



A bidirectional theoretical model linking ethnic identity and multidimensional self-concept in immigrant adolescents: a pedagogical framework for physical education

Modelo de identidad étnica y autoconcepto físico-social en adolescentes inmigrantes: aportaciones a la pedagogía de la educación física

Authors

Ignacio Ballester-Esteve¹
Raquel Torner-Ripoll²
Laura Padilla-Bautista³

^{1,3} Catholic University of Valencia
Saint Vincent Martyr (Spain)

² Colegio de Educación Infantil, Primaria y ESO, SOMESCOLA (Spain)

Corresponding author:
Ignacio Ballester-Esteve
ignacio.ballester@ucv.es

Received: 24-02-26
Accepted: 19-05-26

How to cite in APA

Ballester-Esteve, I., Torner-Ripoll, R., & Padilla-Bautista, L. (2026). A bidirectional theoretical model linking ethnic identity and multidimensional self-concept in immigrant adolescents: a pedagogical framework for physical education. *Retos*, 82, 349-363. <https://doi.org/10.47197/retos.v82.118877>

Abstract

Introduction: The relationship between ethnic identity and self-concept in immigrant adolescents has been extensively studied in isolation, but there remains a lack of theoretical models that integrate both constructs, particularly in movement-based educational contexts. This study addresses this issue by focusing on the physical and social dimensions of self-concept in Physical Education.

Objectives: To develop a theoretical model that explains the bidirectional relationship between ethnic identity and self-concept (physical and social) in immigrant adolescents, and to explore its contribution to psychosocial adaptation and integration in educational contexts.

Methods: A narrative review of classic and contemporary literature on ethnic identity and multidimensional self-concept was conducted. Based on this synthesis, established conceptual frameworks were integrated to construct an explanatory model applicable to Physical Education contexts.

Results: The model posits that ethnic identity and self-concept operate in a bidirectional loop: a strong cultural identity fosters the confidence to participate in social and sporting contexts, whilst perceived success — physical competence and social acceptance — reinforces the immigrant adolescent's identity. These processes contribute to identity affirmation, psychosocial adaptation and integration.

Conclusions: Physical Education is an ideal pedagogical context for promoting these dynamics through structured cooperation, participation and meaningful interaction. The model offers a parsimonious theoretical framework that prioritises educational experiences and can guide inclusive research and practice aimed at fostering well-being, a sense of belonging and integration in culturally diverse school environments.

Keywords

Acculturation; biculturalism; motor competence; multicultural education; psychosocial adaptation.

Resumen

Introducción: La relación entre la identidad étnica y el autoconcepto en adolescentes inmigrantes ha sido ampliamente estudiada de forma independiente, pero persiste la falta de modelos teóricos que integren ambos constructos, especialmente en contextos basados en el movimiento. Este trabajo aborda esta cuestión, centrándose en las dimensiones física y social del autoconcepto en Educación Física.

Objetivos: Desarrollar un modelo teórico que explique la relación bidireccional entre la identidad étnica y el autoconcepto (físico y social) en adolescentes inmigrantes, y explorar su contribución a la adaptación psicosocial e integración en contextos educativos.

Métodos: Se realizó una revisión narrativa de la literatura clásica y contemporánea sobre identidad étnica y autoconcepto multidimensional. A partir de esta síntesis, se integraron marcos conceptuales consolidados para construir un modelo explicativo aplicable a contextos de Educación Física.

Resultados: El modelo plantea que la identidad étnica y el autoconcepto operan en un bucle bidireccional: una identidad cultural sólida favorece la confianza para participar en contextos sociales y deportivos, mientras que el éxito percibido —competencia física y aceptación social— refuerza la identidad del adolescente inmigrante. Estos procesos contribuyen a la afirmación identitaria, adaptación psicosocial e integración.

Conclusiones: La Educación Física se configura como un contexto pedagógico idóneo para promover estas dinámicas mediante cooperación estructurada, participación e interacción significativa. El modelo ofrece un marco teórico parsimonioso que prioriza experiencias educativas y puede orientar investigaciones y prácticas inclusivas destinadas a fomentar bienestar, pertenencia e integración en entornos escolares culturalmente diversos.

Palabras clave

Aculturación; biculturalismo; competencia motora; educación multicultural; adaptación psicosocial.



Introduction

Migration and psychosocial adjustment during adolescence

In recent decades, and particularly in the Valencian Community, international migration has transformed social demographics, making multiculturalism a defining feature of educational contexts. This phenomenon goes beyond mere demographic changes, constituting a complex process of psychological acculturation in which individuals must grapple with the tension between maintaining their cultural heritage and participating in the new social framework. It has been demonstrated that perceived racial discrimination has a negative impact not only on psychological well-being, but also on the health habits and social behaviour of young immigrants (Korol and Bevelander, 2021; Saluja et al., 2025).

Adolescence represents a critical period of particular vulnerability and opportunity for young immigrants, as the normative search for a personal identity is compounded by migratory grief and the challenge of establishing a coherent sense of self across different cultural contexts. Research consistently shows that their psychosocial adaptation and success do not depend solely on socio-economic conditions, but on the interaction between ethnic identity, a sense of belonging that involves constant negotiation between the culture of origin and the host culture, and self-concept, a multidimensional and hierarchical construct (Aguilar et al., 2024; Cadiz et al., 2023; Froehlich et al., 2024; Preusche and Göbel, 2022).

Within the framework of this interaction, immigrant adolescents face the dual task of achieving autonomy in their development whilst simultaneously reconciling potentially conflicting cultural values. A solid and well-established ethnic identity, characterised by active exploration and a firm commitment to one's own group, acts as a protective factor that stabilises self-concept in the face of the risks of marginalisation or social exclusion. Consequently, understanding the synergy between these two constructs is essential for promoting educational environments that foster not only academic success but also the psychological well-being of a diverse student body.

Ethnic identity

Ethnic identity is a fundamental component of the social identity of immigrant adolescents, defined as the part of an individual's self-concept that derives from their awareness of belonging to a social group and the emotional significance attributed to it. Based on Tajfel's Social Identity Theory and Jean Phinney's developmental model (1990, 1992), this construct provides a solid foundation for integration into the majority society, although it requires constant and non-linear negotiation between cultures. This process often involves identity conflicts and acculturation stress, particularly when cultural differences are stigmatised. In such contexts, adolescents may undergo identity changes, adjusting their behaviour, language or self-presentation to conform to dominant cultural norms, a strategy that seeks social validation but can prove psychologically exhausting and detrimental to authenticity (Loyd et al., 2023).

