Stress, competence, and parental educational styles in victims and aggressors of bullying and cyberbullying

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## Sample

Participants were 1,993 studentsin the 5th-6th grade (9-13 years old), enrolled in 25 schools (51% public, 49% private/subsidized). To select the representative
sample of these school courses of the Basque Country,
proportionate stratifi ed random sampling was used, taking into
account the population in these courses from the survey of the
Basque Institute of Statistics (38,593 students), the population
in each type of school (public-private/subsidized), and of each
province of the Basque Country. In addition, 1,670 (83.8%) parents
of the students also participated.

## Implications For Parents About

Parental practices / parental mediation

# Abstract

Background: The family can be a protective/risk factor for violence.
The study analyzes differences in family variables (parental stress,
parental competence and parenting styles) among severe student victims,
aggressors, cybervictims, and cyberaggressors (who have very frequently
suffered or carried out bullying/cyberbullying behaviors in the past
year) and those who have neither suffered nor carried out any aggressive
behavior or only occasionally. Method: Participants were 1,993 students
in the 5th-6th grade (9-13 years old). Results: Victims and aggressors of
bullying had parents with higher levels of parental stress, who used more
authoritarian educational styles (low affection, coercive discipline, high
control), and more permissive practices (high affection/overprotection,
low demand/control); parents of aggressors also had a lower level of
parental competence. Cybervictims had parents with higher parental
stress who used more permissive educational styles. Cyberaggressors had
parents with a low level of parental competence. Conclusions: The family
context is relevant for bullying/cyberbullying, but family variables have
more infl uence on bullying than on cyberbullying.

# Outcome

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