

E-MOTIONS, CYBERBULLYING AND THEIR RELATIONSHIP WITH GENDER IN YOUNG MEXICANS

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ABSTRACT

The social, cultural and economic processes of contemporary society are impacted by Information and Communication Technologies (ICTs), but also by the intimate aspects of people. These impacts are generating a culture of the virtual, of cyberspace, of a cyberculture to which adolescents are integrated and at the same time generate lifestyles in which technology is part of their daily lives, because through it ways of thinking, of being, of getting excited and of behaving are transmitted. These digital realities help to reaffirm perceptions, behaviours and attitudes of one's own identity, which sometimes lead to symbolic violence or aggressive environments (Serrano, 2014). Cyberbullying is currently considered a serious threat to the development, well-being and mental health of adolescents (Zych, Ortega and Marín-López, 2016). This research presents the results of the application of the E-motions questionnaire that describes the social and emotional competencies of young men and women in high school and its correlation with the different roles of cyberbullying, carried out on 15, 500 students from nine campuses of the preparatory school of the Autonomous University of the State of Mexico.

KEYWORDS: e-motions, cyberbullying and high school.

INTRODUCTION

In a society as complex as the present one, the constant structural, cultural, social, technological and economic transformation is observed. These changes are taking place at great speed and have important repercussions on individuals and on the way they relate to one another. Faced with this, one of the great changes, with a growing demand in this contemporary society has been the use of information and communication technologies (ICT), which becomes a new need in today's society. The ever-increasing use and consumption of ICTs by teenagers places them in a panorama of diverse risks, among which the access to inappropriate content, contact with strangers, grooming, threats to privacy, identity theft, sexting, cyberbullying, and the ever-increasing problem of addiction to the Internet, mobiles and ICT in general (Carbonell, Fúster, Chamarro, and Oberst, 2012; Fajardo, Gordillo and Regalado, 2013).

Likewise, the social, cultural and economic processes of contemporary society impacted by Information and Communication Technologies (ICTs) are generating problems in the way people interact and in their intimate aspects. These impacts have generated a culture of the virtual, of cyberspace, of a cyberculture to which adolescents are integrated and at the same time generate

lifestyles in which technology is part of their daily lives, since through it ways of thinking, being, getting excited and behaving are transmitted.

In this way, the different digital accessories define different realities, which help to reaffirm perceptions, behaviours and attitudes of one's own identity, which sometimes lead to symbolic violence or aggressive environments (Serrano, 2014).

The analysis of cyberbullying or electronic-bullying includes in the last ten years a great dimension of worldwide studies (Smith, 2016). It is currently considered a serious threat to the development, well-being and mental health of adolescents (Zych, Ortega-Ruiz, and Marín-Lopez, 2016). The first approach to their study was in 2000 with Finkelhor, Mitchell and Wolak who by that year found 6% of students involved.

A number of investigations have attempted to analyse the nature of this type of harassment, its causes and the serious emotional and psychological impact it entails, mainly for the victims (Zych, Ortega-Ruiz, & Marín-López, 2017; Zych, Farrington, Llorent & Ttofi, 2017); Zych, Ortega-Ruiz, & Marín-López, 2016; Giménez, Hunter, Durkin, Arnaiz and Maquilón, 2015; Hase, Goldberg, Smith, Stuck and Campaign, 2015; Kowalski, Giumetti, Schroeder and Lattaner, 2014; Mishna, McInroy, Lacombe-Duncan and Daciuk, 2015) as well as their impact on student academic achievement (Bellamy and Yousef, 2015).

Recent research has revealed the importance of studying personal and interpersonal variables in order to describe the behaviour of schoolchildren in cyberbullying (Zych, Farrington, Llorent, & Ttofi, 2017; Zych, Ortega-Ruiz, & Marín-López, 2016; Gaspar, Pedro, Panagiotopoulos & Seibt, 2016; Brewer and Kerslake, 2015; Hinduja and Patchin, 2015; Salmivalli and Pöyhönen, 2012).

