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## SOCIAL-EMOTIONAL SKILLS, BULLYING AND CYBERBULLYING IN MEXICAN ADOLESCENTS

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### ABSTRACT

This study studies the relationship between the socio-emotional skills of high school students and bullying and cyberbullying. 15,500 young people participated (41.90% women and 58.10% men, Medad = 15.88, SD = 0.9) from the preparatory schools of the Autonomous University of the State of Mexico. The participants answered a battery of four instruments: sociodemographic data (sex, age, sexual orientation and ethnic-cultural group), a Socioemotional Competences scale, a Bullying scale and a Cyberbullying scale. The results show that there are differences in socio-emotional competencies by gender, ethnic-cultural minority group and sexual orientation. Aggression and cybervictimization are placed with low reference weights to socio-emotional competencies. These results suggest that a high development of social and emotional competencies is a protective factor in adolescents who participate in dynamics of bullying and cyberbullying. This study has implications for educational policies and supports proposals to design and implement a program that contributes to optimizing the development of social and emotional competencies in students to have an impact on coping with problems related to these antisocial behaviors, which favor coexistence and inclusive education.

**KEYWORDS:** bullying, cyberbullying, social and emotional competencies, and high school.

### INTRODUCTION

Social interaction is conditioned by the emotional content used in interpersonal interactions (Saarni, 2000). Within this content, social and emotional competencies such as self-awareness, self-management and motivation, prosocial awareness and behavior, and decision-making (Llorent et al., 2012) are crucial to building successful relationships. The proper development of socio-emotional competencies has been linked to positive personal relationships. Within the educational field, socio-

emotional competences have great significance with their relationship to academic success (Llorent et al., 2020; Llorent et al., 2022), programs to avoid risky behaviors, social proactivity, and the quality and quantity of interpersonal relationships (Yang et al., 2019).

Currently, bullying and cyberbullying are phenomena considered as an alarming factor that limits development (Herrera-López et al., 2018), emotional and sociocultural well-being (Larrañaga et al., 2018), the psychological balance of adolescents (Zych, Ortega-Ruiz and Marín-López, 2017). 2018) and causes low self-esteem, depression, anxiety, school dropout and suicide (García et al., 2019). Bullying and cyberbullying are extremely harmful violent behaviors that are present in schools in violent situations that occur with peers (Zych et al., 2021).

Among the research carried out on bullying and cyberbullying they find a negative relationship of young people with socio-emotional competences. In an investigation of 2139 students, it was found that young people with characteristics of aggressor and aggressor-victimized in bullying and cyberbullying scored low levels in socio-emotional competencies, proposing that socio-emotional competencies may be a protective factor for young people immersed in bullying and cyberbullying (Zych et al., 2018).

Another study of 2535 students from Spain and Poland showed that the mechanisms of moral disengagement are risk factors for engaging in bullying and cyberbullying, a low level in moral emotions are a risk factor for the perpetration of bullying and cyberbullying in Spain and Poland. The different social and emotional competences are protective agents against these violent dynamics in both countries (Llorent et al., 2021).

There are different studies carried out on the subject of cyberbullying, in almost all of them they found significant negative relationships between socio-emotional competencies and aggression (Marín-López et al., 2018). Research reveals that adolescents involved in cyberbullying present to a greater extent a higher presence of psychopathological problems than adolescents who are not involved in these dynamics of violence (Azúa et al., 2020), higher levels of depressive manifestations (Santurio et. al 2020), anxiety behaviors (Redondo, et al., 2017), decreased level of self-esteem (Garaigordobil, 2017).

Regarding the roles of involvement, belonging to the group of victims of cyberbullying has a negative impact on the adaptation at the psychological and emotional level of this role (Zych et al., 2019). Specifically, cybervictimization is related to aversive emotions anger, sadness, fear, displeasure, guilt or exclusion (Donoso et al., 2019).

On the other hand, it has been found in various studies that show that interpersonal relationships are built thanks to proactive practice of socio-emotional competencies. The results of these investigations show that when you have high levels of socio-emotional skills, they are significantly linked to reading skills and empathy, which facilitates the process of Project-Based Cooperative Learning in other key competences and in the prevention of antisocial behaviors (Llorent et al., 2022). On the other hand, the lower the levels of socio-emotional competencies, the greater the difficulties at the relational and

personal level, such as episodes of anxiety, depression and stress, difficulties in the relationship with others, personality difficulties and propensity to commit aggressive behaviors (Castro et al., 2019).

