Respuestas subjetivas al ciberacoso mediante teléfonos celulares: un estudio en adolescentes de educación secundaria

Subjective responses to cyberbullying through mobile phones: a study into secondary school adolescents

Respostas subjetivas ao cyberbullying pelo celular: um estudo em adolescentes do ensino médio

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Resumen

El presente artículo se encuentra dividido en dos secciones: la primera está conformada por una revisión teórica en la cual se contextualiza la permeabilidad que ha alcanzado el internet en la población mundial en los últimos años con el fin de identificar sus beneficios y riesgos, primordialmente, para la población adolescente. Posteriormente, se analiza el desarrollo y proliferación que han tenido los teléfonos "inteligentes", así como las causas subjetivas que provoca que estos dispositivos electrónicos hayan alcanzado un lugar de objeto privilegiado para el establecimiento de relaciones interpersonales en el ámbito del ciberespacio. En este mismo sentido, y como efecto intrínseco de una cultura conexionista propia de los jóvenes contemporáneos, se examinan los estudios encaminados a caracterizar el ciberacoso mediante teléfonos móviles.

La segunda parte, se ofrecen los hallazgos de un estudio realizado a una muestra de 126 adolescentes de entre 13 y 17 años, pertenecientes a una secundaria pública del estado de Campeche, México. Para ello, se utilizó el *Cuestionario cyberbullying* (Ortega, Calmaestra y Mora 2007), al cual se le realizaron algunas modificaciones. El primer objetivo de la investigación consistió en identificar la existencia del ciberacoso a través del celular. Los resultados demuestran que de los 126 encuestados, 27 % refirió haber sido acosado mediante el mencionado dispositivo durante los últimos dos meses. Asimismo, y para cumplir con el segundo objetivo de este trabajo (es decir, conocer las respuestas subjetivas ante el ciberacoso), se analizaron los datos correspondientes a los reactivos elaborados para indagar en los sentimientos y las acciones de los estudiantes frente a esta situación. En este aspecto, los resultados más significativos demuestran que 55% de los participantes reportó sentirse triste, indefenso y solitario ante este fenómeno, mientras que 62 % decidió hablar de su experiencia con otras personas.

Palabras clave: ciberacoso, educación secundaria, posición subjetiva, teléfono celular.

Abstract

This article is divided into two sections: the first is a theoretical review of the widespread reach of the internet throughout the world in recent years, identifying its risks and benefits mainly focusing on the adolescent population. Further to this, we explore the development and proliferation of smartphones, as well as the subjective reasons these electronic devices are essential for the establishment of interpersonal relationships in cyberspace. On this basis, and as an intrinsic effect of a connectionist culture typical of contemporary young people, we examine studies aimed at characterizing cyberbullying through mobile phones.

The second part offers the findings of a study conducted on a sample of 126 adolescents between 13 and 17 years old, belonging to a public secondary school in the state of Campeche, Mexico. For this, the *Cyberbullying Questionnaire* (Ortega, Calmaestra and Mora 2007) was used, to which some modifications were made. The first objective of the research was to identify the existence of cyberbullying through the cell phone. The results show that

of the 126 respondents, 27% reported having been harassed by the mentioned device during the last two months. Likewise, and to fulfill the second objective of this work (that is, to know the subjective responses to cyberbullying), the data corresponding to the items elaborated was analyzed to investigate the feelings and actions of the students facing this situation. In this regard, the most significant results show that 55% of the participants reported feeling sad, helpless and lonely before this phenomenon, while 62% decided to talk about their experience with other people.

Keywords: cyberbullying, secondary education, subjective position, cell phone.

Resumo

Este artigo está dividido em duas seções: a primeira é composta de uma revisão teórica em que a permeabilidade alcançou a Internet na população mundial nos últimos anos, a fim de identificar os seus benefícios e riscos, contextualizada principalmente, para a população adolescente. Posteriormente, o desenvolvimento e proliferação têm telefones "inteligentes", bem como razões subjetivas que causam estes dispositivos eletrônicos chegaram a um lugar de objeto privilegiado para o estabelecimento de relações interpessoais no campo do ciberespaço é analisada. Nesse mesmo sentido, e como efeito intrínseco de uma cultura conexionista típica da juventude contemporânea, são estudados estudos que visam caracterizar o cyberbullying por meio do celular.

