



College youth and cyberbullying: before and during the Covid 19 pandemic

**Juventud universitaria y ciberacoso: antes y durante la
pandemia del Covid 19**

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ABSTRACT

Cyberbullying or cyberbullying has increased considerably since the massive use of social networks, among other reasons due to confinement. The purpose of this research is to know if there are significant differences or similarities in students involved in cyberbullying episodes in roles of perpetuation and victimization before and during the COVID19 pandemic during the years of 2019 and 2020 from gender. Two hundred students (57% female and 43% male) participated. Within the methodology, a Cyberbullying Questionnaire, (CBQ) was used, which measures participation in cyberbullying, in two of the roles (bully and victimized). The statistical procedure was to calculate the medians of each sample and compare them using the Mann-Witney U test. The results showed that there is

no significant increase since only in two items of the sexting factor (bullying role) and another item of the incendiary provocation factor (victimization role), there was a significant difference between the two samples applied, concluding and providing information on the increase of cyberbullying.

RESUMEN

El ciberacoso o cyberbullying se ha incrementado considerablemente a partir del uso masificado de las redes sociales, entre otros motivos por el confinamiento. El propósito de esta investigación es conocer si existen diferencias o similitudes significativas en el alumnado involucrado en episodios de cyberbullying en roles de perpetuación y victimización antes y durante la pandemia del COVID19 durante los años de 2019 y el 2020 desde el género. Participaron 200 estudiantes (57% mujeres y 43% hombres). Dentro de la metodología se utilizó un cuestionario de Cyberbullying, (CBQ) que mide la participación en acoso cibernético, en dos de los roles (acosador y victimizados). El procedimiento estadístico fue cálculo de medianas de cada muestra y su comparación mediante la prueba de U de Mann-Witney. Los resultados mostraron que no existe incremento significativo ya que solamente en dos reactivos del factor sexting, (rol acosador) y otro reactivo del factor provocación incendiaria (rol de victimización), obtuvieron una diferencia importante entre las dos muestras aplicadas, concluyendo y aportando información sobre el incremento del cyberbullying.

Keywords / Palabras clave

Fundamental rights, Positivization, Freedom of expression, Social networks

Derechos fundamentales, Positivización, Libertad de expresión, Redes sociales

Introduction

During sanitary confinement, the presence of physical and virtual violence is observed, identifying symbolic violence in which, according to Bourdieu (2000), women are dominated, being a structural violence of supreme form, for being the most subtle, the most invisible, with lethal effects. Gender violence continues to be a serious public health

problem; during confinement, intra-family violence increased by 60% (Herrera et al., 2021). Gender violence is also a pandemic, intra-gender and inter-gender (Alonso, 2015), since women and men (regardless of their sexual orientation) are victims and it occurs within and between genders, so it is another social pandemic.

A perversely indissoluble relationship is "power and violence", which makes it a very complex social phenomenon, "it is not only subjugation and control, nor love and disaffection, nor the dominator and the dominated" (Morales, Serrano et al., (2016, p. 168), which combined produce great devastation. School violence has multiple faces and one of them is bullying, which occurs among peers when one or a group of them daily subjugates another, whom they discover unprotected and with less power than the rest (Mendoza, 2020). The beginning of school bullying research was studied by Olweus, in 1978, and virtually or cyberbullying, with Finkelhor, Mitchell and Wolak in 2000. In cyberbullying, violence is not face-to-face, but through the Internet, and reveals cases of victimization in adolescents. For violence to be considered as bullying, it must meet some of these characteristics: repetition, intentionality and power imbalance. These include moral perversion, which implies that in every expression of harassment there is an unjustified aggression.

The traditional harassment with the use of social networks has been transformed into cyberbullying or cyberbullying, which can be exponential since each individual can have several personalities, names, avatars, or be anonymous, which can make it a dangerous character, This anonymity is "the key piece of cyberlove and cybersex, since most cybersnauts keep their real intimacy with an inquisitorial zeal, at least in their first contacts" (Búrdalo, 2000, p. 144). 144). Within its complexity is the family formation and education that, in many cases, manifests and encourages aggressive behaviors since childhood, preserving gender stereotypes, generally naturalized from intrafamily violence.