Likewise, there are studies that propose to promote a positive school climate based on a coexistence plan, since the aggression of bullying could be reduced, which have implications for school policy (Llorent, Farrington and Zych, 2021).

This study aims to discover the relationship between socio-emotional competencies as protective factors of young people who participate in bullying and cyberbullying dynamics

## II. METHOD

**Participants.** It is a correlational study between the variables: roles of adolescents involved in episodes of face-to-face or cybernetic school violence and socio-emotional competencies, which was conducted with a sample of 15,500 students (41.90% girls and 58.10% boys, with an age range between 14 and 18 years, (with an average of 15.88  $SD = 0.9$ ) and schooled in the courses of 1st to 6th semester of baccalaureate of the Autonomous University of the State of Mexico.

**Instruments.** To explore The collection of information was carried out through four instruments: Sociodemographic data (sex, age, sexual orientation and ethnic-cultural group), the Social and Emotional Competencies Questionnaire (SEC-Q) (Zych, Ortega-Ruiz, Muñoz-Morales & Llorent, 2018), the *European Bullying Intervention Project Questionnaire* (Del Rey et al., 2015; Ortega-Ruiz et al., 2016), and the *European Cyberbullying Intervention Project Questionnaire*, (ECIPQ) Spanish version (Del Rey et al., 2015; Ortega-Ruiz et al., 2016).

The Social and Emotional Competencies Questionnaire (SEC-Q) (Zych, Ortega-Ruiz, Muñoz-Morales & Llorent, 2018) comprises 16 items, based on the model of 4 socio-emotional competencies; 4 items for Self-knowledge, 3 for *Self-management and motivation*, 6 for *social awareness* and *pro-social* behavior and 3 for *Responsible* decision making), (Annex 2) answered on a five-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Version adapted to Mexico (Jiménez, Llorent and Miranda, 2022), which required minimal adjustments in vocabulary. The questionnaire has  $\alpha = .84$  for the Self-Knowledge factor;  $\alpha = .83$  for the *Self-Management and Motivation* factor,  $\alpha = .83$  for the *Social Awareness and Prosocial Behavior* factor and  $\alpha = .83$  for the *Responsible Decision-Making* factor. In total the instrument shows an excellent  $\alpha = .92$  and an adequate fit for the factorial structure, as indicated by the results of the confirmatory factor analysis ( $SB X^2 = 3377.20$ ;  $gl = 98$ ;  $NFI = .99$ ;  $NNFI = .99$ ;  $CFI = .99$ ;  $RMSEA = .047$ , 90% CI = .045-.048).

The European Bullying Intervention Project Questionnaire (Del Rey et al., 2015; Ortega-Ruiz et al., 2016) which is composed of 14 items, 7 that describe aspects related to victimization and 7 in correspondence with aggression. For both dimensions, the items refer to actions such as hitting, insulting, threatening, stealing, saying bad words, excluding or spreading rumors. With a 5-point likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), version adapted to Mexico

(Jiménez, Llorent and Miranda, 2019) has  $\alpha = .90$  for the victim and  $\alpha = .91$  for the aggressor ( $SB X^2 = 8879.22$ ;  $gl = 76$ ;  $NFI = .99$ ;  $NNFI = .98$ ;  $CFI = .99$ ;  $RMSEA = .087$ , 90%  $CI = .085-.088$ ).

The *European Cyberbullying Intervention Project Questionnaire*, (ECIPQ) Spanish version (Del Rey et al., 2015; Ortega-Ruiz et al., 2016) comprises 22 items, 11 for victimization and 11 for aggressor, covering specific behavior such as *direct physical* abuse (e.g., someone has hit me), *indirect* abuse (someone has spread rumors about me), *verbal* abuse (e.g., someone has insulted me), *psychological* abuse (e.g., someone has threatened me), and *social exclusion* (for example, I have been excluded or ignored by other people), version adapted to Mexico (Jiménez, Llorent and Miranda, 2019), has  $\alpha = .92$  for the victim and  $\alpha = .95$  for the aggressor ( $SB X^2 = 10823.44$ ;  $gl = 208$ ;  $NFI = .99$ ;  $NNFI = .99$ ;  $CFI = .99$ ;  $RMSEA = .057$ , 90%  $CI = .057-.058$ ).

