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3254 Poster Session: II

Convention Center, Level II, West Hall A4-B3

Division: 52

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Ability of Japanese College Students. Futoshi Kobayashi, PhD, Miyazaki International College, Japan (D-1)

Internationalizing Courses: Perspectives and Strategies From

Psychology Instructors. Richard S. Velayo, PhD, Pace University; Gloria Grenwald, PhD, Webster University; and Monica Manfred, BA, Pace University (D-2)

Randomized Controlled Trial for Stress and Anxiety

Management: Biofeedback Versus Mindfulness Meditation. Paul Ratanasiripong, PhD, and Nop Ratanasiripong, MS, California State University-Long Beach (D-3)

School Adjustment Among Taiwanese Adolescents: Roles of Peer

Attachment and Coping. Hsin-Chieh Li, BA, and Ying-Fen Wang, PhD, National Taichung University of Education, Taiwan (D-4)

Impact of Financial Crisis in Mental Health in Greece. Michael

Poulakis, PsyD, University of Indianapolis; and Angeliki Menediatou, MA, Independent Practice, Athens, Greece (D-5)

Social Deviance: A Cross-Cultural Comparison of American and

Greek Undergraduate Students. Kimberly Davies-Robinet, PsyD, Kentucky River Community Care, Inc., Hazard; and Michael Poulakis, PsyD, Kyle Olessek, MA, and Katie Plewa, MA, University of Indianapolis (D-6)

Critical Factors Affecting the Desire to Have Cosmetic Surgery

Among South Korean Women. Eun-Jung Son, PhD, Keimyung University, Daegu, Republic of Korea (D-7)

Constructs and Contents of Adolescents' Self Expression in

Korea. Kyumee Lee, PhD, and Kang Suk Shon, MA, Ajou University, Suwon, Republic of Korea (D-8)

Dove Si Trova la Timidezza un Problema: Where Shy Sicilians

Students Say Their Shyness Is a Problem. Bernardo J. Carducci, PhD, Indiana University Southeast; and Piero Bocchiaro, PhD, University of Palermo, Sicily, Italy (D-9)

Implications of Culture on Parent-Child Boundary Dissolution:

An Integrative Model. Emily A. Bendikas-King, MA, and Vaishali V. Raval, PhD, Miami University (D-10)

Relationship of Coping, Perfectionism, and Anger in Samples of

Turkish and American College Students: A Comparison Study. Kamile B. Aydin, PhD, Alan Stewart, MS, Kathleen E. McKinney Clark, MS, Mary E. Ellis, MS, and Jeffrey S. Ashby, PhD, Georgia State University; and Kenan Demir, PhD, Mehmet Akif Ersoy University, Burdur, Turkey (D-11)

Bullying: The Perception of Future Teachers in Five Public

Schools in Guatemala City. Jose A. Gálvez-Sobral, MA, Universidad del Valle de Guatemala, Guatemala City (D-12)

Marital Satisfaction in Relation to the Religiosity in Mexican

Couples. Jose Maria Lopez, MA, Jessica Cival, MA, and Mariana Mancilla, BA, Anahuac University, Huixquilucan, Mexico (D-13)

Gender Role Attitudes and Eating Disorders in Young Adolescent

Guatemalan Girls. Judith L. Gibbons, PhD, Universidad del Valle Guatemala, Guatemala City; Jillon S. Vander Wal, PhD, Saint Louis University; and María del Pilar Grazioso, PhD, Universidad del Valle Guatemala, Guatemala City (D-14)

International Students' Perceptions of Living With Roommates

From Different Cultural Backgrounds. Wonjin Sim, PhD, Christa Close, MS, Ashley Dandridge, BS, and Sushma Kumari, MA, Chatham University; and Jessica Stahl, PhD, Massachusetts School of Professional Psychology (D-15)

Psychology Students and Youth at the United Nations:

Opportunities for Participation and Career Advancement. Jeanette F. Raymond and Judy Kuriansky, PhD, United Nations, New York, NY; Megan Lytle, EdS, Seton Hall University; and Adrian Chiu, MA, St. Johns University (D-16)

International Students' Barriers to Join Group Counseling.

Ji-Yeon Lee, PhD, University of Texas at Tyler (D-17)

Beyond Lower Motivation, Lower Self-Control and Ineffective

Strategies for Underachieving Students. Mae Hyang Hwang, PhD, Gyeongin National University of Education, Incheon, Republic of Korea; Youngbin Kim, PhD, Korea National Open University, Seoul; Eun Hye Ham, MA, Michigan State University; and Sangchul Oh, PhD, Korea Institute for Curriculum and Evaluation, Seoul (D-18)

Application of Social-Cognitive Career Theory to Career Needs

of International Students. Gokce Bulgan, PhD, and Ayse C. Bulgan, PhD, Purdue University (D-19)

Analysis of Research Trends on Youth Mentoring in South Korea

Sook Kyeong Yune, MA, Jamyong Yi, MA, Soo Im Kim, MA, and Chang-Dai Kim, EdD, Seoul National University, Republic of Korea (D-20)

