01$), with positive feelings toward Greek Cypriots ($r(177) = -.20, p < .01$), and with quantity of contact with Greek Cypriots ($r(179) = -.19, p < .05$).

In some cases general bullying and victimization correlated to a greater extent with research variables (e.g. positive and violent climate), than ethnic scales. However, school climate traditionally correlates with bullying. General bullying also correlated with larger effect with personality traits. Additionally, general victimization did not correlate with acculturation processes, quality of contact or friendships, whereas ethnic victimization correlated.

Attachment to identity variables in Wave 1

Only ethnocentrism scale was correlated with ethnic bullying and victimization, as mentioned before. Collective identity and patriotism did not correlate. Collective identity correlated with ethnic victimization only when measured as exclusion (indirect inter-ethnic bullying) ($r(177) = .15, p < .05$). In general attachment measures did not work to the expected hypothesis among immigrants as worked among Greek Cypriots. However, collective identity correlated with isolation ($r(166) = .36, p < .01$). Patriotism was correlated with family norms ($r(176) = .15, p < .05$), with isolation ($r(165) = .45, p < .001$). Ethnocentrism correlated with isolation ($r(165) = .41, p < .001$).

Family Norms

Family norms did not correlate to bullying or victimization, a result that we did not expect. Family norms correlated though with positive stereotypes toward Greek Cypriots ($r(177) = .27, p < .001$), with intergroup anxiety toward Greek Cypriots ($r(177) = -.34, p < .001$), with positive feelings toward Turkish Cypriots ($r(177) = .18, p < .05$), with assimilation ($r(165) = .22, p < .01$), with friendships with Greek Cypriots ($r(177) = .19, p < .05$), with quantity of contact with Greek Cypriots ($r(177) = .29, p < .01$),

with quality of contact with Greek Cypriots $r(174) = .37, p < .001$ and with family outgroup friendships with Greek Cypriots $r(158) = .22, p < .01$.

Interethnic School Climate

Interethnic school climate, positive and violent, was correlated to a number of other variables to the hypothesized direction. Interethnic school positive climate related to ethnic bullying and victimization as mentioned above, also correlated significantly with violence climate $r(177) = -.42, p < .001$, with family norms $r(177) = .27, p < .001$, with positive stereotypes toward Greek Cypriots $r(177) = .46, p < .001$, with intergroup anxiety toward Greek Cypriots $r(177) = -.42, p < .001$, with positive feelings toward Greek Cypriots $r(177) = .46, p < .001$, with assimilation $r(165) = .37, p < .001$, with quality of contact with Greek Cypriots $r(174) = .52, p < .001$, with friendships with Greek Cypriots $r(177) = .21, p < .001$, with quantity of contact with Greek Cypriots $r(177) = .22, p < .001$ and family outgroup friendships with Greek Cypriots $r(158) = .22, p < .01$.

Interethnic school violent climate related to ethnic bullying and victimization as mentioned above, also correlated significantly with ethnocentrism $r(176) = .23, p < .01$, with positive stereotypes toward Greek Cypriots $r(177) = -.30, p < .001$, with intergroup anxiety toward Greek Cypriots $r(177) = .27, p < .001$, with positive feelings toward Greek Cypriots $r(177) = -.28, p < .001$, with assimilation $r(165) = -.17, p < .05$, with quality of contact with Greek Cypriots $r(174) = -.28, p < .001$ and with quantity of contact with Greek Cypriots $r(177) = -.20, p < .01$.

Contact Variables

Contact measures as expected, related strongly to a number of other variables to the hypothesized direction. Contact was correlated significantly as mentioned above with ethnic bullying, family norms and interethnic school climate. Quality of contact with Greek Cypriots was also correlated with positive stereotypes toward Greek Cypriots $r(174) = .41, p < .001$, with intergroup anxiety toward Greek Cypriots $r(174) = -.41, p < .001$, with positive feelings toward Greek Cypriots $r(174) = .55, p < .001$ and with assimilation $r(163) = .40, p < .001$. Friendships with Greek Cypriots were also correlated with positive stereotypes toward Greek Cypriots $r(178) = .19, p < .05$, with intergroup anxiety toward Greek Cypriots $r(178) = -.32, p < .001$, with positive feelings toward Greek Cypriots $r(177) = .26, p < .001$ and with assimilation $r(166) = .47, p < .001$. Quantity of contact with Greek Cypriots was correlated with positive stereotypes toward Greek Cypriots $r(178) = .31, p < .001$, with intergroup anxiety toward Greek Cypriots $r(178) = -.41, p < .001$, with positive feelings toward Greek Cypriots $r(177) = .25, p < .01$ and with assimilation $r(163) = .36, p < .001$. Family outgroup friendships with Greek Cypriots were correlated

with intergroup anxiety toward Greek Cypriots $r(158) = -.34, p < .001$, with positive feelings toward Greek Cypriots $r(158) = .25, p < .01$ and with assimilation $r(146) = .34, p < .001$.

Separation and Assimilation

Acculturation measures as expected, related to a number of other variables to the hypothesized direction. They were correlated significantly as mentioned above with ethnic victimization, with ethnic attachment measures, with interethnic school climate and family norms. Assimilation was a better factor than isolation. Assimilation was correlated with positive stereotypes toward Greek Cypriots $r(166) = .31, p < .001$, with intergroup anxiety toward Greek Cypriots $r(166) = -.35, p < .001$ and with positive feelings toward Greek Cypriots $r(146) = .34, p < .001$.

Narcissism, Impulsivity and Callous Unemotional Traits

Personality traits related significantly to almost all variables of the research. Personality traits were correlated significantly to ethnic bullying as mentioned above (not with callous unemotional), but correlated to general bullying with a larger effect size. Narcissism was correlated to patriotism $r(168) = -.18, p < .05$, with positive school climate $r(167) = -.22, p < .01$, with interethnic violence climate $r(167) = .21, p < .01$, with family norms $r(167) = -.18, p < .05$, with positive stereotypes toward Greek Cypriots $r(168) = -.20, p < .01$, with intergroup anxiety toward Greek Cypriots $r(168) = .19, p < .05$, and with isolation $r(166) = .18, p < .05$. Impulsivity was correlated with patriotism $r(168) = -.30, p < .001$, and with positive school climate $r(167) = -.19, p < .05$. Lack of callous unemotional was correlated with positive school climate $r(167) = -.20, p < .05$, with positive stereotypes toward Greek Cypriots $r(168) = .18, p < .05$, with intergroup anxiety toward Greek Cypriots $r(168) = -.33, p < .001$, with assimilation $r(166) = .26, p < .01$, with quality of contact with Greek Cypriots $r(164) = .17, p < .05$, with quantity of contact $r(169) = .27, p < .001$ and with family outgroup friendships with Greek Cypriots $r(148) = .20, p < .05$.

Religion

Participants were asked to report on a 5-likert scale how important religion is for them, from none to very much. Religion importance did not relate significantly to bullying or victimization, as did among Greek Cypriots. Religion among immigrants correlated with friendships with Greek Cypriots $r(178) = .16, p < .05$, with positive feelings toward Greek Cypriots $r(177) = .15, p < .05$, with collective identity $r(179) = .31, p < .001$, with patriotism $r(178) = .47, p < .001$, with ethnocentrism $r(178) = .36, p < .001$, with positive school climate $r(177) = .24, p < .01$, with positive stereotypes toward Greek Cypriots $r(178) = .20, p < .01$, with isolation $r(166) = .42, p < .001$, with assimilation $r(166) = .24, p < .01$ and with non European origin $r(178) = .22, p < .01$.

Europeans and non Europeans

Participants' origin related to a number of variables. Non European origin correlated positively with general victimization $r(178) = .27, p < .001$, with ethnic victimization $r(176) = .27, p < .001$, with ethnic bullying $r(177) = .18, p < .05$, with religion importance $r(178) = .22, p < .01$, with collective attachment $r(178) = .25, p < .01$, with patriotism $r(177) = .22, p < .01$, with ethnocentrism $r(177) = .20, p < .01$, with intergroup anxiety toward Greek Cypriots $r(177) = .15, p < .05$, with isolation $r(166) = .17, p < .05$, and with negative (violent) school climate $r(175) = .19, p < .05$. Non European origin correlated negatively with language knowledge $r(176) = -.28, p < .001$ and language use $r(176) = -.23, p < .01$, with integration variable $r(166) = -.19, p < .05$, with quantity of contact with Greek Cypriots $r(178) = -.17, p < .05$ and with family outgroup friendships with Greek Cypriots $r(148) = .20, p < .05$.

Greek language knowledge and use

Language knowledge and use related to almost all research variables. Language knowledge and use respectively correlated significantly to general bullying $r(177) = -.17, p < .05$, $r(177) = -.16, p < .05$, with general victimization $r(177) = -.16, p < .05$ (only for knowledge), with ethnic bullying $r(176) = -.21, p < .01$, $r(176) = -.23, p < .01$, with ethnic victimization $r(176) = -.26, p < .001$, $r(176) = -.30, p < .05$, with integration scale $r(165) = .22, p < .01$, $r(165) = .25, p < .01$, with years of residence $r(162) = .39, p < .001$, $r(162) = .26, p < .001$, with quantity of contact with Greek Cypriots $r(176) = .36, p < .05$, $r(176) = .23, p < .01$, with quality of contact with Greek Cypriots $r(174) = .38, p < .001$, $r(174) = .35, p < .001$, with friendships with Greek Cypriots $r(176) = .38, p < .001$, $r(176) = .25, p < .001$, with family outgroup friendships with Greek Cypriots $r(157) = .30, p < .001$, $r(157) = .25, p < .01$, with positive feelings toward Greek Cypriots $r(176) = .24, p < .01$, $r(176) = .30, p < .001$, with collective attachment $r(177) = -.17, p < .05$, $r(177) = -.15, p < .05$, with positive climate $r(176) = .19, p < .05$, $r(176) = .19, p < .05$, with family norms $r(176) = .26, p < .001$ (only for knowledge), with positive stereotypes toward Greek Cypriots $r(176) = .17, p < .05$, $r(176) = .18, p < .05$, with intergroup anxiety toward Greek Cypriots $r(176) = -.26, p < .001$, $r(176) = -.19, p < .001$, with assimilation $r(165) = .48, p < .001$, $r(165) = .46, p < .001$ and with lack of callous unemotional $r(176) = .25, p < .01$, $r(176) = .17, p < .05$.

Years of residence

Years of residence related to a number of variables. It correlated significantly with ethnic victimization $r(176) = -.16, p < .05$, with quality of contact with Greek Cypriots $r(174) = .38, p < .001$, $r(174) = .35, p < .001$, with friendships with Greek Cypriots $r(162) = .32, p < .001$, and with assimilation $r(160) = .31, p < .001$.

Parents' profession and education

Father's profession $r(176) = .17, p < .05$, mother's profession $r(176) = .43, p < .001$, and father's education $r(176) = -.17, p < .05$, correlated significantly with European origin.

Only father's education was correlated with other social psychological variables, such as violence victimization $r(176) = -.16, p < .05$, inter ethnic bully $r(176) = -.22, p < .001$ and positive stereotypes toward Greek Cypriots, $r(176) = .15, p < .05$. In the analysis forward only father's education was utilized as a control variable.

Interrelations Between Two Waves among Immigrant Students

Table 44, presents the correlations between Time 1 and Time 2. Ethnic bullying variables of Time 2 were correlated significantly with non European origin $r(175) = .16, p < .05$ of Time 1, with Greek language knowledge $r(174) = -.26, p < .01$ of Time 1, with Greek language use $r(174) = -.27, p < .001$, with classroom composition (compatriots attending in the class) $r(175) = .18, p < .05$ of Time 1, with quantity of contact with Greek Cypriot children $r(176) = -.19, p < .05$ of Time 1, with family outgroup friendships with Greek Cypriots $r(156) = -.26, p < .01$, with positive feelings toward Greek Cypriots $r(174) = -.21, p < .01$, with intergroup anxiety toward Greek Cypriots $r(175) = .21, p < .01$, with positive school climate $r(174) = -.18, p < .05$ of Time 1, with negative school climate $r(174) = .20, p < .01$ of Time 1, with ethnic victimization $r(174) = .19, p < .05$ of Time 1, with assimilation $r(163) = -.22, p < .01$ of Time 1, with impulsivity $r(166) = .23, p < .01$ of Time 1, with narcissism $r(175) = .33, p < .001$ of Time 1 and lack of callous unemotional $r(175) = -.19, p < .05$ of Time 1.

Ethnic victimization variables of Time 2 were correlated significantly with non European origin $r(175) = .24, p < .01$ of Time 1, with Greek language knowledge $r(174) = -.29, p < .01$ of Time 1, with Greek language use $r(174) = -.26, p < .001$, with years of residence $r(159) = -.16, p < .05$, of Time 1, with outgroup friendships with Greek Cypriots $r(175) = -.27, p < .001$, with quality of contact $r(171) = -.22, p < .01$ of Time 1, quantity of contact with Greek Cypriot children $r(176) = -.31, p < .001$ of Time 1, with family outgroup friendships with Greek Cypriots $r(156) = -.26, p < .01$, with positive feelings toward Greek Cypriots $r(174) = -.19, p < .01$, with patriotism $r(175) = .15, p < .05$, with ethnocentrism $r(175) = .15, p < .05$, with positive school climate $r(174) = -.21, p < .01$ of Time 1 and with negative school climate $r(174) = .35, p < .01$ of Time 1, with positive stereotypes toward Greek Cypriots $r(175) = -.18, p < .05$, with intergroup anxiety toward Greek Cypriots $r(175) = .26, p < .001$, with separation $r(163) = .21, p < .05$ of Time 1, with impulsivity $r(166) = .23, p < .01$ of Time 1, with narcissism $r(175) = .33, p < .001$ of Time 1 and lack of callous unemotional $r(175) = -.18, p < .05$ of Time 1.

General victim and bullying scales were also correlated with social psychological scales as in Wave 1 in the same direction and degree, see table below. Interrelations between all variables occurred as in Wave 1 and Wave 2, see table below.

Table 43, Correlations Matrix for the variables of the First Wave among Immigrant students

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	1.00	.38**	.17**	.13	.51**	.53**	.16**	.001	-.17*	.05	-.30**	.36**	-.01	-.26**	.19*	.02	-.05	.34**	
2		1.00	.70**	.54**	.28**	.27**	.69**	.01	.05	.21**	-.20**	.55**	.06	-.23**	.24**	.07	-.05	-.01	
3			1.00	.71**	.10	.14	.89**	.06	.07	.14	-.29**	.50**	-.01	-.20**	.23**	.11	-.16*	-.10	
4				1.00	.02	.04	.90**	.15*	.14	.14	-.11	.36**	-.02	-.17*	.22**	.14	-.16**	-.17*	
5					1.00	.75**	.07	.04	-.08	.02	-.13	.24**	-.04	-.13	.16*	-.00	-.12	.19*	
6						1.00	.09	.11	.03	.16*	-.18*	.25**	-.09	-.21	.15	.11	-.14	.24**	
7							1.00	.13	.13	.16*	-.18*	.44**	-.01	-.18*	.26**	.16**	-.16**	-.12	
8								1.00	.55**	.49**	.08	.05	.09	.09	.02	.36**	-.05	-.17*	
9									1.00	.70**	.20**	.05	.15*	.14	-.05	.45**	.10	-.30**	
10										1.00	.11	.23**	.11	.04	.01	.41**	.05	-.12	
11											1.00	-.42**	.26**	.46**	-.42**	.02	.37**	-.19*	
12												1.00	-.04	-.30**	.27**	.05	-.17*	.05	
13													1.00	.27**	-.34**	.03	.22**	-.10	
14														1.00	-.48**	.07	.31**	-.15	
15															1.00	.02	-.35**	.07	
16																1.00	.07	.08	
17																	1.00	.09	
18																			1.00

Table 43, Correlations Matrix for the variables of the First Wave among Immigrant students (continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	.36**	.06	-.01	-.00	.27**	.37**	.01	-.03	-.18*	.02	-.22**	.21**	-.18*	-.20**	.19*	.18*	.07	.63**
20	-.18*	-.04	-.01	.04	-.15*	-.12	.01	.03	.05	.14	.20*	-.05	.14	.18*	-.33**	.12	.26**	-.04
21	-.10	-.12	-.16*	-.17*	-.10	-.14	-.16*	-.02	-.02	.03	.52**	-.28**	.37**	.41**	-.41**	-.02	.40**	-.01
22	.09	-.14	-.25**	-.35	.03	.05	-.31**	.04	.06	.03	.21**	-.08	.19*	.19*	-.32**	.11	.47**	.19*
23	.01	-.19**	-.26**	-.33**	.03	.06	-.34**	.00	.01	-.07	.22**	-.20**	.29**	.31**	-.41**	.06	.36**	.08
24	-.03	-.11	-.20**	-.22**	-.08	-.04	-.22**	-.04	-.04	-.04	.22**	-.14	.22**	.15	-.34**	-.01	.34**	.00
25	-.24**	-.20**	-.21**	-.19**	-.14	-.30**	-.19*	-.02	-.02	-.07	.46**	-.28**	.18*	.62**	-.48**	-.01	.49**	-.05
26	.10	.01	.04	-.06	.10	.15*	-.07	.10	.02	.04	.04	-.03	.27**	.01	-.13	-.08	.08	.06

(Continued)

	19	20	21	22	23	24	25	26
19	1.00	-.09	-.10	.16*	.02	.05	-.14	.06
20		1.00	.17*	.14	.27**	.20*	.12*	.07
21			1.00	.27**	.27**	.35**	.55**	.13
22				1.00	.51**	.46**	.26**	.06
23					1.00	.53**	.25**	.26**
24						1.00	.25**	.13
25							1.00	.18*
26								1.00

Table 44, Correlations Matrix for the variables in T1 and T2 among immigrant students

T1/T2	1	2	3	4	5	6	7	11	12	13	14	15	16	17	21	22	23	25
1	.66**	.29**	.11	.10	.08	.42**	.11	-.29**	.19*	-.06	-.14	-.01	-.06	-.06	.01	.05	-.03	-.11
2	.25**	.51**	.45**	.41**	.28**	.18*	.48**	-.23**	.27**	-.07	-.15	.08	.09	.04	-.21**	.01	-.07	-.15*
3	.20**	.51**	.64**	.57**	.27**	.14	.63**	-.38**	.35**	-.02	-.21**	.13	.22**	-.07	-.22**	-.13	-.16*	-.18*
4	.06	.40**	.51**	.69**	.22**	.16*	.63**	-.23**	.26**	-.00	-.24**	.21**	.19**	-.11	-.25**	-.26**	-.17*	-.30**
5	.37**	.19*	.04	.04	.15*	.46**	.07	-.13	.19*	-.15	-.07	.03	.03	-.20*	-.01	.08	-.01	-.10
6	.55**	.19*	.04	.03	.11	.62**	.05	-.23**	.18*	-.12	-.16*	-.01	.08	-.23**	-.04	.10	-.03	-.13
7	.13**	.50**	.62**	.68**	.28**	.19*	.69**	-.30**	.30**	-.04	-.25**	.19*	.21**	-.08	-.27**	-.21*	-.18*	-.27**
8	.08	.09	.10	.16*	-.10	.02	.10	-.10	.04	.12	.00	-.05	.33**	-.08	-.06	.00	.02	-.05
9	.01	.18*	.13	.18*	-.00	.05	.15*	.01	.14	.18*	.01	.02	.36**	.10	-.07	-.03	-.01	-.06
10	.13	.19*	.15	.20**	-.03	.13	.15*	-.07	.17*	.11	.00	-.03	.30**	.05	-.03	-.01	-.07	-.05
11	-.34**	-.25**	-.23**	-.18*	-.08	-.18*	-.21**	.61**	-.35**	.28**	.41**	-.24**	-.11	.38**	.36**	.25**	.23**	.38**
12	.31**	.36**	.36**	.32**	.17*	.20**	.35**	-.39**	.58**	-.11	-.31**	.16*	.16*	-.16	-.26**	-.11	-.19*	-.32**
13	-.02	-.07	-.13	-.11	-.10	-.15	-.13	.26**	-.03	.54**	.21**	-.27**	-.13	.29**	.26**	.39**	.34**	.28**
14	-.27**	-.20**	-.18*	-.19*	-.05	-.09	-.18*	.40**	-.29**	.33**	.53**	-.32**	-.03	.28**	.32**	.26**	.24**	.37**
15	.19*	.26**	.26**	.23**	.08	.21**	.26**	-.42**	.23**	-.30**	-.45**	.43**	.05	-.22**	-.36**	-.36**	-.37**	-.38**
16	.14	.06	.05	.06	-.02	.06	.05	-.06	.04	.02	-.02	.09	.70**	-.07	-.08	.01	.03	-.15
17	-.11	-.10	-.21**	-.18*	-.07	-.22**	-.18*	.34**	-.14	.35**	.35**	-.29**	-.08	.80**	.38**	.41**	.31**	.38**
18	.37**	.06	-.03	-.14	.12	.23**	-.05	-.16*	.05	-.07	-.15	.08	.03	.05	.02	.09	.02	-.11
19	.40**	.07	.05	-.06	.05	.33**	.00	-.16*	.12	-.19*	-.15	.10	.13	-.02	-.04	.13	-.05	-.14

Continued																		
20	-.13	-.17*	-.17*	-.06	-.02	-.19*	-.11	.18*	-.16*	.07	.06	-.11	.01	.16	.15	.16*	.15	.04
21	-.08	-.21**	-.21**	-.20*	-.13	-.10	-.22**	.37**	-.27**	.35**	.51**	-.41	-.11	.42**	.58**	.37**	.32**	.44**
22	.11	-.06	-.21**	-.32**	-.07	-.03	-.27**	.22**	.06	.29**	.27**	-.30**	.03	.43**	.40**	.59**	.42**	.31**
23	-.05	-.17*	-.22**	-.35**	-.13	-.19*	-.31**	.24**	-.16**	.30**	.34**	-.29**	-.05	.30**	.39**	.52**	.57**	.40**
24	-.14	-.16	-.19*	-.28**	-.20*	-.26**	-.27**	.25**	-.20*	.19*	.32**	-.28**	-.07	.23**	.32**	.48**	.39**	.36**
25	-.34**	-.22**	-.20**	-.22**	-.04	-.21**	-.19*	.48**	-.27**	.20**	.53**	-.32**	-.11	.43**	.41**	.32**	.32**	.52**

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

NOTE: The numbers 1-26 represent the scales. 1. Bullying. 2. Victim. 3. Verbal Ethnic Victim. 4. Ethnic Victim Exclusion. 5. Physical ethnic bullying. 6. Ethnic Bullying Scale. 7. Ethnic Victim. 8. Collective ID. 9. Patriotism. 10. Ethnocentrism. 11. Positive School Climate. 12. Violent School Climate. 13. Family Norms. 14. Positive Stereotypes toward Greek Cypriots 15. Intergroup Stress toward Greek Cypriots. 16. Separation. 17. Assimilation. 18. Impulsivity. 19. Narcissism. 20. Callous Unemotional. 21. Quality of Contact. 22. Friendships with Greek Cypriots. 23. Quantity of Contact. 24. Family friends Cypriots. 25. Feelings toward Cypriots. 26. School.

Hypotheses Examination

Hypothesis One

Hypothesis one, stating that immigrant students will report more ethnic and general victimization than Greek Cypriots was supported. Greek Cypriots and immigrant students were asked to report any victimization, ethnic victimization and the frequency of their victimization in school. Immigrant student scored higher on general victimization scale with mean .58 (SD=.71) in Wave 1 and .51 (SD=.66) in Wave 2, whereas Greek Cypriot had a mean of .32 (SD=.52) in Wave 1 and .35 (SD=.53) in Wave 2. A one-way analysis of variance for the two groups was conducted using summary independent samples t-test on SPSS. Results showed statistically significant differences between the two groups on victimization scale, $t(230.220) = -4.76, p < .001$ in Wave 1 and $t(241.261) = 3.00, p < .01$ in Wave 2. For victimization frequency variable immigrants had a mean .68 on bullying (SD=1.10) in Wave 1 and .59 (SD=1.00) in Wave 2, whereas Greek Cypriots had a mean of .14 (SD=.55) in Wave 1 and .16 (SD=.62) in Wave 2. Comparing the two groups on victimization frequency a statistical significant difference occurred in Wave 1 $t(201.792) = -6.36, p < .001$ and Wave 2 $t(214.991) = 5.48, p < .001$. Both, Greek Cypriots and immigrants nominated Syrian students as the most frequent victims and Greek Cypriot students as the most frequent bullies. Romanian students also collected many nominations as victims among immigrant students. Ethnic victimization scale had a mean of .29 (SD=.53) in Wave 1 and .30 (SD=.57) in Wave 2, among immigrants. Furthermore, 92.34% of the Greek Cypriot students reported that they have never being bullied from students belonging in different ethnic background.

Greek Cypriot students scored higher on general ethnic bullying scale with a mean of .20 (SD=.37) in Wave 1 and .23 (SD=.48) in Wave 2, whereas immigrant students had a mean of .15 (SD=.33) in Wave 1 and .17 (SD=.38) in Wave 2. The difference between the two groups on ethnic bullying was not statistical significant in Wave 1 $t(305.574) = -1.75, p = .07$ or in Wave 2 $t(345.264) = -1.83, p = .07$. Greek Cypriots answers on direct ethnic bullying scale had a mean of .10 (SD=.32) in Wave 1 and .14 (SD=.44) in Wave 2, whereas immigrant students had a mean of .10 (SD=.34) in Wave 1 and .11 (SD=.44) in Wave 2, with no statistical significant differences ($t(278,238) = -.812, p = .41$). However, an unexpected finding showed up. Immigrant students scored statistically significant higher in general bullying scale with a mean .41 (SD=.58) in Wave 1 ($t(236.878) = 2.78, p < .01$) and .41 (SD=.62) in Wave 2 ($t(234.100) = 2.41, p < .05$), whereas Greek Cypriots had a mean of .28 (SD=.45) in Wave 1 and .29 (SD=.47) in Wave 2. Overall results show the involvement of immigrant students in bullying as victims and bullies in a greater extent.

Observed bullying was also examined. The item observed bullying carried out by Greek Cypriots on immigrants, had a mean of 1.06 (SD = 1.17) in Wave 1 and .99 in Wave 2 (SD = 1.12), on a scale from 0 – 5 among Greek Cypriots and a mean of 1.27 (SD = 1.17) in Wave 1 and 1.24 in Wave 2 (SD = 1.07), on a scale from 0 – 4 among immigrants. The item observed bullying carried out by immigrants on Greek Cypriots, had a mean of .82 (SD = 1.10) in Wave 1 and .85 in Wave 2 (SD = 1.11), on a scale from 0 – 5 among Greek Cypriots and a mean of .93 (SD = 1.01) in Wave 1 and .97 in Wave 2 (SD = 1.02), on a scale from 0 – 4 among immigrants. Immigrant students reported both higher observed victimization of immigrants and Greek Cypriots. A one-way analysis of variance for the two groups was conducted using summary independent samples t-test on SPSS. Results showed statistically significant differences between the two groups on observed bullying carried out by Greek Cypriots on immigrants, $t(278.238) = -2.14, p < .05$ in Wave 1 and $t(288.365) = -2.87, p < .01$ in Wave 2. No statistically significant differences between the two groups were showed on observed bullying carried out by immigrants on Greek Cypriots, $t(297.996) = -1.15, p = .24$ in Wave 1 and $t(297.794) = -1.37, p = .17$ in Wave 2.

Additionally, from a sample of 685 Greek Cypriots students, 39.1% of students stated that never observed bullying carried out on immigrants, 34% observed bullying on immigrants slightly often, 14.4% moderately often, 8.3% often, 2.3% very often and 1.9% extremely often. From a sample of 179 immigrant students 26.8% of students stated that never observed bullying carried out on immigrants, 38.6% observed bullying on immigrants slightly often, 23.3% moderately often, 6.3% very often and 5.1% extremely often. 51.9% of Greek Cypriot students stated that never observed bullying carried out on Greek Cypriots by immigrants, 27.4% observed bullying on Greek Cypriots slightly often, 10.8% moderately often, 6.8% often, 2.4% very often and .8% extremely often. 38.6% of immigrant students stated that never observed bullying carried out on Greek Cypriots by immigrants, 38.1% observed bullying on Greek Cypriots slightly often, 14.8% moderately often, 5.1% very often and 3.4% extremely often. 20.4% of Greek Cypriots reported that never observed bullying at school, 33.9% observed bullying slightly often, 25.1% observed bullying moderately often, 12% observed bullying often, 5.2% observe bullying very often and 3.5% observe bullying extremely often. 23.7% of immigrant students reported that never observed bullying at school, 28.8% observed bullying slightly often, 31.1% observed bullying moderately often, 10.7% observed bullying very often and 5.6% observe bullying extremely often. Percentages of both waves were similar.

Inter-ethnic bullying and victimization nominations among Greek Cypriots

Greek Cypriot Students were asked to nominate the most frequent bullies and victims dew their nationality. Bullies and victims mean nominations are described in detail in Table 1b and 2b.

Table 1b. *Nominations of Bullies by nationality*

	Wave 1		Wave 2	
	Mean	SD	Mean	SD
Greek Cypriots	1.15	1.42	.91	1.26
Romanians	1.04	1.36	.88	1.27
Bulgarians	.96	1.35	.72	1.21
Syrians	.91	1.36	.73	1.17
Greeks	.87	1.32	.69	1.06
Georgians	.61	1.17	.57	1.13
Palestinians	.51	1.09	.43	.96
Russia	.50	1.01	.48	.94
Turkish Cypriots	.45	1.09	.68	1.25
English	.31	.73	.28	.69

Table 2b. *Nominations of Victims by nationality*

	Wave 1		Wave 2	
	Mean	SD	Mean	SD
Syrians	1.01	1.35	.88	1.28
Romanians	.82	1.18	.79	1.14
Greek Cypriots	.76	1.15	.72	1.11
Bulgarians	.76	1.20	.62	1.03
Greeks	.66	1.03	.63	1.03
Palestinians	.63	1.13	.59	1.10
Georgians	.59	1.08	.55	1.07
Turkish Cypriots	.48	1.06	.74	1.29
Russia	.43	.85	.45	.90
English	.36	.80	.33	.75

Inter-ethnic bullying and victimization nominations among Immigrants

Immigrant Students were asked to nominate the most frequent bullies and victims dew their nationality. Syrians and Romanians collected the most nominations as victims and Greek Cypriots as bullies. Bullies and victims mean nominations are described in detail in Table 3b and 4b.

Table 3b. *Nominations of Bullies by nationality*

	Wave 1		Wave 2	
	Mean	SD	Mean	SD
Greek Cypriots	1.09	1.36	.95	1.31
Syrians	.87	1.39	.57	1.08
Romanians	.85	1.14	.86	1.20
Bulgarians	.84	1.21	.90	1.30
Greeks	.83	1.29	.76	1.18
Turkish Cypriots	.66	1.36	.63	1.15
Georgians	.60	1.20	.78	1.31
Palestinians	.58	1.09	.51	1.02
Russia	.48	.92	.62	1.13
English	.24	.70	.24	.70

Table 4b. *Nominations of Victims by nationality*

	Wave 1		Wave 2	
	Mean	SD	Mean	SD
Syrians	.70	1.04	.75	1.13
Romanians	.69	1.04	.75	1.15
Bulgarians	.61	1.09	.60	1.11
Palestinians	.57	1.07	.62	1.14
Greeks	.52	1.01	.59	1.01
Greek Cypriots	.44	.84	.62	.98
Turkish Cypriots	.40	.97	.65	1.19
Georgians	.39	.86	.54	1.08
Russia	.38	.75	.49	.99
English	.27	.69	.38	.84

An independent sample t-test was conducted, comparing Europeans and non Europeans on victimization scale. Non Europeans were the most frequent victims. Non European students scored higher on general victimization scale with mean .90 (SD=.81) in Wave 1 and .71 (SD=.67) in Wave 2, on ethnic victimization scale with mean .51 (SD=.19) in Wave 1 and .50 (SD=.20) Wave 2, on victim frequency variable in Wave 1 (M=1.17, SD=1.35) and Wave 2 (M=.92, SD=1.11). Europeans had a mean of .46 (SD=.65) in Wave 1 and .42 (SD=.64) in Wave 2 for general victimization, a mean of .19 (SD=.45) in Wave 1 and .20 (SD=.51) in Wave 2 for ethnic victimization and a mean of .50 (SD=.94) in Wave 1 and .46 (SD=.92) in Wave 2 for victimization frequency. Results showed statistically significant differences between the two groups on victimization scale $t(79.55) = -3.45$, $p < .01$ in Wave 1 and $t(92.65) = -2.55$, $p < .05$ in Wave 2, on ethnic victimization scale $t(73.25) = -3.21$, $p < .01$ in Wave 1 and $t(80.72) = -2.94$, $p < .01$ in Wave 2, and victimization frequency variable in Wave 1 $t(72.36) = -3.27$, $p < .01$ and Wave 2 $t(82.01) = -2.61$, $p < .05$.

Hypothesis two

Hypothesis two stating that ethnic bullying will have a greater correlation with social processes than personal traits, and that general bullying will have a greater correlation with personal traits than social processes, was supported among Greek Cypriots. Additionally, ethnic victimization among immigrants had a larger correlation with social processes than general victimization did.

Ethnic bullying, as shown at Table 5b below, was associated to a greater extent with the psychosocial variables than general bullying did. General bullying was correlated to a greater extent with individual characteristics than ethnic bullying did. Ethnic bullying variables of Time 2 were correlated significantly to a greater extent with psychosocial variables of Time 1, as in Wave 1 and Wave 2. General bullying of Time 2 was less strongly correlated or to a non significant extent with psychosocial variables of Time 2. General bullying of Time 2 had larger correlations with personal traits of Time 1. Conflict school climate and lack of callous unemotional traits were correlated to the same degree with both bullying variables. High callous unemotional traits consists of a lack of empathy, remorse, or guilt; lack of concern for others' feelings; shallow or deficient emotions (Fanti, 2009b), and they are expected to correlate with ethnic bullying, whereas lack of empathy is a trait that traditionally correlates with prejudice (Pettigrew & Tropp, 2006). Additionally, school climate traditionally correlates with bullying. An important finding here is that family norms have higher correlations with ethnic bullying, than school norms.

Bulling and Victimization variables, among immigrants

In some cases general bullying and victimization correlated to a greater extent with research variables (e.g. positive and violent climate), than ethnic scales. However, school climate traditionally correlates with bullying (Acosta, Chinman, Ebener, Malone, Phillips & Wilks, 2018; Mucherah, Finch, White, & Thomas, 2018; Stone & Han, 2005). General bullying also correlated with larger effect sizes with personality traits. Additionally, general victimization did not correlate with acculturation processes, quality of contact or friendships, whereas ethnic victimization did correlate with these variables.

Table 6b and 7b below, presents the correlations between Time 1 and Time 2. Ethnic bullying and ethnic victim variables of Time 2 were correlated significantly with social psychological variables of Time 1 at the same degree and direction. Immigrant students report higher general bullying than ethnic bullying, and ambivalent results may depend on that.

Table 5b. *Correlations with bullying variables, among Greek Cypriots*

Variable	Wave 1				Wave 2			
	Ethnic Bullying		Bullying		Ethnic Bullying		Bullying	
	df	r	df	r	df	r	df	r
Realistic Threats	685	.46***	685	.27***	678	.48***	678	.26***
Symbolic Threats	685	.40***	685	.23***	678	.45***	678	.23***
Intergroup Anxiety	683	.36***	683	.25***	679	.43***	679	.23***
Positive Feelings	682	-.33***	682	-.20***	679	-.40***	679	-.29***
Positive Stereotypes	683	-.35***	683	-.29***	679	-.43***	679	-.24***
Ethnic Attachment	685	.28***	685	.09*	-	-	-	-
Civic Attachment	685	-.31***	685	-.15***	-	-	-	-
Relative Identity	685	-.20***	685	-.04	678	-.18***	678	-.01
Family Norms	685	-.43***	685	-.25***	679	-.47***	679	-.23***
School Norms	685	-.17**	685	-.19***	679	-.18***	679	-.18***
Quality of Contact	656	-.36***	656	-.23***	659	-.48***	659	-.23***
Quantity of Contact	683	-.12**	683	.05	679	-.14***	679	.01
Conflict School Climate	685	.22***	685	.23**	671	.19***	671	.24***
Religion importance	684	.14***	684	-.03	-	-	-	-
Narcissism	685	.33***	685	.51***	-	-	-	-
Impulsivity	685	.20***	685	.37***	-	-	-	-
Callous Unemotional +	685	.23***	685	.24***	-	-	-	-

Table 6b. *Correlations with bullying variables, among immigrants*

Variable	Wave 1				Wave 2			
	Ethnic Bullying		Bullying		Ethnic Bullying		Bullying	
	df	r	df	r	df	r	df	r
Assimilation	166	-.14	166	-.05	152	-.18*	152	-.10
Positive Feelings	177	-.30***	177	-.24**	176	-.17*	176	-.14
Positive Stereotypes	178	-.21**	178	-.26***	176	-.15*	176	-.24**
Ethnocentrism	177	.16*	178	.05	-	-	-	-
Family Norms	177	-.09	177	-.01	176	-.14	176	-.01
Positive School Climate	177	-.19*	177	-.30***	176	-.26***	176	-.51***
Conflict School Climate	177	.25**	177	.36***	176	.22***	176	.34***
Quality of Contact	174	-.14	174	-.10	171	-.13	171	-.01
Non European	177	.18*	178	.13	-	-	-	-
Language Knowledge	176	-.21**	177	-.17*	176	-.24**	176	-.21**
Narcissism	168	.37***	169	.37***	-	-	-	-
Impulsivity	168	.24**	169	.34***	-	-	-	-
Callous Unemotional	168	.12	169	.18*	-	-	-	-

Note: $p \leq .10$. * $p \leq .05$. ** $p \leq .01$.