A segunda parte, as conclusões de um estudo realizado em uma amostra de 126 adolescentes entre 13 e 17 anos, pertencentes a uma escola pública no estado de Campeche, México ofereceu. Para tanto, utilizou-se o Questionário Cyberbullying (Ortega, Calmaestra e Mora 2007), para o qual foram feitas algumas modificações. O primeiro objetivo da pesquisa foi identificar a existência do cyberbullying pelo celular. Os resultados mostram que dos 126 entrevistados, 27% relataram ter sido assediados pelo dispositivo mencionado durante os últimos dois meses. Da mesma forma, e para cumprir o segundo objetivo deste trabalho (ou seja, conhecer as respostas subjetivas ao cyberbullying), analisamos os dados correspondentes aos itens desenvolvidos para investigar os sentimentos e ações dos alunos

nessa situação. A esse respeito, os resultados mais significativos mostram que 55% dos participantes relataram sentir-se tristes, indefesos e solitários diante desse fenômeno, enquanto 62% decidiram falar sobre sua experiência com outras pessoas.

Palavras-chave: cyberbullying, ensino médio, cargo subjetivo, celular.

Introduction

The Internet is the largest global information system, constituted by a global network of interconnected computers (Krug, Xavier and Orsi, 2018). It was created in 1969 by the Department of Defense of the United States, and by the end of that same year the first interface message processor (called ARPANET) was installed at the University of California, which, by 1971, had already reached the statute. of switching network. Later, in the last decade of the twentieth century, with the flowering of new applications, the vision about its potentialities was completely transformed, although these ideas only focused on its local scope. In this same period, and thanks to the strong investment by various "commercial corporations" for the development of projects in this field, their improvement and territorial expansion were accelerated (Cañedo, 2004).

Then, favored by its development and impact, in 1995 the Internet began to be conceived in a real way as a global information system with innumerable benefits, reliable and efficient, although its use was limited to those large corporations that with their investment had driven their advance (Zito, 2018).

However, at the end of the 20th century, one of the most proliferating moments of the Internet arrived, with an estimated 300 million connected devices, a figure that increased to 900,000 million by the end of 2010. According to the data collected by the Economic Commission for Latin America and the Caribbean (ECLAC, 2017), between 2000 and 2017 an increase of 2035.8% of internet users was registered in Latin America (that is, from 18 068 919, to 385 919 382 netizens).

However, in the specific case of Mexico, the number of users in the last year of the twentieth century was 2 712 400, although for 2015 it increased to 59 200 000 (ECLAC, 2017). In this sense, the National Survey on Availability and Use of Information Technologies in Households (ENDUTIH), conducted by the National Institute of Statistics and Geography (Inegi), reported that 71.3 million Internet users registered in our country in 2017 , that is, almost six million more than those reported in 2016 by the same institution.

These figures, of course, have also been accompanied by a considerable increase in the use of electronic devices. For example, according to ENDUTIH in Mexico 72.2% of the six-year population uses smartphones to connect to the Internet, of which 92.1% have on their devices instant messaging applications, while 79.8% have implemented tools for use of social networks (Inegi, 2017). This is a clear indicator not only of the progress that marketing and technological development have made in recent years in smartphones, but also in the reduction of space between subjects and the network.

According to Cabrera (2006), these electronic devices have reached in our contemporary society a state of penetration so significant that the new generations do not imagine a past without them, which has caused a radical change in human relations, as has been demonstrated in various investigations (Chóliz, 2008; Ruiz, Sánchez and Trujillo, 2016). For this reason, it can be assured that the use of cell phones for Internet access, and particularly to interact with peers within the framework of social networks, places the contemporary adolescent in the face of the challenge of new linking paradigms, which irremediably upsets subjective variables involved in this process (Arab and Díaz, 2015).

Hypermodern teenagers

For Dessal (2017), although the development of new technological devices has allowed mankind to face and solve problems that in the past seemed impossible, knowledge about the effects that its excessive use in the intermediation of human relations reveals a certain lethargy , so that the consequences of its use are only identifiable later, while the immediate satisfaction that produces its usefulness causes the subjects to lose sight of the alterations that have occurred in the symbolic systems of reference.