Worldview of Guatemalan Nonbelievers. Regina M. Fanjul de

Marsicovetere, MA, and María del Pilar Grazioso de Rodríguez, PhD, Universidad del Valle Guatemala, Guatemala City; and Judith L. Gibbons, PhD, Saint Louis University (D-21)

Sandplay Therapy and Stress Treatment Among Korean

Adolescents Studying Abroad in China. Moon-Hyung Kim, MA, Independent Practice, Asan-si, Republic of Korea; Ri Shuang Zhang, PhD, Beijing Normal University, China; and Young Eun Shim, PhD, Cuyahoga Community College (D-22)

Reconciling Ethical Principles With Human Greed. John Kant

PhD, MBA, Alliant International University-San Diego (E-1)

Effects of Motivation for Career Decision Making on Job

Engagement and Satisfaction Among Korean Counselors. Hyung Kim, MA, Korea University of Technology and Education, Seoul; Hye-Young Kang, PhD, Seoul National University, Republic of Korea; and Young R. Shim, PhD, Cuyahoga Community College (E-2)

Face and the Manifestation of Stigma Among Chinese

Immigrants With Schizophrenia. Nina M. Huynh, MPH, Columbia University in the City of New York; and Kara M. Mullen, MA, Mariella Saavedra, BA, Sarah Hersch, BA, and Kristy Nguyen, MA, Teachers College, Columbia University (E-3)

Using International Dialogues in China to Advance Existential

Therapy Practice. Elva Hoxie, MS, Rob Bageant, BA, and Carolyn Labrie, MA, Saybrook University; Mark Yang, PsyD, Mian International Institute of Existential-Humanistic Psychology, Monument, CO; Louis Hoffman, PhD, Saybrook University; and Xuefu Wang, PhD, Zhi Mian Institute of Psychotherapy, Nanjing, China (E-4)

Relationship Between Social Support and Life Satisfaction in

Korean College Students: Mediated by Resilience and Mental Health. Boyoung Son, MA, and Sooran Yoon, MA, Ewha Womans University, Seoul, Republic of Korea (E-5)

ABSTRACT

The main purpose of this Paper was to determine the relationship between self-esteem and cyberbullying among Mexican adolescents. It was a correlational, descriptive study with a probabilistic sample of 400 secondary-level and high school students, both male and female, with an average age of 15.6 years. A significant relationship was found between self-esteem and cyberbullying, as well as significant differences regarding self-esteem and cyberbullying in relation to the use of social networks. Results further show that a greater share of adolescents who report suffering high cyber-bullying live with only one parent.

CYBERBULLYING AND SELF-ESTEEM IN MEXICAN ADOLESCENTS

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INTRODUCTION

The use of the Internet has increased steadily among children and adolescents, as has the time spent browsing different social networks (Kaiser Family Foundation, 2010). Furthermore, a new form of harassment known as cyberbullying has emerged, in which a child or teenager is harassed, humiliated, embarrassed, intimidated or labeled by another child or teen through the Internet, mobile phones or other forms of interactive digital technology. Some researchers state that this type of harassment is associated to negative consequences in children or adolescents, such as self-esteem.



METHOD

The main purpose of this study was to determine the relationship between self-esteem and cyber-bullying among Mexican adolescents. It was a correlational, descriptive study with a probabilistic sample of 400 secondary-level and high school students, with an average age of 15.6 years. Regarding gender, 44.5% were male and 55.5% were women; while in terms of family structure, 66.5% of adolescents reported living with both parents and 33.5% with only one of them. A Likert scale of 18 items with four response options ($\alpha = 0.727$) was used to assess self-esteem, whereas cyberbullying was assessed with an instrument of 36 reagents, with two response options (yes and no) ($\alpha = 0.833$).

RESULTS

Results showed that 96.3% of teens use the Internet as entertainment, 16.1% use it one to five times a week, 29.3% at least once a day, 22.7% three to five times a day and 31.9% more than five times in one day. The most used social network was Facebook (74%), followed by Twitter (8%) and others (17%).

Student's t-tests were carried out regarding self-esteem in relation to cyberbullying, gender and educational level. By gender, significant differences were found in cyberbullying ($t = 3.15, p < .010$) (Figure 1) but self-esteem

differences were not statistically significant ($t = 0.089, p > .050$). Regarding educational level, findings showed significant differences for self-esteem and cyberbullying (Table 1). As for self-esteem, secondary school students reported higher scores than those in high school, but this relationship was reversed when considering cyberbullying.

