

<https://doi.org/10.23913/ricsh.v9i17.206>

*Artículos Científicos*

## **Factores que predicen el riesgo de los derechos de los menores en el uso de redes sociales**

*Factors that Predict the Risk of Minors' Rights in the Use of Social Networks*

*Fatores que preveem o risco de direitos de menores no uso de redes sociais*

**Carlos René Contreras Cázares**

Universidad de Sonora, México

[renecazarez@gmail.com](mailto:renecazarez@gmail.com)

<https://orcid.org/0000-0001-8538-6544>

### **Resumen**

La tecnología digital ha trastocado la vida de los niños y niñas; ahora viven en un mundo más conectado, lo que ha generado grandes ventajas, como el libre acceso a la información, pero también grandes riesgos, situaciones que atentan contra los derechos particulares de los menores. El presente artículo persigue el objetivo de describir y analizar los hábitos de consumo en redes sociales de estudiantes de educación primaria teniendo en cuenta sus derechos fundamentales. Con una metodología de corte cuantitativo y enfoque hipotético-deductivo, la investigación aspira a identificar a través de un modelo estructural los derechos de los niños y niñas que están siendo afectados por el consumo habitual de redes sociales que realizan los propios infantes mediante dispositivos móviles. Se empleó una muestra de 290 alumnos de 5.º y 6.º año de escuelas primarias públicas en la localidad de Hermosillo, Sonora, México. Como parte de los resultados, se exponen las medidas de tendencia central: media, mediana y desviación estándar de variables demográficas, el alfa de Cronbach de las escalas empleadas, así como los índices de bondad de ajuste y  $\chi^2$  al cuadrado del modelo propuesto para el estudio. Las diversas pruebas evidencian una fuerte predisposición a afectar



y vulnerar algunos derechos fundamentales de los menores en la era digital a partir de sus hábitos de consumo.

**Palabras clave:** derechos, dispositivos móviles, menores, redes sociales, riesgos.

### Abstract

Digital technology has disrupted the lives of children; they live now in a more connected world, with great advantages such as free access to information, but also great risks, situations that threaten the particular rights of minors. This article aims to describe and analyze consumer habits in social networks in primary school children associated with their fundamental rights. With a quantitative cut methodology and hypothetical-deductive approach, the research aims to explain through a structural model the rights of children who are being affected by their habits of use and consumption of social networks through mobile devices. A sample of 290 students from 5<sup>th</sup> and 6<sup>th</sup> year of public elementary schools in the town of Hermosillo, Sonora, Mexico was used. As part of the results, measures of central tendency are exposed: mean, median and standard deviation of demographic variables, Cronbach's alpha of the scales used, as well as the indexes of goodness of fit and the Chi-square of the model proposed for the study. The various tests show a strong predisposition to affect and violate some fundamental rights of minors in the digital age based on their consumption habits.

**Keywords:** rights, mobile devices, minors, social networks, risks.

### Resumo

A tecnologia digital interrompeu a vida das crianças; agora eles vivem em um mundo mais conectado, o que gerou grandes vantagens, como livre acesso à informação, mas também grandes riscos, situações que ameaçam os direitos particulares dos menores. O presente artigo tem como objetivo descrever e analisar os hábitos de consumo de alunos do ensino fundamental nas redes sociais, levando em consideração seus direitos fundamentais. Utilizando uma metodologia quantitativa e uma abordagem hipotético-dedutiva, a pesquisa tem como objetivo identificar, através de um modelo estrutural, os direitos das crianças afetadas pelo consumo habitual de redes sociais pelas próprias crianças que usam dispositivos móveis. Utilizou-se uma amostra de 290 alunos do 5º e 6º anos de escolas primárias públicas



da cidade de Hermosillo, Sonora, México. Como parte dos resultados, são expostas as medidas de tendência central: média, mediana e desvio padrão das variáveis demográficas, o alfa de Cronbach das escalas utilizadas, bem como os índices de qualidade de ajuste e qui-quadrado do modelo proposto para o estudo. Os vários testes mostram uma forte predisposição para afetar e violar alguns direitos fundamentais dos menores na era digital com base em seus hábitos de consumo.

**Palavras-chave:** direitos, dispositivos móveis, menores, redes sociais, riscos

**Fecha Recepción:** Junio 2019

**Fecha Aceptación:** Enero 2020

---

## Introduction

The Internet and information and communication technologies (ICT) are tools that are advancing rapidly. Due to the proliferation and diversification of these instruments, new strategies have been established that enable communication and support interaction processes. For Gallego (2011, quoted in González, 2014), the process of social interaction “has evolved over time towards a more complex form of structure, hence the appearance of social networks with the main result: the continuity of human groups” (p. 114). In this sense, virtual social networks allow interaction through a technological means with an Internet connection, “where people share and publish all kinds of information, personal and professional, with third parties, known and absolutely unknown” (Celaya, 2008, cited in Hütt, 2012).

According to the United Nations Children's Fund [Unicef] (2017), although they have brought enriching content, new learning experiences and the possibility of exploring friendships in ways not previously seen, ICT have also “amplified the dangers traditional (such as bullying) and created new forms of child abuse and exploitation” (p. 4).

As it is an investigation that studies and analyzes minors (boys and girls), it is appropriate to provide some specific definitions that clarify why this population is considered at risk. Espinosa (2000, cited in Pérez, 2005) defines vulnerable groups or communities as follows:

Those who, due to circumstances of poverty, ethnic origin, health status, age, gender or disability, are in a situation of greater defenselessness to face the problems that life poses and do not have the necessary resources to satisfy your basic needs (párr. 8).

When they define the concept of childhood, the Economic Commission for Latin America and the Caribbean [ECLAC] and Unicef (2014) affirm that it does not refer to the preamble of adult life, it is a stage that has value in itself and children should be accepted and protected as subjects of law. This is how the international community understands it and is the basis on which the Convention on the Rights of the Child is built (Unicef, 2006).

Unicef (2014) itself also contributes to the conceptualization of vulnerability:

Age, disability, illness, gender, ethnic-cultural belonging, etc. they are situations or characteristics of the subjects that contribute to their greater or lesser vulnerability according to how they are related to other variables and, in general, to the economic, political and cultural context in which they are integrated (p. 18).

Once our target population has been identified as a risk group, it is clarified that throughout this study, this group will be referred to as minors, intermediate childhood stage, boys and girls. Thus, this research has as its main purpose to describe and analyze the consumption habits in social networks of a group of minors in primary education taking into account their fundamental rights. Additionally, the text aims to explain through a structural model the rights of boys and girls who are being affected by their habits of use and consumption in social networks through mobile devices.