Table 7b. *Correlations with victimization variables, among immigrants*

Variable	Wave 1				Wave 2			
	Ethnic Victim		Victim		Ethnic victim		Victim	
	df	r	df	r	df	r	df	r
Assimilation	165	-.16*	166	-.06	-	-	-	-
Separation	165	.16*	166	.07	-	-	-	-
Intergroup Anxiety	177	.26**	178	.24**	176	.19*	176	-.16*
Positive Feelings	177	-.19*	177	-.20**	176	-.27***	176	-.20*
Positive Stereotypes	177	-.18*	178	-.22**	176	-.31***	176	-.25**
Ethnocentrism	176	.16*	178	.21**	-	-	-	-
Positive School Climate	177	-.18*	177	-.20**	176	-.40***	176	-.51***
Conflict School Climate	177	.44***	177	.55***	176	.37***	176	.48***
Quality of Contact	174	-.16**	174	-.12	171	-.31***	171	-.24**
Quantity of Contact	177	-.34***	179	-.19*	176	-.22**	176	-.10
Friendships	177	-.31***	178	-.14	176	-.27***	176	-.10
Non European	176	.27***	178	.27***	-	-	-	-
Language Knowledge	176	-.26***	177	-.16*	176	-.21**	176	-.21**
Years of residence	162	-.16*	162	-.08	-	-	-	-

Note: $p \leq .10$. * $p \leq .05$. ** $p \leq .01$.

Hypothesis Three

Hypothesis three stating that social psychological processes (school climate, threats, stereotypes, contact and ethnic identity attachment) and individual characteristics (narcissism, impulsivity and callous-unemotional traits) will predict ethnic bullying over and above personality traits, was supported among both Greek Cypriot and immigrant students. Hierarchical linear regression analyses were used to investigate the effects of social processes and personality traits on bullying and general bullying in Wave 1. In all the analyses, gender and age were included in Step 1 of the regression. Narcissism, impulsivity and callous unemotional traits were included in the second step of the regression equation, and social processes were included in Step 3. In a longitudinal analysis that is also described later, hierarchical linear regression analyses were used to investigate the unique effects of Time 1 predictors (social psychological factors and personal traits) on Time 2 bullying and victimization, controlling for general bullying, ethnic bullying, general and ethnic victimization in Time 1 accordingly.

In the first model we have described, the hierarchical multiple regression among Greek Cypriots revealed that at Step one, gender and age contributed significantly to the regression model, $F(2,676) = 15.89, p < .001$ and accounted for 5% of the variation in Ethnic Bullying. Gender –but not age- was significantly associated with bullying, suggesting that boys exhibited higher levels of bullying behavior compared to girls ($\beta = -.21, p < .001$). Introducing personal traits explained an

additional 11% of variation in Ethnic Bullying and this change in R^2 was significant, $F(3,673) = 28.39, p < .001$. Step 2 suggested that callous unemotional ($\beta = .15, p < .001$) and narcissism ($\beta = .28, p < .001$) were positively associated with ethnic bullying behavior, above and beyond the demographic variables. The gender variable remained significant whereas impulsivity did not significantly predict ethnic bullying ($\beta = -.00, p = .97$). Adding Social Psychological Processes to the regression model explained an additional 16% of the variation in Ethnic Bullying and this change in R^2 was significant, $F(6,667) = 25.71, p < .001$. When all independent variables were included in stage three of the regression model, neither Impulsivity ($\beta = -.02, p = .32$) nor Callous Unemotional ($\beta = -.02, p = .15$) were significant predictors of Ethnic Bullying. The most important predictor of Ethnic Bullying was Positive Family Norms ($\beta = -.25, p < .001$). Also narcissism, positive stereotypes, threats, school climate, ethnic attachment and quality of contact predicted ethnic bullying (see Table 8b below). Together the independent variables accounted for 31% of the variance in Ethnic Bullying, $F(11,667) = 27.43, p < .001$. In addition, social processes associated with ethnic bullying above and beyond demographic variables and personal traits.

The same regression model was tested with general bullying as a dependent variable. The hierarchical multiple regression revealed that at step one, gender and age contributed significantly to the regression model, $F(2,676) = 13.26, p < .001$ and accounted for 4% of the variation in General Bullying. Gender –but not age- was significantly associated with bullying, suggesting that boys exhibited higher levels of bullying behavior compared to girls ($\beta = -.19, p < .001$). Introducing personal traits explained an additional 26% of variation in General Bullying and this change in R^2 was significant, $F(3,673) = 83.25, p < .001$. Step 2 suggested that callous unemotional traits ($\beta = .15, p < .001$), narcissism ($\beta = .41, p < .001$) and impulsivity ($\beta = .12, p < .01$) were positively associated with general bullying behavior, above and beyond the demographic variables. The gender variable did not remain significant at Step 2. Adding Social Processes to the regression model explained an additional 7% of the variation in General Bullying and this change in R^2 was significant, $F(6,667) = 12.04, p < .001$. When all independent variables were included in step three of the regression model, Narcissism ($\beta = .36, p < .05$), Impulsivity ($\beta = .10, p < .01$) and Callous Unemotional ($\beta = .10, p < .01$) remained significant predictors of General Bullying. Also, quality of contact ($\beta = .18, p < .001$) stereotypes ($\beta = -.12, p < .01$) and school climate ($\beta = .13, p < .001$) predicted general bullying. Ethnic attachment ($\beta = -.00, p = .91$), family norms ($\beta = -.06, p = .10$) and threats ($\beta = .04, p = .25$) did not significantly predict general bullying. Together the independent variables accounted for 37% of the variance in

General Bullying, $F(11,667) = 35.13, p < .001$. In this model social psychological processes did not contribute as in the above model. On the opposite personal traits made the biggest contribution.

Table 8b. *Regression Analysis with Ethnic Bullying T1 and General Bullying T1 as outcomes, among Greek Cypriots*

	Ethnic Bullying					General Bullying				
	B	SE	β	R ²	ΔR^2	B	SE	β	R ²	ΔR^2
Step 1				.05					.04	
Gender	-.16	.04	-.21***			-.18	.04	-.19***		
Age	.00	.01	.01			-.00	.02	-.01		
Step 2				.16	.11***				.30	.26***
Gender	-.08	.03	-.11**			-.05	.03	-.05		
Age	.01	.01	.02			-.01	.01	-.02		
Narcissism	.17	.03	.28***			.29	.03	.41***		
Impulsivity	.01	.02	.01			.07	.02	.12**		
Callous Unemotional	.07	.02	.15***			.09	.02	.15***		
Step 3				.31	.16***				.37	.07***
Gender	-.09	.03	-.11**			-.05	.03	-.05		
Age	-.00	.01	-.01			-.00	.01	-.01		
Narcissism	.09	.03	.15**			.26	.03	.36***		
Impulsivity	.02	.02	.04			.06	.02	.10**		
Callous Unemotional	.02	.02	.05			.06	.02	.10**		
Positive Family Norms	-.11	.02	-.25***			-.03	.02	-.06		
Neg. School Climate	.05	.01	.13***			.05	.01	.13***		
Threats	.04	.02	.10*			.02	.02	.05		
Positive Stereotypes	-.04	.02	-.10*			-.06	.02	-.12**		
Quality of Contact	-.06	.03	-.07*			-.18	.03	-.18***		
Relative Ethnic ID	-.04	.01	-.10**			-.00	.02	-.00		

Note. Gender was coded with 0 for boys and 1 for girls, Age was coded 0 for High School and 1 for Lyceum † $p \leq .10$. * $p \leq .05$. ** $p \leq .01$.

The hierarchical multiple regression among immigrant students revealed that at Step one, gender and age contributed significantly to the regression model, $F(2,159) = 4.88, p < .01$ and accounted for 6% of the variation in Ethnic Bullying. Gender –but not age- was significantly associated with bullying, suggesting that boys exhibited higher levels of bullying behavior compared to girls ($\beta = -.18, p = .05$). Introducing personal traits explained an additional 14% of variation in

Ethnic Bullying and this change in R^2 was significant, $F(3,156) = 8.80, p < .001$. Step 2 suggested that narcissism ($\beta = .37, p < .001$) was positively associated with ethnic bullying behavior, above and beyond the demographic variables. The variable age became significant in Step 2 ($\beta = -.16, p < .05$), whereas impulsivity, callous unemotional and gender did not significantly predict ethnic bullying (see Table 9b below). Adding Social Psychological Processes to the regression model explained an additional 16% of the variation in Ethnic Bullying and this change in R^2 was significant, $F(5,151) = 7.13, p < .001$. When all independent variables were included in step three of the regression model, neither Impulsivity ($\beta = .09, p = .31$) nor Callous Unemotional ($\beta = .01, p = .92$) were significant predictors of Ethnic Bullying. The most important predictor of Ethnic Bullying between immigrant students were Positive Feelings (prejudice) ($\beta = -.33, p < .001$). Together the independent variables accounted for 36% of the variance in Ethnic Bullying, $F(10,151) = 8.07, p < .001$. In addition, social processes associated with ethnic bullying above and beyond demographic variables and personal traits.

The same regression model was tested with General Bullying as a dependent variable. The hierarchical multiple regression revealed that at step one, gender and age contributed significantly to the regression model, $F(2,159) = 4.52, p < .05$ and accounted for 5% of the variation in General Bullying. Gender –but not age- was significantly associated with bullying, suggesting that boys exhibited higher levels of bullying behavior compared to girls ($\beta = -.18, p = .05$). Introducing personal traits explained an additional 18% of variation in General Bullying and this change in R^2 was significant, $F(3,156) = 12.08, p < .001$. Step 2 suggested that narcissism ($\beta = .28, p < .01$) was positively associated with general bullying behavior, above and beyond the demographic variables. The gender variable did not remain significant at Step 2. Adding Social Processes to the regression model explained an additional 12% of the variation in General Bullying and this change in R^2 was significant, $F(5,151) = 5.41, p < .001$. When all independent variables were included in step three of the regression model Impulsivity ($\beta = .21, p < .05$) became significant predictor of General Bullying. Also, school climate ($\beta = .27, p < .001$) and prejudice ($\beta = -.21, p < .01$) predicted General Bullying. In this model social psychological processes did not contribute as in the above model. Together the independent variables accounted for 35% of the variance in General Bullying, $F(10,151) = 8.09, p < .001$. Results (Table 9b) were ambivalent regarding bullying among immigrants due to the higher report of bullying than ethnic bullying.

Table 9b. *Regression Analysis with Ethnic Bullying T1 and General Bullying T1 as outcomes, among immigrant students*

	Ethnic Bullying					General Bullying				
	B	SE B	β	R ²	ΔR^2	B	SE B	β	R ²	ΔR^2
Step 1				.06					.05	
Gender	-.13	.05	-.18*			-.21	.09	-.18*		
Age	-.04	.02	-.14			-.05	.04	-.12		
Step 2				.20	.14***				.23	.18***
Gender	-.09	.05	-.13			-.12	.08	-.11		
Age	-.04	.02	-.16*			-.06	.03	-.13		
Narcissism	.18	.05	.37***			.23	.08	.28**		
Impulsivity	-.00	.04	-.00			.10	.06	.15		
Callous Unemotional	.02	.03	.05			.10	.05	.14		
Step 3				.36	.16***				.35	.12***
Gender	-.08	.05	-.12			-.13	.08	-.11		
Age	-.05	.02	-.19**			-.06	.03	-.13		
Narcissism	.12	.04	.24**			.13	.07	.16		
Impulsivity	.04	.03	.09			.14	.06	.21*		
Callous Unemotional	.00	.03	.01			.08	.05	.11		
Ethnocentrism	.06	.04	.11			-.02	.06	-.02		
Neg. School Climate	.05	.03	.12			.18	.05	.27***		
Positive Feelings	-.05	.01	-.33***			-.06	.02	-.21**		
Language Knowledge	-.09	.03	-.20**			-.08	.05	-.12		
Qualitative Contact	-.05	.03	-.14			-.09	.05	-.16		

Note. Gender was coded with 0 for boys and 1 for girls, Age was coded 0 for High School and 1 for Lyceum† $p \leq .10$. * $p \leq .05$. ** $p \leq .01$.

In a second step to further examine the unique variance of social psychological predictors and personal traits predictors in the model, we ran the model again controlling for general bullying and ethnic bullying accordingly, in both cross sectional and longitudinal data. Hierarchical linear regression analyses were used to investigate the effects of social psychological processes and personality traits on ethnic bullying, general bullying, ethnic victimization and general victimization. In all the analyses, General Bully (for Ethnic bullying), Ethnic Bullying (for General bullying), gender, age and father's profession were included in Step 1 of the regression. Narcissism, impulsivity and callous unemotional traits were included in the second step of the regression equation, and social

psychological processes were included in Step 3. As noted before father's profession only utilized in the analysis because it related to the most social psychological variables. Additionally, there were only 3.4 % unemployed fathers, whilst there were 20.6% unemployed mothers among Greek Cypriots.

The hierarchical multiple regression in cross sectional data among Greek Cypriots revealed that at step one, general bullying T1, father's profession, gender and age contributed significantly to the regression model, $F(4,617) = 52.187, p < .001$ and accounted for 25% of the variation in Ethnic Bullying T1. Bully at T1 ($\beta = .46, p < .001$) and gender ($\beta = -.13, p < .001$) -but not age and father's profession, see table 10 b for the insignificant sizes- were significantly associated with ethnic bullying, suggesting that boys and adolescents get involved in general bullying exhibited higher levels of ethnic bullying behavior. Introducing personal traits explained an additional 2% of variation in Ethnic Bullying and this change in R^2 was significant, $F(3,614) = 4.04, p < .01$. Step 2 suggested that callous unemotional traits ($\beta = .10, p < .01$) and narcissism ($\beta = .10, p < .05$) were positively associated with ethnic bullying behavior. The variables gender ($\beta = -.08, p < .05$) and general bullying ($\beta = .36, p < .001$) remained significant, whereas impulsivity, age and father's profession did not significantly predict ethnic bullying. Adding Social Psychological Processes to the regression model explained an additional 12% of the variation in Ethnic Bullying and this change in R^2 was significant, $F(6,608) = 21.034, p < .001$. When all independent variables were included in step three of the regression model, neither Impulsivity ($\beta = .02, p = .65$), Narcissism ($\beta = .01, p = .80$) nor Callous Unemotional traits ($\beta = .02, p = .27$) were significant predictors of Ethnic Bullying. The most important predictor of Ethnic Bullying was general Bullying ($\beta = .36, p < .001$), positive family norms ($\beta = -.21, p < .001$), threats ($\beta = .08, p < .05$), attachment to relative identity -*Greekentrism*- ($\beta = -.11, p < .001$), and gender ($\beta = -.08, p < .05$). Together the independent variables accounted for 39% of the variance in Ethnic Bullying, $F(13,608) = 30.306, p < .001$. In addition, social psychological processes associated with ethnic bullying above and beyond demographic variables and personal traits, but not general bullying.

The same regression model was tested with general bully T1 as a dependent variable. The hierarchical multiple regression revealed that at step one, ethnic bullying T1, father's profession, gender and age contributed significantly to the regression model, $F(4,617) = 49,318, p < .001$ and accounted for 24% of the variation in General Bullying. The variables ethnic bullying T1 ($\beta = .47, p < .001$) and gender ($\beta = -.08, p < .05$), -but not father's profession and age, see table 10b for insignificant results- were significantly associated with general bullying, suggesting that boys and adolescents get involved in ethnic bullying exhibited higher levels of general bullying behavior. Introducing personal traits explained an additional 14% of variation in General Bullying and this

change in R^2 was significant, $F(3,614) = 44.286, p < .001$. Step 2 suggested that impulsivity ($\beta = .12, p < .01$), narcissism ($\beta = .30, p < .001$) and callous unemotional traits ($\beta = .08, p < .05$) were positively associated with general bullying behavior, above and beyond the demographic variables. The variables gender, age and father's profession did not significantly predict general bullying. Adding Social Psychological Processes to the regression model explained an additional 1% of the variation in General Bullying and this change in R^2 was not significant, $F(6,608) = 1.757, p = .16$. When all independent variables were included in stage three of the regression model, Narcissism ($\beta = .31, p < .001$), Impulsivity ($\beta = .10, p < .001$) and Callous Unemotional traits ($\beta = .08, p < .05$) remained significant predictors of General Bullying. Also, stereotypes ($\beta = -.10, p < .05$) and ethnic bullying ($\beta = -.10, p < .01$) predicted general bullying. Ethnic attachment, school norms, family norms did not significantly predict general bullying (described in table 10 b below). Together the independent variables accounted for 39% of the variance in General Bullying, $F(13,608) = 29.611, p < .001$. In this model social processes did not contribute as in the above model. On the opposite personal traits made the biggest contribution.

Table 10b. *Regression Analysis with Ethnic Bullying T1 and General Bullying T1 as outcomes, among Greek Cypriots*

	Ethnic Bullying T1					General Bullying T1				
	B	SE B	β	R^2	ΔR^2	B	SE B	β	R^2	ΔR^2
Step 1				.25					.24	
General Bullying T1/	.39	.03	.46***							
Ethnic Bullying T1						.56	.04	.47***		
Gender	-.10	.03	-.13***			-.06	.03	-.08*		
Age	.01	.01	.03			-.01	.01	-.02		
Father's profession	.01	.02	.01			-.02	.02	-.04		
Step 2				.27	.02**				.38	.14***
General Bullying T1/	.34	.04	.41***							
Ethnic Bullying T1						.42	.04	.35***		
Gender	-.07	.03	-.09*			-.00	.03	-.00		
Age	.01	.01	.04			-.01	.01	-.03		
Father's profession T1	.01	.01	.02			-.02	.02	-.03		
Narcissism T1	.06	.03	.10*			.22	.03	.30***		
Impulsivity T1	.02	.02	-.03			.07	.02	.12**		
CU Traits T1	.05	.02	.10**			.05	.02	.09*		

Step 3				.39	.12***				.39	.01
General Bullying T1/	.30	.03	.36***							
Ethnic Bullying T1						.43	.05	.36***		
Gender	-.06	.03	-.08			.00	.03	.00		
Age	.00	.01	.01			-.01	.01	-.03		
Father's profession	.03	.02	.06			-.02	.02	-.03		
Narcissism T1	.01	.03	.01			.22	.03	.31***		
Impulsivity T1	.01	.02	.02			.06	.02	.10**		
CU Traits T1	.02	.02	.04			.04	.02	.08*		
Positive Family Norms T1	-.09	.02	-.21***			.01	.02	.03		
Positive School Norms T1	-.03	.02	-.06			-.02	.02	-.03		
Threats T1	.04	.02	.08*			.00	.02	.01		
Positive Stereotypes T1	-.03	.02	-.06			-.05	.03	-.10*		
Quality of Contact T1	-.03	.02	-.07			.04	.03	.08		
Relative Ethnic ID	-.05	.02	-.11***			.02	.02	.05		

Note. Gender was coded with 0 for boys and 1 for girls, Age was coded 0 for High School and 1 for Lyceum, Father's profession was coded 0 – 2 from low to high † $p \leq .10$. * $p \leq .05$. ** $p \leq .01$.

For further analysis and examination of the developments or changes in the characteristics of the population the same model tested longitudinally. This model examines predictors' contributions to bullying Time 2. Hierarchical linear regression analyses were used to investigate the effects of Time 1 social processes and personality traits on Time 2 ethnic bullying and general bullying. In all the analyses, General Bully T1 (for Ethnic bullying), Ethnic Bullying T1 (for General bullying), gender, age and father's profession were included at Step 1 of the regression. Narcissism, impulsivity and callous unemotional were included at the second step of the regression equation, and social psychological processes were included at Step 3.

The hierarchical multiple regression among Greek Cypriots revealed that at step one, general bullying T1, father's profession, gender and age contributed significantly to the regression model, $F(4,637) = 12.89, p < .001$ and accounted for 8% of the variation in Ethnic Bullying. The variables bully at T1 ($\beta = .21, p < .001$), gender ($\beta = -.12, p < .001$), age ($\beta = -.09, p < .005$), -but not father's profession ($\beta = -.07, p = .054$)- were significantly associated with ethnic bullying, suggesting that boys and younger adolescents exhibited higher levels of ethnic bullying behavior. Introducing personal traits explained an additional 2% of variation in Ethnic Bullying and this change in R^2 was significant, $F(3,634) = 5.528, p < .001$. Step 2 suggested that callous unemotional traits ($\beta = .09, p < .05$) and

narcissism ($\beta = .17, p < .001$) were positively associated with ethnic bullying behavior, above and beyond the demographic variables. The gender and age variables became insignificant, and impulsivity did not significantly predicted ethnic bullying ($\beta = -.08, p = .07$). Adding Social Psychological Processes to the regression model explained an additional 21% of the variation in Ethnic Bullying and this change in R^2 was significant, $F(6,628) = 30.26, p < .001$. When all independent variables were included in step three of the regression model, neither Impulsivity ($\beta = -.02, p = .52$), Narcissism ($\beta = .07, p = .15$) nor Callous Unemotional ($\beta = .04, p = .27$) were significant predictors of Ethnic Bullying. The most important predictor of Ethnic Bullying was threats ($\beta = .35, p < .005$), attachment to relative identity –*Greecentrism*- ($\beta = -.14, p < .001$), positive family norms ($\beta = -.11, p < .01$) and age ($\beta = -.11, p < .001$). Together the independent variables accounted for 31% of the variance in Ethnic Bullying, $F(13,608) = 20.797, p < .001$. In addition, social psychological processes associated with ethnic bullying above and beyond demographic variables and personal traits, and had a unique variance in the model since general bullying did not significantly predict ethnic bullying in step 3.

The same regression model was conducted with General Bullying T2 as a dependent variable. The hierarchical multiple regression revealed that at step one, ethnic bullying T1, father's profession, gender and age contributed significantly to the regression model, $F(4,637) = 10.194, p < .001$ and accounted for 7% of the variation in General Bullying. Ethnic bullying T1 ($\beta = .17, p < .001$), gender ($\beta = -.14, p < .001$), age ($\beta = -.09, p < .05$) –but not father's profession ($\beta = -.07, p = .08$) - were significantly associated with general bullying, suggesting that boys and younger adolescents exhibited higher levels of general bullying behavior. Introducing personal traits explained an additional 8% of variation in General Bullying and this change in R^2 was significant, $F(3,634) = 19.385, p < .001$. Step 2 suggested that impulsivity ($\beta = .19, p < .001$) and narcissism ($\beta = .13, p < .01$) were positively associated with general bullying behavior, above and beyond the demographic variables. The gender ($\beta = -.08, p < .05$), age ($\beta = -.10, p < .01$) and ethnic bullying T1 ($\beta = .09, p < .05$) variables remained significant in Step 2. Callous Unemotional traits variable was an insignificant predictor ($\beta = .07, p = .07$). Adding Social Psychological Processes to the regression model explained an additional 3% of the variation in General Bullying and this change in R^2 was significant, $F(6,628) = 3.135, p < .01$. When all independent variables were included in step three of the regression model, Narcissism ($\beta = .10, p < .05$) and Impulsivity ($\beta = .19, p < .001$) remained significant predictors of General Bullying. Also, threats ($\beta = -.12, p < .01$) and age ($\beta = -.10, p < .01$) variables predicted general bullying. Ethnic attachment, ethnic bullying, school norms, family norms and stereotypes did not significantly predict

general bullying (described in Table 11b below). Together the independent variables accounted for 17% of the variance in General Bullying, $F(13,608) = 9.50, p < .001$. In this model social processes did not contribute as in the above model. On the opposite personal traits made the biggest and unique contribution.

Table 11b. *Regression Analysis with Ethnic Bullying T2 and General Bullying T2 as outcomes, among Greek Cypriots*

	Ethnic Bullying T2					General Bullying T2				
	B	SE B	β	R ²	ΔR^2	B	SE B	β	R ²	ΔR^2
Step 1										
	.08					.06				
General Bullying T1/	.23	.04	.21***			.22	.05	.17***		
Ethnic Bullying T1										
Age	-.03	.02	-.08*			-.13	.04	-.14**		
Gender	-.11	.04	-.12**			-.04	.02	-.09*		
Father's profession	-.04	.02	-.07			-.04	.02	-.07		
Step 2										
	.10					.14				
	.02***					.08***				
General Bullying T1/	.16	.05	.15**			.12	.05	.09*		
Ethnic Bullying T1										
Gender	-.08	.04	-.08			-.08	.04	-.08*		
Age	-.03	.02	-.07			-.04	.02	-.10**		
Father's profession T1	-.04	.02	-.06			-.03	.02	-.06		
Narcissism T1	.14	.04	.17***			.10	.04	.13**		
Impulsivity T1	-.06	.03	-.08			.12	.03	.19***		
CU Traits T1	.06	.03	.09*			.04	.02	.07		
Step 3										
	.31					.17				
	.21***					.03**				
General Bullying T1/	.09	.05	.08							
Ethnic Bullying T1						.06	.06	.05		
Gender	-.03	.04	-.03			-.07	.04	-.07		
Age	-.05	.02	-.11**			-.04	.02	-.10**		
Father's profession	-.02	.02	-.03			-.02	.02	-.084		
Narcissism T1	.05	.04	.07			.08	.04	.10*		
Impulsivity T1	-.02	.03	-.03			.12	.03	.19***		
CU Traits T1	.03	.03	.04			.03	.03	.05		
Positive Family Norms T1	-.06	.03	-.11**			-.01	.03	-.01		
School Norms T1	-.01	.02	-.02			.00	.02	.01		

Threats T1	.20	.02	.35***	.09	.03	.17***
Positive Stereotypes T1	-.01	.03	-.01	-.01	.03	-.02
Quality of Contact T1	.02	.04	.02	.00	.01	.01
Relative Ethnic ID	-.08	.02	-.14***	.02	.02	.05

Note. Gender was coded with 0 for boys and 1 for girls, Age was coded 0 for High School and 1 for Lyceum, Father's profession was coded 0 – 2 from low to high † $p \leq .10$. * $p \leq .05$. ** $p \leq .01$.

Hierarchical linear regression analyses were used to investigate the effects of Time 1 social processes and personality traits on Time 1 ethnic bullying and general bullying among immigrants. In all the analyses, General Bully T1 (for Ethnic bullying), Ethnic Bullying T1 (for General bullying), gender, age and father's profession were included at Step 1 of the regression. Narcissism, impulsivity and callous unemotional traits were included in the second step of the regression equation, and social psychological processes were included in Step 3. Father's education was only utilized in the analysis because it was associated with the other variables of interest. Additionally, they were 10.6% unemployed fathers and 31.3% unemployed mothers.

The hierarchical multiple regression in cross-sectional data among immigrant students revealed that at step one, general bullying, gender, age and father's education contributed significantly to the regression model, $F(4,153) = 16,020, p < .001$ and accounted for 30% of the variation in Ethnic Bullying. The variables of gender ($\beta = -.20, p < .01$), father's education ($\beta = -.15, p < .05$), general bullying T1 ($\beta = .42, p < .001$) –but not age see table 12b- were significantly associated with ethnic bullying, suggesting that boys, adolescents with lower paternal education and adolescents get involved in general bullying exhibited higher levels of ethnic bullying behavior. Introducing personal traits explained an additional 2% of variation in Ethnic Bullying and this change in R^2 was insignificant, $F(3,150) = 1.800, p = .15$. Step 2 suggested that narcissism ($\beta = .20, p < .05$) –but not impulsivity and callous unemotional traits, see Table 12b for insignificant results-, general bullying ($\beta = .37, p < .001$), gender ($\beta = -.19, p < .01$) and father's education ($\beta = -.14, p < .05$) were associated with ethnic bullying behavior. Adding Social Psychological Processes to the regression model explained an additional 6% of the variation in Ethnic Bullying and this change in R^2 was significant, $F(6,144) = 2.32, p < .05$. When all independent variables were included in step three of the regression model, neither Impulsivity, Narcissism nor Callous Unemotional traits (see table 12b below) were significant predictors of Ethnic Bullying. The most important predictor of Ethnic Bullying between immigrant students were positive feelings toward Greek Cypriots ($\beta = -.18, p < .05$), ethnocentrism ($\beta = .15, p < .05$), gender ($\beta = -.18, p < .05$) and general bullying ($\beta = .32, p < .001$). Together the independent

variables accounted for 38% of the variance in Ethnic Bullying, $F(13,144) = 6.719, p < .001$. In addition, social psychological processes associated with ethnic bullying above and beyond demographic variables and personal traits, but not general bullying.

The same regression model was tested with General Bullying as a dependent variable.

The hierarchical multiple regression revealed that at step one, gender, age, father's education and ethnic bullying T1 significantly contributed to the regression model, $F(4,153) = 12.376, p < .001$ and accounted for 24% of the variation in General Bullying. Only ethnic bullying ($\beta = .45, p = .001$) – but not gender, age, father's education- was significantly associated with general bullying, suggesting that adolescents get involved in ethnic bullying exhibited higher levels of general bullying behavior. Introducing personal traits explained an additional 8% of variation in General Bullying and this change in R^2 was significant, $F(3,150) = 5.32, p < .01$. Step 2 suggested that again only ethnic bullying ($\beta = .37, p < .001$) was positively associated with general bullying behavior. Gender, age, narcissism, impulsivity and callous unemotional did not predict general bullying (see table 12b below). Adding Social Processes to the regression model explained an additional 8% of the variation in General Bullying and this change in R^2 was significant, $F(6,144) = 3.37, p < .01$. When all independent variables were included in step three of the regression model, only ethnic bullying ($\beta = .31, p < .01$) and violence school climate ($\beta = .26, p < .001$) significantly predicted General Bullying. Together the independent variables accounted for 40% of the variance in General Bullying, $F(13,144) = 7.43, p < .001$. In this model social psychological processes did not contribute as in the above model. Results were ambivalent regarding bullying among immigrants due to the higher report of bullying than ethnic bullying.

Table 12b. *Regression Analysis with Ethnic Bullying T1 and General Bullying T1 as outcomes, among immigrant students*

	Ethnic Bullying Time 1					General Bullying Time 1				
	B	SE B	β	R^2	ΔR^2	B	SE B	β	R^2	ΔR^2
Step 1				.30					.24	
General Bullying T1	.21	.04	.42***							
Ethnic Bullying T1						.88	.15	.45***		
Gender	-.11	.04	-.20**			-.10	.08	-.09		
Age	-.01	.02	-.06			-.03	.03	-.05		
Father's education	-.03	.02	-.15*			.02	.03	.04		

Step 2				.32	.02				.32	.08**
General Bullying T1	.19	.04	.37***							
Ethnic Bullying T1						.73	.15	.37***		
Gender	-.10	.04	-.19**			-.06	.08	-.05		
Age	-.02	.02	-.07			-.03	.03	-.07		
Father's education	-.03	.02	-.14*			.01	.03	.03		
Narcissism	.08	.04	.20*			.09	.07	.12		
Impulsivity	-.02	.03	-.08			.10	.05	.16		
Callous Unemotional	.01	.03	.03			.08	.05	.12		
Step 3				.38	.06*				.40	.08**
General Bullying T1	.16	.04	.32***							
Ethnic Bullying T1						.61	.15	.31***		
Gender	-.10	.04	-.18*			-.09	.08	-.09		
Age	-.02	.02	-.07			-.04	.03	-.08		
Father's education	-.02	.02	-.10			.02	.03	.04		
Narcissism	.06	.04	.15			.09	.07	.11		
Impulsivity	-.01	.03	-.02			.10	.05	.16		
Callous Unemotional	.01	.03	.04			.08	.05	.12		
Ethnocentrism	.03	.02	.14*			-.06	.03	-.13		
Positive Family Norms	-.02	.02	-.07			.07	.05	.11		
Negative School Climate	.01	.03	.04			.17	.05	.26***		
Positive Feelings	-.02	.01	-.18*			-.03	.02	-.10		
Language Use	-.04	.03	-.10			-.05	.06	-.06		
Qualitative Contact	-.04	.03	-.15			-.05	.05	-.10		

Note. Gender was coded with 0 for boys and 1 for girls, Age was coded 0 for High School and 1 for Lyceum, Father's education was coded 0 – 5 from low to high † $p \leq .10$. * $p \leq .05$. ** $p \leq .01$.

To further analysis the data longitudinally hierarchical linear regression analyses were used to investigate the effects of Time 1 social psychological processes and personality traits on Time 2 ethnic bullying and general bullying among immigrants. In all the analyses, General Bully T1 (for Ethnic bullying), Ethnic Bullying T1 (for General bullying), gender, age and father's education were included in Step 1 of the regression. Narcissism, impulsivity and callous unemotional traits were included in the second step of the regression equation, and social psychological processes were included in Step 3.

The hierarchical multiple regression among immigrant students revealed that at step one, gender and age contributed significantly to the regression model, $F(4,151) = 5.808, p < .001$ and accounted for 13% of the variation in Ethnic Bullying. The variables of gender ($\beta = -.23, p = .01$), general bullying T1 ($\beta = .23, p = .01$) –but not age and father’s education see Table 13b- were significantly associated with ethnic bullying, suggesting that boys and adolescents get involved in general bullying exhibited higher levels of ethnic bullying behavior. Introducing personal traits explained an additional 6% of variation in Ethnic Bullying and this change in R^2 was significant, $F(3,148) = 3.55, p < .05$. Step 2 suggested that callous unemotional traits ($\beta = .18, p < .05$) were positively associated with ethnic bullying behavior, above and beyond the demographic variables. The gender variable remained significant ($\beta = -.19 < .01$) whereas age, general bully T1, father’s education, impulsivity and narcissism did not significantly predict ethnic bullying. Adding Social Processes to the regression model explained an additional 8% of the variation in Ethnic Bullying and this change in R^2 was significant, $F(6,142) = 2.48, p < .05$. When all independent variables were included in step three of the regression model, neither Impulsivity ($\beta = .04, p = .68$) nor Narcissism ($\beta = .12, p = .21$) were significant predictors of Ethnic Bullying. The most important predictor of Ethnic Bullying between immigrant students were language use ($\beta = -.23, p < .01$), quality of contact ($\beta = .22, p < .05$), gender ($\beta = -.19, p < .05$) and family norms ($\beta = -.18, p < .05$). Callous unemotional traits also predicted inter ethnic bullying ($\beta = .15, p < .05$). Together the independent variables accounted for 27% of the variance in Ethnic Bullying, $F(13,144) = 4.01, p < .001$. In addition, social psychological processes associated with ethnic bullying above and beyond demographic variables, personal traits and general bullying, with a unique contribution.

The same regression model was tested with General Bullying as a dependent variable. The hierarchical multiple regression revealed that at step one, gender, age, father’s education and ethnic bullying T1 contributed significantly to the regression model, $F(4,151) = 11.139, p < .001$ and accounted for 23% of the variation in General Bullying. Gender ($\beta = -.19, p = .05$) and ethnic bullying ($\beta = .36, p = .000$) –but not age and father’s education see Table 13b- were significantly associated with General Bullying, suggesting that boys and adolescent get involved in ethnic bullying exhibited higher levels of general bullying behavior. Introducing personal traits explained an additional 8% of variation in General Bullying and this change in R^2 was significant, $F(3,148) = 5.73, p < .001$. Step 2 suggested that impulsivity ($\beta = .21, p < .05$) was positively associated with general bullying behavior. The gender ($\beta = -.15, p = .05$) and ethnic bullying ($\beta = .29, p = .001$) variables remained significant in Step 2. Narcissism and callous Unemotional traits did not predict general bullying (see table 13

below). Adding Social Psychological Processes to the regression model explained an additional 10% of the variation in General Bullying and this change in R^2 was significant, $F(6,142) = 4.21, p < .001$. When all independent variables were included in step three of the regression model, impulsivity ($\beta = .23, p < .01$) remained a significant predictor of General Bullying. Also, school climate ($\beta = .21, p < .01$), prejudice ($\beta = .25, p < .01$), quality of contact ($\beta = -.22, p = .05$), ethnic bullying ($\beta = .17, p = .05$) and gender ($\beta = -.19, p = .01$) predicted General Bullying. Together the independent variables accounted for 41% of the variance in General Bullying, $F(13,142) = 7.68, p < .001$. Results (Table 13b) were ambivalent regarding bullying among immigrants due to the higher report of bullying than ethnic bullying.