Unfortunately "Violence is inscribed and modeled in culture, internalized in our minds and objectified in social practices, with such a profound impact on individual interpersonal and collective life, that it has been imposing itself as a dominant form of culture." (García and Cabral, 1999, p. 163) and antisocial behaviors emerge (Garaigordobil, 2018) such as cyberbullying.

In the opinion of Rincón and Ávila (2014, p. 152), cyberbullying or cyberbullying is defined as: "a form of virtual attack that disturbs the emotional integrity of people, primarily between 10 and 20 years old. This virtual harassment could be part of a certain individualism that leads society to selfishness", thus affecting minors and young people to find an escape, or, forms of evasion that alters their self-esteem. Thus, the cyberbully is ready to listen and mug, with the purpose of filling the affective void and the lack of love, as well as to exercise or exhibit power. The use of aggressive words, threats, the propagation of denigrating photographs and videos, even sexual harassment, through the Net, provoked "the presence of a phenomenon of which little is known so far within the field of cyberbullying: the theft of passwords to invade the privacy of personal accounts" (Prieto et al., 2015, p. 44). The main problem of cyberbullying are cybercriminals such as pedophiles, extortionists, kidnappers and rapists, among others, who abuse the trust and naivety of minors and young people to commit crimes. In addition, human trafficking of innocent children is also very common.

On the other hand, Ortega and Gonzalez (2016), comment that in the educational system there are great challenges to be challenged, among them to develop a succession of digital competencies, such as the management and search for reliable sources of information the protection of data related to their privacy, health, and environment.

The purpose of this research was to compare the results of participation in cyberbullying in two similar samples of students before and during the COVID19 Pandemic in the roles of perpetuation and victimization. This type of socialization is hypothesized to be a factor that increases the frequency of the phenomenon without dependence on the participation role, to answer significant statistical differences.

Materials and Methods

A descriptive, quantitative, comparative study was carried out on two samples of students belonging to an upper secondary school (baccalaureate) of the Public University of the State of Mexico. The characteristics of the population are similar (age, sex, educational level and origin), thus making comparison possible.

Two hundred students from the third semester of high school participated. One hundred students participated in the 2019 school

year and one hundred in the 2020 school year. The student body was selected through random sampling from a population in 2019 of 327 students and in 2020 of 324.

The first sample applied was during 2019 (pre-pandemic), with the sex ratio being 58 females and 41 males (one student did not respond). The age of the participants was mostly 16 years old (77%). Of the rest 17% were 17 years old, 5% were 15 years old and 2% of the students were older (18 years old).

In the second sample applied during the health contingency (2020) the data obtained were very similar. Regarding sex, 56 were females and 42 males (2 of them did not respond), with ages ranging from 17 (11%) to 15 years (3%) with the age of 16 years having the highest incidence (86%). This group was of minors.

The Cyberbullying Questionnaire (CBQ) (Calvete, Orue, Estevez, Villardón and Padilla, 2009), divided into two subscales corresponding to the roles of student participation in perpetuation and victimization, was used for data collection. Its structure is a Likert scale with three response levels (Never, Sometimes and Often) that correspond to the periodicity with which cyberbullying occurs, an essential characteristic of the phenomenon (between 1 and 2 times and between 3 to 4 times a week for the two levels). The first scale has 17 items while the second scale consists of 11 items, all of them related to the main manifestations of cyberbullying. This instrument has been validated through different studies, obtaining acceptable coefficients (Cronbach's Alpha of 0.87 for the aggressor scale and 0.84 for victim: Resett and Gámez, (2017, p. 3) so it is considered reliable. Its adaptation for the Mexican population was necessary, as it had not been applied in the country, for which the review of three experts on the subject of cyberbullying was requested, who provided suggestions for adaptation, as well as substitution of terms that are different in Spain and Mexico. For validity, a pilot test was carried out with 333 students of the same level and institution, obtaining a Cronbach's Alpha of 0.93, making it a reliable instrument.