According to Phinney, ethnic identity develops through three distinct stages: unexamined identity, search for ethnic identity, and attainment of ethnic identity. Recent research highlights that this development is not isolated; the school's interracial climate and levels of diversity play a decisive role in how immigrant status intersects with the ability to form inter-ethnic friendships, which are essential for social integration (Chan and Benner, 2025). Furthermore, a high level of ethnic affirmation acts as a critical factor in resilience, mitigating the negative effects of perceived discrimination, which has been linked to health-compromising behaviours and an increased risk of antisocial behaviour (Korol and Bevelander, 2021; Saluja et al., 2025), and facilitating a smoother psychosocial transition in multicultural educational settings.

Self-concept: the multidimensional structure of self-perception

Building on the pioneering framework of Shavelson et al. (1976), self-concept is defined as a hierarchical and multidimensional structure of perceptions and evaluations that an individual holds of themselves, and which functions as a cognitive mediator of behaviour. For immigrant adolescents, this multidimensionality is crucial, as their self-concept is recalibrated based on feedback from both their family of origin and the host society (Bare et al., 2024; Preusche and Göbel, 2022). Recent evidence supports the mediating role of self-evaluation constructs, such as self-esteem, in moderating the relationship between perceived ethnic discrimination and the individual's engagement with their social environment (Yücel et



al., 2025). Following the influential models of Shavelson and Harter, self-concept is organised into specific domains that vary in importance:

- **Social self-concept:** This reflects perceptions of interaction and acceptance by peers. Empirical evidence highlights that the link between ethnic identity and psychological well-being is significantly mediated by peer group membership, emphasising the social domain as the primary vehicle for adaptation (Hosseini and LaFromboise, 2024).
- **Physical self-concept:** This encompasses perceptions of physical ability and sporting competence. It often acts as a buffer, as success in sport can reinforce a positive self-image even when linguistic or academic barriers exist.
- **Academic self-concept:** This involves competence in school-related tasks, an area that can be particularly vulnerable during the early stages of migration.
- **Emotional self-concept:** This refers to the ability to manage the psychological stress inherent in the acculturation process.

The theoretical significance of this framework lies in the principle of compensation. Furthermore, the developmental and acculturation perspective suggests that immigrant adolescents often assume complex roles, such as that of cultural mediator or technical expert, which require a high level of perceived competence and a solid ethnic foundation to avoid role strain (Aumann and Titzmann, 2022). Thus, self-concept acts as a dynamic system in which perceived competence in one domain (physical or social) can mitigate the impact of difficulties in another, fostering overall resilience.

However, despite the abundance of studies on each of these constructs separately, literature appears to lack theoretical frameworks that explain their bidirectional interaction within the specific context of Physical Education. A structured bibliometric search in EBSCOhost (2020–2025) illustrates the extent of this potential gap: whilst terms relating to ethnic and racial identity yield over 10,700 records, the intersection of physical self-concept, social self-concept and ethnic identity within a single study amounts to just 36; their combination with Physical Education settings or motor competence drops to just three articles; and the search for integrative theoretical models or structural equation studies linking both constructs in pedagogical contexts yields no results. This progression suggests that the field has made progress in the isolated study of variables but may not yet have articulated an explanatory model of their joint dynamics. This article directly addresses that potential absence.

Objectives

Despite the extensive literature on both constructs separately, there is a clear opportunity for a theoretical synthesis that integrates the models of Phinney (1990, 1992) and Shavelson et al. (1976) from an intersectional perspective. The current scientific literature presents a significant gap: whilst the relationship between migration and psychological distress is well documented, there is a lack of integrative models explaining how ethnic identity acts as a dynamic internal resource that structures specific domains of self-concept. Most empirical studies have focused on the validation of specific scales or correlations, but do not provide a theoretical framework that takes into account the principle of compensation, according to which success in the physical or social domains can mitigate the stressors of cultural transition.

This study aims to contribute by moving beyond descriptive analysis to propose a model in which ethnic identity is not a static background variable, but rather a predictor of self-concept stability. This model may hold potential implications for education and sports policies, providing a roadmap for interventions that promote resilience through cultural affirmation and motor competence. Consequently, the main objective of this article is to propose a multidimensional theoretical model that conceptually links the relationship between self-concept and ethnic identity in immigrant adolescents, identifying the physical and social spheres as central mechanisms of integration and psychological buffering. To achieve this, the following specific objectives are established:

1. To explore the role of ethnic identity development stages as dynamic mediators of physical and social self-concept in immigrant adolescents, identifying the conditions under which identity exploration and commitment may activate the Compensation Principle within movement-based educational contexts.



2. To analyse how the physical and social domains of self-concept may function as bidirectional compensatory mechanisms in multicultural Physical Education settings, establishing their proposed role as mediating variables between ethnic identity threat and psychosocial adaptation in immigrant adolescents.
3. To propose an integrative theoretical model that conceptually describes the bidirectional relationship between ethnic identity and the physical and social domains of self-concept in immigrant adolescents within Physical Education contexts, providing an epistemological roadmap for future empirical validation through Structural Equation Modelling and for the design of inclusive pedagogical strategies.

Method

Nature of the study: Theoretical proposal and model design

This paper is a conceptual article and a study designed to generate hypotheses. Rather than conducting a conventional literature review, it draws on a structured synthesis of empirical and theoretical literature published between 2020 and 2025 to formulate a testable theoretical proposition. This proposition suggests that the bidirectional relationship between ethnic identity and self-concept may be mediated by physical and social successes experienced in movement-based contexts, offering a conceptual basis that could inform future empirical validation using Structural Equation Modelling (SEM).

Therefore, another of its aims is to articulate a theoretical model that explains the bidirectional relationship between ethnic identity and the physical and social dimensions of self-concept in immigrant adolescents. The study does not aim to test hypotheses empirically, nor does it follow the procedures of a systematic review. Instead, it adopts a structured narrative review, a methodological approach commonly used in the development of conceptual models to integrate existing theories, identify conceptual gaps and propose new explanatory frameworks.

This approach aims to synthesise the most relevant theoretical and empirical contributions published in recent years in order to construct a coherent, parsimonious and pedagogically meaningful model applicable to the contexts of Physical Education. The literature included in this conceptual synthesis was identified through an exploratory and iterative search process conducted between January 2020 and 2025. This period was selected to capture contemporary research addressing ethnic identity, multidimensional self-concept and adolescent development in increasingly diverse educational settings.

Search strategy and selection criteria

The conceptual architecture of the model presented in this paper emerges as a response to the cutting-edge scientific literature published between 2020 and 2025. To ensure the robustness of the identification of theoretical gaps, a structured bibliometric search was carried out using the EBSCOhost database.

