

**T.C.
GALATASARAY UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF RADIO, TELEVISION AND CINEMA**

BULLYING IN THE INTERNET AGE

Ph.D. DISSERTATION

Sinan AŞCI

Supervisor: Dr. Michel BOURSE

JUNE 2018

**T.C.
GALATASARAY UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF RADIO, TELEVISION AND CINEMA**

BULLYING IN THE INTERNET AGE

Ph.D. DISSERTATION

Sinan AŞCI

Supervisor: Dr. Michel BOURSE

JUNE 2018

ACKNOWLEDGEMENTS

Personal experiences which I had during my childhood in primary and secondary schools without being connected to the Internet and which continued in more recent times while I was adapting myself into digital world turned to an academic research in the long run.

A non-trivial, childish and unrestrainable behaviors with which I was confronted in both offline and online communities subsequently and concurrently paved the way to get this messy sense of wonder and fidelity into apple-pie order, and started hitting the fan and becoming a personal problem which I could not pull off myself. Since I became an official PhD student at Galatasaray University's Graduate School of Social Sciences and its Media and Communication Studies Doctoral Program, Prof. Dr. Michel BOURSE, whom I confidentially walked off with, has been the one supporting me to find the academic and intellectual pathways in addition to this PhD dissertation. His guidance and supervision helped me during the entire process of research and writing of this doctoral thesis. I cannot even imagine carrying out a research with a better advisor and keeping in touch with a better mentor for my PhD studies. I feel immensely grateful to Prof. Dr. BOURSE beyond comparison.

I appreciate Prof. Dr. Yasemin İNCEOĞLU, Assoc. Prof. Dr. Zeynep ÖZARSLAN and Assoc. Prof. Dr. Ceren SÖZERİ who helped me find my way in an obstinate manner as the members of doctoral thesis monitoring committees, and I am also thankful for their leading and hard questions which encouraged me to widen my thoughts on the field of studies and doctoral research from various perspectives. In addition, I warmly thank Prof. Dr. Kerem RIZVANOĞLU and Assoc. Prof. Dr. İtir ERHART as the committee members of this doctoral thesis defense, who accepted to take part and opened up my horizon with their precious comments and suggestions. I owe to Assoc. Prof. Dr. Funda YALIM for her support in the field work and its analysis by teaching me tirelessly by wasting her personal time. I deeply thank all my professors and teachers – having taught me as I am now, taking part in doctoral qualifying exam and having answered my questions to make me feel unconfound – not just for this doctoral thesis but also for possible academic works in the future.

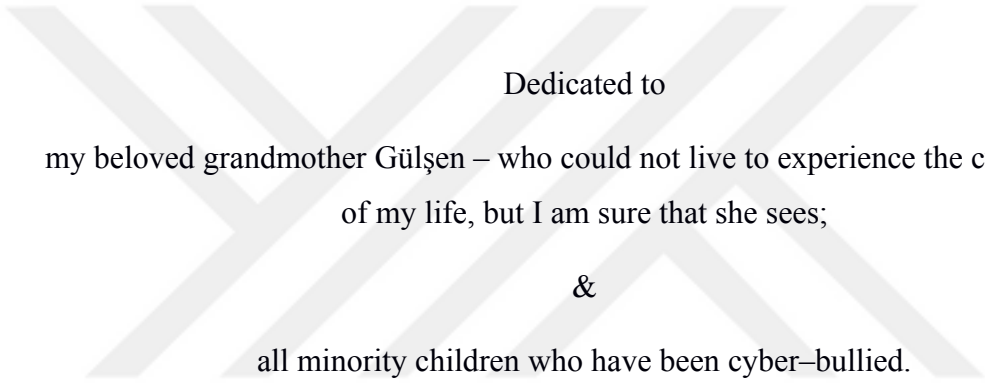
I am indebted to Züleyha TULAY and Fulya ÇALIŞKAN for their endless support as a friend and their valuable comments and ideas throughout the research and the writing-up process; Miraç BAŞARAN for his being at my elbow during the fieldwork. To be finished with this research process would not be possible without having and feeling their precious support.

I would like to thank my parents, colleagues and friends for their constant support, help and friendship, in particular to my well-regarded grandmother Gülşen DEMİRHAN who was my best friend and the one having taught me how to deal with the life under any circumstances. Last but not the least, I take this opportunity to express my gratitude to my grandmother – beyond the veil – for her love, unfailing encouragement and support to become as I am today.

As my journey for doctoral studies draws to a close, I must send – beyond any doubt – my huge thanks to the bullies and bystanders who generously and unkindly contributed to this doctoral dissertation study by intimidating my own well-being in the past...

I am grateful to all because I am finished with this research study by sparing time and love to spend and share with them. Nobody walks such a journey alone.

Sinan AŞÇI



Dedicated to
my beloved grandmother Gülşen – who could not live to experience the culmination
of my life, but I am sure that she sees;
&
all minority children who have been cyber–bullied.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	v
LIST OF FIGURES	vii
LIST OF TABLES	viii
ABBREVIATIONS	ix
RÉSUMÉ	x
ABSTRACT	xiii
ÖZET	xv
CHAPTER 1 – INTRODUCTION	1
1.1. Problem Statement and Purpose of the Study	11
1.2. Significance of the Study for Theory and Practice	13
1.3. Conceptual Framework of the Study	16
1.4. Research Design and Methodology	20
1.5. Limitations and Delimitations	21
1.6. Definitions of Major Terminology	22
CHAPTER 2 – THEORETICAL BACKGROUND AND LITERATURE REVIEW	26
2.1. Traditional Bullying versus Cyberbullying	38
2.2. International Studies	45
2.2.1. Similarities and Differences of Cyberbullying between Countries	45
2.2.2. Legal Issues Involved with Cyberbullying and Young Individuals	47
2.3. Cyberbullying and the Digital Divide	52
CHAPTER 3 – METHODOLOGY AND THE STUDY	54
3.1. Research Design	54
3.2. Sampling and the Sampling Size	56
3.3. Data Collection Procedures	57

3.4.	Instrumentation	58
3.5.	Hypotheses of the Study and Research Model	59
3.6.	Findings	61
3.6.1.	Reliability Analysis	61
3.6.2.	Demographic Features & Social Media Use of Participants	62
3.6.3.	Cyberbullying Experiences of Participants	69
3.6.4.	Data Analysis	72
3.6.5.	Descriptive Analysis	78
3.7.	Discussion of the Findings	82
CHAPTER 4 – CONCLUSION		87
REFERENCES		96
APPENDIX A – CONSENT FORM AND SURVEY INSTRUMENT		112
APPENDIX B – REVIEW BOARD APPROVAL FORMS		120
APPENDIX C – SPSS DATA		122
CURRICULUM VITAE		139
THESIS CERTIFICATE OF APPROVAL		142

LIST OF FIGURES

Figure 1: Roles in Cyberbullying Acts	42
Figure 2: Research Model	61
Figure 3: Characteristics of Cyberbullying	84



LIST OF TABLES

Table 1: Survey Constructs and Item Numbers	58
Table 2: Reliability Analysis	61
Table 3: Demographic Features of Participants (Gender)	62
Table 4: Demographic Features of Participants (Grade and District)	63
Table 5: Social Media Use of Participants (Membership)	64
Table 6: Social Media Use of Participants (Types)	65
Table 7: Access to Technology	66
Table 8: Time of Internet and Social Media Use	66
Table 9: Friends and Friending on Social Media	67
Table 10: Shared Information	68
Table 11: Reasons	68
Table 12: Cyberbullying Experiences (Victims)	69
Table 13: Cyberbullying Experiences (Bullies)	70
Table 14: Cyberbullying Experiences (Bystanders)	71
Table 15: t Test Results of Cyberbullying According to Participants' Genders	73
Table 16: ANOVA Test Results of Cyberbullying According to Grade Levels	74
Table 17: t Test Results of Cyberbullying According to the District of School	74
Table 18: ANOVA Test Results of Cyberbullying According to Residential District	75
Table 19: ANOVA Test Results of Cyberbullying According to the Opportunity to Access to Technology	76
Table 20: ANOVA Test Results of Cyberbullying According to Time Spent on the Internet	77
Table 21: ANOVA Test Results of Cyberbullying According to Unknown Friends on the Internet	77
Table 22: Thoughts on Cyberbullying	79

ABBREVIATIONS

EU – European Union

HR – Human Rights

ICT – Information and Communication Technology

IM – Instant Message

MSN – Messenger

NTIA – National Telecommunications and Information Administration

SMS – Short Message Service

SNS – Social Networking Sites

SPSS – Statistical Package for Social Sciences

UK – United Kingdom

UNICEF – United Nations International Children Emergency Fund

US – United States

USA – United States of America

RÉSUMÉ

Dans la société, la technologie détient une place et un effet forts, vifs et à haute pression grâce à la numérisation. A travers le développement technologique, l'internet permet aux individus d'atteindre des informations et de nombreuses autres chaînes sans précédent par rapport à la version traditionnelle de celui-ci. Son utilisation dans les contextes éducatifs cause certains changements dans les paradigmes pédagogiques qui créent une fondation pour l'éducation aux (nouveaux) médias concernant les jeunes individus par le biais de nouveaux défis. Pendant que les jeunes individus profitent des technologies numériques dans leur vie quotidienne, dans leurs études et à d'autres fins, ils l'utilisent correctement ou incorrectement comme on le peut clairement voir. Les technologies axées sur l'internet offrent une place pour les brutes et les prédateurs d'une manière assez évidente.

La cyberintimidation est devenue et elle est toujours une issue fragile avec l'amélioration des technologies mentionnées ci-dessus. La raison de l'engagement des jeunes individus à ces comportements dans leur enfance dans la République de Turquie, et ses fondements théoriques sont encore l'objet des recherches. Afin de préciser encore plus ces expériences qui se transforment en actes de cyberintimidation, nous avons besoin de savoir l'utilisation des médias sociaux des jeunes individus, de définir la cyberintimidation et faire une étude détaillée des types de cyberintimidation auxquels les jeunes individus sont confrontés.

Cette recherche doctorale est divisée en quatre chapitres successifs, y compris l'introduction qui fournit une information de base pour cette recherche doctorale. Dans le premier chapitre, le problème a été exposé afin de présenter le but de cette recherche doctorale. Comme ce champ de recherche a toujours occupé une signification puissante basée sur la théorie et la pratique, proposer un nouveau cadre pour la recherche sur la conception et la méthodologie était nécessaire. Chaque terme nécessaire pour la fondation théorique de cette recherche doctorale est défini dans ce premier chapitre pour fournir une base à une étude sur terrain.

Dans le deuxième chapitre, notre recherche présente le point de vue de

Foucault sur les relations de pouvoir ensemble avec et la théorie d'autoreprésentation de Goffman tout en mettant l'accent sur plusieurs facteurs. Enfin cette étude propose un modèle de recherche qui aiderait à comprendre (a) les facteurs contextuels et culturels qui causent la cyberintimidation et (b) le besoin d'initiation aux (nouveaux) médias pour les jeunes personnes tout en clarifiant les conséquences des types de la cyberintimidation sur les brutes, victimes et passants. En outre de cette étude théorique, une revue littéraire est révélée profondément pour voir les similitudes et les différences entre l'intimidation et la cyberintimidation traditionnelles, certaines études nationales et internationales éminentes sur le sujet, les efforts législatifs impliqués avec la cyberintimidation, et enfin nous avons présenté en particulier la fracture numérique.

Dans le troisième chapitre, nous avons défini notre approche méthodologique pour cette recherche empirique. Ce chapitre décrit la conception de la recherche basée sur les méthodes utilisées, les méthodes de collecte de données, les outils utilisés pour étudier qualitativement et quantitativement les données. Cette recherche axée sur l'étude consistant en 393 jeunes individus était effectuée pour valider empiriquement sept hypothèses proposées, en utilisant le cadre théorique des théories de relations de pouvoir et d'autoreprésentation. Cette recherche doctorale a fourni une bonne compréhension sur les expériences de cyberintimidation de jeunes individus à Istanbul en tant que la ville la plus peuplée dans la République de Turquie. Une étude quantitative avec un échantillon de 393 ($n = 393$) participants relève une présence exceptionnelle et fondamentale des médias sociaux de 91,3 %. En outre, 35,6 % déclarent qu'ils ont subi la cyberintimidation comme victimes, brutes et témoins. En plus de ces chiffres basés sur l'expérience, 64,6 % déclarent qu'ils visaient à créer un monde cyber respectueux pour leur propre bien-être.

Le quatrième chapitre finit par les constations et l'analyse. Des conclusions basées sur le modèle de recherche et sept hypothèses dégagent de ce chapitre. Enfin, nous avons prouvé les théories discutées et combinées dans les chapitres précédents, car elles sont liées à cette problématique rencontrée en ligne.

Les résultats de cette étude servent à mieux comprendre cette sorte de résolution de conflit en présentant un point de vue plus général et accepté de

cyberintimidation sur plusieurs aspects tels que le sexe, le niveau éducatif, les arrondissements des écoles, les quartiers, l'accès à la technologie, le temps passé sur les médias sociaux et la connaissance d'autrui en ligne.



ABSTRACT

In society technology holds a strong, keen and high-pressure place and effect with the help of digitization. By means of technological development, the Internet allows individuals to reach information and many other channels unprecedentedly when compared to the traditional versions of it. Its uses in educational settings cause some changes in educational paradigms which underpin the basics of (new) media literacy for young individuals because of providing new challenges. During young individuals' making use of digital technologies for their daily lives, school works, or other purposes, they use it appropriately and/or inappropriately as it can be clearly seen. Internet-based technologies provide a place for bullies and predators in an unsuspecting way.

Cyberbullying has become and is still a fragile problem with the enhancement of above-mentioned technologies. To determine why young individuals are engaged to these behaviours is in its infancy in the Republic of Turkey, and its theoretical underpinnings are still researched. To put a finer point on these experiences turning into cyberbullying acts is in need of knowing the social media uses of young individuals, addressing a necessity in defining what cyberbullying is, and examining the types of cyberbullying which young individuals are confronted with in detail.

This doctoral research was organized into four successive chapters, including introductory which provides a background information for this doctoral research. In Chapter 1, the problem was stated in order to present the purpose of this doctoral research. As this research field has still held a powerful significance based on theory and practice, to propose a new framework for the research design and methodology was necessary. Each terms related to the core of this doctoral research were defined in this first chapter to provide a basis for the field study.

In Chapter 2, this doctoral research combined Foucault's view on Power Relations and Goffman's Theory of Self Representation with several factors, and the thesis proposed a research model which would help understand (a) the contextual and

cultural factors causing cyberbullying, and (b) the need of (new) media literacy for young individuals by looking at the consequences of cyberbullying types on bullies, victims and bystanders. In addition to these theoretical backgrounds, a literature review was revealed profoundly to see the similarities and differences between traditional bullying and cyberbullying, some prominent international and national studies on the issue, and legislative efforts involved with cyberbullying, lastly digital divide was especially discussed.

In Chapter 3, a methodological approach was provided for this empirical doctoral research. This chapter elaborated on the research design based on the methods being used, data collection methods, the tools being used to analyze the data qualitatively and quantitatively. This survey-based research study consisting of 393 young individuals was employed to empirically validate seven proposed hypotheses, using the theoretical framework of Power Relations and Self-Representation theories. This doctoral research provided an understanding on the experiences of cyberbullying of young individuals in Istanbul as the most populated city in the Republic of Turkey. A quantitative study with a sample size of 393 ($n=393$) participants yielded responses which revealed an outstanding and fundamental social media presence of 91.3%, and 35.6% reported that they experienced cyberbullying as victims, bullies and bystanders. In addition to these experience-based numbers, 64.6% stated that they have got an aim to create a respectful cyber world for their own well-being.

Chapter 4 concluded the findings and the analysis. This chapter draws conclusions based on the research model and seven hypotheses, and reflected the theories discussed and combined in previous chapters as they have been related to this problematic experienced online.

The results of this doctoral research provide a greater understanding of such a conflict resolution by getting a general and widespread viewpoint of cyberbullying on several levels such as gender, grade level, districts of schools and residential areas, access to technology, time spent on social media, unknown friending online.

ÖZET

Dijitalleşme ve teknolojinin toplumda güçlü, yoğun ve etkin bir yeri ve etkisi bulunmaktadır. Teknolojik ilerleme sayesinde internet, geleneksel versiyonlarıyla karşılaştırıldığında bireylerin bilgiye ve diğer birçok kanala eşi benzeri görülmemiş bir biçimde erişmesini sağlamaktadır. İnternetin eğitim ortamlarında kullanımı, yeni zorlukları beraberinden getirdiğinden genç bireyler için (yeni) medya okuryazarlığının temellerini destekleyen eğitim paradigmalarında bazı değişimlere neden olmaktadır. Genç bireylerin günlük hayatlarında, okuldaki çalışmalarında ve başka pek çok amaçla faydalandıkları dijital teknolojileri uygun veya uygun olmayan biçimlerde kullandıkları açıkça görülmektedir. İnternet temelli teknolojiler zorbalık ve avcılar için – kuşkusuz – bir alan sağlamaktadır.

Siber zorbalık yukarıda sözü edilen teknolojilerin gelişimiyle birlikte hassas bir sorun haline gelmiştir ve hâlâ da bu özelliğini korumaktadır. Genç bireylerin neden bu davranışlara yöneldiğini belirlemeye dönük çalışmalar Türkiye’de ilk aşamalarda ve kuramsal temelleri araştırılmaya devam edilmektedir. Bu deneyimlerin siber zorbalık davranışlarına dönüşümünü açıklığa kavuşturmak için genç bireylerin sosyal medya kullanımları, siber zorbalığın yerel tanımının yapılması gerekliliği ve genç bireylerin karşı karşıya kaldığı siber zorbalık türlerinin çeşitlerinin detaylı olarak incelenmesi gerekmektedir.

Bu doktora çalışması, araştırmanın arka planı hakkında bilgiler veren giriş bölümü de dahil olmak üzere dört bölüm halinde düzenlenmiştir. Birinci bölümde, araştırmanın hedefini göstermek adına problem belirtilmiştir. Bu araştırma alanı kuram ve uygulama açısından hâlâ güçlü bir öneme sahip olduğundan araştırma tasarımı ve yöntemi için yeni bir çerçeve sunmak gerekliliği ortaya koyulmuştur. Bu doktora çalışmasının özüyle ilişkili tüm terimler alan çalışmasına bir temel oluşturmak için ilk bölümde tanımlanmıştır.

Bu doktora araştırmasının ikinci bölümü ise, Foucault’nun İktidar ilişkileriyle ilgili görüşleri ve Goffman’ın Benlik Kuramını birkaç unsurla birleştirmiştir. Tez (a) siber zorbalığa neden olan bağlamsal ve kültürel etmenleri ve (b) siber zorbalık

türlerinin zorbalar, kurbanlar ve görgü tanıklarının üzerindeki sonuçlarına bakarak genç bireylerin (yeni) medya okuryazarlığına duyduğu ihtiyacı anlamayı kolaylaştıracak bir araştırma modeli sunmaktadır. Bu kuramsal arka planların yanı sıra, zorbalık ve siber zorbalık arasındaki tarihsel benzerlikleri ve farklılıkları görmek için derinlemesine bir literatür taraması ortaya koyulmuş, konu hakkındaki bazı önde gelen uluslararası ve ulusal çalışmalar ile siber zorbalığa ilişkin yasal çabalar ve son olarak da özellikle dijital uçurum tartışılmıştır.

Üçüncü bölümde, bu doktora araştırmasında kullanılan yaklaşım ve yöntem anlatılmıştır. Bu bölümde kullanılan yöntemler, veri toplama yöntemleri, verileri nicel ve nitel olarak incelemek için kullanılan araçlar temel alınarak araştırma tasarımı detaylı olarak incelenmektedir. İktidar İlişkileri ve Benlik kuramlarının kuramsal çerçevesini kullanarak önerilen yedi hipotezi deneysel olarak doğrulamak için 393 genç bireyi içeren anket temelli bir araştırma kullanılmıştır. Bu doktora çalışması, Türkiye'nin en yoğun nüfuslu şehri olan İstanbul'daki genç bireylerin siber zorbalık deneyimlerine ışık tutmaktadır. Örneklem hacmi 393 (n=393) katılımcıyla yapılan nitel bir çalışmaya verilen yanıtlara göre, %91.3'lük olağanüstü ve önemli bir sosyal medya kullanımını ve bunun içerisindeki %35.6'lık bir kesimde de kurban, zorba ve görgü tanığı olarak siber zorbalığı deneyimlediklerini ortaya koymuştur. Bu ortaya çıkan rakamların yanı sıra, katılımcıların %64.6'sı ise kendi refahları için saygılı bir siber dünya oluşturma hedefleri olduğunu ifade etmiştir.

Dördüncü bölüm elde edilen bulguları en başından beri elde edilen çerçeve içerisinde değerlendirmektedir. Bu bölüm, araştırma modeli ve yedi hipotezi temel alarak sonuçlar ortaya koymakta ve bu sorunlu çevrimiçi deneyimle ilişkili olan önceki bölümlerde tartışılan ve bir araya getirilen kuramları yansıtmaktadır.

Bu doktora araştırmasının sonuçları, cinsiyet, eğitim sürecindeki sınıf, okulların bulunduğu bölgeler ve yerleşim alanları, teknolojiye erişim, sosyal medyada geçirilen zaman ve çevrimiçi kimliği belirsiz arkadaşlık kurma gibi çeşitli düzeylerde siber zorbalığa genel ve geniş çapta bir bakış açısı edinerek böyle bir uyumsuzluk çözümünün daha iyi anlaşılmasını sağlamaktadır.

“Most comedy is based on getting a laugh at somebody else’s expense, and I find that that’s just a form of bullying in a major way. So, I want to be an example that you can be funny and be kind, and make people laugh without hurting somebody else’s feelings.”

by Ellen DeGeneres on The Ellen DeGeneres Show

CHAPTER 1 – INTRODUCTION

14-year-old Justine never imagined that show would become a victim of cyberbullying. Justine was no stranger to personal challenges, but her experience with cyberbullying was really something she was not prepared for. Justine had spent months battling cancer, and after she was told that her cancer was in remission, she felt certain that her struggles were behind her. That was until she began to receive threatening email messages from a mysterious cyberbully. The threatening messages continued and continued until Justine’s inbox held ninety messages. The messages ranged from merely rude to downright frightening. Once the messages escalated into things like, “I’m going to rape you,” Justine’s parents decided to take the issue to the police. The police were quickly able to trace the messages back to Justine’s classmate and surprisingly best friend. The courts required the cyberbully to attend counseling sessions and to write Justine a formal letter of apology. Though, Justine’s family felt that this punishment was likely to be too lenient, they were glad that their action did result in a positive outcome (Retrieved from Dailymail.co.uk, 17.04.2015). This experience seen in the news story may be taken as a good example of how dealing with an action such as cyberbullying leads to some results.

As a similar sample from the real life and so culturally close to the country where this research study has been carried out, a Turkish-Cypriot living in Australia jumped in front of a speeding train after being targeted by cyberbullies on social media websites, daily *Hürriyet* reported. Unidentified people hacked into 14-year-old Şeniz Erkan’s social media accounts and sent disgusting messages to her friends, her brother Aykut Erkan said. “There were messages threatening and pressuring her on

her mobile phone as well,” Erkan said. The victim's father, Şenol Erkan, said the young girl seemed to be in good spirits and the suicide came as a shock. He said he had never heard of cyber-bullying until his daughter's death on January 11. “She never told us anything about it,” Erkan said. Geoff Pell, the principal of Taylor Lakes school, where Erkan was attending, said police launched a large-scale investigation and added that they were looking into claims that Erkan was being bullied at school for some time before her suicide. Australian Prime Minister Julia Gillard has assigned the cyber-defense system, which was formed to protect government offices, to fight against cyberbullying in the wake of Erkan's death. The cyber-defense system would track social networking websites such as Facebook, Google+, MSN and Yahoo. Gillard called on Australians to report any act of cyberbullying to the authorities (Retrieved from hurriyetdailynews.com, 17.04.2015).

To look at similar experiences on the other side of the daily lives, this phenomenon is not only experienced by such relatively ordinary kids in life, but also popular and famous ones. A 14-year-old girl, who as a child was the face of iconic Australian outback hat firm Akubra, has taken her own life over online bullying, say her family. In a Facebook post, the father of Amy “Dolly” Everett called for more awareness of bullying, so his daughter's life “will not be wasted.” In his emotional Facebook post, Dolly's father, Tick Everett, gave no details of the bullying, but said she had wanted to “escape the evil in this world” (Retrieved from bbc.com, 11.01.2018).

Considering these three depressing and life-threatening events experienced by young girls, it seems possible to think of such issues happening to popular and/or ordinary female young individuals. However, an inference regarding any kind of gender identity cannot be made by just taking the media outlets into consideration. Since there is no other significant and familiar media outlets considering male and young individuals or adolescents, it does not refer to the reality and background of this phenomenon. That's why, these samples could be understood as how and for whom we can get the meaning of cyberbullying being reflected in the press.

During the last two decades, another and the latest form of bullying became a serious concern for everyone as we have had three different samples from different

sides of the world: however, ending similarly. This mentioned form of bullying is commonly known and used as cyberbullying, but may be named after according to the tools and spheres where it happens and is experienced. Therefore, any kind of media outlets around the world have brought this phenomenon to the public attention. According to a research on nationwide published newspapers carried out by Narin and Ünal (2016), moral panic frame is rarely used; but instead the technical frame which includes details about the problem is preferred by the news media. Besides, the supportive or critical frames which target the existing policies about cyberbullying are also rarely brought to the agenda. According to the news contents, families and educators are kept responsible from cyberbullying incidents rather than the police forces. However, current policies are rarely criticized and/or supported in the news frames when the attitudes were analyzed regarding the official policies against cyberbullying. Even legal inadequacy are not relatively counted as information touched in the news frames.

The coverage of newspaper articles focuses on both the speed of the information once posted in a social networking site and how individuals may deal with cyberbullying. In addition to the media attention, there are other planes of expression such as social responsibility projects, parents-kids workshops, research projects, government decisions, international legal acquis, etc. At the end of the day, they all share similar aims and purposes based on ending the phenomenon which severely and adversely affects everyone – especially individuals who cannot protect themselves in any wise – by making it public in every medium of information and knowledge exchange.

The scenes publicly spread on media or social media platforms do not give the real meaning of cyberbullying because subjects and other characteristics in the issues can change the message according to their own audience. To get fell of the term profoundly the word should be checked etymologically because the origins of the words do not give us just an understanding of our native language, but also give us some insight into the word's roots with other languages. That's why, to get the origin of the word is going to give us a sense of understanding its today.

The word “bully” was first used in the 1530s with the meaning of “sweetheart” as a term of endearment applied to either sex, of uncertain origin; perhaps from Dutch *boel* “lover, brother,” which probably is a diminutive of Middle Dutch *broeder* “brother” when compared to Middle High German *buole* “brother” as a source of German *Buhle* “lover.” Its meaning deteriorated during the 17th century to “fine fellow”, “blusterer,” “harasser of the weak.” These meanings showing a change on the understanding of the word may have been as a connecting sense between “lover” and “ruffian” as in “protector of a prostitute,” which was one sense of “bully.” The verb “to bully” is first attested in 1710, and the adjective version dates back to 1680s with the meaning of “worthy, jolly, admirable.” (Retrieved from Online Etymology Dictionary, 28.03.2015). Even though bullying as a word started to gain popularity towards the end of the 19th century, it has been in existence beforehand according to the definition which was retrieved from Online Etymology Dictionary.

The changes in the meaning of the word paints a bleak picture in a culture of antagonism experienced, seen and felt in today’s world. When compared to these kinds of wordings historically, it is seen that the connotation is more or less similar in the process even if there is a change to have it used for different contents. Virginia Woolf, as a British feminist author, thought fascism as one of the bullying forms, and wrote about Hitler and the Nazis as “these brutal bullies” in 1934 (Zwerdling, 1986: Pawlowski, 2001). This use by Woolf shows that bullying has been known and experienced, and also recorded as a separate and distinct offense, but well documented cases have been recorded over the centuries to depict the meaning we have been making use of nowadays in the field of communication studies. As a result of wording process in a culture and/or language, finding some differences between early and late definitions takes on a new significance for such reasons: namely, situational meanings and cultural meanings. What we hear and use makes us build a meaning, then we order the reality. In this sense, we can infer that these related words and terms are innocuous, but the consensus in a specific society gives them true power.

Cyberbullying is often considered to be less harmful than traditional bullying because it does not involve physical abuse. However, current literature suggests that

“covert bullying,” such as cyberbullying, may “result in more severe psychological, social, and mental health problems than overt bullying” (Cross et al, 2009). In addition, covert bullying is more damaging than overt bullying because it “is more difficult for schools and parents to detect, but also has the capacity to inflict social isolation on a much broader scale” (Cross et al, 2009). In other words, to protect oneself from covert types of bullying – namely, cyberbullying – needs anymore of being acquainted with enough social, educational and technological knowledge than working up to have able bodied to run away fast. In addition to protection-minded viewpoints, one might as well say.

Cyberbullying represents a problem of significant magnitude across the globe. This unfolds according to the researches carried out specifically in the United States of America where approximately 41.731.233 youth aged between 10 and 19 have been living according to the 2015 U.S. Census. To the latest numbers given by The National Crime Prevention Council, almost half of all American teens were reported as cyberbullying victims in 2017. Ditch the Label in the United Kingdom, a core member of the Anti-Bullying Alliance, covered its annual bullying statistics in 2017. It was revealed that millions of young individuals in the UK have experienced cyberbullying, subjected to extreme cyberbullying on a daily basis. These two reports speaking with one voice provides us an opportunity to look for any alternative on a similar viewpoint from a distant locality.