Table 13b. *Regression Analysis with Ethnic Bullying T2 and General Bullying T2 as outcomes, among immigrant students*

	Ethnic Bullying Time 2					General Bullying Time 2				
	B	SE B	β	R^2	ΔR^2	B	SE B	β	R^2	ΔR^2
Step 1				.13					.23	
General Bullying T1	.14	.05	.23**							
Ethnic Bullying T1						.69	.15	.36***		
Gender	-.15	.05	-.22**			-.20	.08	-.19*		
Age	-.01	.02	-.04			-.02	.03	-.05		
Father's education	-.01	.02	-.04			-.02	.03	-.06		
Step 2				.19	.06*				.31	.08***
General Bullying T1	.05	.05	.09							
Ethnic Bullying T1						.55	.15	.29***		
Gender	-.13	.05	-.19**			-.16	.08	-.15*		
Age	-.01	.02	-.04			-.03	.03	-.07		
Father's education	-.01	.02	-.03			-.02	.03	-.06		
Narcissism	.09	.05	.18			.08	.07	.10		
Impulsivity	-.01	.04	-.01			.13	.05	.21*		
Callous Unemotional	.07	.03	.18*			.04	.05	-.07		
Step 3				.27	.08*				.41	.10***
General Bullying T1	.05	.05	.09							
Ethnic Bullying T1						.33	.15	.17*		
Gender	-.13	.05	-.19*			-.21	.08	-.19**		
Age	-.01	.02	-.04			-.03	.03	-.07		
Father's education	.01	.02	.01			-.02	.03	-.05		

Narcissism	.06	.05	.12	.07	.07	.09
Impulsivity	.02	.04	.04	.14	.05	.23**
Callous Unemotional	.07	.03	.16*	.06	.05	.09
Ethnocentrism	.03	.02	.08	.01	.04	.01
Positive Family Norms	-.07	.03	-.18*	.06	.05	.10
Negative School Climate	.03	.03	.06	.13	.05	.21**
Positive Feelings	-.01	.01	-.06	-.06	.02	-.25**
Language Use	-.12	.04	-.23**	-.08	.05	-.12
Qualitative Contact	-.07	.03	-.22*	-.12	.05	-.22*

Note. Gender was coded with 0 for boys and 1 for girls, Age was coded 0 for High School and 1 for Lyceum, Father's education was coded 0 – 5 from low to high † $p \leq .10$. * $p \leq .05$. ** $p \leq .01$.

Data from longitudinal studies may be analyzed both cross-sectionally and longitudinally. If a longitudinal data set produces different results when analyzed longitudinally or cross-sectionally, and potential modeling artifacts have been eliminated, the discrepancies between estimates can be attributed to cohort and period effects, or the biasing effects of selective dropouts. In such situations a longitudinal design will produce more valid, generalizable conclusions (Louis, Robins, Dockery, Spiro & Ware, 1986).

The estimates in both points of time show that social psychological processes contribute more in ethnic bullying models than general bullying models, and that personal traits contribute more in general bullying models. Within specific predictors, there were differences between the cross-sectional and longitudinal estimates. Differences were observed in control variables. In cross-sectional analysis general bullying and ethnic bullying contributed to ethnic bullying and general bullying prediction respectively, suggesting that adolescents involved in ethnic bullying are usually also involved in general bullying and vice versa, among both immigrants and Greek Cypriots.

However, in longitudinal design the control variable general bullying did not predict ethnic bullying among both Greek Cypriots and immigrants, suggesting that the social psychological variables had a unique variance in explaining ethnic bullying. Also, in longitudinal models the control variable ethnic bullying did not significantly predict general bullying among Greek Cypriots, but predicted it among immigrants. These results support the idea that some Greek Cypriot students that get involved in ethnic bullying do not get involved in general bullying, and that immigrants involved in bullying are almost always involved in bullying of an inter-ethnic nature, in both point of times. According to paired-sample t tests, presented previously, there was a significant mean-level increase

in ethnic bullying perpetration and feelings of threats among Greek Cypriots only, from Time 1 to Time 2. There were no mean-level differences in general bullying or victimization from Year 1 to Year 2 among both Greek Cypriots and immigrants. Findings suggested that children who are bullies and victims are more likely to continue exhibiting bullying behavior or to be victims of bullying behavior. In the scenario of involvement in both intra and ethnic bullying among both groups the significance of personal traits must be taken into account.

Next we have tested the regression model on victimization among immigrants only. In previous studies personal traits of narcissism, callous unemotional and impulsivity did not associate with victimization, whilst personal traits are traditionally relate to bullying behavior and not victimization behavior (Fanti & Henrich, 2014; Fanti & Kimonis, 2012; Jonason, 2015). Personality traits did not correlate with victimization or ethnic victimization in our study either, thus victimization regression model ran without adding personal traits.

Forced-entry regression analyses were used to investigate the effects of social psychological processes in victimization, in Wave 1 (Table 14b). In all the analyses all variables entered into the model simultaneously. Variables that had the higher correlation with ethnic victimization were chosen for the analysis. Results of the regression analysis provided confirmation for the research hypothesis. Ethnic victimization predicted by social psychological processes. The use of Greek language ($\beta = -.43, p < .001$), conflict school climate ($\beta = .44, p < .001$), isolation ($\beta = .20, p < .01$) and quality of contact ($\beta = -.16, p < .05$) significantly predicted ethnic victimization. The regression model explained 36% of the variation in Ethnic Victimization, $F(7,154) = 12.30, p < .001$.

The same regression model was conducted with general victimization as the dependent variable. The use of Greek language ($\beta = -.18, p < .05$) and conflict school climate ($\beta = .55, p < .001$) predicted general victimization. The regression model explained 33% of the variation in General Victimization, $F(7,154) = 10.83, p < .001$, among immigrants. Ethnic victimization was related in a greater extend with social psychological processes.

Table 14b. *Regression Analysis with Ethnic Victimization and General Victimization as outcomes, among immigrant students*

	Ethnic Victimization				General Victimization			
	B	SE B	β	R ²	B	SE B	β	R ²
Conflict School Climate	.25	.04	.44***	.36***	.45	.06	.55***	.33***
Separation	.10	.04	.20**		.03	.05	.05	
Assimilation	.00	.04	.01		.03	.05	.05	
Ethnocentrism	-.05	.03	-.11		.02	.05	.03	
Positive Family Norms	.00	.04	.00		.05	.06	.06	
Quality of Contact	-.08	.04	-.16*		.05	.06	.06	
Language Use	-.32	.06	-.43***		-.19	.08	-.18*	

†p ≤ .10. *p ≤ .05. **p ≤ .01

Next to further analysis the unique variance of the predictors cross-sectionally and longitudinally, hierarchical linear regression analyses were used to investigate the effects of Time 1 social processes and personality traits on Time 1 and Time 2 on ethnic victimization and general victimization among immigrants. In all the analyses, General Victim T1 (for Ethnic Victim), Ethnic Victim T1 (for General Victim), gender, age and father's education were included in Step 1 of the regression. Narcissism, impulsivity and callous unemotional were included in the second step of the regression equation, and social psychological processes were included in Step 3.

The hierarchical multiple regression in cross-sectional data revealed that at step one, gender, age, father's education and general victimization T1 contributed significantly to the regression model and accounted for 53% of the variation in Ethnic Bullying, $F(4,153) = 43.640, p < .001$. Only general victimization was significantly associated with ethnic victimization. Introducing personal traits explained an additional variation of 2% in Ethnic Victimization and this change in R² was not significant, $F(3, 150) = 1.51, p = .21$. Step 2 revealed that again only general victimization was positively associated with ethnic victimization behavior. Personal traits and demographics did not significantly predict ethnic victimization (see Table 15 below). Adding Social Psychological Processes to the regression model explained an additional 10% of the variation in Ethnic Victimization and this change in R² was significant, $F(6,144) = 6.69, p < .001$. When all independent variables were included in step three of the regression model general victimization, remained a significant predictor of Ethnic Victimization. Also, language use and family norms predicted ethnic victimization (see Table 15b). Together the independent variables accounted for 65% of the variance in Ethnic Victimization, $F(13,144) = 20.172, p < .001$. In this model social psychological processes contributed

in ethnic victimization above and beyond demographics and personal traits, but not general victimization.

The same regression model was tested with General Victimization at T1 (Table 15 below). The hierarchical multiple regression revealed that at step one, gender, age, father’s education and ethnic victimization T1 contributed significantly to the regression model, $F(4,153) = 48.787, p < .001$ and accounted for 56% of the variation in General victimization. Only ethnic bullying and age were significantly associated with general victimization. Introducing personal traits explained an additional 1% of variation in General Victimization and this change in R^2 was insignificant, $F(3, 150) = 1.03, p = .38$. Step 2 revealed that again only ethnic victimization and age were positively associated with general victimization behavior. Personal traits and demographics did not significantly predict general victimization (see Table 15 below). Adding Social Psychological Processes to the regression model explained an additional 9% of the variation in General Victimization and this change in R^2 was significant, $F(6,144) = 6.16, p < .001$. When all independent variables were included in step three of the regression model ethnic victimization, remained a significant predictor of General Victimization. Also, language use, violence climate and family norms predicted general victimization. Together the independent variables accounted for 66% of the variance in General Victimization, $F(13,144) = 21.25, p < .001$. In this model social psychological processes contributed statistically significant in general victimization.

Table 15b. *Regression Analysis with Ethnic Victimization T1 and General Bullying T1 as outcomes, among immigrant students*

	Ethnic Victimization Time 1					General Victimization Time 1				
	B	SE B	β	R^2	ΔR^2	B	SE B	β	R^2	ΔR^2
Step 1				.53					.56	
General Victim T1	.52	.04	.75***							
Ethnic Victim T1						.80	.08	.71***		
Gender	.06	.06	.06			-.13	.08	-.09		
Age	.04	.02	.10			-.08	.03	-.14**		
Father’s education	.01	.02	.02			-.04	.03	-.08		
Step 2				.55	.02				.57	.01
General Victim T1	.52	.04	.75***							
Ethnic Victim T1						.81	.08	.71***		
Gender	.04	.06	.04			-.10	.08	-.07		

.37, $p < .001$) remained a significant predictor of Ethnic Victimization. Also, language use ($\beta = -.26$, $p < .001$) and family norms ($\beta = .19$, $p < .05$) predicted ethnic victimization. Together the independent variables accounted for 32% of the variance in Ethnic Victimization, $F(13,142) = 5.03$, $p < .001$. In this model social psychological processes contributed in ethnic victimization above and beyond demographics and personal traits, but not general victimization.

The same regression model was tested with General Victimization at T2. The hierarchical multiple regression revealed that step one contributed significantly to the regression model, $F(4,151) = 12.675$, $p < .001$ and accounted for 25% of the variation in General Victimization. Only ethnic victimization was significantly associated with general victimization. Introducing personal traits explained an additional 3% of variation in General Victimization and this change in R^2 was insignificant, $F(3, 148) = 2.122$, $p = .10$. Step 2 revealed that again only ethnic victimization was positively associated with general victimization bullying behavior. Personal traits and demographics did not significantly predict ethnic victimization (see Table 16 below). Adding Social Psychological Processes to the regression model explained an additional 3% of the variation in General Victimization and this change in R^2 was insignificant, $F(6,142) = .823$, $p = .554$. When all independent variables were included in stage three of the regression model, ethnic victimization remained a significant predictor of General Victimization. Together the independent variables accounted for 31% of the variance in General Victimization, $F(13,142) = 4.83$, $p < .001$. In this model as expected social psychological processes did not contribute in the model as in the model above. For results and variances see table 16b below.

As in previous studies personal traits of narcissism, callous unemotional and impulsivity were not associated with victimization, whilst they are traditionally related to bullying behavior and not victimization behavior (Fanti & Henrich, 2014; Fanti & Kimonis, 2012; Jonason, 2015). Thus, the models didn't apply well to victimization and ethnic victimization as outcomes. It is also observed that when controlling for general victimization and ethnic victimization, the control variables contributed significantly to ethnic and general victimization, suggesting that the victims of ethnic bullying are also victims of general bullying or vice versa. McKenney et al., (2006), explain that self-reports of ethnic victimization are highly subjective. Thus, immigrant students may reported higher general bullying and victimization than ethnic bullying and ethnic victimization.

Within specific predictors, there were differences between the cross-sectional and longitudinal estimates. Differences were observed in social psychological processes contribution. In cross-sectional analysis social psychological processes contributed in both ethnic and general victimization T1

explanation. However, in longitudinal design social psychological processes contributed only in ethnic victimization T2.

Table 16b. *Regression Analysis with Ethnic Victimization T2 and General Bullying T2 as outcomes, among immigrant students*

	Ethnic Victimization Time 2					General Victimization Time 2				
	B	SE B	β	R ²	ΔR^2	B	SE B	β	R ²	ΔR^2
Step 1				.21					.25	
General Victim T1	.33	.05	.47***							
Ethnic Victim T1						.56	.09	.45***		
Gender	-.02	.08	-.02			-.17	.09	-.14		
								(.056)		
Age	.01	.03	.02			-.06	.04	-.12		
Father's education	.04	.03	.10			.01	.03	.02		
Step 2				.22	.01				.28	.03
General Victim T1	.33	.05	.47***							
Ethnic Victim T1						.60	.09	.47***		
Gender	-.01	.08	-.01			-.12	.09	-.10		
Age	.02	.03	.04			-.06	.04	-.10		
Father's education	.04	.03	.09			.01	.03	.02		
Narcissism	-.01	.07	-.01			-.04	.08	-.05		
Impulsivity	-.02	.05	-.03			.10	.06	.15		
Callous Unemotional	.05	.05	.08			.11	.06	.14 (.06)		
Step 3				.32	.10**				.31	.03
General Victim T1	.27	.06	.37***							
Ethnic Victim T1						.56	.11	.44***		
Gender	-.01	.08	-.01			-.12	.09	-.10		
Age	.00	.03	.00			-.05	.04	-.10		
Father's education	.05	.03	.14+			.02	.03	.03		
Narcissism	-.06	.07	-.07			-.06	.09	-.06		
Impulsivity	-.00	.05	-.00			.11	.06	.16		
Callous Unemotional	.02	.05	.03			.11	.06	.14 (.058)		
Ethnocentrism	-.01	.04	-.01			.01	.04	.02		
Positive Family Norms	-.10	.05	-.19*			.06	.05	.09		
Negative School Climate	.09	.05	.15+			.08	.06	.11		
Positive Feelings	-.02	.02	-.07			-.00	.02	-.01		

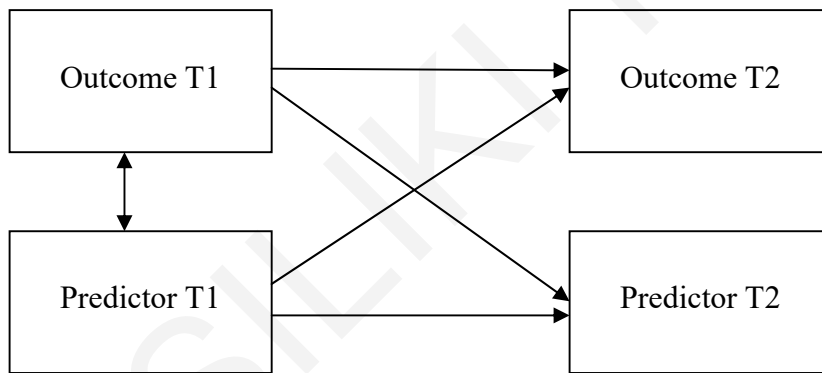
Language Use	-0.20	.06	-.26***	.04	.08	.04
Qualitative Contact	.03	.05	.06	-.05	.06	-.07

Note. Gender was coded with 0 for boys and 1 for girls, Age was coded 0 for High School and 1 for Lyceum, Father’s education was coded 0 – 5 from low to high † $p \leq .10$. * $p \leq .05$. ** $p \leq .01$. + (.05 - .09).

Hypothesis Four

Hypothesis four stating social norms (family and school) favoring prejudice and contact (quality, quantity, friendships) at Time 1 will predict ethnic bullying at Time 2 was partially supported among Greek Cypriots. In order to test the directionality of the relationships between the possible predictor variables examined earlier with the regression models, a cross-lagged model was estimated through AMOS. Gender, age and father’s profession were used as control variables. An example of this model is depicted in Figure 1 below.

Figure 1. Cross – lagged analysis



For examining the statistical significance and implementation of the model two approximate fit indices were used: Bentler Comparative Fit Index (CFI) and Root Mean Square (RMSEA), and goodness of test fit (Chi-square/df). Also the method maximum likelihood was used. A model it is generally acceptable and has a good fit when Chi-square/ df ≤ 3 , CFI $\geq .95$ and RMSEA $\leq .06$ (Hu & Bentler, 1999). The model marginally meets the cutoff criteria; RMSEA = .08 (.06 - .10), CFI = .990 and Chi-square/ df = 4, $p = .000$. The percentage of variance explained by the predictors for ethnic bullying is $R^2 = .28$. The results of the estimation with AMOS on all five outcome variables among Greek Cypriots are presented in Table 17b, below. Family norms at T1 predicted ethnic bullying at T2, whereas ethnic bullying at Time 1 did not predict family norms at T2. That suggests a unidirectional relation between

family norms and ethnic bullying. Less quality of contact at T1 predicted ethnic bullying at T2, and ethnic bullying at T1 predicted less quality of contact at T2. Our results show bidirectional relations, with ethnic bullying working better as a predictor of quality of contact. School norms did not predict ethnic bullying, but in a unidirectional relationship predicted friendships. Contact and norm variables were also tested separately in predicting ethnic bullying and results were the same.

Age also predicted ethnic bullying ($\beta = -.11$, $p < .001$) and gender predicted school norms ($\beta = .10$, $p < .01$), quantity of contact ($\beta = .09$, $p < .01$), quality of contact ($\beta = .11$, $p < .001$) and family norms ($\beta = .06$, $p < .05$), suggesting that boys and younger adolescents get involve in more ethnic bullying, boys have more negative school norms and family norms, and maintain less quantity and quality of contact with immigrant students, than girls. Due to these gender differences between the variables, and the variables described previously, the associations between the two waves were examined again, running the analysis separately in two groups.

The model among boys meets the cutoff criteria; RMSEA = .06 (.02 - .09), CFI = .993 and Chi-square/ df = 2.56, $p = .017$. The percentage of variance explained by the predictors for ethnic bullying is $R^2 = .34$. The model among girls marginally meets the cutoff criteria; RMSEA = .09 (.06 - .10), CFI = .99 and Chi-square/ df = 4.10, $p = .000$. The percentage of variance explained by the predictors for ethnic bullying is $R^2 = .17$. These results suggest that the model functions better for boys.

Quality of contact at Time 1 had unidirectional relation with ethnic bullying at T2 among girls, where ethnic bullying at Time 1 had unidirectional relation with quality of contact at Time 2, among boys. Family norms at Time 1 also had a unidirectional relation with ethnic bullying at Time 2, among boys only. School norms did not predict ethnic bullying or the opposite. Results are shown in Tables 18 and 19.

Father's profession predicted involvement in ethnic bullying ($\beta = -.11$, $p < .05$) among boys, suggesting that boys from low income families were get involved more in ethnic bullying than boys from high income families. Age among girls ($\beta = -.11$, $p < .05$) predicted bullying, and father's profession predicted family norms ($\beta = .09$, $p < .05$), suggesting that younger girls get involved in more ethnic bullying, and that girls with higher family income maintain more positive family norms.

Table 17b. *Cross-lagged associations and their significances among Greek Cypriots (control for gender, age, father's profession)*

	T2 (Y)	Ethnic Bullying T2	Positive Family Norms T2	Positive School Norms T2	Good Quality of Contact T2	Quantity of Contact T2	Friendships T2
T1 (X)							
Ethnic Bullying T1		.37***	-.00	-.04	-.14***	.03	.04
Positive Family Norms T1		-.16***	.52***	.03	.13***	.10**	.03
Positive School Norms T1		-.01	-.02	.50***	.03	.00	-.07*
Good Quality of Contact with immigrants T1		-.10*	.19***	.03	.46***	.06	.11**
Quantity of Contact with immigrants T1		.07	.03	.04	.05	.44***	.24***
Friendships with immigrants T1		-.03	.09*	.04	.11**	.17***	.34***

Note. Standardized Regression Weights.

*p<0.05, **p< 0.01, ***p<0.001

Table 18b. *Cross-lagged associations and their significances among Greek Cypriot females (control for gender, age, father's profession)*

	T2 (Y)	Ethnic Bullying T2	Positive Family Norms T2	Positive School Norms T2	Good Quality of Contact T2	Quantity of Contact T2	Friendships T2
T1 (X)							
Positive Family Norms T1		.28**	.04	-.05	-.08	.09*	.04
Positive School Norms T1		-.11	.59***	.02	.15**	.11*	.06
Good Quality of Contact with immigrants T1		-.06	-.02	.49***	.06	-.05	-.14**
Quantity of Contact with immigrants T1		-.12*	.18***	-.01	.41***	.09	.09
Friendships with immigrants T1		.09	-.06	.02	.04	.44***	.32***
Friendships with immigrants T1		-.01	.09	.01	.14*	.19***	.29***

Note. Standardized Regression Weights.

*p<0.05, **p< 0.01, ***p<0.001

Table 19b. *Cross-lagged associations and their significances among Greek Cypriot males (control for gender, age, father's profession)*

	T2 (Y)	Ethnic Bullying T2	Positive Family Norms T2	Positive School Norms T2	Good Quality of Contact with immigrants T2	Quantity of Contact with immigrants T2	Friendships with immigrants T2
T1 (X)							
Ethnic Bullying T1	.38***		-.03	-.04	-.19***	-.02	.04
Positive Family Norms T1	-.21***	.46***		.04	.11	.08	-.03
Positive School Norms T1	.05	-.02	.45***		-.02	.03	.02
Good Quality of Contact with immigrants T1	-.09	.17**	.08	.49***		.06	.13*
Quantity of Contact with immigrants T1	.02	.12*	.07	.05	.47***		.13*
Friendships with immigrants T1	-.01	.08	.05	.08	.14*	.41***	

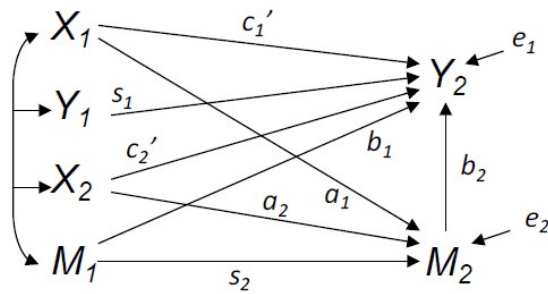
Note. Standardized Regression Weights.

*p<0.05, **p< 0.01, ***p<0.001

Hypothesis Five

Hypothesis five stating social norms (family and school) favoring prejudice and contact (quality, quantity, friendships) at Time 1 will predict ethnic bullying at Time 2 through threats (Stephan & Stephan, 1996) of Time 2, was supported among Greek Cypriots. Direct and indirect effects were calculated. Gender, age and father's profession were used as control variables. Cross-lagged full mediation models were estimated through AMOS. An example of this model is depicted in Figure 2 below.

Mediation can be tested with cross-sectional data (although causal conclusions may not be appropriate), but the current study will be based on a two-wave longitudinal design. We might all agree that longitudinal designs enable us to test for mediation effects in a more rigorous manner than do cross-sectional designs. Ideally, we would prefer to have a temporal lag for the *X-M* relation and the *M-Y* relation. Although a three-wave design might be the best suited for a three variable causal chain, we can examine each link longitudinally using only two waves of data (Cole & Maxwell, 2003). This analysis assumes the researcher has available the predictor, mediator, and outcome measured at both time points.



In this figure X_1 , M_1 , and Y_1 are all measured at Wave 1, and X_2 , M_2 , and Y_2 are all measured at Wave 2. The analysis can be represented by a system of two regression equations, where a , b , c' , and s are regression coefficients, and X , M , and Y are variables with subscripts indicating time of measurement (MacKinnon, 2008). One can estimate the indirect effect from this model using two regression models or a single structural equation model (Roth & MacKinnon, 2012). This approach to mediation with two waves may not always be the most appropriate. In some cases, the X - M relationship or the M - Y relationship may be hypothesized to be more immediate. In which case, the lag time of the study may not be best match for one of these relationships. An important limitation of this analysis is that measurement error may impact the regression estimates of any of the paths. A latent variable model would address this limitation as well as allow for a more accurate estimate of autoregressive effects by including correlated errors over time. An addition concern is that the measurement properties of each measure are not consistent over time, a condition known as *longitudinal invariance*, creating to a methodological artifact. Longitudinal invariance is important, because, if the reliability of the measure changes over time, it is possible that the change observed is not a result of a theoretical processes but a result of measurement properties instead. The above described analysis assumes measurement invariance, whereas the use of latent variables with multiple indicators would allow the researcher to test for measurement invariance (Roth & MacKinnon, 2012). An example of the model used in current thesis is depicted in Figure 2 and Figure 3 below.

For examining the statistical significance and implementation of the model two approximate fit indices were used: Bentler Comparative Fit Index (CFI) and Root Mean Square (RMSEA), and goodness of test fit (Chi-square/df). Also the method maximum likelihood was used. A model it is generally acceptable and has a good fit when Chi-square/ df ≤ 3 , CFI $\geq .95$ and RMSEA $\leq .06$ (Hu & Bentler, 1999). The model meets the cutoff criteria RMSEA = .01, CFI = .999 and Chi-square/ df = 0.07, $p = .928$. The percentage of variance explained by the predictors for ethnic bullying is $R^2 = .39$.

Figure 2. Mediation using two waves of data

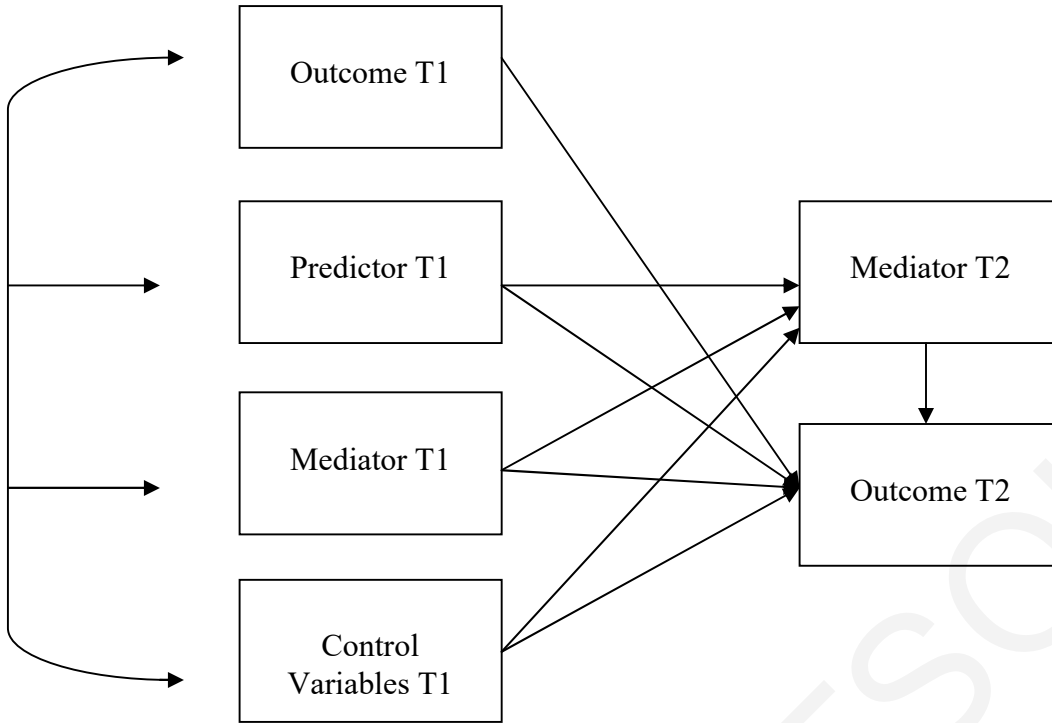
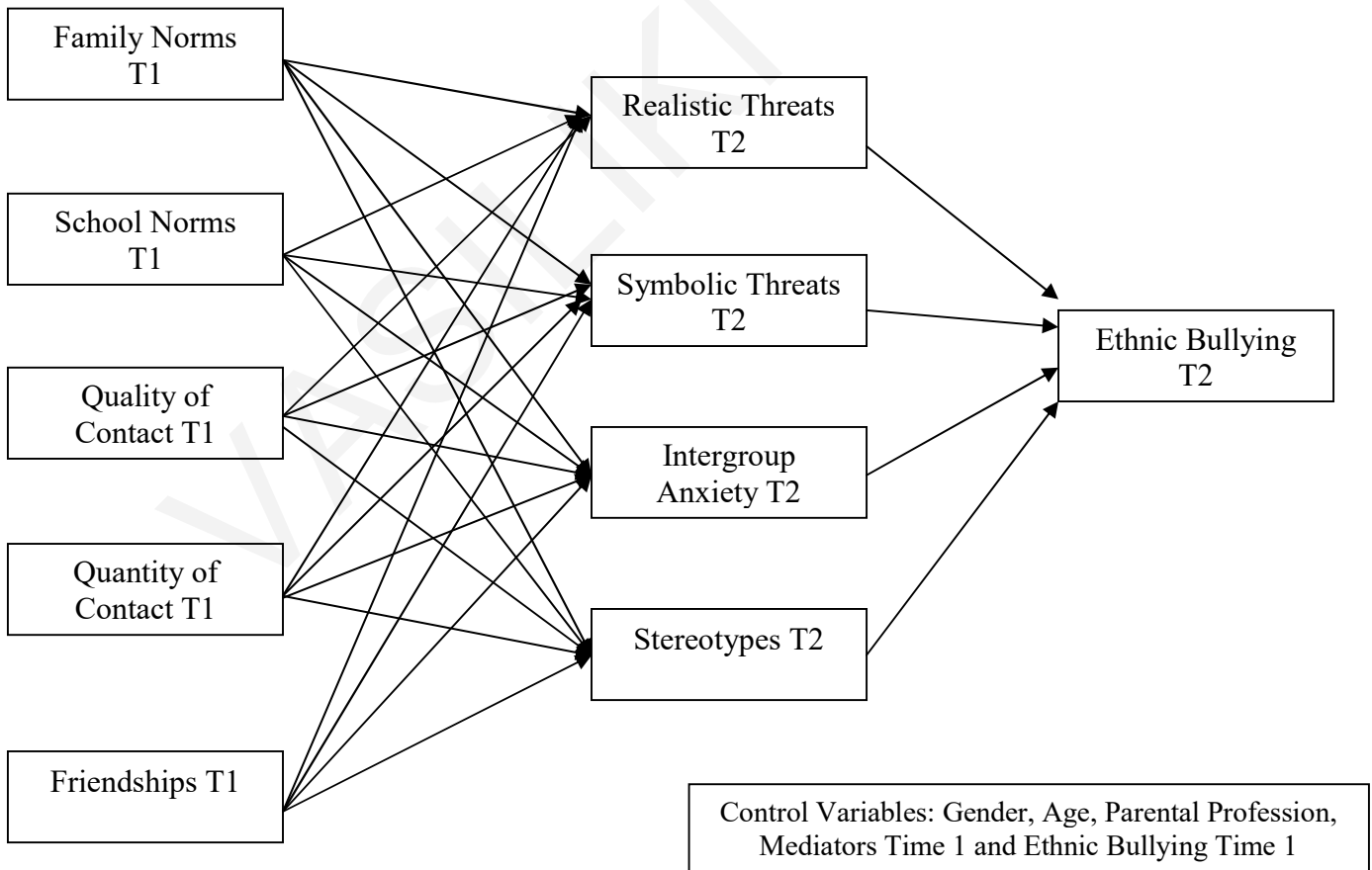


Figure 3. Mediation model of the current study using two waves data



Family norms at Time 1 predicted positive stereotypes ($b = .10, p < .05$), realistic threats ($b = -.11, p < .01$), symbolic threats ($b = -.10, p < .05$) and intergroup anxiety ($b = -.14, p < .01$) at Time 2. School Norms at Time 1 predicted only positive stereotypes at Time 2 ($b = -.06, p < .05$). School norms did not significantly predict the other three mediators at Time 2. They were related insignificantly with realistic threats ($b = .03, p = .22$), symbolic threats ($b = .01, p = .63$) and intergroup anxiety ($b = .20, p = .73$). Friendships at Time 1 significantly predicted positive stereotypes ($b = .07, p < .05$) and reduction of intergroup anxiety ($b = ., p < .05$). Quantity of contact significantly predicted symbolic threats ($b = .10, p < .05$). Quality of contact at Time 1 predicted intergroup anxiety ($b = -.16, p < .001$) at Time 2. Mediators of Time 2, positive stereotypes ($b = -.14, p < .01$), symbolic threats ($b = .20, p < .001$) and realistic threats ($b = .15, p < .01$) significantly predicted ethnic bullying at Time 2 (outcome). However, the mediator intergroup anxiety did not predict ethnic bullying ($b = .05, p = .26$).

Additionally, no direct effects were observed between predictors of Time 1 and outcome of Time 2. Family norms ($b = -.06, p = .11$), schools norms ($b = -.03, p = .36$), quality of contact ($b = -.02, p = .64$), quantity of contact ($b = .06, p = .13$) and friendships ($b = .003, p = .94$) of Time 1 did not significantly correlated with ethnic bullying of Time 2. Control variable parental profession significantly predicted only the mediator realistic threat ($b = .05, p < .05$). Control variables parental profession ($b = .32, p = .26$) and gender ($b = -.002, p = .95$) did not significantly correlated with ethnic bullying. Control variable age however predicted ethnic bullying ($b = -.11, p = .001$).

For examining the equivalence between males and females on the mediation model (Hypothesis 5a), multi-group analysis SEM was conducted. The model was tested separately in each group and in this regard, the model was found to be exceptionally well fitting $\chi^2(4) = 5.82, p = .213$; CMIN/DF = 1.45, CFI = .999; RMSEA = .034 (.000 - .090) among females and $\chi^2(4) = 3.04, p = .551$; CMIN/DF = 0.76 CFI = 1.00.; RMSEA = .00 (.000 - .78) among males. Fit indices of baseline model suggest a good model, chi-square (8) = 8.862, $p = .354$ chi-square/df = 1.11, CFI = 1.00, RMSEA = .013 (.00 - .048). The equivalence was examined between variances and covariances, between error variances, between residuals and means. For comparing the models CFI criterion was used, whereas $\Delta CFI < .01$ equivalence between groups is met (Cheung & Rensvold, 2002) and also chi-square was used, whereas $\Delta \text{chi-square} < .05$ equivalence it is not met. Importantly, provided with evidence that the structural weights, intercepts, means, covariances and residuals are not equivalent across the two groups ($\Delta \chi^2 = p < .05$). The result confirms also the fact that the ΔCFI exceeded value

of .001. This result (Table 20b below) advises that all structural paths, factor covariances, factor residual variances, and error variances are not operating equivalently across genders.

The percentage of variance explained by the predictors for ethnic bullying is $R^2 = .46$ for males and $R^2 = .27$ for females. As is seen in the Table 21 below, there are many differences between males and females. The model functions differently across genders. Family norms predicted all four mediators only among boys (opposite with the hypothesis). School norms directly predicted ethnic bullying only among girls. Quality of contact and friendships functioned better among girls in line with hypothesis 5a, reducing stereotypes and anxiety. Stereotypes and symbolic threats predicted ethnic bullying among girls, and realistic and symbolic threats predicted ethnic bullying among boys. Age also predicted ethnic bullying among boys only, suggesting that boys (12-14 years old) are get involve more in ethnic bullying than boys (15-17 years old).

Table 20b. Multigroup Analysis SEM among genders

Model Description	Comparative Model	χ^2	Df	$\Delta\chi^2$	Δdf	Sig.	CFI	ΔCFI
Configural Model	-	8.862	8	-	-	.354	1.00	-
Structural Weights	8.862	87.605	67	78.743	59	.046	.996	.004
Structural Intercepts	8.862	98.437	72	89.575	64	.021	.995	.005
Structural Means	8.862	167.431	84	158.568	76	.000	.983	.017
Structural Covariances	8.862	431.251	162	422.389	154	.000	.945	.055
Structural Residuals	8.862	488.479	173	479.617	165	.000	.936	.064

Note. $\Delta\chi^2$ = difference in chi-square values between models; Δdf = difference in number of degrees of freedom between models.

Table 21b. *Moderated Mediation and their significances among genders*

<i>Predictors</i>	Females					Males				
	Realistic Threats T2(M)	Positive Stereotypes T2(M)	Anxiety T2(M)	Symbolic Threats T2(M)	Ethnic Bully T2 Direct effects	Realistic Threats T2(M)	Positive Stereotypes T2(M)	Anxiety T2(M)	Symbolic Threats T2 (M)	Ethnic Bully T2 Direct effects
Family Norms T1(X)	-.07	.06	-.14**	-.02	-.08	-.16**	.16*	-.14*	-.19**	-.05
School Norms T1(X)	.08	.01	-.02	-.03	-.09*	.03	-.07	.06	.03	.02
Quality of Contact T1(X)	-.05	.13*	-.14*	-.08	-.07	-.02	.00	-.16**	-.01	-.01
Quantity of Contact T1(X)	-.08	-.00	-.04	.11	.10	.06	.02	-.01	.07	.01
Friendships T1(X)	-.02	.12*	-.12*	-.09	.02	-.06	.03	-.02	-.02	-.05
Age	-.04	.02	-.06	.01	-.08	-.01	.01	-.04	.03	-.11*
Father's Profession	-.05	.06	-.06	-.01	.03	-.07	-.02	.01	-.03	-.08+
Outcome Variable										
Ethnic Bullying T2 (Y)	.14	-.19**	.02	.16**	-	.17*	-.11	.11	.19**	
R ²	.45	.37	.41	.27	.27	.56	.43	.46	.41	.46

Note. Standardized Regression Weights. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. + (.05 - .09). Age was coded 0 for High School and 1 for Lyceum; Father's profession was coded 0 – 2, low – high. The final row of this table describes the total Rsquare of the model when both direct and indirect effects are included in the model. The row of ethnic bullying T2 reports the paths from mediators to outcome.

Hypothesis Six

Hypothesis six stating social norms favoring prejudice and contact can lead to ethnic bullying through threats and negative attitudes in participants highly attached to ethnic identity (moderated mediation model) is confirmed. The model functions better among highly attached to ethnic identity. Cross-lagged moderated - mediation models were estimated through AMOS. Participants were separated in order to compare results across the two groups. The first group consisted of students attached to ethnic identity – participants that reported that they felt more Greeks (284 participants) – and the second group consisted of students attached to civic identity – participants that reported that they felt more Cypriots (401 participants).