The search protocol was structured around four complementary search terms covering the model's key thematic areas: (1) ethnic and racial identity, (2) physical and social self-concept, (3) the intersection of both constructs in the contexts of Physical Education or motor activity, and (4) the existence of integrative theoretical models or structural equation studies linking both variables. Boolean operators were used to construct search equations combining terms in both English and Spanish, with the dual purpose of maximising retrieval coverage and capturing literature produced in both linguistic contexts: equation 1, 'ethnic identity' OR 'racial identity' OR 'identidad étnica' OR 'identidad racial'; equation 2, 'physical self-concept' AND 'social self-concept' AND 'ethnic identity'; Equation 3, ('ethnic identity' OR 'racial identity') AND ('self-concept') AND ('physical education' OR 'sport' OR 'motor competence'); and Equation 4, ('ethnic identity' OR 'racial identity') AND ('self-concept') AND ('theoretical model' OR 'structural equation modelling'). It should be noted that, whilst the Boolean equations incorporated terms in both languages, no language restriction was applied to the database retrieval filters, meaning that publications in any language were eligible for inclusion. The time period was set between January 2020 and 2025, with the aim of capturing the most recent scientific output in the context of superdiversity. The final selection prioritised peer-reviewed articles published in indexed journals.

The results of this bibliometric analysis revealed a disparity of extraordinary scientific relevance. Equation 1, focusing exclusively on the constructs of ethnic and racial identity, retrieved 10,717 records, confirming the vitality and scope of this line of research during the period analysed. Equation 2, which required the co-occurrence of physical self-concept, social self-concept and ethnic identity within the same study, yielded only 36 results, highlighting the scarcity of studies that simultaneously address these three dimensions. Equation 3, which added the filter of Physical Education or motor skills contexts, reduced the results to just 3 articles, none of which proposes an integrative theoretical model. Finally, Equation 4, aimed at identifying theoretical frameworks or structural equation models that articulate the bidirectional relationship between both constructs in pedagogical contexts, yielded no results. This progression from 10,717 to 0 constitutes, in itself, the most solid empirical justification for the theoretical gap that the present model aims to fill: there is an abundance of scientific literature on each construct separately, but a total absence of integrative frameworks that explain their bidirectional interaction in the specific context of Physical Education. Consequently, the selection criteria for the final synthesis gave priority to studies that:

- Were published between January 2020 and the current year to reflect the era of superdiversity.
- Address the mediating role of motor competence or peer acceptance in psychosocial adaptation.
- Provide empirical or theoretical evidence of the Principle of Compensation in immigrant populations.

This structured approach, supported by the bibliometric data obtained, provides a basis for identifying a theoretical gap and for developing the present model as a potential conceptual guide. In the absence of integrative frameworks in recent literature, the bidirectional theoretical proposal presented here does not duplicate existing knowledge but rather fills a documented and quantifiable gap.

This proposal addresses current socio-demographic shifts, particularly evident in the Valencian Community and the province of Valencia. Recent processes of migration regularisation and the continuous flow of international migration have led to a significant increase in the number of immigrant adolescents entering local education systems. In the Valencian context, schools have become the main venues for intercultural contact, where the high percentage of pupils born abroad requires up-to-date theoretical and pedagogical tools to manage diversity beyond traditional assimilationist views. The province of Valencia, characterised by its Mediterranean migration corridor, presents a social reality in which adolescents from diverse ethnic backgrounds (particularly from Latin America, North Africa and Eastern Europe) must grapple with complex identity negotiations within the school environment. This phenomenon creates an urgent social need for frameworks that offer a bicultural integration approach. The model presented here responds to this specific demand by using Physical Education as a strategic setting to address the challenges of social inclusion and psychosocial adaptation in an increasingly diverse and dynamic school population. By anchoring the theoretical model in the reality of the Valencian classroom, this proposal offers a roadmap for local educators to foster a sense of belonging and well-being through motor competence and peer acceptance.

Theoretical foundations

Ethnic identity: conceptual framework and dynamics in adolescence

Towards a multidimensional and dynamic definition of ethnic identity

The conceptualisation of ethnic identity has evolved from essentialist positions towards constructivist and dynamic approaches. In the context of this review, it is defined as a multidimensional construct encompassing a sense of belonging and cultural commitment, which is particularly activated through social categorisation and contact with others. For immigrant adolescents, ethnic identity is not a static trait, but a central component of their self-concept that requires constant negotiation between their group of origin and the host society (Froehlich et al., 2024). This process is deeply rooted in Social Identity Theory (SIT); according to Tajfel and Turner (1979), individuals categorise their social world into in-groups and out-groups, deriving emotional meaning from this sense of belonging. In multicultural

settings, SIT explains how a stigmatised home group can threaten an adolescent's positive social identity, making a strong ethnic identity a vital psychological resource for coping with prejudice and maintaining emotional balance (Pérez-Turpin et al., 2021). Thus, the attainment of ethnic identity acts as a stabiliser that enables adolescents to take on complex roles, such as cultural or technical mediation, whilst maintaining a resilient and positive self-perception (Aumann and Titzmann, 2022).

Stages of development and the mediating role of peer group membership

The development of ethnic identity in adolescence is characterised by progression through three distinct stages: diffuse identity, identity in search (moratorium) and consolidated identity (Phinney, 1992). This progression is not merely an internal cognitive change but is significantly mediated by feedback from the social and physical environment. During the search stage, adolescents are particularly sensitive to social validation; in this context, the perception of competence in physical and sporting environments can serve as a powerful catalyst for identity exploration. For example, high levels of perceived motor competence have been associated with a more robust physical and social self-concept, which helps individuals move from an uncritical acceptance of mainstream values to a confident acceptance of their own roots (Cadenas-Sánchez et al., 2021). Achieving a clear and confident acceptance of one's own ethnicity provides adolescents with a sense of ontological security, fostering a social self-concept that is resilient to exclusion and essential for thriving in multicultural urban environments where social validation from peers is the primary driver of overall self-esteem (González-Valero et al., 2022).

Acculturation, bicultural competence and the physical environment

The development of ethnic identity takes place within the broader context of acculturation, where biculturalism, maintaining a strong ethnic identity whilst actively participating in the host culture, has emerged as the strategy offering the best outcomes for the psychosocial adaptation of immigrant adolescents (Jensen et al., 2023). This bicultural competence is often manifested and validated in non-verbal settings such as physical education, which provides a prime setting for meaningful social interactions that transcend language barriers. In these settings, the motivational climate created by the teacher is crucial; an environment that fosters autonomy and social connection reinforces a sense of belonging, which is the driving force behind healthy identity formation (López-García et al., 2022). Furthermore, physical education offers a unique platform for physical participation, enabling adolescents to demonstrate tangible skills that reduce the need to change their identity and facilitate the formation of inter-ethnic friendships (Mera-Mamián et al., 2023).