The following table describes the study variables according to Willard's (2016) classification:

Table 1. Manifestations of cyberbullying (Willard, 2016).

| | |
|------------------------|--|
| Incendiary provocation | Fights and fiery arguments online via electronic messages. |
| Harassment | Repeated sending of messages that the victim does not wish to receive, as well as threatening or intimidating messages at any time. The main objective is to unbalance psychologically. |
| Denigration | Insulting someone, lying or spreading rumors about the victim to damage his or her image or social status. |
| Impersonation | The aggressor, using the victim's access accounts or cell phone, impersonates the victim to commit inappropriate acts, make him look bad in front of others, damage his reputation or generate conflicts with his acquaintances. |
| Violation of privacy | Disseminate information or images of the victim without their consent, sometimes the aggressors trick the victims so that they themselves are the ones who disseminate private information. |
| Exclusion | Intentionally isolating someone from an online group (chat rooms, friends lists, online groups, etc.). |
| Happy beating | Record video while beating a classmate and then share it with other students through any virtual medium. |
| Sexting | Recording and disseminating images or videos in sexual situations. |

Source: Own elaboration

The data collection was carried out as follows:

The research project was presented and permits were requested for the application of the instruments (2019) with the corresponding authorities, who provided the necessary facilities and physical spaces to carry out the applications. Due to the methodological characteristics of the study, only third semester (second year) students were considered. Prior to the application, informed consent forms were given to the participants. In the case of minors, the authorization of parents or legal guardians was requested. The application of the instrument was carried out in October, with the support of the counselors; this was done online, using an instrument format developed with the Google Forms tool. The selected students went to the campus computer room at different times to answer the instrument. The data obtained were processed in a database that was then transferred to the SPSS statistical program.

The second application was made during the Coronavirus pandemic (during the period in which only essential activities were allowed), the project was presented to the school authorities of the same campus in which the applications were carried out in the 2019 school year and they granted the facilities to develop the project. The counselor was responsible for managing the contact with the students (again third semester) by email, as well as collecting the informed consent form, additionally, for minors, parents or guardians were asked for permission. The application was carried out virtually, through a link generated in Google Forms that contained information from the instrument. The data obtained from this second application were also transferred to a database and then to the SPSS statistical program.

For data analysis, a database created in the SPSS version 20.0 statistical program was used, creating a variable for each of the questions of the instrument.

To fulfill the general objective of the study, a comparison of the data collected in 2019 and 2020 was made, making a contrast of medians, through the Mann-Witney U statistical test. These calculations allowed us to identify whether or not there are statistically significant differences before and during the COVID-19 pandemic.

Results

In order to meet the general objective, a contrast of medians was made through the Mann-Whitney U statistic. Means were calculated for each item, according to the variables of the study with the intention of

identifying the presence of cyberbullying and the comparison between two samples applied through the Mann-Whitney U statistic. The only behavior that has statistically significant differences is the one referring to video recording or taking photographs of a sexual nature, concluding that in 2020 they participated more than in 2019, however, in all other reagents there is no difference in terms of participation before or during the pandemic, so, in this sense, it is concluded that students are involved in the same way regardless of the way in which they socialize (coexistence or cyber coexistence).

The second role, is observed in Table 3, where the medians corresponding to those who were victims in each of the virtual aggressive behaviors contained in the instrument are presented, the comparisons were made through the Mann-Whitney U statistic, and the perceptions of the student body in 2019 and 2020 were contrasted.