**Design and procedure.** The design of the study is ex post facto cross-sectional, since the collection of information corresponds to the 2016 school year (July-December) in upper secondary schools (baccalaureate). We proceeded to write to the relevant authorities of the educational centers of the Autonomous University of the State of Mexico requesting authorization for the application of the research, a first contact was made to explain the objectives and authorization was requested from the parents of the students through the consent form and confidentiality. The questionnaires were applied in class schedules and within the facilities of the same educational center. A folder was developed per school with the instruments applied and the data encoded in the SPSS 22.0 database.

**Data analysis.** The data of this research were analyzed using the Statistical Package for the Social Sciences (SPSS) version 22.0 and are organized into four main variables: Bullying, cyberbullying, socio-emotional competencies and human development. As a first objective, the roles of adolescents involved in these dynamics of school violence (face-to-face and virtual) were determined, since characterizing these violent behaviors allowed analyzing the correlation between the presence or absence of socio-emotional competencies.

For these analyses they were recoded dichotomously (0, 1) where 0 was assigned as "not involved" and 1 as the specific role (victim, aggressor and aggressor-victimized). A logistic regression was done for both bullying and cyberbullying. Participation in bullying and cyberbullying, and social and emotional competencies were treated as continuous variables. Therefore, it refers to the total score on victimization and aggression, but without classifying participants as victims or bully. Typical analyses assume that individuals are independent of each other.

### III. RESULTS

In *Socio-Emotional Competencies*, the total score is higher for men compared to women ( $M_{boys} = 15.52$ ,  $SD = 2.78$  vs  $M_{girls} = 15.53$ ,  $SD = 2.67$ ). On the one hand, women scored significantly higher than men in *self-management and motivation* ( $M_{girls} = 4.09$ ,  $SD = 0.86$  vs  $M_{boys} = 4.03$ ,  $SD = 0.87$ ,  $d = .07$ , 95%  $CI = .04-.01$ ). On the other hand, men scored higher than women in *Self-Knowledge, Social Awareness and Prosocial Behavior* and *Responsible Decision Making* ( $M_{boys} = 3.90$ ,  $SD = 0.82$

vs  $M_{girls} = 3.86$ ,  $SD = .85$ ;  $M_{boys} = 3.76$   $DT = .71$  vs  $M_{girls} = 3.75$ ,  $DT = .74$  and  $M_{boys} = 3.85$   $DT = .88$  vs  $M_{girls} = 3.83$   $DT = .87$ ,  $d = .02$ , 95%  $CI = .05-.01$ ).

In relation to the variable sexual orientation, the total score in *Socio-emotional Competencies* is higher for heterosexual people compared to people who have different sexual orientation, for the four factors *Self-knowledge* ( $M_{hetero} = 3.90$ ,  $SD = .82$  vs  $M_{nonhetero} = 3.69$ ,  $SD = .95$ ), *Self-management and motivation* ( $M_{hetero} = 4.07$   $DT = .85$  vs  $M_{nonhetero} = 3.76$   $DT = .72$ ), *Social awareness and prosocial behavior* ( $M_{hetero} = 3.85$ ,  $SD = .87$  vs  $M_{nonhetero} = 3.72$ ,  $SD = .91$ ,  $d = .19$ , 95%  $CI = .06-.30$ ) and *responsible decision-making* ( $M_{hetero} = 3.85$   $DT = 0.87$  vs  $M_{nonhetero} = 3.72$ ,  $SD = .91$ ,  $d = .15$ , 95%  $CI = .04-.26$ ).