The "modernity", characterized mainly by the dissolution of the social, political and ideological references, has caused that the relations between the speaking beings are organized with a one-dimensional and individualistic approach, arriving with the passage of time to dispense -at least in appearance - of those elements that gave meaning to your experience with others.

On the other hand, hedonistic individualism, extreme globalization and technology (elements of modernity) have placed us in an era known as hypermodernity (Lipovetsky, 2000). These elements, whose common condition reflects the excess, have served to generate in the subjects not only a praise of themselves, but even a permanent state of terror for life (Tamés, 2007). Technically, this process has organized the context through which electronic devices and the Internet have quickly become an indispensable part of daily life.

In fact, the current state of the objects oriented to establish interactions in the terrain of cyberspace have diluted the limits between the intimate, the public and the private, which is evidenced mainly in the behavior of the youngest population of our days (Gault, November 14, 2014). For this reason, authors such as Chaverry (2013) and Pogliaghi (2015) consider that with the arrival of social networks adolescents have turned the virtual communication system into a complex structure of interaction, which has brought with it a false sense of protagonism, control and dominance of this, hence it is difficult to conceive outside it.

On the other hand, the marked individualism identified in modern times and potentiated in ours has served for the configuration of a hypermodern adolescent, in which you can find at least three lines of research that are worth studying: first, the need for predominantly virtual communication through electronic devices; secondly, the narcissistic apology, which places it in front of a unilateral and extraterritorial causality of the facts, and, third, the rationality applied to the effects derived from the use of objects sustained in technological development (Sánchez, Beranuy, Castellana, Chamarro y Oberst, 2008).

Of the subjective relationship with objects

Today's technological devices not only help hypermodern adolescents to improve some of their sensory abilities, but can even become an extension of their bodies (Laurent, 2006), although with some disadvantages that must be analyzed. In the case of the cell phone with

internet connection, for example, although it allows users to break with the classical conceptions of time and space, also in the contingency of its eventual failure it carries with it the unavoidable truth of every human subject, it is to say, what in 1929 Freud called the malaise of civilization (Freud, 1927-31 / 1992).

Knotting to the symptom

According to Freud, the sensation of "something without limits" that the objects of technology provoke about speaking beings is an ego illusion that the reality principle ceases not to announce whenever these objects are out of reach. These pathologies are revealed at the moment when the subject's ego experiences its separation from the external world through its objects, which does not happen at the beginning of life, when it is unable to separate its self from an external world as a source of the sensations that flow. Freud (1927-31 / 1992) explains it this way:

> When, for the first time, an "object" is opposed to the ego as something that is "outside" and only through a particular action is it forced to appear. A subsequent effort to separate the ego from sensations, that is to say, to recognize an "outside", an external world, is what is provided by the frequent, multiple and inevitable sensations of pain and displeasure, which the principle of pleasure, unrestricted love, orders cancel and avoid (p. 68).

From this process two tendencies are born: the first, segregate everything that can become as "source of displeasure"; the second, to conform a pure I-pleasure, which is opposed by an outside-there outside, threatening. However, it is impossible for reality to stop manifesting the impossibility of lastingly retaining this I-pleasure. Based on this, Freud concludes that what one does not want to lose because it generates pleasure is only "an object", and the unpleasantness that one tries to avoid from oneself reveals being inseparable from oneself.

This Freudian discovery serves as a basis for warning that, in principle, there is no clear distinction between the inside and the outside. Originally, the ego contains everything, but later segregates an external world from the anguish that it provokes, conserving on the contrary a feeling of being one with the whole, with the aspiration to reestablish absolute narcissism despite the psychopathological consequences that this generates him (Guinsberg, 2010).

For this reason, Freud points out that this tendency to get rid of the discomfort generated by the relationship with the world, and from which various pains and disappointments derive, calls for the construction of tranquilizers, which can be as diverse as cultures, contexts and moments. There are historical references, although at least three types can be mentioned: powerful distractions, which make our misery valueless; substitute satisfactions, which serve to reduce it, and intoxicating substances, which make us insensitive to them.