### **Prevalences of the target population**

According to Cepal (2014, cited in Sánchez and Robles, 2016), the Internet is used by children and adolescents especially to obtain information and communicate; specifically: from searching for relevant content for your studies to socializing (delayed or in real time), visiting social networks, downloading music, movies and entertaining yourself with online video games. In the European context, particularly in Spain, according to the National Statistics Institute [INE] (2019), 92% of minors between 10 and 15 years old are Internet users. As can be seen, the use of new technologies by this population in Spain is, in general, very widespread. Computer use is very high (89.7% of minors have it) and Internet use is



even higher (92.9%). For its part, 66.0% of the population aged 10 to 15 years have a mobile phone (INE, 2019).

The situation in Mexico is similar to what occurs in other countries. The National Institute of Statistics and Geography [Inegi] (May 15, 2019) for 2019 reported 74.3 million users in Mexico and 18.3 million households with Internet access, based on the National Survey on Availability and Use of Internet Technologies the Information in Households (Endutih) applied at the end of 2018. In the same report, according to the minors surveyed of six years or more in the country, 74.3 million declared yes to use the Internet (65.8% of the population). This figure represents an increase of 1.9% compared to the 2017 data (63.9%). The target population indicated that 73.5% is a cell phone user (enabled to make and receive calls or messages). Of these, 83.8% have at least one of the so-called smartphones or smartphones; 0.8% have at least one common cell phone and a smart cell phone at the same time, and 15.4% only have at least one common cell phone (Inegi, May 15, 2019).

In a couple of investigations carried out in northern Mexico by León, Caudillo, Contreras and Moreno (2014, 2015), it was evident that during the periods 2013-2014 and 2014-2015 young people between 12 and 15 years of age accessed the Internet at through mobile devices between 83% to 84.5%; It should be noted that between each diagnosis it increased just under 1.5%. Now, in this same Mexican context, the study presented by Contreras (2019c) showed through a structural model a trend of Internet access and consumption in minors for socialization purposes. Descriptive data from the study revealed that more than 90% of the minors surveyed use smart cell phones for their socialization and interaction processes with their peers. (Contreras, 2019c).

Taking all of the above into account, the purpose of this study is to describe and analyze the factors that predict the risk associated with the fundamental rights of minors in the process of socialization through social networks through mobile devices. In addition, a central axis of the research aims to explain through a structural model the variables that influence the behavior of minors in the digital world and that are linked to the violation of some of their fundamental rights. Once the objective of the present investigation has been established, the factors that intervene in the study and in the structural model are briefly defined from the contributions of various disciplinary fields and theoretical references.



## Socialization. A definition from the social sciences

The socialization process has been one of the main objects of study in the social sciences. Their contributions come from different conceptual and methodological approaches (Simkin and Becerra, 2013). From an academic perspective, sociability is a concept that has its origins in sociological studies, among which those carried out by authors such as Georg Simmel, Max Weber and Georges Gurvitch (cited in Chapman, 2015) stand out. For Simkin and Becerra (2013), socialization can be understood as the process by which individuals incorporate norms, roles, values, attitudes and beliefs from the sociohistorical context in which they are embedded.

Another definition of the same disciplinary field starts from the general idea, according to Lucas (1986), of socialization as a process by which an individual becomes a functional member of a community, through which he acquires his own culture. In other words, the notion of socialization can be defined as a process of acquiring culture. Some other theoretical approaches define this as an interaction process where individual characteristics, culture, community, institutions and the immediate development environment of the individual come together (Campa and Contreras, 2018). In the words of Hernández and Alcoceba (2015), socialization for minors is perceived as the integrating element for the construction of the personal and group identity of adolescents. In this sense, this conception suggests the interaction of different individual, group and social agents, among which are the family, groups of friends or peers, the school, as well as the media.

When we talk about virtual socialization or online socialization, we refer to interaction processes through communication activities that are characterized by people who interact and are linked to each other in different ways; they are related to family, friends, neighbors, colleagues, colleagues and others (Pacheco, Lozano and González, 2018). Under this perspective, young people learn from their friends and peers the behaviors that society rewards and the roles they can adopt. Consequently, it is possible to affirm that with the arrival of the Internet, the traditional conditions for the constitution of identity have been modified. Physical interaction is no longer present, which means that people interact with each other in a non-face-to-face way” (Pacheco *et al.*, 2018).

## Children's rights in the digital age

Fundamental rights are legal systems that seek the stability of individuals beyond nationalities. Each country undertakes public policies to seek the development and conservation of the rights of its inhabitants. The Inter-Parliamentary Union and the United Nations [UN] (2016) define human rights as “the sum of individual and collective rights recognized by sovereign States and enshrined in their national legislation and in international human rights standards” (p. 20).

Along these lines, the World Conference on Human Rights held in Vienna in 1993 (cited in Fernández, 2016) states that "national and international mechanisms and programs for the defense and protection of children must be strengthened" (p. 378) . At the same time, it is undeniable that, with the use of the Internet and with the support of technologies, a significant contribution has been made to the development of human rights and knowledge has been disseminated: it is now available to sectors of the world population to that was previously impossible for them. However, access to technologies, and the Internet in particular, has brought with it a series of situations and circumstances that transgress and violate the fundamental rights of minors.

Some government organizations and specialists on the subject have agreed that the rights of children in the digital age should be part of the global agenda. This is due to the fact that the development and social environment of an infant is not only reduced to their physical dynamics, but also to the behaviors and experiences that are aroused online (Unicef, 2014). Therefore, the Internet as such can be a tool to help protect and access other human rights, as well as contribute to economic, social and political growth, and benefit humanity as a whole (Fernández, 2016). But you should also be aware of the negative effects it brings, especially in the area of the fundamental rights of minors, so it is necessary to emphasize that mechanisms are required in each country so that the population can report content that show abuse and exploitation, in order to protect and preserve the rights of minors (Unicef, 2016).

According to Fernández (2016), access to information and the Internet, although it is a universal right, can affect minors in relation to the content that can circulate through this medium while browsing alone. Intertwined with the above, freedom of expression is equally recognized in most constitutions, not only in Europe, but also in Latin America and the United States. The 1950 Rome Convention (cited in Fernández, 2016), in its article 10, establishes that everyone has the right to freely express and disseminate thoughts, ideas, and





opinions, as well as to communicate and receive information through any medium diffusion; a situation that may violate the fundamental rights of minors.