Numerous studies have shown that its occurrence is associated with social and psychological maladjustment, isolation, low self-esteem, depression, anxiety, anger, truancy, low academic performance and suicide, among others (Zych, Ortega and Marín-Lopez, 2017; Slee and Skrzypiec, 2016; Sourander, Lempinen and Brunstein, 2016). These two violent behaviors are extremely harmful and are present in schools.

Some research on face-to-face bullying, such as cyberbullying, has shown that students with higher levels of emotional intelligence are less victimized and even experience more positive social behaviors (Elipe & al. 2015; Garaigordobil & Oñederra, 2010; Lomas, Stough, Hansen, & Downey, 2012).

In research by Elipe, Mora-Merchán, Ortega-Ruiz and Casas, (2015), it was found that emotional clarity and repair were negatively related to cyber- victimization, and emotional attention was positively related to dejection and discomfort after suffering cyber- victimization.

Likewise, in almost all the studies carried out on the subject of cyberbullying, they found statistically negative relations significantas between emotional intelligence and aggression (García-Sancho, Salguero, & Fernández-Berrocal, 2015).

In this sense, the study of emotions has been a very attractive topic in research in the field of psychology. Some lines of research have focused on emotional intelligence, that capacity that allows emotions to be recognized, their social significance as feelings and their handling in one as well as in relation to the others.

According to Mayer & Salovey (1997) understanding, understanding and transformation of emotions includes four skills; perceiving and expressing emotions, using emotions to facilitate thinking, understanding and analyzing emotions in oneself and others, and regulating and managing emotions. The importance of research on emotions and emotion management skills lies, among other things, in the fact that they affect interaction processes, mental and physical health, the quality of social relationships, and academic and work performance (Brackett and Caruso, 2007).

There is research whose results indicate that adolescents with emotional intelligence are able to use and regulate their emotions and the negative emotions of others to improve happiness and psychological well-being, and prevent psychological maladjustment (Fernandez-Berrocal & Extremera, 2016; Elipe, Mora- Merchán, Ortega-Ruiz, & Casas, 2015).

Based on this, we can affirm that the impact of the concrete contexts in which the interpersonal relations that make up the framework of school coexistence take place is moderated by individual competence to positively manage the interpersonal bonds that allow for harmonious development that balances their social relationship and personal growth.

In this sense, promoting human development implies, among other things, the study of the capacities of individuals as an indissoluble entity of the social, where the emotions of individuals tend to be a way of avoiding conflicts of particular interests. According to Nussbaum (2008), emotion is a geological "levantamiento of pensamiento" that is produced when capturing the importance of people who are out of the agent's control. From this point of view, emotions are revealing intuitions about the value of people and are considered a capacity of access to the moral world revealing the resources with which the human being counts to develop in a world of conflicts.

It also bets on political and social institutions to help cultivate moral emotions, and thus emotional education is incorporated into the formation of individuals with character that allows them to expand their capacity for compassion, love and reparation.

Bearing in mind the importance of emotions in human development, interpersonal relationships, as well as the fact that these, in the information and knowledge society of today, are often initiated and maintained in cyberspace, the aim of this research is to know the dynamics of emotions expressed, perceived, used and regulated online and their relationship with cyberbullying among high school students.

GENERAL OBJECTIVE

To evaluate the social and emotional skills of young people in high school (13-20 years) in relation to their participation in the dynamics of cyberbullying.

Specific objectives

- 1) Describe the e-motions of young people participating in cyberbullying at high school students.
- 2) Analyse the relationship between e- motions and gender.
- 3) To analyze the relationship of e- motions in high school students with their participation in the different roles of cyberbullying.

UNIVERSE

The population is made up of 19,213 high school students from the 9 high schools of the Autonomous University of the State of Mexico, of which 15,500 students were given questionnaires, representing 81%.

