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

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

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**1. Introduction**

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.

**Aim**

Examining the incidence of cyberbullying and its impact on the Compulsory Secondary Education students of Murcia.

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**2. Method**

Aim

Determining the incidence of cyberbullying and its impact among the Compulsory Secondary Education students of Murcia.

Participants

950 Secondary Education students

**Gender Differences**

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

**Differences in relation to the academic year**

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

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**3. Results**

Prevalence of cyber-victims

- Receiving insulting test messages: 27.2%
- Being subject to defamation through the Internet for reputation damage purposes: 17.3%
- Receiving offensive and insulting calls via mobile phone or the Internet: 11.9%
- Receiving anonymous calls meant to frighten and cause fear: 11.4%

**Gender differences**

- Girls: 54.4%
- Boys: 44.6%

**Gender differences in relation to the academic year**

- First grade: 50.4%
- Second grade: 49.3%
- Third grade: 44.6%
- Fourth grade: 34.1%

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**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.

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**What do we have to do?**

- Educate students on the proper use of ICTs.
- Develop a protocol for schools.
- Teach about the negative aspects of cyberbullying.
- Encourage bystanders to help in future incidents.

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**Instrument**

Questionnaire “Cyberbullying: Screening of peer harassment.”

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