Likewise, for the ethnic group variable, the total score in *Socio-emotional Competencies* is higher for people who do not belong to the majority ethnic group compared to people who belong to minority ethnic groups, for the four factors *Self-knowledge* ( $M_{min} = 3.89$ ,  $SD = .83$  vs  $M_{May} = 3.85$ ,  $SD = .94$ ,  $d = .05$ , 95%  $CI = .08-.18$ ), *Self-management and motivation* ( $M_{min} = 4.05$ ,  $SD = .87$  vs  $M_{May} = 4.04$   $DT = .93$ ,  $d = .01$ , 95%  $CI = .12-.14$ ), *Social awareness and prosocial behavior* ( $M_{min} = 3.84$ ,  $SD = .87$  vs  $M_{May} = 3.82$ ,  $SD = .95$ ,  $d = .04$ , 95%  $CI = .09-.17$ ) and *responsible decision-making* ( $M_{min} = 3.84$   $DT = 0.87$  vs  $M_{May} = 3.82$ ,  $SD = .95$ ,  $d = .14$ , 95%  $CI = .01-.27$ ).

In the dynamics of bullying, the total score in bullying involvement is higher for women than for men, for *Victimization* ( $M_{girls} = 2.05$ ,  $SD = 1.00$  vs  $M_{boys} = 1.71$ ,  $SD = .82$ ,  $d = .38$ , 95%  $CI = .35-.41$ ) and *Aggressor* ( $M_{girls} = 1.80$ ,  $DT = .92$  vs  $M_{boys} = 1.39$ ,  $DT = .63$ ,  $d = .45$ , 95%  $CI = .19.15-20.04$ ).

In relation to the variable sexual orientation, the total score in bullying is higher for people who have different sexual orientation compared to heterosexuals, for *Victimization* ( $M_{nonhetero} = 1.96$ ,  $SD = .96$  vs  $M_{hetero} = 1.83$ ,  $SD = .90$ ,  $d = .14$ , 95%  $CI = .02-.04$ ) and *Aggressor* ( $M_{nonhetero} = 1.62$ ,  $DT = .87$  vs  $M_{hetero} = 1.55$ ,  $DT = .78$ ,  $d = .09$ , 95%  $CI = .19-.02$ ).

Likewise, for the ethnic group variable, the total score in bullying is higher for people who belong to an ethnic group than in those who do not belong, for *Victimization* ( $M_{min} = 2.03$ ,  $SD = 1.09$  vs  $M_{May} = 1.85$ ,  $SD = .91$ ,  $d = .20$ , 95%  $CI = .33-.07$ ) and *Aggressor* ( $M_{min} = 1.74$ ,  $DT = 1.08$  vs  $M_{May} = 1.56$ ,  $DT = .78$ ).

In the dynamics of cyberbullying, the total score in participation in cyberbullying is higher for women compared to men, for *Cybervictimization* ( $M_{girls} = 1.54$ ,  $SD = .78$  vs  $M_{boys} = 1.32$ ,  $SD = .56$ ,  $d = .33$ , 95%  $CI = .30-.36$ ) and *Cyberaggression* ( $M_{girls} = 1.39$ ,  $DT = .74$  vs  $M_{boys} = 1.16$ ,  $DT = .45$ ,  $d = .39$ , 95%  $CI = .36-.42$ ).

In relation to the variable sexual orientation, the total score in cyberbullying is higher for people with different sexual orientation compared to heterosexuals, for *Cybervictimization* ( $M_{nonhetero} = 1.53$ ,  $SD = .78$  vs  $M_{hetero} = 1.40$ ,  $SD = .66$ ,  $d = .20$ , 95%  $CI = .30-.09$ ) and *Cyberaggression* ( $M_{nonhetero} = 1.37$   $DT = .78$  vs  $M_{hetero} = 1.25$ ,  $DT = .59$ ,  $d = .20$ , 95%  $CI = .31-.09$ ).

Likewise, for the ethnic *group* variable, the total score in cyberbullying is higher for people belonging to an ethnic group than for those who do not belong, for *Cybervictimization* ( $M_{mim} = 1.53, SD = .78$  vs  $M_{May} = 1.40, SD = .66, d = .27, 95\% CI = .40-.14$ ) and *Cyberaggression* ( $M_{mim} = 1.37, DT = .78$  vs  $M_{may} = 1.25, DT = .59$ ).