REGISTRATION	TOTAL OF INSTRUMENTS APPLIED	%
19, 213	15, 500	80.7

INSTRUMENTS

In order to carry out this study, the E- Motion Spanish version questionnaire was applied (Zych, Ortega-Ruiz and Llorent, 2015) adapted in Mexico for this study. It includes 40 items with a Likert response scale of 5 points ranging from 1 (strongly disagree) to 5 (strongly agree). Based on four factors; e-motional expression, e- motional perception, facilitating use of e-motions, e-motional understanding and management, with a Cronbach Alpha of 0.92.

The European Cyberbullying Intervention Project Questionnaire, (ECIPQ) Spanish version (Ortega-Ruiz, Del Rey y Casas, 2015) adapted in Mexico for this study, comprises 22 items, 11 for victimization and 11 for aggressor, covering the specific behavior of direct physical abuse, indirect abuse, verbal abuse, psychological mistreatment and social exclusion, with a Cronbach Alpha of 0.96. The study was carried out by the European Cyberbullying Intervention

Project Questionnaire, (ECIPQ) Spanish version (Ortega-Ruiz, Del Rey y Casas, 2015) adapted in Mexico for this study, comprising 22 items, 11 for victimization and 11 for aggressor, covering the specific behavior of direct physical abuse, indirect abuse, verbal abuse, psychological mistreatment and social exclusion, with a Cronbach Alpha of 0.96.

PROCEDURE

The study was conducted using a longitudinal design.

Data were collected after obtaining authorization from the students involved, principals and group teachers.

The capture was online in a program designed *exprofeso*. Teachers and those responsible for each high school campus were trained in the application, and verification of the students' understanding and correct resolution of the instruments. Students were informed of the research objectives ensuring confidentiality, anonymity and the voluntary nature of the resolution and application results of the instruments.

DATA ANALYSIS

For the analysis of the data and scales of the first study, the factorial analysis of main components with Varimax rotation, descriptive analyses, Student t and ANOVA, with the statistical package IBM SPSS Statistics 25 were used. The data have been analyzed in a descriptive way, to then deepen in the relations and differences between the groups and the answers, in the same way, Cronbach's alfas and Pearson's correlations, averages, standard deviations of the E-Motion questionnaires and the ECIPQ were calculated using the same statistical program.

Table 1 shows the results of the averages obtained and standard deviations obtained in the factors of E- motions and cyberbullying in which the students participate in this dynamic.

Table 1. Mean and standard deviation of e- motions and cyberbullying.

Factors	Mean	standard deviation	N
E-motional expression	2.5212	1.07574	15214
E-motional perception	2.8089	1.09742	15214
Facilitating use of e-motions	1.9591	1.03204	15214
Understanding and e-motional management	2.8465	1.12083	15214

Cyberbullying Victimization	1.2755	.71415	15459
Cyberbullying* Aggression	1.1796	.61666	15459

Note: N varies in relation to valid cases in each instrument; E-motions 15,214 valid cases; ECIPQ 15,459, respectively.

In relation to e-motions, if we take into account that the intermediate value (3) implies neither agreement nor disagreement regarding the manifestations of emotions, we can observe that the young people studied show on average a neutral position tending to be quite disagreed on the understanding and management, perception and expression of their emotions online and they show to be quite disagreed on the facilitating use of their emotions online.

Regarding Victimization and Aggression, in both cases the students, on average, have never found themselves in conditions of cyberbullying although the tendency is to a very low frequency of one or two times.

Table 2 shows the frequencies and their respective percentages in relation to the expression of online emotions by young high school graduates.

Table 2. Frequency and percentage table; e- motional expression.

Scale	Frequency	Percentage
1. Totalmente en desacuerdo	3002	19.7
2. Bastante en desacuerdo	4640	30.5
3. Ni de acuerdo ni en desacuerdo	4756	31.3
4. Bastante de acuerdo	2273	14.9
5. Totalmente de acuerdo	543	3.6
Total	15,214	100.0

The results show that 31.3% of the students surveyed said they neither agreed nor disagreed. 30.5% say they strongly disagree 19.7% totally disagree. Only 14.9% say they strongly agree and only 3.6% totally agree with expressing e-motions through social networks.