Table 2. Medians in Victim role, 2019 and 2020 comparison.

| Factor of the Instrument | Reagent | \tilde{x} 2019 | \tilde{x} 2020 | Mann Whitney U | z | p |
|-----------------------------------|--|---------------------|---------------------|----------------------|--------|-----|
| Incendiary Provocation | I receive threatening messages by e-mail | 42,27 | 45,68 | 785000 | -1,664 | .09 |
| | I receive threats by cell phone | 26,44 | 36,14 | 334,500 | -2,282 | .02 |
| Denigration | They hang humiliating images of me | 29,60 | 34,11 | 340000 | -1,491 | .13 |
| | They write comments that ridicule me | 43,45 | 41,10 | 802,500 | -.652 | .51 |
| | Others record me while humiliating me | 50,58 | 48,00 | 138000 | -,401 | .68 |
| Harassment | Send intimidating and insistent messages | 35,88 | 36,17 | 604000 | -,113 | .91 |
| | Disseminate images, my secrets | 35,77 | 35,04 | 560000 | -.252 | ,80 |

| | | | | | | |
|----------------------|--|-------|-------|---------|--------|-----|
| Impersonation | Send messages using another name creating conflict | 44.85 | 40,50 | 535,500 | -1,352 | .17 |
| Happy Beating | They record me when someone else hits me | 48.01 | 47,00 | 46,000 | -.147 | .88 |
| Sexting | Recording video or photos of a sexual nature. | 50,56 | 49,50 | 276000 | -,359 | .72 |
| Exclusion | Intentionally removing myself from an online group | 47.98 | 43,13 | 903,000 | -1,028 | ,30 |

Source: Own elaboration.

It is identified that with the exception of reactant two of the incendiary provocation factor, all other aggressive behaviors do not show significant statistical differences when comparing 2019 and 2020.

With respect to the victim reagent "sending me threatening or insulting messages by cell phone", it was identified that, in the year 2020, this type of behavior is much more common among students.

Regarding the participation in cyberbullying of those who were confined and those who maintained a traditional cohabitation, there are no significant statistical differences other than in factor two (incendiary provocation). Therefore, in accordance with the hypothesis posed, it is concluded that there are no significant differences between the medians of the 2019 and 2020 populations compared, except in two reagents (in each of the roles studied) that presented an increase in behavior during the pandemic. Of the rest, no different behavior of students is observed, both before and during the contingency, students were involved in all cyberbullying behaviors, so the repeated use of technology does not seem to be a factor affecting their participation.

The research allowed to meet the research objective, which was to know if there are significant statistical differences in students involved in cyberbullying episodes in the roles of perpetuation and victimization, before and during the pandemic.

The results allow us to conclude that it is evident that students are involved in episodes of cyberbullying, regardless of the restrictions on social interactions due to the health emergency experienced during the year 2020, which is argued by identifying only significant statistics in two of the study variables (sexting and incendiary provocation) that showed an increase in student participation (as aggressor in the first and as victim in the second). In other words, the students had been participating since before the pandemic and continued to have the same behavior, these results can be explained by the stability of aggressive behavior, so that aggressive behavior is stable over time and contexts, since a student with a bullying profile will be so regardless of whether it is face-to-face or in virtual environments, in addition, such behavior does not disappear over time, on the contrary, it becomes stronger (Mendoza et al., 2021).

At the same time, they are involved as victims or perpetrators of all types of virtual violence during the two years in which the study was conducted. These results coincide with those found by Vega-Cauich (2019), who states that one in five Mexican students receives or performs bullying or cyberbullying, as well as those carried out by Martínez, et. al., (2018) where general rates of 9.1% are reported.

An interesting work that shows much higher rates than those found in this study is the one conducted by Ortega and Gonzalez in 2016, in which they found 40% participation of Mexican students in some of the roles and manifestations. Similarly, other research in Latin America agrees with these results, an example of this is a review work of different countries in Latin America and the Caribbean (Borges et. al, 2015) in which it is noted that there is prevalence of cyberbullying from 10% to 20% in adolescents. Another study conducted in Ecuador determined 43% mild and 2% moderate victimization (Moreta et al., 2018).

In the case of the United States, Waasdorp and Bradshaw (2015) identified percentages of 25.6% as victims of cyberbullying, reaffirming that the presence of this phenomenon is widespread in the Americas. In the case of Europe, the studies conducted stand out: Spain pioneer nation in this field, where the results evidence a presence of cyberbullying among students aged between 12 and 18 years at the victim level, with no significant differences by sex (Giménez, 2015; Zych et. al, 2017; Garaigordobil, 2018 and Monroy and Hurtado, 2018), which is consistent with another study conducted in Portugal by De Barros, et al., (2018) finding that the age of highest

participation in cyberbullying is between 11 and 17 years old with a percentage of 19.5%.