The correlation matrix that includes relationships between *Socio-emotional Competencies* and involvement in bullying and cyberbullying is presented in Table 1. It is appreciated that *aggression* in bullying was negatively and significantly related to a lower level of socio-emotional skills, including lower *self-management and motivation* ( $r = -.10, p < .01$ ) and *responsible decision-making* ( $r = -.13, p < .01$ ). In addition, *cybervictimization* was also related to lower self-knowledge ( $r = -.09, p < .01$ ), *self-management and motivation* ( $r = -.11, p < .01$ ) and *responsible decision-making* ( $r = -.11, p < .01$ ).

**Table 1 Correlation between Socio-emotional Competencies, aggression, victimization in Bullying and Cyberbullying.**

Variable	1	2	3	4	5	6	7	8	9	10
1. <i>Victimización Bullying</i>	1									
2. <i>Agresión Bullying</i>	.71**	1								
4. <i>Victimi. Cyberbullying</i>	.65**	.64**	.63**	1						
5. <i>Agresión Cyberbullying</i>	.50**	.67**	.68**	.79**	1					
7. <i>Self-knowledge</i>	-.06**	-.09**	-.09**	-.10**	-.12**	-.11**	1			
8. <i>Autoge. and motive.</i>	-.10**	-.10**	-.11**	-.12**	-.13**	-.13**	.58**	1		
9. <i>Conc soc. y cond. Pros..</i>	-.06**	-.09**	-.08**	-.07**	-.09**	-.08**	.57**	.60**	1	
10. <i>Taking of dec. Resp.</i>	-.09**	-.13**	-.10**	-.11**	-.12**	-.12**	.54**	.56**	.60**	1
11. <i>CSE TOTAL</i>	-.10**	-.12**	-.11**	-.12**	-.14**	-.14**	.82**	.84**	.83**	.83**

Note: \*\* Correlation is significant at level 0.01 (bilateral)

The interactions of the analyses were formulated to discover whether bullying or cyberbullying differs from sex, sexual orientation, ethnicity and socioemotional competencies, from a binary logistic regression. Table 2 shows logistic regression analyses with different roles of Bullying such as predicted variable and sex, sexual orientation, minority ethnic-cultural group and Socio-emotional Competencies as predictors.

**Table 2. Binary logistic regression between the variables: bullying roles, sex, sexual orientation, minority ethnic-cultural group and Socio-emotional Competencies.**

	<i>Victim</i>			<i>Aggressor</i>			<i>Aggressor-victimized</i>		
	B	Exp (B)	OR (95% CI)	B	Exp (B)	OR (95% CI)	B	Exp (B)	OR (95% CI)
Sex	0.05	1.04	.79-1.38	-0.03	0.98	.54-1.70	0.06	1.06	.78-1.48
Sexual preference	-0.01	0.98	.93-1.03	-0.03	.97	.86-1.09	.03	1.01	0.95-1.08
Ethnic-cultural group	.54**	1.72	1.21-2.43	.18	1.21	.64-2.27	.27	1.32	.95-1.83
Self-knowledge	-.03	.95	.89-1.01	.05	1.05	.93-1.18	-.02	.97	.90-1.04
Self-management and motivation	-.03	1.01	.97-1.06	-.13	1.01	.85-1.01	-.08*	.96	.91-1.01
Social awareness and prosocial behavior	.04	1.04	.98-1.10	-.06	.92	.83-1.03	-.07*	.96	.90-1.02
Responsible decision-making	.05	1.05	.99-1.11	-.07	.93	.84-1.04	-.06	.95	.89-1.01
Nagelkerke R <sup>2</sup>	<.01			0.04			.03		
X <sup>2</sup> (DF)	2.40(6)**			.08 (6)			25.03 (6)*		

Note: \*p<0.05 \*\*p<0.01 Source: authors.

Being a member of a minority was found to be a significant individual predictor of Victim. The aggressor-victimized can be predicted by low scores on two factors of CSE, self-management and motivation, and social awareness and prosocial behavior.