Regarding online emotional perception (table 3), the results show that 43.1% of the students surveyed say they neither agree nor disagree. 18.2% say they disagree a lot 16.4% agree a lot. Only 15.5% say they totally disagree and only 6.9% totally agree with perceiving e-motions from others through social networks.

Table 3. Frequency and percentage table; e- motional perception.

Escala	Frecuencia	Porcentaje
1. Totalmente en desacuerdo	2361	15.5
2. Bastante en desacuerdo	2764	18.2
3. Ni de acuerdo ni en desacuerdo	6555	43.1
4. Bastante de acuerdo	2489	16.4
5. Totalmente de acuerdo	1045	6.9
Total	15,214	100.0

In table 4, which shows what is related to the facilitating use of e-motions, the results show that 43.5% of the students surveyed express total disagreement. 27% say they disagree quite a bit. 21.5% neither agree nor disagree. 6.1% say they disagree quite a bit and only 1.9% totally agree with the facilitating use of e-motions through social networks.

Table 4. Frequency and percentage table; facilitating use of e-motions

Escala	recuencia	Porcentaje
1. Totalmente en desacuerdo	6621	43.5
2. Bastante en desacuerdo	4107	27.0
3. Ni de acuerdo ni en desacuerdo	3267	21.5
4. Bastante de acuerdo	926	6.1
5. Totalmente de acuerdo	293	1.9
Total	15,214	100.0

The understanding and management of emotions show a similar trend to the previous factors (table 5), if we take into account that the results show that 37.8% of the students surveyed express neither agreement nor disagreement. 20.7% say they disagree quite a bit. 19.6% disagreed. 15.1% say they totally disagree and only 6.8% totally agree with the understanding and management of e- motions through social networks.

Table 5. Frequency and percentage table; understanding and management of e-motions

Escala	Frecuencia	Porcentaje
1. Totalmente en desacuerdo	2296	15.1
2. Bastante en desacuerdo	2975	19.6
3. Ni de acuerdo ni en desacuerdo	5752	37.8
4. Bastante de acuerdo	3151	20.7
5. Totalmente de acuerdo	1040	6.8
Total	15,214	100.0

As for Cyberbullying in the aggression factor, the results show that 90.2% of the students surveyed stated that they did not commit aggression through cyberbullying social networks. 4.3% say they do it once or twice. 3.5% say they do it once or twice a month. 1.2% say they do it once a week and only 0.8% say they do it more than once a week. The sum of these last four (1,512), although proportionally representing a low percentage (9.8%) indicates that a respectable number of young people are involved in the dynamics of online aggression (see table 6).

Table 6. Frequency and percentage table; Cyberbullying aggression

Escala	Frecuencia	Porcentaje válido
Nunca	13947	90.2
Si, una o dos veces	666	4.3
Si, una o dos veces al mes	543	3.5
Si, una vez a la semana	187	1.2
Si, más de una vez a la semana	116	.8
Total	15459	100.0

Similar situation to Cyberbullying Aggression is presented in the Victimization-Cyberbullying factor although in a higher percentage (Table 7).

Table 7. Frequency and percentage table; Cyberbullying victimization

Escala	Frecuencia	Porcentaje válido
Nunca	12909	83.5
Si, una o dos veces	1389	9.0
Si, una o dos veces al mes	755	4.9
Si, una vez a la semana	264	1.7
Si, más de una vez a la semana	142	.9
Total	15459	100.0

In other words, the results show that 83.5% of the students surveyed stated that they had never received aggression through cyberbullying social networks. 9% say they have received one to two times. 4.9% say they have received it once or twice a month. 1.7% say they received it once a week and only 0.9% say they received it more than once a week. That in total percentage represents that 16.5% (2,550 young people) to a greater or lesser extent are victims of cyberbullying.

