Diferencias de sexo y curso en cyberbullying en estudiantes españoles de 5º y 6º de educación primaria

Engl. transl.: Sex and grade differences in cyberbullying of Spanish students of 5th and 6th grade of Primary Education

# Keywords

* cyberbullying, sex, grade, primary education

# Details

## Year

2018

## DOI

10.6018/analesps.34.3.283871

## Issued

2018

## Language

English

## Volume

34

## Issue

3

## Start Page

## End Page

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## Type

Journal article

## Journal

Anales de Psicología

## Publisher

Servicio de Publicaciones de la Universidad de Murcia

## Topics

* Risks and harms
* Internet usage, practices and engagement
* Wellbeing

## Sample

The reference population included students of 5thand 6thgrade of primary education from the province of Alicante during the 2014-2015 academic year. The sample was made up of 548 students (50.2% boys) with an age range of 10 to 13 years (M = 10.95, SD = 0.75). The distribution of the sample according to grade was: 276 (50.4%) students from 5th grade and 272 (49.6%) of students from 6th grade of primary education.

## Implications For Parents About

* Parental practices / parental mediation
* Parental digital literacy
* Parenting guidance / support
* Other

## Other Parent Implication

The importance for parents to be aware of new forms of cyberbullying in order to protect children and avoid peer violence

## Implications For Educators About

## Implications For Policy Makers About

* Stepping up awareness and empowerment
* Creating a safe environment for children online
* Other

## Other PolicyMaker Implication

The need to provide children with new skills through specific prevention programms to cope with new forms of cyberbullying

## Implications For Stakeholders About

Researchers

# Abstract

Cyberbullying is a recent phenomenon that has a great impact on the development and well-being of children. The objective of the present study is to analyze the differences in cyberbullying (victims, bullies, and bystanders) according to the sex and grade of the participants. The sample consisted of 548 students from 5th and 6th grade of primary education. The results indicate that girls are significantly more victimized than boys, and score higher on five victimizing behaviors, seven bullying behaviors, and four behaviors of observation of cyberbullying. The students of the two courses present similar scores in being a victim, a bully, and a bystander of cyberbullying. However, 6th-graders are more victimized through manipulated videos and death threats and perform more behaviors related to blackmailing to not reveal secrets through the Internet, whereas 5th-graders stand out due to more blackmail or threats through calls or messages. In relation to the bystanders, 5th-graders claim they observe more anonymous calls and sexual harassment. The evidence found is discussed, establishing possible directions for future studies, as well as the practical implications for the development of effective intervention programs.

# Outcome

This study analyzed the differences of cyberbullying (victimization, bullying, and observation) by sex and grade in Spanish students of 5th and 6th grade of primary education. In terms of the variable sex, differences in all three participation roles were found but the differences regarding grades are minimal. Delgado Escortell (2018: 479) conclude that "age is not a determining factor of cyberbullying at this period (10-13 years)", as the means in cyberbullying behaviors (victims, bullies, and bystanders) remain practically unchanged across the grades. The authors remark that the effect sizes were small in all cases, so "some caution should be taken when interpreting the results, as well as in establishing their theoretical and practical relevance" (Delgado Escortell, 2018: 479). Nonetheless, the authors clarify the fact of finding small and even insignificant effect sizes "does not mean that such differences do not exist, but rather that the theoretical and practical relevance of such differences is not empirically supported" (Delagado Escortell, 2018: 479). The authors conclude by stating that: "the empirical relevance of the differences found is not sufficient to consider that students from 5th and 6thgrade of primary education differ with regard to the manifestation of cyberbullying behaviors or that the implementation of specific interventions for these students is necessary" (Delagado Escortell, 2018: 479).