Ultimately, these movement-based contexts act as a laboratory where hybrid identities can be expressed and validated, strengthening the two-way link between a secure ethnic identity and a positive multidimensional self-concept (Frayon et al., 2021).

Self-concept: hierarchical and multidimensional structure in adolescents

The study of self-concept has historically been characterised by conceptual ambiguity and terminological overlap, which has often led to confusion with related constructs such as self-esteem, self-perception or self-evaluation (Wylie, 1979, 1989; Wells and Marwell, 1976; Hattie, 1992). Early literature reviews highlighted the absence of a consensus definition and the coexistence of multiple theoretical perspectives, reflecting the complexity of capturing individuals' self-representations across developmental stages (Burns, 1979; Byrne, 1984, 1996; Hansford and Hattie, 1982).

Despite this diversity, contemporary research converges on the hierarchical and multidimensional model proposed by Shavelson et al. (1976), which conceptualises self-concept as a system of domain-specific self-perceptions organised under a general self-concept. This framework distinguishes between academic and non-academic, social, emotional and physical dimensions, each of which contributes differently to the general self-perception (Shavelson et al., 1976; Harter, 1989, 1999). In adolescence, this multidimensional structure is particularly relevant, as perceived competence varies across domains and allows individuals to maintain psychological equilibrium even when specific areas are challenged (Fox, 1988; Simmons and Blyth, 1987). For immigrant adolescents, this differentiation is crucial: academic self-concept may be undermined by language barriers or unfamiliar educational systems, whilst social and physical self-concept may remain intact or even be strengthened through participation in peer-based and physical activities (Lerner et al., 1976; Lerner and Brackney, 1978; Simmons and Rosenberg, 1975). From this perspective, the physical and social domains take on particular significance.



Physical self-concept encompasses perceptions of motor competence, physical fitness, attractiveness and strength, whilst social self-concept refers to perceptions of peer acceptance, a sense of belonging and social competence (Fox and Corbin, 1989; Adams, 1977). These domains are highly visible in the school environment and play a central role in adolescents' social positioning, making them particularly relevant for understanding identity-related processes in culturally diverse educational contexts.

Physical education as a catalyst for identity processes

The theoretical model proposed in this section is grounded in a structured conceptual synthesis of the literature on ethnic identity and self-concept among immigrant adolescents. Relevant studies were identified through targeted searches of the EBSCOhost database, prioritising peer-reviewed articles published in indexed journals between 2020 and 2025. The selection focused on theoretical models and empirical studies addressing the development of ethnic identity, multidimensional self-concept and educational contexts during adolescence. Rather than aiming for exhaustive coverage, the synthesis sought conceptual coherence, integrating foundational theories with recent empirical evidence to support the articulation of a parsimonious and context-sensitive model.

Physical education may provide a particularly favourable educational context for supporting identity-related processes in immigrant adolescents (Abduh et al., 2023), due to its structural emphasis on co-operation and interdependence. Unlike other curricular areas, physical education systematically requires pupils to participate in shared motor tasks in which individual performance is integrated into collective goals, making social interaction highly likely and pedagogically meaningful.

These cooperative and collaborative dynamics foster repeated opportunities for peer interaction, mutual support and role differentiation, which facilitates social recognition and a sense of belonging to the group. In this context, adolescents are assessed not only on their linguistic or academic skills, but also on their motor and social contributions, thereby reducing the barriers associated with language proficiency and cultural unfamiliarity.

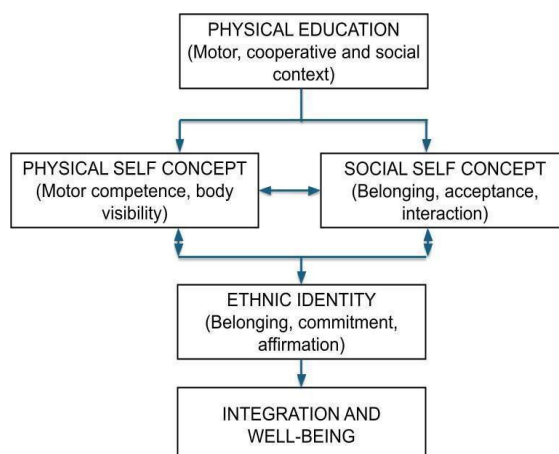
By structuring learning situations around interdependence, physical education may create favourable conditions for the development of social self-concept through participation and contribution to the group's success. This process reinforces ethnic identity by allowing immigrant adolescents to experience inclusion and acceptance within heterogeneous peer groups potentially contributing to identity affirmation.

The specific theoretical model

Building on previous frameworks, which often treat ethnic identity and self-concept as parallel constructs or link them through linear, unidirectional relationships (Phinney, 1990, 1992; Shavelson et al., 1976), the model presented here incorporates three elements that may contribute to a more integrated perspective. Firstly, it posits a bidirectional and cyclical causality: ethnic identity is not merely a predictor of self-concept but is in turn hypothesised to be modulated by perceived achievements in the physical and social domains. Secondly, it incorporates the Principle of Compensation as a central explanatory mechanism, according to which success in the physical or social domain may offset deficits in other areas of self-concept, such as the academic or linguistic domains, a mechanism that the existing literature acknowledges in a fragmented manner but has not integrated into an operational model applied to immigrant populations. Thirdly, it positions Physical Education as a particularly favourable pedagogical rather than a mere setting. To our knowledge, the articles identified in the bibliometric search do not appear to propose an integrative framework that simultaneously addresses these constructs in physical activity contexts.

The proposed model conceptually assumes a bidirectional relationship between ethnic identity and the physical and social dimensions of self-concept. Reciprocal influences are theoretically considered plausible, which positions the subject of Physical Education as a privileged context for the activation of identity. The model suggests that the physical domain may function as a source of visibility, while the social domain may contribute to a sense of belonging (see Figure 1).

Figure 1. A specific theoretical model linking ethnic identity and self-concept in immigrant adolescents based on Physical Education lessons



Note. Bidirectional relationship between the physical and social dimensions of self-concept and ethnic identity, enabling integration within the motor context. Author's own work.