On the other hand, there is a positive correlation between the four factors of e-motions and the two factors of cyberbullying, even though it is very low (table 8).

Table 8. Correlation of Pearson; e-motions and cyberbullying

Correlaciones							
	Género	Expresión emocional	Percepción emocional	Uso facilitador de las e-mociones	Comprensión y gestión emocional	Victimización Cyber-Bullying	Agresión Cyber-Bullying
Género	1						
Expresión emocional	.025**	1					
Percepción emocional	-.015	.431**	1				
Uso facilitador de las e-mociones	-.12	.602**	.466**	1			

	6**						
Comprensión y gestión emocional	-.024**	.434**	.553**	.517**	1		
Victimización Ciber- Bullying	-.148**	.123**	.094**	.219**	.071**	1	
Agresión Ciber- Bullying	-.162**	.117**	.092**	.241**	.080**	.756**	1
** . La correlación es significativa en el nivel 0,01 (2 colas). (*) p < .05 (**) p < .01							

As can be seen from the results found, there is a strong correlation between e- motional expression factors and e- motions perception factors ($r = .431^{**}$, $p < .01$); facilitating use of e-motions ($r = .602^{**}$, $p < .01$); understanding and management of e-motions ($r = .434^{**}$, $p < .01$).01); between the factors e- motional perception and facilitating use of e-motions ($r = .466^{**}$, $p < .01$) and e-motions comprehensions and management ($r = .553^{**}$, $p < .01$); facilitating use of e-motions and e- motions understanding and management ($r = .517^{**}$, $p < .01$) and between cyberbullying victimization and cyberbullying aggression ($r = .756^{**}$, $p < .01$);

In relation to cyberbullying- victimization (table 9) 41.91% of the students surveyed belong to the female gender, of which 76.9% indicate not having received aggression through social networks, 11.6% indicate whether to receive it once or twice a month, 7.4% receive it once or twice a month, 2.6% once a week and 1.5% more than once a week. This percentage is higher in the remaining 58.09% of the male population, where 88.2% indicate no social network aggression, 7.1% indicate whether to receive it once or twice a month, 3.1% receive it once or twice a month, 1.1% once a week and 0.5% more than once a week.

Table 9. Victimization-Cyberbullying by Gender

Escala	Femenino		Masculino		Total	
	Fr	%	Fr	%	Fr	%
No	4985	76.9 %	7924	88.20 %	12909	83.5 %
Si, una o dos veces	753	11.6 %	636	7.1 %	1389	9.0 %

Si, una o dos veces al mes	479	7.4%	276	3.1%	755	4.9%
Si, más de una vez a la semana	166	2.6%	98	1.1%	264	1.7%
Si, más de una vez a la semana	96	1.5%	46	0.5%	142	0.9%
Total	6479		8980		15459	

Note: Fr= Frequency; %= Percentage

With regard to Cyberbullying (table 10), 41.91% of the students surveyed belong to the female gender, of which 84.0% indicate that they have not exercised aggression through social networks, 6.8% indicate whether to exercise it once or twice a month, 5.9% exercise it once or twice a month, 1.9% once a week and 1.3% more than once a week. This percentage is higher in the 58.09% perceived by the remaining male population, where 94.7% indicate not having exercised aggression through social networks, 2.5% indicate whether to exercise it once or twice a month, 1.8% exercise it once or twice a month, 0.7% once a week and 0.3% more than once a week.