If there are not enough guarantees on the Internet to offer a safe environment that allows children to benefit from the great advantages that this tool can provide, it may happen that online traps are established in order to exploit users for criminal purposes . Among these, the most vulnerable to these traps are children. The risks for minors and the abuse of these technologies continue to exist and, with the evolution of technology and social behavior, new risks and abuses appear (Fernández, 2016, p. 397).

### **Consumption habits: access and use**

The Royal Academy of Language (s. F.) Defines habit as "a special way of proceeding or conducting itself, acquired by repetition of the same or similar acts, or originated by instinctive tendencies". In a more precise definition of consumption habit, Mejía and Arboleda (2004) mention that it is an action that is carried out constantly and that, in the case of consumption, it is identified based on what is customary to acquire and logically to consume. For their part, Douglas and Isherwood (1996, cited in Contreras and Campa, 2017) affirm that consumption must be understood within the social process as part of the needs of people to relate to each other, as well as part of the need for material mediators. in those relationships.

For other authors, the use, in a broader sense, encompasses all aspects of access and utility that adolescents make of the media. For their part, Bringué, Sádaba and Rodríguez (2008) point out that issues such as technological equipment in users' homes, the place of access to various media, the time of day in which they are used or the amount of time that Dedicated to them are some of the main indicators to measure Internet consumption habits.

In a stricter sense, use is analyzed and understood, according to Bringué and Sádaba (2010), based on equipment and access to technological devices, consumption attitudes (time spent, types of use, places, company), as well as the role they play at home and school. While Muñoz and Antón (2017) affirm that access and use of digital content must be understood in the global context of the information society, where the Internet has a constant and ubiquitous presence, and where leisure, learning in the Education, as well as work, are closely related. The uses of these contents are supported and mediated by ICT and by the values of this





information age, post-industrial and consumer, where it is difficult to decouple digital from the Internet (Muñoz and Antón, 2017).

Finally, Contreras and Campa (2017) state that one of the main indicators to analyze access and use of the Internet is social networks. According to these authors, the multiple platforms and applications of social networks are becoming day by day the main mechanism of relationship and socialization among consumers. In fact, the use of social networks has grown remarkably according to the studies analyzed, and has become one of the main access routes for content consumption, space for interaction and the construction of the social identity of their peers. sometimes without any parental control or supervision (Bernal y Angulo, 2012).

## **Method**

The present study was approached from the positivist paradigm and is based on the rational approach, which is used for data collection "based on numerical measurement and statistical analysis" (Hernández, Fernández and Baptista, 2010). The research is descriptive-correlational. Thus, in addition to specifying properties and characteristics of the factors analyzed, it is possible to establish correlations between them. A non-experimental design of a transectional type was used, so the variables of the present study were analyzed in their natural context, without deliberate manipulation, and in a single moment of data collection: the period 2019-2020.

### **Study population and subjects**

The population is made up of students from public primary schools in Hermosillo, Sonora, Mexico. The Transparency Unit of the Secretary of Education and Culture and educational services of the State of Sonora shared the figures of students enrolled at the primary level from an online information request on its portal. The Ministry of Education and Culture (SEC), for the year 2018, provided the data that there are a total of 25,779 students enrolled in public primary schools in Hermosillo, Sonora, Mexico. The total sample of interviewees under study who were self-administered the data collection instrument is made up of 290 basic education students and are part of the 5th and 6th grades of primary education in Hermosillo, Mexico.



According to Inegi (2018) data, the state of Sonora is the entity with the highest connectivity in homes in the country, which makes the city of Hermosillo ideal for applying the questionnaire, since the probability of Internet access is high. For this reason, the criteria for the selection of the participants were the following: being students with basic digital skills, having access to the Internet at home and having a mobile device (tablet or cell phone).

### **Instrument Description**

A quantitative instrument was prepared with 66 items consisting of three scales: Socialization, Habits of consumption and Fundamental rights. The first two scales were adapted from broader research on Internet consumption habits, digital skills and online sociability in young people (Contreras and León, 2019; León et al., 2014, 2015); while the Fundamental Rights scale was taken up from a more extensive study where the fundamental rights of minors, family communication, trust and the use of social networks are analyzed (Contreras, 2019b).

The scale Habits of consumption (access and use) of the instrument of León, Contreras and Moreno (2016) made up of 21 items was implemented to measure everything related to the equipment of minors in relation to technological and mobile devices in the home, in addition to measure access to various content and use of the Internet, such as involuntary access to pages with potentially harmful content - not appropriate for minors, for example: pornography, violence and situations of humiliation towards other people or towards oneself; as well as diverse contents of socially unacceptable behaviors such as racism and xenophobia, cyberbullying or sexual harassment on the Internet.

Another of the scales that make up the instrument is Socialization, and it is made up of 25 items. It includes indicators of consumption habits in the use of social networks by minors, the frequency with which they use them, with whom they use them and what they use them for (Contreras, 2019c). Additionally, this scale measures the various spaces that minors use for virtual interaction, the communication systems they use among themselves, with their parents, known and unknown people, as well as the possible risks in their socialization processes.

The scale called Fundamental Rights was shaped from 20 items and analyzes how minors perceive their fundamental rights, such as: access to information, free expression and

association, protection of privacy, as well as the involvement and knowledge of parents or tutors in the digitization and protection of minors against abuse (Contreras, 2019a).

For each of these items, minors had to respond to the instrument based on a Likert scale with five response alternatives, where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Almost always, and 5 = Always. Thus, to measure the reliability and validity of the instrument, Cronbach's alphas were calculated for each of the scales that make up the instrument.

### **Field work**

Two primary education centers were selected in the city of Hermosillo (Mexico), located in an area of medium socioeconomic level. Once the institutions were selected, a letter was sent to the directors of each center where they were informed in detail of the objective and relevance of conducting the research in that educational center. Immediately afterwards, an appointment with the directors of each school was scheduled to explain in more detail the study to be carried out. In order to preserve the rights of minors, the instrument was reviewed and approved by the directors of the different primary schools between March and April 2019. Once the authorization of the various primary schools was obtained, they went to these to request the support of classroom teachers to apply the questionnaire during the month of May 2019. Subsequently, the students were briefly explained about the objective of the project, and asked for their support to respond with total confidence the instrument. Both teachers and students were warned of the estimated time to answer the questionnaire; the time was between 35 and 45 minutes, approximately.

