SOCIO-COGNITIVE AND EMOTIONAL FACTORS ON PERPETRATION OF CYBERBULLYING

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INTRODUCTION

Studies that have jointly investigated **bullying** and **cyberbullying** have found a correlation in participation between the two forms of aggression.

Cyber-aggression rates are lower than traditional aggression.

Moral disconnection
A cognitive process, through which people justify their aggressive behavior, or distort the consequences it can have on other people.

OBJECTIVES

Analyze the link between cognition (moral disconnection), the social variable of support and personal variables (involvement in bullying and emotions) on cyber-aggression.

SAMPLE

1.062 teenagers
between 12 and 19 years old

To predict cyberbullying, and to be able to take preventive measures, it would be necessary considering personal variables and the social context of the adolescents who carry out cyberbullying behaviors.

Most of the studies have been carried out from the perspective of the victims, few studies have focused on analyzing the victims cyberbullies.
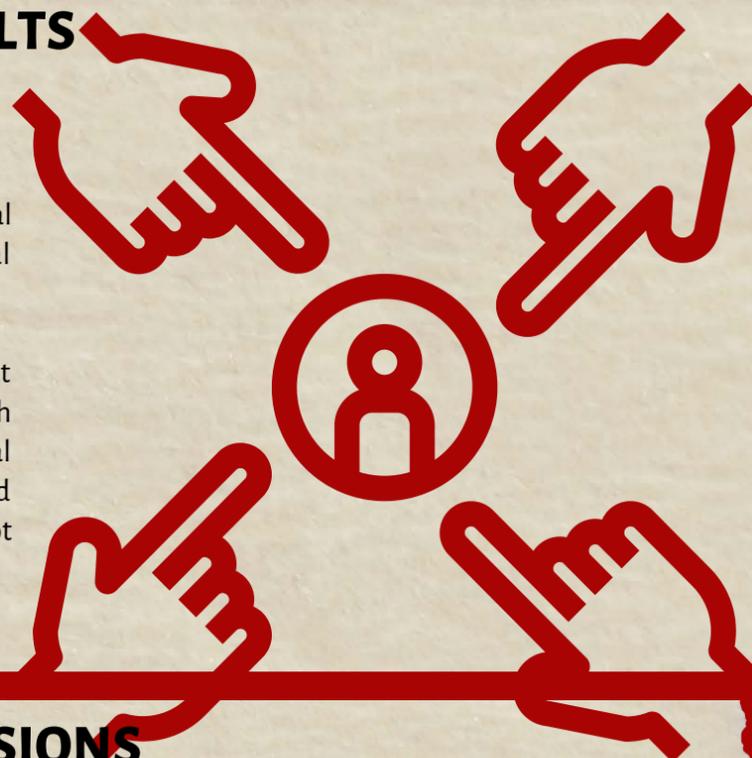
Therefore, we consider that the relevance of this work consists in specifically targeting cyberbullying perpetrators.

RESULTS

→ Results show that the socio-cognitive and emotional variables are relevant to understand the individual differences in the participation of cyberbullying.

→ The result of the regression analysis indicated that cyberbullying was positively associated with cybervictimization, face-to-face aggression, moral disconnection towards cyberbullying, social support and satisfaction with their behavior. In contrast, it was not associated with negative emotions.

CONCLUSIONS

Future research should continue to examine the predictive factors associated with cyberbullying aggression.
Students who participate in aggressions have higher levels of cybervictimization and bullying, compared to their peers who do not attack through cyberbullying.
On the other hand, gender and age did not play a significant role in predicting cyberbullying.

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