Table 10. Aggression-Cyberbullying by Gender

Género	Femenino		Masculino		Total	
	Fr	%	Fr	%	Fr	%
Escola						
No	5445	84.0%	850	94.7%	1394	90.2%
Si, una o dos veces	438	6.8%	228	2.5%	666	4.3%
Si, una o dos veces al mes	385	5.9%	158	1.8%	543	3.5%
Si, más de una vez a la semana	126	1.9%	61	0.7%	187	1.2%
Si, más de una vez a la semana	85	1.3%	31	0.3%	116	0.8%
Total	6479		8980		15459	

Regarding e-motions by gender, in the case of e-emotional expression (table 11), 41.91% of the students surveyed belong to the female gender, of which 29.4% indicate neither agreement nor disagreement in expressing emotions through social networks, 29% indicate quite disagreement in expressing emotions through social networks, 22.7% totally disagree in expressing emotions through social networks, 14.4% quite agree in expressing emotions through social networks and 4.4% totally agree in expressing emotions through social networks. This percentage is lower in the 58.09%

perceived by the remaining male population, where 32.6% indicate neither agreement nor disagreement in expressing emotions on social networks, 31.6% indicate quite

disagreement in expressing emotions on social networks, 17.6% strongly disagree in expressing emotions on social networks, 15.2% strongly agree in expressing emotions on social networks and 3% strongly agree in expressing emotions on social networks.

Table 11. E-motional expression by gender.

Género Escala	Femenino		Masculino		Total	
	Fr	%	Fr	%	Fr	%
Totalmente en desacuerdo	1446	22.7%	1556	17.6%	3002	19.7%
Bastante en desacuerdo	1843	29.0%	2797	31.6%	4640	30.5%
Ni de acuerdo ni en desacuerdo	1867	29.4%	2889	32.6%	4756	31.3%
Bastante de acuerdo	923	14.5%	1350	15.2%	2273	14.9%
Totalmente de acuerdo	281	4.4%	262	3.0%	543	3.6%
Total	6360		8854		15214	

Nota: Fr= Frecuencia; %= Porcentaje

In e-motional perception (table 12), 41.91% of the students surveyed belong to the female gender, of which 41.7% indicate neither agreement nor disagreement in perceiving emotions through social networks, 17.4% indicate considerable disagreement in perceiving emotions through social networks, 17.1% considerable agreement in perceiving emotions through social networks, 16.1% total disagreement in perceiving emotions through social networks and 7.7% total

agreement in perceiving emotions through social networks. This percentage is lower in that perceived by the remaining 58.09% of the male population, where 44.1% indicate neither agreement nor disagreement in perceiving emotions through social networks, 18.7% indicate considerable disagreement in perceiving emotions through social networks, 15.9% strongly agree in perceiving emotions through social networks, 15.1% totally disagree in perceiving emotions through social networks and 6.2% totally agree in perceiving emotions through social networks.

Table 12. E-motional perception by gender.

Género	Femenino		Masculino		Total	
	Fr	%	Fr	%	Fr	%
Totalmente en desacuerdo	1026	16.1%	1335	15.1%	2361	15.5%
Bastante en desacuerdo	1106	17.4%	1658	18.7%	2764	18.2%
Ni de acuerdo ni en desacuerdo	2651	41.7%	3904	44.1%	6555	43.1%
Bastante de acuerdo	1085	17.1%	1404	15.9%	2489	16.4%
Totalmente de acuerdo	492	7.7%	553	6.2%	1045	6.9%
Total	6360		8854		15214	

Nota: Fr= Frecuencia; %= Porcentaje

In the facilitator use of e-motions (table 13), 41.91% of the students surveyed belong to the female gender, of which 38.3% indicate total disagreement with the facilitator use of emotions by social

networks, 26.1% indicate considerable disagreement with the facilitator use of emotions by social networks, 24.5% neither agree nor disagree with the facilitator use of emotions on social networks, 8.3% quite agree with the facilitator use of emotions on social networks and 2.8% fully agree with the facilitator use of emotions on social networks. This percentage is higher in the 58.09% perceived by the remaining male population, where 47.7% indicate total disagreement with the facilitator use of emotions by social networks, 27.7% indicate substantial disagreement with the facilitator use of emotions by social networks, 19.3% neither agree nor disagree with the facilitator use of emotions by social networks, 4.5% strongly agree with the facilitator use of emotions by social networks and 1.3% strongly agree with the facilitator use of emotions by social networks, 19.3% neither agree nor disagree with the facilitator use of emotions by social networks, 4.5% strongly agree with the facilitator use of emotions by social networks and 1.3% totally agree with the facilitator use of emotions by social networks.