The model tested separately in each group and in this regard, the model was found to be exceptionally well fitting $\chi^2(4) = 7.44$, $p = .114$; CMIN/DF = 1.86, CFI = .999; RMSEA = .05 (.000 -

.116) among attached to ethnic identity and $\chi^2(4) = 7.89$, $p = .095$; CMIN/DF = 1.97, CFI = .998; RMSEA = .04 (.000 - .100) among attached to civic identity. For examining the equivalence between the two groups on the model, multi-group analysis SEM was conducted, controlling for gender, age and father's profession.

Fit indices of baseline model suggest a good model, chi-square (8) = 15.337, $p = .053$, chi-square/df = 1.91, CFI = .999, RMSEA = .37 (.00 - .064). The equivalence was examined between variances and covariances, between error variances, between residuals and means. For comparing the models CFI criterion and chi-square were used. Importantly, provided with evidence that the structural weights, intercepts, means, covariances and residuals are not equivalent across the two groups ($\Delta\chi^2 = p < .05$). The result confirms also the fact that the Δ CFI exceeded value of .001. This result (Table 22b) advises that all structural paths, factor covariances, factor residual variances, and error variances are not operating equivalently across groups.

Table 22b. *Multigroup Analysis SEM, Moderated Mediation (Relative Identity)*

Model	Comparative							
Description	Model	χ^2	Df	$\Delta\chi^2$	Δ df	Sig.	CFI	Δ CFI
Configural Model	-	15.337	8	-	-	.053	.999	-
Structural Weights	15.376	118.490	72	103.153	64	.001	.991	.008
Structural Intercepts	15.376	127.964	77	112.627	69	.000	.990	.009
Structural Means	15.376	165.069	90	149.732	82	.000	.985	.014
Structural Covariances	15.376	373.876	181	358.538	173	.000	.962	.037
Structural Residuals	15.376	463.663	192	448.325	184	.000	.946	.053

Note. $\Delta\chi^2$ = difference in chi-square values between models; Δ df = difference in number of degrees of freedom between models.

The percentage of variance explained by the predictors for ethnic bullying is $R^2 = .27$ for participants attached to civic identity and $R^2 = .46$ for participants attached to ethnic identity. As is seen in Table 23b below, there are many differences between participants attached to ethnic and civic identity. The model functions differently across groups.

Family norms predicted all four mediators (threats, stereotypes, anxiety, and positive stereotypes) only among ethnic attached participants. Family norms predicted only anxiety mediator among civic attached participants. School norms predicted stereotypes only among participants attached to civic identity. Quality of contact predicted anxiety in both groups. Quantity of contact had a direct effect on ethnic bullying only among civic attached participants. Friendships predicted only stereotypes and anxiety only among ethnic attached participants. Additionally, the mediators stereotypes and symbolic threats predicted ethnic bullying among ethnic attached students and realistic threats predicted ethnic bullying among civic attached students. Gender did not affect the variables, but age directly predicted ethnic bullying only among ethnic attached students, suggesting that younger adolescents (12-14) attached to a more Greek identity exhibit more ethnic bullying, than older adolescents (15-17).

Additionally, descriptive statistics (Table 24b below) and t-test show exactly the differences between groups. Participants attached to ethnic identity involve in a greater extent in ethnic bullying, report more threats and more anxiety, report less positive feelings, stereotypes, contact and friendships, less positive school norms and family norms, than participants attached to civic identity. The differences were statistically significant for all the variables, except positive feelings and school norms.

Based on our results we suggest a final model presented in Figure 4 below. Family Norms T1, Outgroup Friendships T1, Relative Identity T1 and Narcissism can predict Ethnic Bullying through Threats, Stereotypes and Anxiety, controlling for gender, age, father's profession, mediators T1 and outcome in T1. This model was examined in all participants. The variables placed on the model based on previous statistical significant findings of current research –narcissism had the strongest correlation with threats and ethnic bullying among personal traits-. The suggested model is depicted in Figure 4 and 5 below.

Table 23 b. *Moderated Mediation and their significances, Relative Identity*

	Ethnic Identity Attachment (Greek Centric)					Civic Identity Attachment (Cypriot Centric)				
	Realistic Threats T2(M)	Positive Stereotypes T2(M)	Anxiety T2(M)	Symbolic Threats T2(M)	Ethnic Bully T2 Direct Eff	Realistic Threats T2(M)	Positive Stereotypes T2(M)	Anxiety T2(M)	Symbolic Threats T2 (M)	Ethnic BullyT2 Direct eff
Family Norms T1(X)	-.15**	.13*	-.14*	-.16*	-.05	-.08	.06	-.14**	-.04	-.05
School Norms T1(X)	-.05	-.02	.05	-.02	-.04	.07+	-.09*	.03	-.02	-.03
Quality of Contact T1(X)	-.09	.08	-.19**	-.08	.02	.04	.08	-.12*	-.02	-.06
Quantity of Contact T1(X)	.13*	-.07	.07	.16*	.01	-.11*	.05	-.12*	.05	.13*
Friendships T1(X)	-.04	.14*	-.14*	-.04	.02	-.03	.01	-.02	-.07	-.001
Age	-.03	.04	-.10*	-.01	-.16***	-.01	.00	-.02	.04	-.04
Gender	-.09+	.07	.02	-.10 +	-.01	-.04	.06	-.01	-.06	-.01
Parental Profession	-.09*	.04	-.02	-.06	-.001	-.06+	.01	-.03	.00	-.07+
Outcome Variable										
Ethnic Bullying T2(Y)	.08	-.20**	.05	.26***	-	.19*	-.07	.08	.12 (.06)	-
R ²	.56	.42	.45	.33	.46	.51	.38	.40	.38	.27

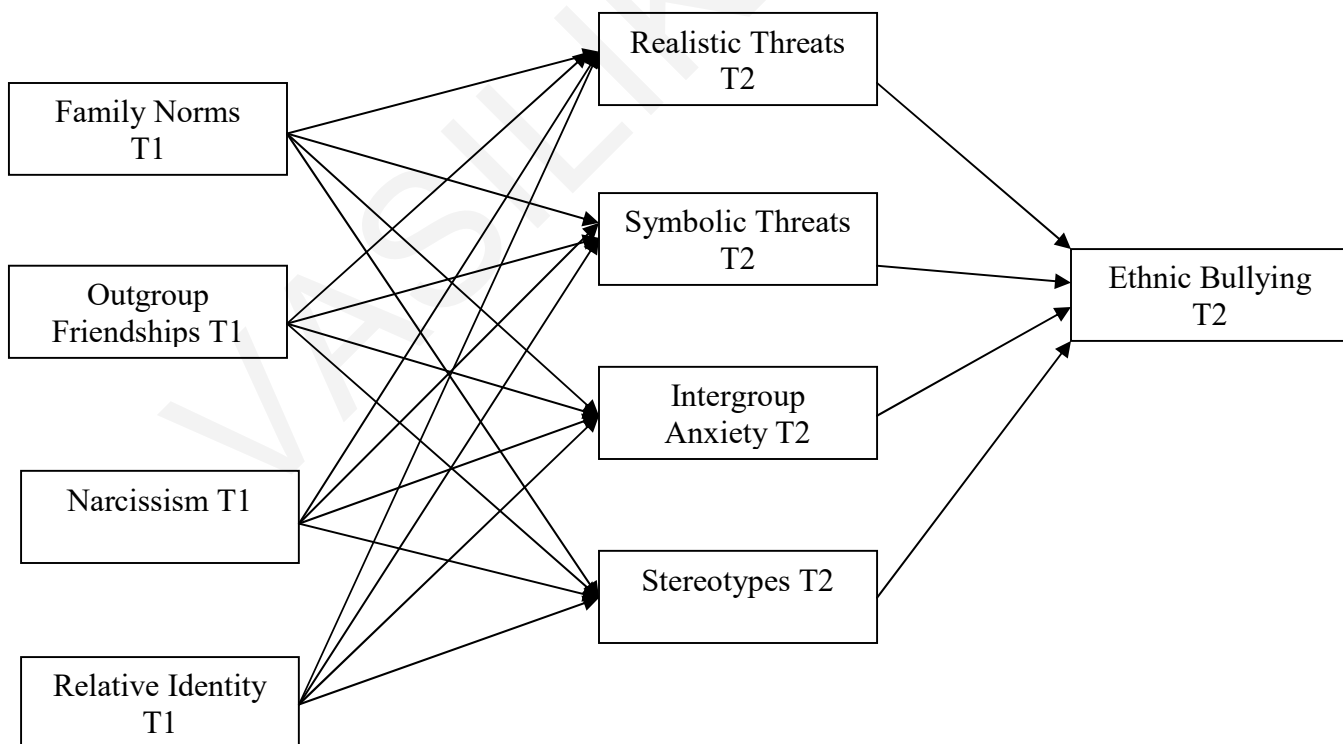
Note. Standardized Regression Weights. *p<0.05, **p< 0.01, ***p<0.001. + (.05 - .09). Gender was coded with 0 for boys and 1 for girls; Age was coded with 0 for High School and 1 for Lyceum. Father's profession was coded 0 – 2, low – high. The final row of this table describes the total Rsquare of the model when both direct and indirect effects are included in the model. The raw of ethnic bullying T2 reports the paths from mediators to outcome.

Table 24b. *Differences between ethnic attachment and civic attachment*

		Ethnic Attachment (Greekcentrism)		Civic Attachment (Cypruscentrism)		Comparisons		
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>Df</i>	<i>Sig.</i>
1	Ethnic Bullying T2	.34	.62	.17	.35	4.22	400.812	.000
2	Realistic Threats T2	1.64	.93	1.31	.82	-4.77	549.960	.000
3	Symbolic Threats T2	1.32	1.06	.99	.95	-4.14	548.728	.000
4	Positive Stereotypes T2	1.89	.83	2.17	.74	-4.54	559.377	.000
5	Intergroup Anxiety T2	1.80	.87	1.55	.78	3.80	558.166	.000
6	Positive Feelings T2	5.64	1.61	5.83	1.75	-1.52	631.684	.129
7	Positive Family Norms T1	2.69	.94	3.01	.77	-4.77	530.544	.000
8	Positive School Norms T1	2.62	.81	2.64	.88	-.238	637.760	.812
9	Quality of Contact T1	2.25	.89	2.45	.81	-2.97	557.497	.003
10	Quantity of Contact T1	1.24	.74	1.37	.81	-2.14	641.192	.032
11	Friendships with immigrants T1	.46	.43	.53	.49	-2.05	654.923	.041

Figure 4. *Suggested Model among Greek Cypriots*

Controlling for Gender, Age, Father's Profession, Mediators in Time 1 and Direct Effects



The model was found to fitting well in the data $\chi^2 (15) = 29.391, p = .014$; CMIN/DF = , CFI = .997; RMSEA = .037 (.000 - .052) among all participants. As is seen in Table 25b below all mediators are predicted significantly. Family norms and narcissism predicted all four mediators. Friendships predicted positive stereotypes and anxiety. Relative identity predicted realistic threats and stereotypes. Threats and stereotypes predicted ethnic bullying. Social psychological variables had direct and indirect effects with ethnic bullying, while narcissism had only indirect effects with ethnic bullying.

Figure 5. Suggested Model among Greek Cypriots

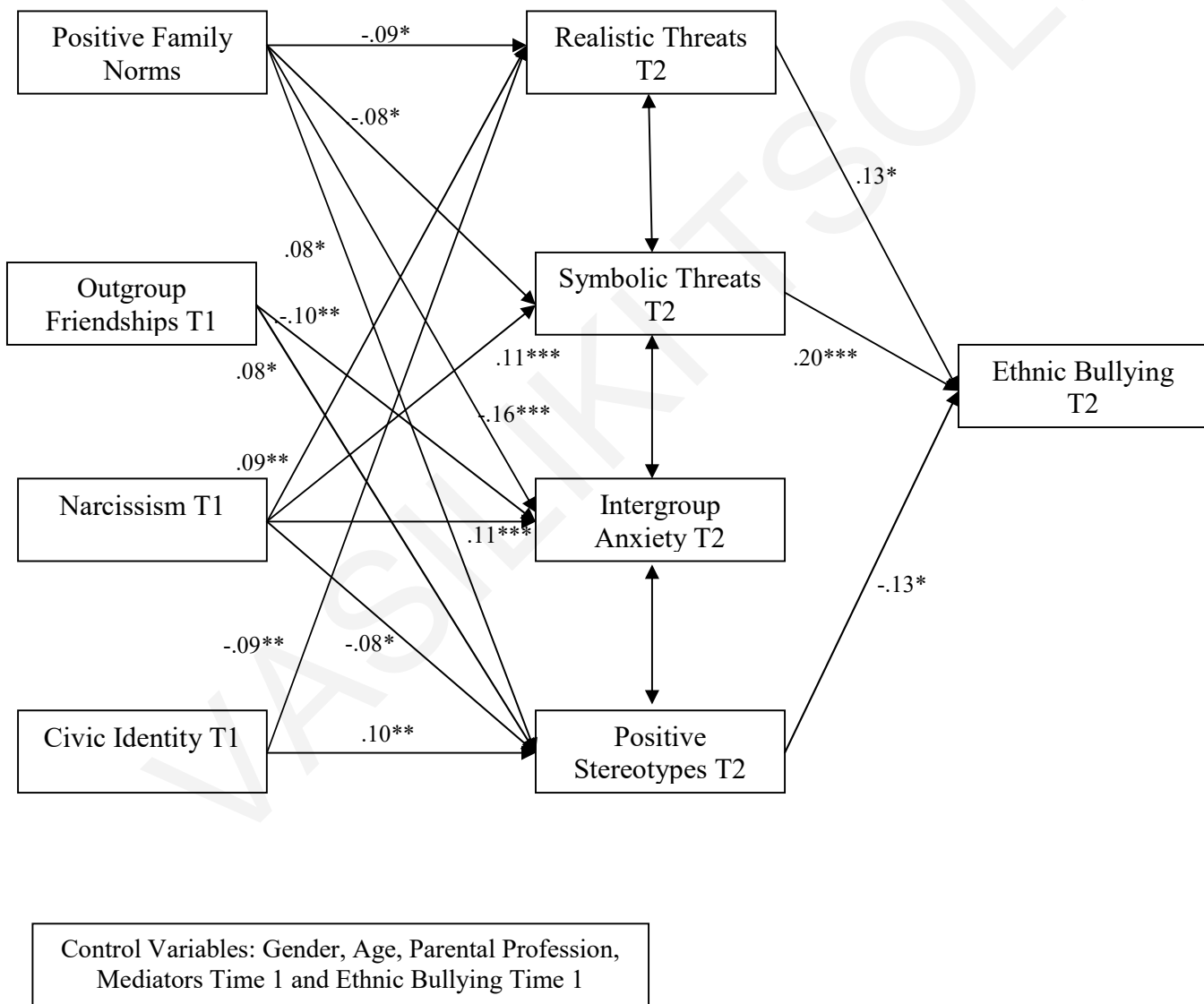


Table 25b. *Model Estimates of suggested model among Greek Cypriots*

	Realistic Threats T2	Symbolic Threats T2	Positive Stereotypes T2	Intergroup Anxiety T2	Ethnic Bullying T2 (Direct Effects non shown in Figure 5)
Positive Family Norms T1	-.09*	-.08*	.08*	-.16***	-.11**
Outgroup Friendships T1	-.04	-.01	.08*	-.10**	.07*
Narcissism T1	.09**	.11***	-.08*	.11***	.06+
Relative Identity	-.09**	-.06+	.10**	-.05+	-.13***
Gender	-.04	-.06+	.06+	.01	-.01
Age	-.03	.01	.02	-.06*	-.11***
Father's Profession	-.07**	-.03	.04	-.04	-.02
Outcome Variable					
Ethnic Bullying T2 (Y)	.13*	.20***	-.13*	.09+	-
R ²	.53	.37	.42	.42	.33

Note. Standardized Regression Weights. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. + (.05 - .09); Gender was coded with 0 for boys and 1 for girls; Age was coded with 0 for High School and 1 for Lyceum; Father's profession was coded 0 – 2, low – high. The final row of this table describes the total Rsquare of the model when both direct and indirect effects are included in the model. The row of ethnic bullying T2 reports the paths from mediators to outcome.

Hypothesis Seven

Hypothesis seven stating that language knowledge, concentration of natives in classroom, separation, and quality of contact, ethnocentrism, violence climate and assimilation at T1 will predict inter ethnic bullying at T2, was partially confirmed among immigrants. The results of the estimation with AMOS on all outcome variables among immigrants are presented in Table 26b and 27b, below. Concentration of natives in classroom, separation, low levels of assimilation and Greek language nonuse at T1 predicted ethnic bullying at T2 and the opposite. Our results show bidirectional relations among immigrants. Quality of contact and ethnocentrism did not predict ethnic bullying at T2. Ethnic bullying of Time 1 predicted Violence climate of T2 in a unidirectional relationship.

Table 26b. *Cross-lagged associations and their significances among immigrants, Ethnic Bullying at Time 2*

X(T1)	Natives in Classroom of Contact	Quality of	Separation	Language Use	Violence Climate	Assimilation	Ethnocentrism
Y (T2)							
Ethnic Bullying	.11*	.08	.20***	-.12*	.02	-.34***	.10

Note. Standardized Regression Weights. *p<0.05, **p< 0.01, ***p<0.001

Table 27b. *Cross-lagged associations and their significances among immigrants, Ethnic Bullying at Time 1*

	(Y) T2	Quality of Contact	Separation	Language Use	Violence Climate	Assimilation	Ethnocentrism
X (T1)							
Ethnic Bullying		-.04	.16*	-.35***	.18*	-.24**	-

Note. Standardized Regression Weights. *p<0.05, **p< 0.01, ***p<0.001. Ethnocentrism was not measured at T2.

Hypothesis 7 also stating that violence climate, friendships, family norms, ethnocentrism, religion, Greek language use, place of birth and degree of acculturation at T1 will predict inter ethnic victimization at T2 did not confirm. The results of the estimation with AMOS on all outcome variables among immigrants are presented in Table 28b and 29b below. Only assimilation at T1 negatively predicted inter ethnic victimization in a one way relationship. However, inter ethnic victimization at T1 negatively predicted quality of contact and language use, and positively predicted separation at T2 with a one way direction.

Table 28b. *Cross-lagged associations and their significances among immigrants, Ethnic Victim at Time 2*

X (T1)	Assimilation	Violence Climate	Quality of Contact	European	Family Norms	Ethno-Centrism	Religion	Greek Language Use	Place of birth	Separation
Y (T2)										
Ethnic Victim	-.20**	.07	-.09	.04	-.08	.00	.04	.05	.01	.01

Note. Standardized Regression Weights. *p<0.05, **p< 0.01, ***p<0.001

Table 29b. *Cross-lagged associations and their significances among immigrants, Ethnic Victim at Time 1*

X (T2)	Assimilation	Violence Climate	Quality of Contact	European	Family Norms	Ethno- centrism	Religion	Greek Language Use	Separation
Y (T1)									
Ethnic Victim	-.07	.06	-.19**	-	-.03	-	.06	-.14*	.23**

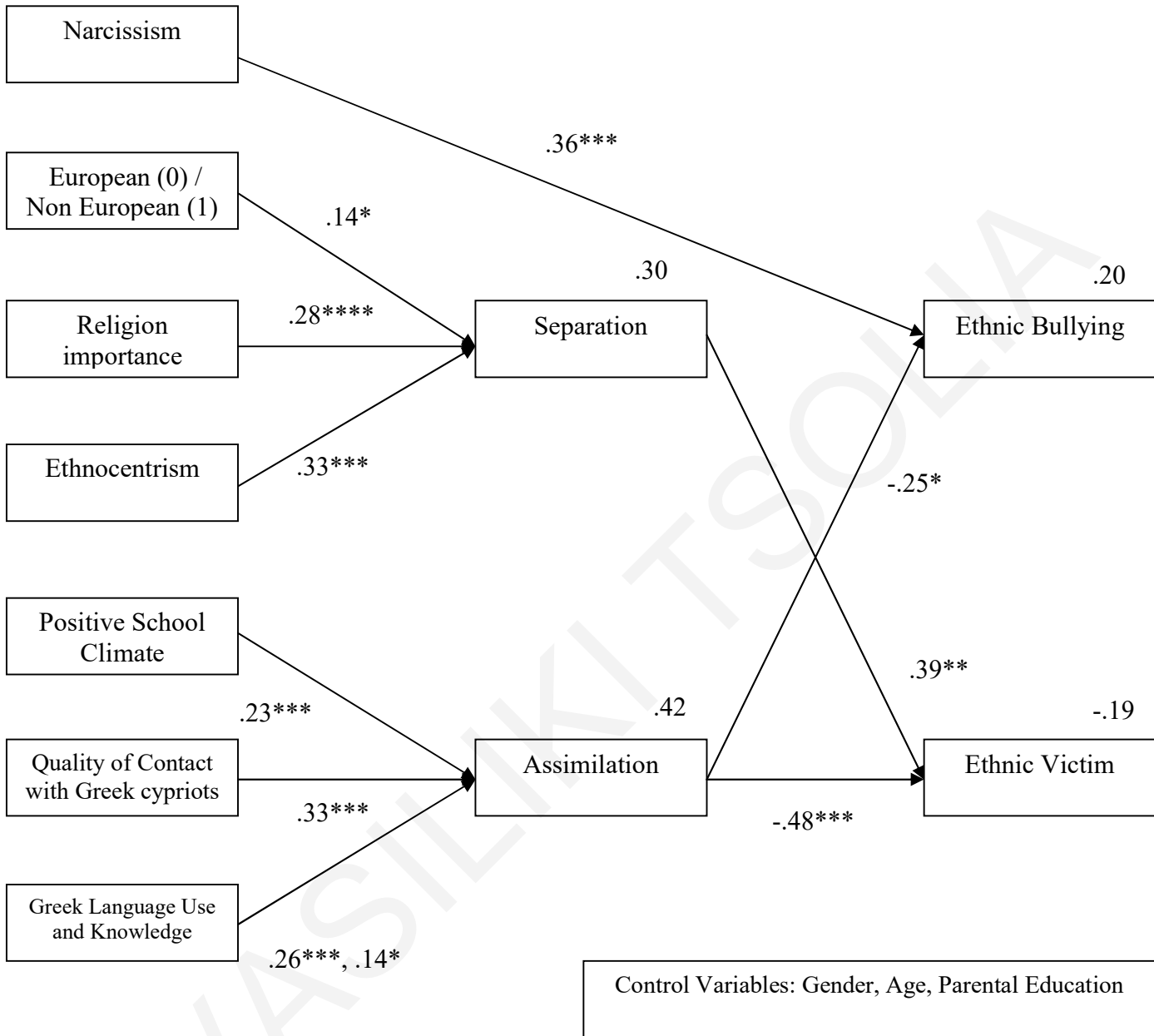
Note. Standardized Regression Weights. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. Ethnocentrism was not measured at T2.

Based on the above findings and the acculturation literature, the final model suggested for immigrants, is presented in Figure 6 below. Demographics, quality of contact through friendships, language knowledge and use, ethnocentrism, negative climate and narcissism can predict inter ethnic bullying and victimization through assimilation and separation, controlling for gender, age, father's education and concentration of compatriots in classroom. Father's education was only utilized because it was associated with the other variables of interest.

This model was examined among immigrants. The variables placed on the model based on previous statistical significant findings of current research. The model was found to be fitting quite well $\chi^2(27) = 44.953$, $p = .017$; CMIN/DF = 1.66, CFI = .959; RMSEA = .060 (.026 - .092) among immigrants. Narcissism directly predicts ethnic bullying. Non European origin, religion importance and ethnocentrism predict separation, and positive school climate, language knowledge and contact predict assimilation. Assimilation predicts both bullying and victimization, while separation predicts only victimization. The standardized regression weights of the paths are presented at the Figure 6 below. Control variables, father's education ($b = -.15$, $p < .050$) and age ($b = -.17$, $p < .05$) predicted inter ethnic bullying directly and did not associate with other variables.

Figure 6. Suggested model among immigrants

Note. Standardized Regression Weights. *p<0.05, **p< 0.01, ***p<0.001.



CHAPTER FOUR

Qualitative Research

The final research question was investigated with qualitative methodology. Qualitative research can interpret complicate social-psychological phenomena through reach information and can give answers related to “Why” and “How”. Qualitative methodology can also investigate how individuals construct the meanings of situations around them (Willig, 2001), taking into account the social –cultural context and interactions (Mackey & Gass, 2013). However, the context of interaction is of great importance in current research. Qualitative research is methodologically suitable for examining motivations, representations, attitudes and behaviors (Dey, 2003). Consequently, the reasons behind specific beliefs will be better understood and new possible hypotheses that were not bibliographically covered can be revealed.

There is a distinct tradition in the literature on social science research methods that supports the use of multiple methods. In fact, most textbooks underscore the desirability of mixing methods (Jick, 1979). Jick (1979), also points out that the use of multiple measures can uncover a unique variance that may not have been revealed through a single method, increasing understanding when new or deeper insight emerges. According to Greene, Caracelli, and Graham (1989), there are three purposes for mixed-methods research: (a) triangulation, to corroborate data and obtain convergent validity; (b) complementarily, to more fully explain the results of analyses; and (c) development, to guide further data collection, sampling, or analysis. In this thesis qualitative research is used complementary to explain how social psychological mechanisms and processes are functioning and interrelate during discourse, producing a more complete understanding of the organizational cultures through complementarity.

Data Collection

The analysis of this section aimed to examine the existence of inter ethnic bullying at school, to identify the most frequent victims of bullying at school, to identify the reasons behind victimization and to examine the societal and contextual factors that relate to inter ethnic bullying.

Qualitative question: What are the perspectives of students on the existence and causes of inter ethnic bullying.

For the examination of the above question, two focus groups were carried out, the first with 6 and the second with 8 participants (Kitzinger, 1995), which lasted 60 – 75 minutes (Rabiee, 2004). The first group consisted of Greek Cypriots (14 – 16 years old) and the second focus group consisted of both Greek Cypriots and European immigrant children (13 – 17 years old). Participants of the first

group were students from the same school, as the discussion can evolve more easily when individuals know each other (Kitzinger, 1995). In the other group participants came from 7 different schools. Participants of the qualitative research came from 8 different schools, 3 with high concentration of immigrants, 4 with medium concentration of immigrants and 1 with zero concentration of immigrants (5 Lyceums – 3 High Schools; 1 private school and 7 public schools). Participants were recruited by outreaching to the researcher's personal contacts and using snowball sampling, because of practical difficulties performing focus groups at school. In the first group I triggered the discussion by providing real incidents that happened in other schools and by showing some pictures. In the other group the discussion started regarding general relations at school and ending up with intergroup relations at school. All names of participants presented below have been changed into a pseudo name.

Focus groups are a commonly used method by social and human scientists (Marková, Linell, Grossen & Orvig, 2007). Focus groups can help the researcher to understand the beliefs and the experiences of participants without losing the dynamics of groups (Krueger & Casey, 2000), whereas the interaction works as a mean of information production (Catterall & Maclaran, 1997). In discussions they can also make discoveries about cultural values and group norms (Kitzinger, 1995), which are possible to guide ingroupers and reflect on the reasons behind their views and beliefs on ethnic bullying. Focus groups can easily access social knowledge, social representations and attitudes through different or opposite beliefs, constructed during the dialogue. Group discussions are inhabited by participant's different voices which often reveal stereotypes. Through discourse other voices and dialogues can be heard and any verbal expression includes traits of previous discourses. Focus groups can be labeled as the society thought (Marková, Linell, Grossen & Orvig, 2007). Thus focus groups will also be used to uncover group norms.

Focus groups are a useful method to explore the depth and nuances of participants' opinions regarding an issue. The focus group synergy also allows one participant to draw from another or to collectively brainstorm together, and this may lead to a large number of ideas, opinions, issues, and topics being discussed (Berg, 1998). The focus group method was chosen for this study because it allowed access to socially-constructed expressed views, opinions, experiences, and attitudes of the participants (Berg, 1998).

Focus group interview tape-recordings were transcribed and went through several phases of analysis. A preliminary analysis was conducted in order to get a general sense of the data and reflect on its meaning. Next, a more detailed analysis was performed and data was divided into codes (segments or units that reflected specific thoughts, attitudes, and experiences of participants). At the

conclusion of this process of analysis a list of themes was generated, and the themes were compiled into categories that were labeled as key findings. Data from across both focus groups was again analyzed so it could be organized into these categories. Then these categories or key findings were analyzed to determine the interconnectedness of issues and conditions that may have given rise to the categories. It is important to note that the major issues identified in this document and discussed below emerged in both focus groups. Additionally, there were high levels of agreement about these issues and significant consistency in how the issues were talked about among groups.

The transcripts were analyzed using thematic analysis, the most popular method for identifying, analyzing, and reporting themes and patterns within data (Braun & Clarke, 2006). Thematic analysis is a useful method if the researcher is investigating an under researched topic, or if the researcher is collaborating with participants whose views on the topic are not known (Braun & Clarke, 2006). Thematic analysis is comprised of six phases, starting with the researcher transcribing, reading, and re-reading the data (Braun & Clarke, 2006). Then, initial codes, or features, of the data are created. The third phase involves searching for the themes and collating the codes (Braun & Clarke, 2006). This process involves the identification of concepts as themes if the concept was expressed with extensiveness, frequency, or intensity. Then, the researcher defines and names the themes, followed by the sixth phase which is writing the final report of the analysis (Braun & Clarke, 2006).

Coding of the material proceeded according to the principles of thematic analysis (Braun & Clarke, 2006), based on the issues of interest outlined above. Initially, 23 sub-codes were identified in the data, which were grouped under 4 over-inclusive categories of codes families: Definition of Bullying (e.g. frequency, forms, incidents), Bullies and Victims characteristics (e.g. individual characteristics, ethnicity), Protective Factors of Bullying (e.g. friendships, contact, characteristics of immigrants and Greek Cypriots) and Etiologies of inter ethnic bullying (e.g. prejudice, family norms, school norms, peer pressure, media, political parties). For a full description of codes, sub-codes and explanations please refer to Appendix I. Those families were grouped again in 2 general themes: 1. The existence of general bullying and interethnic bullying in schools and 2. How teenagers explain why interethnic bullying takes place at school.

A thematic analysis was first conducted in order to (1) identify the major themes relating to inter ethnic bullying. Within these themes, the analysis focused (2) on identifying whether social psychological processes such as family norms, school norms, national identity, quality of contact, threats and prejudice were used in commentators' discourse in relation to inter ethnic bullying

according to the literature presented earlier and (3) on identifying the function and the blending of the above mechanisms during discourse.

In the following section, I present a thematic analysis that illustrates the two major broad themes and its subcategories, identified in focus groups regarding inter-ethnic bullying: the existence of general bullying and interethnic bullying (verbal bullying and exclusion over physical bullying, unawareness of the definition inter ethnic bullying, targeting students from specific ethnicities, ethnic distinction and categorization –European vs. Arabs, representation of Arabs and Arabs isolation at school), and how teenagers explain why interethnic bullying takes place at school (students recognition of social norms influence on ethnic bullying –family, school, peers, media-, students distancing and criticizing social norms). The themes the researcher identified, coded, and analyzed are an accurate portrayal of the content across both focus groups.

Existence of bullying and interethnic bullying at school

Qualitative data revealed the perspectives of teenagers about the existence of general bullying and interethnic bullying. The thematic existence of bullying and inter-ethnic bullying consists of 6 subcategories; verbal bullying and exclusion over physical bullying, unawareness of the definition inter ethnic bullying, targeting students from specific ethnicities, ethnic distinction and categorization –European vs. Arabs-, representation of Arabs and Arabs students' isolation at school. According to qualitative data general bullying is indeed a very common phenomenon between students. Participants from 7 of 8 schools (5 Lyceums – 3 High Schools) reported bullying incidents that have observed in their school. They observe lots of bullying and violence in their schools. They spoke about isolated incidents of physical violence. Participants reported verbal bullying and indirect forms of bullying like messages on the walls and exclusion. Those results are confirmed from quantitative results of the current research and previous researchers that found that verbal form of bullying (name calling) is the most common form of bullying in Greek Cypriot schools (Papacosta et al., 2014). Participants also observed that verbal bullying most of the times come from High School boys. Evidence also exists in support of gender differences within the realm of bullying. Bullying has the greatest impact on adolescent boys (Elame, 2013; Fanti & Kimonis, 2012; Nansel et al., 2001).

However, some participants stated that there is not such a thing in their school, meaning bullying. They spoke about positive school climate and really good relationships between the students of their school. Though, they stated that there is “friendly” teasing in the peer group that it is not

considered as bullying. We have observed that students sometimes did not recognize bullying behavior or they did not consider teasing as a problematic behavior. A relevant comment of a student was:

“I haven’t observed such a thing in my school, if any is friendly. There is teasing in the peer group, for example one may say to another you are fat, but I do not consider it as a bullying behavior because they are friends” Andrew, Lyceum 17

Participants also related bullying with individual characteristics. They believe that any child can be a victim of bullying (*“Anyone can be victimized for any reason” Marilena, High School, 15*), and they believe that the most frequent victims in schools are the most shy and closed off students that do not defend themselves. They also believe that the most frequent bullies are students who have psychological problems and low – self esteem. Those findings are related with previous bullying bibliography (Fanti & Henrich, 2015). However, students did not relate the phenomenon of bullying to any social factors at first and to demographic factors such as ethnicity. These results are in line with Thornberg and Knutsen (2011) study, where teenagers explained bullying significantly more in individualistic terms (bully or victim attributing) than in no individualistic terms (peer group, school setting or society attributing). The bully feels insecure, has poor self-confidence, low self-esteem, psychological problems or a weak mind, which cause him or her to bully others (inner flaws). Bullying also takes place because those who bully others want to manifest, maintain or enhance their power, status or popularity (social positioning). The most common characteristic of the victim was the account of deviant, which means that the victim is deviant, different or odd, which in turn leads to being bullied. Also the account of weak victim, such as physically weak, poor self-confidence, insecure, shy or has no friends, which leads to bullying. This finding can also be seen as fundamental attribution error, the concept that, in contrast to interpretations of their own behavior, people tend to (unduly) emphasize the agent's internal characteristics (character or intention), rather than external factors, in explaining other people's behavior (Ross, 1977). The current thesis helps though to deal with this error. Some relevant comments are presented below:

“Bully is someone who has personal issues, who doesn’t feel nice about his/her self” Marilena, High School 15; “ The immature” Rafael,, High School 15

“Frequent victims are those who differ from others” Maria, Lyceum 16

“Shy and introvert individuals are get victimized more often” Elena, Lyceum 16

Students in general do not make the association between bullying-victimization and ethnicity, and are not aware of the definition of inter-ethnic bullying, although they describe a lot of incidents of inter ethnic bullying. The most common victims in the incidents described, are students from Arab countries, suggesting that in some cases perpetrators are targeting students from specific ethnicities. Data analysis revealed that between Greek Cypriots there is a clear differentiation between groups of foreign students. They differentiate Arab refugee students from other European immigrant students with respect to behavior, adaptation, Greek language knowledge and friendships with Greek Cypriots.

Stereotypes and xenophobia toward students from Arab countries emerged from the discussions. Arabs are presented as violent, dangerous and scary that cause feelings of fears to others, findings in agreement with previous studies implying that Arabs are dangerous or violent as a result of their ethnicity (Awad, 2010). Such finding thus provides an explanation why we found that Syrians were nominated as victims and bullies. Quantitative data also show that Greek Cypriots have the most negative attitudes toward Syrians and Palestinians, between immigrants. Those attitudes can be related to Islamophobia (Wike, Stokes & Simmons, 2016). Terrorist actions in Europe recently led to a sharp increase in prejudice and discrimination toward Islam or Muslims.

Elena, Lyceum, 16 said:

“Xenophobia of Greek Cypriots depends on foreigner’s ethnicity though. Larnaca district lately has become full of Arabs, they do not do anything to us, but their behavior is scaring me. I am not a racist and I really don’t believe that they will harm me because of their ethnicity, but they staring at you in a strange way and sometimes they follow you. I have heard this from other girls too”

George, High School, 13 said:

“We hang out with some foreign students from England and Bulgaria at school and play football together, but we can’t do the same with Arabs, they are very violent”

Some Greek Cypriots participants of a school described a fight that broke out between a Greek Cypriot and a Syrian boy, which ended up in a violent confrontation between Greek Cypriot and Syrian boys. Teachers tried to separate them, teachers and students got injured and some Syrian students were kicked out of the school. Comments below reveal the stereotypes about students from Arab countries.

“They were very violent” Panayiotis; *“it was like a war”* Maria; *“rocks and objects were flying around us”* Marina, Lyceum 16; *If you consider of their behavior, because they come from a warfare, the methods they used during that fight were methods one use to survive the war”* Maria, Lyceum 16;

“Yes, for instance they took off their t-shirts so no one can catch them or pull them back” Marina, Lyceum 16; *“Students and teachers felt fear. Because we saw a behavior that we had not witnessed before, that we were not used to. We saw those fights happening only in movies.”* Maria, Lyceum 16.

A common finding is that students from Arab countries are associated only with compatriots and they are isolated from other students. Students emphasize that students from Arab countries prefer gathering together and they don't want to come together with students from other ethnicities. Greek Cypriot students and European students also state that there is not a will for adaptation on behalf of them. *“Immigrants are willing and trying to adapt, while political refugees do not do it, they just grouped together”* Dora, Lyceum 16 (half Greek, half Serbian) said.