Studies in Asia also show the prevalence of cyberbullying, such as those conducted by Chun et al. (2020) where it was reported that 60% and 67% of Chinese and Japanese students, respectively, have been victims of this phenomenon. For the case of South Korea, an overall percentage of 14.6% was found for victimization of students with a higher percentage in the male sex (Lee and Shin, 2017).

According to these investigations, it is clear that cyberbullying has been and is present in our days, as a form of serious school bullying where students are involved mainly in the role of victim, but also as victimizers, although it seems to be to a lesser degree. And the problem continues during the pandemic, with some behaviors that, according to the results obtained, had a greater student participation. This could be explained by the large number of hours they have to spend in contact with the technologies that provide them with the means to engage in this type of acts, especially the dissemination of messages in chat rooms (incendiary provocation). Likewise, sexting is a problem that, although in all studies shows low percentages, as in other cases, had an increase during the pandemic, and this could have to do with the possibilities of accessing different programs and technologies that allow such recordings and share them automatically. In summary, it cannot be said that this is the case in general, so it is concluded that there are no significant differences in terms of student participation before and during the pandemic.

Among the uses of WhatsApp, as a means to exercise virtual violence in university students, the most relevant results found by Lucio, Prieto and Carrillo (2018), was the discomfort and disgust for pornographic photographs and videos that were reissued to them by their contacts without their having asked for them and without being warned of the sending of such images; as well as, memes supposedly harmless, but make the people who appear ridiculed suffer. "One in five Mexican students receives or performs bullying or cyberbullying" (Vega-Cauich, 2019, p. 1). Violence is not justified despite having become naturalized, but perhaps it can be prevented, reduced or channeled towards dynamics of healthy coexistence.

For all of the above reasons, the promotion of coexistence without violence cannot be postponed. Cybercoexistence is a current way of coexistence among young people mediated by democratized

technology. In the interaction process, different behaviors and emotions may arise (Castro-Santander, 2012; Castro-Santander, 2013; Ortega, Casas and Del rey, 2014; Ortega, 2015), however, Pozas, Morales and Martínez (2018), explain the low effectiveness of cyber coexistence programs, because they require direct evaluation.

The studies of Menay-López and De la Fuente-Mella (2014), identify the most used communication platforms for cyberbullying, for the high socioeconomic status, perpetrators and victims used the communication platform Facebook; while, for the case of students of the middle socioeconomic level, it was the cell phone. In the research by Sabater and López-Hernández (2015), the results showed the probability of exercising or suffering cyberbullying with demographic variables of age and sex, publication of personal data, level of frequency of exposure to the Internet, social relationships on the Internet and, above all, low risk perception.

The sex variable has placed men and women in different profiles in traditional bullying depending on the preferred ways of mistreating or bullying; thus, men bully more and do it more directly than women (López-Hernández et al., cited in Sabater and López-Hernández, 2015). These authors found that there are no differences between sexes. However, some research shows that women are more involved than men, both in the role of aggressors and victims. Cyberbullying affects men and women differently: "there is a greater predisposition of female students to be victims, both through cell phones and the Internet; although, on some occasions, cyberbullying can be linked to erotic-sexual networks, in which men can be more harmed" (Mora-Merchán et al., 2011, p. 46). "Thus, it is observed that there are more female victims of cyberbullying and that, according to this study, they are also an active part of the harassment despite the fact that there is a greater prevalence of men as major cyberbullies, results that coincide with other studies." They conclude that cyberbullying is more likely to occur among young people who share a techno-social subculture characterized by open attitudes towards the intimate or private information they share, the relationships they generate and maintain on the network and an extensive exposure of their very personal and even biographical data; that is, having specialized knowledge of the Internet, access to their profile to strangers, as well as a more emotional and intimate communication and non-normative forms of communication. All this in sum makes them prone to active and passive cyberbullying.