Within this framework, the physical domain of self-concept is reinforced through opportunities to demonstrate motor competence and physical skills in socially visible situations, whilst the social domain is strengthened through cooperative and collaborative tasks that promote peer interaction, role negotiation and group belonging. These domains function as central mechanisms through which immigrant adolescents experience recognition, acceptance and participation.

The model posits reciprocal influences, whereby positive assessments of physical and social self-concept may contribute to the affirmation of ethnic identity and, in turn, a more consolidated ethnic identity is hypothesised to enhance social confidence and perceived competence. It is proposed that this dynamic feedback loop may promote integration and well-being by supporting identity processes through lived educational experiences, rather than depending solely on protracted developmental trajectories. This proposition awaits empirical validation through future research designs.

Educational implications

The specific model proposed for each domain has relevant implications for educational practice, particularly in the field of physical education. By identifying the physical and social domains of self-concept as central mechanisms in the development of ethnic identity, the model provides a theoretical framework for designing inclusive pedagogical interventions aimed at immigrant adolescents (Yao et al., 2024).

From a practical perspective, physical education teachers are encouraged to structure learning environments that prioritise cooperative and collaborative motor tasks, ensuring active participation and shared responsibility among pupils. These pedagogical designs facilitate social interaction, peer recognition and a sense of belonging to the group, which are essential for building a positive social self-concept.

Furthermore, the emphasis on motor skills and bodily expression allows immigrant adolescents to experience success and recognition beyond linguistic or academic limitations. This can contribute to a positive reframing of visible ethnic traits, transforming the body into a resource for participation and identity affirmation, rather than a source of social vulnerability.

Taken together, these implications suggest that physical education can play a strategic role in promoting integration and well-being by accelerating identity-related processes through structured social participation, offering educators a viable pathway to fostering inclusive educational contexts in culturally diverse settings.

Physical self-concept as the cornerstone of social interaction



In the non-academic sphere, physical self-concept has acquired unusual prominence in the literature on Sports Science and Physical Education. Fox and Corbin (1989) and, subsequently, authors in the Spanish context such as Goñi et al. (2000, 2010) have broken this domain down into sub-dimensions: athletic ability, physical fitness, physical attractiveness and strength.

Among immigrant populations, the body is often the primary vehicle of communication and the main tool for establishing status among peers (Aguilar et al., 2024; Bare et al., 2024; Borrell et al., 2024; Hailu et al., 2024). Physical self-concept acts as a key mediator: a positive perception of physical competence is directly associated with a greater intention to participate in sport and, consequently, with greater opportunities for bicultural interaction. However, this area is also susceptible to stereotypes; the pressure to conform to the aesthetic norms of the host culture can create dissonance in physical self-concept, particularly among adolescent girls from ethnic minorities, an aspect that requires a differentiated pedagogical approach (Dawkins and Hanson, 2024).

The interconnection between ethnic identity and self-concept

The interconnection between ethnic identity and self-concept forms a central pillar of the proposed model. Ethnic identity provides the collective frame of reference that defines group membership and social meaning (who we are), whilst self-concept reflects the competence, worth and efficacy perceived by adolescents within and across social contexts (who I am) (Phinney, 1992; Tajfel and Turner, 1986; Shavelson et al., 1976). In the adolescence of immigrants, these processes operate in continuous interaction, rather than as independent or sequential dimensions of psychosocial development.

Research consistently indicates that a more consolidated ethnic identity, characterised by exploration and engagement, functions as a psychosocial resource that promotes emotional stability, cushions the effects of discrimination and facilitates adaptive interpretations of social interactions (Bare et al., 2024; Mastrotheodoros et al., 2021; Phinney, 1990, 1992). Adolescents with a consolidated sense of ethnic belonging tend to exhibit higher levels of social confidence and self-esteem, which positively influences both social and physical self-concept. Conversely, a diffuse or conflicted ethnic identity has been associated with fragmented self-perceptions, greater vulnerability in evaluative contexts, and reduced participation in peer interactions (Preusche and Göbel, 2022; Zirkel, 1971).

In educational settings, perceived physical competence plays a particularly prominent role in this reciprocal process. Physical education and sport provide socially visible contexts in which adolescents can demonstrate their motor competence and contribute meaningfully to group activities, thereby facilitating peer recognition and social acceptance (Fox and Corbin, 1989; Goñi and Zulaica, 2000; Goñi and Infante, 2010). These experiences reinforce physical and social self-concept and, when participation is perceived as valued and inclusive, contribute to the affirmation of ethnic identity by transforming visible ethnic markers from potential sources of stigmatisation into resources for social participation (Aguilar et al., 2024; Frayon et al., 2021).

In light of the above, the literature supports a bidirectional and dynamic relationship between ethnic identity and self-concept, in which improvements in physical and social self-concept reinforce ethnic identity, whilst a more consolidated ethnic identity enhances adolescents' confidence, resilience and perceived competence. This reciprocal process underpins the proposed model and highlights the role of physical and social self-concept as key mechanisms through which identity development and integration are negotiated in culturally diverse educational contexts (Cadiz et al., 2023; Wantchekon et al., 2023).

Discussion

Systematic integration of ethnic identity and the multidimensional self (2020–2025)

The structural validity of the proposed model is deeply rooted in the transition from static theories of acculturation to the dynamic and multidimensional frameworks documented in the literature between 2020 and 2025. Whilst classical approaches tended to treat ethnic identity as a demographic background variable, recent evidence from Saluja et al. (2025) and Bare et al. (2024) positions it as a psychological anchor that actively modulates the way adolescents interpret feedback from the environment. The model proposed in this article extends this perspective by suggesting that a secure ethnic



identity not only coexists with the concept of the self but acts as its primary filter. This integration is fundamental to addressing the phenomenon of identity change, as highlighted by Chan and Benner (2025); without a solid ethnic foundation, the constant negotiation between the culture of origin and the host culture can lead to a fragmented self-perception. By synthesising these recent findings, the model justifies the need for an ethnic anchor to maintain security, ensuring that the adolescent's overall self-esteem remains resilient despite the sociocultural pressures of the host environment.

The physical domain as a compensatory mechanism and buffer for resilience

A central pillar of this propositional model is the strategic elevation of physical self-concept as a hypothesised buffer for resilience within the educational context. Drawing on the Principle of Compensation, the model posits that, for immigrant adolescents, the physical domain may offer a relatively level playing field in which competence can be demonstrated through movement rather than linguistic mastery. This theoretical position is informed by the work of Mera-Mamián et al. (2023) and Aguilar et al. (2024), whose research suggests that perceived motor competence may offset the psychological impact of academic or linguistic deficits. The model proposes that success in Physical Education (PE) may generate a positive feedback loop: as adolescents perceive themselves as physically capable, their sense of agency may increase, which could in turn reinforce their overall self-esteem. This proposed mechanism, subject to empirical validation, suggests that the embodied nature of PE may be less susceptible to the biases commonly found in traditional school settings, potentially providing a context in which adolescents can construct a successful identity that is recognised and valued by both peers and authority figures.