Apart from the USA and the UK, across Europe the average 6% of the children aged between 9 and 16 have been bullied and only 3% of them confessed to be a bully (Hasebrink, 2011). In addition to this, Hasebrink et al. (2009) reported the results of an earlier research from a meta-analysis from EU countries, and they estimated that approximately 18% of European young individuals had been “bullied/harassed/stalked” via the Internet and mobile phones. Cyber-harassment rates for young individuals across the EU member countries ranged from 10% to 52%. The decreasing numbers can be caused by developing increasingly specific methods, dividing the tasks into different variables (Hasebrink et al., 2009).

Investigating thoroughly makes it easy to see the labels and numbers for each act which may be defined as cyberbullying, and these labels and numbers change for

not only different reasons regarding the culture and the country, but also the reality which cannot be visible but is behind the issue questioned in the researches.

According to the data given by Internet World Stats (Retrieved on 31.03.2017), the number of individuals using the Internet increased 3.739.698.500 in 2017 while it is approximately 46.282.850 in the Republic of Turkey. According to Digital in 2017 Report produced by We Are Social (Retrieved on 05.03.2018), 95% of device users have got mobile phones, and 75% of them hold smart ones. The usage of desktop and laptops is at the rates of 51%, and TV still holds a great importance in individuals' daily lives as 98%. Users spend approximately 7 hours in front of a computer, 3 hours by connecting the Internet on their mobile phones, and spend 3 hours in social media platforms. Sitting in front of a TV and consuming its contents takes 2 hours on an average. In addition to these updated numbers about individuals' making use of technology in the Republic of Turkey, it is needed to check on a relatively old research carried out by Prof. Dr. İrfan Erdoğan at Istanbul University revealed some draft numbers based on cyberbullying. According to the results, approximately 26.52% were exposed to cyberbullying. It was determined that 9.42% bullied, 11.79% were suffered from cyberbullying, and 5.31% both bullied and got bullied.

The EU Kids Online network set out to provide new empirical evidence on children's and young individuals' online experiences. The questionnaire was administered face-to-face at home to 1,006 children aged 9 – 17, using a stratified random sample and self-completion methods in the case of sensitive questions. As a result of this survey, bullying, hate speech and hateful content, and sexual messages can cause harm to children, especially – but not only – girls and the youngest (Livingstone, Mascheroni & Staksrud, 2017). According to the report of EU Kids Online in 2012, the Republic of Turkey is in the group of “lower use, some risk” (Haddon & Livingstone, 2012): however, the same group of researchers completed another task in 2014 to show that there is a significant difference between countries regarding kids' uses of Internet and mobile technologies, and revealed that the Republic of Turkey ranked number three in the list after Germany and England (Ólafsson, Livingstone & Haddon, 2014). This change could be shown up due to the changes and developments in communication technologies.

These reports carried out in approximately 33 countries emphasize that similar life events have happened in the Republic of Turkey, as well. However, the events cannot be categorized as cyberbullying officially. The cyberbullying experiences mentioned in the first paragraphs of this chapter are easily defined because of being legally defined and accepted in the countries where those individuals have experienced. The fact that we cannot get any registered cyberbullying issue does not mean there is no cyberbullying. In fact, it shows that individuals could not be aware of the issue as much as possible and required. Since 2016 the most discussed issue regarding cyberbullying has been a video game creating a social networking sphere not only in the Republic of Turkey but also all around the world. Blue Whale Game, also called as Blue Whale Challenge, is claimed to become increasingly harmful and end with the individual being challenged to take their own life (Retrieved from bbc.com, 30.04.2017). This phenomenon is discussed nation-wide; however, it cannot be documented because of the game's official reports becoming just concerns not to be able to reach at experiencers who mostly cannot survive.

The changes in number within the researches carried out in different years are accepted reasonable because of some changes in media consumption skills: in other words, the more changes in media literacy courses, the less experiences in cyberbullying, and vice versa. Courses on media literacy have been delivered since 2007. To put it differently, it is normally weird to use “delivering courses” because courses are not something we can leave to make themselves teach. That's why, courses on media literacy should have carefully been carried out with a teaching philosophy generated in the minds of media experts. The situation was totally opposite in the Republic of Turkey: namely, the courses were delivered by teachers in other fields. As a result of this process, these courses were seen extra and decided to remove in primary school and make elective in high schools in 2010. This process also made the experiences and uses change in a way as much as possible with the help or the removal of courses on media literacy.

Is it enough to get a media literacy course itself nowadays? This is another question mark because digitization should also change the content of the available

ones even if they are elective.

One of the earliest researches carried out by Erdur-Baker and Kavşut in 2007, 228 high school students aged between 14 and 19 were involved to tell their experiences. As a result of this research by Erdur-Baker and Kavşut (2007), male students bully others and are bullied when compared to female students. In the same research, cyberbullying experiences are tested and examined with other factors. To put it clearly, there is a relationship between cyberbullying or bullied and the frequency of Internet use, but not the type of school, the income of parents, age and grades. Another comprehensive research was carried out by Serin (2012) and put the results on the relationship between cyberbullying and not only students but also school (deputy) principals and teachers. According to the results of this research (Serin, 2012), there is a significant difference between gender, place of connection, and cyberbullying. In addition to this, more than half of professionals involved in this research know what cyberbullying means, but does not take any action against it. These two distinguished researches depict that not all the Internet users are aware of this phenomenon, and that seems as the reason of the fact that we do not have enough idea how to protect ourselves or how to teach the ways.

Another recent research titled with “Create Awareness on Cyberbullying among Youth in Basic Education in Turkey: A Field Survey about Perception, Prevalence and Awareness of Cyberbullying” supported by the Turkey Scientific Research Institute (TUBITAK) 1001 Projects Supports was executed by the Faculty of Communication at Kocaeli University. According to the findings of this field survey (Retrieved from siberzorbalik.net, 21.10.2015),

- 80% of the participants had a computer and Internet connection.
- 90% of the participants had a Facebook account and 22.1% used the Internet “to reach social networks.”
- 11.64% pointed out that they had been cyberbullied, and 10.13% did that they had cyberbullied.
- 56.5% of the participants declared that they have had a connection with the individuals they had not known personally.
- There was no specific role of genders to be a bully or victim.

- 57.6% specified that they had used “report” link. The top reason to use this link was “verbal harassment.”
- A large proportion of the participants accepted “sharing ones’ photos without permission,” “sharing personal/private information of their closes or friends,” “creating a fake account by using ones’ name and photos,” and “sending messages consisting of bad words” as cyberbullying.

As understood from different researches carried out about cyberbullying in and outside the country, there are two different sides to communicate each other. The result of this communication process may consist of several severe factors to be able to define it as a cyberbullying act. As it is seen in traditional ways, it may be seen also in contemporary versions with different communication tools and ways developed in today’s world. Since it is done in the way we communicate with another person, it is named after with the help of the tools we make use of for communication. Whether the type of bullying is overt or covert does not matter to specify the communication process possibly consisting of the issue because it has several types based on the cultural extension and use of communication systems.

Online communication, which arises out of the crossroads of being online and involved in an interaction, does not exist just theoretically in our lives but also practically in every moment in today’s world. In fact, any means of mass communication, which surrounds the environment of young individuals, is mostly related to online media. The media involved in the Internet are the most effective means of online communication nowadays. The Internet has grown into important communicative spaces, and it demands close attention to the issues of functionality and sustainability. Although some research has been carried out to examine the sustainability of the Internet, little attention has been paid to functionality issues, especially for cyber attacks. Whilst the Internet has been the focus of many social researches, the social aspects of the Internet experiences with technological devices have not been studied extensively, neither have they been given ‘voice’ in this particular way within (new) media literacy.

Technological devices facilitate communication to transfer different types of data which also may consist of deliberate and repeated harassment or threat to

another individual or group by sending or posting cruel text, photos and even videos. “Wired” and/or “wireless” generation is a way to create content online. Both are the same based on the connection systems, but both use the same platforms to do the opposite. Hence, this research deals particularly with the dynamics of individual use and the reconfiguration of communication forms.

According to a report titled with “Youth Safety on a Living Internet” prepared and disseminated by National Telecommunications and Information Administration in the United States in 2010, other risks – in addition to cyberbullying, inappropriate content, and predation – have emerged, including “sexting” and the risks related to geolocation technology in online applications and on mobile phones. Thus, we are forced to either create a new taxonomy of online safety, or at the very least, expand our historical definition. This new taxonomy of online safety differs from the others because just being online does not mean that you have enough power to struggle with any kind of issue you are faced with. In other words, the taxonomy starts with a new literacy based on the Internet and connected to the other individuals besides our daily lives.

“Bullying in the Internet Age” employs an eclectic approach through using a multi-methodological framework that reflects the centrality of the new online communication practices and (new) media literacy skills in the construction of wellbeing in young individuals’ offline and online communities. At baseline, this doctoral research aims to examine the current levels of cyberbullying, cyber-victimization and bystander with the background information of any bullying act, and assess the differences faced by the bullies, victims and the bystanders who are in relation with both of them accessing to any online communication tool.

The working hypothesis is that the impact of the Internet throughout the world must be seen as a dialectical development. It lessens individual dependence on traditional authorities and empowers individuals to take more self-conscious positions vis-à-vis such authorities. The development is clearly based on daily lives, languages, the culture of social and regional groups of individuals.

1.1. Problem Statement and Purpose of the Study

The world has seen an increase in technological expansion. With the developments and expansion in technology use, individuals are rushed to take part actively in the process of their consumption for specific reasons – communication as the most vital one. As we – common individuals – see technology use in our daily lives in different countries regardless of any personal features, adolescents are active consumers in the spread of social networking sites and interfacing online in order to be able to go on their daily conversations and relationships with others. Although there are many benefits for the Internet and the use of communication technologies, there are several concerns for cyberbullying and the risks which victims are faced with. Even in 2004 when relatively a great majority of individuals started engaging with the Internet, i-SAFE America surveyed a national sample of students and reported 42% were being bullied online and that 1 in 4 had been bullied multiple times. They also reported over half of these students did not tell parents or adults when threats or hurtful messages were posted online. Fifty-three percent admitted to having victimized others online, with 1 in 3 reporting multiple cyberbullying attacks (i-SAFE, 2004). When compared to 2004, contemporary researches give some other results, but not far away from the very first scene because human nature evolves with the developments, but does not change what really matters at all is human relationship. When taken the research project carried out by Kocaeli University into consideration as one of the latest outputs, similar results are seen in the Republic of Turkey's cases: in other words, more than 10% of children experience cyberbullying in different roles: namely, bully, victim, bystander. These similar results in two different years show us that cyberbullying is a term to break through many patterns.

Besides the increasing frequencies of online bullies and victims, occasionally more serious issues arise as a result of cyber-aggression (often receiving national media attention). In April, 2012, Rachel Ehmke, 13, was a chronic cybervictim through mostly social networking sites, but also texting, and some school bullying. Tired of the insults and pain she suffered for an extended amount of time, she committed suicide. What is the most troubling is that this is becoming a common problem that the term “bullycide” has emerged as a familiar phrase since it was first coined over a decade ago by Marr and Field (2001). The example creating such

perspectives in an issue being discussed on the basis of many reasons underlines that it is not a linear issue to focus on and follow through to see the reasons, happenings, results, effects, setbacks, etc. That is one of the evidences which we can infer from: cyberbullying is one of the complex issues concerning young individuals' behaviors because it changes a lot within different perspectives and contexts. This is the reason that we have got conflicting results from researches carried out – no matter about the researchers, field of study, and location, etc.

A permanent bullying act can be seen as severe as suicide incidents. To put it differently, both types of bullying and its seriousness are vital indicators of a common issue in the society in order to investigate among young individuals under the age of 18: in other words, someone does not reach lawful age to take a legal action in the Republic of Turkey to protect themselves by applying for taking a criminal action against. They experience a series of outcomes that affect their personal and academic lives as a result of being bullied or being perceived as different from the others in their groups. That is to say, the ones who are under 18 years old should know all the details and heighten their awareness about this issue to tackle with it. That is one of the reasons each individual should get trained on (new) media literacy in order to know what, how and why they consume. In case of young individuals' getting such trainings which help them develop a critical understanding of ever expanding media environment. These trained individuals also have an opportunity to analyze, understand, make use of and evaluate the messages and/or systems to keep themselves away from such public issues creating problems in their personal lives.

Research on and about cyberbullying behaviours has still examined many issues about this phenomenon; however, there is not enough information about young individuals' current uses and their perceptions of cyberbullying for further usage of the Internet within the perspective of communication studies. The main objective of this doctoral research is to analyze current research on cyberbullying to find out similarities and differences across the world and in the Republic of Turkey, and draw conclusions based on the results of the collection of studies – even touching on the needs of (new) media literacy in a way that the school-year children can get knowledge during their practical courses on ICTs. Findings from this

doctoral research will help us and other experts in this field amalgamate the wealth of research and determine the appropriate future directions. By reviewing results from previous studies, it can be determined through what media youth prefer to cyberbully others, the motivation behind bullying, and what cybervictims are most often, or likely to be, victimized by.

The purpose of this doctoral research is to further understand cyberbullying which continues to occur, and to explore cyberbullying experiences and setbacks in detail on the basis of Internet use. Given the above we discuss that cyberbullying will be related to variables associated with **a)** different demographic features, **b)** different routines of technology and Internet use, and lastly **c)** different bullying experiences regarding gender, age, educational background, even the parents they live with and so on. By understanding these three main factors with their sub-factors defined previously, a scene may be set based on the cases experienced in the Republic of Turkey not belonging to the school area, but to any kind of physical and non-physical public and semi-public spheres. Following the scene being obvious, it starts becoming much clearer for the decision makers – not only governmental or legal, but also ourselves for our own daily lives.

1.2. Significance of the Study for Theory and Practice

Even though a dramatic spike in cyberbullying awareness has been seen, educators, policy-makers, and scholars have yet to determine the most appropriate means of resolving this phenomenon (Belsey, n.d.). Although some scholars have been studying traditional bullying in the Republic of Turkey in the past few years, cyberbullying and online network administration are still very much in its infancy. In particular, little is known about why young individuals mostly face cyberbullying, and to what extent they are affected, and how they define it without or with having an academic background on media literacy. However, the previous researches carried out by Turkish scholars provide a basis to delve into this issue for any reason.

This doctoral research aims to fill a continuing gap by summarizing the current experiential evidence and by contributing to it with an analysis of new primary and secondary datasets, as well as with other results provided from key

informants because Internet uses change every minute with several last-minute productions for the individuals' use on the Internet. From the perspective within today's user-driven multi-dimensional media environment because of the Internet and being on the line, the task of this doctoral research is to be covered with what might be considered as simple ones: to study and analyze "different technological tools" by taking such phenomena into consideration for the individuals who have been confronted with.

Until that gap narrows, it may be extraordinarily difficult to earn the trust of adolescents so that schools, students, and parents can work collaboratively to combat cyberbullying (Juvonen & Gross, 2008). Taking an action collaboratively seems a golden opportunity for anything we should deal with in our daily lives: however, this opportunity is needed to prepare a well-established substructure within concordance with general education conducted at schools in the Republic of Turkey. Particularly in the case of a fast-growing global phenomenon like cyberbullying, this doctoral research is necessary to better and deep understand its happenings, implications and reasons for individuals across contexts, and to develop a cohesive groundwork for educators, researchers and policy-makers to draw upon in order to be able to examine and become aware of this issue while it is happening around someone who must be able to deal with.

Cyberbullying experiences may negatively affect the Internet use of early teens more than late teens – in terms of ongoing uses. To support and test this assumption, as thought beforehand, cyberbullying in the platforms as public spheres as opposed to other online platforms is more likely to occur (on SNS or IM). This doctoral research is to deal with this form of aggression taking place in the Internet, which can disrupt the young individuals' internet use and also their everyday lives and feeling sense of safety everywhere, especially on the online platforms. The general objective is to show the prevalence rates of cyberbullying among young individuals (the rates revealing penetration of the issue among young individuals by comparing other researches carried out both in the Republic of Turkey and all around the world) in the Republic of Turkey. Specifically, it is going to be carried out to find out the perceptions of cyberbullying as a function of features of the bullies, victims and bystanders.

The results of this doctoral research are to make contributions to (new) media literacy in general education in order to be used not only in specific courses but also in other courses which cannot be imaged without getting engaged with the Internet-based technological tools. First, the populations in secondary and high schools who would benefit mostly from this doctoral research because anti-bullying activities that could be offered according to the findings of this doctoral research sent to the Provincial Directorate of National Education in Istanbul would help bullies, victims and bystanders under the age of 18 to deal with the issue within a balanced self-concept. The results and possible accompanying activities may grant the young individuals the skills in order to develop their own strategies to use on the Internet such as ignoring the bully, and not focusing on the experience but the ways that help them tackle. Moreover, teachers who have been working in secondary and high schools for Ministry of National Education would take advantage of this doctoral research because their knowledge regarding the influence of cyberbullying on several vital activities of young individuals may allow them to adapt and modify their instructional design according to their students' needs and interests.

Even though the majority of these cyberbullying instances occur off campus, the disruption that many of them bring to the school campus is cause for school personnel to take action (Agatson et al., 2007). The core of this doctoral research is to understand the nature (based on several variables) of cyberbullying among young individuals studying in secondary and high schools in Istanbul which is the most populated city in the Republic of Turkey. These variables could change according to the demographic features, the parents young individuals live with, the residential and school area in order to get the phenomenon with themselves in and outside their livings.

This doctoral research weaves together ideas from two major strands in recent situation of being young and online. The leverage philosophy is to find out why young individuals face or become a doer regarding cyberbullying, the ways they can build cyberbullying to be described how they do or experience, for what they are affected, and how they give voice to what they have experienced. The research was conducted to examine the nature of cyberbullying in two districts of Istanbul by using both qualitative and quantitative methods.

1.3. Conceptual Framework of the Study

Indirect aggression, as through cyberbullying, is likely reinforced in social networking sites and amongst peers in the school (Shariff, 2008; Hinduja & Patchin, 2008a, b; Smith, et al., 2008). That's why, the conceptual framework for this doctoral research was based on the concepts of indirect aggression with its doers, targets and/or bystanders.

Cyberbullying is a form of aggression that affects children's well-being and can escalate from hurtful language to physical violence and represent a cultural concern (Craig & Pepler, 1995; Espelage & Swearer, 2004; Olweus, 1993). By getting cultural concerns into consideration through this sense, the culture of something related to individuals, their daily media consumption and Internet use are seen as the core points which should be evaluated by professionals, parents, and themselves. The same culture of something could be changed by the individuals who are involved in. According to Hinduja and Patchin (2008a, b), the culture of a school may also be affected by such indirect aggression, made possible by technological advances. When school leadership and culture are enriched with core values, beliefs, behaviors, and policies, negative behaviors can be modified (Sousa, 2003). According to Sousa (2003), Fullan (2004) and McEwan (2003), relationships deteriorate and the culture becomes more tolerant of negative behaviors when leadership and culture of a school are lacking. When thought in detail and attentively, behaviors that become reinforced over time become habits (Bandura, 1973).

As our habits define our daily routines and daily mood, these habits generated with behaviors can also affect on the culture of a school which is a social place for any individual as a learner, employer and employee. This framework may contribute to the understanding of the factors that lead to cyberbullying disruption in school years of the young individuals under the age of 18. As schools are the public places for the individuals to interact, social media may also be assumed as semi-public because individuals still interact with each other in a different form and medium on a line.

Studies which have been conducted to analyze and examine indirect and relational aggression psychologically contribute to bullying and cyberbullying studies at most. According to Adler (1927), aggressive characteristics tend to be involved when a child's goal is superiority and power. Aggressors utilize any means necessary to reach their goal even when the method to get there is irrational (Bandura, 1973). In the upcoming years, Bandura (1977) described the situation where the victim of bullying responds by becoming a bully later on in order to no longer be a victim. That is an example of role-changing for an individual in a situation in order to make oneself feel and position under good circumstances. Freud (1933) also stated this idea in other words as "destructive behavior towards others protects the individual's own self." Rausch's (1965) work also supported this idea, which depicted that hostile, face-to-face behavior received unfriendly responses and genial behavior did not.

As American novelist Charles W. Chesnutt quoted in *The Marrow of Tradition*, "As man sows, so shall he reap. In works of fiction, such men are sometimes converted. More often, in real life, they do not change their natures until they are converted into dust." In this point of view and life experience cyberbullying reduces feedback that might control bullying.

Unfriendly and aggressive acts, according to Bandura (1973), are developed through social reinforcement and modeling. In other words, a negative act becomes acceptable in any peer group when observed by the others without consequence.

Reinforcement of positive or negative behavior can take the form of verbal or nonverbal reactions. Cues of positive attention, affection, and satisfaction can help the behavior and offer a reward. Reprimands, rejection, or motions of disapproval can serve as a punitive measure (Bandura, 1973). Reinforcement encourages any behaviour which is online and/or offline. That is to say, our own social learning supported by others' positioning may become the reasons of anyone's behaviours and/or acts which are considered as external influences on responsiveness. Bandura (1973) demonstrated that aversive treatment can produce emotional arousal that can generate aggressive drives and, based on the effectiveness of the response, can create

new responses or coping strategies.

Adler (1927) identified aggressive character traits that allow people to manipulate others for their life goals; jealousy is expected to be the main culprit. When a child looks at the world with views of despair, suspicion, or mistrust, the child tends to isolate and evade his or her tasks, and make bad decisions. Adler, like Bandura, believed those who employed aggression to gain their desired outcomes believe aggression is righteous in nature (Bandura, 1973). Bandura and Adler both conducted their research in face-to-face environments; however, their theories might have been altered had they been considering the online environment.

Regarding the cultures creating new environments with identifiable features of characteristics, Deci and Ryan (1985) examined socialization of children and discovered that many behaviors, values, and attitudes are not intrinsically motivated or natural, but are nonetheless significant for operating in the social world. Bandura (1973) noted when aggressive behavior no longer receives a reward, children move on; but, when aggressive behavior has some risk, it does not discourage children from their behaviors.

Risk is less of a deterrent than withdrawal of reward. Starting from this point, we can infer that culture is enabled to create environments where aggression catches on anybody. These environments could be also online. According to Hinduja and Patchin (2008a, b), there are often no external rewards and the risk may be low, thus contributing to the perpetuation of the behavior in the online environment.

Culture is the representative of the community, parents, students, and staff of a building (Sergiovanni, 2000). Principals and teachers are given freedom and entrusted with keeping children safe and the attitudes that principals and teachers exhibit model the behavior expected. These demonstrated behaviors also share the character of the building which is a kind of reflection of the culture. Culture can bring forth positive social change, but it requires goals and constant evaluation and time for the implementation to occur (Sergiovanni, 2000).

The social changes coming out of the cultural backgrounds of the individuals

made us of technology to spread around and be very well known by the ones sharing the same spaces. Technology has increased the capacity of bullying out of the new social networking tools cyberbullying by cell phone, email, texting, instant messaging, computer, electronic device, social networking sites, websites, pictures, and videos has emerged (Hinduja & Patchin, 2007; Li, 2006; Willard, 2007). Bandura (1973) asserted that aggression meets the needs of power, status, and resources, whereas injury to others is an added benefit. Electronic communication has increased the distribution of information and enhanced the ramifications, consequences, and punishments of those who participate in online bullying (Hinduja & Patchin, 2007). Cyberbullying has also gained popularity based on anonymity made possible by technology (Kowalski, Limber, & Agatston, 2008). Cyberbullying reduces feedback that might control bullying. Cyberbullies do not see the other person suffer and adults will not see them do the behavior (Kowalski, Limber, & Agatston, 2008; Slonje & Smith, 2008). While suicide is an extreme consequence of cyberbullying, the availability and attainability of technology to bully allows it to happen at any time, most of the time occurring off school grounds (Slonje & Smith, 2008; Smith et al., 2008).

While aggression, reinforcement, culture, and technology are deemed as factors for bullying and cyberbullying, school leadership is another area that could be a contributing factor in reducing or allowing aggressive behaviors within a school. School principals are noticing cyberbullying problems (Beckerman & Nocero, 2003). Schools need to deal with cyberbullying and provide students with methods to prevent and reduce cyberbullying (Franek, 2006). This should be a priority for school leaders because learning happens best in environments that are free of intimidation and threats (Sousa, 2003). School officials need to be cognizant of the signs of cyberbullying and investigate when a student makes a claim (Franek, 2006).

Consequences and policies applying to those students who cause cyberbullying disruptions need to address legal, emotional, and disciplinary outcomes (Franek, 2006). Collins (2001) suggested creating a culture of discipline that is supportive and encourages positive relationships on a daily basis. Consistency with a clear mission and vision allows for a transparent relationship that gains trust and respect (Sergiovanni, 2000). Effective leadership responds to the core changes in

an organization that include bureaucratic, personal, market, professional, cultural, and democratic forces (Sergiovanni, 2000).

Cheurprakobkit and Bartsch (2005) concluded that while expectations and curriculum are essential, relationships between adults and peers create the culture. When the whole process considered carefully, it is inferred that indirect aggression paves the way for bullying types and its reinforcement by any peer or individual in the same society boosts any similar acts with the help of the culture where aggression is acceptable. As the reinforcement encourages it, technology also increases the ability to bully anyone in the society because it increases the possibilities based on the knowledge how to use it.

1.4. Research Design and Methodology

Above-mentioned topic of cyberbullying among young individuals, an eclectic research approach – qualitative and quantitative – was chosen to allow us to find out the rates and prevalence of cyberbullying in addition to analyzing the relationship between the routines of Internet use and cyberbullying experiences, by using a questionnaire adapted from Olweus Bullying Questionnaire. A specific focus was to determine the degree to what extent the demographic features and routines of Internet use are seen for cyberbullying perpetration and victimization among “early” or “late” teens. In addition, with an eye toward (new) media literacy and the skills of its uses, the study examined the experienced responses to cyberbullying among bullies, victims and bystanders. The prevalence rates of cyberbullying gathered in this study and got from the previous research were still expected to mirror those interviewed students in different demographic features. However, the routines of Internet use which cyberbullying is exposed to differ because of not only technological shifts and (new) media literacy but also the age of the participants, access to technology, residential and school locations and even parental income. Young individuals were expected to both spend more time on social media networking sites and to report involvement or experience in cyberbullying via these sites because of being online to take part in conversation with others. Responses to cyberbullying were expected to be primarily direct.

The young individuals who enrolled in this doctoral research are not predefined, but the grade level ranged from 5th grade to 12th grade. After responding to demographic questions, participants completed a printed questionnaire consisting of questions on social media and the Internet use, and their cyberbullying experiences, thoughts and explanations. Participants were asked how often they use the Internet on an average day; how they connect to the Internet; and how often they use electronic communication technologies and what kind of tools they use in their daily lives for different purposes. In addition, questions adapted from the Olweus Bullying Questionnaire (1996/2004) were included to assess participants' experiences with cyberbullying. Participants were not provided with a definition of cyberbullying because there were two multiple-choice questions on their thoughts about cyberbullying, and two open-ended questions on their explanations of their experiences and their own definitions to a person whom they rely on. The open-ended questions on experiences and definitions were included to elicit individual stories and definitions because of not being able to recruit participants for voice record officially.

This doctoral research used a modified version of Pyzalski's typology to explore the perceptions of cyberbullying by cyberbullies, victims and bystanders. As a whole research, the findings of the questionnaire were analyzed systematically and numerically and through the theoretical background mentioned in Chapter 2.

1.5. Limitations and Delimitations

The data collected for "Bullying in the Internet Age" are self-reported, and also, this doctoral research only provides data collected by using random sampling after defining such clusters as the population and types of the schools involved in the sample according to different available strata. For this type of doctoral research to be carried out with the individuals under the age of 18, there are some research-based and institutional limitations to tackle.

Firstly, research-based limitation is the questionnaire being self-reported and there was no chance for double check, observation or recruitment for an interview to

see whether the answers depict the reality or not. Additionally, the questions based on social media uses and tools were prepared according to the tools and usage types we have had before carrying the research out – without using their trademark which is not allowed by the officials. There may be some electronic communication technologies to enter the marketplace that was not available at that time, and some to become more and more common.

Secondly, the institutional limitations consist of the issues regarding the fact that the questionnaire should be approved by the Provincial Directorate of National Education and Governorship. According to their representatives and regulations, several items – using the names of social media tools, using some words such “sexual intercourse, abuse and threaten” – were not accepted to use in the questionnaire. Because such quantitative studies is in need of some insights to collect from the participants with in-depth interviews, there are two open-ended questions to get an insight instead of getting voice record which was not allowed.

Additively, school of minorities are not involved in this study because of not having a compensation in both districts chosen for this research. This is the only reason in which school of minorities are not evaluated. There is a need of carrying out another research to reveal the results regarding that specific consideration. The researcher of this doctoral research also experienced bullying when he was a student in primary and secondary schools, and decided to deal with cyberbullying as an expert. These experiences may serve as a limitation to the study: however, social sciences have dealt with the facts consisting of human society.

The nature of such studies may get benefits because of including different level students in the sample in order to discuss their developmental variations in the usage of social media and their perceptions of cyberbullying by getting the literacy on media as a core value for those ages.

1.6. Definitions of Major Terminology

A working definition of cyberbullying and related terms used in this study.

For the purposes of this study cyberbullying will refer to the following composite

definition:

Cyberbullying is a form of electronic aggression; it includes any kind of aggression perpetrated through technology “any type of harassment or bullying (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments) that occurs through email, a chat room, instant messaging, a website (including blogs), or text messaging (David-Ferdon & Feldman, 2007);

Cyberbullying can include pictures, written comments/text, icons and videos (Sbarbaro & Enyeart Smith, 2011);

Cyberbullying can occur anywhere information and communications technologies can be accessed, (i.e. anywhere there is access to the Internet or cell phone reception/transmission is available) (Willard, 2012).

