Acoso y ciberacoso en adolescentes LGTB: Prevalencia y efectos en la salud mental

Engl. transl.: Bullying and cyberbullying in LGTB adolescents: Prevalence and effects on mental health

# Keywords

* Bullying
* cyberbullying
* LGBT-phobia
* sexual orientation
* prevalence
* mental health
* homophobia
* school violence

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## Topics

* Wellbeing
* Risks and harms
* Online safety and policy regulation
* Other

## Sample

The study sample consisted of 1,748 adolescents aged 13 to 17 years (52.6% girls, 47.4% boys), from 19 schools; 60.2% are in the 3rd year of Secondary Education and 39.8% are in the 4th year (44.7% in public and 55.3% in private schools). With regard to sexual orientation, 87.5% are heterosexual, 0.7% gay, 0.2% lesbian, 5.7% bisexual and 5.9% were not sure of their sexual orientation; i.e, 12.5% non-heterosexual and 87.5% heterosexual. The sample was randomly selected, being representative of students in the last cycle of secondary school in the Basque Country (N=37,575). Using a confidence level of 0.95, with a sampling error of 2.3%, the representative sample is 1,732. The sample was selected using a stratified sampling technique, taking into account the following parameters: province, type of school (public-private), and educational level (3rd and 4th grade).

## Implications For Parents About

* Parental practices / parental mediation
* Parental digital literacy
* Other

## Other Parent Implication

The need for families to educate chidlren on cyber-tolerance towards the diversity

## Implications For Educators About

* Digital citizenship
* School networking
* Other

## Implications For Policy Makers About

# Abstract

Bullying and cyberbullying have negative consequences on adolescents’ mental health. The study had two objectives: 1) to analyze possible differences in sexual orientation (heterosexual and non-heterosexual) in the percentage of victims and aggressors of bullying/cyberbullying, as well as the amount of aggressive behavior suffered and carried out; 2) to compare the mental health of adolescent heterosexual and non-heterosexual victims, aggressors, cybervictims, and cyberaggressors. Participants included 1,748 adolescents from the Basque Country, aged between 13 and 17 years (52.6% girls, 47.4% boys), 12.5% non-heterosexuals, 87.5% heterosexuals, who completed 4 assessment instruments. A descriptive and comparative cross-sectional methodology was used. The results confirm that: 1) the percentage of victims and cybervictims was significantly higher in non-heterosexuals, but the percentage of heterosexual and non-heterosexual aggressors and cyberaggressors was similar; 2) non-heterosexual victims and cybervictims had suffered significantly more aggressive bullying/cyberbullying; 3) non-heterosexual victims and aggressors of bullying exhibited significantly more depression, social anxiety, and psychopathological symptoms (somatization, obsession-compulsion, interpersonal sensitivity…) than heterosexuals; 4) non-heterosexual cybervictims and cyberaggressors displayed more depression and more psychopathological symptoms, but no differences were found in social anxiety. The importance of intervening from the family, school, and society to reduce bullying/cyberbullying and enhance respect for sexual diversity is discussed.

# Outcome

The study provides data on the prevalence of LGTB-phobic bullying/cyberbullying, Garaigordobil Larrain (2020: 87) state that "LGTB people not only suffer more frequently from bullying/cyberbullying, but also develop more psychopathological symptoms due to the victimisation/cybervictimisation suffered, than those who suffer bullying/cyberbullying who are heterosexual". The authors address that children are not born homophobic, they are modelled from birth by the messages received from their family, school and social environment, "therefore, it is necessary to educate about sexual orientation/identity in different contexts, so that children grow up respecting differences in general and sexual diversity in particular" (Garaigordobil Larrain 2020: 88).

The authors also remark that results have practical implications and suggest the need to develop "specific activities during childhood and adolescence that stimulate respect and tolerance towards sexual diversity, and activities within anti-bullying
programmes that address LGTB-phobic bullying/cyberbullying, due to non-heteronormative sexual orientation/identity" (Garaigordobil Larrain, 2020: 88).
The authors point out that even though many Spanish schools are currently developing anty-cyberbullying activities, very few programs hold specif strategies to reduce stereotypes and prejudices necessary to address cyberbullying based on stigmatisation, therefore "future intervention proposals should include such strategies to address bullying of stigmatised groups" (Garaigordobil Larrain, 2020: 88). The authors also clarify that intervention to reduce stigmatisation and harassment/cyber-bullying of LGBT people should be multidirectional. Garaigordobil Larrain (2020: 88) point out that "family education on tolerance of diversity plays a key role. The school is a relevant context to carry out anti-bullying activities that focus on vulnerable groups, promoting tolerance among the diversity. The third axis of intervention must be the society in general, as the norms and values it promotes conditioned behaviour".