Social belonging and pedagogical climate: the role of Loyd et al. (2023)

The transition from individual competence to social integration is mediated by the social concept of self, a domain that the model identifies as the primary bridge to successful acculturation. The theoretical weight of this connection is reinforced by Loyd et al. (2023), whose recent research on inclusive pedagogical climates emphasises that an environment that supports autonomy is essential for students from marginalised backgrounds. By integrating the findings of Loyd et al. (2023), the model argues that the teacher's ability to foster a climate of connection and mutual respect directly catalyses the adolescent's social self-perception. This is consistent with López-García et al. (2022), who suggest that, when social acceptance is achieved in diverse settings, the adolescent's ethnic identity ceases to be a source of stigma and instead becomes a component of their social capital. Therefore, the model proposes a bidirectional flow in which a supportive climate in physical education, characterised by the inclusive strategies documented between 2020 and 2025, simultaneously validates the adolescent's cultural roots and enhances their social standing within the peer group, ultimately closing the circle of psychosocial well-being.

Limitations and future perspectives

Whilst the proposed model offers a novel framework for understanding the interaction between identity and self-perception, several limitations must be acknowledged. Firstly, this work is conceptual in nature and has not yet undergone empirical validation. Although this precludes causal inference at this stage, the formalisation of this epistemological roadmap is a necessary prerequisite for moving beyond the fragmented findings that have traditionally characterised this field. By synthesising the evidence from the 2020–2025 period, the model provides a theoretically grounded starting point for future quantitative testing, in particular through Structural Equation Modelling (SEM), which can verify the strength of the bidirectional relationships between ethnic identity and domain-specific self-concepts.

Secondly, the model intentionally prioritises the physical and social domains of self-concept, as these are the most prominent in the non-verbal and physical context of Physical Education. Whilst this approach is strategically justified by the principle of compensation, it inherently excludes other dimensions, such as academic or emotional self-concept, which may also influence the adolescent's overall adjustment. Future research should aim to expand this framework by incorporating longitudinal designs that track how these relationships evolve as adolescents progress through different educational stages.

Furthermore, in light of recent social changes, there is a clear need to examine how digital identity and online social interactions intersect with physical and social self-perceptions. The experiences of contemporary adolescents are increasingly hybrid, and identity shifts documented in physical spaces (such

as the gym) may manifest differently in digital environments. Integrating these digital dimensions would broaden the model's applicability to the hyperconnected reality of today's immigrant youth. Finally, future studies should focus on intervention-based designs that utilise the inclusive and autonomy-supportive pedagogies advocated by Loyd et al. (2023), providing empirical evidence on how structured physical education programmes can effectively catalyse the positive feedback loop proposed in this work.

Conclusions

Achievement of objectives: theoretical synthesis and integration

The main objective of this study was to formalise a propositional model articulating the bidirectional relationship between ethnic identity and multidimensional self-concept, a goal achieved through a rigorous synthesis of the literature from 2020 to 2025. This study aims to capture the hierarchical nature of the self, demonstrating that, for immigrant adolescents, ethnic identity may not be a peripheral variable, but rather the ontological foundation that shapes how physical and social competencies are internalised. By addressing the gaps identified in previous research, the model fulfils the objective of providing a technical response to superdiversity, establishing that secure ethnic affirmation is essential to prevent the fragmentation of the self during the acculturation process. Furthermore, the specific objective of justifying the physical domain as a primary source of resilience has been met by demonstrating how motor competence acts as a non-verbal catalyst for social validation, enabling the adolescent to construct a successful 'self' that is independent of linguistic competence in the host culture.

Concluding remarks: the model's contribution to the scientific landscape

The proposed model represents a step forward in the study of adolescent development, moving from static and linear descriptions to a dynamic feedback loop that reflects the socio-demographic complexities of recent years. Thus, another conclusion is that the dimensions of self-concept, specifically the physical and social dimensions, are not mere outcomes of integration, but active drivers that reinforce the adolescent's cultural roots whilst enhancing their overall self-esteem. By integrating the inclusive pedagogical frameworks and autonomy-promoting environments advocated by Loyd et al. (2023), the proposed model provides a solid theoretical basis for interventions that go beyond generic self-esteem programmes, focusing on the success of their application in specific settings such as the sporting context, which in turn act as a buffer for resilience against the stressors generated by racial discrimination and marginalisation. Ultimately, this proposal argues that, in multicultural educational settings, promoting participation in physical activities and meaningful peer interaction is not merely a curricular objective, but a transformative strategy for fostering a cohesive and authentic identity, positioning Physical Education as a privileged laboratory for both personal affirmation and social justice.

Acknowledgements

The authors express their sincere gratitude to the technical and scientific team at the Caixa Popular Chair for the Study of Social Challenges and Vulnerability for their ongoing support and for promoting the research line on Sports in Vulnerable Communities, whose framework has been essential for defining and enriching this study. Likewise, this acknowledgment is extended to the Catholic University of Valencia, Saint Vincent Martyr, for providing the ideal academic and institutional environment for the development of projects that link physical activity with social transformation and knowledge transfer.

Financing

This research work was funded by the Cátedra Caixa Popular for the Study of Social Challenges and Vulnerability, a multidisciplinary research space at the Catholic University of Valencia, Saint Vincent Martyr (UCV). This study is specifically integrated into the Sports in Vulnerable Spaces research line developed

by the Cátedra, stemming directly from the financial and material support provided for analysis and intervention in complex social contexts.

Author Affiliations

Ignacio Ballester-Esteve: Department of Didactics of Physical Education, Faculty of Psychology, Teaching and Educational Sciences, Universidad Católica de Valencia San Vicente Mártir, Spain.

Raquel Torner-Ripoll: Department of Social Sciences and Humanities, Preschool, Elementary, and Middle School. SOMESCOLA, Spain.

Laura Padilla-Bautista: Department of Mathematics, Natural Sciences, and Social Sciences Applied to Education, Faculty of Psychology, Teaching and Educational Sciences, Universidad Católica de Valencia San Vicente Mártir, Spain.