Aggression: Behavior that results in personal injury and in destruction of property. The injury may be psychological (in the form of devaluation or degradation) as well as physical (Bandura, 1973).

Bullying or victimization: Bullying is when an individual is “exposed, repeatedly and over time, to negative actions on the part of one or more other students” (Olweus, 1993).

Culture: According to Sergiovanni (1996), an important factor in improving schools. Less obvious is the connection between culture and theory. The heart and soul of school culture is what people believe, the assumptions they make about how schools work, and what they consider to be true and real. These factors in turn provide a theory of acceptability that lets people know how they should behave. Underneath every school culture is a theory, and every school culture is driven by its theory. Efforts to change school cultures inevitably involve changing theories of schooling and school life.

Cyberbullying: A digital attack defined by Belsey (2004), The use of

information and communication technologies such as email, cell phone and pager text messages, instant messaging, defamatory personal Web sites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.

Cyberstalking: “Repeated sending of harmful messages that include threats of harm, are highly intimidating or extremely offensive, or involve extortion” (Willard, 2007).

Cybertarget: A person who has been identified as a potential victim of cyberbullying (Willard, 2007).

Cyberthreat: Can be a direct “intent to hurt someone or commit suicide” or distressing “clues that the person is emotionally upset and may consider hurting someone, self-harm, or suicide” (Willard, 2007).

Denigration: Speech that is “harmful, untrue, or cruel” (Willard, 2007).

Exclusion: Intentionally excluding someone from an online group (Willard, 2007).

Flaming: “Heated, short-lived argument” (Willard, 2007).

Harassment: “Repeated, ongoing sending of offensive messages to an individual” (Willard, 2007).

Impersonation: Pretending to be someone or sharing information that reflects badly on someone else interfering with that person (Willard, 2007).

Outing and trickery: Engaging someone in instant messaging, tricking him or her into revealing sensitive information, and forwarding that information to others (Willard, 2007).

Sexting: Sending and sharing pictures of sexual images and/or texts using a

cell phone (Brunker, 2009).

Social networking: Online utilities that allow users to create profiles (public or private) and form a network of friends; allow users to interact with their friends via public and private means (such as messages, instant messaging); also allow the posting of user-generated content such as photos and videos; such as MySpace, Facebook, Twitter (Subrahmanyam & Greenfield, 2008).



CHAPTER 2 – THEORETICAL BACKGROUND AND LITERATURE REVIEW

“Bullying” as a core action defined, examined, analyzed and highlighted in this doctoral research is always taken as a universal phenomenon and internationally in medias res. On the nature of this, this term is equally explainable and understandable in all the context despite the fact that the research comprising a basis for it has been carried out not only in a specific geographical and/or social context, but also in any new and contemporary spheres where individuals have been interacting each other. Considered “bullying” in the Republic of Turkey, however, it is practically convenient for analyzing some ways how the term has been felt within each related contexts; not just for globalizing the bullying experiences but rather better understanding and explaining it as a notion and phenomenon in such a specific context.

Earliest researches on bullying issues were carried out in the Nordic countries till the end of 1960s and at the beginning of 1970s in the field of psychology. In 1983 – after the suicides of three different young individuals who were 10 – 14 years old – the first comprehensive research within this field was carried out in Norway, and this research was under the leadership of Dan Olweus whose definition of bullying is still in use for explaining the issue. As a result of this earliest research, Olweus Bullying Prevention Program – still widely in use, even in this doctoral research – was developed in order to influence other researches to be conducted in other countries (Pepler, Smith & Rigby, 2004). In those years, the suicides of 16 pupils in Japan in 1984 and 1985 raised an awareness on this nationwide problem seen as a bullying act in Japanese schools (Yoneyama & Natio, 2003). Following these years, in 1986 another suicide became a particular significance because Shikagawa Hirofumi left a note interpreting his experiences on bullying (Yoneyama, 1999). As one of the children’s charity in the United Kingdom, Barnardos (2002) revealed some results on this issue experienced in similar years as the first researches covered, “School bullying remained a low-key issue in the UK well into the 1980s. Public and media attention focused on the issue in 1989 – 1990, when books and articles began to appear and surveys revealed the extent of bullying.” Coming up with three different samples in three countries – at most 8000 km far away from each other – makes it

much clearer to see the issue on the same way, but in different contexts – even in similar years: namely, aggression studies in Scandinavia and institutional settings in Japan. Even these two early suicidal samples from two different places in the world paves the way for any researches on several acts motivated by similar reasons and ended with similar results in order to get fell of the experiences with the understanding of different point of views and different approaches. To see the starting point of the issue clearly is a must to understand the details of it.

What bullying is has been fielded countlessly, but the definition which is still in use was brought forward by Olweus in 1993 with the help of his previous research experience on this issue. The most vital part of his definition – by Olweus (1993) – is the part in which he compares and ranks bullying with victimization:

“A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative acts on the part of one or more other students (Olweus, 1993).”

Bullying is in tendency to be divided into several sections based on its happening, experiencing, observing – in order to explain what these negative acts are involved in his definition.

Direct bullying involves both physical bullying, which includes more direct physical actions such as hitting, pinching, and kicking, and non-physical bullying (often called verbal bullying), which includes actions such as name calling, threats, gestures, and mocking. Indirect bullying, on the other hand, is perceived to be a less visible form of bullying, and includes the spreading of rumors, exclusion, isolation, and note passing (Olweus, 1993; Pepler, Smith & Rigby, 2004; Sullivan, Cleary & Sullivan, 2004).

While these explanations based on the aggression studies for bullying have been used to refer to bullying in several different contexts, there are other definitions referring to the other types of bullying with several backgrounds. With the research results, this is suggested that bullying cannot be defined and separated because of different contexts, but different variables in similar contexts in which bullying types

and its asymmetry in process are understood and experienced.

To see the details in the definition proposed in 1993, Olweus (2003) started arguing the term on the basis of “an imbalance in strength” equal to power asymmetry and suggested that this term stops being a problem to be a subject matter for research if the interaction is between individuals of similar psychological or physical strength. Following Olweus’ proposal on the imbalance, Ken Rigby (2008) starts dealing with the same discussion in order to make a list available for emphasizing the types of “power differences” based on bullying:

- Being able to physically hurt others,
- Being numerically superior,
- Being more confident, more assertive than others,
- Having greater verbal dexterity – more specifically the capacity to hurt or threaten by one’s choice of words and how one speaks,
- Having superior or manipulative skill – the capacity to turn people against someone or get them excluded,
- Having greater status and the corresponding capacity to impose on some others.

The power differences which cannot be concretely exemplified for the power relation in bullying experiences appears to be the effects of social relations. In order to get fell of any kind of power relations, Michel Foucault argues power and knowledge in the History of Sexuality (1998) as “Power is not an institution, and not a structure; neither is it a certain strength we are endowed with; it is the name that one attributes to a complex strategical situation in a particular society.” Rather than only carrying out research on the effects of social relations and/or organization, the necessary focus to do a research is how the social relations may be the results and effects of power. The necessity of enlightening whether a “bullying” research should definitely consider the power relations involved in the experiences stands for being as a “strategical situation.” By this way, outcomes are importance of both understanding what creates and structures bullying and the intention behind it.

Power relations discussed as in Foucault’s works and involved in

cyberbullying experiences are meant to be based on the knowledge of how to keep up with the digitization and how to make use of digital tools by turning them to good account.

In some cases the bullying experiences are deemed unacceptable because of not having a clear differentiation based on how bullying relates to within groups, official or unofficial settings and even in the whole society. Exercising power as an ability depends on how individuals are in a position to the system of differentiations within a specific social group, and grounds on their official position under the name of any institution regarding their ages, ethnicity, gender, sexuality, other categories as deviant, victim, innocent (Foucault 1980a, b, 1982, 1998; Heller 1996; Whitehead 2002).

To make this differentiation clear with an example from the researchers who have carried out research on racial bullying in the United Kingdom and the Netherlands, the importance of difference and its centrality to bullying is highlighted because racial bullying is to address the racial structure of above-mentioned societies. According to Bansel et al (2009), it is required to examine the extents of bullying to which those involved were contesting, conforming to, or upholding distinctions which are used in the ordering of society more generally.

According to Foucault (1998), “Power is not unidirectional, but rather is ‘exercised from innumerable points, in the interplay of non-egalitarian and mobile relations’.” This means that power is reversible – top-down and/or bottom-up: in other words, the main difference in directionality is splitting versus merging. According to Oxford Online Living Dictionary (Retrieved on 09.04.2017), power refers to the ability or capacity to do something or act in a particular way; and, the capacity or ability to direct or influence the behaviour of others or the course of events. As even understood from this dictionary definition, it is inferred that power is the medium of change – not only positive or negative. According to Foucault (1980a, b, 1998, 2002a, b) and Heller (1996), this understanding of power on relationality allows that where there is power, there is also resistance. Briefly, resistance and power are two different words and hold two different meaning – not seen as opposites – for the same capacity. They politically use resistance as the power

exercises by those who are less able to exercise power, such as “students,” “deviants” and “victims” (Foucault 1980a, b, 1998, 2002a, b; Heller 1996).

Foucault’s understanding of power relations always points to the fact that power is not subjective and he forgets to emphasize the individual agency. Foucault (1998) proposes that power relations are both intentional and non-subjective. To put it differently, power relations based on an objective aspect do not have the meaning for power flows in the system of differentiations and it does not have individuals well in hand. That’s why, we have an unavoidable breakdown between the effects of and the intentions behind power.

Foucault (1998) clearly stated that power relations “are imbued, through and through, with calculation: there is no power that is exercised without a series of aims or objectives.” Nevertheless, the theorization of power in a cyberbullying research as the power held by those who are more powerful ignores the variety of power relations in today’s bullying occasions and as also objective power to a certain extent.

As Foucault mentions about it “people know what they do; frequently they know why they do what they do; but what they do not know is what what they do does” (quoted in Dreyfus, Hubert & Rabinow 1982).

The basis of power relationships is found outside of the institution even if those relationships are embodied and crystallized in an institution (Foucault, 1982). In other words, focusing on power relations between individuals while doing a research on cyberbullying is not enough, but rather focusing on the role in the techniques of surveillance, control and normalizing. With this help of such disciplinary acts, it shall be revealed how they hold a chance to contribute to the power relations in bullying experiences. Namely, it is needed to focus on the ways where power is applied within the settings, from the standpoint of power relations.

Three of the more prominent theoretical constructs that have been used across the bullying literature to explain this phenomenon include power relations between aggressors and targets (Grigg, 2010; Kowalski, Limber & Agatston, 2012; Monks,

Robinson & Worlidge, 2012; Vandebosch & Van Cleemput, 2009; Walker, Sockman & Koehn, 2011); relational aggression (Cassidy, Jackson & Brown, 2009) and the victimization of targeted individuals (Cassidy et al., 2009; Dooley, Gradinger, Strohmeier, Cross & Spiel, 2010; Hinduja & Patchin, 2007; Li, 2007; Monks et al., 2012; Ortega, Elipe, Mora-Merchán, Calmaestra & Vega, 2009; Smith, Mahdavi, Carvalho & Tippett, 2006; Smith, 2009; Smith et al., 2008; von Marées & Petermann, 2012; Walker et al., 2011; Ybarra & Mitchell, 2004a, b).

Faucher et al. (2014) proposes that three theoretical lenses of relational aggression, affective and cognitive empathy deficits, as well as the power and control model are useful in advancing our understanding cyberbullying among young individuals. Yet although this doctoral research is situated within the domains of “cyberspaces” and “young individuals,” the focus is unique such that the aggressor-target trajectory is youth-to-youth (contra-hierarchal) versus peer-to-peer (non-hierarchal). The conceptual framework drew upon power theories given the prominence of power concepts that have surfaced in the studies of student aggression, school bullying, and young individuals misconduct.

Foucault’s power relations theory is used to explore the power dynamic that can exist in the peer-relationships, in belief that peer-to-peer cyberbullying may serve as a means for young individuals, frustrated by their peers’ pressures and emboldened by their proficiency with electronic media, to shift a “youth-over-youth” power imbalance. For example, Foucault (1977) argues that power can be used to regulate the behavior of others, and while sovereign power was commonly exercised by kings to exert authority over subjects, disciplinary power was less forceful, yet more complex in the relational interplay in day to day interactions between individuals. From this perspective, the knowledge obtained with (new) media literacy practices and experience on electronic media exemplify the sovereign power of the bullies, and while it may be perceived as repressive for the victims in terms of their ability to influence the electronic media platforms.

Secondly, Foucault (1982) contends that within context of culture, there are various ways in which individuals are objectified and transformed into subjects, dividing one from another in relation to value or significance. Such objectification of

the advantaged versus less-advantaged may transcend to the victims and bullies among young individuals. For instance, the bullies may be perceived by the victims as having the greater advantage or power given their knowledge in discerning the use of electronic media. As such, the victims may be objectified by the practical information they have gained based on their computational practices.

Third and the last, Foucault (1982) proposes that oppositions of power exist in relationships and individuals may resist the power that is closest to them and has an impact on them, when the status of the individual is challenged, or when power ignores who subjects are as individuals. In keeping with this view, it is conceivable that the victims among young individuals may view the bullies as gatekeepers (power) over the rigor of electronic media use. Some scholars contend that cyberbullying may be motivated by revenge in an attempt to right a perceived injustice (Gollwitzer, 2009; Raskauskas & Stoltz, 2007; Sanders, 2009). It is plausible that the victims among young individuals may feel disempowered with their lack of knowledge and experience on electronic media but not with their achievements in other fields they have been sharing with their peers, and the bullies draw upon their technological savvy with online media as a means of balancing the power.

As outlined above, bullying has distinctive characteristics due to different reasons among young individuals as seen in the research carried out within the schools. However, it is a must to see an exclusive feature based on the ‘space’ it uses when cyberbullying is needed to discuss. The ‘space’ idea has given us a sense of the conceptual framework obtained from Goffman’s work in the “Presentation of Self in Everyday Life” (1959).

Erving Goffman (1959) offers a way of both looking at the space for the sake of performance and discussing how individuals may act differently based on the audience and setting they are in and confronted with. All these conceptual framework consists of an investigation of cyberbullying. Some similarities and parallels may be focused on the roles of a performer, audience and outsider defined by Goffman, especially based on their performance and the roles of bully, target and bystander defined in bullying researches (Besag, 2006; Olweus, 1993; Rigby, 2007).

Considering bullying as a performance, a frame may be provided by enabling us to think of the bystanders as audience and outsiders. At the same time, how different settings – as in different types of digital communication tools – may affect the acts of young individuals towards others could be also assessed. By taking Goffman's framework into consideration, to analyze the social interactions and to construct these interactions with regards to a performance which could be completed with the help of actors, audience, “front” and “back” stages and scenery as stage prop. This brief and overall assessment of the concepts involved in this framework are attached to this doctoral research as they are used to conceptualize cyberbullying as a performance amongst young individuals.

Goffman (1959) differentiated three regions or places as social space where individuals interact each other in order to form a basis for a performance analysis. Firstly, he touches on public performance area as the “front,” then more privately to the “backstage” area. Where performer privately gets ready for the performance and/or where group members may develop their own impression is the “backstage” region. When compared to the front stage, this region is where the performer can be sure the fact that none of others as audience can interfere in. This is the most crucial difference between these two stages, and the most vital part to pay utmost attention not to make it consist of difficulties as the audience might get access. In addition to the first two stages, the third one is “the outside” covering the whole places other than the first two defined ones. The third part is not involved in the performance actually: however, there could be some interactions making the real performance in progress divert into a different presentation of self. All the stages seem separate, but may also work closely and inter-connectedly. That is the reason we have been thinking of drawing a conclusion to apply these distinctions on the interactions happening in cyberspaces.

As Foucault identified three different power relations such as power imbalance, objectification and oppositions of power, Goffman also did the roles in three for a performance: (1) those performing, (2) those being performed, and (3) outsiders not participating or observing the performance. The first group involved in the performance process takes step in direction to take control of impression they would like to leave on audience. This is called as “impression management.”

A process for communication or any kind of interaction is experienced during the performance because the performer toward the audience creates a predefined impression through different types of expressions. This is assumed as the first impression the performer would like to leave on audience. In an adverse way, there could be some misinterpretations and the performer may not tend to create a correct impression: in other words, they could lie to the audience in order to get down to a fine art they intended at the beginning. As a second option, the same information can be transferred with an elicited expression by non-verbal communication. This option is harder than the first one because the performers cannot control the meaning and the communication process as they would like hand on. These expressions which are elicited or not should convince the audience with the message of the performer being genuine in order to get the performance ended successfully. Even if Goffman remarked a difference of types of communication between written means and the physical distance regarding communication between the actors, it seems possible for us to find out the key roles in cyberbullying performance as Goffman stated in his work.

The roles of performers, audience and outsiders have been recognized in several studies by Kernaghan & Elwood (2013); Lin, Wu & Hsieh (2009); Miller (1995); Riva & Galimberti (2001); and Ross (2007) in order to frame online interactions. As a re-statement of Goffman on performers, to create a convenient presentation of self towards their subtle audience is the ultimate goal of the performers, which is the same as Goffman's offline version. In this sense, online impression cannot be managed well enough because it is controlled through the elicited impression.

The medium to carry out the communication process can be chosen differently with the aim of meeting the objectives among a large audience. For example, sending a text message on instant messenger or e-mail accounts is relatively limited when compared to chatrooms, SNS and such blogs to reach an unknown and not predefined audience. To deal with it, Manago et al. (2008) stated that online performance make it easy to go on multiple versions of self concurrently. In other words, an individual may have a chance to create different profiles at

different online sites in order to attach to different audience, such as on a dating site, professional networking site and a common social networking site.

The information shared on the profiles by the performer may be termed as “explicit information” because they consist of what you would like to show the individuals searching through your accounts. On the contrary, Miller (1995) makes the point that implicit information may be visible to the audience in terms of the style and vocabulary used, which links are visible or who they are friends with. On this wise, other audience who cannot be under the roof of such tools may get disparity in the performers’ online existence.

Sometimes online representations of self may contradict the offline way as illustrated by Ringrose (2010) through how girls performed as “sexy” on Bebo – a social networking site – with the help of their profile pictures chosen by themselves. According to Ringrose (2010), pictures consist of heavy makeup and cleavage, their choice of backgrounds, through explicit textual references to sex and choosing usernames such as “slut” or “whore.” For young individuals, this could cause problems against their virtual audience with whom they think they do not have any touch in their offline lives, but the same audience could have an opportunity to get fell of implicit information and come on the heels of their offline performances in their schools and/or clubs they attend with their friends. The same audience could be exposed to two different and conflicting impressions the performers leave on, and the authenticity and originality of each performance either in online or offline version could be questioned to put any doubt away.

“Audience segregation” was introduced by Goffman (1959) to refer to where the individuals play a certain role based on their audience. The presentation of self in cyberspaces is globally scaled because of the fact that the audience is largely unknown and infinite with numbers, but rather in face to face communication. This does not still seem problematic enough until the audience is confronted with another different performance from what they have got used to a certain type. As discussed above, the impression which the performers create on an online platform may not resemble his or her own personal life identity.

Lin et al. (2009) argue that it is difficult to have an absolute distinction between front and back stage regions online as Goffman defined in a physical setting. The proposal brought forward by Lin et al. shows us to what extent Goffman's framework may be used in analyzing the results on cyberbullying because the division between online regions is more complex when compared to face to face performances.

According to Lin et al. (2009) and Ross (2007), Goffman's framework reveals some limitations while being applied to the interaction in cyber spaces because the back and front stages could overlap as discussed in the concept of digital self-harm, and the audience as outsiders may be involved in the backstage region to see and experience the reality. In general viewpoint on performances, Goffman provides another way of understanding the role that young individuals play in the interacted worlds and how these roles are changed based on the setting of their audience.

In addition to the performance based on self representation, Goffman (1991) also wrote about asylums and he defined them as "any habitual arrangement by which a member of an organization employs unauthorized means, or obtains unauthorized ends, or both, thus getting around the organization's assumptions as to what he should do and get and hence what he should be." These strategies are not created to be conflicting, but allow young individuals "to get any banned or limited satisfactions or get the permitted ones with the help of forbidden ones." As a result of such experiences, young individuals refusing to get on well with their friends or become against this solidarity can be bullied in return. Under this circumstance, bullying may be a means of secondary adjustment and enforcing complicity at the same time.

As Goffman (1991) writes about inmates, "the expectation that group loyalty should prevail forms part of the inmate culture and underlies the hostility accorded to those who break inmate solidarity." As Foucault's power relation is counted in, it is essential to know both how the power directs and how it is resisted by using several strategies. For these reasons, the research questions on cyberbullying relates to Goffman's framework and Foucault's power relations in which they both allows us

to be able to focus on defining and analyzing how young individuals perceive and perform bullying by using ICTs as a typical living in a connected world.

As Goffman (1991) stated that young individuals are not docile, but also they look for exercising their power within the framework of cyberspaces regarding bullying acts. According to Cambridge Online Dictionary (Retrieved on 09.04.2017), calm, serious, and controlled behavior that makes people respect you is dignity. Being docile could be related to dignity in real life situations: however, the result Goffman puts forward shows us human dignity online.

Following the industrial revolution of the 18th and 19th centuries, the human rights movements were seen on the stage of history. These movements were to secure the social wellbeing and reduce the fundamental obstacles to respect the individuals. The human dignity is not a right in itself, but is a basis for any freedom and right to the extent of privacy and protection of personal and private data.

The principle of human dignity is not itself involved in a process of history because it is a universal affirmation to be meant to have no limits based on space or time. However, the idea behind human dignity underlines a profound historical background in several ways. Through the 21st century, people are getting closer and closer to disclose much private information on the Internet to become a part of social affairs. Since it has no limitations regarding space and time, the dignity should also be put to forefront in online world. This definition turned to be “digital dignity” with the effect of such developments and changes.

For youth, the ability to use computers and the Internet is a highly useful skill set nowadays all around the world. Because the whole socialization and educational processes are on, they should be capable of using electronic communication technology and the Internet very well when compared to the others. It is also emphasized by David-Ferdon & Felman (2007) that electronic media make young individuals' lives improve in countless ways, and brings some worries about bullying in cyberspace at the same time. In addition to this, the development of technology increases rapidly and creates some opportunities for the individuals to be involved in social aggression by using contemporary devices which are not making the users

stuck in one place (Beran & Li, 2005; Li, 2006; Smith et al., 2008). Additionally, Mason (2008) states that cyberbullying provides an opportunity to traditional experiences.

In some leading researches on bullying and cyberbullying, it is seen that multiple methods are used to analyze and examine the nature of the issue systematically. Hinduja and Patchin states in an article published in 2008 that empirical research on this issue is in its infancy – in other words, they state it as “an embryonic body of literature on cyberbullying has been established” in a 2010 article. All in all, cyberbullying researches are relatively in early stages even if it seems that more than 10 years have passed: however, it is still not recognized by the individuals who have recently started making use of electronic communication to victimize others. As Schutz (1964) highlighted “social sciences should concentrate on the customs of the life world and the experiential world.”

2.1. Traditional Bullying versus Cyberbullying

Bullying can be defined – by getting Olweus’ definition – as intended behaviours in order to harm another in repeated way, especially when it is not easy for the victim to defend and protect himself or herself. The definition is the reason that Ringrose (2008) assumes an imbalance of power in it.

According to Smith (2012), cyberbullying can be defined as an aggressive act or behavior by electronic means against a certain group or an individual repeatedly and over time, and must-have online.

When compared these two definitions regarding bullying and cyberbullying, it seems that there is no difference except being connected online: however, there are some distinguishing features of characteristics to differentiate cyberbullying from the offline version of it. There are some features such as making use of technology and having an expertise on it, possibility for being anonymous, relatively long distance, unidentifiable roles of bystanders, difficulty in escaping while being online. Price and Dalgleish (2010) identifies those issues as the reason for cyberbullying impact being magnified. It follows you anywhere without having any regards on the place

and/or time.

The practice of cyberbullying could be analyzed with the potentials and opportunities which individuals may get and experience. As stated (Weinstein and Selman, 2014), there are some specific digital stressors in youth social media interactions: namely, receiving mean and harassing personal attacks, public shaming and humiliation which are also samples of offline bullying. Others just involved in cyberbullying experiences are assumed as hacking the accounts or devices, from impersonation through being anonymous, feeling pressure to reply messages, etc. Therefore, the impact of cyberbullying may be more severe because of the online audience mass which is greater than the offline ones and also transferring the humiliation into public spaces, so being effective in offline world (Burns, Cross & Maycock, 2010; Price & Dalgleish, 2010). This experience was mentioned by boyd (2014) as spreadability.

Weinstein and Selman (2014) claim that online impersonation, personal attacks, public shaming, and humiliation represent social “meanness and cruelty” moving into the digital space. In other words, individuals may get more power by using digital tools, but also some damaging ways for young individuals. A study carried out by Patchin and Hinduja (2006) revealed that young individuals under the age of 18 – who are also in the heart of this doctoral research – stated that they have been ignored, disrespected, miscalled, threatened, picked on, made fun of, and also have had bad rumors about them spread by their attackers. The experiences collected by different researchers may emphasize some differences. In this sense, the potential and opportunities of social media and devices used for them enhance the tendency to experience more suffered bullying types.

In the field of research it is too difficult to accurately and fully define the types of indirect bullying related to cyber-aggression (as discussed by Tokunaga, 2010). The most commonly used term among schools and researchers “cyberbullying”, is defined by Li (2008) as “bullying via electronic communication tools such as email, cell phone, Personal Digital Assistant (PDA), instant messaging or the World Wide Web”. There are many platforms to communicate with others and these platforms can be for good or harmful intent towards friends, family members,

acquaintances, or complete strangers.

The terms cyberbullied and cybervictim are synonymous in this body of work along with others and should not be confused with cyberbully, cyber-harasser or online aggressor as each of those terms denote only the aggressor, whereas the previously mentioned terms specify the victim or the targeted individual. It appears with each article there are apparent terminology preferences when referring to aggressors and victims and it is essential to have an understanding of the terms used in order to avoid misunderstanding results or interpreting them in reverse.

There are many terms to identify the bully and victim, but specific actions or behaviours for online aggression also need to be explicitly addressed. For example, one growing concern among adolescents today is an act called sexting (Willard, 2010), when a sexually themed message or nude image of oneself (or of another) is sent in a message to others. Sex-casting, (Shaw, 2012) is similar to sexting, but involves high definition videos of sexually suggestive or explicit content most often produced through mobile device cameras.

A more general term called outing occurs when others share personal communications or images publicly by posting or forwarding them for others to see without permission (Willard, 2010; Gillespie, 2006). Flaming, as defined by Willard (2004), includes angry, rude, or vulgar emails or texts sent to individuals or groups. Later, Willard (2006) redefined flaming as a highly vulgar and threatening argument between two people being rude to and insulting each other.

In the UK, a phrase known as happy slapping is defined as filming a person being slapped or made to feel inane somehow and then posting the video online, sending to others or putting it on websites (Smith, Mahdavi, & Carvalho, 2008). The term has yet to appear in mainstream US, but the act is very common amongst YouTube and other websites.

Another term masquerade (Willard, 2004), or impersonation means pretending to be someone else and send rude or false information to make the real person look bad. An extended example of this is called fraping (Carrick-Davies,

2012) on Facebook (joining the words facebook and rape) or other SNSs. There are other less common terms that will be discussed in the following chapter, but it should also be discussed that many researchers have applied Olweus' (1993) definition of traditional bullying, in that to be classified as true bullying there must be repetitive aggressive acts with a perceived imbalance of power. However, Grigg (2010) refers to cyber-aggression as the umbrella of electronic bullying, without the specific imbalance of power or repetitive acts as key definitions. Grigg (2010) posits that the term more broadly fits with a wider range of cyberbully issues, such as, bystanders who do nothing or classmates who forward private texts/pictures but do not repeatedly bully or necessarily have constant power over a victim.

Also important to note, Wolak, Mitchell, and Finkelhor (2007) proposed differentiating online harassment from cyberbullying, in that to be cyberbullied, one must also be bullied in school by peers. Though many articles show that traditional bullying and cyberbullying are connected (Perren, Dooley, Shaw, & Cross, 2010), I would argue against this in that victims who are exclusively bullied through electronic means suffer from depressive moods (Perren, et al., 2010; Dempsey, Sulkowski, Nichols & Storch, 2009) or other symptoms such as suicide ideation (Hinduja & Patchin, 2010). The conclusion could be thus that cyberbullying and school/peer bullying need to be addressed and studied as separate entities with related parts.

