Online teen dating violence, family and school climate from a gender perspective /Violencia de pareja online en la adolescencia, clima familiar y escolar desde la perspectiva de género

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## Topics

## Sample

919 adolescents (52.4% girls) aged between 15 and 18 years (M = 16.12;SD = 0.99) who reported having or having had a partner in the last year. Adolescents attending school in four schools (public and (public and subsidised) schools in Andalusia (Spain). The participants were selected by means of stratified cluster sampling, public and subsidised educational centres in rural and urban environments

## Implications For Parents About

Parental practices / parental mediation

## Implications For Educators About

Other

# Abstract

The aim of this study is to analyse relationships from the family
and school context and online teen dating violence from a gender perspective.
The participants in this study included 919 adolescents (52.4% girls), aged
15–18 years (M = 16.12; SD = 0.99), who reported having or having had a
partner in the last year. Multivariate analyses (MANOVAs) were performed to
analyse the relationships between the variables of interest. The results show
that teens who are violent with their partners in an online environment
indicate higher levels of family conflict and less school affiliation than nonviolent
teens. In the boys, there is a lower perception of support from the
teacher, and in girls, less family cohesion. The scope of these results and their
implication in the prevention of this type of violence is presented in the
discussion.

# Outcome

The results obtained show that adolescents who adolescents who are violent with their online partners indicate higher levels of family conflict and lower school levels of family conflict and lower school affiliation than non-violent adolescents.
In boys, a lower perception of help from the teacher is observed, and in girls, less family cohesion. In the discussion, the scope of the results and their implication for the scope of the results and their implications for the prevention of this type of violence.
School, together with the family, is one of the main socialising agents in childhood and adolescence, the educational environment is one of the areas where actions in this sense will be most effective. Knowledge of this aspect can contribute, therefore, to the design of future intervention procedures that will help to prevent violence.