References

- Abduh, A., Rosmaladewi and Andrew, M. (2023). Strategies for implementing multicultural education: perspectives of bilingual educators. *International Journal of Language Education*, 7(2), 343–353.
- Adams, G. (1977). Research on physical attractiveness. *Human Development*, 20, 217–239.
- Aguilar, G., Wantchekon, K. A., Sladek, M. R., McDermott, E. R., Betancur Castrillón, S., Uribe Tirado, L. M., Tilano Vega, L. M., Dalal Safa, M., and Umaña-Taylor, A. J. (2024). Ethnic-racial identity, experiences of discrimination and academic adjustment among Colombian adolescents. *Journal of Youth and Adolescence*. Published online in advance. <https://doi.org/10.1086/733483>
- Alagoz, B. (2021). Alice growing up in a land of ‘temporary protection’: the development of immigrant students’ identity as a reflection on inclusion practices. *Education Quarterly Reviews*, 4(1), 117–131. <https://doi.org/10.31014/aior.1993.04.02.232>
- Aumann, L., & Titzmann, P. F. (2022). Technical mediation of immigrant adolescents in Switzerland: a perspective on development and acculturation. *Journal of Child & Family Studies*, 31(1), 185–196. <https://doi.org/10.1007/s10826-021-02165-1>
- Bare, K., McMahon, S. D., and Grant, K. (2024). Black adolescents’ self-perceptions: the role of ethnic identity and exposure to stress. *Journal of Youth and Adolescence*, 53(2), 316–330. <https://doi.org/10.1007/s10964-023-01852-0>
- Berry, J. W. (2003). Conceptual approaches to acculturation. In K. Chun, P. Organista and G. Marín (Eds.), *Acculturation: advances in theory, measurement and applied research* (pp. 17–37). American Psychological Association.
- Borrell, L. N. and Viladrich, A. (2024). The Hispanic/Latino population in the United States: Our Black identity, our health and our well-being. *American Journal of Public Health*, 114, S444–S449. <https://doi.org/10.2105/AJPH.2024.307682>
- Burns, R. B. (1979). *Self-concept: theory, measurement, development and behaviour*. Longman.
- Byrne, B. M. (1984). The nomological network of general/academic self-concept: A review of research on construct validation. *Review of Educational Research*, 54, 427–456.
- Byrne, B. M. (1996). The measurement of self-concept across the life span: issues and instrumentation. In *APA Handbook of Social Psychology* (Vol. 1, pp. 680–740). American Psychological Association.
- Cadenas-Sánchez, C., Zagalaz-Sánchez, M. L., Zagalaz-Sánchez, R., & Latorre-Román, P. A. (2021). Association between motor competence and self-concept in adolescents: a cross-sectional study. *Retos*, 39, 1–8. <https://doi.org/10.47197/retos.v0i39.78206>
- Cadiz, M. P., Santos, C. E., & Tibbe, T. D. (2023). Longitudinal mediation analysis of the interrelationships between exclusionary immigration policies, ethnic identity, and self-esteem in Latinx pre-adolescents. *Journal of Youth and Adolescence*, 52(10), 2045–2060. <https://doi.org/10.1007/s10964-023-01801-x>
- Chan, M., & Benner, A. D. (2025). Promoting interracial and interethnic friendships in schools: the role of school diversity and interracial climate, and their intersections with immigrant status. *Journal of Youth & Adolescence*, 54(7), 1718–1731. <https://doi.org/10.1007/s10964-025-02182-z>



- Dawkins, R., & Hanson, A. (2024). "American-ness" is in the eye of the beholder: American identity, racial classification and affective polarisation among white Americans'. *Political Behaviour*, 46(1), 501–521. <https://doi.org/10.1007/s11109-022-09834-x>
- Fox, K. R. (1988). The self-esteem complex and young people's physical fitness. *Quest*, 40, 230–246.
- Fox, K. R., & Corbin, C. B. (1989). The Physical Self-Perception Profile: Development and preliminary validation. *Journal of Sport and Exercise Psychology*, 11, 408–430.
- Frayon, S., Swami, V., Wattelez, G., Todd, J., & Galy, O. (2021). Associations between weight status, body satisfaction, ethnic identity and self-esteem in adolescents in Oceania. *Pediatric Obesity*, 16(12), e12824. <https://doi.org/10.1111/ijpo.12824>
- Froehlich, L., Bick, N., Nikitin, J., & Martiny, S. E. (2024). Social identity threat is related to the social approach motivation of ethnic minority adolescents towards their classmates through a reduction in their sense of belonging. *Social Psychology of Education*, 27(3), 751–776. <https://doi.org/10.1007/s11218-023-09800-3>
- González-Valero, G., Zurita-Ortega, F., Ubago-Jiménez, J. L., & Puertas-Molero, P. (2022). The relationship between emotional intelligence, self-concept and physical activity in adolescents: a systematic review. *Retos*, 43, 606–615. <https://doi.org/10.47197/retos.v43i0.89643>
- Goñi, A., & Zulaica, L. M. (2000). Participation in school sport and self-concept among 10- to 11-year-old schoolchildren in the province of Guipúzcoa. *Apunts*, 59, 6–10.
- Goñi, E., & Infante, G. (2010). Physical activity, physical self-concept and life satisfaction. *European Journal of Education and Psychology*, 3, 199–208. <http://www.ejep.es/index.php/journal/article/view/52>
- Hailu, S., Williams, C., Bravo, D., Umaña-Taylor, A. J., Jahromi, L. B., & Updegraff, K. A. (2024). Skin tone and academic readiness among young children of Mexican origin: an analysis of the moderating role of attitudes towards ethnic-racial identity and centrality. *Journal of Latino and Community Education* 23(5), 1730–1743. <https://doi.org/10.1080/15348431.2024.2327411>
- Hansford, B. C., & Hattie, J. A. (1982). Self-assessment and performance: a comparison between a traditional literature review and a meta-analysis. *Australian Journal of Education*, 26, 71–75.
- Harter, S. (1989). Causes, correlates and the functional role of global self-esteem: a life-span perspective. In J. Kolligian and R. Sternberg (Eds.), *Perceptions of competence and incompetence across the life span* (pp. 275–385). Yale University Press.
- Harter, S. (1999). *The construction of the self: a developmental perspective*. Guilford
- Hattie, J. (1992). *Self-concept*. Lawrence Erlbaum Associates.
- Hosseini, Z., & LaFromboise, T. (2024). Development of ethnic and racial identity and self-esteem among Native American adolescents: the mediating role of peer group membership. *American Indian and Alaska Native Mental Health Research (online)*, 31(1), 1–30. <https://doi.org/10.5820/aian.3101.2024.1>
- Jensen, C., Koerten, H., Mattei, G., Grant Weinandy, J., Froemming, M., Dulek, E., & Dworsky, D. (2023). Examining ethnic-racial identity exploration and engagement in emerging adults: cross-group comparisons and specific characteristics of multiracial identity. *Journal of American College Health*, 71(2), 616–625. <https://doi.org/10.1080/07448481.2021.1900197>
- Korol, L., & Bevelander, P. (2021). Ethnic bullying and the protective effect of positive parenting on the antisocial behaviour of young immigrants. *Child & Youth Care Forum*, 50(5), 805–826. <https://doi.org/10.1007/s10566-021-09600-w>
- Lerner, R. M., & Brackney, B. E. (1978). The importance of attitudes towards internal and external body parts in late adolescent self-concept. *Sex Roles*, 4, 225–237.
- Lerner, R. M., Orlos, J. B., and Knapp, J. (1976). Physical attractiveness, physical efficacy and self-concept in late adolescence. *Adolescence*, 11, 313–326.
- López-García, S., Marey-Pérez, M., & Maneiro, R. (2022). 'Motivational climate and sense of belonging in multicultural school contexts through Physical Education'. *Retos*, 41, 234–242. <https://doi.org/10.47197/retos.v41i0.82901>
- Loyd, A. B., Westberg, D. W., Williams, L., Humphries, M., Meca, A., & Rodil, J. C. (2023). 'I just want to be myself, authentically': Identity changes among young adults of diverse race and ethnicity. *Journal of Youth and Adolescence*, 52(4), 701–718. <https://doi.org/10.1007/s10964-023-01744-3>
- Marcia, J. E. (1966). Development and validation of the ego identity state. *Journal of Personality and Social Psychology*, 3, 551–558.