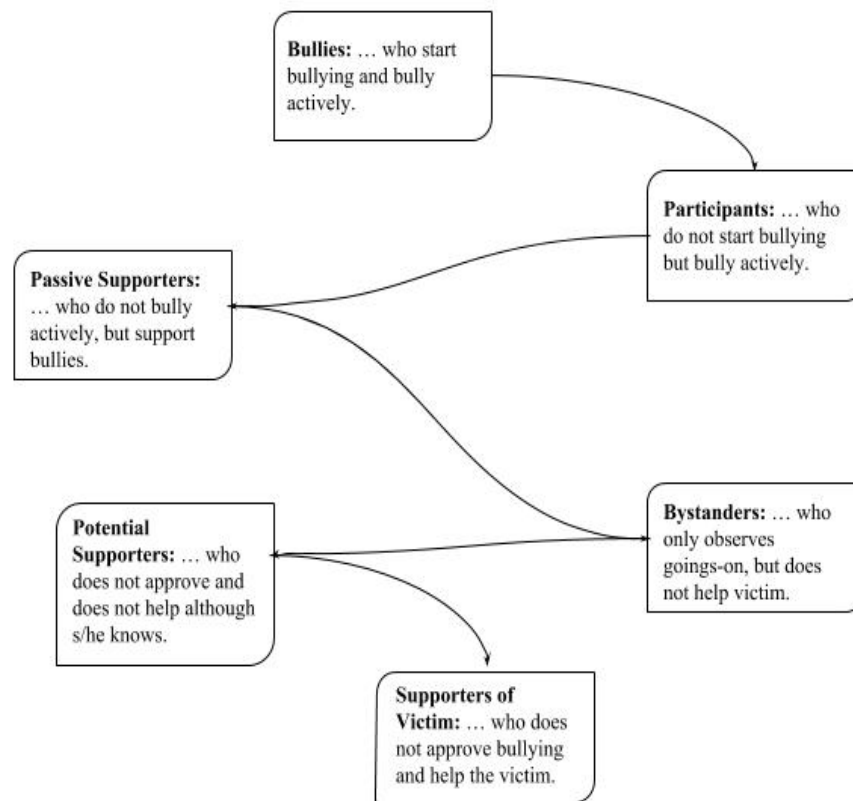


Figure 1: Roles in Cyberbullying Acts

Cyberbullying cycle as pictured above may happen at any time and any place, not only at one's home during night, but also at the office during the day time. That's why, today's young individuals cannot keep themselves away from these experiences totally until they leave their mobile phones and other devices for the Internet use. This assumption seems impossible because even social networking sites are used for different reasons from education to just communication among friends and they are the biggest thing on the Internet to be used by millions of individuals. As we are able to create our own content on the Internet, those young individuals have that freedom to make some content available on the Internet as they wish. It may be as an e-mail or a post on an SNS as others could reach easily and quickly. There are researches revealing some distinguished numbers on the kids being bullied. The core problem is not to be able to solve this issue out easily so that we do not have any idea with whom we are connecting. The person whom the individuals are in contact with could be anonymous and it is really hard to follow and find who it is.

Prevalence of Bullying and Cyberbullying in the Republic of Turkey. As the latest research carried out with 200 middle school students in the capital of Ankara, 87% of the participants have got an internet connection at home, and 70% of them have often connected to the Internet at home. The rest 25% connect by using mobile phone (Akça & Sayımer, 2015).

This research carried out by Akça and Sayımer (2015) reveals that 80% of all visit social networking sites once a day and the most visited social networking site is Facebook with the rate of 95%. The reasons which these middle school students make use of the social networking sites are chatting with others (62%), checking the posts from the pages they follow (15%), to post (6%), to follow their friends (6%) and lastly to meet new people (4%). Whatever the reason these students have been using SNSs are, 60% of the participants are aware of how, why and when to use “Report” click to protect themselves from others trying to harass them. The reasons which they have made use of “reporting” are verbal harassment (44%), advertising (20%) and insulting messages (18%).

According to the same research results, the participants do not approve any act or behaviour related to cyberbullying they have experienced and seen on social media platforms from the range of 96% to 66%: namely, sharing sexually explicit messages, sharing their contacts’ and friends’ private lives, messaging insistently to meet, posting contents to provoke, posting negative thoughts about teachers, opening fake accounts by using others’ photos, saving others’ photos and sharing them on another platform, sending insulting messages on the pages belonging to the adversatives, sharing several content towards a person, company or football club, communicating anonymously on social media platforms, declaring their love towards the other, sharing their anger towards their friends on social media platforms.

As another result of this latest research, 9.5% have suffered from cyberbullying, 7% have bullied in cyberspaces and 7.5% have been either bully or victim.

This research is not the only one we can refer to: however, valuable results will be in use for further research with similar purposes.

Age as a point of debate in defining cyberbullying. One considerable point of debate among researchers and legislators is that cyberbullying is an age related concept (Kowalski, Limber & Agatston, 2012). Some linkage to research and the findings therein related to traditional bullying and aggression may be contributing to confusion on this point as developmental changes and differences in maturation are reported as contributing factors to the variation in prevalence for these non-cyber phenomenon (Olweus, 1995; Lee, 2012), but findings are contradictory in cyberbullying studies on this point (Ybarra & Mitchell, 2004a, b; Slojne & Smith, 2008).

In traditional bullying, students in high school tend to see bullying in terms of physical aggression and consequently associate the term with younger children (Greene, 2000).

Internally the academic community researching cyberbullying is similarly inconsistent in determining universal meaning and application of cyber-terminology on the basis of age as cyberbullying can be found applied to both studies on minors (Menesini, Nocentini, & Camodeca, 2013), and adults (Hoff & Mitchell, 2009).

One study among college students concluded that the majority of cyberbullying incidents reported, and many of the first incidents experienced, had occurred during college (Kowalski, Giumetti, Schroeder, & Reese, 2012). Several studies use population samples that both defy categorical description or age-based generalizability because the age span from the study sample includes children and adults (i.e. the U.S. legal definition of a child is under 18 years old), but they also demonstrate that cyberbullying is occurring across a spectrum of ages (Patchin & Hinduja, 2006; Slonje & Smith, 2008; Fenaughty & Harré, 2013).

Researchers of workplace bullying among adults, using the term bullying and a term approximated, through translation, to mean bullying, (i.e. the Swedish term “mobbing”) have determined that “exposure to systematic and long-lasting verbal, non-physical, and non-sexual abusive and aggressive behavior in the workplace causes a variety of negative health effects in the target” (Zapf & Einarsen, 2001).

Zapf (1999) reported increases in anxiety, depression and negative affect, as well as stress among a population of mobbed (i.e. bullied) adult workplace respondents. The point becomes evident that even among experts on the phenomenon, the paradigmatic lens continues to require adjustment to adequately describe and define this emerging construct.

Overlap of Traditional Bullying with Cyberbullying. As there are some differences, there are similarities and overlapping parts between traditional and cyberbullying. For this reason, some experiences are in conjunction with each other.

This overlap between two types of bullying has been an interest of scientific researches. Although the numbers cannot be estimated as is, Hinduja and Patchin (2012) revealed that adolescents being bullied online or by text messages also experience traditional bullying at school. However, many researches on overlap just focus on a single item to assess. It is a need of more comprehensive thinking and research to see whether there are some features simultaneously or not.

More comprehensive comparisons, assessed with multiple items and administered to both traditionally bullied and cyberbullied victims simultaneously, have yielded overlaps of 65% (Juvonen & Gross, 2008) and 85% (Hinduja & Patchin, 2008), with some investigators reporting overlap rates as high as 88% and 93% (Olweus, 2012a, b; Smith et al., 2008).

The overlap rates given in several research results show that individuals being bullied at school could be also victimized online or by text messages: which seems as a sign of additive harm of cyberbullying. That is to say, cyberbullying paves the way a little bit to establish more severe effects of traditional bullying, and vice versa.

2.2. International Studies

2.2.1. Similarities and Differences of Cyberbullying between Countries

Influences of previous research on bullying. The existing conceptual and theoretical framework from studies on aggression and bullying comprise the

blueprints for much of the research conducted to date on cyberbullying. As such, a brief review of these terms and their constructs help narrow the parameters of the examination of cyberbullying and discern the subtle distinctions between the various phenomena, but also to locate the current empirical examination of cyberbullying in relation to its antecedents.

Langos (2012) contends that cyberbullying definitions should evolve to reflect specific differences in the form and context of the behaviors similar to those found in the aggression schemata and proposes the subcategories direct cyberbullying (i.e. addressing characteristics of repetition and intent to clarify inadvertent and isolated incidents such as in harmful emails or blog comments directed at someone), and intentionally directed cyberbullying (i.e. intentionally directed, but intended negative impact, such as excluding someone from a chatroom, using anonymity to post harmful videos, images, or text on social networking sites).

The scientific literature examining cyberbullying is limited in revealing solutions (legislative solutions notwithstanding) generated from aggression research on matters of refinement of definition and, despite the overarching behavioral themes, co-application of relevant paradigmatic dynamics developed in the study of aggression and bullying but modified to the study of cyberbullying.

As Dooley, Pyzalski & Cross (2009) point out, Olweus (1993) distinguished aggression from bullying in two ways: **1)** there must be a power imbalance between the victim and the bully (aggression can occur between individuals or groups of equal standing/strength/power), and **2)** the offending action must occur in more than one instance to be classified as bullying (i.e. repetitive as opposed to one isolated, aggressive act). Establishing the presence of both of these distinguishing points (imbalance of power, and repetitiveness) is a unique challenge for researchers examining cyberbullying, as the bullying occurs in cyberspace under variable conditions (Dooley et al., 2009; Grigg, 2010).

In traditional bullying the asymmetrical power relationship (i.e. imbalance of power) can be equated to physical strength or psychological power of the perpetrator, however in a cyber-environment it can be difficult to measure this definitional

criteria of cyberbullying (Dooley et al., 2009). Baldasare et al. (2012) posit that because of the element of anonymity in many digital communications, observing and measuring the presence and extent of a power imbalance becomes undeterminable, rendering this descriptive criteria, unessential to a cyberbullying definition. When viewed as advanced technological skills, power imbalance has mixed findings (Grigg, 2010; Hemphill et al., 2012).

The question of repetition in cyberbullying is not easily clarified when the perpetrator's single action, such as the posting of a damaging video, can be viewed innumerable times by an online audience (Vandebosch & van Cleemput, 2009; Dooley, Pyzalski, & Cross, 2009; Grigg, 2010).

As Dooley, Pyzalski and Cross (2009) stated, "Having an embarrassing picture posted on the Internet has the potential for significant and long-lasting social and emotional harm", and thus the questioning of parameters for, and deemphasizing of the "repetitive" criteria, in an applied cyberbullying definition is occurring among researchers (Dooley, Pyzalski, & Cross, 2009).

The fundamental element of repetition in many cyberbullying definitions is commonplace, drawing on traditional bullying research (Olweus, 1993), however unlike traditional bullying, the online aggressive acts perpetrated in communication modalities (i.e. social networking sites, Internet gaming etc.) and facilitated by information and computer technologies, can obfuscate the accurate definition and measurement of cyberbullying (Grigg, 2010; Kowalski et al., 2012). Still, defining cyberbullying as a conceptual construct based on the behaviorally similar constructs of traditional bullying, and aggression, provides important parameters with which the succinct refinement of the phenomenon might proceed.

2.2.2. Legal Issues¹ Involved with Cyberbullying and Young Individuals

A challenge to clarify definitions based on legislation usage. Proposed legislation in H.R. 1966, entitled the Megan Meier Cyberbullying Prevention Act (2009), defined cyberbullying as the transmission of "...interstate or foreign...

¹ Legal issues and articles were obtained as they were published in the official pages released by the Governments.

communications made with the intent to coerce, intimidate, harass, or cause substantial emotional distress that use electronic means to support severe, repeated, and hostile behavior...”. Elements of this definition that will be discussed in a later section comparing cyberbullying to a traditional bullying definition include; 1) intent to cause harm, 2) substantial, 3) electronic means, and 4) repeated. Also worth noting is that this proposed Federal legislation for cyberbullying does not distinguish between adults or minors, and is consistent with existing Federal legislation covering and/or applied to cyberstalking and cyber-harassment on this point. H.R. 1966 (2009) did not pass Congress and detractors of the bill contend its authors erred in their focus on criminalization of designated behaviors and deemphasized strategies to limit cyberbullying occurrences (Cyberbullying & Other, 2009).

The Tyler Clementi Higher Education Anti-Harassment Act of 2013 (2013) defined harassment as: ...conduct, including acts of verbal, nonverbal, or physical aggression, intimidation, or hostility (including conduct that is undertaken in whole or in part, through the use of electronic messaging services, commercial mobile services, electronic communications, or other technology) that... is sufficiently severe, persistent, or pervasive so as to limit a student's ability to participate in or benefit from a program or activity at an institution of higher education, or to create a hostile or abusive educational environment at an institution of higher education; and ...is based on a student's actual or perceived...race; color; national origin; sex; disability; sexual orientation; gender identity; or religion.

Like the ambiguity, inconsistency, and at times contrasting conceptualizations of the terms “aggression” (Geen, 2001; Xie, Swift, Cairns & Cairns, 2002), “bullying” (Olweus, 1993; Lee, 2012), and “cyberbullying” (Kowalski, Limber & Agatston, 2012; Cassidy, Faucher & Jackson, 2013), the meaning of the term cyberstalking was not uniformly described or applied in 1999 (Department of Justice, 1999).

Cyberstalking is defined here, early in its inception, in a report to Vice President Al Gore by Attorney General Janet Reno (1999) as: the use of the Internet, e-mail, or other electronic communications devices to stalk another person. Stalking generally involves harassing or threatening behavior that an individual engages in

repeatedly, such as following the person, appearing at a person's home or place of business, making harassing phone calls, leaving written messages or objects, or vandalizing a person's property, Most stalking laws require that the perpetrator make a credible threat of violence against the victim; others include threats against the victim's immediate family, and still others require only that the alleged stalker's course of conduct constitute an implied threat (U.S. Department of Justice, 1999).

Some definitions of cyberbullying would overlap with the behaviors described in some state legislation on cyber-harassment (Jones & Scott, 2012). While some states approach cyber-harassment and by extension some behaviors that would be included in many cyberbullying definitions including language addressing electronic communications in generic statutes for harassment, others have created stand-alone cyber-harassment statutes. Therefore, not only is there potential overlap between cyber-related offending behaviors codified in legislation, but there also exists among some non-cyber (i.e. traditional stalking vs. cyberstalking) behaviors and corresponding state laws, the same potential overlap (King, 2010; Jones & Scott, 2012; Bird, Taylor & Kraft, 2012).

International issues preventing clear definition, measurement, and interventions. One approach to address the complex issue of myriad jurisdictions involved with cybercrime, used in Canada, links cyberbullying of children to the violation of human rights (UNICEF Canada, 2012).

Canadian legislators determined that “although adults can also be perpetrators or victims, cyberbullying is a unique aspect of growing up for today’s children that can have a significant impact on their development and futures” (Cyberbullying Hurts, 2012). As such, the Canadian Parliament’s use of the term cyberbullying is focused on children (i.e. under 18 years old) and the government’s “international human rights obligations under the United Nations Convention on the Rights of the Child” (Cyberbullying Hurts, 2012). Further, UNICEF Canada (2012) determines that “the bullying of children in all of its forms is a human rights violation, requiring a rights-based response according to international normative standards and the principles of children’s rights” (UNICEF Canada, 2012).

This standardization of **1)** an international definition of the victimized population (in this instance designated as children), and **2)** a codified set of laws, ratified among an international governing body, addressing perpetrator behaviors, is one potential solution to addressing the complexities involved with the issues of international legislation, jurisdiction, and ultimately linguistic and cultural differences associated with a global definition of cyberbullying.

There is currently no universally agreed upon definition of the term cyberbullying as a consequence of the many factors discussed in the above analysis. Factors including that research is occurring with different sample populations; the use of diverse instruments and methods of data collection with distinct conceptual and operational constructs.

Legal steps in European countries and the Republic of Turkey. In addition to the States and Canada, there are also essential steps in European countries to tackle with cyberbullying on a legislative basis.

Cyber-Tipline was established in 1998 and “The Children’s Internet Protection Act (CIPA)” was enacted by the Congress in 2001. However, the legislation process in Europe is more or less different from the States. That’s why, “Convention on Cybercrime” was approved by Union countries in 2001. In addition to this, the same convention was also approved by other countries outside the Union, such as the States, Canada, Japan, South Africa, etc. In this Convention, the offenses like “illegal access, illegal interception, data interference, system interference, misuse of devices, computer-related forgery, computer-related fraud, offenses related to child pornography, and offenses related to copyright and neighboring rights were defined.

In Turkish Penal Code², there are two related articles numbered 243 and 244 consisting of offenses in the field of data processing systems.

The 243th article is about access to data processing system.

ARTICLE 243 - (1) Any person who unlawfully enters a part or

² This is the official translation of these related articles in Turkish Penal Code released by the Government.

whole of data processing system or remains there is punished with imprisonment up to one year, or imposed punitive fine.

(2) In case the offenses defined in above subsection involve systems which are benefited against charge, the punishment to be imposed is increased up to one half.

(3) If such act results with deletion or alteration of data within the content of the system, the person responsible from such failure is sentenced to imprisonment from six months up to two years.

The 244th article is about hindrance or destruction of the system, deletion or alteration of data.

ARTICLE 244 - (1) Any person who hinders or destroys operation of a data processing system is punished with imprisonment from one year to five years.

(2) Any person who garbles, deletes, changes or prevents access to data, or installs data in the system or sends the available data to other places is punished with imprisonment from six months to three years.

(3) The punishment to be imposed is increased by one half in case of commission of these offenses on the data processing systems belonging to a bank or credit institution, or public institutions or corporations.

(4) Where the execution of above mentioned acts does not constitute any other offense apart from unjust benefit secured by a person for himself or in favor of third parties, the offender is sentenced to imprisonment from two years to six years, and also imposed punitive fine up to five thousand days.

As seen in the main articles related to penal code, the legislation was completed for the regulations on broadcasts on the Internet in order to tackle with the offenses committed through these channels. In addition to these legislative regulations on the Internet use, there is none related to cyberbullying. Granted that, what is more to the point is not working on legislative regulations at first hand, but educate individuals under 18 to equip them with the knowledge and abilities to be a cyber individual having known what kind of potentials and opportunities they are

confronted with while being on the line.

2.3. Cyberbullying and the Digital Divide

A contributor to a lack in effective prevention and intervention strategies may be related to the digital divide. The term “the digital divide” was coined in 1995 to refer to the gap between those who had access to information technology and those who did not (NTIA, 1995). The divide was primarily based on income and education, though differential Internet access and use was also noted in regards to race, gender, age, and location (i.e. urban vs. rural) (Jackson et al., 2008).

The digital divide had the potential to contribute to cyberbullying by being a phenomenon primarily experienced in educated, economically stable populations. Ybarra and Mitchell (2004a, b) found that Caucasians and youth from households who made an annual income of \$75,000 or more were more likely to engage in Internet harassment, supporting this hypothesis.

Over the years, however, this gap has narrowed, with technology use increasing for individuals regardless of demographic characteristics. Statistics show that Internet access in the home has increased from 18.6% in 1997 to 71.1% in 2010 (NTIA, 2011). Youth are now more likely to access the Internet than any other group, with 90% of 5- to 17-year-olds reporting computer use (NTIA, 2002).

Given these changes, the digital divide has taken on a new meaning. The term now refers to the gap in the intensity and nature of information technology use (Jackson et al., 2008). This difference may best be understood in terms of viewing individuals as *digital natives* or *digital immigrants*.

Digital natives are individuals who were born into the digital age (1980 or beyond) and have strong knowledge of and skills related to digital technology. Natives share a common culture characterized by attributes and experiences related to how they interact with information technologies, information itself, other individuals, and institutions.

Digital immigrants, in contrast, are individuals who have embraced the Internet and related technologies but were born prior to the digital age (Palfrey & Gasser, 2008). Thus, digital immigrants may learn to adapt to a digital environment but, to some degree, retain an “accent.” For example, digital immigrants may still read the manual before starting to use any program on the Internet without having any consideration on the fact that the program could teach itself while being used.

Hargittai (2002) demonstrated the difference in digital immigrants’ approaches to technology by evaluating the ways individuals found information online. Subjects aged between 18-81 were given tasks such as finding information about local events and locating music they could listen to online. The study found significant generational differences in individuals’ ability to use the Internet, with 18-19 year olds successfully navigating all of the online tasks asked of them while individuals older than 60 were only able to complete slightly over half of the requested tasks. Furthermore, 18- to 29-year-old individuals were quicker at completing assigned tasks than older individuals.

The impact of the divide is already clear, with very few youth seeking out adults for help when instances of cyberbullying occur. Youth need allies to help them understand new social cues and to counter the disinhibition effect associated with online life. These goals cannot occur if adults (digital immigrants) do not learn how to effectively and confidently use technology.

Becoming digitally literate does not mean that adults need to have the same zeal that youth have for being connected to the digital world. Instead, a basic understanding of how the digital world functions and the important role it plays in youth’s lives is needed. With this understanding, adults will be more likely to be viewed as a stable support system not only in their face-to-face interactions, but in their digital interactions as well.

CHAPTER 3 – METHODOLOGY AND THE STUDY

In the literature there are many studies determining the factors of cyberbullying and evaluating the situations about cyberbullying in different angles of social sciences disciplines and several research fields. They are mostly based on qualitative methods to identify the issue: however, there are some research with quantitative methodology.

This study was designed to investigate the level of cyberbullying experiences the students got in secondary and high schools based on several variables, to analyze cyberbullying concept to conceptualize the definition of it within their experiences and definitions. With this aim, the questions which we have been looking for their answers are as follows:

- What is the prevalence of cyberbullying experiences, doings and seeings as victims, bullies and bystanders?
- Is there any meaningful relationship between young individuals bullied, bullying or being a bystander and...
 - the gender,
 - the grade level,
 - the district of the school,
 - the residential district,
 - the opportunity to access to technology,
 - the time spent on social media sites,
 - personally unknown friends on social media accounts?
- How do young individuals who are bullied, bully and are bystanders define cyberbullying themselves?

3.1. Research Design

Based on the topic of cyberbullying among young individuals in Istanbul / the Republic of Turkey, a quantitative research approach was chosen to allow us to explore the prevalence of cyberbullying in addition to analyzing the relationships between Internet use and cyberbullying venues, by using a questionnaire adapted

from Olweus Bullying Questionnaire (1996/2004). A specific focus was to determine some pre-defined factors for cyberbullying perpetration and victimization among “early” and/or “late” teens. In addition, the study examined common responses to cyberbullying among bullies, victims and bystanders.

After responding to demographic questions, participants completed a printed questionnaire asking for their experiences with the Internet and with cyberbullying. In addition, questions adapted from the Olweus Bullying Questionnaire (Olweus, 1996/2004) was included to assess participants’ experiences with cyberbullying. To collect the information about the venues on which cyberbullying mostly happens, participants in the survey process used the pointed response format to assess and analyze the extent to which they were cyberbullied.

Some questions as in a qualitative research approach were chosen to allow the participants to explain not face-to-face as in an in-depth interview, but to elicit individual stories and ideas as a support to define the results. To explore perceptions and get a clear understanding of cyberbullying toward young individuals holding different features, and the extent to which participants perceived some comments regarding cyberbullying, participants were presented a series of situations pertaining a particular category of cyberbullying. These comments were generated by the researcher but are representative of comments found from the literature part of the study.

This study was a quantitative non-experimental research study with correlational design (Gall, Gall & Borg, 2007). As stated by Gall et al. (2007), “correlational research refers to studies in which the purpose is to discover relationships between variables through the use of correlational statistics.”

A correlational research design is the measurement of two or more factors to determine the extent of relation or change in an identifiable pattern. Advantages of using a correlational design enable researchers to analyze the relationships among a large number of variables in a single study and provide information about the degree of relationship between a wide variety of variables (Gall et al., 2007).

The study was non-experimental because it was a study when a researcher cannot control, manipulate or alter the predictor variable or subjects, but instead, relies on interpretation, observation or interactions to come to a conclusion. It tends to have a high level of external validity, meaning it can be generalized to a larger population. Therefore, a correlational design was an appropriate design for this study in order to explore relationships between various variables and answer the research questions mentioned previously because there was no systematic observation to describe a specific behavior.

In addition, the self-report survey consisted of several adapted surveys, open-ended questions, and a demographic questionnaire. Answers to open-ended questions may have provided the deeper meaning behind the issue; however, the qualitative data have not been used for the current study although most of the literature regarding cyberbullying was based on the qualitative research data or open-ended questions. Instead, in this study, cyberbullying among young individuals in the Republic of Turkey was uniquely measured through a pointed response format.

3.2. Sampling and the Sampling Size

In a quantitative study, there are two types of populations that are relevant to the sampling process, and these are target population and accessible population (Gall et al., 2007). In this study, the accessible population was students graded in state secondary and high schools in Istanbul/the Republic of Turkey.

In this criterion sampling, the criteria were (a) being under the age of 18, and (b) being a student in one of the state secondary and high schools in the most over- and under-populated districts: namely, Küçükçekmece and Adalar, respectively.

A multistage stratified random sampling technique was used, according to the socio-economic status based on location (urban/rural), the socio-economic status based on school district, school grade level (secondary/high), and school type according to Turkey's Ministry of National Education. These secondary and high schools were chosen because of having maximum student number in their segments of education in the Republic of Turkey.

This study was conducted in the school year 2016 – 2017. Approval from the Provincial Directorate for National Education and Governorship in Istanbul was obtained.

Large clusters of population are divided into smaller clusters in several stages in order to make primary data collection more manageable: namely, Istanbul was chosen as the city, then two chosen districts were over- and under- populated ones, and at the end, the schools were chosen with highest number of students in their segments. At the end of this process, the participants were chosen not one by one, but as a whole to take part in when the schools were visited by the researcher. This means that the researcher did not have any idea how many students are available at the schools when s/he visited, and it was definitely random to find the participants like the most primitive and mechanical method “lottery.”

In the study 420 students of 4 secondary and 8 high schools (aged from 10 to 17 years old) – in the school types of General Secondary School, Religious Vocational Secondary School, Anatolian High School, Multi-Program High School, Technical and Industrial Vocational High School, Religious Vocational High School and Anatolian Religious Vocational High School – were invited to participate. Since they did not reach lawful age, their parents’ allowances were needed to take part in this research. 7 of them did not attend the research part of this survey because of not being able to get any parental allowance. In addition to this, 20 of them did not want to complete the questionnaire and left in the middle of the session or were opted out because they are not involved in the sampling at all. As a consequence, 393 participants were questioned.

3.3. Data Collection Procedures

To carry out the study in all subjected schools in Istanbul/the Republic of Turkey, the Provincial Directorate for National Education approved the study request on May 31, 2017 (see Appendix B for approval forms).

The data collection began on May 31, 2017, concluding on June 9, 2017.

During the data collection period, the parental allowance form and questionnaire was distributed with the help of School Principals and the Department of Psychological Counseling and Guidance in two successive days because the schools were visited two times to distribute Parental Allowance Form and to get back, then to distribute the Questionnaire and to get back during this period.

Data were collected from participants who voluntarily chose to participate in the research after they read the informed parental consent information – in Turkish (see Appendix A). Completed paper-based questionnaires were received individually from the participating students, and confidentiality and anonymity was ensured by giving them just numbers and storing them in a sealed envelopes. Names and identifying information were no included in the study report. There was no potential risk in taking part in this research study.

3.4. Instrumentation

Two types of instruments were used to construct the items of the survey in this study. These instruments consisted of a) general demographic and social media use questions and b) Olweus Bullying Questionnaire (1996 / 2004).

Table 1: Survey Constructs and Item Numbers

Studies	Name of Construct	Item Numbers
N/A	Demographic	1, 2, 3
Social Networking Questionnaire	Social Media Use	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
N/A	Descriptions on/about cyberbullying	16, 17, 33, 34
Olweus Bullying Questionnaire	Denigration	18, 23, 28
	Outing & Trickery	20, 25, 30
	Exclusion	19, 24, 29
	Impersonation	21, 26, 31
	Harassment (Cyber-threat)	22, 27, 32

The subcategories of these scales are shown as constructs in Table 1 given above. In addition to these items, there were three describing questions and two open-ended questions in the questionnaire.

All the items of the current study's survey were reviewed by the Supervisor of this doctoral research and also three professionals in the Provincial Directorate for National Education.

When the questionnaire analyzed, the first part of the questionnaire consist of 3 questions regarding demographic information. The second part of the questionnaire stands for social media use in general and consist of 12 questions. For the last part of the questionnaire, there are two types of questions, one of which is for getting descriptions and/or assumptions from the participants; the others are adapted from Olweus Bullying Questionnaire. Questions 16 and 33 is for getting the participants' thoughts by giving statements to be chosen by them, 17 and 34 is totally open-ended.

The questions adapted from Olweus Bullying Questionnaire consisting of statements are asked in 3 pointed response like "Never, Only Once, More Than Two Times" because of the reason that cyberbullying acts needs a systematic and repetitive actions.

3.5. Hypotheses of the Study and Research Model

Hypothesis 1

H₀: There is not a meaningful relationship between gender and cyberbullying.

H_a: There is a meaningful relationship between gender and cyberbullying.

Hypothesis 2

H₀: There is not a meaningful relationship between grade level and cyberbullying.

H_a: There is a meaningful relationship between grade level and cyberbullying.

Hypothesis 3

H₀: There is not a meaningful relationship between the socio-economic status in the district of school and cyberbullying.

H_a: There is a meaningful relationship between the socio-economic status in the district of school and cyberbullying.

Hypothesis 4

H₀: There is not a meaningful relationship between the socio-economic status in the district they live and cyberbullying.

H_a: There is a meaningful relationship between the socio-economic status in the district they live and cyberbullying.

Hypothesis 5

H₀: There is not a meaningful relationship between the opportunity to access to technology and cyberbullying.

H_a: There is a meaningful relationship between the opportunity to access to technology and cyberbullying.

Hypothesis 6

H₀: There is not a meaningful relationship between time spent on the Internet and cyberbullying.

H_a: There is a meaningful relationship between time spent on the Internet and cyberbullying.

Hypothesis 7

H₀: There is not a meaningful relationship between personally unknown friends on social media accounts and cyberbullying.

H_a: There is a meaningful relationship between personally unknown friends on social media accounts and cyberbullying.