### **Data processing and analysis**

The information collected was submitted to the SPSS statistical program, version 23. The internal consistency of each of the factors was evaluated using the Cronbach's alpha coefficient. Univariate central tendency statistics were obtained: minimum, maximum, mean, standard deviation (see table 1). Once the reliability analysis of the scales had been made, Pearson's correlation analysis was performed (Lloret, Ferreres, Hernández and Tomás, 2014). The analysis was carried out using the Barlett sphericity test and the Kaiser-Meyer-Olkin index (KMO) to examine their suitability and see to what extent these scales are related. Both the Barlett sphericity test and the KMO measure of adequacy showed that the data were adequate (see Table 2); therefore, the exploratory factor analysis (AFE) and confirmatory



factor analysis (AFC) were carried out; It was possible to analyze the goodness-of-fit indices, with the EQS version 6.2 program, to corroborate that the proposed model obtained from the AFE and the AFC was consistent and adequate. In addition, the relationship of the scales was contrasted with a structural model proposed for the study (see figure 1).

## Results

The total sample was 290 primary education students, of which 56% represented the female sex and 44% the male sex. The age range of the participating minors was 10 to 12 years, with a mean of 10.88 and a standard deviation of 0.086.

Table 1 shows the analysis of the scales that make up the instrument, where it is possible to see that each one gave a Cronbach's alpha greater than 0.70, so it is assumed that they present a considerable degree of reliability.

**Tabla 1.** Análisis y confiabilidad de las escalas/ítems del instrumento

Escala/Ítem	N	Min.	Máx.	Media	DE	Alfa
Hábitos de consumo: acceso y uso						<b>0.82</b>
Uso Internet desde el hogar.	290	1	5	3.85	1.87	
Uso Internet desde una computadora, laptop o tableta.	290	1	5	2.89	1.15	
Uso Internet con teléfono celular (smartphone).	290	1	5	4.11	1.83	
Uso Internet desde cualquier lugar (escuela, cibercafé, casa de un amigo, casa de un familiar, en lugares con conexión gratis).	290	1	5	4.04	1.79	
Uso Internet en cualquier lugar desde mi celular.	290	1	5	4.14	3.23	
Uso Internet todos los días.	290	1	5	4.46	1.35	
Cuando uso Internet visito páginas de deportes, juegos, música, noticias de artistas, páginas de adultos, concursos, humor y risa.	290	1	5	2.89	1.09	
Cuando uso Internet descargo música, películas y series de tv.	290	1	5	2.66	1.84	
Cuando uso Internet busco información para mis tareas escolares.	290	1	5	3.98	1.20	
Cuando uso Internet es solo para redes sociales (WhatsApp, Facebook, Instagram, Twitter, Snapchat, YouTube, Skype u otra).	290	1	5	3.86	1.24	
Cuando uso Internet es solo para correo electrónico ( <i>e-mail</i> ).	290	1	5	1.09	1.88	
Cuando uso Internet se abren páginas para adultos sin querer.	290	1	5	1.67	1.04	
Me gusta visitar páginas de adultos cuando nadie me ve.	290	1	5	1.89	1.14	
Es divertido ver páginas para adultos cuando nadie me ve.	290	1	5	1.62	1.09	
Cuando uso Internet veo peleas de estudiantes en línea.	290	1	5	1.44	1.36	

Cuando uso Internet se abren páginas de peleas de jóvenes.	290	1	5	1.12	1.75	
Me divierte ver videos de personas hacienda bromas pesadas a otras.	290	1	5	3.23	1.18	
Me divierte ver hacer cosas extremas a otras personas.	290	1	5	2.74	1.15	
Me agrada ver videos con contenido para adultos cuando nadie me ve.	290	1	5	1.25	1.05	
Cuando uso Internet me aparecen videos de personas teniendo relaciones sexuales.	290	1	5	1.15	1.83	
Me molesta ver páginas con contenido para adultos.	290	1	5	2.25	1.04	
<b>Socialización</b>						<b>0.87</b>
Me comunico con mis amigos de la escuela por redes sociales (WhatsApp, Facebook, Instagram, Twitter, Snapchat, YouTube, Skype u otra).	290	1	5	4.02	1.18	
Hablo con mis compañeros de la escuela por redes sociales de tareas escolares.	290	1	5	3.89	1.96	
Me pongo de acuerdo con mis amigos para hacer trabajos de la escuela.	290	1	5	3.88	1.84	
Me pongo de acuerdo con mis amigos para salir de paseo.	290	1	5	3.45	1.08	
Me comunico con familiares por redes sociales con los que no tengo mucho trato.	290	1	5	3.12	1.00	
Uso redes sociales solo para enterarme de lo que sucede en la escuela.	290	1	5	3.33	1.04	
Uso redes sociales para conocer nuevos amigos.	290	1	5	3.96	1.14	
Me divierte conocer a nuevas personas por redes sociales.	290	1	5	3.12	1.90	
Uso redes sociales para hablar con personas que no conozco físicamente.	290	1	5	2.86	1.09	
Me envían solicitudes de amistad por redes sociales personas que no conozco.	290	1	5	2.72	1.03	

Me gusta platicar con personas desconocidas con buen tema de conversación.	290	1	5	3.05	1.18	
Me gusta platicar con personas mayores porque me enseñan cosas.	290	1	5	3.10	1.05	
Se me hace interesante hablar con personas mayores que yo.	290	1	5	2.25	1.89	
Me parece aburrido hablar con personas mayores que yo.	290	1	5	3.21	1.25	
Evito hablar con personas mayores que yo.	290	1	5	3.12	1.09	
Evito hablar con desconocidos.	290	1	5	3.25	1.16	
Comento en redes sociales estados de otras personas para que me hablen.	290	1	5	1.14	1.10	
Me divierte leer comentarios de estados o publicaciones de otras personas por redes sociales.	290	1	5	1.12	1.99	
Comparto con mis amigos publicaciones o estados que me dan risa.	290	1	5	1.89	1.05	
Hago memes graciosos de amigos para reírnos.	290	1	5	1.19	1.85	
Comparto memes de amigos por redes sociales para divertirnos.	290	1	5	2.11	1.24	
Mis amigos me comparten por redes sociales memes, publicaciones y estados de otros compañeros de clase.	290	1	5	1.67	1.09	
Recibo contenido para adultos por redes sociales de compañeros de clase o amigos.	290	1	5	1.83	1.14	
Recibo contenido para adultos por redes sociales de personas que no conozco.	290	1	5	1.33	1.07	
Recibo contenidos para adultos por redes sociales de algún familiar.	290	1	5	1.29	1.87	
<b>Derechos fundamentales</b>						<b>0.84</b>
Cuando uso aplicaciones y redes sociales me piden datos personales.	290	1	5	1.89	1.11	
Tengo perfil o cuenta en redes sociales.	290	1	5	2.89	1.14	