The isolation of Arab students is observed when they have many compatriots or co nationals at school. Here a question that needs to be answered is whether they categorize with ingroupers to feel safe or categorize together because they feel different or undesirable from Greek Cypriots or other ethnicities. Some researchers have argued that the concept of marginalization is not a viable one, since migrants do not choose to be marginalized, but rather may involuntarily be forced to adopt it as an outcome. Or alternatively, it is possible that some immigrants may not directly identify with either their original cultural or receiving's society culture because they have opted for a more individualistic acculturation strategy (Bourhis, Moïse, Perreault, & Sene'cal, 1997). Below are described comments that show Arab students' isolation at school.

“They are on their own. They chose to gather alone in a specific spot” Maria, Lyceum 16

“It is like, you wear an Arab scarf or hijab you go there, you are an Arab you go there, they see it like this” Marina, Lyceum 16

“I have seen friendships between Cypriots and foreigners but some of them of course, do not wish to make friendships with Greek Cypriots, and it is not the case that they are not acceptable by Cypriots. They arrive as groups and they do not approach Greek Cypriots” Anna, Lyceum 16 (half Greek, half Cypriot)

“At school breaks they are all together and hassle other students. They don't make friendships with Greek Cypriots” George, High School 13

The Greek Cypriots students believe that students from Arab countries associated with each other because of their similarities, common characteristics and same language.

They have more commons with each other, they have similar experiences, and they are new comers and find more commons with their natives "Elena, Lyceum 17" *They also prefer to go together because of the language*" Dora, Lyceum 16 (half Greek, half Serbian) said.

They also attribute their behavior to individual and cultural characteristics such as introverts, closed – off and shy:

"It has to do with the personality, refugees are more introverts, they feel pressure and they are sad because of leaving their homes. They may of afraid that they will be judged if they disclose things or if they make friendships with outgroupers" Elena, Lyceum 16

"We have two Arab girls in my classroom, but they talk only to each other. Especially the one she is a closed-off person. She also has babies; they have babies in a young age" Dora, Lyceum 16

They do not refer to exclusion of Arabs or isolation as a result of other student's behavior. One aspect which has been found to be very important to adolescents of immigrant background is ethnic identity or sense of self as a member of an ethnic group (Phinney, 1992). According to social identity theory, recognizing that the powerful majority is prejudiced and discriminates against one's ingroup will lead to increased identification with the in-group (Tajfel and Turner 1986). Mendoza-Denton and colleagues (2002) argue that a person being a member of a minority group, and also identifies themselves highly to their ethnic group, are more sensitive and prone to perceiving cues of rejection. On the other hand, one can expect that ingroup norms to maintain one's ethnoreligious culture make Muslim minorities turn to their religion and strengthen their religious group identification. To gain approval and recognition of one's group membership, minorities can distance themselves from the host society. This might mean that in the presence of relatively, strong ingroup norms minorities identify more strongly with their religious ingroup and, via higher religious identification, distance themselves from the host society by showing lower national identification (Martinovic & Verkuyten, 2012)

However, data shows that inter ethnic bullying exist in all multicultural schools. Students described many incidents of inter ethnic bullying with the worst of them and most frequent involving students from Arab countries. This result is also confirmed by the current quantitative study and previous studies (Elamè, 2013; Awad, 2010). Students from Middle East are often getting mocked and excluded from peer groups by both Greek Cypriots and other foreigner students. Most of the times have to do with intolerance and unawareness of other religions, habits and cultures. Below are presented some incidents of ethnic bullying:

“My classmates are not very good guys. We had a Syrian girl just arrived in our class, they were mocking her every day, they were saying that she stinks and kept asking her why she came in Cyprus. The girl opened up to us, she said that she lost her house and cried out. My classmates answered loudly in-front of the class and the teacher that they don’t care, in the worst way. She left our classroom a week later” Rafael, High School 15

“Greek Cypriot students kept asking her why are you wearing that thing (the Arab scarf), you are crazy... and other things related with her religion. Many people believe that Arabs are not good people and I hear many bad names about them” Elena, Lyceum 17

“I know an Arab girl that was a really good student, and there was a big probability to parade in the front line on behalf of her school in the National day. Other students were gossiping and saying about her, oh lord is she going to attend our ethnic parade and going to raise the Greek flag wearing that scarf?” Anna, Lyceum 16

“They were calling a girl “mantilou” (μαντιλό) because of her hijab. We will call her mantilou when talking with each other (Greek Cypriots) but without a bad intention, just for communication reasons... Even we can exclude them, but again without doing it in purpose” Maria, Lyceum 16

Participants also mentioned some incidents with students from Greece. A half Greek half Cypriot girl said that Greek people receive bad behaviors from Greek Cypriots. Greek Cypriots students according to quantitative data have positive attitudes toward Greeks compared to other ethnicities. Though quantitative data show that Russian and Georgian students are those who rarely get victimized. The event below is indicative of events happening not so often when Greeks also receive teasing.

“I have a classmate from Greece who came in Cyprus last year and she received bullying because she was from Greece” Marilena, High School 15 “ Yes and she was told many bad things, even about her surname because it sound funny” Rafael, High School 15

“When I first came in Cyprus they were teasing me a lot for my accent and they kept calling me Kalamarou (καλαμαρό: a common word used for Greeks) (Dora half Greek: me too), it bothered me

but I did not receive it as bullying. Although I believe that Greeks receive a lot of racism in Cyprus”
Anna, Lyceum 16 (half Greek, half Cypriot)

Incidents also described regarding Turkish Cypriot exclusion in schools. Greek-Cypriot children’s perceptions about Turkish Cypriot children are located within a sociopolitical context in which children experience the intersection of categories, particularly race and ethnicity.. Greek-Cypriot children are particularly sensitive to skin color, race and ethnicity and have a strong emotional investment in themselves as white Greeks and of Turkish Cypriot children as invariably ‘Turks’. The only exception is evident in relation to children who speak Greek very well and dress/ behave according to the majority group’s accepted norms; all other Turkish-speaking children are viewed stereotypically and are marginalized. More interestingly, the coming together of nationalist and racist practices provides a socially convincing way for some Greek-Cypriot children to hide their racist attitudes in the name of the political problem in Cyprus (Zembylas, 2010).

“Once in primary school when a Turkish Cypriot arrived to our school the other boys immediately excluded him because of his ethnicity. They were calling him names about his ethnicity” Elena,
Lyceum 16

Participants coming from a specific High School mentioned incidents with the opposite scenario, where group of foreigners bully other students. Specifically Arab students irritate all the other students, both Greek Cypriots and foreigners. Although, bias-based bullying is typically perpetrated by a member of a social group with majority status toward a member of a social group with minority status (e.g., White bully, Black victim) (Palmer & Abbott, 2018; Russell et al., 2012) current research explores and the opposite scenario; bullying that occurs from immigrants to natives. Previous studies showed that numbers matter and high concentration of immigrants same ethnicity, it is a factor that relates with bully behavior. When a minority group is represented in big numbers in a classroom, then it is possible for them to commit bullying toward indigenous students (Vervoort, Scholte, & Overbeek, 2010). Conversely when the number of students of the minority group in a classroom is very low, it is more possible for these few students to be victimized (Graham, 2006; Verkuyten & Thijs, 2002).. Another fact to comment on is the difficulty of adaptation in the school setting of Arab students leaving in refugee’s campuses or unaccompanied. Despite the probable mental health problems among the young refugee population as consequences of warfare, of forced migration and of ongoing fear of killing (Durà-Vilà et al., 2013) those children facing the

challenge to adapt to a different culture. They have to learn another language and they have to survive in a class where they can't understand what it is told. They are also facing difficulties to adjust in the general class. The adjustment of students who speak a language other than Greek or English consists a weakness of the Greek Cypriot school. Many researchers showed that better integration, knowledge of the language of the host society and friendships can lead to better adjustment and less behavioral problems (Sowa et al., 2000).

In my school there is verbal and physical bullying from Arabs to all other students, Greek Cypriots and foreigners. One of them was bothering me because of being a good student. He tried to hit me and I pushed him, and since then he is bothering me. They (Arabs) cause trouble every day at school, they bother other students, they bother the teacher and we can't do lessons properly. Teachers kick them out from the class and send them to the principal every day” George, High School 13

Etiology of Inter Ethnic Bullying

Protective Factors of Inter ethnic bullying

Data reveals that friendships with Greek Cypriots function as protective factor for foreign children. Many also social benefits can be gained from cross-ethnic friendships such as the adaptation of immigrants by decreasing the prejudice toward them ((Pettigrew and Tropp, 2008; Pettigrew, 1997) as well as decreasing the incidents of victimization in school context (Elamé, 2013).

Gordon (1964), previously discussed cultural assimilation –the adoption of cultural norms, values and behaviors of the host society- and structural assimilation –the development of friendships with dominant group- as the mean for equal treatment toward immigrants. However, this process does not unfold for all immigrants and depends on immigrants' racial background (Portes and Zhou, 1993). Thus, immigrants from particular ethnocultural backgrounds may assimilate and adopt the values of the dominant mainstream society. For some immigrants though it is more difficult to assimilate and undergo behavioral shifts (e.g. language, clothes, food, values) due to significant cultural differences. Less acculturated individuals are viewed as dissimilar and may experience greater discrimination (Mummendey & Wenzel, 1999). Consequently, Europeans are more easily integrated in Greek Cypriot society. The comments below show how students see their European classmates:

“Once we had a Romanian boy in our classroom and we got along well. I felt this boy as if he was a Cypriot, and he was always with us. He also knew and used Greek language with fluency. No one made fun of him, because he was like us, he was the same with us” Panayiotis, Lyceum 16 said.

“They were little when arrived in Cyprus. They learned the language. They grew up with us” Maria, Lyceum 16 said.

“We grew up together, because those who attend our school, the majority attended the same high school and primary school. When they know each other for many years, they cannot be enemies, they are friends” Dora, Lyceum, 16 (Half Greek, half Serbian)”

When giving the questionnaires in classrooms, lot of students kept reacting to the statement “I am happy that immigrant children are in class with me” and saying “But we don’t have any immigrant children in my class”, although there were children in class with both parents foreigners from European countries. Additionally this shows that students categorize foreigners with salient characteristics or foreigners with different culture and religion. They also speak about familiarity with Europeans but not with refugee children because of limited contact between them. Years of residence and language knowledge are also seen as factors for foreign children that lead to quality of contact with Greek Cypriots, lead to integration, or for some assimilation.

“Newcomers facing more problems. They need to adjust and find friends” Dora, Lyceum 16 (half Greek, half Serbian) said.

“I have 2 friends from Iraq. They are good companions and we have a very good time together. We feel really comfortable together. They live in Cyprus for many years and speak the language” Elena, Lyceum 16 said.

The longer the families of immigrant children residing in a country, the more likely the children to assimilate their identities (Rumbaut, 2005). Language has been generally considered to be central to acculturation. A great deal of attention has been paid to that of language knowledge of host society and use and its relation to acculturation attitudes. Assimilation mode of acculturation is positively related to host’s society language acquisition (Masgoret & Gardner, 1999). Consequently, the length of residence, intercultural contact, and social cultural adaptation is related to mental health outcomes among immigrants (Neto, Moreno & Chuang, 2011).

Greek Cypriots students believe that the development of outgroup friendships mostly lies on the foreign child. They speak about acculturation mood and will for developing friendships. They also referred to peer pressure where a student can be excluded from his ingroupers as a result of a friendship with Greek Cypriots.

In class we had 3 or 4 Arab students. But this one particular girl was willing to approach us and make a connection with us. We showed our interest and helped her with the language. But you also see the

will for relationship, if the other doesn't want it or try for it then....At the end this girl stopped hanging out with us because her compatriots did not accept it because they did not like us, and excluded her. They excluded her and not us” Maria, Lyceum 16 said.

The specific girl had the right attitude, she wanted to make friendships with Greek Cypriots, to learn the Greek Language and it depended on her attitude. But she was excluded from her own group in an attempt to integrate (learn the language and make outgroup friendships). A deviation from the norm often leads to exclusion. The account of group norm of deviant intolerance means that bullying occurs because the group dislikes and reacts negatively to a peer if he or she is perceived as deviant. The group does not tolerate deviance (Thornberg & Knutsen, 2011) and this might be a reason for within group immigrant bullying. Acculturation to another social group, involves recognition of new value systems. Thus, extent of acculturation should be negatively related to degree of commitment to a prior ingroup, as ethnocentrism involves integration and loyalty among ingroup members. Also variables relate to ethnocentrism include rigidity of attitudes toward deviants from social norms and extend or frequency of contact with outgroupers (Seelye & Brewer, 1970).

Some Greek Cypriot students can understand the pressure immigrant students feel from their compatriots in a case of deviation from the norm. Some students can also empathize and understand that it is difficult for them to change their cultural habits, for instance their clothes.

“They can't change their clothes and habits right away, they also have their compatriots that they will think that it is not right, and women are even more marginalized” Marilena, Lyceum 16 said.

The above comment came as an answer to a participant that considers that refugees have a favorable treatment at her school. The comment below shows that she is not aware of cultural differences. And she also accused the teachers that they do it not because of tolerance but to protect themselves.

“I have noticed something that gets on my nerves; I have actually seen refugees who come to school with a floral skirt and teachers do not say anything about this, because they are afraid of accusing them of being racists. And they lectured me because of wearing a light blue jean” Anna, Lyceum 16 said.

Though, the knowledge of Greek language is also not consider an obstacle to create friendships while most of the foreign children European or not, speak English fluently. *“Some of them*

do not speak the Greek language but they communicate with teachers in English, and they could do that with us” Dora, Lyceum 16 (half Greek, half Serbian) said.

However, Greek language knowledge is not itself a mean for making friendships. It seems that students that wish to acculturate in Greek Cypriot society try more to learn the language. Assimilation mode of acculturation is positively related to self-rated English (Masgoret & Gardner, 1999).

Participants also pointed out the role of empathy on behalf of Greek Cypriots as a mean to approach foreign students. Previous studies showed that quality of contact and prejudice reduction is mediated by empathy and perspective taking (Pettigrew & Tropp, 2006). They also pointed out that girls are more possible to empathize because they are more sensitive than boys a result that often is been encountered in bibliography (Jolliffe & Farrington, 2006). Quantitative results of the current research also showed that boys scored higher on callous unemotional trait (lack of empathy).

“Empathy was a reason of the good relationship with the Arab girl. The situations and bad things which experienced moved us” Marilena, High School 15 said.

“Boys are not so sensitive to approach lonely student, especially if the student is foreigner” Elena, Lyceum 17 said.

Tolerance, knowledge and awareness of specific features of other cultures and religions it is also a helpful factor for perspective taking.

“It is a matter of religion. It is what they believe, they left their countries because of necessity, they cannot take off the Arab scarf or the skirt and put on jeans right away” Dora, Lyceum 16

Students also recognized the role of school in the creation of friendships between Greek Cypriots and foreign children. Positive school norms, teacher’s encouragement of friendships and encouragement for help to foreign children it is a significant factor that promote friendships. Perceiving support for cross-ethnic relations within the school environment—such as from teachers and other school authorities—may therefore be especially critical for encouraging positive orientations toward cross-ethnic interactions among both ethnic minority and majority youth. Norms of inclusion and equality through institutional authorities can facilitate and enhance the likelihood of achieving positive outcomes from interethnic contact (Tropp & Al Ramiah, 2016).

“The teacher encourage us to help our classmate, to talk to her and encounter her at school breaks”
Marina, Lyceum 16 said.

“The friendship between the girls I think started with the teachers’ involvement. The teacher told us to help her and the girls did so” Panayiotis, Lyceum 16 said.

“Lots of times our professors encouraged us to talk to them, but we did it any way” Elena, Lyceum 16 said.

It seems though that the creation of relationships between Greek Cypriot and foreign students it is not depend only on one side. Relationships are reciprocal and some Greek Cypriot students either have not the will to approach foreign students.

“Last year when Chinese students attended our school mingled with English students, who are more open minded than Greek Cypriots. English and Chinese students are still isolated. But, I noticed that Greek Cypriots had much more difficulty to approach the new students” Elena, Lyceum 17 said.

The comment above comes from a student attending a private school. Most of the students come from wealthy families. Even in this case students choose to categorize, for example natives and non natives. However, there are outgroup friendships at school between Greek Cypriots and foreign children. Some of the participants described their own experiences with immigrant students and refugee’s students and other participants described observed friendships. In most of the instances the friendships were between girls. This is line with quantitative data of the current research, showing that girls have more outgroup friendships, more quantitative and qualitative contact with foreign children, less stereotypes and prejudice toward them. Additionally according to Neto (2009), girls have more positive attitudes toward immigration and immigrants, report more positive attitudes toward immigrants integration, and reveal more favorable attitudes toward social equality, than boys do. One can see that the friendships are developed with students assimilated to Greek Cypriot culture. Those students are not considered as immigrant children by the Greek Cypriot students; *“They are like as”* , Marina Lyceum 16 said.

Some Greek Cypriots though maintain friendships with refugee children most of the times children that attend in their classroom. All the cases in our focus groups concerned girls again. Below are presented some comments concerning friendships with students from Arab countries:

“I had three students in my classroom from Syria, 2 girls and a boy and we get along” Marina, Lyceum 16

“I have 2 friends - classmates from Iraq. They are good companions and we have a very good time together. We feel really comfortable together” Elena, Lyceum 16

“When that Arab girl came to our classroom things were different. We were hanging out together and chatting after school. She also spoke to us about herself. Her parents were very well educated” Maria, Lyceum 16

Other participants stated that they do not have any relations with refugee children and if any are not so important. For example two students said:

“During school breaks they all grouped together, we rarely speak to each other” Panayiotis, Lyceum 16

“Greek Cypriots show apathy toward Arab students, ok you are here, if we talk it is fine, if we don’t talk it is no big deal” Maria, Lyceum 16

Inter-ethnic bullying etiology – teenager’s perceptions

Qualitative data reveal the perceptions of teenagers about the reasons behind interethnic bullying. Other etiologies also arise from the discussions. The thematic inter-ethnic bullying etiology consists of 6 subcategories; xenophobia and prejudice, family norms, school norms, peer pressure and peer norms, representation of foreigners in the media and political parties contribution. Three new factors emerged from qualitative data that have not been explored in quantitative analysis: peer pressure and peer norms, media and political parties. Here an interesting overall silent thematic is the fact that students recognize well the etiology behind ethnic bullying, by using social psychological terms. Students also recognize the influence of the social norms and distance themselves, they show tolerance and a pro-migrant discourse (Avraamidou et al., 2017), although we can still observe that some foreign students are isolated and we can observe the existence of inter ethnic bullying.

The most common etiology between students about inter –ethnic bullying is xenophobia and prejudice. There is a huge body of research connecting xenophobia and prejudice to discrimination, or exclusion behavior (Bucchianeri & colleagues, 2016; Peguero, Anthony & Williams, 2013; Killen, Killen & Rutland, 2011). Students also connected xenophobia and prejudice to inter – ethnic bullying at schools (Elamè, 2013).

“Diversity can be an etiology. A foreigner arrives. It is the reaction to diversity. Because we, humans are not easily accept the dissimilar. Especially, Greek Cypriots who are narrow-minded” Maria, Lyceum 16 said.

“I often witness xenophobia. For example while walking around with friends and randomly encounter an Arab, my friends will tell me lets walk on the other side of the road” Elena, Lyceum 17 said.

Participants approach the definition of Xenophobia; the fear and distrust of that which is perceived to be foreign or strange. V. Reynolds and Vine (1987) stated that xenophobia is a “psychological state of hostility or fear towards outsiders” (p. 28). Participants also in the discussions are referred to Greek Cypriots as narrow – minded, not open to diversity and change. If one consider, Cyprus is among the most xenophobic countries in Europe (European Social Survey, 2012). Although, Greek Cypriots exhibit high level of racism, they recognize the problem and make references to racism and xenophobia as social phenomena (Avraamidou et al., 2007). They also believe that is a matter of numbers, where a foreigner it is easier to be excluded because he is different and doesn’t have the support. Minority groups members are in a disadvantageous position and often face discrimination in multiple areas of social life, including housing, employment, healthcare, and education, among others (William, 1999). Participants, give an example of how the dominant group vanishes minority members. Individuals are more likely to be victimized in circumstances where their ethnic group is underrepresented because they hold less social power. On the other hand immigrant dense class may increase the balance of power for minorities (Graham, 2006).

“Basically we are more in numbers. That's why they receive more bullying than we do. If we go to their country, we would receive more. A foreigner arrives, something strange comes to your life, and your group is bigger” Marina, Lyceum 16 said.

“And you right away differentiate him, it is like a white paint and you put inside a drop of black paint, you immediately standout” Maria, Lyceum 16 said.

“There is much more white paint and wins” Marina, Lyceum 16 said.

The above metaphor, also reminds the melting pot and the desirability of Westerns to assimilate any foreign element. Host society members have often adopted an assimilation ideology in which immigrants are expected to abandon their cultural and linguistic distinctiveness and adopt the core values of the host society (Van Oudenhoven, 2006; Van Oudenhoven, Ward & Masgoret, 2006). Additionally, the monocultural ethos in the Greek Cypriot educational system functions as “a melting pot of every alien civilization and a kettle of cultural assimilation that perpetuates biases, cliché’s, racist behaviors and cultivates the idea that the different have no place among us” (Angelides,

Stylianou & Leigh, 2004). The Cypriot educational system very often, if not always, functions to assimilate others into the Greek Cypriot culture. Participants also detect the role of prejudice and stereotypes to exclusion.

“A friend of mine keeps telling me that he doesn't like Arabs. He doesn't give a proper reason for that, or he gives funny reasons like, he doesn't like them because they are gypsies, or because he heard something from someone else” Elena, Lyceum 17 said.

They also connect exclusion with racism and categorization. As Tajfel & Turner, (1979) stated categorization –based on common features- can cause intra-group bias and prejudice toward the out-group. *“Some people just have it, they categorize people on the basis of color or characteristics”* Elena, Lyceum 17 said.

Other participants although reacted to this, by suggesting that one is not born a racist. A racist is developed through his experiences. The same environment that welcomes the child into this world, family, can also enhance the development of prejudice (Allport, 1954) and children can learn to behave largely through observation and imitation of models (Bandura, 1986). The child can become prejudice by directly adopting attitudes and biases or indirectly by living in an environment that raise a prejudiced lifestyle (Allport, 1958). Prejudice can be learned from family, peers and the social environment. *“But one is not born a racist, you became one, by what have you learned, by what have you seen in your environment and by what have you experienced”* Dora, Lyceum 16 said.

Experiences from significant others can indeed influence children behavior. Family beliefs about migrants play a key role in engaging in inter-ethnic bullying (Elame, 2013). Family values and attitudes towards racial and ethnic differences shape children's beliefs and behavior (Vryonides, 2014). Realistic threats also emerged at the discussions that have to do with adult's feelings of threat. Previous research in Greek Cypriot context illustrates unfavourable representations constructed migrants as a threat to the economy and as a threat to the nation's culture (Kadianaki, Avraamidou, Ioannou & Panagiotou, 2018). Focus groups can make discoveries about cultural values and group norms (Kitzinger, 1995). Group discussions are inhabited by participants different voices which often reveal stereotypes. Through discourse other voices and dialogues can be heard and any verbal expression includes traits of previous discourses (Marková, Linell, Grossen & Orvig, 2007). Those words are the voices of others that consist group norms and affect children behavior. Immigration also is constructed as a problem and immigrants are 'othered' in the media discourse. Various threats come

along with the presence of migrants; the economic competitor, an economic threat for natives, a competitor in terms of employment; the intruder/social burden, the ‘unwelcome guest’ who is a burden for the country’s social welfare system (Kadianaki et al., 2018; Avraamidou et al., 2017; Milioni, Spyridou & Vadratsikas, 2015). Previous studies showed that the media discourse reproduces and legitimizes the official immigration policy of Cyprus, which is based on the distinction between two diverse classes of migrants: elite migrants, whose presence should be stable and permanent so that they can increase the competitiveness of the economy, and subaltern migrants, who are supposedly temporary and cover the need for low-skilled jobs in terms of short-term and precarious employment (Milioni et al., 2015)

Many adults have negative feelings toward foreigners because they steal their jobs. I hear that very often. And for political refugees they say that they sit at home and get paid from the government. And know the government is reducing the money and they react” Varvara, Lyceum 16 said.

Family norms and family attitudes toward immigrant and immigration in generally is found to be related to inter – ethnic bullying during adolescents discourse. Bullying directed from in-group individuals to out-group individuals was found to be significantly acceptable if it was consistent to group social norms (Ojala & Nesdale, 2004; Nesdale et al., 2008). However, when parents excuse racist behavior, make nasty comments about foreigners or express feelings of threats as above it is possible for children to behave according to norm.

“Bullying is possible to relate to family. If parents say bad things about immigrants and have negative feelings toward them, then they can tell their children to stay away from them. Consequently the child adopts this behavior, because when you are young, you take into account your parents beliefs”
Marina, Lyceum 16

“When there is a mindset of stereotypes about foreigners in the family, for example adults believe that foreigner has specific characteristics, then the children learn to discriminate people” Elena, Lyceum 17

“Ethnic bullying depends on family values and the way someone grew up. When your parents teach you to respect others, you will not make discriminations. When your parents do not teach you to respect foreigners, you will get involved in bullying” Elena, Lyceum 16

Participants also in many cases referred to parents negative involvement when a conflict incidence took place in their children's schools. For instance after a big fight between Greek Cypriot and Arab students Greek Cypriot parents had bad intentions and were complaining about the safety of their children.

The measures taken from the school after this fight was crisis management with posteriori group intervention to the whole school (rebuilding relationships and antiracism interventions) and to the refugee campus (help for adjustment) which held by Educational Psychological Services. Meetings between the principal, psychologists, parents and local authorities were followed to manage the crisis. They also decided to expel some Arab students and send them in other schools. Greek Cypriots students were expelled too but not permanently. Lots of fights break up between Greek Cypriots and refugee students occasionally at schools that the press characterize as isolated and uncommon incidents. However, in another incident that was published earlier in 2011 Arab students were again expelled. A subtheme that was observed concerning school norms was the intervention of school in inter-ethnic bullying and violence. The students consider school management to those incidents wrong.

"The refugees after that big fight with Greek Cypriots were expelled from school and taken to another school, because the atmosphere was really strange after that fight. Greek Cypriots and teachers felt insecurity and fear" Rafael, High School 15

In an inter-ethnic bullying incidence the school in an attempt to deal with it, placed the student to another class. *"The Arab girl was moved to another classroom after a week later" Rafael, High School 15.* The intervention applied in the previous incidence after the fight was comprehensive Greek Cypriot schools though are still unprepared to receive refugees in schools and to apply multicultural prevention programs. Another component of school norms that arised during the discussions are the teacher's attitudes toward foreign children. Students agree that in their schools there have both teachers who equally treat all the students and teachers that have negative feelings about foreign students. There are teachers that encourage Greek Cypriots to be helpful to foreign students and teachers who are also encouraging intergroup friendships as mentioned above. There are teachers with positive attitudes that try to be helpful in any way to foreign children. The perceived disagreements between teachers, is an important point that could not be captured by the questionnaire methodology measuring norms.

“Teachers treat all students the same way” Anna, Lyceum 16

“There are teachers who organize events and charities to collect food and clothes for political refugees” Dora, Lyceum 16

“Our teachers are very friendly to foreign students” Elena, Lyceum 16

“My professors are trying to help them (Arabs) but because of their bad qualities they can't deal with them and kick them out of the class” George, High School 13

Additionally, the absence of integration policies and multicultural education strategies –e.g. changes in curricula, zero tolerance to bullying- on behalf of school system (Verkuyten & Thijs, 2002), absence of perceiving support for cross-ethnic relations within the school environment (Tropp & Al Ramiah, 2016), as well as the ineffective management of inter-ethnic bullying incidents or the minimal involvement of teachers (Elame, 2013) relate to further involvement of indigenous students in inter-ethnic bullying. Consequently, school norms, peer norms and family norms appear to be involved in this form of intergroup bullying. Students also referred to racist incidents and bad behavior toward foreigners and especially refugees.

“We have racist teachers too. I have heard teachers discussing in the yard and wondering why do we have to collect them all in our school or why do we have to educate them” Dora, Lyceum 16

“We heard that a teacher who has negative feelings toward refugees after that fight, reacted really silly and another teacher ridiculed her” Maria, Lyceum 16

“These students are frequently absent from school because they have to take a bus every day to school and they are not used to it, they don't have their parents and it is difficult for them. Some teachers can't understand and they are complaining about their absence” Dora, Lyceum 16

Another incident students described that it is displayed above is about a Syrian girl that was a really good student. Students heard rumors about a professor that reduce her grades so she couldn't parade in national day at the front line, with the Greek flag. This incident described sounds really disappointing and racist. Just a rumor or not, it is apparent that between students there is a hidden suspicion that some teachers do not feel comfortable with the presence of foreigners at school and especially refugees. Students also believe that teachers should not make obvious their beliefs because it is not right. *“A professor should not show his beliefs, because he can influence his students in a bad way” Maria, Lyceum 16.* School norms and school climate is a significant factor that play a key role in student relationships (Tropp et al., 2016) that can prevent or enhance bullying incidents.

Additionally, another subtheme that relates to school norms is the absence of specific multicultural teaching that concerns refugees or other foreigners attending school. Information about refugees is given in some cases. Students most of the times, especially those attending high schools are not aware of the country of origin of their classmates and are not aware of the situations in which they live (for example refugees campus) and are not aware of the word unaccompanied children. Also most of the students don't know the status of the foreigners and can't tell the difference between political refugees and immigrants. They refer to political refugees as aliens, dark, those living in the asylum, the Arabs. Ignorance and a lack of understanding were cited as reasons for violence by both students in primary schools and secondary education (Sedmak, Medarić, & Walker, 2014).

“Teachers never talk us or give us information about the political refugees” Marina, Lyceum 16

“I don't know the country of their origin, they speak Greek, I can see that they are aliens, they have dark skin and I remember once they left and came back after a month” George, High School 13

Some older students also report that schools do not teach the “real” history of Cyprus or choose to teach events that favor Greek Cypriots over Turkish Cypriots. They believe that teaching of history in Greek Cypriot schools leads to misinformation and prejudice toward the Turkish Cypriots. This is in line with the belief that education system is constructed and developed within the national narrative of victimization (Psaltis, 2015; 2016) with the perceived necessity towards training children for purposes of serving the national cause which revolved and continues to revolve around the just cause, namely to ‘Never Forget’ (Δεν Ξεχνώ) (Makriyianni, Psaltis & Latif, 2011). The enemy is found in the Turk due to the country's history although, other national groups who may remotely resemble characteristics of that enemy are assimilated in the children's understanding of the enemy, like Muslims/Arabs. Regarding history teaching, Makriyianni & Psaltis (2007) argued that although the history curricula support critical thinking, and express an appreciation of the richness of diversity in cultures, promoting equality and human rights, from a child-centered approach, they are not effectively applied.

Nevertheless, it is important to note that even within the educational system, and before they finish school some students show awareness of the two sided history they are taught and take a critical stance toward of it.

“Unfortunately, the history in our schools is taught in a wrong way. I know that Greek Cypriots before the Turkish invasion made a lot of damage to Turkish Cypriots, and not all Greek Cypriots

acknowledge or know that, because schools choose not to teach the right facts. The same is happening and at other side. This mentality is held by both sides” Elena, Lyceum 17 said.

“Turkish Cypriots are not grown up with the Turkish mentality, and this information it is not taught at schools” Dora, Lyceum 17 said.

Another theme raised relating to inter –ethnic bullying concerns peer pressure and peer norms. The most frequent subcategory of peer explanation was the account of group pressure, which means that bullying is simply a consequence of group pressure. *“Friends can negatively influence you concerning this subject too, if they have really bad feelings about foreigners” Elena, Lyceum 16 said.*

Bullying also takes place because the peer group reinforces the bully to torment someone by giving him or her positive attention or other kinds of rewards. According to Thornberg and Knutsen (2011) bullying is happening because of group reinforcing,

“He will bully to feel superior, especially if his friends are somewhat racists he will do it to become more acceptable” Anna, Lyceum 16 said.

“There are cliques in my class, and some of them wanted to show off by harassing the Arab girl” Rafael, High School 15 said.

Other students, boys in particular, stated that friendships between Greek Cypriots and foreigners, especially with refugees are not acceptable between Greek Cypriot peers. That means that some Greek Cypriots will exclude or not approach the students with certain ethnicities because there is the danger of their own exclusion by ingroupers. Two students in different groups characteristically stated that if they were making friendships with refugees their peers would be stoning them. The statement below was followed by laughter:

“My friends would take it wrong in the case of hanging out with an Arab. They would be stoning me. No one in my school has the courage to have friendships with Arabs. In this possibility peers would be teasing me” Panayiotis, High School 16

“They will throw me rocks in case of approaching foreigners at school, joking” Andrew, Lyceum 17

Those students are perceived as deviants and the group does not tolerate deviance. That account of group norm concerns deviant intolerance and one can be excluded from the peer group in this scenario (Thornberg & Knutsen, 2011). This also reminds us of the effect of the “black sheep”, the tendency of group members to judge likeable ingroup members more positively and deviant ingroup member more negatively (Marques, Yzerbyt & Leyens, 1988).

When reading scenarios and real incidents to participants relevant to inter – ethnic conflict some of the participants stressed out individual motives or racist motives. Other participants specifically boys try to justify the perpetrator, especially if victim was an outgroup member. This is line with other researches (Fousiani et al., 2018) that found that it is easier to defend an ingroup bully and take his perspective to understand his motives. *“In my opinion, to attack someone, there must be a reason. You don’t go and just hit anyone without doing anything. I think that he did something to them, they got angry and beat him” Andrew, Lyceum 17 said.*

The next theme concerns the representation of foreigners in the media and the production of stereotypes. Students support that media try to cultivate stereotypes and prejudice, while foreigners in media are presented only in the case of crimes. They are presented as criminals and dangerous people, and the crimes are not related to individual characteristics but to ethnic origin. This finding comes in line with Avraamidou et al., 2017, Kadianaki et al., 2018 and Milioni et al., 2015 researches where a significant volume of established Cypriot media attention is directed toward news stories concerning immigrant criminality. These stories have every typical feature of the ‘crime story’: the sources are almost exclusively police or public officials, the crime is presented in a detailed and dramatic fashion, the coverage is episodic instead of thematic, and the framing follows the logic of a ‘law and order’ mandate. The practice of mentioning immigrants’ nationality in crime-related stories, which, according to this study’s findings, is quite frequent in the Cypriot media, is related to the racialisation of criminality namely, the association of specific nationalities to certain categories of crimes (Milioni, Spyridou & Vadratsikas, 2015). Moreover, the media strongly influence the interpretations of the individual who fits people in already constructed schemata and beliefs, as a basis to understand the surrounding environment (Ramasubramanian, 2010). A study conducted by Ramasubramanian (2010), showed that exposure to television’s stereotypes affects the beliefs, feelings and behaviors of the individual. And more significantly, it influences the intergroup emotions such as hostile prejudicial feelings that play an important part in the construction of political opinions, without the viewers being consciously aware of that influence.

“Sometimes media influences us, in news or series we hear a lot of bad things about foreigners”

Elena, Lyceum 16 said.

“When I watch the news I always notice that crimes done by foreigners are presented in a way that the crime is related to ethnicity. They play a lot with us, subconsciously, they will write with big letters, for example, Romanian involved in the crime” Elena, Lyceum 17 said.

The last theme that emerged in relation to inter ethnic bullying has to do with political beliefs and political parties. Students related right wing affiliated students with inter ethnic violence and prejudice. They stated that their ideology involves ethnocentrism and nationalism. Cypriot-centric individuals (mostly belonging to left-wing political parties, peace activists and pro-reconciliation NGOs) are more open to diversity, adopt an internationalist ideology or an ideology of cosmopolitan liberalism, while the Helleno-centric people adopt a more nationalist, conservative, and ethnocentric view. High identifiers with an ethnic orientation are involved in minimal intergroup contact, show increased prejudice and distrust towards the out-group (Psaltis, 2012; 2015). *Because they are nationalists, they love only their nation and they do not want others. They think that our nation is the best, and set the question why should foreigners come to our country?”* Marina, Lyceum 16 said.

They also recognize the influence of politically affiliated parents, as well as the influence of football on teenagers.

“Right wing affiliated students are often saying I don’t speak with Turks, Turkish Cypriots and immigrants. Unfortunately, if parents are politically affiliated, they influence their children, because children are imitating their parents; and football is also related to politics; and ELAM another huge issue. ELAM followers are extremists and nationalist, and they hate Turkish Cypriots and foreigners. They feel like this anyway, without getting to know them. With all these together young people are affected and the result is to discriminate people” Elena, Lyceum 17

Students referred to ELAM beliefs and how its followers are involved in racist behaviors.

“During that big fight between Greek Cypriots and Arabs those involved were connected to right wing political parties, especially those affiliated with ELAM. They were fighting with too much hate” Panayiotis, Lyceum 16 said.

“The next day of the fight ELAM students came and stuck stickers on the walls, writing I do not forget” Maria, Lyceum 16 said.