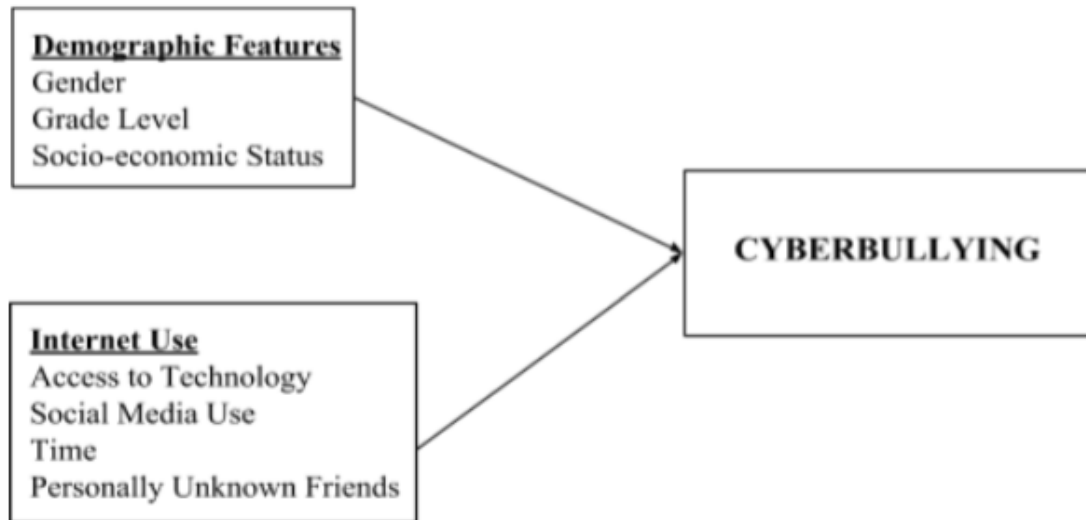


Figure 2: Research Model

3.6. Findings

3.6.1. Reliability Analysis

Reliability is tested to determine whether all the items involved in a research instrument serve at the same purposes or not, and whether those items constitute a meaningful whole or not. In general, it is evaluated with Alpha (α) in such Likert scales. Depending upon Alpha coefficient, reliability of scales are as follows (Akbulut, 2010):

- if $0.00 \leq \alpha < 0.40$, not reliable,
- if $0.40 \leq \alpha < 0.60$, low reliable,
- if $0.60 \leq \alpha < 0.80$, quite reliable,
- if $0.80 \leq \alpha < 1.00$, highly reliable.

Cronbach Alpha (α) coefficient based on the questionnaire used in this research study is given below.

Table 2: Reliability Analysis

RELIABILITY STATISTICS	
Cronbach's Alpha	Number of Items
0.871	15

According to the scales specified by Akbulut (2010), the scales used in this research study are **highly reliable**.

3.6.2. Demographic Features & Social Media Use of Participants

Demographic features are asked to identify the young individuals subjected in this research study based on their genders, grade levels at schools, residential areas, and several social media use routines. The findings on the demographic features of participants are given in Table 3.

As seen in Table 3 given below and when considered their demographic features, 48.9% of the total participants are male and 50.1% are female: however, these percentages do not give the total participants' gender information because 4 of the participants did not want to specify their gender identities and cross this question for the all answers. Even though there are 4 missing participants in this sense - not to make any clear definition about their genders, the total participants are divided into nearly two equal groups in numbers. Since the sexual orientation is not an issue to focus on within this research, these questionnaires with "no answer" for the first question are not commented even possibly relevant to this issue.

Table 3: Demographic Features of Participants (Gender)

Features	N	%
Gender		
Male	192	48.9
Female	197	50.1
No Answer	4	1.0

Since the grade level is assumed as an important factor based on the research topic, the participants are also evaluated according to their grade levels. The distribution of the participants based on their grade levels does not seem equal to compare and contrast to each other because 39.7% of the participants have been studying at secondary schools in subjected districts, and 60.3% have been doing it at high schools. The participants taking part in this research study come from two

different districts of Istanbul, one of which is Küçükçekmece which is overpopulated and the other is Adalar being underpopulated. When compared these two districts, the distribution of participants gives a sense based on the numbers, 81.9% and 18.1% respectively.

Table 4: Demographic Features of Participants (Grade and District)

Features	N	%
Grade Level		
Secondary School		
5th Grade	56	14.2
6th Grade	47	12.0
7th Grade	24	6.1
8th Grade	29	7.4
High School		
9th Grade	63	16.0
10th Grade	116	29.5
11th Grade	42	10.7
12th Grade	16	4.1
District of Schools		
Küçükçekmece	322	81.9
Adalar	71	18.1

The residential district information was gathered with an open-ended question from the participants because it always work to go to school in another district in Istanbul/the Republic of Turkey, and those are numbered to enter as data into the system used for analysis just because of grouping them. Participants live in 14 different residential districts: namely, Küçükçekmece (%68.2), Adalar (%9.7), Bahçelievler (%5.9), Kartal (%3.6), Bağcılar (%2.8), Başakşehir (%2.5), Maltepe (%2.3), Kadıköy (%1.2), Beylikdüzü - Zeytinburnu - Avcılar - Ataşehir (%0.8 per each), and Bakırköy - Tuzla (%0.3 per each).

Table 5: Social Media Use of Participants (Membership)

Social Media Use	N	%
Membership of Social Media Sites		
Yes	359	91.3
No	34	8.7
Adding Classmates as Friends on Social Media Sites		
Yes	315	80.2
No	78	19.8
Number of Social Media Sites (based on participants' membership)		
None	85	21.6
1 - 10	258	65.6
11 - 20	35	8.9
21 - 50	14	3.6
51 and more	1	0.3

According to Table 5, we can define the participants' social media use and their routines. When considered their usage of social media sites, 91.3% of the participants declared that they have used social media sites: however, 8.7% said the exact opposite. Still, they answered other questions based on the usage of social media sites according to their routines, we can infer that they do not know the meaning of social media as proper as they answer the questions, or they are just bystanders.

To remind it one more time, social network sites, aka social media, as web-based services that allow individuals to **(1)** construct a public or semi-public profile within a bounded system, **(2)** articulate a list of other users with whom they share a connection, and **(3)** view and traverse their list of connections and those made by others within the system (body and Ellison, 2007). When considered this definition with the participants' other answers based on the types, they use social media sites without having the knowledge on the definition.

The participants mostly add their classmates as friends to their profiles in

social media sites with 80.2%, but 19.8% do not do it. Most of the participants as 65.6% use between 1 and 10 different social media sites to create their own profiles.

Table 6: Social Media Use of Participants (Types)

Types of Social Media Sites (based on having a personal profile)	N	%
Social Connections	7	1.8
Multimedia Sharing	40	10.2
Professional	2	0.5
Informational	5	1.3
Educational	9	2.3
Hobbies	2	0.5
Academic	1	0.3
Online Reviews	1	0.3
Gaming	6	1.5
More than one	320	81.3

Among these social media sites, most used ones are social connections, multimedia sharing, educational and gaming sites as 81.3% of the participants ticked more than one answer for the question based on the types of social media sites they have their own personal profile. In addition to these usage types of social media sites, mostly half of the participants have more than 100 friends on their own profiles in social media sites they have been using.

Table 7: Access to Technology

Access to Social Media Sites (based on tools)	N	%
Personal Computer (PC)	36	9.2
Laptop	6	1.5
Mobile Phone	154	39.2
Other	14	3.6
More than one	183	46.5
Access to the Internet (based on platforms)		
At Home	298	75.8
At School	4	1.0
At Internet Cafe	10	2.6
Other	15	3.8
More than one	66	16.8

46.6% of the participants indicated that they have connected to the Internet mostly by using mobile phones and personal computers, and 75.8% of the whole participants have an opportunity to access to the Internet at home.

Table 8: Time of Internet and Social Media Use

Length of Social Media Use	N	%
Less than 1 month	70	17.8
1 - 6 Months	35	8.9
7 Months - 1 Year	30	7.7
More than 1 year	258	65.6
Time Spent on Social Media Sites		
Less than 1 hour	149	37.9
1 - 6 Hours	182	46.3
7 - 12 Hours	44	11.2
More than 13 hours	18	4.6

65.6% of the participants have been using social media sites for more than 1 year, and 46.3% of them spend between 1 and 6 hours a day.

Table 9: Friends and Friending on Social Media

Number of Friends on Social Media Sites	N	%
Less than 10	71	18.1
10 - 50	57	14.5
51 - 100	57	14.5
More than 100	208	52.9
Friending Strangers on Social Media Sites		
Yes	42	10.7
Sometimes	166	42.2
No	185	47.1

There was another question based on adding strangers on social media sites, and it also shows more or less the same situation to us. 47.1% of the participants do not add strangers as friends, 42.2% add sometimes, and 10.7% add strangers definitely to their profiles in social media sites as friends.

Almost all the participants, approximately 86.8%, put their personal information into their social media profiles: namely, their e-mails, real names and surnames, hobbies, photos and videos, schools.

Table 10: Shared Information

Information Shared on Social Media Sites	N	%
E-mail Address	3	0.8
Real Name and Surname	13	3.3
Hobbies	2	0.5
Mobile Phone Number	1	0.3
Photos and Videos	15	3.8
Interests	2	0.5
Gender	2	0.5
School	4	1.0
Other	10	2.5
More than one	341	86.8

The participants mostly chose more than one option to reflect their reasons to use social media sites at 70.2%. Following more than one reasons, to keep in touch with their parents and friends at 7.6%, and to share videos / pictures / music at 6.1% come to the forefront to use social media sites.

Table 11: Reasons

Reasons to Use Social Media Sites	N	%
To find information	11	2.8
To make new friends	6	1.5
To get opinions	2	0.6
To play games	9	2.3
To keep in touch with family and friends	30	7.6
To share videos / pictures / music	24	6.1
Other	35	8.9
More than one	276	70.2

3.6.3. Cyberbullying Experiences of Participants

According to Willard's (2010) definition, there are some specific words to be mentioned in the definition of cyberbullying: namely, intentionally and repeatedly actions to harm another person by using electronic communication technologies. Because of these features involved in the definition, the statements about cyberbullying acts consist of "some emotional harms" specified for different types of bullying and "on the Internet" to specify the electronic communication technologies.

Whether it depends on bullies, victims and bystanders, experiencing bullying acts on the Internet more than 2 times refers to "repeatedly" in the definition of cyberbullying. As seen in three different tables named after Table 12, Table 13 and Table 14, there are five statements referring to different types of cyberbullying.

Table 12: Cyberbullying Experiences (Victims)

Statements	Never Experienced		Experienced Only Once		Experienced More Than 2 Times	
	N	%	N	%	N	%
I was called mean names, was made fun of, or teased in a hurtful way on the Internet.	303	77.1	51	13.0	39	9.9
Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me on the Internet.	327	83.2	53	13.5	13	3.3
Other students told lies or spread false rumors about me and tried to make others dislike me on the Internet.	320	81.4	32	8.2	41	10.4
I had my profile taken away from me or damaged on the Internet.	263	66.9	94	23.9	36	9.2
I was threatened or forced to do things I did not want to do on the Internet.	364	92.6	18	4.6	11	2.8

Among the participants who have experienced cyberbullying: namely, victims, 10.4% experienced that others told lies or spread false rumors about them and tried to make other people dislike them on the Internet. However, the least percentage (3.3%) of experiencing cyberbullying is at the fact that other students left someone out of things on purpose, excluded them from their group of friends, or completely ignored them on the Internet.

Table 13: Cyberbullying Experiences (Bullies)

	Never Done		Done Only Once		Done More Than 2 Times	
Statements	N	%	N	%	N	%
I called another student(s) mean names, made fun of, or teased him or her in a hurtful way on the Internet.	328	83.5	32	8.1	33	8.4
I kept him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her on the Internet.	300	76.4	50	12.7	43	10.9
I spread false rumors about him or her and tried to make others dislike him or her on the Internet.	352	89.6	21	5.3	20	5.1
I took his or her profile or damaged his or her belongings on the Internet.	341	86.8	32	8.1	20	5.1
I threatened or forced him or her to do things s/he did not want to do on the Internet.	347	88.3	22	5.6	24	6.1

The ones who have done cyberbullying (bullies) acts at most with 10.9% to keep some out of things on purpose, exclude them from their groups of friends, or completely ignore them on the Internet. They have specified that they “spread false rumors about someone and tried to make others dislike them on the Internet” and “took their profile or damaged their belongings on the Internet” with the least percentages at the rate of 5.1%.

Table 14: Cyberbullying Experiences (Bystanders)

	Never Seen		Seen Only Once		Seen More Than 2 Times	
Statements	N	%	N	%	N	%
I saw someone who called another student(s) mean names, made fun of, or teased him or her in a hurtful way on the Internet.	165	42.0	82	20.9	146	37.2
I saw someone who kept him or her out of things on purpose, excluded him or her from his or her group of friends, or completely ignored him or her on the Internet.	191	48.6	98	24.9	104	26.5
I saw someone who spread false rumors about him or her and tried to make others dislike him or her on the Internet.	195	49.6	86	21.9	112	28.5
I saw someone who took others' profile or damaged his or her belongings on the Internet.	170	43.3	91	23.2	132	33.6
I saw someone who threatened or forced others to do things s/he did not want to do on the Internet.	261	66.4	42	10.7	90	22.9

When compared to Table 14 with Table 12 and Table 13, the participants are mostly aware of someone experiencing and/or doing cyberbullying as bystanders. The most awareness is at seeing someone who called another person(s) mean names, made fun of, or teased them in a hurtful way on the Internet at the rate of 37.2%. On the other hand, 22.9% of the participants have at least realized that someone who threatened or forced him or her to do things s/he did not want to do on the Internet.

3.6.4. Data Analysis

All analyses were conducted using SPSS software version 22.0. Correlations were used to determine whether there is any relationship between demographic features (gender – grade level) and cyberbullying.

To test the first and third hypotheses, Pearson's correlation was used to examine the relationship between gender and cyberbullying & district of school and cyberbullying.

To check the second, forth, fifth, sixth and seventh hypotheses, one-way analysis of variance (ANOVA) was used to examine the relationship between grade level, residential district, access to technology, time spent on the Internet, unknown friends on social media sites and cyberbullying.

Correlation is a technique to define the direction and the level of two or more variables. One of the ways to determine the relationship between the variables is to define the level of the relationship with number. This number is the correlation coefficient between -1 and +1 (Tekin, 2007).

To accept the hypothesis H_0 , p value should be more than 0.05. When H_0 is accepted, meaning $p > 0.05$, there is no directional relationship between the variables, or vice versa. Pearson correlation coefficient gets values changing between -1 and +1 ($-1 \leq r \leq +1$). Coefficient r depicts the direction of the relationship and power. If r gets negative value, the relationship between the variables is inversely proportional (Durmuş, 2013).

T test is used to test whether there is a difference between the sums of two independent variables. If the variables are more than two, ANOVA is used (Durmuş, 2013).

Hypothesis 1

H_0 : There is not a meaningful relationship between gender and cyberbullying.

H_a : There is a meaningful relationship between gender and cyberbullying.

When t test results examined, p value for the victims of cyberbullying is 0.002 (< 0.050). In other words, there is a meaningful relationship between gender and being cyberbullying victims. When p value ($0.000 < 0.050$) is examined for the bullies of cyberbullying, there is also a meaningful relationship between gender and being cyberbullies. For both victims and bullies, H_0 was refused. However, when p value ($0.082 > 0.050$) is examined for the bystanders of cyberbullying, there is not a meaningful relationship between gender and being bystanders. Therefore, H_0 was accepted. As a result of the first hypothesis, there is no meaningful relationship between being male or female and bystander while there is a meaningful relationship between being male or female and victim or bully.

Table 15: t Test Results of Cyberbullying According to Participants' Genders

Demographic Variable	Dependent Variable	Groups	t	df	Sig.
Gender	Victims	Male	3.077	387	.002
		Female			
	Bullies	Male	5.263	387	.000
		Female			
	Bystanders	Male	1.745	387	.082
		Female			

This hypothesis was tested in previous national or international research, and the latest national research mentioned in Chapter 1 of this doctoral research study found out that there is no meaningful difference between gender and cyberbullying. However, this study carried out just one year later than the study mentioned above shows us that there is a meaningful difference on some basis which could change according to the sampling and other demographic features.

Hypothesis 2

H_0 : There is not a meaningful relationship between grade level and cyberbullying.

H_a : There is a meaningful relationship between grade level and cyberbullying.

When ANOVA test results are examined based on the grade levels of participants to be a victim, bully or bystander, all the p values – 0.007, 0.000, 0.000

respectively – are less than 0.050: in other words, there is a meaningful relationship between grade levels and cyberbullying. Therefore, H_0 was refused.

Table 16: ANOVA Test Results of Cyberbullying According to Grade Levels

	Variance Source	Sum of Squares	df	Mean Square	F	Sig.
Victims	Between Groups	2.827	7	.404	2.820	.007
	Within Groups	55.118	385	.143		
Bullies	Between Groups	4.769	7	.681	4.033	.000
	Within Groups	65.034	385	.169		
Bystanders	Between Groups	42.325	7	6.046	14.874	.000
	Within Groups	156.512	385	.407		

Hypothesis 3

H_0 : There is not a meaningful relationship between the socio-economic status in the district of school and cyberbullying.

H_a : There is a meaningful relationship between the socio-economic status in the district of school and cyberbullying.

Table 17: t Test Results of Cyberbullying According to the District of School

Demographic Variable	Dependent Variable	Groups	t	df	Sig.
District of School	Victims	Küçükçekmece Adalar	-1.339	391	.181
	Bullies	Küçükçekmece Adalar	.369	391	.712
	Bystanders	Küçükçekmece Adalar	-2.819	391	.005

When t test results examined, p value for the victims and bullies of cyberbullying based on the district of school is 0.181 and 0.712 respectively (> 0.050). There is not a meaningful relationship between the district of school and cyberbullying victims: in other words, H_0 was accepted for both. However, p value

for the bystanders of cyberbullying is 0.005 (< 0.050). This means that H_0 was refused and there is a meaningful relationship between the bystanders of cyberbullying and the district of school.

Hypothesis 4

H_0 : There is not a meaningful relationship between the socio-economic status in the district they live and cyberbullying.

H_a : There is a meaningful relationship between the socio-economic status in the district they live and cyberbullying.

Table 18: ANOVA Test Results of Cyberbullying According to Residential District

	Variance Source	Sum of Squares	df	Mean Square	F	Sig.
Victims	Between Groups	1.531	13	.118	.791	.670
	Within Groups	56.414	379	.149		
Bullies	Between Groups	1.515	13	.117	.647	.814
	Within Groups	68.288	379	.180		
Bystanders	Between Groups	11.351	13	.873	1.765	.047
	Within Groups	187.487	379	.495		

When ANOVA test results are examined based on the residential districts of participants to be a victim or bully, both p values – 0.670 and 0.814 respectively – are more than 0.050: in other words, there is not a meaningful relationship between residential districts and cyberbullying. Therefore, H_0 was accepted. However, there is a meaningful relationship between residential district and cyberbullying bystanders when ANOVA test result is examined because p value of this item is 0.047 (< 0.050): in other words, H_0 was refused.

Hypothesis 5

H₀: There is not a meaningful relationship between the opportunity to access to technology and cyberbullying.

H_a: There is a meaningful relationship between the opportunity to access to technology and cyberbullying.

When ANOVA test results are examined based on the opportunity to access to technology to be a victim, bully or bystander, all the p values – 0.041, 0.001, 0.000 respectively – are less than 0.050: in other words, there is a meaningful relationship between the opportunity to access to technology and cyberbullying. Therefore, H₀ was refused.

Table 19: ANOVA Test Results of Cyberbullying According to the Opportunity to Access to Technology

	Variance Source	Sum of Squares	df	Mean Square	F	Sig.
Victims	Between Groups	1.463	4	.366	2.512	.041
	Within Groups	56.483	388	.146		
Bullies	Between Groups	3.336	4	.834	4.869	.001
	Within Groups	66.467	388	.171		
Bystanders	Between Groups	12.938	4	3.235	6.751	.000
	Within Groups	185.899	388	.479		

Hypothesis 6

H₀: There is not a meaningful relationship between time spent on the Internet and cyberbullying.

H_a: There is a meaningful relationship between time spent on the Internet and cyberbullying.

Table 20: ANOVA Test Results of Cyberbullying According to Time Spent on the Internet

	Variance Source	Sum of Squares	df	Mean Square	F	Sig.
Victims	Between Groups	5.256	3	1.752	12.936	.000
	Within Groups	52.689	389	.135		
Bullies	Between Groups	6.552	3	2.184	13.432	.000
	Within Groups	63.251	389	.163		
Bystanders	Between Groups	31.406	3	10.469	24.322	.000
	Within Groups	167.432	389	.430		

When ANOVA test results are examined based on time spent on the Internet to be a victim, bully or bystander, all the p values (0.000) are less than 0.050: in other words, there is a meaningful relationship between time spent on the Internet and cyberbullying. Therefore, H_0 was refused.

Hypothesis 7

H_0 : There is not a meaningful relationship between unknown friends on social media accounts and cyberbullying.

H_a : There is a meaningful relationship between unknown friends on social media accounts and cyberbullying.

Table 21: ANOVA Test Results of Cyberbullying According to Unknown Friends on the Internet

	Variance Source	Sum of Squares	df	Mean Square	F	Sig.
Victims	Between Groups	1.251	2	.625	4.301	.014
	Within Groups	56.595	390	.145		
Bullies	Between Groups	5.346	2	2.673	16.174	.000
	Within Groups	64.457	390	.165		
Bystanders	Between Groups	12.199	2	6.100	12.746	.000
	Within Groups	186.638	390	.479		

When ANOVA test results are examined based on time spent on the Internet to be a victim, bully or bystander, all the p values – 0.014, 0.000 and 0.000 respectively – are less than 0.050: in other words, there is a meaningful relationship between unknown friends on social media accounts and cyberbullying. Therefore, H_0 was refused.

3.6.5. Descriptive Analysis

As the questionnaire consist of two guided questions based on the definition of cyberbullying and acts towards or against cyberbullying, the participants reflected their ideas on the statements given in the literature about cyberbullying. These statements about the definition of cyberbullying consist of the features of the international definition one by one, and the participants reflected their ideas by ticking one by one for each they would like to emphasize about the issue we have been carrying out research on. Except the ones who chose more than one answer for the first part of guided questions, most of the participants focused on the word “insult” because cyberbullying is needed to be related to something emotional.

After defining the situation with the guided question and an open-ended question which was not a must to be answered by every participant but some did, the participants were asked to reflect their ideas based on the opportunities they possibly got to deal with the issue. Within this process, they mostly would like to make cyberbullying issue have a legal basement. According to their answers for this question, they believe in that they could express the situation to anyone around them with some institutional support after making it illegal, structured and defined by highly regarded institutions such as schools, universities, government or the persons who has got enough power to do.

For both questions, the participants selected more than one answer because they thought one was not enough to define it and fight with this issue. According to the definitions given in the previous chapters, there are more than one angle in cyberbullying. In other words, we, as the persons who possibly get affected, do and/or see, need to focus on every detail of the issue.

Table 22: Thoughts on Cyberbullying

	N	%
Cyberbullying means...		
... when some students insult another student on the Internet.	54	13.7
... when you send mean text messages or pics to another student.	40	10.2
... when you use another student's name online without having any permission.	25	6.4
... when you use a student's cell phone to get them into trouble.	18	4.6
... when you pretend to be another student online.	2	0.5
Other	19	4.8
More than one	235	59.8
If you had a chance, you would do...		
Cyberbullying would be illegal.	67	17.0
Schools would have to help students who have experienced cyberbullying.	12	3.1
Schools would have to help students on what cyberbullying is and how to protect themselves.	22	5.6
Schools would have to help parents on what cyberbullying is and how to protect their kids.	9	2.3
There would be a youth helpline where the ones who are cyberbullied go and get to help.	18	4.6
Other	11	2.8
More than one	254	64.6

Since it is not allowed to get voice record for in-depth interview, two open-ended questions were added into the questionnaire strategically (1) to define a situation the participants thought of getting harmed on the Internet – before giving answers for the statements regarding victims, bullies and bystanders, and (2) to

define cyberbullying to someone who has no idea about it – at the end of the questionnaire after getting all the information related to this issue. Approximately 37 participants answered open-ended questions, not full but sometimes half.

The first open-ended question numbered with 17 was about their experience about cyberbullying and to define it shortly. When the answers were collected in some comments, such sentences were written by the participants:

“I was insulted because of my religious viewpoint. I was also insulted because of warning people about something I do not like.”

“My Facebook account was stolen, and someone sent something I even did not share beforehand.”

“I was playing games on a site, and a girl whom I don’t know wanted to be my friend on my profile. Then, I accepted by mistake. She wanted me to give my name, surname and national identity number. I asked my mother to give it, and my mother prevented me from giving the information she wanted.”

“I don’t know how, but some people whom I don’t know personally message me. That frustrates me.”

“Some new accounts on my name was opened. That person used bad language to my friends.”

According to participants’ comments based on the definition of cyberbullying, the comments are seen to consist of the action verbs like “insult, offend, steal, frustrate” and some situations like “using bad language, someone messaging them without knowing, getting personal information, getting their accounts to use for different reasons.”

The second open-ended question to see how the participants who did not reach lawful age explain the situation they have been confronted with to a person whom they rely on. The participants who answered this question use some different

explanations such:

“If I explained what cyberbullying is to my parents, they would not allow me to use the Internet. So, I do not explain it at all and fight with it alone if I experience.”

“... an act which is done by a person who uses bad language on your profile to anyone after getting hold of your profile.”

“... robbing money, profile, photos, or any document on the Internet.”

“... sending sms consisting of bad words.”

“... insulting offending or threatening someone by using bad words.”

“... misusing social media.”

“... a bad thing done on the Internet to innocent people.”

“... like a traditional bullying, but the bully cannot be known.”

“... an act violating others’ rights, and it may end up with a psychological disorder.”

“... harassing someone on the Internet.”

“... not appropriate based on rightful share.” - within a religious frame

“I can give an example to my parents to explain what cyberbullying is. If a person is orange-colored, it is not a good thing to open up a profile as “carrot” by using that person’s photo on social media sites.”

When the issue comes to explain to a person whom they rely on, they are really open to use their own languages to explain it in detailed. However, one of the participants who answered this question mentioned that s/he could not explain it because of fearing of not being able to use the Internet afterwards. This gives us an

opportunity to see the level of the participants / students' fear of not explaining possible issues they have experienced.

3.7. Discussion of the Findings

While the number of respondents is not so small, the qualitative and quantitative information gathered with the questionnaire carried out for the doctoral research formed some compelling findings, and those findings satisfied the purpose of this doctoral research, and answered the research questions. The information provided with the questionnaire illuminated the cyberbullying experiences contrasting and comparing to several factors defined at the beginning of the study.

This doctoral research accepts that cyberbullying behaviour differs from an individual to another one, and it reveals that this issue occurs youth-over-youth in peer-relationships based on the power imbalance within the context of secondary and high schools. Further explanation of the underpinnings of cyberbullying can also assist the bullies, victims and bystanders in a way that is not mentioned or asked in this research.

According to the quantitative data, young individuals provide approachability on this issue and willingness to understand others' concerns. This gives an opportunity for a collaborative youth-to-youth relationship, where they – as in one of the roles of cyberbullying acts – are involved. Thereby, this means shifting the perceived power imbalance from a parental-driven dealing to a personal-focused approach.

In young individuals' relationships, it is equally essential to develop their critical and computational abilities to recognize and respond to cyberbullying with competence and confidence. To foster a healthy relationship between the young individuals in secondary and high schools, it is important to develop an understanding of the issue.

At the time of this study (2017) there were gaps in the resources to guide the young individuals to deal with cyberbullying. For example, the gap in cyberbullying

knowledge and policies may enhance the awareness and open a dialogue platform to pertain the issue.

As seen in the results of the most broaden part of the data released at the end of the study, the participants, as the bullies, victims and bystanders, depicted that they have much more realized that someone who has been bullied or has bullied than being bullied by someone and/or bullied someone. This situation takes us back to the Goffman's work in the "Presentation of Self in Everyday Life" because it offers a way of thinking about how individuals may act differently. The roles of bullies, victims and bystanders can be seen as the roles of performer, audience and outsiders in Goffman's theory.

Cyberspaces are relatively new spheres to perform bullying which may take place by using especially mobile devices. Over the half of the participants have an opportunity to have an access to the Internet at home. While this facilitate more ways and time to communicate with their friends on the Internet, the data gathered from the questionnaire depicts that young individuals use these means of communication to bully others, even reflected results to show us as bystanders more.

Cyberbullying may need more advanced skills to be anonymous and navigate online social networking sites. This setting enables some flexibility in the presentation of self to generate their own performance which everyday lives' interactions do not allow. It also allows the young people to bully or be bullied in this way more controlled for the impression they do not because of physical distance: therefore, they keep doing / experiencing / seeing it online.

By using Goffman's framework of performance, this new type of interactions is carried out by the bullies in a private backstage impacting the victims in the public stage. In this way defined by Goffman for real life situations, cyberbullying consist of such complex ways to bully others than traditional ways defined in the literature in a detailed way.

Figure 3 given below describes how the characteristics of social networking sites may enable to amplify the effect of bullying. According to the Figure 3 and the

results gathered in this study, cyberbullying experiences are not bounded to time and space. In addition, this increases the feeling that the victims cannot keep themselves away from it in a way that they do for traditional bullying. Because of this reason, the statements generated for this research in the questions about thought on cyberbullying give an insight to us to define the potential.