Cyberbullying is potentially an act of delinquency, since these acts are the opening of a spiral of destruction and death, aspects in which we agree with Rincón and Ávila (2014), also, they mention some psychological disorders from symptoms that are produced by the excessive use of networks: hyperactivity, attention deficit, depression or disorders such as narcissistic personality or obsessive-compulsive. Hypochondriasis, body dysmorphia or voyeurism. These authors conclude that the above may be due to the fact that cyberspace is something imaginary, a fictitious place, a place different from reality and that users of social networks who publish data related to their personality, their intimacy, at every moment, confuse the virtual world with the existing one.

In a research Martínez et al., (2018), whose objective was the evaluation of the impact of a program of emotional competencies in people involved in cyberbullying in a sample of Mexican high school students. Where the Cyberbullying Questionnaire was used and for the intervention a program of emotional competencies was designed. The conclusion was that: the program had a positive, significant impact, showing some effectiveness in prevention and intervention.

Research such as that of Morales and Serrano (2014), shows that the Internet and its evolution have produced drastic changes in school coexistence; it is a phenomenon that due to its characteristics of time and space becomes more complex and its control is minimal, often impossible to stop. It was found that "there is a large number of female bullies which does not correspond to the studies of traditional bullying where most of the perpetrators are male" (Morales and Serrano, 2014, p. 256), so it seems that this phenomenon behaves differently from traditional bullying, although it could not be determined whether gender is a risk factor for becoming a victim or perpetrator.

Other research reveals that relational intensities can be kept secret or made public. LGTB people show a greater vulnerability to suffer school bullying according to Larrain and Garaigordobil (2020), so it is necessary to develop and implement anti-discrimination programs in the educational community, coupled with this, we must consider the cyber-victimization (Garaigordobil, 2018) that the student body may suffer. The proximity of the virus, of death, has made us cynical, uninhibited and selfish. No life is more important than our own (Cueva, 2020). We no longer care whether we are seen dressed or undressed, dressed up or in our underwear.

Likewise, internet addiction represents a challenge to be addressed since there is a relationship between the "obsession dimension" for social networks and the "aggressor dimension", as explained by Itme and Vargas (2019). Technological advances have modified the way we live together and relate to each other, becoming an essential part of the communication process, this work compared the participation in cyberbullying of two similar samples, alternating their lives between the physical context and cyberspace.

The body and its exhibition in networks may be one of the reasons for cyberbullying, since the pandemic has disrupted the proxemic relationships between subjects, generating a new spatial language. According to Finol (2020, p. 179): "the de-ritualization of activities such as wakes, funerals and age celebrations, as well as the lack of identification of many victims of the virus, have led to an erosion of personal and family identity and social anomie". Identity must therefore be reanalyzed.

Symbolic violence can also be revealed through the body images uploaded by adolescents on social networks. The body carries the social symbols where cultural notions are located and on which the limits imposed by social institutions that have repeatedly interpreted an anatomical disparity between men and women fall (Butler, 1990); in this space of socialization, the notions of individual identity and corporeality are implanted, but their evidence takes differentiated routes, not only from the genders, but from situations that hide class, age, race, power, religious repression and other aspects that prescribe that a body can be conceived in certain ways. That is, bodily grammar.

Life today has become complex, which allows ethnography to rethink its field of work and the type of contributions it offers to the field of social sciences, according to Sorén (2017), education, health, migrations, interpersonal relationships that recently, allow the interaction of the individual with ICTs, have deeply transformed it. We live in the empire of images, which reconfigure the perception of reality, since more than 700 million photographs are uploaded daily to Facebook and more to Instagram, according to Morales (2020), they can exhibit a body that is a motive for mockery, discrimination, exclusion and cyberbullying.

Violence has gone through different periods. The end of the 20th century and the beginning of the 21st century have seen the landscape of violence change more profoundly. "The frequent unemployment...

the hatred towards the institutions of channeling that have accompanied its failure, especially towards the school, the life of the suburb lived as exile far from the paradises of consumption, as well as ethnic and religious conflicts, transform the problem into a dangerous abscess that has already settled in the social body and now explodes at the slightest irritation. (Muchembled, 2010, p. 367).