For Guinsberg (2010) these three tendencies of Freud, in the context of our time, not only continue in force, but also increase, as evidenced by the excessive use of mobile telephony and the Internet, which are qualified by various researchers as highly addictive objects, especially in children and adolescents, who currently live at an accelerated rate (Villar, 2016). According to Bauman (2003), this object of consumption represents, particularly for contemporary adolescents, the promise of immediate satisfaction through intense sensations, although devoid of meaning.

The cell phone, therefore, although it allows to expand the possibilities of communication, can also generate various subjective discomforts, such as the loss of tranquility, dependence or isolation (Guinsberg, 2010), and even constructions that affect the body (Laurent , 2013; Sánchez and Magaña, 2018). For Zabalza (2014) in this virtual relationship the adolescent subject constructs "his profile" in the imaginary lap of the look on the screen; However, in this dimension young people are always confronted with the difficulties inherent in their social inclusion as a constituent of human reality. In other words, in the electronic device, adolescents reproduce imaginary representations that saturate their experiences with others with an apparent sense, while organizing them and making them coincide with what is meaningful to them.

This escalation of meaning allows the subject to sustain the antithesis of its existence, while in the imaginary relationship with the other, the adolescent sustains the formula of a harmonious and confluent condition with the others. In this sense, Freud does not cease to indicate that what constitutes the subjective truth of the relationship between the sexes is the radical difference between them (Freud 1927-31 / 1992), in such a way that this fantasy of complementarity, Coincidence and unification can not be more than an impossibility. However, and in spite of these subjective misunderstandings, we try at all times to make relationships work through hypothetical solutions that bring other problems as a result. These solutions, by the way that each subject invents, do not stop wearing the mark of the time (Soler, 1997). Therefore, the way in which contemporary adolescents place themselves in front of the current mobile phones and the Internet allows them to synthesize the way in which they subjectively respond to this fundamental difference, in such a way that the relationship established with these palliative objects coincides with what it is known as conscious, unconscious motivations and symptomatic configurations.

In the field of psychoanalysis, the psychic symptom conception of which the adolescent uses to cope with the impossible harmony of himself with others is not something that should be eliminated, but sometimes needs to be strengthened more in order to prevent it from falling. new in the unlimited drift of its hypermodernity (Consenza, 2015). In this sense, Kelles and Lima (2017) point out that adolescents can discover in this virtual encounter with the other a help to name what human relations are impossible to sustain, placing this harmonious illusion as a veil over the impossible, over what which is inaccessible to the subject.

In this regard, Lima (2009) points out that within the conversations that the young person makes in cyberspace, constructions are carried out that allow him to configure an outline of what his relationship with the world is impossible to inscribe in his life in another way. . In this context, the objects of technology, when they are chosen and used by adolescents, can reveal part of their subjective position, that is, they reveal a knowledge about themselves that they are consciously unaware of (Sánchez-Domínguez, 2016). For Lacan (1966/88) this encounter in cyberspace, although of an imaginary order, is capable of placing the adolescent in front of a dual fascination with respect to his subjective reality, because on

the one hand he is imprisoned by the charm that technological objects offer him. , while on the other they call for a totalitarian rivalry as an effect of the power with which they are imposed.

Years earlier, coinciding with what was established by Freud in 1927, Lacan emphasized that the subject in his relationship with the other starts and obtains his point of support in relation to the knowledge of objects, although this process places the subject at the limits of an ambivalence, at a point of fragmentation. On condition of dissolution, part of himself enters into a subjective relationship with the other and with the objects (Lacan, 1957-58 / 2010, Sánchez-Domínguez, 2016).

Taking into account the above, and as a synthesis, it can be said that the telephone and Internet objects eventually offer the adolescent the possibility of building points of attachment with the other, although they also question him about his subjective position in front of reality. unavoidable of its existence (Miller, 2004).

Risks associated with the use of mobile telephony and the internet

Today's technological objects have generated the emergence of a new connectionist culture, characterized by the use of cell phones and the Internet to interrelate with others frequently and permanently (Garis, 2015), through a human-machine interface (IHM) (Herrera, 2015), which is usually used for two essential purposes: search for information and establish interpersonal relationships through instant communication applications that have allowed to reactivate questions about social ties (Garis, 2015).

