CHAPTER 5

CLOSING

This chapter will outline the conclusions and implications of the research, covering theoretical, practical, and social aspects, along with recommendations based on the findings. The conclusions will address the research objectives and problem statements, summarizing the overall outcomes and discussions based on the final and unique themes presented in the previous chapter. These conclusions aim to answer the core question of the research, which is to understand the process of interpreting racial-based bullying messages experienced by biracial adolescents. From these conclusions, practical, social, and theoretical implications will be drawn, highlighting the benefits of the study's results. Additionally, the chapter will offer suggestions in the form of recommendations for future research on the interpretation of racial-based bullying messages among biracial adolescent victims.

1.1 Conclusion

The findings of the research about understanding the meaning of racial-based bullying messages in biracial adolescent as victims can be concluded as follows:

1. Receiving and interpreting racial-based bullying messages involves a process of coordinating the understanding of these initial harmful messages. The perpetrators of such bullying are usually classmates or other children at school. The research findings indicate that the interpretation of racial-based bullying messages among victims reveals a significant connection to deeply

ingrained racial stereotypes within society. Victims perceive these bullying messages not merely as isolated acts of aggression but as reflections of broader societal attitudes that perpetuate racial biases and discrimination.

2. Victims interpret racial-based bullying messages as reflective of broader racial biases where the process of coordinating the meaning of racial-based bullying messages can be found from how victims of racial-based bullying articulate a profound understanding of their experiences as acts of alienation. This underscores the need for societal change to address and dismantle these harmful stereotypes that perpetuate bullying behaviour. Additionally, racial-based bullying messages, which often target the victim's appearance, are interpreted as attempts to undermine the victim's self-esteem. This finding illustrates the damaging psychological effects of bullying, as victims internalize the derogatory messages they receive, leading to diminished self-worth and identity issues.

3. Communication is not just about the exchange of information but also about the co-creation of meaning through interpersonal interactions. Victims of racial-based bullying interpret their communication process to construct meaning around their experiences, shaping their understanding of self and their place within their social environment. This process allows them to articulate their feelings, seek validation, and engage in sense-making regarding the bullying they face. By sharing their experiences with trusted individuals, victims can navigate the complexities of their emotions and develop a clearer understanding of their situation, leading to enhanced coping strategies. the findings reveal that the meanings attributed to

experiences of bullying are shaped through social interactions. Victims derive significance from the reactions and responses of their social circles—family, friends, and peers. Through these interactions, they receive emotional support and empathy, which helps them process their experiences and mitigate feelings of isolation. The labelling of their experiences and the subsequent responses they elicit from others play a critical role in their emotional well-being and coping mechanisms.

1.2 Research Implications

1.2.1 Theoretical Implications

The primary implication of this study for Coordinated Management of Meaning (CMM) is how biracial adolescents manage and interpret the racial bullying messages they encounter. CMM highlights the role of communication processes in shaping social reality. This study reveals that victims of racial bullying must continuously engage with and negotiate the messages from their social environment, including peers, family, and school. This involves organizing and making sense of the negative messages they receive, thereby crafting a narrative within their social lives. The study enhances the understanding of CMM by demonstrating that the process of meaning coordination in the context of bullying is crucial in shaping the emotional, psychological, and social responses of victims. Additionally, Symbolic Interactionism theory helps explain how social symbols, particularly those related to racial identity and physical appearance, affect the experiences of bullying victims. This research demonstrates that racial bullying involves more

than just words or actions; it also encompasses social symbols connected to physical traits like skin color or facial features, which are interpreted by both victims and perpetrators. The study deepens the understanding of how these social symbols are internalized by victims, shaping their self-perception and contributing to negative self-concepts related to their physical appearance.

The extensions of CMM theory which involved the LUUUUTT model of storytelling aids in understanding how narratives are shaped by experiences of racial bullying. It examines the interplay between lived and untold stories. The theoretical implications of this study indicate that bullying victims use communication with important people in their lives to link their lived experiences with untold aspects of their stories. Through these interactions, victims can find new meaning in their bullying experiences, helping to alleviate emotional distress and obtain social support. This highlights the role of untold stories in the psychological recovery of victims.

1.2.2 Practical Implications

This study aims to offer valuable insights and assessments for educators, counsellors, and parents to deepen their understanding of the effects of racially based bullying on biracial adolescents. It highlights the critical role of communication in helping bullying victims interpret and navigate their experiences, while also providing emotional and social support. By gaining insight into how biracial adolescents process bullying messages, educators and parents can develop more effective interventions, such as inclusive anti-

bullying programs and fostering open dialogue between victims and their social surroundings.

1.2.3 Social Implications

This study aims to raise public awareness about the harmful effects of race-based bullying experienced by biracial adolescents. It can motivate social environments, including schools and communities, to give greater attention to issues of discrimination and marginalization faced by minority groups. By understanding how biracial youth interpret the bullying messages they encounter, the hope is to foster a more inclusive and tolerant social space that values racial and identity differences. Additionally, this research may stimulate discussions and social initiatives to promote diversity and combat all forms of discrimination and bullying.

1.3 Recommendations

This research explores how biracial adolescent victims interpret racially based bullying messages. The following are recommendations for future studies. First, future research could broaden the range of informants by including biracial adolescents from a wider variety of cultural and racial backgrounds, in order to obtain a more thorough understanding of the differences in racially based bullying experiences. Additionally, future studies could explore more deeply the influence of other factors, such as socioeconomic status, religion, and gender, on how biracial victims perceive and interpret the bullying messages they encounter. Second, future studies

could explore the long-term effects of racial bullying on the psychological and social development of biracial adolescents, particularly how these experiences shape their self-identity in adulthood. Additionally, employing different research methods, such as quantitative or mixed-methods approaches, is recommended to gather more extensive data and enhance validation. Future research could investigate effective interventions, including the roles of teachers, counsellors, and educational programs, in supporting bullying victims as they manage and recover from the psychological and social effects of their experiences.