Here one can notice the anchoring of issues of immigration as relating to the Cyprus issue. The Greek Cypriot education system was constructed within the national narrative of one sided victimization (Psaltis, 2015; 2016) and led to the monocultural orientation of Greek-Cypriot education (Hajisoteriou, Neophytou & Angelides, 2012), with the perceived necessity towards training children for purposes of serving the national cause (Makriyianni, Psaltis, & Latif, 2011; Christou, 2007). The educational system attempts to achieve the just cause through the construction of a strong ethnocentric identity (Vryonides & Spyrou, 2014; Hajisoteriou, Neophytou & Angelides, 2012; Makriyianni,Psaltis, & Latif, 2011; Christou, 2007). The enemy is found in the Turk due to the country’s history although, other national groups who may remotely resemble characteristics of that enemy are assimilated in the children’s understanding of the enemy. Muslims/Arabs are described using the terms ‘barbaric’ and ‘uncivilized’. The above reality has led to an educational system which has the potential to radicalize students. This climate has not assisted in the establishment of a truly multicultural setting and led to the development of ethnocentrism. Hence, Hellenocentrism, the sub-state ethnic identity leaves room only for the nation (Philippou & Klerides, 2010; Philippou, 2009; Spyrou, 2001), because an ethnic construction of identity based on descent functions as an ideological device for the exclusion of migrants from the Greek national community (Kadianaki & Andreouli, 2017), whilst Cypriot-centrism concerning the two communities (Greek-Cypriot and Turkish-Cypriot) (Philippou & Klerides, 2010; Philippou, 2009; Spyrou, 2001), can be set as a civic representation of identity based on civic rights and duties, which can function in inclusive ways for immigrants (Kadianaki & Andreouli, 2017).

CHAPTER FIVE

Discussion

To the best of our knowledge, the present study is one of the few studies examining inter ethnic bullying under the scope of social psychological processes, such as national identity, social norms, integrated threat theory, contact theory, school characteristics (e.g. interethnic climate), demographic characteristics of immigrants (e.g. ethnicity, place of birth) and the degree of acculturation of immigrants (e.g. language knowledge, intergroup friendships), among adolescents. Additionally, is one of even fewer studies using a personality psychology paradigm (narcissism, impulsivity and callous-unemotional traits) in relation to an intergroup phenomenon and examining a combination of social – psychological factors and personality traits.

Another, particularity of the present study is the examination of the heterostereotypes held by both dominant and non dominant groups in a reciprocal way, while intergroup relations research has been largely concerned with studying only dominant groups (Berry, 2001). In our study we attempted to research the phenomenon of inter ethnic bullying with mixed methodology, combining quantitative longitudinal design and qualitative methodology. Finally this thesis contributes to the literature with practical implications for educational policies in Cyprus. The present study was based upon seven hypotheses which will be discussed below separately.

Additionally, for complementary reasons qualitative methodology was utilized for this thesis. Qualitative methodology aimed to examine how social psychological mechanisms are operating and interrelating during discourse. Thematic analysis revealed two major themes and its subcategories regarding inter ethnic bullying: existence of general bullying and inter ethnic bullying, and how teenagers explain why interethnic bullying takes place at school. Major themes are discussed along with the other research hypothesis examined with quantitative methodology while results of both methods were relevant and complementary.

Hypothesis One

The first hypothesis aimed to examine the existence of general bullying and inter ethnic bullying at schools. It was hypothesized that immigrant students will report more victimization than Greek Cypriots. Hypothesis one, was supported from both quantitative and qualitative parts of the study. Immigrant students in fact exhibited significantly higher levels of general victimization and victimization frequency, than Greek Cypriot pupils. In line with other studies adolescent students with immigrant backgrounds experience higher rates of harassment (Bucchianeri & colleagues, 2016), are rejected more than majority youth and are more isolated (Plenty & Jonsson, 2017). Additionally, it

has been found that bullying is a very common phenomenon between students at Greek Cypriots schools mostly expressed with verbal forms and coming from boys 12-14 years old, in agreement with previous studies found that name calling is the most common form of bullying in Greek Cypriot schools (Papacosta et al., 2014) and that bullying has the greatest impact among adolescent boys (Elame, 2013; Fanti & Kimonis, 2012; Nansel et al., 2001).

Greek Cypriot students additionally exhibited higher levels of inter ethnic bullying perpetration than immigrant students. The difference although between the two groups on ethnic bullying was not statistical significant in line with Vitoroulis and colleagues (2018) meta- analysis showing that correlation of ethnicity and bullying perpetration is non-significant. However, some researchers stated that if we take into consideration context factors the above relation can become significant. However, an unexpected finding showed up. Immigrant students scored statistically significant higher in general bullying scale perpetration than Greek Cypriots students. Overall results show the involvement of immigrant students in bullying as ethnic victims and perpetrators of general bullying to a greater extent. Minority individuals can also commit bullying toward indigenous students (Elamé, 2013; Vervoort, Scholte, & Overbeek, 2010) and toward students with different ethnic backgrounds. Though a distinction need to be made between self-report and peer-report bullying. The above results consider self report results.

Observed bullying was also examined with a peer-report measure. Both Greek Cypriots and immigrants admitted that they have observed general bullying at their school to a great extent. Also both groups admitted that they have observed in a greater level bullying carried out by Greek Cypriots on immigrants, than bullying carried out by immigrant students on Greek Cypriots. Immigrant students although reported higher observed ethnic victimization and bullying, and thus pupils of different ethnic backgrounds are much more aware of the ethnic diversity of their schools than the pupils of dominant ethnicity (Medarić & Walker, 2014; Vryonides, 2014). Both, Greek Cypriots and immigrants also nominated Syrian students as the most frequent victims and Greek Cypriot students as the most frequent bullies. Ethnic victimization concerns immigrant students, while 92.34% of the Greek Cypriot students self reported that they have never being bullied from students belonging in different ethnic backgrounds.

Previous studies showed that bias-based bullying is typically perpetrated by a member of a social group with majority status toward a member of a social group with minority status (Palmer & Abbott, 2018; Russell et al., 2012). Participants in focus groups coming from one specific High School mentioned incidents with the opposite scenario, where students from Arab countries bully, both Greek

Cypriots and foreigners. Bullying can also occur from immigrants to natives under specific conditions. Previous studies showed that numbers matter and high concentration of immigrants from the same ethnicity in a classroom or a school, it is a factor that relates with bully behavior toward indigenous students (Elamè, 2013; Vervoort, Scholte, & Overbeek, 2010). In our data also, high concentration of compatriots in a classroom related to inter ethnic bullying perpetration among immigrant students.

Another finding to comment on is the difficulty in adaptation of newcomer Arab students in the Greek Cypriot school setting. The adjustment of students who speak a language other than Greek or English consists a weakness of the Greek Cypriot school. Many researchers showed that better integration, knowledge of the language of the host society and friendships can lead to better adjustment and less behavioral problems (Sowa et al., 2000). Among foreign students, non Europeans in general were the most affected. Non European students mostly consisted of students from Arab countries experienced higher general victimization, ethnic victimization, higher victim frequency and reported higher involvement in bullying behavior as perpetrators. They have also reported higher separation and distance from host society culture (less acculturation degree), higher religion importance, higher attachment to ethnic identity and ethnocentrism, perceived school climate as conflicting, reported less quantitative contact with Greek Cypriots, less knowledge and use of Greek language, than European students. All these factors that associated to non European origin were found also to increase ethnic bullying and victimization.

When though Greek Cypriots attitudes toward ethnocultural groups were assessed, a preference hierarchy was found. The ethnocultural group viewed most positively were Greeks in line with Philippou and Theodorou, (2014) study, English and Georgians, and the ethnocultural group viewed least positively were Turkish Cypriots –despite being also Cypriots-, Syrians and Palestinians (non Europeans). Easter European countries (Russia, Romania and Bulgaria) emerged in the middle range of the hierarchy probably because Greek Cypriots share religion with them. Social hierarchies have been found in other studies conducted in Europe (e.g., Neto, 2009; Van Oudenhoven, Groenewoud, and Hewstone, 1996) and in Canada (Berry and Kalin, 1995; Berry, Kalin, and Taylor, 1977). In Cyprus, ethnocultural groups of Western and Northern European backgrounds, the symbols of power and development are considered as the “good countries” and are usually viewed more positively (Philippou & Theodorou, 2014; Zembylas et al., 2010; Theodorou, 2009b) which is based on Social Identity Theory and the fact that society consists by a collection of different social categories in status and power according to economical and historical background (Tajfel, 1981). Other origins are considered as “uncivilized” and similar with Turks (Philippou & Theodorou, 2013; Spyrou, 2009). On

the other hand immigrant student participants (70.8% consist of Europeans) exhibited positive attitudes toward Greek Cypriots. Non European students though exhibited higher intergroup anxiety toward Greek Cypriots, than European students which suggests some reciprocity between Greek Cypriots and students from Arab countries.

Similarly in qualitative analysis, Greek Cypriots made a clear distinction between Arab refugee students and European immigrant students, while Greek-Cypriot children would often implicitly mobilize the concept of 'Europe' to construct categories of Europeans and Others in ways which produce categorised distinctions among the national groups (Philippou & Theodorou, 2014). "*We hang out with some foreign students from England and Bulgaria at school and play football together, but we can't do the same with Arabs, they are very violent*", George, said. Stereotypes and xenophobia emerged mostly toward students from Arab countries. Students from Arab countries are presented as violent, dangerous and scary that cause feelings of fears to others, findings in agreement with previous studies implying that Arabs are dangerous or violent as a result of their ethnicity (Awad, 2010). Those attitudes can be related to Islamophobia and prejudice toward Muslims (Wike, Stokes & Simmons, 2016). Recent terrorist actions in Europe led to a sharp increase in prejudice and discrimination toward Muslims. Interestingly, in some questionnaires cursing toward Syrians was observed, calling them terrorists and other bad names, in line with the Islamophobic discourse that is observed in Greek Cypriot media, delineating ideas that Muslims should not be welcomed (Avraamidou et al., 2017).

One can also see through qualitative data that friendships are mostly developed by Greek Cypriots with students assimilated to Greek Cypriot culture. Those students are not considered as immigrant children by the Greek Cypriot students. Anna, Lyceum 16 said: "*A foreigner that lived all his life in Cyprus, he is not different from us*". Additionally, this shows that students categorize foreigners with salient characteristics or foreigners with different culture and religion. They also speak about familiarity with Europeans but not with refugee children because of limited contact between them. Some Greek Cypriots though maintain friendships with refugee children most of the times children that attend their classroom. It seems though that the creation of relationships between Greek Cypriot and foreign students depends not only on the immigrant's acculturation mood. Relationships are reciprocal and some Greek Cypriot students either have the will to approach foreign students. "*Greek Cypriots show apathy toward Arab students, ok you are here, if we talk it is fine, if we don't talk it is no big deal*" Maria, Lyceum 16, said.

However, qualitative data strengthen the finding that inter ethnic bullying exists in all multicultural Greek Cypriot schools. Greek Cypriot and European students described many "serious"

inter ethnic bullying incidents involving mostly Arab students as victims. Students from Middle East are often getting mocked and excluded from peer groups (Elamè, 2013; Awad, 2010). Most of the times have to do with intolerance and unawareness of other religions, habits and cultures. One of the most serious incidents is described by a Greek Cypriot student: *“My classmates are not very good guys. We had a Syrian girl just arrived in our class, they were mocking her every day, they were saying that she stinks and kept asking her why she came in Cyprus. The girl opened up to us, she said that she lost her house and cried out. My classmates answered loudly in-front of the class and the teacher that they don’t care, in the worst way. She left our classroom a week later”* Rafael, High School 15.

Incidents of inter ethnic bullying are also described regarding Turkish Cypriot students in schools. Turkish Cypriot a group related to Turks the traditional enemy of Greek Cypriots -a lesson that is learned well in same schools that hosts them-, are viewed stereotypically and are marginalized. More interestingly, the coming together of nationalist and racist practices provides a socially convincing way for some Greek-Cypriot children to hide their racist attitudes in the name of the political problem in Cyprus (Zembylas, 2010).

Hypothesis Two

The second hypothesis was that inter ethnic bullying will have a larger correlation size with social psychological processes than personal traits, and that general bullying will have a larger correlation size with personal traits than social psychological processes. Hypothesis two was completely supported among Greek Cypriots and partially supported among immigrants. Two distinct materials were utilized aiming to distinguish inter ethnic bullying and general bullying. It appears that bullying between groups in fact differentiated from ingroup bullying as previous researchers hypothesized (Tolsma, van Deurzen & Veenstra, 2013; Elame, 2013; Søndergaard, 2012; Killen & Rutland, 2011; del Barrio Martínez et al., 2008; Ojala & Nesdale 2004) by showing proper associations with research constructs.

Ethnic bullying was associated to a greater extend with the psychosocial variables (threats, family norms, identity measures, contact measures, religion importance, prejudice) than general bullying did, among Greek Cypriots. These finding indicate that inter ethnic bullying in fact consists of an intergroup phenomenon, and can be defined as a group process where it is directed by members of one group to members of another group (Ojala & Nesdale, 2004), thus there is a need for distinction between inter ethnic and intra-ethnic bullying, and a need to study this intergroup phenomenon from an intergroup process and dynamics perspective.

General bullying was correlated in a greater extent with individual characteristics (narcissism, impulsivity, callous unemotional) than ethnic bullying did, among Greek Cypriots. Conflict school climate and callous unemotional traits were correlated to the same degree with both bullying variables. Callous unemotional traits consists of lack of empathy, remorse, or guilt; lack of concern for others' feelings; shallow or deficient emotions (Fanti, 2009b), and it is expected to correlate with ethnic bullying, whereas lack of empathy is a trait that traditionally correlates with prejudice (Pettigrew & Tropp, 2006). Additionally, school climate traditionally relates to bullying behavior (Mucherah, Finch, White, & Thomas, 2018; Olweus, 1993) and student victimization (Mucherah, Finch, White, & Thomas, 2018; Connell, El Sayed, Reingle Gonzalez, & Schell-Busey, 2015).

As far as immigrant students are concerned, in some cases general bullying and general victimization correlated to a greater extent with social psychological variables (e.g. positive and violent climate, positive stereotypes), than ethnic bullying and ethnic victimization did. Ethnic bullying was associated with the psychosocial variables (e.g. assimilation, prejudice, ethnicity, language knowledge and ethnocentrism) than general bullying did. General bullying also correlated with larger effect sizes with personality traits than social psychological variables as expected. However, ethnic victimization among immigrants had a larger correlation with social psychological processes than general victimization did. General victimization did not correlate with acculturation processes (e.g. assimilation, separation), quality of contact or friendships with Greek Cypriots, anxiety towards Greek Cypriots and years of residence, whereas ethnic victimization did correlate with these variables as expected. Both victimization scales correlated to the same degree with prejudice and stereotypes toward Greek Cypriots, school climate, ethnicity, ethnocentrism and degree of language knowledge.

Immigrant participants were a heterogeneous group and this might be a reason for generally lower correlation between the variables in the expected direction which raises the possibility of misattribution. Another reasonable explanation is that students do not always associate their victimization with their nationality. McKenney et al., 2006, explain that self-reports of ethnic victimization are based on youths' perceptions of the motivations behind their victimization and are highly subjective. Consequently, immigrants students exhibited higher general bullying and victimization than ethnic bullying and ethnic victimization. Thornberg and Knutsen (2011) also suggest that teenagers attributing bullying or victimization significantly more in individualistic terms than in non individualistic terms. Thus, there is a possibility for immigrants to be excluded because of their ethnicity but do not realize it, since their victimization (general) in the study is associated with

their ethnicity (European or not), with prejudice and stereotypes toward Greek Cypriots, with ethnocentrism and degree of language knowledge. The next hypothesis building on hypothesis two reveals the effect brought by combining social psychological and personality traits.

Hypothesis Three

Hypothesis three stating that social psychological processes (school climate, threats, stereotypes, contact and ethnic identity attachment) will predict ethnic bullying above and beyond individual characteristics (narcissism, impulsivity and callous-unemotional traits), was supported among Greek Cypriots and immigrants. In agreement with other researchers, group processes play a significant role in bullying at school (Palmer & Abbott, 2018). Social psychological processes (family norms, school climate, threats, positive stereotypes, friendships and relative identity attachment among Greek Cypriots; prejudice and language knowledge among immigrants) explain inter ethnic bullying behavior better than personal traits (narcissism, impulsivity, callous unemotional). On the contrary general bullying regression model supported the totally opposite scenario as was expected. Social psychological processes did not explain general bullying and personal traits made the biggest contribution, among Greek Cypriots. Gender for Greek Cypriots and age for immigrants also contributed to the models of ethnic bullying, consisting that Greek Cypriot boys and younger adolescent immigrant students were involved most in ethnic bullying behavior.

Nevertheless, results were again ambivalent regarding general bullying among immigrants. Negative school climate, prejudice toward Greek Cypriots and impulsivity were the best predictors of general bullying. However, social psychological processes overall did not contribute in general bullying, as did in ethnic bullying. Less friendships with Greek Cypriots, negative stereotypes toward Greek Cypriots and negative school climate were also good predictors of general bullying among immigrants.

School norms were not associated with ethnic bullying among both groups a finding not consistent with previous research (Elame, 2013; Verkuyten & Thijs, 2002). Family norms better predicted ethnic bullying among Greek Cypriots. Prejudice can be learned from family (Allport, 1958), family beliefs about migrants play a key role in engaging in inter-ethnic bullying (Elame, 2013) and family attitudes towards racial and ethnic differences shape children's beliefs and behavior (Vryonides, 2014). The possibility of this finding being a methodological artifact cannot be excluded given that a different set of items was used to measure family and another for school norms. However, the present study sheds light regarding family norms and inter-ethnic bullying an underexplored field.

However, family norms were not significant for immigrants and we assume that this is because of the heterogeneity of the group.

Ethnic victimization among immigrants was as expected predicted by social psychological processes. The use of Greek language, conflict school climate, separation and distance from Greek Cypriot society and quality of contact with Greek Cypriots were the stronger predictors of ethnic victimization. General victimization was only associated with Greek language and conflict school climate. Ethnic victimization was related to a greater extent with social psychological processes.

In agreement with Killen et al., (2012) there are two types of social exclusion; interpersonal exclusion due to individual differences and exclusion at an intergroup level that is associated with the participation of the individual in a social group. A developmental intergroup approach (i.e., a developing understanding of social identities and related intergroup processes) is required to understand fully when and why children and adolescents bully peers in diverse contexts. There is a need for examining group membership, group identity, and group norms to understand adolescents' responses in the context of bias-based bullying (Palmer & Abbott, 2018). Consequently, inter ethnic bullying differs from intra-ethnic bullying because of underlying issues of prejudice and discrimination (Fousiani, Michaelides & Dimitropoulou, 2018; Elamè, 2013; Killen et al., 2011), the involvement of negative family norms, of threats, of poor quality of contact, of ethnocentrism, of the context of interaction, group dynamics and intergroup relations.

Furthermore, our findings provided some evidence that narcissism is also associated with inter ethnic bullying among Greek Cypriots and immigrants which is in line with previous research (Jonason 2015; Šram, 2015; Sibley & Duckitt, 2008) arguing that psychopathy, narcissism, lack of empathy and compassion can be good predictors of prejudice and related constructs. Current study indeed supports the predicting role of narcissism in relation to inter ethnic bullying. Narcissism significantly contributed along with social psychological factors in explaining ethnic bullying, but correlated to a larger effect to general bullying. Narcissist's motivation to aggress or exploit, is arguably narcissists' lack of empathy that allows them to enact their urges or manipulative acts. Without regard for others' feelings, narcissists have no reason to curtail their behavior. Thus, narcissism could relate to inter ethnic bullying as lack of empathy correlates to prejudice (Pettigrew & Tropp, 2006).

Personality traits of narcissism, impulsivity and lack of callous unemotional, nevertheless, related significantly to almost all the variables of the research to the predicted direction, such as realistic and symbolic threats, intergroup anxiety, stereotypes and prejudice toward outgroups, with

quality and quantity of contact, and even civic and ethnic identity attachment. Despite Billig's (1976) criticism of approaches linking prejudice and racism to personality characteristics, suggesting that the interpretation of collective behavior with individualistic theories is problematic, it can be seen that personality traits can contribute to the explanation of inter group phenomenon jointly with social psychological factors.

Psychologists have dedicated enormous amounts of effort to two competing perspectives on human behavior and its determinants: the *person*-perspective and the *situation*-perspective (Epstein & O'brien, 1985). One way of reconciling these two apparently opposing views is to maintain that both have their grain of truth to contribute. Hence, focusing on the *person-situation interaction*, rather than on the *person-situation competition*, we are moving towards a more complete understanding of why people do what they do (Sherman, Rauthmann, Brown, Serfass & Jones, 2015). Future studies could examine the person – situation interaction in relation to inter ethnic bullying, such as the moderating role of personality traits on contact/norms relation with ethnic bullying. One of the novelties of our study is the investigation of whether personality traits are predictors of inter ethnic bullying together with social psychological factors. The present study is one of the few studies examining an intergroup phenomenon using a personality psychology paradigm, but, more importantly, one of even fewer that examining a combination of social – psychological factors and personality traits.

For further analysis and examination of the developments or changes in the characteristics of the population over time and examination of the unique effects of Year 1 predictors (social psychological factors and personal traits) on Year 1 and Year 2 bullying and victimization, we ran the hierarchical linear regression model again controlling for general bullying/victimization and ethnic bullying/victimization accordingly, in both cross sectional and longitudinal data. The estimates in both points of time showed that social psychological processes contributed more in ethnic bullying models than general bullying models, and that personal traits contributed mostly in general bullying models.

Within specific predictors, there were differences between the cross-sectional and longitudinal estimates. If a longitudinal data set produces different results when analyzed longitudinally or cross-sectionally the discrepancies between estimates can be attributed to period effects and in such situations a longitudinal design will produce more valid, generalizable conclusions (Louis, Robins, Dockery, Spiro & Ware, 1986). Differences were observed in control variables. In cross-sectional analysis general bullying and ethnic bullying contributed in the prediction of ethnic bullying and general bullying respectively, suggesting that adolescents involved in ethnic bullying are also involved in general bullying and vice versa. However, in the longitudinal design the control variable general

bullying did not predict ethnic bullying among both Greek Cypriots and immigrants, suggesting that the social psychological variables explained unique variance in ethnic bullying. Also, in the longitudinal model the control variable ethnic bullying did not significantly predict general bullying among Greek Cypriots, but predicted it among immigrants. These results support that some Greek Cypriots students that get involved in ethnic bullying do not get involved in general bullying, and that immigrants who get involved in general bullying, most often get involved in ethnic bullying too, in both points of time. A significant increase in ethnic bullying perpetration and feelings of threats among Greek Cypriots only, was observed from Time 1 to Time 2 and can relate to the T2 findings.

In the scenario of involvement in both intra and ethnic bullying among both groups the significance of personal traits and context factors (e.g. school climate and dynamics) must be taken into account. The model didn't apply well on victimization variable as an outcome. As in previous studies personal traits of narcissism, callous unemotional traits and impulsivity were not associated with victimization; whilst are traditionally related to bullying behavior they are not with victimization behavior (Fanti & Henrich, 2014; Fanti & Kimonis, 2012; Jonason, 2015). It is also observed that when controlling for general victimization and ethnic victimization, the control variables contributed significantly to ethnic and general victimization, suggesting that the victims of ethnic bullying are also victims of general bullying or vice versa. Within specific predictors, there were differences between the cross-sectional and longitudinal estimates. Differences were observed in social psychological processes. In cross-sectional analysis social psychological processes contributed in both ethnic and general victimization at T1. However, in longitudinal design social psychological processes contributed only in ethnic victimization T2.

Hypothesis Four

Progressing with hypothesis four stating that social norms (family and school) favoring prejudice and contact (quality, quantity, friendships) at Time 1 will predict ethnic bullying at Time 2 was partially supported among Greek Cypriots using cross – lagged models. The causal direction is of fundamental importance in the intergroup relation literature. Brown et al., (2007) reported that longitudinal studies can shed light on the direction of causal processes. In our research we utilized a longitudinal design in order to explore the direction between social psychological processes and inter ethnic bullying.

A unidirectional relation between family norms of Time 1 and ethnic bullying at Time 2 was revealed. This result consists of a contribution to inter ethnic bullying literature and shifts the attention to family in order to tackle inter ethnic bullying. Additionally, our results showed bidirectional

relations, where less quality of contact at T1 predicted ethnic bullying at T2, and ethnic bullying at T1 predicted less quality of contact at T2. Therefore, the strongest direction model was that of *Bullying to Contact* with ethnic bullying working better as a predictor of quality contact. Contact between groups can reduce inter ethnic bullying, but also inter ethnic bullying can decrease level of contact or can hinder meaningful contact. Additionally quality of contact was a better predictor than friendships and quantity of contact among Greek Cypriots. However, the effects of quality of contact were evident, consistent with favorable conditions in the context of school (Allport, 1954; Pettigrew & Tropp, 2000; McKeown & Psaltis, 2017), but inconsistent with causal direction of Allport's theory. It seems that the opposite scenario to Allport's theory is also plausible- where prior attitudes can affect the likelihood of engaging in intergroup contact (Pettigrew, 2006) which is described in literature as selection bias.

Family attitudes and beliefs concerning immigrants and immigration in general were a more powerful predictor of inter ethnic bullying than school policies and interventions that were not able to predict inter ethnic bullying, a surprising finding in our research. However, students in focus groups recognized the role of school in the creation of friendships between Greek Cypriots and foreign children. *"The friendship between the girls –Greek Cypriots and Arab girl- I think started with the teachers' involvement. The teacher told us to help her and the girls did so"* Panayiotis, Lyceum 16 said. Teachers encouragement of friendships and encouragement for help to foreign children are significant factors that promote friendships. Perceiving support for intergroup relations within the school environment from teachers may therefore be especially critical for encouraging positive orientations toward both ethnic minority and majority youth. Norms of inclusion and equality through institutional authorities can facilitate and enhance the likelihood of achieving positive outcomes from interethnic contact (Tropp & Al Ramiah, 2016). These findings are consistent with other researchers, emphasizing the contribution of cross-group friendships in improved intergroup attitudes as a major predictor for the reduction of prejudice (Pettigrew, 1998; Pettigrew & Tropp, 2008, Levin et al., 2003). In a future study quality of contact and friendships could be examined as a mediator between school norms and inter ethnic bullying.

Additionally, in current research gender differences appeared on variables not only of bullying and interethnic bullying as expected, but also on social psychological variables. Neto (2009) in previous research revealed that, in general, girls had more positive attitudes toward immigration and immigrants than boys did. Specifically, the effect of gender was significant on multicultural ideology, social equality attitude, perceived consequences of diversity and immigration, immigration prohibition, and attitudes toward ethnocultural groups. Likewise, Zembylas et al. (2010) found that

girls assess immigrants more positively than boys, probably due to greater understanding and empathy in specific social contexts. Differences were also showed before according personality traits (Fanti & Kimoni, 2012).

Specifically, in this thesis significant gender differences are revealed, among both immigrants and Greek Cypriots. Greek Cypriot males are involved to a greater extent in general bullying and ethnic bullying, exhibit higher levels of realistic threats, symbolic threats and intergroup anxiety, they identify stronger with ethnic identity, and they show greater narcissism, impulsivity and callous unemotional traits. Immigrant males also get involved to a greater extent than girls in general bullying as bullies and victims, and in ethnic bullying. Immigrant females describe their school climate as positive suggesting that they feel more happy and safe in their school than boys, exhibit higher levels of empathy and exhibit more friendships with Greek Cypriots. On the whole these gender differences suggest that female in adolescence involve less in bullying behavior, are less prejudiced toward outgroups, maintain more friendships with outgroupers, they identify with a more civic and inclusive identity, have more positive family and school norms, and indicate more empathy. All this findings suggest that bullying needs to be discussed in context of a macho culture and as a phenomenon particularly pronounced in boys groups and social networks. This interpretation reinforced by the focus groups discussion findings.

From the focus group discussions negative perceptions towards immigrants were also revealed, mainly from Greek Cypriot boys with a strong sense of national identity. Focus groups also showed that immigrant girls have more contact with Greek Cypriot girls, and friendships are observed between girls most of the times. Participants in focus groups also pointed out the role of empathy on behalf of Greek Cypriots as a mean to approach foreign students. Previous studies showed that quality of contact and prejudice reduction is mediated by empathy and perspective taking (Pettigrew & Tropp, 2006). They also pointed out that girls are more possible to empathize because they are more sensitive than boys a result that often is usually reported in relevant bibliography (Jolliffe & Farrington, 2006). The words of a female student expressed this aptly: *“Boys are not so sensitive to approach lonely student, especially if the student is foreigner”* Elena, Lyceum 17.

Due to this gender differences the associations between the two waves were examined again, running the analysis separately in two groups since these gender differences could also suggest the working of different social psychological mechanisms. Interestingly was found that the mechanisms behind inter ethnic bullying work differently among genders. Among girls a unidirectional relation observed between quality of contact in Time 1 predicting ethnic bullying at T2, where among boys

ethnic bullying at Time 1 had unidirectional relation with quality of contact at Time 2. In addition, an interesting finding here is the moderating role of gender on the direction between contact and inter ethnic bullying. The traditional Allport's contact hypothesis (direction: contact to prejudice) is confirmed among girls, and the opposite direction (prejudice to contact/selection bias) is found among boys, where negative attitudes may hinder contact or positive attitudes can lead to more contact. Girls can reduce their prejudice through quality of contact, while boys avoid contact because of their prior negative behavior (inter ethnic bullying). Same results for the negative effects of mere contact were also found in Eller & Abrams's (2004) research. They suggested that mere quantity of contact, not being associated with certain conditions, as Allport's suggested, can lead to deterioration of the relationships with outgroup members. According to our results, it is not that contact cannot work among boys, but negative attitudes and inter ethnic bullying among boys lead them to avoid contact, having a selection bias. In the present longitudinally study we argue that boys are generally less willing to engage in contact with immigrants, compared to girls.

Additionally to hypothesis four family norms were related to interethnic bullying only among boys. The direction was again unidirectional, with positive family norms toward immigrants at Time 1 reducing ethnic bullying at Time 2. Family positive norms concerning immigrants work better for males. This is relevant with our results, while girls perceive family norms in a more positive way than boys. Girls also maintain more friendships and have more quality of contact with immigrants and therefore exhibit less negative attitudes toward immigrants and are involved less in inter ethnic bullying behavior. Thus, we assume that these results depend on the prior positive attitudes of girls and can also be explained by Hodson (2011) –see later in discussion- with the same reason that sometimes quality of contact doesn't work so well for already positively oriented individuals. School norms remained a weak predictor of inter ethnic bullying. Furthermore, boys from low income families were get involved more in ethnic bullying than boys from high income families and girls with higher family income maintained more positive family norms about immigrants, because a low income family may “competing” with immigrants in terms of employment (Avraamidou et al., 2017; Kadianaki et al., 2018; Milioni et al., 2015).

Hypothesis Five

Next, hypothesis five stated that social norms (family and school) favoring prejudice and contact (quality, quantity, friendships) at Time 1 will predict ethnic bullying at Time 2 through threats of Time 2, was fully supported among Greek Cypriots, with cross-lagged full mediation models. Further, the effect of family norms and contact on inter ethnic bullying through threats was significant

in the SEM model. What this finding suggests is that parental style concerning immigrants jointly with outgroup contact can affect the attitudes of children and consequently inter ethnic bullying behavior. Again only family norms and quality of contact were the best contributors to the model. School norms and friendships were related only to the mediator positive stereotypes, while quantity of contact related only to mediator symbolic threats. Additionally, among the four threats the most powerful predictors of inter ethnic bullying behavior were realistic threats, symbolic threats and positive stereotypes. Intergroup anxiety did not contribute to the model. Additionally, no direct effects were observed between predictors of Time 1 and outcome of Time 2, only indirect effects observed through threats supporting a full mediation model. Father's profession, gender and age were examined as covariates in this integrative model.

Previous research has supported the important role of threats in intergroup relation research. It supported the mediating role of threats between identity and negative attitudes (Bizman and Yinon, 2001), the predictive role of threats in relation to exclusion in adult populations (Hitti, Mulvey & Killen, 2011) and negative attitudes toward the out-group (Stephan, Diaz-Loving & Duran, 2000) and has examined threats as an outcome of attachment to group identity (Killen, Mulvey & Hitti, 2012). No other published research has investigated before the mediating role of threats (integrated threat theory) between contact/norms and inter ethnic bullying. Consequently, this thesis contributes to the literature by supporting the mediating role of threats between contact/norms and inter ethnic bullying relationship.

We have also examined the moderating role of gender in norms/contact - threats - inter ethnic bullying effect with multigroup analysis longitudinally (XT1 - MT2 - YT2). Our findings support and extent our hypothesis. Differences between males and females were found again, with the model functioning variously among genders. Gender significantly moderated these findings such that patterns of associations in all levels were not equivalent for males and females consistent with predictions. Family positive norms concerning immigrants work better for males (inconsistent with prediction), while family attitudes can reduce realistic and symbolic threats, anxiety and negative stereotypes toward immigrants and consequently reduce inter ethnic bullying toward them. Family norms only reduce anxiety for girls. On the other hand quality of contact and friendships can reduce negative stereotypes and anxiety and consequently reduce inter ethnic bullying among girls (consistent with prediction). Quality of contact only reduces anxiety among boys. This is relevant with our results, while girls maintain more friendships and have more quality of contact with immigrants, while boys avoid contact with outgroups and thus cannot benefit from contact's ability to reduce prejudice to the

same extent at least as girls. According to Binder et al., (2009) prior prejudice can determine whether optimal conditions for contact are fulfilled or unfulfilled. But when boys finally have opportunities of good qualitative contact they benefit from it in the end. Additionally girls have more positive attitudes toward immigrants (Neto, 2009) and exhibit less inter ethnic bullying than boys (Elamè, 2013), a finding that suggest that girls already have a positive stance toward immigrants. Additionally, age also predicted ethnic bullying among boys only, suggesting that boys (12-14 years old) are get involve more in ethnic bullying than boys (15-17 years old).

Hypothesis Six

Finally, we have examined the moderating role of national identification in norms/contact—threats-inter ethnic bullying effect among Greek Cypriots longitudinally (XT1 – MT2 – YT2). Hypothesis six stating that social norms and contact can lead to inter ethnic bullying through threats and negative attitudes in participants highly attached to ethnic identity (moderated mediation model) was also confirmed. The current thesis came to support Palmer's and Abbott's, (2018) suggestions on inter ethnic bullying. They recently suggested that in a developmental intergroup approach consisting of a developing understanding of social identities and related intergroup processes we are required to fully understand when and why children and adolescents bully others in multiethnic contexts. They also stressed the need for examining group identity and group norms to understand adolescents' responses in bias-based bullying (Palmer & Abbott, 2018).

Our model functions better among highly attached to ethnic identity participants that reported that they felt more Greeks, than those attached to civic identity –participants that reported that they felt more Cypriots. Differences between Greek centric and Cypriot centric identifiers were found on all the paths. For examining the equivalence between the two groups on the model, multi-group analysis SEM was conducted, controlling for gender, age and father's profession. Within this model there was evidence that patterns of associations in all levels were not operating equivalently across groups consistent with predictions. These finding show, that there are many differences between participants attached to ethnic and civic identity. Family norms can reduce realistic threats, symbolic threats and anxiety among ethnic identity attached participants, while for civic attached participants family norms reduce only anxiety. Quality of contact can reduce anxiety to a greater extent in ethnic attached participants, than civic attached participants. Additionally, friendships and quantity of contact can reduce negative stereotypes and anxiety, realistic and symbolic threats respectively, only among ethnic attached participants. Also, younger adolescents (12-14) attached to a more Greek identity exhibit

more ethnic bullying, than older ethnocentric adolescents (15-17), and ethnocentric adolescents coming from low income households exhibit more realistic threats.

Finally, symbolic threats and negative stereotypes can predict involvement to ethnic bullying among ethnic attached individuals, where only realistic threat can predict inter ethnic bullying perpetration among civic attached individuals. This is in line with Tausch et al., (2007) where the moderation effect was obtained for symbolic threat among high identifiers and realistic threat among low identifiers. A possible reason for the Greek Cypriot context is that realistic threats are expected to be experienced by low incomers “competing” immigrant workers. Low incomers usually come from working class, belong to left wing parties and identify more with the civic identity. Symbolic threats, on the other hand, seem much more relevant for ethnic identifiers because they pertain more directly to matters of national identity. Additionally ethnic identifiers exhibit more negative attitudes toward the outgroups. Anxiety, did not predict inter ethnic bullying, in either of the groups. This finding implies that intergroup anxiety, which was ascribed a central role in models of intergroup contact (e.g., Islam & Hewstone, 1993), may only play a minor role as a predictor of inter ethnic bullying in the model. Greek Cypriots in current study exhibit more negative stereotypes and threats than anxiety toward immigrants. Greek Cypriots during interaction are not afraid of the negative psychological consequences (e.g. discomfort, embarrassment) (Stephan & Stephan, 1996) because somehow there is familiarity between the pupils of a school and also Greek Cypriots are the dominant group and they feel safe anyway.

However, participants attached to ethnic identity get involved to a greater extent in ethnic bullying, report more threats and more anxiety, report less positive feelings, stereotypes, contact and friendships, less positive school norms and family norms, than participants attached to civic identity, thus moderation effect has a paradoxical result. One would expect that *Cypriotcentrism* would work better for the model, because *Hellenocentrism* is usually related with negative feelings and less contact and *Cypriotcentrism* is related with positive feelings toward outgroups and more contact. However, this is in line with Hodson’s (2011) finding on contact effects.

