

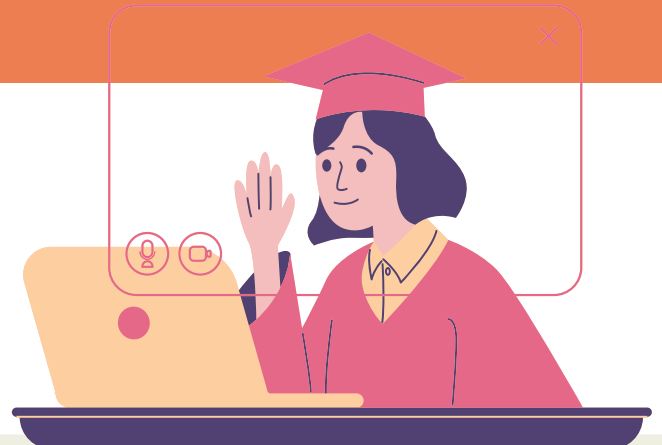
LOCKDOWN, CYBERHATE AND PROTECTIVE FACTOR OF SOCIAL-EMOTIONAL AND MORAL COMPETENCIES IN PRIMARY EDUCATION

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INTRODUCTION

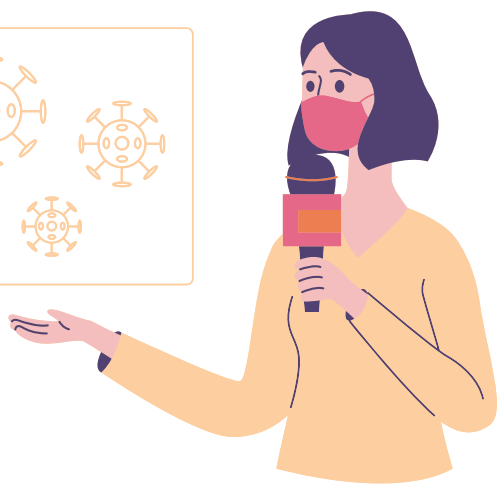
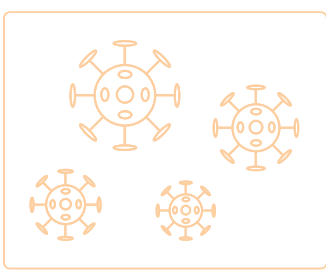
The COVID-19 pandemic caused a major crisis in numerous social spheres, especially among children, due to the closure of schools in hundreds of countries.



The lockdown resulted in classes being given exclusively online, which could have led to increased participation in antisocial online behaviour such as cyberhate.



OBJECT AND METHOD



This research aims to find out the impact of lockdown on cyberhate in children in Primary Education and to analyse the role of social, emotional and moral competencies as a protective factor.

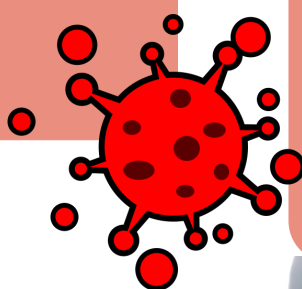
792 primary school pupils
(Mage=10.81, SD=0.85) from Cuenca
(Ecuador)

Survey focusing on cyberhate, social and emotional competencies, empathy, and moral emotions scales was used.

CONCLUSIONS

The results showed that total cyberhate and its dimensions, perpetration and propagation, increased longitudinally. Cyberhate among these participants could be predicted, after five months of lockdown, for being male, being in the highest school year, attending a state school, and obtaining low scores in moral emotions.

The effects of the lockdown have highlighted the importance of face-to-face social relationships, which has exciting implications for the importance of school in developing social, emotional and moral competencies which foster coexistence and respect for diversity.



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