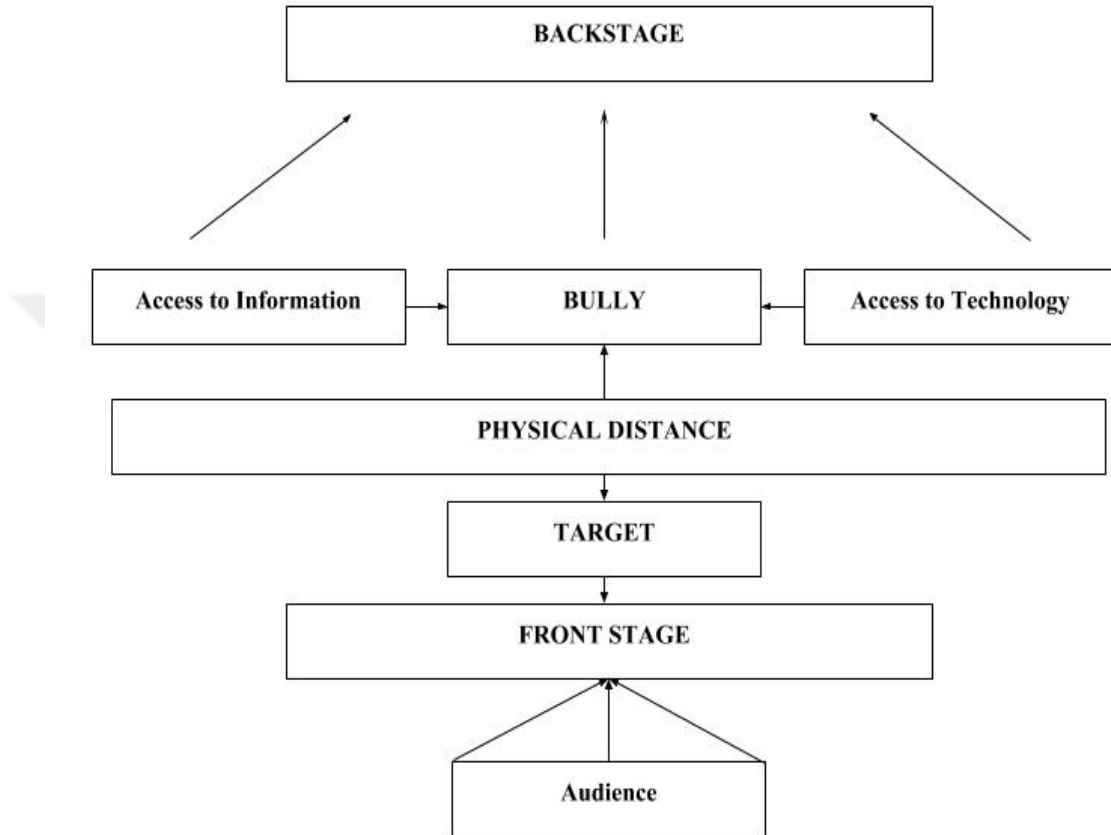


Figure 3: Characteristics of Cyberbullying

The findings suggest us an extension to conceptualize and reformulate the prevalence of cyberbullying. It is easy to deal with cyberbullying perpetrated by someone (un)known from an online group.

The analysis of gender differences in the context of cyberbullying produced an interesting finding when compared to the previous research carried out in the Republic of Turkey because there is a distinctive difference between gender and cyberbullying experiences within the context of bullies and victims: however, not for bystanders.

When analyzed the power relations based on the grade levels of the

participants, there is no shifting from less-advantaged ones to the others because there is a meaningful difference according to the grade level of the participants.

When considered the power relations discussed in the Theoretical Framework of this research study, grade level is supposed to be a higher and/or less degree between people to show their competencies in the whole parts of their social lives.

The districts of the schools are totally different from each other for some reasons such as the population, the lifestyle, the number of social places to come together in real life and so on. For instance, Küçükçekmece is one of the districts relatively situated in a large place in Istanbul with high number of individuals. In addition to this, by coincidence, it was seen that there were so many internet cafes around the places where the young individuals socialize. However, Adalar is different from this scene because mostly the students live in the islands where everyone as residents know each other. This does not give us any idea about the relationship of the young individuals on the Internet, but this gives us an idea or assumption about reaching at the technology does not change from a district to the other holding several differences.

As much as they spend time on the Internet, they are faced with different sites and individuals. So, it increase the chance factor to meet up a new person or a previously known to go on their relationship online for so long. In an adverse way, this also could help them protect themselves by knowing all the items they have been using on the Internet: for example, “Report” button on social media sites for complaining about a person, content, or shared multimedia. In other words, getting knowledge on how to use the Internet or what kind of facilities they have on the Internet paves the way for them to gain the power on the basis of using social media sites effectively and efficiently.

As found out in the previous research, mostly people experience to be in any angle of cyberbullying because they accept friendship invitations on social media sites sent by people they do not know personally. Adding unknown people to young individuals’ profiles in social media sites makes an increase in cyberbullying happenings. This could be referred to Goffman’s theory as the stage for the profile of

the people, but the reality behind it. In this research study, most of the participants stated that they have not added any other person they do not know personally.

In general, the findings differ from being a bully or victim and a bystander. Mostly, the findings about the persons evaluated based on Foucault's power relation and Goffman's self-representation theories reveal that demographic features or social media use routines of the young individuals change their environment on the Internet to face with this contemporary issue.

In short, there is not a meaningful relationship between the factors – such as gender, grade level, district of school, residential area, opportunities to access to technology, time spent on social media sites and adding unknown people as friends on the Internet. However, the relationship may change according to the situation the young individuals are in as victims, bullies and bystanders: averagely bystanders are distinctively in an adverse way when compared to victims and bullies.

CHAPTER 4 – CONCLUSION

Internet and other information technologies have been used to transform any life paradigms and propel the daily lives of users into the future. The increase in the use of such contemporary technologies has also brought out the issue of plethora of communication opportunities among individuals. Every new and distinguished technology has often come with some positive and negative aspects before or during their uses: in addition to this, we are all aware of the fact that Internet has also been proven as one of the technologies with its bright and dark sides.

Young individuals, who have been participating in formal education process, are always required to make use of technology both in and outside the school environment. Even if they use such technologies based on the Internet, they use them in either appropriate or inappropriate ways because the technology used by them have been generated to provide powerful avenues for different reasons: namely, it could be used for both learning or communication and destruction or harassment.

Young individuals use technological tools to do their homework, communicate with their classmates or other friends, play video games and be involved in some gamified social networking sites, and especially to find other opportunities to broaden their horizon to grow up as all the individuals do during their childhood: however, they also use them to share and be exposed to many different contents which are inappropriate to their ages. To know and get fell of the reasons and their background infrastructure young individuals hold and create is always vital for anyone around them and even themselves.

This situation and these considerations create a complexity which risks the formation of individuals' lives in its totality. Young individuals should learn how to function their well-beings in cyberspaces for their own development and the benefits of other individuals.

The overall purpose of this doctoral research was to get an understanding of cyberbullying as a process and provide a theoretical framework grounded in (new)

media literacy and communication sciences to understand this phenomenon better with two different theories asserted for different reasons. Consequently, this doctoral research was carried out by using a mixed methods approach in which a survey with 393 young individuals responses quantitatively and qualitatively was conducted. The data collected at the end of this research was analyzed and presented highlighting the concerned issue related to cyberbullying among young individuals by linking to power relations and their self-representations. The findings were presented and analyzed in relation to the recent research literature in the Republic of Turkey or abroad, and discussed with two theories combined in one pot.

This doctoral research adds to the latest numbers of cyberbullying in the most populated city in the Republic of Turkey as a process by determining the behaviours, and also obtaining a picture of how it is defined by young individuals studying in secondary and high schools. The research has drawn on the sociological theories of Power and Self-Representation proposed by Foucault and Goffman respectively, which were selected for the potential of the issue in order to mean the considerations of communication sciences.

In order to deeper and better understand how cyberbullying is meant by young individuals, a survey consisting of quantitative and qualitative questions was conducted in 12 different schools in two districts of Istanbul – Küçükçekmece and Adalar, according to their populatedness – to determine the level of cyberbullying prevalence in Istanbul as the most populated city of the Republic of Turkey. Another purpose of this doctoral research was to identify the perceptions or practices of young individuals under the age of 18 on the use of Internet technologies. Specifically, cyberbullying experiences as bullies, victims and bystanders were examined under the guidance of following research questions:

1. What is the prevalence of cyberbullying based on three different angels – victims, bullies and bystanders?
2. Is there any relationship between the bullies, victims and bystanders and their owns?
3. How do the bullies, victims and bystanders define cyberbullying with their own perspectives?

To examine the first and the second questions, Olweus Bullying Questionnaire was adapted to nowadays' communication practices: in addition to this, the third question was analyzed and discussed with open-ended questions asked in the survey. Therefore, there were seven hypotheses to be tested with the quantitative part of the survey. They were based on whether there is meaningful relationship between bullies, victims and bystanders and...

- their genders,
- their grade levels,
- their schools' district,
- their residential areas,
- their opportunities to access to technology,
- their spending time on social media sites,
- their activities to add unknown people to their accounts as friends.

In the Republic of Turkey's situation, such factors as gender, grade level, the familiarity and existence of the environment you are in, and possible acquaintances you are in contacted with refers to the power you have got not only in traditional but also contemporary communication processes. The other factors like the habitation of yourselves for your education or livings may be counted as the factors related to the fact that you create your own self: in other words, these places are the stages individuals are on. Wherefore, cyberbullying is an issue to be discussed and analyzed with the background information of power imbalance, context of cultural objectification, oppositions of power in different contexts among those performing, being performed and outsiders to be affected or not.

Foucault's power relations theory was used to understand the power dynamic in such issues with an acceptance of cyberbullying serving as means for young individuals frustrated by their peers with traditional tools and reasons or emboldened with their proficiency on technological tools to show their power imbalance. As a second consideration on power relations, Foucault discussed several objectifications within the context of culture, such as advantageous and less-advantageous individuals have the edge on other young individuals as victims and bullies. In the last possibility Foucault proposed, oppositions of power existing in relationships among individuals were discussed to see whether the power is close to them and has

an impact on them or not. As a result of this viewpoint, young individuals see the bullies as power over the volume of technology use.

In addition to the Foucault's viewpoint, Erving Goffman looked at the spaces used by individuals for the sake of performing in daily lives, and this gave a chance to discuss how individuals may act in different ways according to the settings they are faced with. If cyberbullying is considered as a performance shown by the bully or a victim is exposed to, this frame works well by allowing us to think of bystanders as outsiders in this stage version. This form of communication we have been experiencing since the Internet invaded in our daily lives allows every individuals to directly or indirectly confront others without any face-to-face encounter. The online environments we are dealing with contributed to the perception of distance between the individuals sending messages and the recipient – defined and discussed by Goffman.

Research Question 1 was developed to determine the primary numbers revealing the current prevalence of cyberbullying. To get the answer of this question, some other questions were asked to draw a parallel between the prevalence and other specific themes to answering this question. That's why, the data collected for this question not stand alone in the survey, but got support with other options regarding social media use based on types, uses or time.

Of all participants in this doctoral research survey, gender rate is approximately and equally ranged. When considered grade levels of the participants, young individuals in high schools took part in double in numbers than secondary school ones. The number of participants from the logically chosen districts were as assumed with the help of numbers of population. Nearly of all the participants have been involved in social media sites or tools at their houses by using more than one technological device for more than one year.

Young individuals make use of social media sites mostly for their social connections, multimedia sharings, educational and gaming activities for approximately between one and six hours a day by creating their own personal profile on the site where almost all the participants share their personal information

such as their e-mail addresses, names and surnames, hobbies, photos and videos, and schools.

Cyberbullying may be an act done by someone who is un-/familiar to another. This is not a feature to define the issue, but the evaluation of the issue could be brought out within this framework regarding the familiarity of the individuals you are in contact on the Internet. That's why, adding strangers on social media sites as friends was another question to collect from the participants in order to make it visible to be seen in any case. Nearly half of the participants never add strangers to their profiles as friends, but the rest adversely.

The prevalence of cyberbullying in Istanbul is assessed with the statements generated for Olweus Bullying Questionnaire and their transfer into the world of cyberspace. By changing according to the subjects (bully – victim – bystander) of the cyberbullying experiences, five statements were created referring to different types of cyberbullying situations such as harassment, flaming, excluding, outing, masquerading:

- (1) calling mean names, making fun of, or teasing in a hurtful way on the Internet;
- (2) leaving one out of things on purpose, excluding one from a group of friends, or completely ignoring one on the Internet;
- (3) telling lies or spreading false rumors about one and trying to make others dislike one on the Internet;
- (4) taking one's profile or damaging his or her belongings on the Internet;
- (5) threatening or forcing ones to do things s/he does not want to do on the Internet.

These changed statements revealed the number of experiences by bullies, victims or bystanders separately.

Experiences more than two times stated in the questionnaire may become a glimpse of cyberbullying because of the definition of the issue consisting of the feature "repeatedly" and "over time."

According to the feature in the definition mentioned above, victimization experiences are mostly based on “telling lies or spreading false rumors about the one, and trying to make others dislike the one on the Internet.” Two more samples which are close to this statement are “calling mean names, making fun of, or teasing in a hurtful way, and having one’s profile taken away from the one or damaging on the Internet.”

Bullies experienced online are mostly based on “keeping one out of things on purpose, excluding one from a group of friends, or completely ignoring one on the Internet” and “calling one with mean names, making fun of or teasing one in a hurtful way on the Internet,” so do bystanders.

Of all these, the common type and point is based on calling mean names, making fun of, or teasing one in a hurtful way on the Internet at the rate of %37.2.

Research Question 2 was developed to understand whether there are some relationships between being bully, victim or bystander and their owns which might be related to a person’s characteristics, abilities, opportunities, decisions, and their physical places shared with others.

The factors creating power imbalance between individuals in the context of defined culture of this doctoral research and (new) media literacy and engagement are gender, grade level, access to technology, and time spend on social networking sites.

When compared the results of this part of the survey, it is revealed that being a victim or a bully means a lot based on the gender, but not the same for bystanders because there is not a relationship between being a bystander and his/her gender. However, of all these experiences, grade level matters and ascertain a relationship with. In addition to this, by taking abilities and opportunities into consideration, it is inferred that there is a connection of cyberbullying experiences with the opportunity to access to technology.

Within this opportunity, another result may be seen as a proof of this situation as the young individuals participating in this survey experience the issue with a parallel to their spending time on social networking sites. In addition to this, adding the people they are not familiar with is another issue to be exposed to cyberbullying, which is accepted as their decisions on the uses of the Internet platforms where they create their own profiles.

Based on the physical places and their online experience comparison, there is not a relationship for victims and bullies. The reasons could be as follow: the bullies may choose the victims who are far away from them, the victims may be exposed to social networking connections easily when they are not in the same place, both could be anonymous even if they are close to each other. However, there is a relationship between cyberbullying and being a bystander based on the district of residential areas and school areas. In other words, we are not always involved in our friends' online environment, but stand by their side to know and share the daily experiences with them. Having said that, bystanders should not be only friends, but anyone who can observe, take part in or know the experiences.

Research Question 3 aimed at creating a cultural-based definition at the beginning by taking a decision on interviewing with a group of young individuals as a focus group: however, recording an interview was not allowed for this doctoral research, and the answer of this question was attempted to collect with multiple choice and open-ended questions fielded in writing by the participants.

The multiple choice part of the questionnaire was strategically situated before the Olweus' statements not to interfere in the participants' thoughts. Among the thoughts statements proposed to the participants, most of them defined cyberbullying as something occurs when some students insult another student on the Internet. The second part of it based on protecting themselves what they would do was situated after the statements to make it much clearer in the participants' knowledge. In case of any opportunity, they mostly would like to put cyberbullying as something illegal in the related law.

To produce an evidence of these numeric questionnaire, two open-ended questions were asked (1) to define a situation the participants thought of getting harmed on the Internet – before giving answers for the statements regarding victims, bullies and bystanders, and (2) to define cyberbullying to someone who has no idea about it. Less than %1 of participants answered these questions. Therefore, a meaningful result cannot be obtained within these questions, but some wordings to get them as a proof for further research.

They mostly use the correct words to define any situation they experience in any role of this process: namely, “insulting, offending, stealing, frustrating, using bad language, someone messaging them without knowing, getting personal information, getting their accounts to use for different reasons.” By getting these answers into consideration, it is seen that they use their own languages appropriately to explain the issue: however, they are fear of explaining the experiences to anyone – even whom they rely on.

The findings of this doctoral research revealed that young individuals are deeply and adversely impacted by being involved in cyberbullying acts in any role of the process. It is seen that cyberbullying is very vital issue during childhood because the issue may be experienced not only in schools – assumed as protective areas – but also outside the school environment. It was found that young individuals are aware of the issue and the media where it takes place: however, they are not very good at explaining and handling because of sociological imbalances such as power factors and their lack of knowledge on how to represent themselves in cyberspaces.

The findings further indicate that Power Relations and Self-Representation are suitable sociological frameworks to support the basics of cyberbullying. Without this background, only some speculations were discussed: however, the case discussed in this doctoral research is required to know how to assess the media and the uses of young individuals. In addition to this, the data collected for this study and analyzed systematically suggested that online activities of young individuals are unsupervised – which is not an appropriate way for even personal communication as a field of study. The findings of this doctoral research are timely and relevant to the process in which the educational program of Turkey is based on excluding media

literacy courses out of the general educational program.

In order to supervise the online activities of young individuals, a nation-wide training may be designed with the aim of teaching how to protect oneself from cyberbullying acts within any group of ages. Young individuals, their parents, and other related individuals should discover their roles in cyberbullying prevention and learn how to get an approach against it.

Implications regarding this doctoral research consist of the responsibilities of anybody on young individuals – even themselves. This type of studies surely expand in time because of technological changes. Bringing awareness is and will be in need for sure, and so adding knowledge on this issue is also valuable for any individual who could prevent himself or herself from.

REFERENCES

Books

- Adler, A. (1927). Understanding human nature. New York, NY: Premier Books.
- Akbulut, Y. (2010). Sosyal Bilimlerde SPSS Uygulamaları. İstanbul: İdeal Kültür Yayıncılık
- Bandura, A. (1973). Aggression: A social learning analysis. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1977). Social Learning Theory. Englewood Cliffs, NJ: Prentice-Hall.
- boyd, d. (2014). It's complicated: The social lives of networked teens. New Haven, CT: Yale University Press.
- Collins, J. (2001). Good to great. New York, NY: HarperCollins.
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York, NY: Plenum Press.
- Dreyfus, Hubert L., and Paul Rabinow. (1982). Michel Foucault: Beyond Structuralism and Hermeneutics. Chicago: University of Chicago Press.
- Durmuş, B. (2013). Sosyal Bilimlerde SPSS'le Veri Analizi, İstanbul: Beta Basım.
- Espelage, D. L., & Swearer, S. M. (2004). Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention. Mahwah, NJ: Lawrence Erlbaum.
- Foucault, M. (1977). Discipline and punish: The birth of prison. New York: Pantheon.
- Foucault, M. (1998). The Will to Knowledge: The History of Sexuality Volume 1. London: Penguin.
- Fullan, M. (2004). Leading in a culture of change: Personal action guide and workbook. San Francisco, CA: Jossey-Bass.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). Educational research: An introduction (8th ed.). Boston, MA: Allyn & Bacon.
- Geen, R. G. (2001). Human aggression. (2nd ed.), Philadelphia, PA: Open University Press.

- Goffman, E. (1959). *The presentation of self in everyday life*. London: Penguin Books.
- Goffman, Erving. (1991). *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. London: Penguin.
- Kowalski, R. M., Limber, S. P., & Agatston, P. W. (2008). *Cyber bullying*. Malden, MA: Blackwell.
- Kowalski, R. M., Limber, S. P., and Agatston, P. W. (2012). *Cyberbullying: Bullying in the digital age* (2nd ed.). Malden, MA: Wiley-Blackwell.
- Marr, N., & Field, T. (2001). *Bullycide: Death at playtime*. Oxfordshire, UK: Wessex Press.
- McEwan, E. K. (2003). *10 Traits of highly effective principals: From good to great performance*. Thousand Oaks, CA: Sage.
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. New York, NY: Blackwell.
- Palfrey, J., & Gasser, U. (2008). *Born Digital: Understanding the first generation of digital natives*. New York, NY: Basic Books.
- Pawlowski, M. M. (2001). *Virginia Woolf and Fascism: Resisting the Dictators' Seduction*. Palgrave Macmillan. Retrieved 2013-10-29.
- Rigby, K. (2007). *Bullying in schools: And what to do about it revised and updated* (1st ed.). Australia: ACER Press.
- Rigby, K. (2008). *Children and Bullying*. Massachusetts: Blackwell.
- Riva, G., & Galimberti, C. (Eds.). (2001). *Towards CyberPsychology: Mind, cognitions and society in the internet age*. Amsterdam: ISO Press.
- Schutz, A. (1964). *Studies in social theory*. The Hague: Martinus Nijhoff.
- Sergiovanni, T. J. (1996). *Leadership for the schoolhouse: How is it different? Why is it important?* San Francisco, CA: Jossey-Bass.
- Sergiovanni, T. J. (2000). *The lifeworld of leadership: Creating culture, community, and personal meaning in our schools*. San Francisco, CA: Jossey-Bass.
- Shariff, S. (2008). *Cyber-bullying: Issues and solutions for the school, the classroom and the home*. New York, NY: Routledge.
- Sousa DA (2003). *The leadership brain: How to lead today's schools more effectively*. Thousand Oaks, CA: Sage.
- Sullivan, K., Cleary M., & Sullivan G., (2004). *Bullying in Secondary*

Schools. London: Paul Chapman Publishing.

- Tekin, H., (2007), Eğitimde Ölçme Ve Değerlendirme, 18. baskı, Yargı Yayınları, Ankara.
- Whitehead, Stephen M. (2002). Men and Masculinities. Cambridge: Polity.
- Willard, N. (2007). Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Agression, Threats, and Distress, Champaign, IL: Research Press.
- Willard, N. (2012). Cyberbullying survey.
- Yoneyama, S., (1999). The Japanese High School: Silence and Resistance. Oxon: Routledge.
- Zwerdling, A. (1986). Virginia Woolf and the Real World. University of California Press.

Chapters & Articles

- Agatston, P. W., Kowalski, R., & Limber, S. (2007). Students' perspectives on cyberbullying. *Journal of Adolescent Health*, 41, 59-60.
- Akça, E. and Sayımer, İ. (2015) "Middle School Students' Social Media Use and Their Cyberbullying Experience: A Case Study from Ankara" *Global Media Journal TR Edition* 5 (10): 71-86.
- Baldasare, A., Bauman, S., Goldman, L., & Robie, A. (2012). Cyberbullying?: Voices of college students. In L. A. Wankle & C. Wankle (Eds.), *Misbehavior online in higher education (Cutting-edge Technologies in Higher Education, Volume 5)*: 127-155.
- Bansel, Peter, Bronwyn Davies, Cath Laws, and Sheridan Linnell. 2009. "Bullies, Bullying and Power in the Contexts of Schooling." *British Journal of Sociology of Education* 30(1): 59-69.
- Beckerman, L., & Nocero, J. (2003). High-tech student hate mail. *The Education Digest*, 105 68(6), 37-40.
- Beran, T., & Li, Q. (2005). Cyber-harassment: A new method for an old behavior. *Journal of Educational Computing Research*, 32, 265–277. doi:10.2190/8YQM-B04H-PG4D-BLLH
- Besag, Valerie E. 2006. "Bullying Among Girls: Friends or Foes?" *School Psychology International* 27(5): 535-51.
- Bird, L. E., Taylor T., Kraft K. M. (2012). Student conduct in the digital age: When does the First Amendment protection end and misconduct begin? In C. Wankel & L. Wankel (Eds.), *(Misbehavior online in higher education, Volume 5)*: 183- 205.
- boyd, D. M, Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), article 11.
- Burns, S., Cross, D., & Maycock, B. (2010). "That could be me squishing chips on someone's car." How friends can positively influence bullying behaviors. *Journal of Primary Prevention*, 31, 209–222.
- Cassidy, W., Jackson, M., & Brown, K. (2009). Sticks and stones can break my bones, but how can pixels hurt me?: Students' experiences with cyberbullying. *School Psychology International*, 30, 383-401.

<http://dx.doi.org/10.1177/0143034309106948>

- Cassidy, W., Faucher, C., & Jackson, M. (2013). Cyberbullying among youth: A comprehensive review of current international research and its implications and application to policy and practice. *School Psychology International*, 34(6), 1-38.
- Cheurprakobkit, S., & Bartsch, R. A. (2005). Security measures on school crime in Texas middle and high schools. *Educational Research*, 47(2), 245-250. doi: 10.1080/00131880500104366
- Craig, W. M., & Pepler, D. J. (1995). Peer processes in bullying and victimization: An observational study. *Exceptionality Education Canada*, 5, 81-95.
- David-Ferdon, C., & Feldman, M. (2007). Electronic media, violence, and adolescents: An emerging public health problem. *Journal of Adolescent Health*, 41, 1-5.
- Dempsey, A. G., Sulkowski, M. L., Nichols, R., & Storch, E. A. (2009). Differences between peer victimization in cyber and physical settings and associated psychosocial adjustment in early adolescence. *Psychology in the Schools*, 46, 962–972. doi:10.1002/pits.204
- Dooley, J., Pyzalski, J., & Cross, D. (2009). Cyberbullying versus face-to-face bullying: A theoretical and conceptual review. *Zeitschrift für Psychologie/Journal of Psychology*, 217(4), 182–188.
- Dooley, J., Gradinger, P., Strohmeier, D., Cross, D., & Spiel, C. (2010). Cyber-victimisation: The association between help-seeking behaviours and self-reported emotional symptoms in Australia and Austria. *Australian Journal of Guidance & Counselling*, 20(2), 194-209. <http://dx.doi.org/10.1375/ajgc.20.2.194>
- Erdur-Baker, Ö. ve Kavşut, F. (2007). Akran zorbalığının yeni yüzü: Siber zorbalık. *Eurasian Journal of Educational Research*, 27, 31-42.
- Faucher, C., Jackson, M., & Cassidy, W. (2014). Cyberbullying among University students: Gendered experiences, impacts, and perspectives. *Education Research International*. <http://dx.doi.org/10.1155/2014/698545>
- Fenaughty, J., & Harré, N. (2013). Factors associated with young people's successful resolution of distressing electronic harassment. *Computers & Education*, 61(1), 242–250.