In this context, Bauman (2003) points out that these new ways of communicating instantaneously generate in hypermodern adolescents the need to stay perpetually interconnected, which creates immense virtual communities that offer the apparent possibility of controlling others, adding and deleting friends. / users in a way that can not be achieved in the real world. In this way, and as part of a continuous process of complex relationship between the device, the network and the others, various ways of responding to the dynamics that intrinsically remains are imposed. Although within their observable context the intervening agents can be perfectly delimited and grouped, the same thing does not happen in the field of subjectivity, where the contingent, derived from human relations,

makes the effects of the order of the unpredictable (Arab and Díaz, 2015; Sánchez et al., 2008).

Having said the above, in the littoral of these contingents and dynamic interactions between telephone subject-device and the network, the risks also multiply. In this triangulation some subjective elements are put into play, mainly in the case of adolescents whose processes that constitute their identity can come into conflict to leave the young person out of any sense of reference. In the words of Ons (2008), the adolescent on the Web (using his mobile phone and using a profile that as an image constitutes a series of idealized attributes, because they allow him to fulfill the fantasy of being another, anonymous and free) offers the opportunity to realize without prejudice what in other circumstances would not be done, because it suggests the idea that actions have no consequences. In this regard, Ons (2009) explains the following:

> I consider that such automatic realization of fantasies is related to the real absence of the body, since the body is omitted in this type of Internet contacts, despite the photos, despite the cameras in which the images of people are seen at play, despite the fact that, later on, in a match, they "see each other's faces" (p. 1).

Indeed, the fact that the telephone device offers the possibility of materializing a fantasy can serve as a stimulus for the adolescent to concretize in an action that which at first was only in his thought. In these conditions, the subjects are no longer represented by the guiding signifiers that nominate them in the public space, because now they feel called to be constituted by ways of enjoying that are also confessed in the order of cyberspace (Ilardo, 2015), where teenagers use the applications to send photographs and videos to friends or strangers, with whom they can establish some kind of meeting, which exposes them to harassment, insults, threats, etc. (Fernández, Peñalva and Irazabal, 2015).

Cyber bullying through cell phones

As already mentioned, 72.2% of the Mexican population over six years of age uses smartphones to connect to the internet, which has meant that instant messaging has become a service of great importance for the young population, mainly. However, it is worth noting that in a study conducted by Gutiérrez, Vega y Rendón (2013), a group of Mexican adolescents about the risks associated with the use of the Internet with cell phones, showed that a high percentage of young people who interact in The Network does it to look for some type of estimate with acquaintances or strangers, who gradually earn their trust to ask them to share their personal data and even photographs. In this type of interaction, according to the results of the aforementioned study, the cell phone favors the establishment of courtships, although it also considerably increases the danger of being victims of harassment in its various forms.

Indeed, according to multiple investigations, the connectionist culture has favored these new ways of exercising violence, called by some authors as virtual harassment (Smith, Mahdavi, Carvalho and Tippett, 2006), which is defined as an intentional and reiterative aggression that is carried out through electronic means to people who can not defend themselves. In this sense, it is pertinent to refer to Goldenberg's study (2016), where it is emphasized that the lack of response from the cyberbully[1] It is explained by the experts as an effect of fragility, helplessness and fear, although it is worth noting that subjective effects are rarely attributed to the fact that "being the target of the attack" leaves the harassed person excluded from the collective, since he places him in an object position. of mockery, humiliation and aggression. This idea is related to what was explained by Gallo (2016), who points out that the harassed person is the one who renounces to exercise any kind of confrontation, which gives the harasser a fragrant place to exercise his power.

However, regarding the studies of several countries that have investigated the issue of cyber bullying through cell phones, we can mention the research of Buelga, Cava and Musitu (2010), which showed that 24.6% of the 2101 young people Respondents (whose ages ranged from 11 to 17 years old) were harassed through the cell phone. Likewise, in a

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[1] La precisión es nuestra

study by Durán y Martínez (2015), it was determined that 57.2% of the 336 participants (adolescents who had a dating relationship) assumed to have been harassed by their partner through mobile telephony. Likewise, in a study by Menay and De la Fuente (2014) it was concluded that 21% of the young people who made up the sample assumed to have been victims of cyberbullying through cell phones, while in a similar study, developed by Domínguez, Vázquez and Núñez (2017), it was determined that 18.6% of the 749 Spanish students of a basic school who participated in that investigation had suffered this type of harassment.