**Table 3 Binary logistic regression of the variables: Cyberbullying roles, sex, sexual orientation, minority ethnic-cultural group and Socio-emotional Competencies.**

	<i>Cibervíctima</i>			<i>Ciberagresor</i>			<i>Ciberagresor-victimizado</i>		
	B	Exp (B)	OR (95% CI)	B	Exp (B)	OR (95% CI)	B	Exp (B)	OR (95% CI)
Sex	0.076	1.07	.75-1.53	-0.002	1	.53-1.78	0.33	1.36	.96-1.97
Sexual preference	0.208	1.21	.82-1.80	0.34	1.41	.73-2.68	.45*	1.58	1.07-2.32
Ethnic-cultural group	0.073	1.04	.72-1.51	-0.002	1	.51-1.76	0.31	1.34	.94-1.95
Self-knowledge	-0.001	1	.92-1.06	0.005	1.03	.89-1.12	0.02	1.02	.96-1.10
Self-management and motivation	0.35	1.02	.94-1.10	-.16*	0.87	.76-.97	-0.02	0.98	.92-1.07
Social awareness and prosocial behavior	-0.14	0.96	.91-1.01	0.03	1.03	.92-.1.11	-0.03	0.95	.92-1.04
Responsible decision-making	-0.015	0.97	.92-1.07	-0.07	0.92	.81-1.03	-.09**	0.89	.83-.96



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Nagelkerke			
R <sup>2</sup>	<.01	0.03	0.38
X <sup>2</sup> (DF)	2.41(6)	.07(6)	22.82(6)**

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Note: \*p < 0.05 \*\*p < .01

Low self-management and motivation were significant individual predictors of cyberattackers. Having different sexual orientation to heterosexual and low responsible decision-making were found to be significant individual predictors of cyberaggressor-victimization.

#### IV. CONCLUSIONS

The study of socio-emotional competencies is usually a proposed alternative that could respond to those protective factors little addressed in relation to the dynamics of bullying and cyberbullying (Llorent et al., 2021). These programs must have indicators in self-awareness, self-management and motivation, social awareness and pro-social behavior, and responsible decision-making in order to raise awareness within socio-emotional development the measurement and application to improve the behaviors, skills and attitudes of students (Domitrovich, et al. 2017) being these competencies that are rarely measured in representative population sampling. In this research as a first objective, we sought to describe these socio-emotional competencies in 15500 adolescents, taking into account sex, sexual orientation and ethnic group. Adolescent women managed to score at significant levels in social awareness and prosocial behavior, responsible decision-making. Adolescent men scored high on the factors of self-knowledge and self-management and motivation, which summarizes that there are no statistically significant differences in the self-awareness factor.

It is attributed that the differentiation of scores according to sex could be related to the level of social competencies promoted towards responsibility. Having a high level of social awareness and pro-social behavior and capacities and skills promoted by adolescent women, as well as higher motivation scores in adolescent men, are indicators of greater capacity to proactively and assertively face the dynamics of school violence.

There is a possibility that the undervaluation and scarce presence of execution of socio-emotional competencies is related to the set of changes at the bio, psychological, social level of the stage of adolescence as a phase of development, and the decrease in proactive and purposeful self-assessment characterized in different studies (Caballo et al., 2018).

On the other hand, there are different studies that contradictorily reflect incoherent results for those proposed in this research regarding the relationship of socio-emotional competencies in adolescents involved in the dynamics of bullying and cyberbullying (Zych et al., 2017), an explanation for this is

given that after the analysis of the measurement of their indicators they were considered as a provision and the approach of the conceptual definition was very varied.

Since as referenced in this research, promoting the practice of socio-emotional competencies has significantly positive results in the behavior and way of acting of students in the academic field (Rueda et al., 2021), it is considered relevant to manifest what is the degree of connection between the socio-emotional competencies exercised and how to promote them in daily practice, Bullying and cyberbullying are behavioral dynamics with exaggeratedly harmful antisocial behaviors that are present in different educational centers at different levels. Bullying and cyberbullying have their limit characterization in the execution of daily and progressive violent behaviors in a face-to-face and virtual way, promoting vulnerability by physically and mentally unbalancing those victims who suffer it, affecting their expectations of education and their performance in their daily activities (Farrington et al., 2017). There is a thin line of overlap in the dynamics of bullying and cyberbullying (Baldry et al., 2017), and despite the existence of several studies that promote intervention plans for these dynamics of violence, there are still different factors that have not been addressed in empirical practices and that could have a proactive impact on the reduction of these two (Zych et al., 2015).