Cuando estoy en Internet digo lo que pienso.	290	1	5	1.89	1.88	
Cuando uso Internet veo lo que quiero.	290	1	5	2.77	1.99	
Puedo usar el Internet cuando quiero.	290	1	5	3.36	1.18	
Cuando estoy en Internet mis papás ven lo que veo.	290	1	5	2.68	1.09	
Cuando uso Internet mis papás no ven lo que yo veo.	290	1	5	2.25	1.15	
Mis papás me prohíben usar el Internet cuando no están en casa.	290	1	5	1.17	1.89	
Mis papás me enseñan a usar el Internet.	290	1	5	1.22	1.02	
Mis papás me preguntan cómo usar Internet.	290	1	5	1.89	1.14	
Conozco los riesgos y peligros de Internet.	290	1	5	2.26	1.04	
Mis papás me advierten de los riesgos y peligros de usar Internet	290	1	5	2.89	1.11	
Me expreso libremente en Internet.	290	1	5	2.78	1.92	
Mis papás me preguntan lo que hago en Internet	290	1	5	2.94	1.13	
Mis papás ponen claves y contraseñas para que no use el Internet.	290	1	5	2.39	1.06	
Mis papás quitaron el Internet en casa.	290	1	5	2.24	1.02	
Mis papás me castigan con el uso de Internet.	290	1	5	1.25	1.86	
Mis papás me ayudan a buscar información en Internet para mis tareas.	290	1	5	3.34	1.15	
Tengo claves y contraseñas para usar el Internet	290	1	5	3.12	1.04	
No tengo las claves y contraseñas para usar el Internet	290	1	5	2.26	1.88	

Fuente: Elaboración propia con base en Contreras y León (2019), León *et al.* (2014, 2015), León *et al.* (2016) y Contreras (2019a, 2019c).



Table 2 presents the results of the adequacy of KMO and the Barlett sphericity test, where it was possible to observe the relevance and feasibility of performing the AFE, obtaining consistent and adequate data, according to statistical theory.

**Tabla 2.** Test de esfericidad de Barlett y prueba de KMO

Medida de adecuación muestral de KMO		0.861
Prueba de esfericidad de Barlett	Ji al cuadrado aproximado	2246,341
	Gl	64
	Sig.	.000

Fuente: Elaboración propia

### Analysis of the structural model

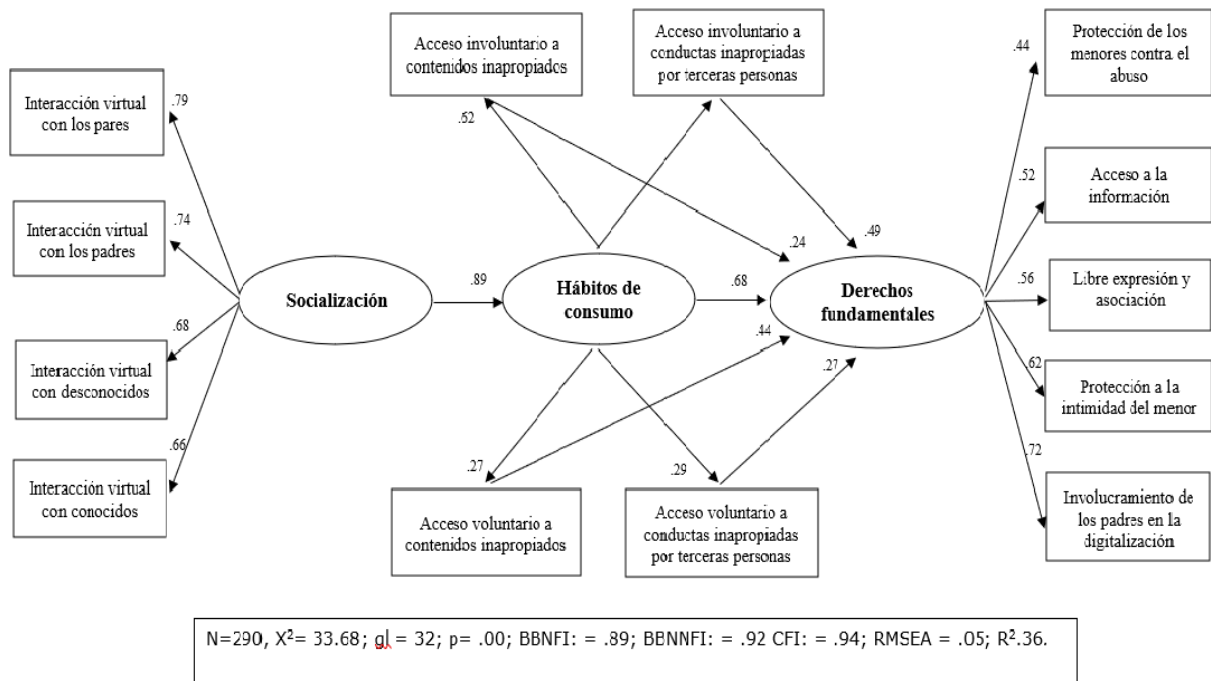
Figure 1 shows the structural model of the study. In it, it can be seen that the Socialization factor is formed by the scales of Virtual interaction with peers with a factorial score (PF = 0.79), Virtual interaction with parents (PF = .74), Virtual interaction with unknown people (PF = 0.68) and Virtual interaction with known people (PF = 0.66). Likewise, the consumption habits factor was formed with the scales of Involuntary access to inappropriate content (PF = 0.62), Involuntary access to inappropriate behavior by third parties (PF = 0.67), Voluntary access to inappropriate content (PF = 0.27) and Access voluntary to inappropriate behavior by third parties (PF = 0.29). The Fundamental Rights factor was formed with the scales of Protection of minors against abuse (PF = 0.44), Access to information (PF = 0.52), Free expression and association (PF = 0.56), Protection of the privacy of the minor (PF = 0.62) and, finally, with the scale of Parental Involvement in Digitization (PF = 0.72).

In the model it is possible to see that the Socialization factor is directly and positively impacting the consumption habits factor of the minor with a structural coefficient (EC = 0.89). Thus, consumer habits have a direct and strong effect on fundamental rights (EC = 0.68); at the same time that the rights of minors are being affected and violated mainly by involuntary access to inappropriate content (CE = 0.24), involuntary access to inappropriate behavior by third parties (CE = 0.49), voluntary access to inappropriate content (CE = 0.44)

and voluntary access to inappropriate behavior by third parties (CE = 0.27). As can be seen, each one of the loads of the factorial scores, as well as the structural coefficients, were highly significant.