A very deep problem is the lack of reporting of cybercrimes. If we take into consideration the concepts "right not to know" and "cultivated ignorance" to try to show the institutional devices that hinder the reporting of this type of cases and especially the silence, Mingo and Moreno (2015, p. 138) state: "these two phenomena, the hindrance of reporting and silence, have been imposed as an unwritten rule to avoid the recognition of gender violence as a systemic problem that significantly affects the experience of university women". In such a way that sexism can restrict women's capacity for action. Subjective and emotional effects such as shame, indignation, fear of reprisals, discredit, embarrassment, sadness - allow sexism to operate in contexts of loneliness and powerlessness.

Finally, it should be noted that bullying, and especially cyberbullying, is a recurrent behavior worldwide, which makes it necessary to pay attention to it. Despite the efforts made with different prevention and intervention programs, it is evident that they have not been enough, taking into account that the rates are on the rise, especially in terms of victimization. Involving not only the schools but also the students' families is indispensable if we want to attack in the right way, since it is a fact that this form of violence has no spatial and temporal limits, which makes it a virulent problem with disastrous consequences that can be repeated for a long time. Being at home is not a guarantee of its reduction, it is rather a matter of educating and teaching the values of cyber coexistence through different strategies that demonstrate the benefits of the use of technology for the benefit of society and not its destruction.

Conclusions

In the cyberculture that dominates us, violence has a leading role and aggressive behavior patterns are also in constant transformation. Likewise, it is related to the reproduction of gender violence that affects society as a whole and that many times carries an implicit complicity sometimes unwillingly, this, makes a big difference compared to the intention that is definitely observed in traditional

bullying, this gender violence can be so threatening for the victims that can give results as fatal as human trafficking and even femicide.

There are many issues arising from cyberbullying that are still under investigation, such is the case of the "phenomenon of duality in cyberbullying, whereby an individual assumes two completely opposite roles, i.e., being a cybervictim and a cyberbully at the same time, has not been sufficiently examined in depth" (Lozano et al., 2020, p. 1). Likewise, the frequency of risks that victims of cyberbullying may have will need to be assessed (Orosco, and Pomasunco (2020). There is much to inquire about the role of parents and teachers explains Zysman (2017, p. 150): "Children need adults who are reliable, available and able to review their own attitudes; parents who are aware of the risks and at the same time confident of their role, who value and recognize their children's teachers. Who can approach and work together with them and not against them". In short, there is much to be studied about cyberbullying.

The challenges faced during the pandemic also offer opportunities, we are witnesses of an overflowing creativity that is socialized and shared globally, and materializes in incalculable works and new social practices, full of solidarity, hope, and even humor (Matamoros, 2020). New pedagogical proposals can be reinvented to shorten the educational gap that is built on the basis of social distances, the ways of knowing and relating to the knowledge that digital culture poses can be modified, in order to have access to that culture, but it is not yet known how to explore it. Dropout, insufficient learning, low motivation of students and teachers, lack of adequate economic and human resources, among others, could be reinvented from the pedagogical possibilities enabled by this new cultural configuration. Violence is everyone's responsibility, "therefore, what we teachers can explore is how a limitation can be a way to grow" (Francisco, 2020, p. 33). That is, how we can have an impact on the decrease of cyberbullying.

Based on the research analyzed above, it can be considered that the patterns of aggressive behaviors have become diverse and that, contrary to what happens in traditional bullying, women are already involved in cyberbullying events in any of their roles, emphasizing that of victimizer as a risk factor particularly for this gender. It is important that cyber residents know the results of ICT abuse, they must understand what cyberbullying is, as well as their ability to recognize it when they suffer or perform it, since it ranges from apparent and

innocent forms of discrimination, exclusion and marginalization to deep bullying that leads victims to depressive states and suicide.

According to the results obtained, it is important to consider an educational strategy that allows young people to become aware of the abuse and misuse of this type of technology, as well as the consequences that could have in the future for those who exercise violence through electronic media.

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