In the Mexican context, however, inquiries about cyber-bullying through mobile telephony are scarce, especially in the school setting at the secondary level, as pointed out by Correa (2012); Lucio and González (2012); Arab and Díaz (2015). Inclusively, only two studies can be named: one carried out by Vega, González and Quintero (2013), where it was concluded that 14.13% of the analyzed population had been victims of cyberbullying by cell phone, and another made by Lucio and González (2012) , where it was found that 49.9% of the 1066 participants (young people of the baccalaureate level) stated that they had been cybernetically harassed at some time within the school environment.

Given the above, the objective of this research has been to determine and analyze the incidence of cyberbullying through cell phones in a population of public high school students in the state of Campeche. For this, the studies of Gallo (2016) and Goldenberg (2016) have been taken into account, where it is pointed out that it is important not only to identify the frequency of cyberbullying in school adolescents, but also to know the position taken by cyberbullies in front of who assaults them

Method

This research is exploratory and descriptive, since we have tried to analyze qualitatively the answers that participants issued when they were harassed through said electronic devices.

Participants

The total population consisted of 198 adolescents between 13 and 17 years of age, who were studying the third grade of secondary school in a public institution in the state of Campeche, Mexico. However, for the analysis of the results only those students who had a cell phone were taken into account and they used it regularly to establish interpersonal relationships on the Internet with other adolescents. The final sample, therefore, was constituted by 126 students (half of the male sex and half of the female sex).

Process

Before applying the instrument for data collection, the necessary procedures were carried out before the corresponding institutions for the approval of the activities foreseen in the framework of our study. Subsequently, the procedure for collecting the data was carried out in compliance with the standards of voluntariness, anonymity and independence. Each group was informed about the purpose of the research and the purpose of applying the questionnaire. In the same way, they were given information about the general structuring of the instrument and the estimated time for its resolution (15 to 20 minutes).

Instrument

For the data collection we worked with an instrument developed by Ortega, Calmaestra and Mora (2007), called cyberbullying questionnaire, which is composed of 37 items divided into two dimensions: the first with questions related to cyberbullying situations through mobile telephony; the second to gather information also linked to harassment, but from other devices, such as tablets, laptops, etc. According to the mentioned authors, this instrument focuses on four specific fields: 1) traditional harassment, 2) accessibility to ICT (internet and mobile phone), 3) cyberbullying through the internet, and 4) cyberbullying through mobile phone. Also, and taking into consideration the aforementioned criterion of inclusion and exclusion of participants, in the general section of the questionnaire these two questions were added:

1. Do you have a cell phone with the ability to connect to the internet within your institution?
2. Do you establish interpersonal relationships in cyberspace through your mobile phone?

Subsequently, the questionnaire was subclassified according to the following fields of significance: manifestations of traditional harassment (items 1, 2 and 3), frequencies of cybernetic harassment by cell phones (items 5, 6, 16 and 17), subjective response provoked / feelings provoked (items 7, 8, 9, 18, 19 and 20), knowledge about the aggressor and time of harassment (items 10, 11, 12, 18, 19 and 20), strategies to face and ways to exercise (ítems 13, 14, 15, 24, 25 y 26).

Results

In the question, how many times have you been harassed (any type of harassment) in the last two months ?, 31% of the participants (39) reported having been harassed at least once during the period indicated. Also, with regard to the question ¿Have you been harassed electronically by cell phone during the last two months ?, 27% (34) of the respondents answered affirmatively. Of them, when asked how do you feel when someone cyberbulls you ?, 55% (19) said they felt emotionally affected (specifically with feelings of sadness, helplessness and loneliness), while 45% (15) indicated that cyberbullying does not it affects in any way.

On the other hand, in the item In which class is the person who harasses you through the cell phone ?, 64% (22) answered that within the same class, 6% (2) indicated that in higher or lower groups located in the same institute, 15% (5) indicated that in other educational centers, while 15% (5) explained that they did not know their stalker. Likewise, when faced with the question, "What have you done regularly when someone has harassed you on a cell phone?" 62% (20) commented that they have talked about the situation with their parents, a friend or teacher, 19% (7) reported having reacted with crying or in revenge, while another 19% (7) commented that they completely ignored the situation.