On the other hand, the adopted statistics were the Bentler-Bonett standardized fit index (BBNFI = 0.89), non-standardized fit index (NNFI = 0.92) and the comparative fit index (CFI = 0.94). The indicators in each of the tests must be greater than 0.90; meanwhile, the square root of the mean square of the error of approximation (RMSEA) was 0.05, that is, a result within the acceptable parameters, while the chi squared was 33.68 and 32 degrees of freedom (gl), with 0.00 associated probability and, finally, an R2 of 0.36, which means that the structural equation model as a whole explains 36% of the variance of associated risk factors in the fundamental rights of minors in their socialization processes by social networks.

**Figura 1.** Modelo estructural factores que predicen el riesgo de los derechos de los menores en la era digital



Fuente: Elaboración propia

## Discussion

In order to warn about the positive and negative effects that predict and explain the risks to the rights of children in primary education, it was necessary to carry out various statistical tests, such as the KMO test and the Barlett sphericity test, through which it was possible to observe the adequacy and relevance of the factors proposed for the AFE and the AFC. According to the structural model, the significant contribution of this research consisted in specifying the factors that influence and predict the risk in the use of social networks against the fundamental rights of minors in their interaction processes.

In a first x-ray, according to the study presented by Contreras and Campa (2017), it was evident that the model proposed by the authors realized that adolescents show a tendency to access and use the Internet for purposes of interaction and socialization. Additionally, the model presented showed that the majority of young people prefer the use of the Internet to share their experiences with their peers (Contreras and Campa, 2017).

In this scenario, it was found that primary education students revealed a very similar trend, reflecting that the socialization factor had a significant and direct impact with consumption habits as part of Internet access and use, which is why it is deduced that, from the socialization processes, through the interaction with their peers (peers), their parents, known and unknown people, minors access and use this tool, positively affecting some of their fundamental rights, such as access to information, free expression and association; but also with a direct effect on the violation of the protection of the privacy of the minor when there is no involvement by the parents or guardians in the digitization of children.

For his part, Maffesoli (2004) states that sociability processes are present in relaxation, games and jokes. From this perspective, it is necessary to clarify that students not only share leisure and entertainment experiences, as mentioned by Maffesoli (2004), but that part of their socialization processes refer to school and informational obligations, as evidenced in this study. According to Huertas (2012), in a context more mediated by mobile technologies and Internet access, socialization processes reconfigure the frameworks for social interaction, which brings new challenges for the coexistence and relationship of young people in their experiential processes.

Thus, contrary to what Espinoza and Rodríguez (2017) state, who affirm that boys and girls continue to prefer coexistence in person, since the subjects of their study stated that they are more accustomed to developing friendship ties in a personal way, The structural

model executed here made it clear that minors prefer interactions through social networks and mobile devices, which is understandable when analyzing the age of the participants, which makes it impossible for them to exercise full freedom to leave home and physically interact. with their peers if they wish.

It is important to note that this study presents some implications and limitations by not considering: 1) the totality of children's rights that ECLAC and Unicef (2014) raise in the digital age of minors; 2) samples of broader populations that allow the results to be extrapolated to other latitudes, and 3) the proposed structural model presented some variations in the weights and factor coefficients, which could affect a partial explanation of the east.

It is essential to point out, in the same way, the strengths of the study: 1) the instrument that was used to collect information is reliable and can be applied in subjects with an approximate age of 10 and 12 years; 2) a statistical structural model was proposed that would account for the rights that are being affected by factors that predict and explain the risk in the consumption habits and use of social networks by minors, and finally 3) provides the scientific literature with predictive models that allow understanding and explaining the various social problems that revolve around the field of social sciences.

Therefore, some considerations for future studies is to include broader samples of different territorial contexts and high socioeconomic areas that allow comparisons of the proposed model.

## Conclusion

As part of the main objective of the study, an explanatory model was obtained that relates the socialization processes of primary school students in their consumption habits, as well as the relationship of inappropriate behaviors by third parties considered risk factors in boys and girls. , and that violate their fundamental rights such as protection against abuse, protection of privacy, access to information, free expression and association.

The structural model showed that consumer habits in Internet access and use had a direct impact with the fundamental rights of minors; that is, young people, when they access this tool for socialization purposes, are more likely to see, either voluntarily or involuntarily, inappropriate content for minors, as well as they are more exposed to inappropriate behavior

by third parties. For this reason, the fundamental rights that are being affected by their consumption and use habits in the digitization of minors must be emphasized and punctually addressed. In this way, the rights of boys and girls would be protected in a more connected world, preventing risks in the digitization of minors, without this entailing a loss of their rights and freedoms in accessing these technological tools and devices.

In this context, one of the most important challenges that must prevail in the digital society, where legislators, parents, professionals and researchers participate, must undoubtedly be to safeguard and preserve the rights of minors in the use of these technological tools in their socialization processes.

### **Acknowledgment**

This project was carried out thanks to the support of the Program for Professional Teaching Development (Prodep) (Superior type). Ministry of Public Education (SEP). Project reference 0704256. Unison-PTC 275.