FIGURE 1. DIFFERENCES IN CYBERBULLYING AND SELF-ESTEEM BY SEX

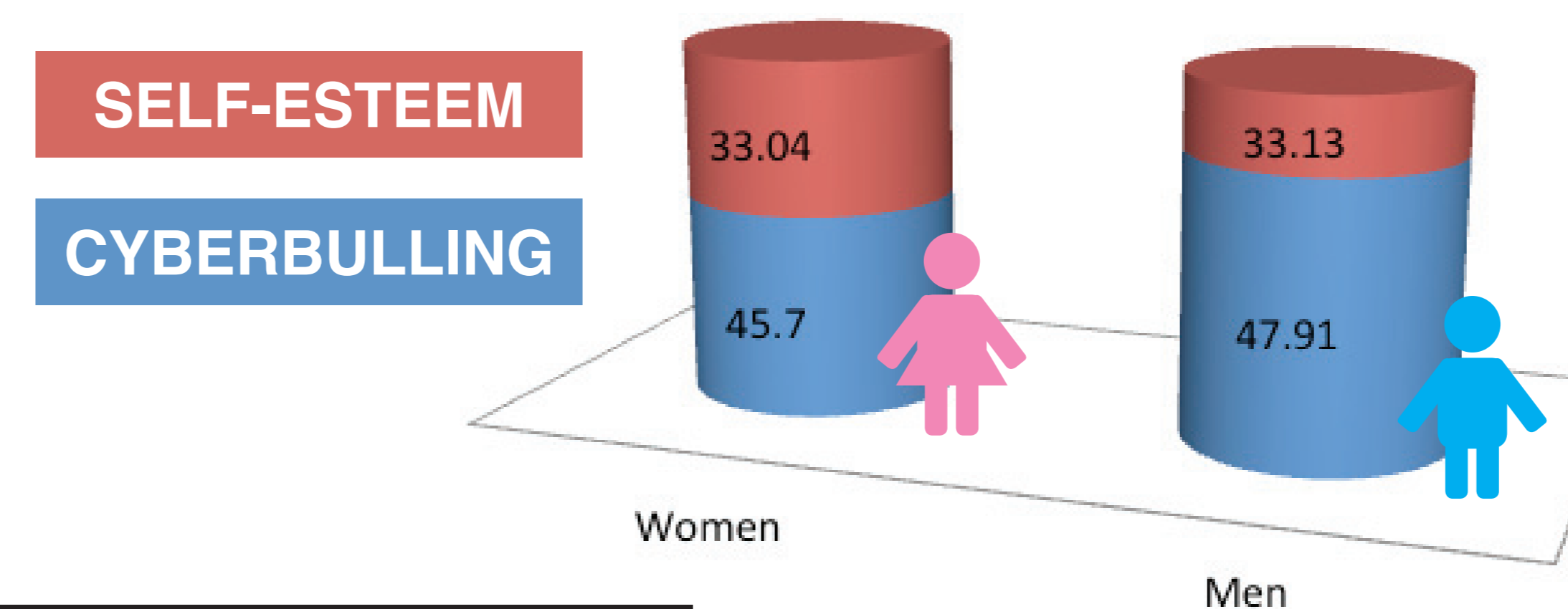


TABLE 1. DIFFERENCES IN CYBERBULLYING AND SELF-ESTEEM BY EDUCATIONAL LEVEL

	Secondary school		High School		t
	M	SD	M	SD	
Self-esteem	30.33	7.6	43.57	4.83	4.34***
Cyberbullying	32.86	9.14	46.41	7.04	2.53*

* $p < .05$, *** $p < .001$

The relationship between family structure, self-esteem and cyberbullying was evaluated as well. A greater share of subjects reporting low self-esteem (71%) lived with only one parent, while the highest percentage of adolescents with high self-esteem (75%) reported living with both parents. Students living with both parents showed low cyberbullying (73%), while those living with a single parent reported high cyberbullying (65%).

A variance analysis was conducted so as to understand the differences in self-esteem in relation to the frequency in which cyberbullying was suffered in social networks (Table 2). Finally, a Pearson correlation was performed to analyze the relationship between self-esteem and cyberbullying, and a significant relationship was found ($r = 0.499, p < .001$), indicating that the higher self-esteem score, the greater the points for cyberbullying.



TABLE 2. DIFFERENCES IN CYBERBULLYING AND SELF-ESTEEM BY SOCIAL NETWORKS

Using social networks	Self-esteem		Cyberbullying	
	M	SD	M	SD
¹ One to five times a week	30.33	7.6	43.57	4.83
² Once a day	32.86	9.14	46.41	7.04
³ Three to five times per day	33.28	10.42	47.09	6.53
⁴ Five or more times per day	34.55	9.76	48.94	7.63
F	2.75*		8.64***	
	1=2,3		1=2	
	1>4		1<3,4	
Post Hoc	2=1,3,4		2=1,3	
	3=1,2,4		2<4	
			3=2,4	

* $p < .05$, *** $p < .001$

CONCLUSIONS

The results of this study showed differences in levels of cyberbullying by sex and educational level. The findings also indicated that a frequent use of social networks increased the level of exposure to cyberbullying. These results provide evidence of the relationship between cyberbullying and self-esteem, which is why intervention and prevention programs should be considered, with differential impact on age and gender of adolescents.

CYBERBULLYING