Also, and in relation to the question: How do they harass you by cell phone ?, 35% (12) responded that by means of short messages, 35% (12) indicated that by means of multimedia messages (photos and videos), 6% (2)) reported that by means of calls and, finally, 24% (8) did not specify the manner in which the harassment materialized.

Finally, in the item, do you think that banning cell phones in the institution would prevent them from cyber-bullying ?, 44% (15) responded positively, 29% (10) said no, because they would do it later, out of school , while 27% (9) also indicated that they did not, because they would also use them secretly.

Discussion

According to the results obtained, it can be indicated that 31% of the participants in this investigation reported having been victims of cyberbullying (in any of its manifestations), figures that resemble the 26.6% reported by Ortega et al. (2008), in a study conducted with a larger sample of Spanish adolescents.

Now, with regard to the specific case of cell phone harassment, our results (that is, 27%) are consistent with those published in Spain by Buelga et al. (2010), who determined that this phenomenon was manifested in 24.6% of the adolescents surveyed. These numbers, however, are far from those reported by Menay and De la Fuente (2014), who only found this type of phenomenon in 6% of Chilean adolescents consulted. Likewise, and in comparison with other studies conducted in our country, the low percentage (14.13%) of this particular type of harassment found in the work of Vega et al. Draws attention. (2013), which can be explained in various ways, such as the permeability of the Internet in the Mexican population, the proliferation of smartphones in the market, the increasingly unrestricted access of adolescents to cell phones, the spread of targeted applications to the establishment of interpersonal relationships, etc.

On the other hand, and in relation to the subjective responses of adolescents, it should be indicated that no data were found in other investigations to compare them. Therefore, one can only comment that of the students harassed through the cell phone, 55% said they felt

emotionally affected, which means that they assume the typical position of victims in that situation.

Likewise, it stands out that 62% of the harassed admitted talking about it with someone they knew. This represents an opportunity for young people to openly express their experience and work to achieve a possible re-elaboration and subjectification of what happened. That is to say, thanks to the word and its cathartic function, suffering can be purged and certain equilibrium returned to the subject through the expulsion of an excess (Freud, 1893-95 / 1992). Finally, it should be taken as a warning that 56% of adolescents maintain that the cell phone ban in the institution where they study would not prevent the incidence of cyberbullying.

Conclusions

Based on the data obtained in this research, and comparing these results with those of other studies, it can be concluded that cyberbullying through cell phones is a phenomenon that is not only latent, but is even increasing among the population Younger of our educational institutions.

It is also important to foresee for future investigations that in certain cases the victim of cyberbullying may react in different ways to this situation: for example, not giving it any meaning or maybe not wanting to talk about it. For this reason, other ways should be created to try to approach this phenomenon, so that the causes of this can be identified, as well as the different response mechanisms of adolescents. This means that more exhaustive investigations must be carried out to identify the subjective elements that influence a teenager to choose one or the other position.

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Rol de Contribución	Autor (es)
Conceptualización	Juan Pablo Sánchez Domínguez (Principal) y Luis Magaña Raymundo (Apoyo)
Metodología	Juan Pablo Sánchez Domínguez (Principal) y Luis Magaña Raymundo (Apoyo)
Software	No aplica
Validación	No aplica
Análisis Formal	Juan Pablo Sánchez Domínguez
Investigación	Juan Pablo Sánchez Domínguez (Principal) y Luis Magaña Raymundo (Apoyo)
Recursos	Juan Pablo Sánchez Domínguez, Universidad Autónoma del Carmen (Igual)
Curación de datos	Juan Pablo Sánchez Domínguez (Principal) Luis Magaña Raymundo (Apoyo)
Escritura - Preparación del borrador original	Juan Pablo Sánchez Domínguez
Escritura - Revisión y edición	Juan Pablo Sánchez Domínguez (Principal) y Luis Magaña Raymundo (Apoyo)
Visualización	Juan Pablo Sánchez Domínguez (Principal) y Luis Magaña Raymundo (Apoyo)
Supervisión	Juan Pablo Sánchez Domínguez
Administración de Proyectos	Juan Pablo Sánchez Domínguez (Principal) y Luis Magaña Raymundo (Apoyo)
Adquisición de fondos	No aplica