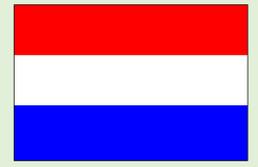# The association of acculturation and acculturative stress with radicalization of Muslim youth in the Netherlands

Author: Lisa van der Berg
Instructor: Dr. Efrat Sher-Censor
International MA program in Child Development, University of Haifa, Israel

University of Haifa

Question
• Are acculturation and acculturative stress associated with radicalization of Muslim youth?

Goal
• Address the gap of empirical based information about the causes of radicalization (Dalgaard-Nielson, 2010).

Radicalization
• The growing readiness to pursue and support far-reaching changes in society that conflict with, or pose a direct threat to, the existing order (Dalgaard-Nielson, 2010).

Acculturation
• Acculturation is the process of cultural and psychological change that follows intercultural contact (Berry, 2003).

Acculturation stress
• The classical acculturation-stress hypothesis maintains that migrants experience a higher burden of mental health stress than the host population as a direct consequence of the migration process (Berry, 2001).

Acculturation profiles (Berry, 2006)
• Integration: Involved in **both heritage culture** as well as **national culture**
• National: Focused on the **national society**
• Ethnic: Strong orientation towards the **heritage culture**
• Diffuse: **Lack** of orientation and **high level** of **confusion**

Prior research
• The **diffuse** and **ethnic** profiles are linked with poor psychological and sociocultural adaption.

Hypothesis
• Individuals with **diffuse** and **ethnic** acculturation profiles would experience heightened acculturative stress and a higher risk of radicalization.

Acculturation Profiles		
National		Low Risk of Acculturative Stress and Radicalization
Integration		
Diffuse		High Risk of Acculturative Stress and Radicalization
Ethnic		

Participants
• First, second and third generation immigrants
• Aged 15 to 18 from 3 different cities in the Netherlands: Den Haag, Rotterdam and Leeuwarden.

Measures
• **The Multi-group Ethnic Identity Measure** (MEIM; Phinney, 1992) will be used to measure the ethnic identity of the participants.
• *"I am happy I am a member of the group I belong to"*
• *"I have a lot of pride in my ethnic group and its achievements".*

• **Codebook for radicalization** (van den Bos, Loseman & Doosje, 2009) will be used to measure acculturative stress and the radicalization process.
• *"I get stressed when things change"*
• *"Thinking about uncertainty makes me feel depressed"*
• "I think there can only be a good world if everyone would be Muslim"
• *"It makes me angry when people are not proud of their Islamic heritage".*

A mosque in Rotterdam, the Netherlands

Future directions
• Level of education, intelligence and non-response data as well as parental reports might be of interest in future studies.
• A longitudinal design could shed further light on the development of radicalization.

Implications
• This study may inform prevention programs of radicalization, and may add empirical based information to overcome the gap of knowledge on this topic.

E-mail address: Lisa_vdberg@Hotmail.com