Participants with more Hellenocentric orientation are benefited more from positive norms and contact. On the other hand participants with more Cypriot centric orientation do not benefit from contact and norms at the same degree probably because they already have a rather positive orientation. Their “a priori” positive attitudes may intervene through the process. Positive contact effects among highly prejudiced persons are observed because contact reduces anxiety, while increasing inclusion among highly attached individuals because contact effectively reduces psychological threats and thus

is likely to improve attitudes among ideologically intolerant people (Hodson, 2011). Though contact with immigrants is somewhat inevitable or not a matter of choice, thus intolerant persons can reduce their prejudice in agreement with Hodson (2011) findings. Intolerant, prejudice-prone benefit more from contact, than low prejudiced persons, but only if they have contact. This adds value to the contact hypothesis since these are the people in more need of prejudice reduction. Hence, this is a positive finding for the model proposed because what we need is to “cure” the prejudiced individuals and those who need it the most and intolerant people are those most in need of intervention. In fact, if this model did not operate through these processes among the highly prejudiced, we would have to research other factors contributing to inter ethnic bullying.

On the other hand according to the same hypothesis school norms with a small effect can reduce realistic threats and negative stereotypes only among civic attached participants. Thus, we can assume that highly prejudiced participants with prior negative attitudes would be more reluctant to follow school suggestions and encouragements for inter group contact and relations. The highly prejudiced would avoid contact and thus do not derive the benefits that they could otherwise derive (Hodson, 2011). Low prejudice adolescents however would exhibit greater will for outgroup friendships according to previous studies and would react more positive to their school encouragements for contact and consequently reduce their anxiety or threats. Pettigrew (1998) emphasized the importance of individual differences because “prior attitudes and experiences influence whether people seek or avoid intergroup contact, and what the effects of contact will be”.

To the best of knowledge, there is no other study that supports the results on norms/contact-threats-inter ethnic bullying in line with the moderating role of national identification and gender. This is a significant contribution to intergroup relations field, concerning inter ethnic bullying. Results show that national identification influences the involvement in inter ethnic bullying by moderating the relationship between contact/norms – threats – inter ethnic bullying. We conclude that the inter ethnic bullying depends on the particular characteristics of each group (national identity and gender) that can hinder or assist the benefits of contact and positive norms effect. In addition certain moderators as national identification should be considered when testing intergroup phenomena.

School history in the Greek–Cypriot context is taught as “heritage”, where specific aspects of the history deliberately silenced, in order to create the myth of the legendary past that reminds us the need to maintain “our” national identity (Makriyianni & Psaltis, 2007). Nationalism is based on the premise of heritage, which fills one’s ethnic group with pride, while viewing other groups as undesirable ethnic groups. Nationalism and the teaching of heritage, as the same authors claimed,

suppress the critical thinking of pupils. Consequently, it can be assumed that when students confront people that are conceived as “enemies,” activate their resistance in order to prevent any contact.

The same findings were obtained at focus group discussions, where some students claimed that schools do not teach the “real” history of Cyprus or choose to teach events that favor Greek Cypriots over Turkish Cypriots. They believe that teaching of history in Greek Cypriot schools leads to misinformation and prejudice toward the Turkish Cypriots. This is in line with the belief that education system is constructed and developed within the national narrative of victimization (Psaltis, 2015; 2016; Perikleous, 2010). The enemy is found in the Turk due to the country’s history (Philippou & Theodorou; Spyrou, 2002) although, other national groups who may remotely resemble characteristics of that enemy are assimilated in the children’s understanding of the enemy, like Muslims/Arabs. Hellenocentrism (Philippou & Klerides, 2010; Philippou, 2009; Spyrou, 2001), an ethnic construction of identity excludes immigrants from the Greek national community (Kadianaki & Andreouli, 2017), whilst Cypriot-centrism (Philippou & Klerides, 2010; Philippou, 2009; Spyrou, 2001), a civic representation of identity can leave space for others (Kadianaki & Andreouli, 2017).

Qualitative data reveal the perceptions of teenagers about the reasons behind interethnic bullying. The most common etiology between students for inter-ethnic bullying is xenophobia and prejudice a finding in agreement with a huge body of research connecting xenophobia and prejudice to discrimination, or exclusion behavior (Bucchianeri & colleagues, 2016; Peguero, Anthony & Williams, 2013; Killen, Killen & Rutland, 2011). They also believe that inter ethnic bullying is a matter of numbers, where a foreigner it is easier to be excluded because he is different and doesn’t have the support of others. When the number of students of the minority group in a classroom is very low, it is more possible for these few students to be victimized (Graham, 2006; Verkuyten & Thijs, 2002). Hence the big number of representation of a group functions as a protective factor for the minority group (Vitoroulis et al., 2015; Agirdag et al., 2011) and students feel less vulnerable to victimization because of power balance (Graham, 2006).

Participants in focus groups also detected the role of prejudice and stereotypes to exclusion. “*A friend of mine keeps telling me that he doesn’t like Arabs. He doesn’t give a proper reason for that, or he gives funny reasons like, he doesn’t like them because they are gypsies, or because he heard something from someone else*” Elena, Lyceum 17 said. They also connect exclusion with racism and categorization. As Tajfel & Turner, (1979) stated categorization –based on common features- can cause intra-group bias and prejudice toward the out-group. “*Some people just have it, they categorize people on the basis of color or characteristics*” Elena, Lyceum 17 said. Other participants although

disagreed with categorization and stressed out the importance of nurture and parenting reminding of Allport (1954), where family, can enhance the development of prejudice. *“But one is not born a racist, you become one, by what have you learned, by what have you seen in your environment and by what have you experienced”* Dora, Lyceum 16, said. Family beliefs about migrants play a key role in engaging in inter-ethnic bullying (Elame, 2013) and shape children’s beliefs and behavior (Vryonides, 2014).

Hence, recognition of such social psychological discourse by students is a very positive sign revealing tolerance and a pro-migrant discourse (Avraamidou et al., 2017) from a group of students that criticize racism incidents. Realistic threats also emerged at the discussions, mainly adult’s feelings of threat that adolescents observe and can influence children’s behavior. Through discourse other voices and dialogues can be heard and any verbal expression includes traits of previous discourses (Marková, Linell, Grossen & Orvig, 2007) because of the interdependency of self and other in the construction of knowledge and the development of self (Kadianaki et al., 2018). Those words are the voices of others that content group norms. Immigration also is constructed as a problem and immigrants are ‘othered’ in the media discourse. Various threats come along with the presence of migrants; the economic competitor, an economic threat for natives, a competitor in terms of employment; the intruder/social burden, the ‘unwelcome guest’ who is a burden for the country’s social welfare system (Avraamidou et al., 2017; Kadianaki et al., 2018; Milioni, Spyridou & Vadratsikas, 2015).

Students also talked about the role of school in inter ethnic bullying when serious incidents of physical violence occurred. The students considered school management to those incidents wrong. *“The refugees after that big fight with Greek Cypriots were expelled from school and taken to another school, because the atmosphere was really strange after that fight. Greek Cypriots and teachers felt insecurity and fear”* Rafael, High School 15, said. In an inter-ethnic bullying incidence the school in an attempt to deal with it, placed the student to another class. *“The Arab girl was moved to another classroom after a week later”* Rafael, High School 15 said. We can observe a clear resistance of conservative school policies by some students at least, and this could be an explanation why school norms might not predict bullying and victimization among Greek Cypriots.

Greek Cypriot schools seem to still be unprepared to receive refugees in schools and apply multicultural prevention programs. Students also referred to teachers attitudes toward immigrants and agreed that in their schools they have both teachers who equally treat all the students and teachers that have negative feelings toward foreign students. Additionally, the absence of integration policies and

multicultural education strategies –e.g. changes in curricula, zero tolerance to bullying- on behalf of school system (Verkuyten & Thijs, 2002), absence of perceiving support for cross-ethnic relations within the school environment (Tropp & Al Ramiah, 2016), as well as the ineffective management of inter-ethnic bullying incidents or the minimal involvement of teachers (Elame, 2013) relate to further involvement of indigenous students in inter-ethnic bullying. Consequently, school norms and family norms appear to be involved in this form of intergroup bullying. School norms and school climate is a significant factor that plays a key role in student relationships (Tropp et al., 2016), that can prevent or enhance bullying incidents.

Qualitative research can bring to light new hypothesis that researchers did not examine with quantitative methodology. Three new factors emerged from qualitative data: peer pressure and peer norms, media and political parties. Another theme raised and relates to inter ethnic bullying concerns peer pressure and peer norms. Bullying is simply considered as a consequence of group pressure and group reinforcing (Thornberg & Knutsen, 2011). *“He will bully to feel superior, especially if his friends are somewhat racists he will do it to become more acceptable”* Anna, Lyceum 16, said. Other students, boys in particular, stated that friendships between Greek Cypriots and foreigners, especially with refugees are not acceptable between Greek Cypriot peers. That means that some Greek Cypriots will exclude or not approach the students with certain ethnicities because there is the danger of their own exclusion of the group. Two students in different groups characteristically stated that if they were making friendships with refugees their peers would be stoning them. *“My friends would take it wrong in the case of hanging out with an Arab. They would be stoning me. No one in my school has the courage to have friendships with Arabs. In this possibility peers would teasing me”* Panayiotis, High School 16, said. That account of group norm concerns deviant intolerance and one can be excluded from the peer group in this scenario (Thornberg & Knutsen, 2011).

The next theme revealed concerns the representation of foreigners in the media and the production of stereotypes. Students support that media try to cultivate stereotypes and prejudice, while foreigners in media are presented only in the case of crimes. They are presented as criminals and dangerous people, and the crimes are not related to individual characteristics but to ethnic origin. This finding comes in line with Avraamidou et al., 2017 and Milioni et al., 2015 research where a significant volume of established Cypriot media attention is directed toward news stories concerning immigrant criminality. The practice of mentioning immigrants’ nationality in crime-related stories, which, according to this study’s findings, is quite frequent in the Cypriot media, is related to the “racialisation” of criminality namely, the association of specific nationalities to certain categories of

crimes (Miloni, Spyridou & Vadratsikas, 2015). A study conducted by Ramasubramanian (2010), showed that exposure to television's stereotypes affects the beliefs, feelings and behaviors of the individual. And more significantly, it influences the intergroup emotions such as hostile prejudicial feelings that play an important part in the construction of political opinions, without the viewers being consciously aware of that influence.

The last theme that emerged in relation to inter ethnic bullying has to do with political beliefs and political parties. Students related right wing affiliated students with inter ethnic violence and prejudice. They stated that their ideology involves ethnocentrism and nationalism. High identifiers with an ethnic orientation are involved in minimal intergroup contact, show increased prejudice and distrust towards the out-group (Psaltis, 2012; 2015). *Because they are nationalists, they love only their nation and they do not want others. They think that our nation is the best, and set the question why should foreigners come to our country?*" Marina, Lyceum 16, said. They also recognize the influence of politically affiliated parents. Students referred to ELAM beliefs and how its followers are involved in racist behaviors.

Based on our findings we suggest an effective model that can reduce inter ethnic bullying among Greek Cypriots. Positive family norms toward immigrants, quality of contact through outgroup friendships, cultivation of a more civic inclusive identity, deconstruction of gender stereotypes and tackling narcissism with empathy can hinder inter ethnic bullying through the reduction of threats, stereotypes and anxiety. Additionally, we have to give emphasis in High School students (12-14), who are get involved more in ethnic bullying than Lyceum students (15 - 17).

Hypothesis Seven

Last, hypothesis seven concerns immigrants stating that language no use, high concentration of immigrants compatriots in classroom, separation from hors society, low levels of quality of contact, high ethnocentrism, violence school climate and lower levels of assimilation at T1 will predict inter ethnic bullying at T2, was partially confirmed among immigrants. High concentration of immigrant compatriots in classroom at T1 can predict involvement of immigrants in bullying as perpetrators at T2. Greek Cypriot participants also mentioned that Arab students bully, both Greek Cypriots and foreigners. Previous studies showed that numbers matter and high concentration of immigrants same ethnicity in a classroom or a school, it is a factor that relates with bully behavior toward indigenous students (Elamè, 2013; Vervoort, Scholte, & Overbeek, 2010). Additionally, separation, lower levels of assimilation to Greek culture and Greek language nonuse at T1 predicted ethnic bullying at T2 and the opposite. Our results show bidirectional relations, although the direction acculturation degree T1 –

inter ethnic bullying T2 is stronger than the direction inter ethnic bullying T1 – acculturation degree T2. Additionally, the direction inter ethnic bullying – Greek language knowledge use is stronger than the opposite, where individuals involve in inter ethnic behavior do not wish to use the Greek language. Inter ethnic bullying leads to violent school climate and not the opposite. Quality of contact and ethnocentrism did not predict inter ethnic bullying at T2.

Hypothesis seven also stating that violence school climate, less quality of contact, negative family norms toward Greek Cypriots, high ethnocentrism, attachment to religion, Greek language nonuse and knowledge, place of birth and lower degree of acculturation at T1 will predict inter ethnic victimization at T2 were not supported. Only the degree of acculturation predicted ethnic victimization in a one way relationship. Thus, less acculturated individuals are viewed as dissimilar and may experience greater discrimination (Mummendey & Wenzel, 1999). Gordon (1964), previously suggested that assimilation through the adoption of cultural norms of the host society and the development of friendships with dominant group is the mean for equal treatment toward immigrants. However, this process does not unfold for all immigrants and depends on immigrants' racial background (Portes and Zhou 1993). Thus, immigrants from particular ethnocultural backgrounds may assimilate and adopt the values of the dominant mainstream society. For some immigrants though it is more difficult to assimilate and undergo behavioral shifts due to significant cultural differences. Consequently, Muslims espouse more traditions that appear to conflict with mainstream Western culture (Awad, 2010). Consequently, Europeans are more easily integrated in Greek Cypriot society and facing less inter ethnic victimization.

Previous researches supported that years of residence and language knowledge are also seen as factors for foreign children that lead to integration, or for some assimilation. The longer the families of immigrant children residing in a country, the more likely the children to assimilate their identities (Rumbaut, 2005). Language has been generally considered to be central to acculturation. A great deal of attention has been paid to that of language knowledge of host society and use and its relation to acculturation attitudes. Assimilation mode of acculturation is positively related to host's society language acquisition (Masgoret & Gardner, 1999). Consequently, the length of residence, intercultural contact, and social cultural adaptation is related to mental health outcomes among immigrants (Neto, Moreno & Chuang, 2011). In the current research language use and knowledge, and years of residence did not relate directly with inter ethnic bullying, thus we also explored another model, were we examined if demographics can predict inter ethnic bullying through assimilation, a model described later.

Knowledge of Greek language and years of residences also consist helpful factors for quality of contact in Greek Cypriot schools a finding that supported in focus groups and quantitative data. Demographic factors such as years of residence, place of birth and knowledge of the local language and willingness to use it, are significant for the adaptation and acculturation of immigrants to host society (Goldlust & Richmond, 1974). Significant also for the adaptation and acculturation of immigrants, is the existence of a positive school climate that make students feel safe and accepted. The school's systems and teachers' expectations can exert pressure on a youth to conform to the school or can invite openness and accommodation for a youth to enter and interact supportively with the school environment while moving through the acculturative process (Trickett & Birman, 2005, p. 36). The press and expectations derived from the press impact how a student perceive the school environment and how newcomer youth may or may not adapt to their environment while in the process of acculturation. Different academic trajectories are associated with school climate where high-achieving students perceived school climate more positively, had a better command of English, were more connected to school staff and peers, and felt safe within the school environment. By contrast, low-achieving students were more likely to have poor pre-migration educational experience, have lesser command of English, feel unsafe in school and disconnected from the school environment, and experience varying levels of discrimination during the school day (Suarez-Orozco, 2010). Additionally, school climates and the overarching social climate are important predictors of perceived discrimination (Stone & Han, 2005).

The opposite scenario though it was also supported. Ethnic victimization at T1 predicted less quality of contact, less language use and more separation at T2 with a one way direction. The victimization of immigrant students leads to less friendships with Greek Cypriots, unwillingness to learn and use Greek language and consequently preference to group together with ingroup compatriots.

A common finding from focus groups is that Arab students are associated only with compatriots and they are isolated from other students. Students emphasize that Arabs prefer gathering together and they don't want to come together with students from other ethnicities. Greek Cypriot students and European students also state that there is not a will for adaptation on behalf of them. *"Immigrants are willing and trying to adapt, while political refugees do not do it, they just grouped together"* Dora, Lyceum 16 (half Greek, half Serbian) said. The isolation of Arab students is observed when they have many compatriots or co nationals at school. Here a question that needs to be answered is whether they categorize with ingroupers to feel safe or categorize together because they feel different or undesirable by Greek Cypriots or other ethnicities. Some researchers have argued that

the concept of marginalization is not a viable one, since migrants do not choose to be marginalized, but rather may involuntarily be forced to adopt it as an outcome. *“I have seen friendships between Cypriots and foreigners but some of them of course, do not wish to make friendships with Greek Cypriots, and it is not the case that they are not accepted by Cypriots. They arrive as groups –the Arabs- and they do not approach Greek Cypriots”* Anna, Lyceum 16 (half Greek, half Cypriot) said.

In Greek Cypriot schools students have the opportunity to interact with out-group members on a more frequent basis. When faced with these opportunities, individuals must decide whether to approach or avoid intergroup contact. That is, the inferences individuals make about others, compared with the inferences they make about themselves, are likely to impact the extent to which they avoid intergroup contact. Previous studies demonstrated that individuals believe that their own inaction reflects a fear of being rejected but that the out-group’s inaction reflects lack of interest (Shelton & Richeson, 2005).

Additionally, according to social identity theory, recognizing that the powerful majority is prejudiced and discriminates against one’s ingroup will lead to increased identification with the ingroup (Tajfel and Turner 1986), where the presence of strong ingroup norms lead minorities identify more strongly with their religious ingroup and, via higher religious identification, distance themselves from the host society by showing lower national identification (Martinovic & Verkuyten, 2012) and that will result to more rejection and discrimination of minorities by the majority group (Awad, 2010; Mendoza-Denton et al., 2002). Religious identification emerges as the strongest predictor of perceived discrimination and Arab/Middle Eastern Americans who report lower levels of acculturation tend to report higher levels of discrimination (Awad, 2010). Participants experiencing pressures from their ingroup to maintain an ethnoreligious lifestyle as well as those who perceived discrimination by natives identified more strongly with their religious group and, in turn, identified less with the host country (Martinovic & Verkuyten, 2012). Consequently, individuals high on ethnocentrism should, when placed in another social group, be characterized by low acculturation to the new group and by continued commitment to ingroup norms and customs (Seelye & Brewer, 1970). Therefore, one can expect that ingroup norms to maintain one’s ethnoreligious culture make Muslim minorities turn to their religion and strengthen their religious group identification (Martinovic & Verkuyten, 2012).

Based on our findings we suggest a model that results to ethnic bullying and ethnic victimization among immigrants. The model of ethnic bullying and victimization involves the interaction of immigrants demographics (ethnicity, religion importance), the degree of ethnocentrism, positive climate, quality of contact through outgroup friendships, language knowledge and use and

narcissism personality trait. Demographics (non European ethnicity and attachment to religion) and ethnocentrism lead to separation of immigrant students; while positive school climate, friendships with Greek Cypriots and the level of language acquisition and use, decide the degree of assimilation to Greek Cypriot culture. Subsequently, for assimilated individuals it is less possible to be victimized due to their nationality and at the same time less possible to be perpetrators of inter ethnic bullying, while separated individuals are more likely to be victims only.

Contribution, Future Research and Limitations

The present thesis certainly provides food for thought and evidence for future research. The contribution of the research lies on the development of a social psychological model trying to explain inter ethnic bullying above and beyond personality traits, while there is a bibliographic need for studies that relate inter ethnic bullying to intergroup relations. No other research has investigated longitudinally to this extent the social psychological processes that predict (norms, contact), moderate (identity, gender) or mediate (threats, stereotypes, anxiety) inter ethnic bullying among both dominant and non dominant groups with the complementary use of qualitative methodology. A contribution of the present research is the empirical distinction of inter ethnic bullying and general bullying by using two different materials and relating them with relevant constructs. Another contribution is the extension of interventions concerning bullying, with social psychological factors. In conclusion, our findings point to the potential importance of investigating the interaction between social psychological factors, contextual factors and personal traits to better understand the phenomenon of inter ethnic bullying and victimization.

Further, gaps in bibliography that have been tried to be fulfilled is the use of longitudinal data, the consideration of different ethnic groups (ethnic hierarchies), the distinction between self-report and peer-report bullying and victimization, and the examination of bullying, victimization and heterostereotypes among minority children. The majority also of the studies examining the heterostereotypes of non dominant groups, includes in the research participants knowledgeable of the hosts society's language, suggesting that newcomers and less acculturated individuals can't participate. Students that were not fluent in Greek language (reading and writing), especially non Europeans, were not excluded from the current study. Interpreter helped the students to complete the questionnaire step by step.

Future research could deal with group esteem threats and metastereotypes – what Greek Cypriots think that immigrants hold. The inclusion of empathy and perspective taking can also be examined as a mediator of inter ethnic bullying and quality of contact. Three new factors emerged

from qualitative data that have not been explored in quantitative analysis: peer pressure and peer norms, media and political party affiliation in relation to inter ethnic bullying and could also be examined, as well as narcissism contribution that emerged from quantitative analysis. Differences among genders concerning intergroup relations also is a field that need to be examined. Finally, in a future study multilevel analysis could be utilized with a bigger school sample for a better examination of contextual factors and inclusion of immigration effects (e.g. concentration of immigrants).

However, it is important to note the limitations of the study. One general weakness regards the heterogeneity of immigrant children and the relatively small sample of immigrant students compared to Greek Cypriots. Participants came from many different ethnic groups and we couldn't cluster them due to ethnicity because of the small sample, thus we tried to split them in Europeans and non Europeans, while Europeans share more common cultural characteristics with Greek Cypriots. The issue of minorities homogenization although is quite common with pan-ethnic designations (Awad, 2010). The methodological shortcomings of grouping adolescents into one monolithic, homogenous group may be problematic and we need to interpret results with caution because of important differences between ethnic groups. Hence, some scales such as family norms and subgroup identity, functioned among Greek Cypriots but not between immigrant students. However, we have tried to use scales that can be applied to different groups in the case of acculturation, bullying, contact measures, demographics, school climate and prejudice assessment. The important finding here is that minorities in schools report higher levels of victimization and involvement in bullying and we need to take some measures to overcome this serious problem.

Additionally, we did not carry out focus groups or interviews with political refugees or students from Arab countries in the qualitative part. Further research needs to be conducted using qualitative data with the most affected group of immigrants, the non Europeans and involving targeted outgroups. Greek Cypriots also were examined in more variables than immigrant students, such as realistic and symbolic threats because bibliography traditionally is concerned with dominant groups in relation to these constructs. Also, the distinction of civic and ethnic identity applied to Greek Cypriots only and not to immigrants because it was difficult to "individualize" the measurement for immigrants. School norms did not associate with inter ethnic bullying, thus the possibility of being a methodological artifact cannot be excluded given that a different set of items was used to measure family and another for school norms. Greek Cypriots also were not assessed on reported inter ethnic victimization (bullying carried out by immigrants on Greek Cypriots), they were assessed only on general reported victimization and observed inter ethnic victimization carried out by immigrants on

natives, because this scenario was not supported on previous studies in Greek Cypriot context (Elamè, 2013) and partly confirmed in the current study because 93% of Greek Cypriots reported they have never victimized before by immigrants. Having in mind that Greek Cypriots negative attitudes toward immigrants and inter ethnic bullying rank between the worst in Europe, the aim was to explain the reasons behind the perpetrators behavior. Future research nevertheless, could full this gap too.

Implications for Educational Policy

During recent years, Cyprus has become a destination of immigrants and political refugees. The large number of immigrants settling in the country has as a result a large number of foreign children attending in Greek Cypriot schools. Greek Cypriot schools despite its efforts to adapt in a multicultural context are found unprepared to effectively host children with different ethnic backgrounds. Due to public racist speech, inadequate school policies, the monolithic culture of the Greek nation and national ethos that dominates at schools and functions to assimilate others into the Greek Cypriot culture a wave of discrimination, exclusion and inter ethnic bullying has prevailed in schools. However, there is a need to establish effective immigration school policies.

The findings of the relationship between contact, social norms, national identity, prejudice and acculturation process but also the rather negative attitudes and behaviors towards the various outgroups should concern all stakeholders. And for this reason, the findings should point to new directions and implications in the educational system. Considering the educational policies, it is important to develop formal and informal practices that enhance more positive contacts between students from diverse ethnic groups, to help immigrant student to acculturate in Greek Cypriot society, to built multicultural targeted policies appropriate for Greek Cypriot society, to deconstruct gender and ethnic stereotypes and to confront incidents of discrimination and inter ethnic bullying. Another important aspect that needs more specification is to distinguish Greek Cypriot, Cypriot, Turkish Cypriot and Turkish identities. Greek Cypriot students confuse identities because of the complex structure of social identity among the Greek Cypriots and their dominant forms of identification. It is possible to speak about several layers of social identity among both Greek Cypriots e.g. supranational, national, religious and ethnic layers (Psaltis & Cakal, 2016). Cypriot identity, is the Cypriot political identity that all communities in Cyprus share (Philippou, 2009), although some Greek Cypriots, Cypriot = Greek Cypriot in their everyday discussions and understanding (Psaltis & Cakal, 2016). The form of Cypriot identity encompasses a clear vision of a civic identity, and consequently bare less relationships with threats and prejudice towards the outgroup. One of the main challenges is the

promotion of an inclusive form of civic identity or constitutional patriotism as Cypriots irrespective of the ethnic origin of the inhabitants of Cyprus (Psaltis & Cakal, 2016).

Regarding history teaching, Makriyianni & Psaltis (2007) argued that although history curricula in the Greek Cypriot support critical thinking, and express an appreciation of the richness of diversity in cultures, promoting equality and human rights, from a child-centered approach, they are not effectively applied. Further education needs to be provided to teachers, who have direct effect on students through curricula. History education, is perceived as one of the major subjects of the curricula, through which students construct their identities in relation with the world. As Makriyianni and Psaltis (2007) suggested, it is important to build on a broad and balanced understanding of the history context, by providing opportunities of dialogue that reinforce and stimulate critical thinking and understanding of social issues. Nationalism and ethnocentrism does not fit in this form of education, as it represents in a monolithic way the past and contributes to the construction of prejudiced attitudes. There is a need to move into an interdisciplinary approach to history teaching that seriously takes into account the findings from the social psychological literature on intergroup relations (Psalti et al., 2017). Thus, it is important to develop programs that promote intergroup contact and cultivate a more civic inclusive identity.

Additionally, there is an increased need to built preventive and intervention programs in order to confront inter ethnic bullying and racism. The programs described above in literature review concerning current school policies on bullying, are decontextualized as they were transferred from other countries without direct reference to particular groups, their stereotypes and realities in the ground between Greek Cypriots relation with various groups. As it has been rightly noted by Al-Haj (2002) and Barton and McCully (2012) decontextualization of intercultural education or history teaching has minimal successful outcomes, because it is difficult to overcome ingrained ideas, found in public and private spaces around kitchen tables and on the nightly news, displayed in graffiti and murals, found in marches, memorials and political rhetoric (Barton & McCully, 2012). These voices make frequent use of past events to bolster a sense of identity (Barton & McCully, 2012), waving the flag of nationalism in a banal way (Billig, 1995). As a result, students may be either trapped into polarized ways of thinking. To make a prevention and intervention plan we have to take into account the specific cultural context, to explore the needs and make necessary adjustments accordingly. Cyprus is a post conflict society with a frozen conflict and an ethnocentric and nationalist public education system which is directly linked to the Greek Orthodox Church and political situation of the country. This institutional framework facilitates not only the continuation of hatred against Turks and

Turkish Cypriots but, also, groups who may be perceived as threats and “enemies”. It is worth noting that previous work on the Secondary Transfer Effect (STE) of contact in Cyprus clearly showed that for Greek Cypriots there is a high degree of association between attitudes toward Turks – TCs and immigrants (in Georgios Philippou thesis; There seems to be an elephant in the room).

Following the entry of Cyprus to the European Union in 2004, the country had to bring about some changes to its educational system for purposes of promoting the values of tolerance, diversity and multiculturalism. This has resulted in an internal conflict of the system where, on the one hand, there exists the deep rooted nationalistic and ethnocentric identity and, on the other, celebrations of diversity and multiculturalism. Furthermore, the potential for developing a culture of solidarity and diversity and combating racism and xenophobia is directly hampered by the fact that the country’s educational system is so centralized that political will, funding and direction needs to come from the Ministry (National Report Cyprus, 2016).

Another problem that is observed is the implementation of some programs and the optional training of teachers. Additionally the responsibility for tackling inter ethnic bullying in schools falls to the level of the individual school and depends on the principal and personnel. Each school is encouraged to adopt a bullying policy and the teacher has to respond to the curriculum developing his plan lesson on his own. There seems to be a great need for an integrated holistic program that targets the overall school and social culture. There is a need for books (teachers and student books), programs with consistency and continuity. Also a review of the activities for bullying shows that the intervention focuses mostly on individual characteristics. However the intervention and prevention plans to be successful also have to take into account the social and contextual factors, such as school norms, school climate, family norms, social identity and acculturation processes.

The Ministry of Education and Culture, has to shift in facing contemporary issues of multiculturalism and in mapping out a national educational policy that would effectively confront the different racist, sexist and xenophobic behaviors that have become more common in Cyprus. Our findings point to the potential importance of quality of contact to directly or indirectly reduce prejudice. It also supports the power of quality of contact to prevent natives from involving in interethnic bullying and protect immigrant students from being victimized. Although contact needs to be supported by authorities to effectively function between all individuals and among the most prejudiced individuals that avoid contact due to their prior negative attitudes. Doing so under favorable conditions can promote more positive intergroup attitudes and encourage cooperation and trust (McKeown & Psaltis, 2017). For example, interventions should aim to focus on promoting the

four key conditions of intergroup contact (equal status, common goals, cooperation, and authority support) to reduce prejudice and better promote community relations. This will also ensure that contact is of higher quality (McKeown & Psaltis, 2017). Schools can promote contact through joint activities that allow students to get to know each other.

Studying inter-ethnic bullying is of great importance, as the percentages of immigrants' victimization in school are growing. The shift to an emphasis to social psychological processes can also direct intervention and prevention programs in schools. The development of multicultural education toward racism and prejudice, multicultural practices and practices of integration, student exchange programs, pedagogical conferences, norms that can help inter-group relations are factors that can reduce inter-ethnic bullying in the community. The equal treatment of the students, the development of friendly and welcoming environments, the promotion of mutual understanding and peaceful leaving are practices that should be undertaken by schools.

The current thesis also stresses the significant role of family in relation to prejudice and inter ethnic bullying. According to current policies in place, the ministry of education does very little regarding the involvement of parents in the interventional programs. Intervention programs should be holistic and should involve parents education too. It is difficult for children to get away from their parents views and beliefs. Thus, school should encourage critical thinking and distancing from self. School can raise students' awareness of how their own backgrounds, identities and allegiances might influence the way they behave (Psaltis, McCully, Agbaria, Makriyianni, Pingel, Karahasan & Wagner, 2017). Adults also need to have more contact with immigrants. Results of our research suggests that the majority of the families rarely maintain friendships with outgroups. They maintain more friendships with Western Europeans, less friendships with Turkish Cypriots and rare friendships with non Europeans. It seems that there is rarely contact with Syrians or Palestinians. Contact could be possible if Greek Cypriot students brought back at home positive experiences and images about immigrants, where in school context there is a possibility for contact and friendships development, in accordance to extended, or indirect contact (Wright et al., 1997). Additionally, we suggest the development of family intervention programs.

A large body of literature indicates that family and community involvement in schools enhances student achievement and general well-being at school. Community participation is especially important for students from minority cultures, as it contributes to greater coordination between in-home and school activities. Examples of successful actions involving families are the dialogic literary

gatherings (non-academic interactions where families are involved in discussing subjects), and parents and children's clubs (Flecha, 2014).

A further finding of the present research is the relation between immigrants acculturation degree and ethnic victimization. Less acculturated students, and especially students that don't maintain friendships with Greek Cypriots and haven't acquired the Greek language or they don't use it in a satisfactory degree get victimized more often and also get involved in bullying as perpetrators. Positive school climate is also related to acculturation degree. Language knowledge and use seems to be an extremely important factor for immigrants adaptation in Greek Cypriot school and society, and a protective factor for them. Language knowledge in this thesis was also associated with quantity, quality of contact and friendships with Greek Cypriots, with positive feelings and positive stereotypes toward Greek, and with less intergroup anxiety toward Greek Cypriots. Language knowledge is of great importance and school should invest more learning hours on that, in school time with interpreters speaking the mother language of immigrant students and afternoon time. Additionally, lonely immigrant students are in danger of victimization, while a big number of immigrants from the same ethnicity can commit bullying and bother others. Schools should find the balance between isolation and overconcentration of specific ethnic groups in specific schools.

Some other observations of the current research are the countless differences between males and females, and we have to wonder why this is happening. The differences are found not only on bullying behavior, but also on intergroup relations. It is possible that the explanation behind these differences on social psychological variables, is also the answer to the question for the differences on bullying. However, these dissimilarities need to be further researched in future studies. We would draw the attention to the distinct social psychological mechanisms and the existence of gender stereotypes as being at the heart of such differentiation of macho culture, patriarchic society and religion beliefs. School could be the first to promote gender equality and to deconstruct these gender stereotypes by changing the stereotypical speech in books and discourse, by breaking up gender stereotype box and stop telling girls to behave like girls or boys to behave like boys in an insensible and banal way.

Finally, school interventions on inter ethnic bullying and racism should focus on empathy and perspective taking a factor that emerged in focus groups. Many Greek Cypriot students are unaware of the history behind each immigrant and political refugee that attend their class. Another issue that relates to school norms is the absence of specific multicultural teaching that concerns refugees, asylum seekers or other foreigners attending the school. There is a need for tackling ignorance among students

in relation to the statuses of immigrants and political refugees. Information about refugees is given not in all cases. Students most of the times, especially those attending high schools are not aware of the country of origin of their classmates, are not aware of the situations in which they live (for example refugees campus) and are not aware of the word unaccompanied children. They refer to political refugees as aliens, dark, those living in the asylum, the Arabs. Ignorance and a lack of understanding were cited as reasons for violence by both students in primary schools and secondary education (Sedmak, Medarić, & Walker, 2014). In all cases students should be informed about their classmates, encouraged to come closer to meet them and find more about them and their problems. Who else could better describe at the moment the word “war” and “displacement” in a class lesson, other than a Syrian student.

It is really interesting and bizarre how people coming from an occupied country –speaking for Greek Cypriots-, who experienced war and displacement, from a country that exported thousands of immigrants around the world in numbers same to the current population of Cyprus, cannot empathize with those arriving in Cyprus as refugees. Again there is a possibility that Greek Cypriot students can't identify those facts because they are ignorant. Empathy and perspective taking could also tackle narcissism that related to inter ethnic bullying. Narcissist's motivation to aggress or exploit, is arguably narcissists' lack of empathy that allows them to enact their urges or manipulative acts. Without regard for others' feelings, narcissists have no reason to curtail their behavior. Low empathy is a recognized feature of Narcissist Personality Disorder, found in Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association. In this thesis we clearly see that such personality characteristics are clear related to social psychological variables like threats and intergroup anxiety that are proximal predictors of inter ethnic bullying.

Conclusions

This thesis attempted to provide a window of how Greek Cypriots and students from other ethnic backgrounds see, feel and act towards each other in relation to inter ethnic bullying. The research field of school bullying is very popular, though it is uncommonly studied in line with intergroup relations. Demographics and personality are not the only factors contributing to bullying (Ojala & Nesdale, 2004). Overall, the social context of children, family norms, identity, contact, threats, prejudice and acculturative degree affects the attitudes, emotions and behavior of adolescents students. The aim of the current thesis was the investigation of inter ethnic bullying from an intergroup perspective. The research tested the relation between the phenomenon of inter ethnic bullying and

intergroup theories such as national identity, group norms, threats and prejudice above and beyond personality traits.

In general, the findings disclose the positive impacts of contact on intergroup relations and inter ethnic bullying, but also urge the need for establishing quality contacts between Greek Cypriots and students with different ethnic backgrounds. The development of friendships in interaction with positive family and school norms can reduce threat and anxiety feelings even among the most prejudiced and ethnocentric Greek Cypriots –if finally connect with the outgroup- and consequently hampering inter ethnic bullying. On the other hand if immigrants are acculturated to Greek Cypriot culture by learning the language and come in contact with Greek Cypriots are protected from inter ethnic victimization and bullying. Although, for immigrants to have an acculturative mood, they have to feel safe and accepted at first, from the Greek Cypriot context. Acculturation presupposes the widespread acceptance of cultural diversity on behalf of the host society, low levels of prejudice and discrimination (Kalin & Berry, 1995) and this is not always the case in Cyprus. Belonging to an ethnic minority and especially to a minority with salient characteristics has been identified as a risk factor for exclusion among students in Greek Cypriot context. Greek Cypriot society and schools need many changes to overcome prejudice and racism. Current research, raises the awareness for the design of programs that facilitate teachers to create a school using a student- centered approach, leaving aside the “one truth”, authority and nationalism.

The major contribution achieved by the thesis is the importance of social psychological factors in relation to bullying behavior. We hope that these findings will indeed enrich and help improve policy making and researchers use this approach to study when and why adolescents involve in inter ethnic bullying and victimization. Examining bully and victim responses from an intergroup perspective can inform the development and implementation of more appropriate anti-bullying interventions and policy making in Greek Cypriot schools, which will more effectively target and tackle inter ethnic bullying in Greek Cypriot schools.