- Foucault, M. (1980a). "The Eye of Power: A Conversation with Jean- Pierre Barou and Michelle Perrot." In Michel Foucault *Power/Knowledge: Selected Interviews and Other Writings 1972-1977* by Michel Foucault, edited by Colin Gordon, 146-65. Harlow: Harvester Press.
- Foucault, M. (1980b). "Two Lectures." In Michel Foucault *Power/Knowledge: Selected Interviews and Other Writings 1972-1977* by Michel Foucault, edited by Colin Gordon, 78-108. Harlow: Harvester Press.
- Foucault, M. (1982). "The Subject and Power." In Michel Foucault: *Beyond Structuralism and Hermeneutics*, afterword in Hubert L. Dreyfus and Paul Rabinow, 208-26. Chicago: University of Chicago Press.
- Foucault, M. (2002a). "Useless to Revolt?" In *Power: Essential Works of Foucault 1954-1984 Volume 3*, edited by James D. Faubion, 449-53. London: Penguin.
- Foucault, M. (2002b). "What is Called 'Punishing'?" In *Power: Essential Works of Foucault 1954-1984 Volume 3*, edited by James D. Faubion, 382-93. London: Penguin.
- Franek, M. (2006). Foiling cyberbullies in the new Wild West. *Educational Leadership*, 63(4), 39-43.
- Freud, S. (1933). New introductory lectures on psychoanalysis. Lecture 33: Femininity. *Standard Edition*, v. 22. pp. 136-157.
- Gillespie, A. A. (2006). Cyber-bullying and harassment of teenagers: The legal response. *Journal of Social Welfare and Family Law*, 28(2), 123-136.
- Gollwitzer, M. (2009). Justice and revenge. In M. E. Oswald, S. Bieneck, & J. Hupfeld-Heinemann (Eds.), *School psychology of punishment of crime*: 137-156. Hoboken, NJ: Wiley.
- Greene, M.B. (2000). Bullying and Harassment in Schools. In R.S. Moser & C.E. Franz (Eds.), *Shocking Violence: Youth Perpetrators and Victims: A Multidisciplinary Perspective*: 72–101. Springfield, IL: Charles C. Thomas.
- Grigg, D. (2010). Cyber-aggression: Definition and concept of cyberbullying. *Australian Journal of Guidance & Counseling*, 20, 143-156.
- Hargittai, E. (2002). Second level digital divide: Differences in people's online skills. *First Monday*, 7(4), 1-19. Available online at http://www.firstmonday.org/issues/issue7_4/hargittai/

- Heller, Kevin Jon. 1996. "Power, Subjectification and Resistance in Foucault." *SubStance* 79: 79-110.
- Hemphill, S. A., Kotevski, A., Tollit, M., Smith, R., Herrenkohl, T. I., Toumbourou, J. W., & Catalano, R. F. (2012). Longitudinal predictors of cyber and traditional bullying perpetration in Australian secondary school students. *Journal of Adolescent Health*, 51(1), 59–65.
- Hinduja, S., & Patchin, J. W. (2007). Offline consequences of online victimization: School violence and delinquency. *Journal of School Violence*, 6(3), 89-112. doi: 10.1300/J202v06n03_06
- Hinduja, S., & Patchin, J. W. (2008a). Cyberbullying: An Exploratory Analysis of Factors Related to Offending and Victimization. *Deviant Behavior*, 29(2), 1- 29.
- Hinduja, S., & Patchin, J. W. (2008b). Personal Information of Adolescents on the Internet: A Quantitative Content Analysis of MySpace. *Journal of Adolescence*, 31(1), 125-146.
- Hinduja, S., & Patchin, J. W. (2012). Cyberbullying: Neither an epidemic nor a rarity. *European Journal Of Developmental Psychology*, 9, 539–543.
- Hoff, D. L., & Mitchell, S.N. (2009). Cyberbullying: Causes, effects and remedies. *Journal of Educational Administration* (47)5, 652-665.
- Jackson, L.A., Zhao, Y., Kolenic III, A., Fitzgerald, H.E., Harold, R., & Von Eye, A. (2008). Race, gender, and information technology use: The new digital divide. *Cyberpsychology & Behavior*, 11(4), 437-442.
- Jones, J. C., & Scott, S. (2012). Cyberbullying in the university classroom: A multiplicity of issues. In L. A. Wankle & C. Wankle (Eds.), *Misbehavior online in higher education (Cutting-edge Technologies in Higher Education, Volume 5)*: 157- 182. Bingley, UK: Emerald Group Publishing Limited.
- Juvonen, J. & Gross, E. F. (2008). Extending the school grounds? Bullying experiences in cyberspace. *Journal of School Health*, 78(9), 496-505.
- King, A. V. (2010). Constitutionality of cyberbullying laws: Keeping the online playground safe for both teens and free speech. *Vanderbilt Law Review*, 63, 845.
- Kernaghan, D., & Elwood, J. (2013). All the (cyber) world's a stage: Framing cyberbullying as a performance. *Cyberpsychology: Journal of Psychosocial*

Research on Cyberspace, 7(1), article 5. <http://dx.doi.org/10.5817/CP2013-1-5>

- Kowalski, R. M., Giumetti, G.W., Schroeder, A.W., & Reese, H. H. (2012). Cyber bullying among college students: Evidence from multiple domains of college life. In C. Wankel & L. Wankel (Eds.), *Misbehavior online in higher education. Misbehavior online in higher education (Cutting-edge Technologies in Higher Education, Volume 5)*: 293-321. Bingley, UK: Emerald Group Publishing Limited.
- Langos, C. (2012). Cyberbullying: The challenge to define. *Cyberpsychology, Behavior, And Social Networking*, 15(6), 285-289.
- Li, Q. (2006). Cyberbullying in schools: A research of gender differences. *School Psychology International*, 27(x), 1-15. doi: 10.1177/01430343060xxxxx
- Li, Q. (2007), Bullying in the new playground: research into cyberbullying and cyber victimization. *Australasian Journal of Educational Technology*, 23(4), 435-454.
- Li, Q. (2008). A cross-cultural comparison of adolescents' experience related to cyberbullying. *Educational Research*, 50, 223–234.
- Lin, C., Wu, H., & Hsieh, C. (2009). A world of paradox: Is that the public statement or private talk in virtual community?. *Pacific Asia Conference on Information Systems 2009 Proceedings*, Paper 5.
- Livingstone, Mascheroni, & Staksrud. (2017). European research on children's internet use: Assessing the past, anticipating the future. *New Media & Society*, 1-20. doi: 10.1177/1461444816685930
- Manago, A. M., Graham, M. B., Greenfield, P. M., & Salimkhan, G. (2008). Self presentation and gender on MySpace. *Journal of Applied Developmental Psychology*, 29, 446-458.
- Menesini, E., Nocentini, A., & Camodeca, M. (2013). Morality, values, traditional bullying, and cyberbullying in adolescence. *British Journal of Developmental Psychology*, 31(1), 1-14
- Monks, C. P., Robinson, S. R., & Worlidge, P. (2012). The emergence of cyberbullying: A survey of primary school pupils' perceptions and experiences. *School Psychology International*, 33(5), 477-491. <http://dx.doi.org/10.1177/0143034312445242>

- Narin, B. & Ünal, S. (2016). Siber Zorbalık ile ilgili Haberlerin Türkiye Yazılı Basınında Çerçevesi. Akdeniz İletişim, Issue 26, 9-23.
- Olweus, D. (1995). A useful evaluation design, and effects of the Olweus Bullying Prevention Program. *Psychology, Crime & Law*, 11(4), 389-402.
- Olweus, D. (2003). "A Profile of Bullying." *Educational Leadership* March: 12-17.
- Olweus, D. (2012a). Comments on cyberbullying article: A rejoinder. *European Journal of Developmental Psychology*, 9(5), 559-568.
- Olweus, D. (2012b). Cyberbullying: An overrated phenomenon? *European Journal of Developmental Psychology*, 10, 1-19.
- Ortega, R., Elisei, P., Mora-Merchán, J. A., Calmaestra, J., & Vega, E. (2009). The emotional impact on victims of traditional bullying and cyberbullying: A study of Spanish adolescents. *Journal of Psychology*, 217, 197-204.
- Patchin, J. W., & Hinduja, S. (2006). Bullies move beyond the schoolyard: A preliminary look at cyberbullying. *Youth Violence and Juvenile Justice*, 4, 148-169.
- Pepler, D., Smith, P. K., & Rigby, K. (2004). Looking back and looking forward: Implications for making interventions work effectively. In P. K. Smith, D. Pepler, & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?*: 307-324. New York, NY: Cambridge University Press.
- Perren, S., Dooley, J., Shaw, T., & Cross, D. (2010). Bullying in school and cyberspace: Associations with depressive symptoms in Swiss and Australian adolescents.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6.
- Price, M., & Dalgleish, J. (2010). Cyberbullying: Experiences, impacts and coping strategies as described by Australian young people. *Youth Studies Australia*, 29, 51-59.
- Raskauskas, J., & Stoltz, A. (2007). Involvement in traditional and electronic bullying among adolescents. *Developmental Psychology*, 43(3), 564-575. <http://dx.doi.org/10.1037/0012-1649.43.3.564>
- Rausch, H. L. (1965). Interaction sequences. *Journal of Personality and*

Social Psychology. 2, 487-499.

- Ringrose, J. (2008). "Just be friends": Exposing the limits of educational bully discourses for understanding teen girls' heterosexualized friendships and conflicts. *British Journal of Sociology of Education*, 29, 509–522.
- Ringrose, J. (2010). Sluts, whores, fat slags and playboy bunnies: Teen girls' negotiations of 'sexy' on social networking sites and at school. In C. Jackson, C. Paechter & E. Renold (Eds.), *Girls and education 3-16: Continuing concerns, new agendas*: 170-182. Basingstoke: Open University Press.
- Ross, D. A. R. (2007). Backstage with the knowledge boys and girls: Goffman and distributed agency in an organic online community. *Organization Studies*, 28, 307-325.
- Sanders, J. (2009). Cyberbullies: Their motives, characteristics, and types of bullying. Paper presented at the XIV European Conference of Developmental Psychology (2009), Vilnius, Lithuania.
- Sbarbaro, V., & Enyeart Smith, T.M. (2011). An exploratory study of bullying and cyberbullying behaviors among economically/educationally disadvantaged middle school students. *American Journal of Health Studies*, 26(3), 139-151.
- Slonje, R., & Smith, P. K. (2008). Cyberbullying: Another main type of bullying? *Scandinavian Journal of Psychology*, 49, 147-154. doi: 10.1111/j.1467- 9450.2007.00611.x
- Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S. and Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*, 49(4), 376–385. doi:10.1111/j.1469-7610.2007.01846.x
- Smith, P. K. (2009). Cyberbullying: Abusive relationships in cyberspace. *Zeitschrift für Psychologie/Journal of Psychology*, 217(4), 180-181. <http://dx.doi.org/10.1027/0044-3409.217.4.180>
- Smith, P. K. (2012). Cyberbullying and cyber aggression. In S. R. Jimerson, A. B. Nickerson, M. J.
- Subrahmanyam, K., & Greenfield, P. (2008). Online communication and adolescent relationships. *The Future of Children*, 18(1), 119-141.
- Tokunaga, R. S. (2010) Following you home from school: A critical review and synthesis of research on cyberbullying victimization. *Computers in*

Human Behavior, 26, 277-287.

- Vandebosch, H., & van Cleemput, K. (2009). New Media & Society, 11(8), 1349-1371.
- von Marées, N., & Petermann, F. (2012). Cyberbullying: An increasing challenge for schools. School Psychology International, 33(5), 467-476. <http://dx.doi.org/10.1177/0143034312445241>
- Walker, C. M., Sockman, B. J., & Koehn, S. (2011). An exploratory study of cyberbullying with undergraduate university students. TechTrends, 55(2), 31-38. <http://dx.doi.org/10.1007/s11528-011-0481-0>
- Weinstein, E. C., & Selman, R. L. (2014). Digital stress: Adolescents' personal accounts. New Media & Society. Advance online publication.
- Willard, N.E. (2010). Sexting and youth: Achieving a rational response. J. Soc. Sci., 6: 542-562.
- Wolak, J., Mitchell, K. J., & Finkelhor, D. (2007). Does online harassment constitute bullying? An exploration of online harassment by known peers and online-only contacts. The Journal of Adolescent Health, 41, 51-58.
- Xie, H., Swift, D. J., Cairns, B. D., & Cairns, R. B. (2002). Aggressive behaviors in social interaction and developmental adaptation: A narrative analysis of interpersonal conflicts during early adolescence. Social Development, 11(2), 205-24.
- Ybarra, M. L., & Mitchell, K. J. (2004a). Online aggressor/targets, aggressors, and targets: A comparison of associated youth characteristics. Journal of Child Psychology and Psychiatry, 45(7), 1308-1316.
- Ybarra, M.L., & Mitchell, K.J. (2004b). Youth engaging in online harassment: associations with caregiver-child relationships, Internet use, and personal characteristics. Journal of Adolescence, 27, 319-336.
- Yoneyama, S., & Naito, A. (2003). "Problems with the Paradigm: The School as a Factor in Understanding Bullying (with Special Reference to Japan)." British Journal of Sociology of Education 24, 3: 315-30.
- Zapf, D. (1999). Organisational, work group related and personal causes of mobbing/bullying at work. International Journal of Manpower, 20(1/2), 70-85.

- Zapf, D., & Einarsen, S. (2001). Bullying in the workplace: Recent trends in research and practice-an introduction. *European Journal of Work and Organizational Society*, 10(4), 369-373.



Reports

- Barnardos. (2002). Information Pack: Bullying. Dublin: National Children's Resource Centre.
- Cross, D., Shaw, T., Hearn, L., Epstein, M., Monks, H., Lester, L., & Thomas, L. (2009) Australian covert bullying prevalence study. Child Health Promotion Research Centre, Edith Cowan University, Perth.
- Haddon, L. and Livingstone, S. (2012). EU kids online: National perspectives, EU Kids Online, The London School of Economics and Political Science, London.
- Hasebrink, U., Livingstone, S., Haddon, L. and Ólafsson, K. (2009) Comparing children's online opportunities and risks across Europe: Cross-national comparisons for EU Kids Online. LSE, London: EU Kids Online (2nd edition), ISBN 978-0-85328-406-2
- Hasebrink, U (2011). "Patterns of risk and safety online. In-depth analyses from the EU Kids Online survey of 9- to 16-year-olds and their parents in 25 European countries"
- Hasebrink, U., Görzig, A., Haddon, L., Kalmus, V. and Livingstone, S. (2011). Patterns of risk and safety online. In-depth analyses from the EU Kids Online survey of 9-16 year olds and their parents in 25 countries. LSE, London: EU Kids Online.
- i-SAFE. (2004). Cyber Bullying: Statistics and Tips. Retrieved May 2, 2014, from http://www.isafe.org/outreach/media/media_cyber_bullying
- Megan Meier Cyberbullying Prevention Act (2009)
- National Telecommunications and Information Administration. (1995). Falling through the net: A survey of the "have nots" in rural and urban American," Washington, DC: NTIA <http://www.ntia.doc.gov/ntiahome/fallingthru.html>
- National Telecommunications and Information Administration. (2002). A nation online: How Americans are expanding their use of the internet. Washington, DC: NTIA. Retrieved from <http://www.ntia.doc.gov/files/ntia/publications/anationonline2.pdf>
- National Telecommunications and Information Administration. (2011). Digital nation: Expanding internet usage. Washington, DC: NTIA. Retrieved

from

http://www.ntia.doc.gov/files/ntia/publications/ntia_internet_use_report_february_2011.pdf

- Ólafsson, K., Livingstone, S. and Haddon, L. (2014). Children's use of online technologies in Europe: A review of the European evidence base. LSE, London: EU Kids Online. Revised edition.
- Smith, P., Mahdavi, J., Carvalho, M., & Tippett, N. (2006). An investigation into cyberbullying, its forms, awareness and impact, and the relationship between age and gender in cyberbullying. (Brief No. RBX03-06) (RBX03-06). Retrieved from <https://www.education.gov.uk/publications/eOrderingDownload/RBX03-06.pdf>
- The Tyler Clementi Higher Education Anti-Harassment Act of 2013
- Willard, N.E. (2004). Safe and responsible use of the internet: A guide for educators. Responsible Netizen Institute. Eugene, OR.
- Willard N. (2006), Cyberbullying and cyberthreats: responding to the challenge of online social cruelty, threats, and distress, Center for Safe and Responsible Internet Use. Champaign, Illinois.
- Youth Safety on a Living Internet: Report of the Online Safety and Technology Working Group. Retrieved on April 5, 2014, from https://www.ntia.doc.gov/legacy/reports/2010/OSTWG_Final_Report_060410.pdf

Online Resources, Websites & Newspapers

- Belsey, B. (2004). What is cyberbullying? Retrieved May 9, 2015, from <http://www.bullying.org/external/documents/ACF6F8.pdf>.
- Belsey, B. (n.d.). Retrieved October 15, 2014 from <http://www.cyberbullying.ca>.
- Brunker, M. (2009). Sexting surprise: Teens face child porn charges. Retrieved from <http://www.msnbc.msn.com/id/28679588>
- Carrick-Davies, S. (2012, July 2). Safer internet day and fraping: He who filches from me my good name... Huffington Post, Universities & Education.
- Miller, H. (1995, June). The presentation of self in electronic life: Goffman on the Internet. Paper presented at Embodied Knowledge and Virtual Space Conference. Retrieved from: <http://www.dourish.com/classes/ics234cw04/miller2.pdf>
- Shaw, L. (2012, October 1). Teens move beyond sexting to sexcasting. Parenting today's kids.
- <http://www.bbc.com/news/world-australia-42631208>
- <http://www.bbc.com/news/world-39729819>
- <http://www.dailymail.co.uk/news/article-1379119/Teenage-cancer-survivor-Justine-Williams-viciously-bullied-best-friend.html>
- <http://www.hurriyetdailynews.com/turkish-cypriot-kills-self-after-being-cyber-bullied---11565>
- <https://www.internetworldstats.com/stats.htm>
- <http://siberzorbalik.net/?p=duyurular&id=155>
- https://issuu.com/temelegitimdesiberzorbalik/docs/113k170_no-lu_t_b_tak_projesi_e__
- <https://wearesocial.com/special-reports/digital-in-2017-global-overview>

Unpublished Dissertations

- Lee, S. (2012) Bullying-like Behaviours in South Korea: Terms used, Origins in Early Childhood, and Links to Moral Reasoning.
- Serin, H. (2012). Ergenlerde siber zorbalık / siber mağduriyet yaşantıları ve bu davranışlara ilişkin öğretmen ve eğitim yöneticilerinin görüşleri.

Dictionaries

- <https://www.etymonline.com/word/bully>
- <https://en.oxforddictionaries.com/definition/power>
- <https://dictionary.cambridge.org/tr/s%C3%B6zl%C3%BCk/ingilizce/dignity>

APPENDIX A – CONSENT FORM³ AND SURVEY INSTRUMENT (in Turkish)

VELİ ONAY MEKTUBU (ÖRNEK)

Sayın Veli,

Galatasaray Üniversitesi Medya ve İletişim Çalışmaları Doktora Programı'nda yürütmekte olduğum tezim kapsamında "İnternet Çağında Zorbalık: Ortaokul ve Lise Öğrencilerine Yönelik Bir Araştırma" başlıklı araştırma projesini yürütmekteyim. Araştırmamın amacı ortaokul ve liselerde öğrenim gören öğrencilerin, siber zorbalık yaşama düzeylerini bazı değişkenlere göre incelemek, siber zorbalığın öğrenciler üzerindeki etkilerini ve öğrencilerin muhtemel kendi deneyimleri doğrultusunda siber zorbalığı nasıl tanımladığını saptamaktır. Bu amaçla, çocuklarımızın bir anket doldurmasına ihtiyaç duymaktayım.

Katılmasına izin verdiğiniz takdirde çocuğunuz anketi okulda ders saatinde dolduracaktır. Çocuğunuzun cevaplayacağı soruların onun psikolojik gelişimine olumsuz etkisi olmayacağından emin olabilirsiniz. Doldurulacak anketlerde cevaplar kesinlikle gizli tutulacak ve bu cevaplar sadece bilimsel araştırma amacıyla kullanılacaktır. Bu formu imzaladıktan sonra anket çalışmasına katılımcılıktan ayrılma hakkına sahipsiniz. Araştırma sonuçlarının özeti tarafımdan okula ulaştırılacaktır.

Çocuğunuzun ankete katılımına izin vererek sağlayacağınız bilgiler çocukların internet kullanımı ve internet kullanımlarından ötürü deneyimledikleri bir takım olumsuz faktörlerin saptanmasına önemli bir katkıda bulunacaktır. Araştırmayla ilgili sorularınızı aşağıdaki e-posta adresini kullanarak bana yöneltebilirsiniz.

Saygılarımla,
Sinan Aşçı
Doktora Öğrencisi, Medya ve İletişim Çalışmaları Programı
Galatasaray Üniversitesi
E-posta: sinanasci@gmail.com

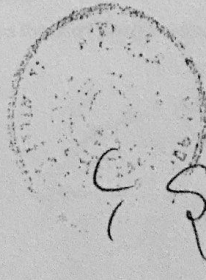
*Lütfen bu araştırmaya katılmak konusundaki tercihinizi aşağıdaki seçeneklerden size en uygun gelenin altına imzanızı atarak belirtiniz ve bu formu çocuğunuzla okula geri gönderiniz.
LÜTFEN BU FORMUN ÜZERİNE ADINIZI ve SOYADINIZI YAZMAYINIZ.*

- A) Bu araştırmaya tamamen gönüllü olarak katılıyorum ve çocuğum'nın da katılımcı olmasına izin veriyorum ☐ izin vermiyorum ☐
- B) Çalışmayı istediğim zaman yarıda kesip bırakabileceğimi biliyorum ve verdiğim bilgilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum ☐ kabul etmiyorum ☐.

Veli Kodu:

--	--	--	--	--

İmza:



³ The consent form prepared for parental permission was not written in English due to the fact that it is involved in the research just as numbers - not a fact for commenting on the issue discussed in this doctoral research.

EK – 6: Araştırmada Kullanılacak Veri Toplama Aracı (Anket)

Sevgili öğrenciler,

Bu çalışma yürütmekte olduğum doktora tezi kapsamında, siz ortaokul ve lise öğrencilerinin siber zorbalık deneyimlerini incelemek amacıyla gerçekleştirilmektedir. Bu amaç doğrultusunda ankette, sizlere kişisel bilgilerinizi içermeyen, sosyal medya kullanımınızın, siber zorbalığa ilişkin muhtemel deneyimlerinizin ve son olarak önerilerinizin bulunduğu sorular yer almaktadır. Ankete kesinlikle isim yazılmayacaktır ve katılım gönüllülük esasına dayalıdır. Tüm cevaplar gizli tutulacaktır.

Sinan Aşçı, Doktora Öğrencisi

Medya ve İletişim Çalışmaları, Sosyal Bilimler Enstitüsü

Galatasaray Üniversitesi

DEMOGRAFİK BİLGİLER

1. Cinsiyetiniz: () Erkek () Kadın

2. Sınıfınız: () 5. Sınıf () 6. Sınıf () 7. Sınıf () 8. Sınıf () 9. Sınıf () 10. Sınıf () 11. Sınıf () 12. Sınıf

3. Hangi ilçede ikamet ediyorsunuz?

SOSYAL MEDYA KULLANIMI

4. Sosyal medya kullanıyor musunuz? () Evet () Hayır

5. Sınıf arkadaşlarınızla sosyal medyada da arkadaş mısınız? () Evet () Hayır

6. Kaç sosyal medya platformuna (arkadaş siteleri, fotoğraf paylaşım siteleri, eğitim siteleri, vb.) üyesiniz?

() Hiç () 1 – 10 () 11 – 20 () 21 – 50 () 51 ve üzeri

7. Lütfen kullandığınız sosyal medya araçlarının türlerini seçiniz. (Birden fazla seçebilirsiniz.)

() Arkadaş Siteleri () Fotoğraf/Video Paylaşım Siteleri () Mesleki Siteler

() Bilgi Veren Siteler () Eğitim Siteleri () Hobi Siteleri

() Akademik Siteler () Forumlar () Yer Bildiren Siteler

() Görüşlerin Yer Aldığı Siteler () E-ticaret Siteleri () Oyun Siteleri

8. Sosyal medyaya nasıl bağlanıyorsunuz? (Birden fazla seçebilirsiniz.)

() Bilgisayar () Dizüstü Bilgisayar () Cep Telefonu () Diğer:

9. İnternete nereden bağlanıyorsunuz? (Birden fazla seçebilirsiniz.)

() Evden () Okuldan () İnternet Kafeden () Diğer:

10. Ne kadar süredir sosyal medya üyeliğiniz var?

() Bir aydan az () 1 – 6 ay () 7 ay – 1 yıl () 1 yıldan fazla

11. Sosyal medyada ortalama günde ne kadar zaman geçiriyorsunuz?

() 1 saatten az () 1 – 6 saat () 7 – 12 saat () 13 saatten fazla

12. Sosyal medya üyeliklerinizde ortalama kaç arkadaşınız var?

() 10'dan az () 10 – 50 () 51 – 100 () 100'den fazla

13. Tanımadıklarımızı arkadaş olarak ekliyor musunuz? () Evet () Bazen () Hayır

14. Sosyal medya profillerinizde aşağıdaki bilgilerden hangileri yer alıyor? (Birden fazla seçebilirsiniz.)

() E-posta Adresi () Gerçek Adınız ve Soyadınız () Hobiler () Oturduğunuz İlçe – İl

() Cep Telefonu () Fotoğraflar / Videolar () Doğum Tarihiniz () İlgi Alanlarınız

() Dininiz () Cinsiyetiniz () Okulunuz () Diğer:

15. Neden sosyal medya platformlarına üyesiniz? (Birden fazla seçebilirsiniz.)

() Bilgiye erişmek için () Oyun oynamak için

() Arkadaş bulmak için () Ailem ve arkadaşlarımla iletişim kurmak için

() Fikir öğrenmek için () Video-fotoğraf-müzik paylaşmak için

() Diğer:

4 5 6

16. Siber zorbalık size nedir? (Sizin için uygun olanları seçiniz).

- () bir öğrencinin diğer öğrenciye İnternet'te hakaret etmesidir.
 () bir öğrencinin diğer öğrenciye kaba mesajlar ya da fotoğraflar göndermesidir.
 () bir öğrencinin diğer öğrencinin adını İnternet'te izinsiz kullanmasıdır.
 () bir öğrencinin diğer öğrencinin telefon numarasını izni olmadan dağıtmasıdır.
 () bir öğrencinin sosyal medyada diğer öğrenci gibi davranmasıdır.
 () diğer (yukarıdakilerden farklı bir görüşünüz varsa belirtiniz):

17. Herhangi bir sosyal medya platformunda başkalarının size zarar verdiğini düşündüğünüz bir olay yaşadınız mı?
 Eğer yaşadıysanız kısaca anlatınız.

--

Aşağıda yaşadıklarınıza dair verilen ifadeleri okuyup size en uygun seçeneği belirleyerek "X" sembolü ile işaretleyiniz. Lütfen sadece her soru için **TEK CEVAP VERİNİZ**.

	İNTERNETTE YAŞADIKLARIM	Hiç böyle bir şey yaşamadım.	1 kez yaşadım.	2 veya daha fazla kere yaşadım.
18.	İnternette tarafıma kaba sözler söylendi, benimle kırıcı bir şekilde dalga geçildi veya bana hakaret edildi.			
19.	İnternette grubun dışına atıldım ya da görmezden gelindim.			
20.	İnternette hakkımda yalan söylendi ya da dedikodu yapıldı.			
21.	İnternette sosyal medya hesabım çalındı ve kullanıldı.			
22.	İnternette beni korkuttular ya da bir şeyi yapmaya zorlandım.			

Aşağıda yaptıklarınıza dair ifadeleri okuyup size en uygun seçeneği belirleyerek "X" sembolü ile işaretleyiniz. Lütfen sadece her soru için **TEK CEVAP VERİNİZ**.

	İNTERNETTE YAPTIKLARIM	Hiç böyle bir şey yapmadım.	1 kez yaptım.	2 veya daha fazla kere yaptım.
23.	İnternette birine kaba sözler söyledim, kırıcı bir şekilde dalga geçtim veya hakaret ettim.			
24.	İnternette birini gruptan attım ya da görmezden geldim.			
25.	İnternette birinin hakkında yalan söyledim ya da dedikodu yaptım.			
26.	İnternette birinin sosyal medya hesabını çaldım ve kullandım.			
27.	İnternette birini korkuttum ya da bir şeyi yapmaya zorladım.			

S S Y

Aşağıda şahit olduklarınıza dair ifadeleri okuyup size en uygun seçeneği belirleyerek "X" sembolü ile işaretleyiniz. Lütfen sadece her soru için **TEK CEVAP VERİNİZ**.

İNTERNETTE ŞAHİT OLDUKLARIM		Hiç böyle bir şeye şahit olmadım.	1 kez şahit oldum.	2 veya daha fazla kere şahit oldum.
28.	İnternette birine kaba sözler söylendiğine, kırıcı bir şekilde dalga geçildiğine veya hakaret edildiğine şahit oldum.			
29.	İnternette birinin gruptan atıldığına ya da görmezden gelindiğine şahit oldum.			
30.	İnternette birinin hakkında yalan söylendiğine ya da dedikodu yapıldığına şahit oldum.			
31.	İnternette birinin sosyal medya hesabını çalındığına ve kullanıldığına şahit oldum.			
32.	İnternette birinin korkutulduğuna ya da bir şeyi yapmaya zorlandığına şahit oldum.			

33. Size bir imkan verilseydi siber zorbalıktan korunmak için aşağıdakilerden hangisi ya da hangilerini hayata geçirirdiniz?

- ☐ () Siber zorbalığı hukuken suç kapsamına alırdım.
- ☐ () Okullarda siber zorbalığa uğrayan öğrencilere destek verilmesini sağlardım.
- ☐ () Okullarda öğrencilere siber zorbalığı ve ondan korunma yollarını anlatan eğitimler verirdim.
- ☐ () Okullarda ailelere siber zorbalığı ve ondan korunma yollarını anlatan eğitimler verirdim.
- ☐ () Siber zorbalığa uğrayanların yardım alabileceği ülke çapında bir yardım platformu oluşturdum.
- ☐ () Diğer (varsa belirtiniz):

34. Ailenizde siber zorbalığın ne olduğunu bilmeyen bir büyüğünüze bu durumu anlatmak isterseniz konu hakkında neler söylediniz?

Katkılarınızdan dolayı teşekkür ederiz!

Ş Ş Y

(English Version of the Survey Instrument)**DEMOGRAPHIC INFORMATION**

1. Gender: ☐ Male ☐ Female

2. Grade: ☐ 5. Grade ☐ 6. Grade ☐ 7. Grade ☐ 8. Grade
☐ 9. Grade ☐ 10. Grade ☐ 11. Grade ☐ 12. Grade

3. In which district of Istanbul do you live?

SOCIAL MEDIA USE

4. Are you a member of a Social Networking Site? ☐ Yes ☐ No

5. Are you also friend on social media platforms with your good friends? ☐ Yes ☐ No

6. How many social networking sites communities / groups are you a member of?
☐ None ☐ 1 – 10 ☐ 11 – 20 ☐ 21 – 50 ☐ 51 and more

7. Please select the type(s) of all social networks for which you have created a personal profile.

- ☐ Social Connections ☐ Multimedia Sharing ☐ Professional
☐ Informational ☐ Educational ☐ Hobbies
☐ Academic ☐ Discussion Forums ☐ Bookmarking Sites
☐ Online Reviews ☐ E-commerce ☐ Gaming

8. How do you access your social network account?

- ☐ PC ☐ Laptop ☐ Mobile/Smartphone ☐ Others:

9. Where do you connect to the Internet?

- ☐ At Home ☐ At School ☐ At Internet Cafes ☐ Others:

10. How long have you been a member of social media platforms?

- ☐ Less than 1 month ☐ 1 – 6 months ☐ 7 months – 1 year ☐ More than 1 year

11. On average, how much time do you spend daily on a social networking site?

- ☐ Less than 1 hour ☐ 1 – 6 hours ☐ 7 – 12 hours ☐ More than 13 hours

12. How many contacts / friends do you have on a social networking site?

- ☐ Fewer than 10 ☐ 10 – 50 ☐ 51 – 100 ☐ More than 100

13. Do you accept strangers who try to friend you in social networking sites?

- ☐ Yes ☐ Sometimes ☐ No

14. What information do you have on your social network profile?

- ☐ E-mail ☐ Real name and surname ☐ Hobbies ☐ Town-City
☐ Mobile ☐ Photos/ Videos ☐ Date of Birth ☐ Interests
☐ Your Religion ☐ Your Gender ☐ Your School
☐ Others:

15. Why do you use an online social network?

- ☐ To find information ☐ To play games
☐ To make new friends ☐ To keep in touch with family and friends
☐ To get opinions ☐ To share videos / pictures / music
☐ Others:

16. According to you, what is cyberbullying? (Select that all apply)

- ☐ when some student bullies another student on the Internet.
☐ when you send mean text messages or pics to another student.
☐ when you use another student's name online without having any permission.
☐ when you use a student's cell phone to get them into trouble.
☐ when you pretend to be another student online.
☐ others (if there is anything different from the ones given above):

17. Have you experienced something like someone hurt you in any social media platform on the Internet? If yes, please describe shortly.