Table 13. Facilitating use of e-motions by gender

Escala	Femenino		Masculino		Total	
	Fr	%	Fr	%	Fr	%
Genero						
Totalmente en desacuerdo	2438	38.3%	4183	47.2%	6621	43.50%
Bastante en desacuerdo	1657	26.1%	2450	27.7%	4107	27.00%

Ni de acuerdo ni en desacuerdo	1556	24.5%	1711	19.3%	3267	21.50%
Bastante de acuerdo	528	8.3%	398	4.5%	926	6.10%
Totalmente de acuerdo	181	2.8%	112	1.3%	293	1.90%
Total	6360		8854		15214	

Nota: Fr= Frecuencia; %= Porcentaje

Finally, in terms of e-motional understanding and management (table 14), 41.91% of the students surveyed belong to the female gender, of which 38.1% indicate that they neither agree nor disagree with the understanding and management of emotions on social networks, 21% indicate that they quite agree with the understanding and management of emotions on social networks, 18.4% quite disagree with the understanding and management of emotions on social networks, 15% totally disagree with the understanding and management of emotions on social networks, and 7.6% totally agree with the understanding and management of

emotions on social networks. This percentage is higher in the perceived by the remaining 58.09% that make up the male population, where 37.6% indicate neither agree nor disagree with the understanding and management of emotions on social networks, 20.5% indicate quite agree with the understanding and management of emotions on social networks, 20.4% quite disagree with the understanding and management of emotions on social networks, 15.2% totally disagree with the understanding and management of emotions on social networks, and 6.3% totally agree with the understanding and management of emotions on social networks.

Table 14. E-motional understanding and management by gender.

Escala	Femenino		Masculino		Total	
	Fr	%	Fr	%	Fr	%
Totalmente en desacuerdo	953	15.0%	1343	15.2%	2296	15.1%
Bastante en desacuerdo	1168	18.4%	1807	20.4%	2975	19.6%
Ni de acuerdo ni en desacuerdo	2420	38.1%	3332	37.6%	5752	37.8%
Bastante de acuerdo	1336	21.0%	1815	20.5%	3151	20.7%
Totalmente de acuerdo	483	7.6%	557	6.3%	1040	6.8%
Total	6360		8854		15214	

Nota: Fr= Frecuencia; %= Porcentaje

CONCLUSIONS

As can be seen from the results found, there is a strong correlation between e- motional expression factors and e- motion perception factors ($r = .431^{**}$, $p < .01$); facilitating use of e-motions ($r = .602^{**}$, $p < .01$); understanding and management of e-motions ($r = .434^{**}$, $p < .01$); e-motions perception and facilitating use of e-motions ($r = .466^{**}$, $p < .01$) and e-motions comprehensions and management ($r = .553^{**}$, $p < .01$); which infers that to the extent that emotions are perceived, identified, valued and expressed, with the ability to discriminate between honest and dishonest expressions which prioritize thinking and direct attention to important information, the change of perspective of the individual, favoring the consideration of multiple points of view in turn using emotional knowledge which assimilates emotional signals in interpersonal relationships being understood, which has implications for the same relationship.

At the same time, a strong correlation was found between the facilitating use factors of e-motions and e-motional understanding and management ($r = .517^{**}$, $p < .01$), which reveals that the reflective use of emotions and thoughts, promote emotional, intellectual and personal growth to make possible the management of emotions in life situations, being as a result the ability to distance oneself from an emotion and regulate emotions in oneself and in others, that is to say, to mitigate negative emotions and strengthen positive ones, without repressing or exaggerating the information they transmit.

