

# Review of: "Emotional Intelligence and Cybervictimization: Stratified Multilevel Analysis With Synthetic Data"

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Dear Editor,

Thank you very much for the opportunity to review this paper and collaborate with open science.

This article addresses a relevant topic related to the mental health of children and adolescents. The main contribution of this paper is methodological; the use of synthetic data and the elegant application of multilevel methodology to this problem can allow new insights about this topic.

Authors define cyber victimization as the act of harassing, intimidating, impersonating, or bullying another person through digital media such as the Internet or social networking communication applications and can be occasional or reiterative, and quotes Alvarez-García et al. (2015); but these authors literally said that cybervictimization refers to suffering any aggression via mobile phone or the Internet, regardless of its continuity over time or the type of relationship between aggressor and attacked. That confused me. It is very important to define and distinguish cyberbullying and cybervictimization consistently, so I am unsure of what the authors refer to throughout the text.

So, authors said that cybervictimization has been explained by individual variables such as gender or sexual orientation, age, self-esteem, social anxiety, and Internet risk behaviours. In this context, "explain" refers to statistical relationships between variables, that is, prediction, but not causation, because it would be some strange attribute to cyberbullying to the victim and not to the bully. And it would be necessary to consider the role of confounding variables, so there could be a relationship between emotional intelligence and cybervictimization that could be explained by a third variable that causes both, for example, a high anxiety trait or a low empathy.

On the other hand, the database from which the synthetic data were elaborated consists of a self-reporting and retrospective questionnaire. In other words, we are talking about the subjective impact of events that have already occurred. The same cyberstalking can produce a lasting effect on one person and a lesser one on another, depending on how he/she handles it, so we are not talking about cyberstalking but about its subjective impact. This is important but can introduce important biases because variables such as emotional intelligence can affect the recall of cyberbullying, but not the objective cyberbullying.

In summary, this article is very interesting, but the methodological part drowns the rest of the research, with a lot of effort in data analysis but a poorer analysis of the concepts and practical implications. For example, it is not possible to say that

the objective is to study the association between emotional intelligence and cyber-victimization; it is necessary to specify much more.

I would recommend reviewing the text and figures because in some cases it is difficult to understand the exact meaning. It is also important to mature and reinforce the introduction, refine the concepts to be discussed, and review relevant international research, e.g., Arató, et al. (2020). It is necessary to improve the hypotheses and discuss the results and their practical implications. Much of the methodological information on the models can be presented in annexes to better follow the discussion of hypothesis testing.

#### References.

Alvarez-García, D., Dobarro, A. & Núñez, J.C. (2015). Validez y fiabilidad del Cuestionario de cibervictimización en estudiantes de Secundaria. *Aula Abierta* 43, 32- 38. <https://doi.org/10.1016/j.aula.2014.11.0>

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