In the first instance, the results of this research indicated that both the aggressors of bullying and cyberbullying obtained low levels in the practice of socio-emotional competencies in contrast to adolescents who were within the victimized role. On the other hand, victimized adolescents, bullying and cyberbullying, had the same leveling in the presence of social-emotional competencies as uninvolved students.

Once linear regression analyses were performed, they stated that when they showed that, when the variable sex; Socio-emotional competencies such as social awareness and prosocial behavior are usually autonomously linked to aggressiveness in the dynamics of bullying and cyberbullying. Responsible decision-making was linked to the role of bully aggressor and cyberbullying. These results are consistent with the contributions of Romera et al. (2021) and Gómez-Ortiz et al. (2020) and could be the empirical basis for addressing the relationships between socio-emotional competencies exercised within bullying and cyberbullying. Likewise, it is considered pertinent to propose longitudinal and/or experimental works to know in depth the cause-effect links of the variables of the level of practice of socio-emotional competences, bullying and cyberbullying.

Although this study is cross-sectional, it did not allow to know the cause-effect links mentioned above, however, the conclusions suggest that it is important and relevant to include the effective practice of socio-emotional competencies within the curriculum in schools as part of the same academic training, as it was a formal subject.

The factors involved in socio-emotional competencies can be promoted within intervention programs in the dynamics of bullying and cyberbullying so that in some way it helps to reduce the impact at the socio-affective level and risk behaviors in adolescents.

As indicated by the literature review by Berrocal et al. (2021), improving emotional competencies in teachers and students is crucial for success in school and in life. Cultural, ethnic or sexual diversity is present in schools and inclusive education societies and leave no child behind due to inadequate response to their needs (Sánchez and Ainscow, 2018). It is therefore crucial to conduct research specifically focused on these potentially vulnerable minority groups. Studies on bullying and cyberbullying in this context remain very scarce (Llorent, et al., 2016).

Therefore, according to the second research objective referring to describe the victimization and aggression in bullying and cyberbullying of students from minority and majority groups and to find out if participation can be predicted by the group in relation to sex; When all ethno-cultural minorities were treated as a group, it was found that there was no difference in bullying and victimization of cyberbullying compared to the majority group. These findings are similar to those reported in other studies (Carrera-Fernández et.al 2018, 2021; Lozano and Maldonado, 2020; Zunino et.al, 2020).

There was also no difference in cyberbullying aggression, but it was found that the minority was more involved in bullying aggression and cyberbullying. In the case of sexual minorities, the results show opposite pattern compared to the majority, they were found to be more victims (bullying and cyberbullying) and no differences were found in bullying aggression. On the other hand, minorities were found more involved in bullying and cyberbullying aggression.

Very few studies were conducted on this topic, but previous research found that sexually charged victimization was more prevalent in this group (Elipe et al., 2018), findings that are in line with current results. When groups separated into different minorities, the minority group was characterized to be the most vulnerable to being victimized through bullying, in line with similar studies (Llorent et al., 2016).

Las Minorities Sexual y Were more victimized a thorough of the bullying y the cyberbullying What the majority. In case of cyberbullying, homosexuals also became more victim. In the groups of homosexuals and bisexuals it was found that they are more involved in the perpetration of harassment and both sexual minorities and the Homosexuals and bisexuals participated more in perpetration of Cyberbullying. So therefore, the current study shows that some minorities (especially minorities) sexual) sound more Vulnerable a participate in the bullying y The Cyberbullying. This finding requires more attention on minorities as a very specific factor in bullying and cyberbullying, in line with recent studies (Zych and Llorent, 2021).

These results are similar to some previously reported findings (Caravita et al. 2019 and Rodríguez-Hidalgo et al., 2019). Prediction analyses show that being in the majority or minority group predicts a small (but significant) amount of variance of those involved in bullying or cyberbullying victimization and aggression. Belonging to a sexual minority predicts more aggression than bullying and cyberbullying.

Future research is proposed to discover, for example, which strategies and policies are the most effective in practice; as well as the factors that intervene in the incidence and affectation to development with these dynamics that promote exclusion. Since the results of this study show that minorities are more vulnerable than most to engage in bullying and cyberbullying. These findings have implications for education policy and school practice. It is important to promote inclusive education and coexistence in school, face-to-face and virtual contexts, so that all adolescents have the appropriate social climate for their integral development and their socio-labor insertion.

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