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VASILIKI TSOLIA

Appendix I: Detailed coding scheme: description of core codes and sub-codes

Code Name	Sub – code name	Description
Definition of bullying		
	Frequency	References to frequency of bullying at school (e.g. daily, less frequently).
	Forms	References to type of bullying (e.g. direct -verbal, physical-, indirect -exclusion, rumors-).
Perpetrator of bullying		
	Individual characteristics	References to the individual characteristics of the perpetrator (e.g. gender (boy) low self-esteem, insecurity, psychological problems).
Victim of bullying		
	Individual characteristics	References to victims' individualistic characteristics (e.g. shyness, introversion, diversity).
	Ethnicity	References to ethnic victimization of students at school (victimization due to ethnicity)
	Inter ethnic bullying incidents	
	1. From natives to immigrants	References to inter ethnic bullying incidents carried out from native to immigrant students.
	2. From immigrants to natives	References to inter ethnic bullying incidents carried out from immigrant to native students.
Protective factors for inter ethnic bullying		
	Quality of contact	References to qualitative contact between Greek Cypriots and immigrant students as a protective factor for immigrant's victimization at school (common interests, friendships, disclosure).
	Immigrant characteristics	References to immigrants characteristics as protective factors of victimization and factors that aid intergroup friendships (e.g. years of residence, Greek language knowledge, immigrants acculturation mood).
	Greek Cypriots characteristics	References to Greek Cypriots characteristics as factors that aid intergroup relations and prevent the involvement to inter ethnic bullying (empathy, perspective taking, tolerance, awareness, and intergroup relations mood).
Etiology of inter ethnic bullying		
	Prejudice	References to prejudice as an etiology of inter ethnic bullying (e.g. negative attitudes and feelings toward foreigners without justification).

	1.Xenophobia	References to xenophobia as an etiology of exclusion.
	2.Realistic Threats	References to realistic threats of Greek Cypriots (e.g. immigrants still our jobs; political refugees get to much money from government).
	3.Stereotypes	References to stereotypes about immigrants or political refugees (e.g. criminals, violent)
	4.Categorization	References to categorization of characteristics; intensity of similarities between, and differences (e.g. salient characteristics, color, clothes).
	Family Norms	References to family norms as a factor preventing or contributing to bullying involvement.
	1. Beliefs	References to parents' negative beliefs and negative attitudes toward immigrants (e.g. stereotypes).
	2. Parenting style	References to parents' values and parenting styles (e.g. respect to others).
	School Norms	References to school norms as a factor contributing or preventing inter ethnic bullying.
	1. Teacher's attitudes	References to positive (e.g. encouragement of intergroup friendships and help, equality, awareness, charities) or negative attitudes (e.g. unfair treatment, negative talking) toward immigrant students at school.
	2. Intervention	References to school intervention policies on inter ethnic bullying.
	3. Multiculturing teaching and teaching of history at schools	References to any multiculture teaching (e.g. racism thematic, immigration, definitions), information given from school about their classmates (e.g. country of origin, political refugees, life stories, unaccompanied) and history teaching.
	Peer norms	References to peer pressure and peer norms as a factor for excluding others or exclusion from the ingroup (e.g. cliques, reinforcement, acceptance, intolerance of deviation from the norm).
	Media	References to representation of immigrants in media (e.g. criminals, dangerous, associations between ethnicity and criminality).
	Attachment to political parties	References to political party affiliation as a factor for excluding "others" (e.g. extremists, right wing parties, ELAM, nationalism, ethnocentrism).

VASILIKI TSOLIA

QUESTIONNAIRE

d	a	t	e	o	f	b	i	r	t
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We are carrying out a research to evaluate the relationships between Greek Cypriot students and students from different countries attending your school. You are invited to fill in this questionnaire with sincerity and provide your personal point of views. Your answers will be treated with complete confidentiality, and will be entirely anonymous.

The term “immigrant children” at the current questionnaire refers to children born in another country (European and non European) or children with both of the parents foreigners.

A. Please indicate your level of agreement or disagreement with each of these statements. Mark in each section the one number that applies to you e.g. ① → ①

			Strongly Disagree	Disagree	Neither Agreed nor Disagreed	Agree	Strongly Agree
A 1	Generally I am happy to be a Greek Cypriot.		①	②	③	④	⑤
A 2	I often wish I wasn't a Greek Cypriot.		①	②	③	④	⑤
A 3	I am proud to be a Greek Cypriot.		①	②	③	④	⑤
A 4	Being Greek Cypriot is an important reflection of who I am.		①	②	③	④	⑤

B. Mark the number that applies to you.

I consider myself a Greek	I consider myself Greek and somewhat Cypriot	I consider myself equally Greek as Cypriot	I consider myself Cypriot and somewhat Greek	I consider myself a Cypriot
①	②	③	④	⑤

C. Mark the number that applies to you.

	Strongly Disagree	Disagree	Quite Disagree	Either Agree or Disagree	Quite Agree	Agree	Strongly Agree
1 I love my country.	①	②	③	④	⑤	⑥	⑦

	Strongly Disagree	Disagree	Quite Disagree	Either Agree or Disagree	Quite Agree	Agree	Strongly Agree
2 Other states can learn a lot from us.	0	1	2	3	4	5	6
3 It is important to me to contribute to my country.	0	1	2	3	4	5	6
4 Our country is the best place in the world in all respects.	0	1	2	3	4	5	6
5 Relative to other states, we are a very moral state.	0	1	2	3	4	5	6
6 It is disloyal for Greek Cypriots to criticize Cyprus.	0	1	2	3	4	5	6
7 It is important for me to serve my country.	0	1	2	3	4	5	6

D. Mark the number that applies to you.

	Strongly Disagree	Disagree	Quite Disagree	Either Agree or Disagree	Quite Agree	Agree	Strongly Agree
1 Mixing Greek Cypriot culture with other cultures should be prevented.	0	1	2	3	4	5	6
2 Someone can only be truly Greek Cypriot when having Greek Cypriot parents.	0	1	2	3	4	5	6
3 Greek Cypriot identity should be handed down from generation to generation and protected.	0	1	2	3	4	5	6
4 People from other countries should not be able to take Cypriot citizenship (identity).	0	1	2	3	4	5	6

	Strongly Disagree	Disagree	Quite Disagree	Either Agree or Disagree	Quite Agree	Agree	Strongly Agree
5 Someone who resides in Cyprus and who keeps to all legal obligations, has to be considered as a fully fledged Cypriot citizen and have same rights.	①	②	③	④	⑤	⑥	⑦
6 Being Greek Cypriot has nothing to do with descent or cultural background, but only with the extent to which someone participates in the Greek Cypriot community.	①	②	③	④	⑤	⑥	⑦

E. Mark the number that applies to you.

	Not at all	Slightly	Quite	Much	Very Much	To a great extend	Does not apply
1 Are you happy that other foreign children are in class with you?	①	②	③	④	⑤	⑥	⑦
2 Are you happy that Turkish Cypriot children are in class with you?	①	②	③	④	⑤	⑥	⑦
3 How often do you have conflicts or quarrels at school?	①	②	③	④	⑤	⑥	⑦
4 How often do you have conflicts or quarrels at school with peers of non-Greek Cypriot origin?	①	②	③	④	⑤	⑥	⑦
5 How often do you have conflicts or quarrels at school with peers of Turkish Cypriot origin?	①	②	③	④	⑤	⑥	⑦

	Not at all	Slightly	Quite	Much	Very Much	To a great extend	Does not apply
6 How often do you observe bullying at your school?	①	②	③	④	⑤	⑥	
7 How often do you observe bullying carried out by native children on immigrant/foreign children?	①	②	③	④	⑤	⑥	
8 How often do you observe bullying carried out by immigrant/foreign children on native children?	①	②	③	④	⑤	⑥	
9 How often do you observe bullying carried out by native children on Turkish Cypriot children at your school?	①	②	③	④	⑤	⑥	
10 How often do you observe bullying carried out by Turkish Cypriot children on native children?	①	②	③	④	⑤	⑥	

F. Mark the number that applies to you.

	Never	Few Times	Sometimes	Often	Very Often
1 Other children constantly tease me	①	②	③	④	⑤
2 Other children constantly annoy me	①	②	③	④	⑤
3 I was called bad names by another child	①	②	③	④	⑤
4 Other children have hit me or tried to hit me	①	②	③	④	⑤
5 Other children spread rumors or lies about me	①	②	③	④	⑤
6 Other children take my belongings without my permission or try to break something mine	①	②	③	④	⑤

	Never	Few Times	Sometimes	Often	Very Often
7 Other children play nasty tricks on me, threatened or blackmailed me'	①	②	③	④	⑤
8 Other children have annoyed me with phone calls, text messages or images on the phone or on the internet	①	②	③	④	⑤
9 I was excluded/ignored by other children	①	②	③	④	⑤
10 Other children complain that I tease them	①	②	③	④	⑤
11 Other children complain that I hit them	①	②	③	④	⑤
12 I was expelled from school because of bothering other students	①	②	③	④	⑤
13 Other children complain that I call them bad names	①	②	③	④	⑤
14 Other children are afraid of me	①	②	③	④	⑤
15 I get mad easily and put my anger on other children	①	②	③	④	⑤
16 I want other children to do as I say	①	②	③	④	⑤
17 Weak and fearful children get on my nerves	①	②	③	④	⑤
18 I fight a lot at school	①	②	③	④	⑤
19 I like insulting other students and make fun of them	①	②	③	④	⑤
	Never	Once a month	2 – 3 times a month	Once a week	Daily
21 I am a victim in my school	①	②	③	④	⑤

G. Mark the number that applies to you.

	Never	Few Times	Sometimes	Often	Very Often
1 Sometimes I exclude immigrant students	①	②	③	④	⑤
2 Sometimes I exclude Turkish Cypriots	①	②	③	④	⑤
3 Sometimes I ignore or avoid immigrant children	①	②	③	④	⑤
4 Sometimes I ignore or avoid Turkish Cypriots	①	②	③	④	⑤
5 I call names and insult other pupils because of their ethnic background, (eg. color, clothes, language)	①	②	③	④	⑤
6 I like bothering and making fun of students from different ethnic backgrounds	①	②	③	④	⑤
7 Students from different ethnic backgrounds get on my nerves	①	②	③	④	⑤
8 I am usually fighting with students from different ethnic backgrounds	①	②	③	④	⑤
9 Students from different ethnic backgrounds are afraid of me	①	②	③	④	⑤
10 Students with different ethnic backgrounds complaint that I hit them'	①	②	③	④	⑤
11 Students with different ethnic backgrounds complain that I tease them''	①	②	③	④	⑤
12 I was expelled from school because of annoying students with different ethnic background	①	②	③	④	⑤
13 I have being bullied from students with different ethnic background	①	②	③	④	⑤

H. Talking about school bullying.....who is the bully?

	Never	Few Times	Sometimes	Often	Very Often	In a great degree	I do not know
1 English	①	②	③	④	⑤	⑥	⑦
2 Bulgarians	①	②	③	④	⑤	⑥	⑦
3 Greeks	①	②	③	④	⑤	⑥	⑦
4 Greek Cypriot	①	②	③	④	⑤	⑥	⑦
5 Romanians	①	②	③	④	⑤	⑥	⑦
6 Russia	①	②	③	④	⑤	⑥	⑦
7 Palestinians	①	②	③	④	⑤	⑥	⑦
8 Georgians	①	②	③	④	⑤	⑥	⑦
9 Syrian	①	②	③	④	⑤	⑥	⑦
10 Turkish Cypriots	①	②	③	④	⑤	⑥	⑦



I. Talking about bullying at school.....Who is the Victim?

	Never	Few Times	Sometimes	Often	Very Often	In a great degree	I do not know
1 English	0	1	2	3	4	5	6
2 Bulgarians	0	1	2	3	4	5	6
3 Greeks	0	1	2	3	4	5	6
4 Greek Cypriot	0	1	2	3	4	5	6
5 Romanians	0	1	2	3	4	5	6
6 Russia	0	1	2	3	4	5	6
7 Palestinians	0	1	2	3	4	5	6
8 Georgians	0	1	2	3	4	5	6
9 Syrian	0	1	2	3	4	5	6
10 Turkish Cypriots	0	1	2	3	4	5	6



J. Bring to mind your family members and try to answer.

	Not at all	Slightly	Quite	Very Much	To a great extend
1 It is acceptable in my family to make negative remarks or jokes about immigrants	0	1	2	3	4
2 My family would not accept a romantic relationship between me and an immigrant child	0	1	2	3	4
3 It is important for my family to be friendly to immigrants	0	1	2	3	4
4 My family thinks that immigrants are a problem for Cyprus	0	1	2	3	4
5 It is acceptable in my family for non native children to visit me at home	0	1	2	3	4
6 It is acceptable in my family to have immigrant friends	0	1	2	3	4

K. In general how does your family feel toward immigrants; Mark a number.

Extremely Negative	Strongly Negative	Very Negative	Quite Negative	Somewhat Negative	Neither	Somewhat Positive	Quite Positive	Very Positive	Strongly Positive	Extremely Positive
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Negative 						Positive 				

L. In general how does your family feel toward Turkish Cypriots; Mark a number.

Extremely Negative	Strongly Negative	Very Negative	Quite Negative	Somewhat Negative	Neither	Somewhat Positive	Quite Positive	Very Positive	Strongly Positive	Extremely Positive
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Negative 						Positive 				

M. Bring to mind your school and try to answer:

	Not at all	Slightly	Quite	Very Much	To a great extend
1 Does the teacher sometimes talk about being fair to children from different countries?	①	②	③	④	⑤
2 Does the teacher encourage you to be friendly with children from other countries?	①	②	③	④	⑤
3 Do you sometimes talk about the habits of people from different countries during the lessons?	①	②	③	④	⑤
4 Do you sometimes talk about migration during the lessons?	①	②	③	④	⑤
5 Do you some- times talk about racism or discrimination during the lessons?	①	②	③	④	⑤
6 Does your school help the children from other countries?	①	②	③	④	⑤
7 Does your school offer Greek language lessons to children that do not know the language?	①	②	③	④	⑤
8 Does your teachers help children from other countries when struggling?	①	②	③	④	⑤
9 Does your teachers help children from other countries when get victimized or excluded?	①	②	③	④	⑤
10 Does the teacher sometimes talk about being fair to children from different countries?	①	②	③	④	⑤

N. Mark the number that applies to you

	Not at all	Slightly	Quite	Very Much	To a great extend
1 Immigrants take jobs away from Greek Cypriots (R)	①	②	③	④	⑤
2 When I walk, it bothers me to see so many migrants to wander (R)	①	②	③	④	⑤
3 Greek Cypriot norms and traditions are threatened by the increase of immigrants to Cyprus” (S)	①	②	③	④	⑤
4 Immigrants are increasing the amount of crime in Cyprus” (R)	①	②	③	④	⑤
5 Immigrants contribute positively to the economy of Cyprus”(R) Cypriot society must operate only on the basis of Greek Cypriot norms because are superior of the norms of migrants (S)	①	②	③	④	⑤
6 Cyprus is losing its Greek character because of increasing amount of immigrants that are entering the country (S)	①	②	③	④	⑤
7 Immigrants take jobs away from Greek Cypriots (R)	①	②	③	④	⑤

O.	No One	1	2-3	4-5	6-1-	I don't know
1 How Turkish Cypriot attend in your class?	①	②	③	④	⑤	⑥

P. In which degree is religion important to you?

None	Quite Important	Important	Very Important	Important to a great degree
①	②	③	④	⑤

Q. Mark the number that applies to you:

	Not at all	Slightly	Quite	Very Much	To a great extend
1 You think you are better or more important than other people.	①	②	③	④	⑤
2 You use or “con” other people to get what you want.	①	②	③	④	⑤
3 You can act charming and nice to get what you want.	①	②	③	④	⑤
4 You tease or make fun of other people.	①	②	③	④	⑤
5 You get angry when corrected or punished.	①	②	③	④	⑤
6 Your emotions are shallow and fake.	①	②	③	④	⑤
7 You brag a lot about your abilities, accomplishments, or possessions.	①	②	③	④	⑤
8 You act without thinking of the consequences.	①	②	③	④	⑤
9 You do not plan ahead or leave things until the “last minute”.	①	②	③	④	⑤
10 You do risky or dangerous things.	①	②	③	④	⑤
11 You blame others for your mistakes.	①	②	③	④	⑤
12 You get bored easily.	①	②	③	④	⑤
13 You are concerned about the feelings of others.	①	②	③	④	⑤
14 You feel bad or guilty when you do something wrong.	①	②	③	④	⑤
15 You care about how well you do at school or work.	①	②	③	④	⑤
16 You are good at keeping promises.	①	②	③	④	⑤
17 You hide your feelings or emotions from others.	①	②	③	④	⑤
18 You keep the same friends.	①	②	③	④	⑤
19 You engage in illegal activities.	①	②	③	④	⑤
20 You lie easily and skillfully.	①	②	③	④	⑤

R. Indicate the number of traits that you believe that the immigrants living in Cyprus have.

0=Strongly Disagree

1=Disagree

2=Either Agree or Disagree

3=Agree

4=Strongly Agree

	Honest					Dangerous					Polite					Clean					Hard Working				
Turkish Cypriot	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Immigrants	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Greeks	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Georgians	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Romanians	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Syrians	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Bulgarians	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Russia	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4

S. Please rate the extent to which you feel anger, irritation, positivity, trust or anxiety when meeting people from the out-group.																									
0=Very Untrue					1=Somewhat Untrue					2=Neutral					3=Somewhat True					4=Very True					
	Anger					Irritation					Positivity					Trust					Anxiety				
Turkish Cypriot	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Immigrants	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Greeks	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Georgians	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Romanians	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Syrians	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Bulgarians	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Russia	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4

T.	In general how do you feel about the groups below?										
	Extremely Negative	Strongly Negative	Very Negative	Quite Negative	Somewhat Negative	Neither	Somewhat Positive	Quite Positive	Very Positive	Strongly Positive	Extremely Positive
	0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
English	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Bulgarians	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Greek Cypriot	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Romanians	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Russia	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Palestinians	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Georgians	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Syrian	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Immigrants Generally	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Turkish Cypriots	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	

U. How many of your friends belong to the groups below?

		None Friend	Few	Some	Many	A lot
1	Bulgarians	①	②	③	④	⑤
2	English	①	②	③	④	⑤
3	Georgians	①	②	③	④	⑤
4	Greeks	①	②	③	④	⑤
5	Palestinians	①	②	③	④	⑤
6	Romanians	①	②	③	④	⑤
7	Russia	①	②	③	④	⑤
8	Syrians	①	②	③	④	⑤
9	Turkish Cypriots	①	②	③	④	⑤

V. How often do you speak with people coming from the countries below?

		Never	Few Times	Sometimes	Often	Very Often
1	Bulgarians	①	②	③	④	⑤
2	English	①	②	③	④	⑤
3	Georgians	①	②	③	④	⑤
4	Greeks	①	②	③	④	⑤
5	Palestinians	①	②	③	④	⑤
6	Romanians	①	②	③	④	⑤
7	Russia	①	②	③	④	⑤
8	Syrians	①	②	③	④	⑤
9	Turkish Cypriots	①	②	③	④	⑤

W. How do you find the contact when you meet with immigrants anywhere in Cyprus?

		Not at all	Slightly	Quite	Very much	To a great extend	I do not know
1	Pleasant	0	1	2	3	4	5
2	Superficial	0	1	2	3	4	5
3	Cooperative	0	1	2	3	4	5
4	Positive	0	1	2	3	4	5
5	Respectful	0	1	2	3	4	5
6	Superiority	0	1	2	3	4	5
7	Underestimation	0	1	2	3	4	5

X. How do you find the contact when you meet with Turkish Cypriots anywhere in Cyprus?

		Not at all	Slightly	Quite	Very much	To a great extend	I do not know
1	Pleasant	0	1	2	3	4	5
2	Superficial	0	1	2	3	4	5
3	Cooperative	0	1	2	3	4	5
4	Positive	0	1	2	3	4	5
5	Respectful	0	1	2	3	4	5
6	Superiority	0	1	2	3	4	5
7	Underestimation	0	1	2	3	4	5

Y. Does your family maintain friendships with people belonging to the groups below?

		None Friend	Few	Some	Many	A lot
1	Bulgarians	①	②	③	④	⑤
2	English	①	②	③	④	⑤
3	Georgians	①	②	③	④	⑤
4	Greeks	①	②	③	④	⑤
5	Palestinians	①	②	③	④	⑤
6	Romanians	①	②	③	④	⑤
7	Russia	①	②	③	④	⑤
8	Syrians	①	②	③	④	⑤
9	Turkish Cypriots	①	②	③	④	⑤

Z. Please mark how many children are attending your class, coming from the countries below?

		None	1-3	5-7	7-10	10-15
1	England	①	②	③	④	⑤
2	Bulgaria	①	②	③	④	⑤
3	Greece	①	②	③	④	⑤
4	Georgia	①	②	③	④	⑤
5	Palestini	①	②	③	④	⑤
6	Romania	①	②	③	④	⑤
7	Russia	①	②	③	④	⑤
8	Syria	①	②	③	④	⑤
9	Turkish Cypriot community	①	②	③	④	⑤

Complete your personal information:

Gender:

Male.....① Female.....②

School: _____ Class: _____

Age: 12..... ①

15..... ③

13..... ②

16..... ④

14..... ③

17..... ⑤

Father's Origin

Mother's origin

Father's Profession

Mother's profession

Mother's Education

- No primary schooling completed..... ①
- Primary school..... ②
- High School..... ③
- Lyceum..... ④
- Collage or School after Lyceum..... ⑤
- Bachelor Degree University..... ⑥
- Master's Degree..... ⑦

Father's Education

- No primary schooling completed ①
- Primary school..... ②
- High School..... ③
- Lyceum..... ④
- Collage or School after Lyceum..... ⑤
- Bachelor Degree University..... ⑥
- Master's Degree..... ⑦

Thank You!! ☺ ☺ ☺

QUESTIONNAIRE

D	a	t	e	o	f	B	i	r	t	h
---	---	---	---	---	---	---	---	---	---	---

We are carrying out a research to evaluate the relationships between Greek Cypriot students and students from different countries in your school. You are invited to fill in this questionnaire with sincerity and provide your personal point of views. Your answers will be treated with complete confidentiality, and will be entirely anonymous.

A. Please indicate your level of agreement or disagreement with each of these statements. Mark in each section the one number that applies to you e.g. ①

→ ①

I come from:	
England	①
Bulgaria	②
Greece	③
Turkish Cypriot community	④
Romania	⑤
Russia	⑥
Palestini	⑦
Georgia	⑧
Syria	⑨
Cyprus	⑩
Other (Please Write) _____	

B. Mark the number that applies to you.

		Strongly Disagree	Disagree	Neither Agreed nor Disagreed	Agree	Strongly Agree
1	Generally I am happy to be	①	②	③	④	⑤
2	I often wish I wasn't a	①	②	③	④	⑤
3	I am proud to be a	①	②	③	④	⑤
4	Being is an important reflection of who I am.	①	②	③	④	⑤

C. Mark the number that applies to you.

	Strongly Disagree	Disagree	Quite Disagree	Either Agree or Disagree	Quite Agree	Agree	Strongly Agree
1 I love my country.	0	1	2	3	4	5	6
2 Other states can learn a lot from us.	0	1	2	3	4	5	6
3 It is important to me to contribute to my country.	0	1	2	3	4	5	6
4 Our country is the best place in the world in all respects.	0	1	2	3	4	5	6
5 Relative to other states, we are a very moral state.	0	1	2	3	4	5	6
6 It is important to me that everyone will see me as an individual of my country.	0	1	2	3	4	5	6
7 It is disloyal to criticize our country.	0	1	2	3	4	5	6
8 It is important for me to serve my country.	0	1	2	3	4	5	6

D. Mark the number that applies to you.

	Not at all	Slightly	Quite	Much	Very Much	To a great extend
1 I feel happy in my Greek Cypriot school.	0	1	2	3	4	5
2 Teachers treat me and native students the same, equally.	0	1	2	3	4	5
3 I have a good time at my school.	0	1	2	3	4	5
4 I feel safe at my school.	0	1	2	3	4	5

	Not at all	Slightly	Quite	Much	Very Much	To a great extend
5 My teachers help me when I have a problem.	①	②	③	④	⑤	
6 I feel at ease with Greek Cypriots students.	①	②	③	④	⑤	

E. Mark the number that applies to you.

	Not at all	Slightly	Quite	Much	Very Much
1 How often do you have conflicts or quarrels at school?	①	②	③	④	⑤
2 How often do you have conflicts or quarrels at school between Greek Cypriots and non-Greek Cypriots?	①	②	③	④	⑤
3 How often do you observe bullying at your school?	①	②	③	④	⑤
4 How often do you observe bullying carried out by native children on immigrant/foreign children?	①	②	③	④	⑤
5 How often do you observe bullying carried out by immigrant/foreign children on native children?	①	②	③	④	⑤
6 Foreign children are the most frequent victims of bullying at school.	①	②	③	④	⑤

F. Mark the number that applies to you.

	Never	Few Times	Sometimes	Often	Very Often
1 Other children constantly tease me	①	②	③	④	⑤
2 Other children constantly annoy me	①	②	③	④	⑤
3 I was called bad names by another child	①	②	③	④	⑤
4 Other children have hit me or tried to hit me	①	②	③	④	⑤
5 Other children spread rumors or lies about me	①	②	③	④	⑤
6 Other children take my belongings without my permission or try to break something	①	②	③	④	⑤

mine					
7 Other children play nasty tricks on me, threatened or blackmailed me'	①	②	③	④	⑤
8 Other children have annoyed me with phone calls, text messages or images on the phone or on the internet	①	②	③	④	⑤
9 I was excluded/ignored by other children	①	②	③	④	⑤
10 Other children complain that I tease them	①	②	③	④	⑤
11 Other children complain that I hit them	①	②	③	④	⑤
12 I was expelled from school because of bothering other students	①	②	③	④	⑤
13 Other children complain that I call them bad names	①	②	③	④	⑤
14 Other children are afraid of me	①	②	③	④	⑤
15 I get mad easily and put my anger on other children	①	②	③	④	⑤
16 I want other children to do as I say	①	②	③	④	⑤
17 Weak and fearful children get on my nerves	①	②	③	④	⑤
18 I fight a lot at school	①	②	③	④	⑤
19 I like insulting other students and make fun of them	①	②	③	④	⑤
	Never	Once a month	2-3 times a month	Once a week	Daily
20 I am a bully victim in my school	①	②	③	④	⑤

G. Mark the number that applies to you.

	Never	Few Times	Sometimes	Often	Very Often
1 Other pupils call me names or insult me because of my ethnic background.	①	②	③	④	⑤
2 Other pupils talk behind my back because of my ethnic background.	①	②	③	④	⑤
3 Other pupils send me insulting SMS, e-mails, comments on Facebook, Twitter and similar because of my ethnic background.	①	②	③	④	⑤

4	Other pupils ignore me or avoid contact with me because of my ethnic background.	0	1	2	3	4
5	Other pupils hit me, kick me, spit at me or express other forms of rude physical behavior to me because of my ethnic background.	0	1	2	3	4
6	Other pupils exclude me because of my ethnic background.	0	1	2	3	4
7	Other pupils hide or destroy my things because of my ethnic background.	0	1	2	3	4
8	Other pupils annoy me at school because of my ethnic background.	0	1	2	3	4

H. Mark the number that applies to you

	Never	Few Times	Sometimes	Often	Very Often	
1	Sometimes I exclude students because of their ethnic backgrounds	0	1	2	3	4
2	Sometimes I ignore or avoid students because of their ethnic background	0	1	2	3	4
3	I like insulting other students and make fun of them because of their ethnic background	0	1	2	3	4
4	Students from different ethnic backgrounds get on my nerves	0	1	2	3	4
5	I am usually fighting with students from different ethnic backgrounds	0	1	2	3	4
6	Students from different ethnic backgrounds are afraid of me	0	1	2	3	4
7	Students with different ethnic backgrounds complain that I hit them'	0	1	2	3	4
8	Students with different ethnic backgrounds complain that I tease them''	0	1	2	3	4

I. Talking about school bullying.....who is the bully?

	Never	Few Times	Sometimes	Often	Very Often	In a great degree	I do not know
1 English	0	1	2	3	4	5	6
2 Bulgarians	0	1	2	3	4	5	6
3 Greeks	0	1	2	3	4	5	6
4 Greek Cypriot	0	1	2	3	4	5	6
5 Romanians	0	1	2	3	4	5	6
6 Russia	0	1	2	3	4	5	6
7 Palestinians	0	1	2	3	4	5	6
8 Georgians	0	1	2	3	4	5	6
9 Syrian	0	1	2	3	4	5	6
10 Turkish Cypriots	0	1	2	3	4	5	6

K. Talking about bullying at school.....Who is the Victim?

	Never	Few Times	Sometimes	Often	Very Often	In a great degree	I do not know
1 English	0	1	2	3	4	5	6
2 Bulgarians	0	1	2	3	4	5	6
3 Greeks	0	1	2	3	4	5	6
4 Greek Cypriot	0	1	2	3	4	5	6
5 Romanians	0	1	2	3	4	5	6
6 Russia	0	1	2	3	4	5	6
7 Palestinians	0	1	2	3	4	5	6
8 Georgians	0	1	2	3	4	5	6
9 Syrian	0	1	2	3	4	5	6
10 Turkish Cypriots	0	1	2	3	4	5	6

L. Bring to mind your family members and try to answer.

	Not at all	Slightly	Quite	Very Much	To a great extend
1 It is acceptable in my family to make negative remarks or jokes about Greek Cypriots.	①	②	③	④	⑤
2 It is acceptable in my family to have Greek Cypriots friends.	①	②	③	④	⑤
3 My family would not accept a romantic relationship between me and a Greek Cypriot child.	①	②	③	④	⑤
4 It is important for my family to be friendly to immigrants.	①	②	③	④	⑤
5 It is acceptable in my family for native children to visit me at home.	①	②	③	④	⑤

M. How do you find the contact when you meet with Greek Cypriots anywhere in Cyprus?

	Not at all	Slightly	Quite	Very much	To a great extend	I do not know
1 Pleasant	①	②	③	④	⑤	⑥
2 Superficial	①	②	③	④	⑤	⑥
3 Cooperative	①	②	③	④	⑤	⑥
4 Positive	①	②	③	④	⑤	⑥
5 Respectful	①	②	③	④	⑤	⑥
6 Superiority	①	②	③	④	⑤	⑥

N. How many of your friends belong to the groups below?

		None Friend	Few	Some	Many	A lot
1	Cypriots	①	②	③	④	⑤
2	Bulgarians	①	②	③	④	⑤
3	English	①	②	③	④	⑤
4	Georgians	①	②	③	④	⑤
5	Greeks	①	②	③	④	⑤
6	Palestinians	①	②	③	④	⑤
7	Romanians	①	②	③	④	⑤
8	Russia	①	②	③	④	⑤
9	Syrians	①	②	③	④	⑤
10	Turkish Cypriots	①	②	③	④	⑤



O. How often do you speak with people coming from the countries below?

		Never	Few Times	Sometimes	Often	Very Often
1	Cyprus	①	②	③	④	⑤
2	Bulgarians	①	②	③	④	⑤
3	English	①	②	③	④	⑤
4	Georgians	①	②	③	④	⑤
5	Greeks	①	②	③	④	⑤
6	Palestinians	①	②	③	④	⑤
7	Romanians	①	②	③	④	⑤
8	Russia	①	②	③	④	⑤
9	Syrians	①	②	③	④	⑤
10	Turkish Cypriots	①	②	③	④	⑤



P. Does your family maintain friendships with people belonging to the groups below?

		None Friend	Few	Some	Many	A lot
1	Greek Cypriots	①	②	③	④	⑤
2	Bulgarians	①	②	③	④	⑤
3	English	①	②	③	④	⑤
4	Georgians	①	②	③	④	⑤
5	Greeks	①	②	③	④	⑤
6	Palestinians	①	②	③	④	⑤
7	Romanians	①	②	③	④	⑤
8	Russia	①	②	③	④	⑤
9	Syrians	①	②	③	④	⑤
10	Turkish Cypriots	①	②	③	④	⑤

Q. In general how do you feel toward Greek Cypriots; Mark a number.

Extremely Negative	Strongly Negative	Very Negative	Quite Negative	Somewhat Negative	Neither	Somewhat Positive	Quite Positive	Very Positive	Strongly Positive	Extremely Positive
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Negative 						 Positive				

R. In general how does your family feel toward Greek Cypriots; Mark a number.

Extremely Negative	Strongly Negative	Very Negative	Quite Negative	Somewhat Negative	Neither	Somewhat Positive	Quite Positive	Very Positive	Strongly Positive	Extremely Positive
0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	100°
①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	
Negative 						 Positive				

S. Indicate the number of traits that you believe that the Greek Cypriots have.

		Strongly Disagree	Disagree	Neither Agreed nor Disagreed	Agree	Strongly Agree
1	Honest	①	②	③	④	⑤
2	Dangerous	①	②	③	④	⑤
3	Polite	①	②	③	④	⑤
4	Clean	①	②	③	④	⑤
5	Hard Working	①	②	③	④	⑤
6	Nice	①	②	③	④	⑤

T. Please rate the extent to which you feel anger, irritation, positivity, trust or anxiety when meeting Greek Cypriots.

		Strongly Disagree	Disagree	Neither Agreed nor Disagreed	Agree	Strongly Agree
1	Anger	①	②	③	④	⑤
2	Irritations	①	②	③	④	⑤
3	Positivity	①	②	③	④	⑤
4	Trust	①	②	③	④	⑤
5	Anxiety	①	②	③	④	⑤

U. In which degree is religion important to you?

None	Quite Important	Important	Very Important	Important to a great degree
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①

②

③

④

⑤

V. In which degree you know the Greek Language?

I don't know the Greek language	I know a few words	Poor language but I can communicate	Moderate knowledge	Very good knowledge
①	②	③	④	⑤

W. In which degree you use the Greek language at school?

I don't speak Greek at school	I speak a little bit	I speak a little at school	Sometimes	Very often
①	②	③	④	⑤

X. Mark the number that applies to you

	Not at all	Slightly	Quite	Very Much	To a great extend
1 It is really important to me to maintain my culture (e.g. food, clothes).	①	②	③	④	⑤
2 I feel more relaxed when I am with a compatriot than when I am with a Greek Cypriot.	①	②	③	④	⑤
3 It is really important to me to maintain my religion and customs.	①	②	③	④	⑤
4 I prefer using my mother language.	①	②	③	④	⑤
5 I have both Greek Cypriots and compatriots friends.	①	②	③	④	⑤
6 I like Greek Cypriots habits (e.g. food, clothes) and sometimes I adopt them.	①	②	③	④	⑤
7 I get along better with Greek Cypriots than people from my country.	①	②	③	④	⑤
8 Most of my friends are Greek Cypriots.	①	②	③	④	⑤
9 It is really important to me to spend time with compatriots.	①	②	③	④	⑤
10 I write better in Greek than in my native language	①	②	③	④	⑤
11 I typically use Greek language than my mother language.	①	②	③	④	⑤

Y. Mark the number that applies to you:

	Not at all	Slightly	Quite	Very Much	To a great extend
1 You think you are better or more important than other people.	①	②	③	④	⑤
2 You use or “con” other people to get what you want.	①	②	③	④	⑤
3 You can act charming and nice to get what you want.	①	②	③	④	⑤
4 You tease or make fun of other people.	①	②	③	④	⑤
5 You get angry when corrected or punished.	①	②	③	④	⑤
6 You brag a lot about your abilities, accomplishments, or possessions.	①	②	③	④	⑤
7 You act without thinking of the consequences.	①	②	③	④	⑤
8 You do not plan ahead or leave things until the “last minute”.	①	②	③	④	⑤
9 You do risky or dangerous things.	①	②	③	④	⑤
10 You blame others for your mistakes.	①	②	③	④	⑤
11 You get bored easily.	①	②	③	④	⑤
12 You are concerned about the feelings of others.	①	②	③	④	⑤
13 You feel bad or guilty when you do something wrong.	①	②	③	④	⑤
14 You care about how well you do at school or work.	①	②	③	④	⑤
15 You are good at keeping promises.	①	②	③	④	⑤
16 You hide your feelings or emotions from others.	①	②	③	④	⑤
17 You keep the same friends.	①	②	③	④	⑤
18 You engage in illegal activities.	①	②	③	④	⑤
19 You lie easily and skillfully.	①	②	③	④	⑤
20 Your emotions are shallow and fake.	①	②	③	④	⑤

Complete your personal information:

Male.....① Female.....②

School: _____ Class: _____

Age: 12..... ①

15..... ③

13..... ②

16..... ④

14..... ③

17..... ⑤

In which year did you arrive in Cyprus?

Which is your country of birth?

How many compatriots do you have in Class _____ in School _____?

How many children from other countries do you have in Class _____ in School _____?

Father's Origin _____

Father's Profession _____

Mother's origin _____

Mother's profession _____

Mother's Education

- No primary schooling completed..... ①
- Primary school..... ②
- High School..... ③
- Lyceum..... ④
- Collage or School after Lyceum..... ⑤
- Bachelor Degree University..... ⑥

Father's Education

- No primary schooling completed ①
- Primary school..... ②
- High School..... ③
- Lyceum..... ④
- Collage or School after Lyceum..... ⑤
- Bachelor Degree University..... ⑥
- Master's Degree..... ⑦

Thank You!! ☺ ☺ ☺