## References

- Bernal, C. y Angulo, F. (2012). Interacciones de los jóvenes andaluces en las redes sociales. *Comunicar*, 20(40), 25-30. Recuperado de <http://dx.doi.org/10.3916/C40-2013-02-02>.
- Bringué, X. y Sádaba, C. (2010). *La Generación Interactiva en España. Niños y adolescentes ante las pantallas*. Madrid, España: Ariel y Fundación Telefónica en colaboración con Editorial Planeta. Recuperado de <http://dadun.unav.edu/handle/10171/17155>.
- Bringué, X., Sádaba, C. y Rodríguez, J. (2008). *La Generación Interactiva frente a un nuevo escenario de comunicación: Retos sociales y educativos*. Navarra, España: Consejo Audiovisual de Navarra. Recuperado de [https://dadun.unav.edu/bitstream/10171/17122/1/ESTUDIO\\_GENERACION\\_INTERACTIVA.pdf](https://dadun.unav.edu/bitstream/10171/17122/1/ESTUDIO_GENERACION_INTERACTIVA.pdf).
- Campa, R. Á. y Contreras, C. R. (2018). Aspectos psicosociales asociados en el proceso de inclusión educativa durante la infancia intermedia. *Infancias Imágenes*, 17(1), 9-24. Recuperado de <https://doi.org/10.14483/16579089.12535>
- Celaya, J. (2008). *La Empresa en la WEB 2.0*. España: Editorial Grupo Planeta.
- Chapman, W. (2015.) El concepto de sociabilidad como referente del análisis histórico. *Investigación y Desarrollo*, 23(1). Recuperado de <http://dx.doi.org/10.14482/indes.23.1.6040>.
- Comisión Económica para América Latina y el Caribe [Cepal]. (31 de octubre 2014). El uso seguro de las TIC puede ayudar a niños y adolescentes a ejercer mejor sus derechos. Comunicado de prensa. Recuperado de <https://www.cepal.org/pt-br/comunicados/uso-seguro-de-las-tic-puede-ayudar-ninos-y-adolescentes-ejercer-mejor-sus-derechos>
- Comisión Económica para América Latina y el Caribe [Cepal] y Fondo de las Naciones Unidas para la Infancia [Unicef]. (2014). Derechos de la infancia en la era digital. *Desafíos: Boletín de la Infancia y Adolescencia sobre el Avance de los Objetivos de Desarrollo del Milenio*, (18). Recuperado de [https://repositorio.cepal.org/bitstream/handle/11362/37139/1/S1420568\\_es.pdf](https://repositorio.cepal.org/bitstream/handle/11362/37139/1/S1420568_es.pdf).
- Contreras, C. R. (2019a). Validación de la escala de derechos fundamentales y uso de redes sociales en menores de escuelas primarias públicas en México. En de Vicente, A. M.





- y Sierra, J. (coords.), *Aproximación periodística y educ comunicativa al fenómeno de las redes sociales*. México: McGraw-Hill.
- Contreras, C. R. (2019b). Investigación de las competencias digitales y uso de tecnologías en la práctica del profesor universitario. En Roig, R. (ed.), *Investigación e innovación en la enseñanza superior. Nuevos contextos, nuevas ideas* (pp. 104-112). Barcelona, España: Editorial Octaedro. Recuperado de [https://rua.ua.es/dspace/bitstream/10045/98874/1/Investigacion-e-innovacion-en-la-ES\\_010.pdf](https://rua.ua.es/dspace/bitstream/10045/98874/1/Investigacion-e-innovacion-en-la-ES_010.pdf).
- Contreras, C. R. (2019c). Proceso de socialización en jóvenes de secundarias en el acceso y uso de Internet a partir de un modelo estructural. *Educación, Lenguaje y Sociedad*, 16(16) 1-28. Recuperado de <https://cerac.unlpam.edu.ar/index.php/els/article/view/3864/3921>.
- Contreras, C. R. y Campa, R. (2017). Caracterización del perfil de los estudiantes de secundarias en el acceso y uso de internet a partir de las TIC. *EDUTECH, Revista Electrónica de Tecnología Educativa*, 61. Recuperado de <http://www.edutec.es/revista/index.php/edutec-e/article/view/941>.
- Contreras, C. R. y León, G. A. (2019) Análisis factorial de un modelo de socialización y confianza en la dependencia de Internet. *Revista Electrónica de Investigación Educativa*. 21(e25), 1-13. Recuperado de <https://doi.org/10.24320/redie.2019.21.e25.2112>.
- Douglas, M. and Isherwood, B. (1996). *The World of Goods: Towards an Anthropology of Consumption*. London, England: Routledge.
- Espinoza, L. y Rodríguez, R. (2017). El uso de tecnologías como factor del desarrollo socioafectivo en niños y jóvenes estudiantes en el noroeste de México. *RICSH Revista Iberoamericana de las Ciencias Sociales y Humanísticas*, 6(11). Recuperado de <https://doi.org/10.23913/ricsh.v6i11.1113>.
- Fernández, A. (2016). La protección de los derechos fundamentales de los menores en Internet desde la perspectiva europea. *Ius et Praxis*, 22(1). Recuperado de <http://dx.doi.org/10.4067/S0718-00122016000100011>.
- Fondo de las Naciones Unidas para la Infancia [Unicef]. (2006). *Convención sobre los derechos del niño*. Madrid, España: Fondo de las Naciones Unidas para la Infancia. Recuperado en [https://www.unicef.es/sites/www.unicef.es/files/%20CDN\\_06.pdf](https://www.unicef.es/sites/www.unicef.es/files/%20CDN_06.pdf).

- Fondo de las Naciones Unidas para la Infancia [Unicef]. (2014). *Vulnerabilidad y exclusión en la infancia*. Madrid, España: Fondo de las Naciones Unidas para la Infancia. Recuperado de [unicef.es/sites/unicef.es/files/libro\\_03\\_web.pdf](https://unicef.es/sites/unicef.es/files/libro_03_web.pdf).
- Fondo de las Naciones Unidas para la Infancia [Unicef]. (2016). Los Derechos de la Infancia y el Internet. Recuperado de [https://www.unicef.org/csr/files/Spanish\\_UNICEF\\_GUARDIAN\\_publication.pdf](https://www.unicef.org/csr/files/Spanish_UNICEF_GUARDIAN_publication.pdf)
- Fondo de las Naciones Unidas para la Infancia [Unicef]. (2017). *El estado mundial de la infancia. Niños en un mundo digital*. Nueva York, Estados Unidos: División de Comunicaciones de Unicef. Recuperado de [https://www.unicef.org/spanish/publications/files/SOWC\\_2017\\_Summary\\_Es\\_WEB.pdf](https://www.unicef.org/spanish/publications/files/SOWC_2017_Summary_Es_WEB.pdf).
- Fondo de las Naciones Unidas para la Infancia [Unicef]. (2018). *Los derechos de la infancia y la adolescencia en México*. Ciudad de México, México: Fondo de las Naciones Unidas para la Infancia. Recuperado de <https://www.unicef.org/mexico/media/1791/file/SITAN-UNICEF.pdf>.
- Gallego, S. (2011). Redes sociales y desarrollo humano. *Barataria. Revista Castellano-Manchega de Ciencias Sociales* (12), 113-121. <https://www.redalyc.org/pdf/3221/322127622007.pdf>
- González, B. (2014). La teoría de redes sociales y las políticas públicas. Una aproximación al debate teórico y a las posibilidades de intervención en realidades sociales. *FORUM, Revista Departamento de Ciencia Política*, (6). Recuperado de <https://revistas.unal.edu.co/index.php/forum/article/view/52968>.
- Hernández, C. y Alcoceba, J. A. (2015): Socialización virtual, multiculturalidad y riesgos de los adolescentes latinoamericanos en España, *Icono 14*, 13(2), 116-141 <https://doi.org/10.7195/ri14.v13i2.787>
- Hernández, R., Fernández, C. y Baptista, P. (2010). *Metodología de la investigación social* (5.ª ed.). México: McGraw-Hill.
- Huertas, A. (2012). Procesos de sociabilidad e identidades en Internet: una aproximación a partir del estudio de contextos sociales multiculturales juveniles en España. En Cogo, D., ElHajji, M. y Huertas, A. (coords.), *Diásporas, migrações, tecnologias da comunicação e identidades transnacionais*. Barcelona, España: InComUAB.