Also, there is a strong correlation between cyberbullying victimization and cyberbullying aggression ($r = .756^{**}$, $p < .01$); which within bullying, participants develop roles or roles that each individual adopts so that the dynamic is carried out as such; Ortega (2010), describes a type that is victim- aggressive and makes it clear that many victims are in turn aggressive in their behavior with others. The aggressive victim is a very complex figure because it is difficult to know if they are aggressive because of suffering or because they have been previously aggressed, or because they are violent and cruel. They are adolescents who are always on one side or the other of the feminine complex and live the problem in all its destructive and self-destructive nuances, provoking social rejection that reactivates their own aggressive behaviour.

The results of this research indicate that participation in bullying predicts later participation in cyber participation, while being a cyber- aggressor predicts later cyber- victimization and vice versa, although with a lower degree of probability; this coincides with the results of earlier research on aggressors (Li, 2007; Riebel et al., 2009; Schneider et al., 2012; Smith et al., 2008) and victims (Wang and the team, 2010).

The most frequent forms of cyberbullying in this study were predominant activities such as electronic insults 74.36% exclusion and ostracism 63.28%, while the rest of types show percentages lower than 47.3% similar to the results of previous studies with adolescents (Extremera, Quintana Orts, Mérida López, & Rey, 2018).

The prevalence by type allows us to know which are the activities that most occur when there is incidence of cyberbullying, in descending order, the percentages are summarized as follows: electronic insults 74.36%, exclusion and ostracism 63.28%, impersonation 48.82%, harassment %, denigration 38.77%, other forms of violence (which only includes content of mistreatment of others) 30.92%, happy beating 26.53%, disclosure and coercion 26.37%, cyber-persecution 26.06% and sexting 21.50%. In all types predominated almost never as frequency of occurrence. These results also relate to research on traditional bullying and cyberbullying (Zych, Beltrán-Catalán, Ortega-Ruiz, and Llorent, 2018; Extremera, Quintana Orts, Mérida López, & Rey, 2018; Elipe, Mora- Merchán, Ortega-Ruiz, & Casas 2015), this research found that higher scores in Emotional Intelligence are statistically significantly and negatively associated with lower scores in cybervictimization in both men and women; indicating that the predisposition to be cybervictimized is related to the social-emotional abilities of the victims. At this point, male victims and their relationship to final socio-emotional abilities and cybervictimization compared to female victims was significantly stronger. In summary, all subscales except one (interpersonal perception) showed small but still negative and significant associations with women's cybervictimization.

In three of the factors of emotional intelligence the female sex predominated, however in the emotional expression they showed a significant and negative association with the cybervictimization of men.

The results showed that men have a higher score in emotional intelligence with a lower score in emotional expression than women. This is supported by studies indicating that men tend to report a greater ability to regulate their own emotions compared to adolescent women (Extremera, Duran and Rey, 2007). This is because of the social burden that the male gender role has to fulfill as being more agile and active, encouraging male adolescents to use problem-solving strategies and a positive outlook on attempts to change the negative daily experiences they believe are driving their moods (Tamres, Janicki and Helgeson, 2002).

The regulation and management of emotions were also found and grouped into a single factor called understanding and management of E- motions. These findings are in line with other research suggesting emotional management in online interaction (Bazárova et al., 2013). The highest scores in facilitator use of e-motion and e-motion understanding and management are related to difficulty in identifying feelings and more emotional attention.

For this reason, the results found conclude that work should be done to take into account emotional regulation and the particular gender characteristics and social role of each of them in order to develop a comprehensive work that takes into account the emotional strengths and weaknesses that characterize women and men. Likewise, according to different investigations it has been found that it is necessary to develop specific prevention and intervention strategies adapted to the special needs of

each gender (Zych, Beltrán- Catalán, Ortega-Ruiz, and Llorent, 2018; Bellamy, and Yousef, 2015). In addition, this research raises the importance of the gender role in the strategies used in cybervictimization experiences and thus examine the factors related to emotional intelligence and cybervictimization between men and women.

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