- Mastrotheodoros, S., Hillekens, J., Miklikowska, M., Palladino, B. E., & Lionetti, F. (2024). Family functioning, identity commitments, and school value among ethnic minority and ethnic majority adolescents. *Journal of Youth and Adolescence*, 53(6), 1323–1340. <https://doi.org/10.1007/s10964-024-01972-1>
- Mastrotheodoros, S., Kornienko, O., Umaña-Taylor, A. J., and Motti-Stefanidi, F. (2021). The evolving interplay between ethnic, national and personal identity in immigrant adolescents. *Journal of Youth and Adolescence*, 50(6), 1126–1139. <https://doi.org/10.1007/s10964-021-01434-y>
- Mera-Mamián, A. Y., Castro-García, S., and Morales-Mera, M. A. (2023). Social interaction and cultural diversity in Physical Education classes: a perspective on inclusion. *Retos*, 48, 55–64. <https://doi.org/10.47197/retos.v48.96342>
- Pérez-Turpin, J. A., Cortell-Tormo, J. M., Suárez-Llorca, C., & Chinchilla-Mira, J. J. (2021). Physical activity and psychosocial adjustment in young immigrants: a proposal for intervention through Physical Education. *Retos*, 40, 150–158. <https://doi.org/10.47197/retos.v40i0.82895>
- Phinney, J. S. (1990). Ethnic identity in adolescents and adults: a review of the research. *Psychological Bulletin*, 108(3), 499–514.
- Phinney, J. S. (1992). The Multigroup Ethnic Identity Measure: A new scale for use with adolescents and young adults from diverse groups. *Journal of Adolescent Research*, 7, 156–176.
- Preusche, Z. M., & Göbel, K. (2022). Is a strong bicultural identity important for emotional, cognitive and behavioural engagement? *Education Sciences*, 12, 1–17.
- Saluja, P., Bohloul, B., Hoglund, W., & Amin, M. (2025). Perceived racial discrimination, resilience and oral health behaviours among adolescents of immigrant origin. *PLoS ONE*, 20(1). <https://doi.org/10.1371/journal.pone.0313393>
- Shavelson, R. J., Hubner, J. J., and Stanton, G. C. (1976). Self-concept: validation of interpretations of the construct. *Review of Educational Research*, 46, 407–441.
- Simmons, R. G., & Blyth, D. A. (1987). *The transition to adolescence: The impact of pubertal changes and the school context*. Aldine de Gruyter.
- Simmons, R. G., & Rosenberg, F. (1975). Sex, gender roles, and sexual image. *Journal of Youth and Adolescence*, 4(3), 229–258.
- Tajfel, H. (1957). Value and perceptual judgement of magnitude. *Psychological Review*, 64, 192–204.
- Tajfel, H. (1959). Quantitative judgement in social perception. *British Journal of Psychology*, 50, 16–29.
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Brooks/Cole.
- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behaviour. In S. Worchel & W. G. Austin (Eds.), *Psychology of intergroup relations* (2nd ed., pp. 7–24). Nelson-Hall.
- Wantchekon, K. A., McDermott, E. R., Jones, S. M., Satterthwaite-Freiman, M., Baldeh, M., Rivas-Drake, D., and Umaña-Taylor, A. J. (2023). The role of ethnic-racial identity and self-esteem in attitudes towards intergroup contact. *Journal of Youth and Adolescence*, 52(11), 2243–2260. <https://doi.org/10.1007/s10964-023-01819-1>
- Wells, L. E. and Marwell, G. (1976). *Self-esteem: its conceptualisation and measurement*. Sage.
- Wylie, R. (1979). Self-concept: Vol. 2. Theory and research on selected topics. University of Nebraska Press.
- Wylie, R. (1989). *Measures of self-concept*. University of Nebraska Press.
- Yao, H., Hou, Y., Hausmann-Stabile, C., and Lai, A. H. Y. (2024). Intergenerational ambivalence, self-differentiation and ethnic identity: a mixed-methods study of family ethnic socialisation. *Journal of Child and Family Studies*, 33(7), 2286–2296. <https://doi.org/10.1007/s10826-024-02819-w>
- Yücel, İ., Gomes, D. R., Ribeiro, N., & Özlok, K. K. (2025). The mediating role of self-esteem in the relationship between perceived ethnic discrimination and migrant workers' commitment to stay. *Psychological Reports*, 128(6), 4716–4739. <https://doi.org/10.1177/00332941241226686>
- Zirkel, P. A. (1971). Self-concept and the disadvantages of belonging to an ethnic group and integration. *Review of Educational Research*, 41, 211–225.



Authors and translators' details:

Ignacio Ballester-Esteve
Raquel Torner Ripoll
Laura Padilla-Bautista
Ignacio Ballester Esteve

ignacio.ballester@ucv.es
raquel.torner@somescola.com
laura.padilla@ucv.es
ignacio.ballester@ucv.es

Author
Author
Author
Translator