Digital technologies have radically and deeply entered our life.

Youngsters are the social group most strongly influenced by these technologies.

1. Introduction

2. Method

This is an ex post facto transversal type of study with a quantitative methodology in which a questionnaire served as the information collecting means. Data analysis was carried out using the SPSS statistical package, version 22.0.

3. Results

Prevalence of cybervictims

- Receiving insulting text messages via mobile phone or the Internet: 22.20%
- Being subject to defamation through the Internet for reputation damage purposes: 16.3%
- Receiving offensive and insulting calls via mobile phone or the Internet: 11.4%
- Being blackmailed or threatened by means of text messages or calls: 49.3%
- Password theft to prevent access to accounts: 44.6%
- Having suffered one or more of these behaviors by other adolescents: 93.4%
- With a mobile phone and 88.5% with a personal computer.

Instrument

Questionnaire “Cyberbullying: Screening of peer harassment.”

Gender differences

Girls were the ones who suffered cyberbullying to a greater extent.

Differences in relation to the academic year

Scores decreased from the first to the second grade and then increase again, scores for the third and fourth grade being the highest ones.

4. Discussion and Conclusions

Specialized attention is required. Students must be taught to use ICTs properly. Taking these data into account, prevention needs to be developed through a protocol at schools. Teaching children and teenagers that these situations are not good may result in onlookers helping their classmates in future bullying incidents and preventing them.

CIBERBULLYING: victims in the Murcia Region (Spain): a quantitative study with Secondary Education students

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In the first year of ESO, 50.4% of girls and 49.6% of boys had suffered one or more of these behaviors by other adolescents.

Scores decrease from the first to the second grade and then increase again, scores for the third and fourth grade being the highest ones.

49.3% suffered it to a greater extent. Higher in 4th Grade of ESO.

Female/s.

Academi/c. year

950 11-18 50,4 49,6

Gender difference/s.

Difference/s in relation to the academic year

Academi/c. year

Scoring decreases from the first to the second grade and then increase again, scores for the third and fourth grade being the highest ones.

Females suffer more than males in the 4th grade of ESO.

What do we have to do?

- Prevention of cyberbullying
- Specialized attention is required
- Students must be taught to use ICTs properly
- Prevention needs to be developed through a protocol at schools
- Teaching children and teenagers that these situations are not good may result in onlookers helping their classmates in future bullying incidents and preventing them