- Hütt, H. (2012). Las redes sociales: una nueva herramienta de difusión *Reflexiones*, 91(2), 121-128. Recuperado de <https://revistas.ucr.ac.cr/index.php/reflexiones/article/view/1513>.
- Instituto Nacional de Estadística [INE]. (2019). Encuesta sobre Equipamiento y Uso de Tecnologías de Información y Comunicación en los Hogares Año 2019. España: Instituto Nacional de Estadística. Recuperado de [https://www.ine.es/prensa/tich\\_2019.pdf](https://www.ine.es/prensa/tich_2019.pdf).
- Instituto Nacional de Estadística y Geografía [Inegi]. (16 de mayo de 2018). Estadísticas a propósito del día mundial del internet (17 de mayo) datos nacionales. Comunicado de prensa Núm. 252/1. Recuperado de [https://www.inegi.org.mx/contenidos/saladeprensa/aproposito/2018/internet2018\\_Nal.pdf](https://www.inegi.org.mx/contenidos/saladeprensa/aproposito/2018/internet2018_Nal.pdf).
- Instituto Nacional de Estadística y Geografía [Inegi]. (15 de mayo de 2019). Estadísticas a propósito del día mundial del Internet (17 de mayo) datos nacionales. Comunicado de prensa Núm. 252/19. Recuperado de [https://www.inegi.org.mx/contenidos/saladeprensa/aproposito/2019/internet2019\\_Nal.pdf](https://www.inegi.org.mx/contenidos/saladeprensa/aproposito/2019/internet2019_Nal.pdf).
- León, G., Caudillo, D. Y., Contreras, C. R. y Moreno, E. (2014). *Internet seguro y jóvenes de secundaria en México*. Hermosillo: Universidad de Sonora.
- León, G., Caudillo, R. D., Contreras, C. y Moreno, C. D. (2015). *Jóvenes y medios digitales móviles en México. Un estudio de variables asociadas en perspectiva Interdisciplinar* (1.ª ed.). México: Pearson Educación.
- León, G., Contreras, C. R. y Moreno, D. (2016). Probando modelos interdisciplinarios inclusivos en la dependencia de Internet en Jóvenes. Nuevas variables asociadas. *Revista Latina de Comunicación Social*, 71, 616-631. Recuperado de <http://www.revistalatinacs.org/071/paper/1112/RLCS-paper1112.pdf>.
- Lloret, S., Ferreres, A., Hernández, A. y Tomás, I. (2014). El análisis factorial exploratorio de los ítems: Una guía práctica, revisada y activada. *Anales de Psicología*, 30(3), 1151-1169. Recuperado de <http://dx.doi.org/10.6018/analesps.30.3.199361>.
- Lucas, M. A. (1986). El proceso de Socialización: Un enfoque sociológico. *Revista Española de Pedagogía*, 44(173), 357-370. Recuperado de <https://revistadepedagogia.org/wp-content/uploads/2018/04/3-El-Proceso-de-Socializaci%C3%B3n.pdf>.



- Maffesoli, M. (2004). *El tiempo de las tribus: el ocaso del individualismo en las sociedades posmodernas*. Ciudad de México, México: Siglo XXI.
- Mejía, E. y Arboleda, M. (2004). *Psicografía de los consumidores caleños en los estratos 5 y 6*. (proyecto de grado). Universidad Icesi, Santiago de Cali. Recuperado de <https://docplayer.es/36932256-Psicografia-de-los-consumidores-calenos-en-los-estratos-5-y-6.html>.
- Muñoz, L. y Antón M. (2017). *Estudio de uso y actitudes de consumo de contenidos digitales*. España: Observatorio Español de la Economía y la Sociedad Digital. Recuperado de <https://www.ontsi.red.es/ontsi/es/content/estudio-de-uso-y-actitudes-de-consumo-de-contenidos-digitales>
- Pacheco, A. B., Lozano, G. J. y González, R. (2018). Diagnóstico de utilización de Redes sociales: factor de riesgo para el adolescente. *Revista Iberoamericana para la Investigación y el Desarrollo Educativo (RIDE)*, 8(16). Recuperado de <https://doi.org/10.23913/ride.v8i16.334>.
- Pérez, M. (2005). Aproximación a un estudio sobre vulnerabilidad y violencia familiar. *Boletín Mexicano de Derecho Comparado*, (113). Recuperado de <https://revistas.juridicas.unam.mx/index.php/derecho-comparado/article/view/3843/4801#N3>
- Real Academia Española. (s. f). Hábito. *Diccionario de la lengua española* (23.<sup>a</sup> ed.). España: Real Academia Española. Recuperado de <http://dle.rae.es/?id=AT3QP6>.
- Sánchez, D. y Robles, M. A. (2016). Riesgos y potencialidades de la era digital para la infancia y la adolescencia. *Revista Educación y Humanismo*, 18(31), 186-204. <https://dx.doi.org/10.17081/eduhum.18.31.1374>.
- Secretaría de Educación y Cultura [SEC] (2018). La Unidad de Transparencia de la Secretaria de Educación y Cultura y Servicios Educativos del Estado de Sonora. Recuperado el 08 de octubre 2018 en: <http://www.sec-sonora.gob.mx/>
- Simkin, H. y Becerra, G. (2013). El proceso de socialización. Apuntes para su exploración en el campo psicosocial. *Ciencia, Docencia y Tecnología*, 24(47), 119-142. Recuperado de <https://dialnet.unirioja.es/servlet/articulo?codigo=4696738>.
- Unión Interparlamentaria y la Organización de las Naciones Unidas [ONU]. (2016). *Derechos Humanos*. Ginebra, Suiza: Unión Interparlamentaria. Recuperado de [https://www.ohchr.org/Documents/Publications/HandbookParliamentarians\\_SP.pdf](https://www.ohchr.org/Documents/Publications/HandbookParliamentarians_SP.pdf).