Please read the statements given below and put "X" on which one is appropriate for you.

		Never Experienced	Experienced Only Once	Experienced More than 2 Times
18	I was called mean names, was made fun of, or teased in a hurtful way on the Internet.			
19	Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me on the Internet.			
20	Other students told lies or spread false rumors about me and tried to make other dislike me on the Internet.			
21	I had my profile taken away from me or damaged on the Internet.			
22	I was threatened or forced to do things I did not want to do on the Internet.			

Please read the statements given below and put “X” on which one is appropriate for you.

		Never Done	Done Only Once	Done More than 2 Times
23	I called another student(s) mean names, made fun of, or teased him or her in a hurtful way on the Internet.			
24	I kept him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her on the Internet.			
25	I spread false rumors about him or her and tried to make others dislike him or her on the Internet.			
26	I took money or other things from him or her or damaged his or her belongings on the Internet.			
27	I threatened or forced him or her to do things s/he did not want to do on the Internet.			

Please read the statements given below and put “X” on which one is appropriate for you.

		Never Seen	Seen Only Once	Seen More than 2 Times
28	I saw someone who called another student(s) mean names, made fun of, or teased him or her in a hurtful way on the Internet.			
29	I saw someone who kept him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her on the Internet.			
30	I saw someone who spread false rumors about him or her and tried to make others dislike him or her on the Internet.			
31	I saw someone who took money or other things from him or her or damaged his or her belongings on the Internet.			
32	I saw someone who threatened or forced him or her to do things s/he did not want to do on the Internet.			

33. If you have a chance, which one(s) given below would you do?

- ☐ Cyberbullying would be illegal.
- ☐ Students bullied online would get help at schools.
- ☐ Schools would have to help students on what cyberbullying is and how to protect themselves.
- ☐ Schools would have to help parents on what cyberbullying is and how to protect their kids.
- ☐ There would be a youth helpline where the ones who are cyberbullied go and get to help.
- ☐ Others:

34. What do you want grown-ups to know about cyberbullying that they don't know?

--

Thanks for your distinguished contribution!



APPENDIX B – REVIEW BOARD APPROVAL FORMS



T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-44-E.7862972

30.05.2017

Konu: Anket ve Araştırma İzin Talebi

Sayın: Sinan AŞÇI

- İlgi: a) 08.05.2017 tarihli dilekçeniz.
b) Valilik Makamının 29.05.2017 tarih ve 7774948 sayılı oluru.

"İnternet Çağında Zorbalık: Ortaokul ve Lise Öğrencilerine Yönelik Bir Araştırma" konulu teziniz hakkındaki ilgi (a) dilekçe ve ekleri ilgi (b) valilik onayı ile uygun görülmüştür.

Bilgilerinizi ve söz konusu talebiniz; bilimsel amaç dışında kullanmaması, **uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının uygulanması**, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılması koşuluyla, gerekli duyurunun araştırmacı tarafından yapılması, okul idarecilerinin denetim, gözetim ve sorumluluğunda, eğitim-öğretimi aksatmayacak şekilde ilgi (b) Valilik Onayı doğrultusunda uygulanması ve işlem bittikten sonra 2 (iki) hafta içinde sonuçtan Müdürlüğümüz Strateji Geliştirme Bölümüne rapor halinde bilgi verilmesini rica ederim.

Harun TÜYSÜZ
Müdür a.
Müdür Yardımcısı

EK:1- Valilik Onayı

2- Ölçekler

İl Millî Eğitim Müdürlüğü Binbirdirek M. İmran Öktem Cad.
No:1 Eski Adliye Binası Sultanahmet Fatih/İstanbul
E-Posta: sgb34@meb.gov.tr

A. BALTA VHKİ
Tel: (0 212) 455 04 00-239
Faks: (0 212) 455 06 52

Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden 0297-b14b-3dae-8676-934d kodu ile teyit edilebilir.



T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-20-E.7774948

29/05/2017

Konu: Anket ve Araştırma İzin Talebi

VALİLİK MAKAMINA

- İlgi: a) 08.05.2017 tarihli dilekçe.
b) MEB. Yen. ve Eğ. Tek. Gn Md. 07.03.2012 tarih ve 3616 sayılı 2012/13 nolu gen.
c) Milli Eğitim Araştırma ve Anket Komisyonunun 23.05.2017 tarihli tutanağı.

Galatasaray Üniversitesi Sosyal Bilimler Enstitüsü doktora programı öğrencisi Sinan AŞÇI'nın "İnternet Çağında Zorbalık: Ortaokul ve Lise Öğrencilerine Yönelik Bir Araştırma" konulu tezi kapsamında, ilimiz Küçükçekmece ve Adalar ilçelerinde bulunan ortaokul ve liselerde öğrenim gören öğrencilere; anket uygulama istemi hakkındaki ilgi (a) dilekçe ve ekleri Müdürlüğümüzce incelenmiştir.

Araştırmacının; söz konusu talebi; bilimsel amaç dışında kullanılmaması, uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının uygulanması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılmaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim-öğretimi aksatmayacak şekilde ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ömer Faruk YELKENCİ
Millî Eğitim Müdürü

OLUR
29/05/2017

Ahmet Hamdi USTA
Vali a.
Vali Yardımcısı

Ek:1- Genelge
2- Komisyon Tutanağı

İl Millî Eğitim Müdürlüğü Binbirdirek M. İmran Öktem Cad.
No:1 Eski Adliye Binası Sultanahmet Fatih/İstanbul
E-Posta: sgb34@meb.gov.tr

A. BALTA VHKİ
Tel: (0 212) 455 04 00-239
Faks: (0 212) 455 06 52

APPENDIX C – SPSS DATA

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	S33	CBEK Mean	CRDO	Mean	CRSE	Mean
1	2	4.00	1.00	1.00	1.00	2.00	13.00	5.00	1.00	4.00	2.00	4.00	2.00	13.00	8.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.40
2	1	4.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	4.00	2.00	3.00	13.00	5.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.40	
3	2	4.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	2.00	2.00	4.00	2.00	13.00	6.00	7.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.40	
4	2	4.00	1.00	1.00	1.00	2.00	2.00	3.00	1.00	4.00	2.00	4.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00	3.00	2.00	2.00	1.00	7.00	1.00	1.00	1.00	2.20	
5	1	4.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	4.00	1.00	4.00	2.00	13.00	2.00	7.00	1.00	1.00	3.00	3.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00	3.00	3.00	3.00	7.00	1.00	1.00	1.00	3.00	
6	1	3.00	1.00	1.00	2.00	2.00	1.00	13.00	1.00	3.00	1.00	1.00	3.00	13.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.20	
7	2	3.00	1.00	1.00	1.00	1.00	1.00	13.00	3.00	1.00	4.00	2.00	3.00	13.00	6.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	7.00	1.00	1.00	1.00	1.40	
8	2	3.00	1.00	1.00	1.00	1.00	1.00	13.00	3.00	1.00	4.00	2.00	3.00	13.00	8.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	7.00	1.00	1.00	1.00	1.40	
9	2	3.00	1.00	1.00	1.00	2.00	13.00	5.00	1.00	3.00	1.00	2.00	2.00	13.00	8.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	4.00	1.00	1.00	1.00	1.40	
10	2	3.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	1.00	3.00	2.00	4.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	7.00	1.00	1.00	1.00	1.20	
11	1	3.00	1.00	1.00	1.00	2.00	13.00	5.00	1.00	4.00	2.00	4.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.20	
12	2	3.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	2.00	1.00	4.00	3.00	13.00	6.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.20	
13	1	3.00	1.00	1.00	1.00	1.00	1.00	13.00	3.00	1.00	3.00	2.00	4.00	2.00	13.00	6.00	2.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.20	
14	1	3.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	4.00	3.00	4.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00	3.00	2.00	2.00	7.00	1.00	1.00	1.00	1.20	
15	1	3.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	4.00	1.00	3.00	1.00	13.00	8.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	7.00	1.00	1.00	1.00	1.20	
16	2	3.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00	1.00	2.00	4.00	3.00	13.00	8.00	7.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	7.00	1.00	1.00	1.00	1.20
17	2	4.00	1.00	1.00	1.00	1.00	1.00	13.00	3.00	1.00	4.00	2.00	2.00	13.00	8.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	3.00	5.00	1.00	2.00	1.20
18	2	4.00	1.00	1.00	1.00	1.00	1.00	13.00	3.00	1.00	1.00	2.00	2.00	13.00	8.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	5.00	1.00	1.00	1.20	
19	1	4.00	1.00	1.00	1.00	1.00	2.00	7.00	3.00	1.00	2.00	1.00	4.00	3.00	5.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.20		
20	1	1.00	1.00	1.00	1.00	1.00	1.00	13.00	1.00	1.00	1.00	3.00	3.00	2.00	8.00	7.00	3.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	7.00	1.00	1.00	1.00	1.80	
21	1	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00	13.00	1.00	3.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	4.00	1.00	1.00	1.00	1.40	
22	1	1.00	1.00	1.00	1.00	2.00	1.00	13.00	2.00	1.00	4.00	2.00	3.00	13.00	8.00	7.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	7.00	1.00	1.00	1.00	1.40	
23	1	1.00	1.00	1.00	1.00	2.00	1.00	5.00	3.00	1.00	2.00	1.00	3.00	6.00	8.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.00	
24	1	1.00	1.00	1.00	1.00	2.00	3.00	3.00	1.00	1.00	4.00	2.00	4.00	3.00	13.00	6.00	2.00	1.00	1.00	2.00	3.00	1.00	3.00	2.00	2.00	1.00	1.00	2.00	1.00	2.00	1.00	7.00	1.00	1.00	1.00	1.80	
25	1	1.00	1.00	1.00	1.00	2.00	13.00	1.00	1.00	3.00	1.00	2.00	3.00	13.00	8.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.20	
26	1	1.00	1.00	1.00	1.00	2.00	1.00	13.00	1.00	1.00	4.00	1.00	4.00	2.00	13.00	1.00	7.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	7.00	1.00	1.00	1.00	1.20	
27	1	1.00	1.00	1.00	2.00	2.00	1.00	13.00	4.00	1.00	1.00	1.00	3.00	13.00	7.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.00	
28	2	1.00	1.00	1.00	2.00	2.00	1.00	13.00	5.00	1.00	1.00	1.00	3.00	13.00	7.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.00	
29	2	1.00	1.00	1.00	1.00	2.00	1.00	13.00	3.00	1.00	1.00	1.00	3.00	13.00	7.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.00	
30	2	1.00	1.00	1.00	1.00	2.00	1.00	2.00	3.00	1.00	4.00	1.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.20	
31	2	1.00	1.00	1.00	1.00	2.00	1.00	12.00	3.00	4.00	1.00	1.00	3.00	13.00	4.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	4.00	1.00	1.00	1.00	1.00	
32	1	1.00	1.00	1.00	1.00	2.00	1.00	5.00	5.00	1.00	1.00	1.00	3.00	13.00	7.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00	3.00	2.00	3.00	1.00	7.00	1.00	1.00	1.00	2.00	
33	2	1.00	1.00	1.00	1.00	2.00	1.00	13.00	1.00	1.00	1.00	1.00	3.00	13.00	8.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.00	
34	2	1.00	1.00	1.00	2.00	2.00	1.00	13.00	3.00	1.00	1.00	1.00	3.00	13.00	4.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.00	
35	2	1.00	1.00	1.00	2.00	2.00	1.00	3.00	3.00	1.00	1.00	1.00	3.00	8.00	4.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00	1.00		
36	1	1.00	1.00	1.00	1.00	2.00	2.00	2.00	4.00	1.00	2.00	1.00	2.00	3.00	6.00	6.00	7.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.00	1.00			

[illegible]

[illegible]

2860	2	5.00	1.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	2.00	1.00	4.00	2.00	13.00	2.00	7.00	1.00	1.00	1.00
2861	1	5.00	1.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	4.00	1.00	4.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00
2862	1	5.00	1.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	4.00	1.00	3.00	3.00	3.00	8.00	2.00	1.00	1.00	1.00
2863	2	6.00	1.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	4.00	2.00	3.00	1.00	13.00	8.00	7.00	1.00	1.00	1.00
2864	2	5.00	1.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	4.00	2.00	4.00	2.00	13.00	7.00	7.00	1.00	1.00	1.00
2865	2	5.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	5.00	1.00	1.00	3.00	1.00	13.00	8.00	7.00	1.00	1.00	1.00
2866	2	6.00	1.00	1.00	1.00	1.00	2.00	2.00	3.00	1.00	4.00	3.00	4.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00
2867	1	5.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	1.00	3.00	3.00	1.00	2.00	10.00	1.00	2.00	1.00	1.00	1.00
2868	2	5.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	1.00	3.00	3.00	1.00	2.00	1.00	1.00	2.00	1.00	1.00	1.00
2869	2	6.00	1.00	1.00	1.00	1.00	2.00	1.00	5.00	1.00	1.00	1.00	1.00	3.00	7.00	1.00	1.00	1.00	1.00	1.00
2870	2	5.00	1.00	1.00	1.00	1.00	2.00	2.00	3.00	1.00	4.00	1.00	2.00	3.00	5.00	1.00	1.00	1.00	1.00	1.00
2871	1	6.00	1.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	4.00	2.00	4.00	2.00	13.00	8.00	7.00	2.00	1.00	1.00
2872	1	6.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	5.00	4.00	3.00	4.00	1.00	13.00	8.00	2.00	3.00	3.00	1.00
2873	1	6.00	1.00	1.00	1.00	1.00	2.00	1.00	3.00	5.00	4.00	2.00	2.00	3.00	13.00	5.00	1.00	1.00	1.00	1.00
2874	1	6.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	5.00	4.00	2.00	4.00	2.00	13.00	8.00	7.00	3.00	3.00	7.00
2875	1	6.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	5.00	4.00	2.00	3.00	2.00	13.00	8.00	1.00	3.00	3.00	6.00
2876	2	6.00	1.00	1.00	1.00	1.00	2.00	2.00	3.00	1.00	4.00	2.00	2.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00
2877	2	6.00	1.00	1.00	1.00	1.00	2.00	2.00	3.00	1.00	4.00	2.00	4.00	3.00	6.00	5.00	2.00	1.00	1.00	1.00
2878	3	6.00	1.00	1.00	1.00	1.00	2.00	2.00	3.00	5.00	4.00	2.00	3.00	3.00	2.00	5.00	2.00	1.00	1.00	1.00
2879	1	6.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	4.00	1.00	2.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00
2880	2	6.00	1.00	1.00	1.00	1.00	2.00	2.00	13.00	3.00	1.00	2.00	2.00	2.00	3.00	13.00	8.00	1.00	1.00	1.00
2881	2	7.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	1.00	4.00	2.00	4.00	3.00	13.00	8.00	7.00	1.00	1.00	1.00
2882	2	5.00	1.00	1.00	1.00	1.00	2.00	2.00	5.00	1.00	3.00	3.00	4.00	3.00	13.00	8.00	3.00	1.00	1.00	1.00
2883	1	7.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	5.00	4.00	2.00	4.00	1.00	13.00	8.00	7.00	2.00	2.00	7.00
2884	1	7.00	1.00	1.00	1.00	1.00	2.00	2.00	5.00	1.00	4.00	4.00	2.00	13.00	8.00	7.00	3.00	1.00	1.00	1.00
2885	2	6.00	1.00	1.00	1.00	1.00	2.00	13.00	4.00	4.00	3.00	4.00	3.00	1.00	13.00	8.00	1.00	2.00	2.00	3.00
2886	1	7.00	1.00	1.00	1.00	1.00	2.00	2.00	5.00	1.00	1.00	1.00	1.00	3.00	13.00	1.00	7.00	1.00	1.00	1.00
2887	2	5.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	1.00	4.00	2.00	4.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00
2888	2	7.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	1.00	4.00	2.00	4.00	2.00	2.00	5.00	7.00	1.00	1.00	1.00
2889	2	5.00	1.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	2.00	2.00	3.00	3.00	13.00	8.00	7.00	1.00	1.00	1.00
2890	2	7.00	1.00	1.00	1.00	1.00	2.00	2.00	13.00	3.00	1.00	3.00	1.00	2.00	6.00	1.00	7.00	1.00	1.00	1.00
2891	2	7.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	3.00	1.00	1.00	12.00	7.00	6.00	3.00	3.00	3.00
2892	2	7.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	3.00	1.00	3.00	13.00	8.00	4.00	2.00	2.00	3.00
2893	2	6.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	4.00	4.00	3.00	1.00	13.00	8.00	7.00	3.00	1.00	1.00
2894	2	6.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	3.00	3.00	1.00	3.00	13.00	5.00	3.00	1.00	1.00	1.00
2895	2	6.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	3.00	3.00	1.00	3.00	13.00	5.00	3.00	1.00	1.00	1.00
2896	2	5.00	1.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	4.00	3.00	4.00	1.00	13.00	6.00	2.00	1.00	1.00	1.00
2897	1	6.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	1.00	4.00	2.00	4.00	2.00	13.00	8.00	3.00	1.00	1.00	1.00
2898	1	6.00	1.00	1.00	1.00	1.00	2.00	2.00	13.00	5.00	1.00	4.00	2.00	2.00	13.00	8.00	3.00	1.00	1.00	1.00
2899	1	7.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	5.00	3.00	1.00	4.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00
2900	1	7.00	1.00	1.00	1.00	1.00	2.00	2.00	13.00	5.00	5.00	3.00	2.00	4.00	3.00	13.00	8.00	7.00	1.00	1.00
2901	2	6.00	1.00	1.00	1.00	1.00	2.00	2.00	3.00	1.00	4.00	2.00	4.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00
2902	3	6.00	1.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	4.00	2.00	4.00	2.00	13.00	8.00	7.00	2.00	1.00	1.00
2903	1	7.00	1.00	1.00	1.00	1.00	2.00	2.00	3.00	1.00	4.00	1.00	4.00	2.00	13.00	10.00	1.00	1.00	1.00	1.00
2904	1	6.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	3.00	3.00	1.00	3.00	13.00	5.00	3.00	1.00	1.00	1.00
2905	2	5.00	1.00	1.00	1.00	1.00	2.00	13.00	3.00	1.00	4.00	4.00	3.00	4.00	1.00	13.00	6.00	2.00	1.00	1.00
2906	2	5.00	1.00	1.00	1.00	1.00	2.00	2.00	13.00	5.00	1.00	4.00	3.00	4.00	1.00	13.00	6.00	2.00	1.00	1.00
2907	1	6.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	1.00	4.00	2.00	4.00	2.00	13.00	8.00	3.00	1.00	1.00	1.00
2908	1	6.00	1.00	1.00	1.00	1.00	2.00	2.00	13.00	5.00	1.00	4.00	2.00	3.00	13.00	8.00	3.00	1.00	1.00	1.00
2909	1	7.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	5.00	3.00	1.00	4.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00
2910	1	7.00	1.00	1.00	1.00	1.00	2.00	2.00	13.00	5.00	5.00	3.00	2.00	4.00	3.00	13.00	8.00	7.00	1.00	1.00
2911	2	7.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	3.00	1.00	1.00	12.00	7.00	6.00	3.00	3.00	3.00
2912	2	7.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2913	2	6.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	4.00	4.00	3.00	1.00	13.00	8.00	7.00	3.00	1.00	1.00
2914	2	6.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	3.00	3.00	1.00	3.00	13.00	5.00	3.00	1.00	1.00	1.00
2915	2	6.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	3.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2916	2	6.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	3.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2917	1	6.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	1.00	4.00	2.00	4.00	2.00	13.00	8.00	3.00	1.00	1.00	1.00
2918	1	6.00	1.00	1.00	1.00	1.00	2.00	2.00	13.00	5.00	1.00	4.00	2.00	3.00	13.00	8.00	3.00	1.00	1.00	1.00
2919	1	7.00	1.00	1.00	1.00	1.00	2.00	13.00	5.00	5.00	3.00	1.00	4.00	2.00	13.00	8.00	7.00	1.00	1.00	1.00
2920	1	7.00	1.00	1.00	1.00	1.00	2.00	2.00	13.00	5.00	5.00	3.00	2.00	4.00	3.00	13.00	8.00	7.00	1.00	1.00
2921	2	7.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2922	2	7.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2923	2	6.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	4.00	4.00	3.00	1.00	13.00	8.00	7.00	3.00	1.00	1.00
2924	2	6.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	3.00	3.00	1.00	3.00						

Frequency Tables**Your Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	192	48.9	48.9	48.9
	Female	197	50.1	50.1	99.0
	No Answer	4	1.0	1.0	100.0
	Total	393	100.0	100.0	

Your Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5th Grade	56	14.2	14.2	14.2
	6th Grade	47	12.0	12.0	26.2
	7th Grade	24	6.1	6.1	32.3
	8th Grade	29	7.4	7.4	39.7
	9th Grade	63	16.0	16.0	55.7
	10th Grade	116	29.5	29.5	85.2
	11th Grade	42	10.7	10.7	95.9
	12th Grade	16	4.1	4.1	100.0
	Total	393	100.0	100.0	

District of School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Küçükçekmece	322	81.9	81.9	81.9
	Adalar	71	18.1	18.1	100.0
	Total	393	100.0	100.0	

Are you a member of social media sites?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	359	91.3	91.3	91.3
	No	34	8.7	8.7	100.0
	Total	393	100.0	100.0	

Are you friend on social media sites with your classmates?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	315	80.2	80.2	80.2
	No	78	19.8	19.8	100.0
	Total	393	100.0	100.0	

How many social media sites communities / groups are you a member of?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	85	21.6	21.6	21.6
	1 - 10	258	65.6	65.6	87.3
	11 - 20	35	8.9	8.9	96.2
	21 - 50	14	3.6	3.6	99.7
	51 and more	1	.3	.3	100.0
	Total	393	100.0	100.0	

Please select the types of all social media sites for which you have created a personal profile.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Social Connections	7	1.8	1.8	1.8
	Multimedia Sharing	40	10.2	10.2	12.0
	Professional	2	.5	.5	12.5
	Informational	5	1.3	1.3	13.7
	Educational	9	2.3	2.3	16.0
	Hobbies	2	.5	.5	16.5
	Academic	1	.3	.3	16.8
	Online Reviews	1	.3	.3	17.0
	Gaming	6	1.5	1.5	18.6
	More than one	320	81.3	81.3	99.7
	Total	393	100.0	100.0	

How do you access your social media account?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PC	36	9.2	9.2	9.2
	Laptop	6	1.5	1.5	10.7
	Mobile Phone	154	39.2	39.2	49.9
	Other	14	3.6	3.6	53.4
	More than one	183	46.5	46.5	100.0
	Total	393	100.0	100.0	

Where do you connect to the Internet?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	At Home	298	75.8	75.8	75.8
	At School	4	1.0	1.0	76.8
	At Internet Cafe	10	2.6	2.6	79.4
	Other	15	3.8	3.8	83.2
	More than one	66	16.8	16.8	100.0
	Total	393	100.0	100.0	

How long have you been using social networking sites?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 month	70	17.8	17.8	17.8
	1 - 6 Months	35	8.9	8.9	26.7
	7 Months - 1 Year	30	7.7	7.7	34.4
	More than 1 year	258	65.6	65.6	100.0
	Total	393	100.0	100.0	

On average, how much time do you spend daily on a social networking site?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hour	149	37.9	37.9	37.9
	1 - 6 Hours	182	46.3	46.3	84.2
	7 - 12 Hours	44	11.2	11.2	95.4
	More than 13 hours	18	4.6	4.6	100.0
	Total	393	100.0	100.0	

How many contacts / friends do you have on a social networking site?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10	71	18.1	18.1	18.1
	10 - 50	57	14.5	14.5	32.6
	51 - 100	57	14.5	14.5	47.1
	More than 100	208	52.9	52.9	100.0
	Total	393	100.0	100.0	

Do you accept strangers who try to friend you in social networking sites?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	42	10.7	10.7	10.7
Sometimes	166	42.2	42.2	52.9
No	185	47.1	47.1	100.0
Total	393	100.0	100.0	

What information do you have on your social network profile?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid E-mail Address	3	.8	.8	.8
Real Name and Surname	13	3.3	3.3	4.1
Hobbies	2	.5	.5	4.6
Mobile Phone Number	1	.3	.3	4.8
Photos and Videos	15	3.8	3.8	8.7
Interests	2	.5	.5	9.2
Gender	2	.5	.5	9.7
School	4	1.0	1.0	10.7
Other	10	2.5	2.5	13.2
More than one	341	86.8	86.8	100.0
Total	393	100.0	100.0	

Why do you use an online social network site?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid To find information	11	2.8	2.8	2.8
To make new friends	6	1.5	1.5	4.3
To get opinions	2	.6	.6	4.8
To play games	9	2.3	2.3	7.1
To keep in touch with family and friends	30	7.6	7.6	14.8
To share videos / pictures / music	24	6.1	6.1	20.9
Other	35	8.9	8.9	29.8
More than one	276	70.2	70.2	100.0
Total	393	100.0	100.0	

According to you, what is cyberbullying?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid when some student insults another student on the Internet.	54	13.7	13.7	13.7
when you send mean text messages or pics to another student.	40	10.2	10.2	23.9
when you use another student's name online without having any permission.	25	6.4	6.4	30.3
when you use a student's cell phone to get them into trouble.	18	4.6	4.6	34.9
when you pretend to be another student online.	2	.5	.5	35.4
Other	19	4.8	4.8	40.2
More than one	235	59.8	59.8	100.0
Total	393	100.0	100.0	

If you have a chance, which one(s) given below would you do?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Cyberbullying would be illegal.	67	17.0	17.0	17.0
Schools would have to help students who have experienced cyberbullying.	12	3.1	3.1	20.1
Schools would have to help students on what cyberbullying is and how to protect themselves.	22	5.6	5.6	25.7
Schools would have to help parents on what cyberbullying is and how to protect their kids.	9	2.3	2.3	28.0
There would be a youth helpline where the ones who are cyberbullied go and get to help.	18	4.6	4.6	32.6
Other	11	2.8	2.8	35.4

More than one	254	64.6	64.6	100.0
Total	393	100.0	100.0	

I called another student(s) mean names, made fun of, or teased him or her in a hurtful way on the Internet.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never done	328	83.5	83.5	83.5
Done only once	32	8.1	8.1	91.6
Done 2 times or more	33	8.4	8.4	100.0
Total	393	100.0	100.0	

I kept him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her on the Internet.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never done	300	76.4	76.4	76.4
Done only once	50	12.7	12.7	89.1
Done 2 times or more	43	10.9	10.9	100.0
Total	393	100.0	100.0	

I spread false rumors about him or her and tried to make others dislike him or her on the Internet.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never done	352	89.6	89.6	89.6
Done only once	21	5.3	5.3	94.9
Done 2 times or more	20	5.1	5.1	100.0
Total	393	100.0	100.0	

I took his or her profile or damaged his or her belongings on the Internet.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never done	341	86.8	86.8	86.8
Done only once	32	8.1	8.1	94.9
Done 2 times or more	20	5.1	5.1	100.0
Total	393	100.0	100.0	

I threatened or forced him or her to do things s/he did not want to do on the Internet.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never done	347	88.3	88.3	88.3
Done only once	22	5.6	5.6	93.9
Done 2 times or more	24	6.1	6.1	100.0
Total	393	100.0	100.0	

I was called mean names, was made fun of, or teased in a hurtful way on the Internet.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never experienced	303	77.1	77.1	77.1
	Experienced only once	51	13.0	13.0	90.1
	Experienced 2 times or more	39	9.9	9.9	100.0
	Total	393	100.0	100.0	

Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me on the Internet.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never experienced	327	83.2	83.2	83.2
	Experienced only once	53	13.5	13.5	96.7
	Experienced 2 times or more	13	3.3	3.3	100.0
	Total	393	100.0	100.0	

Other students told lies or spread false rumors about me and tried to make other dislike me on the Internet.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never experienced	320	81.4	81.4	81.4
	Experienced only once	32	8.2	8.2	89.6
	Experienced 2 times or more	41	10.4	10.4	100.0
	Total	393	100.0	100.0	

I had my profile taken away from me or damaged on the Internet.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never experienced	263	66.9	66.9	66.9
	Experienced only once	94	23.9	23.9	90.8
	Experienced 2 times or more	36	9.2	9.2	100.0
	Total	393	100.0	100.0	

I was threatened or forced to do things I did not want to do on the Internet.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never experienced	364	92.6	92.6	92.6
	Experienced only once	18	4.6	4.6	97.2
	Experienced 2 times or more	11	2.8	2.8	100.0

Total	393	100.0	100.0
-------	-----	-------	-------

I saw someone who called another student(s) mean names, made fun of, or teased him or her in a hurtful way on the Internet.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never seen	165	42.0	42.0	42.0
Seen only once	82	20.9	20.9	62.8
Seen 2 times or more	146	37.2	37.2	100.0
Total	393	100.0	100.0	

I saw someone who kept him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her on the Internet.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never seen	191	48.6	48.6	48.6
Seen only once	98	24.9	24.9	73.5
Seen 2 times or more	104	26.5	26.5	100.0
Total	393	100.0	100.0	

I saw someone who spread false rumors about him or her and tried to make others dislike him or her on the Internet.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never seen	195	49.6	49.6	49.6
Seen only once	86	21.9	21.9	71.5
Seen 2 times or more	112	28.5	28.5	100.0
Total	393	100.0	100.0	

I saw someone who took his or her profile or damaged his or her belongings on the Internet.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never seen	170	43.3	43.3	43.3
Seen only once	91	23.2	23.2	66.4
Seen 2 times or more	132	33.6	33.6	100.0
Total	393	100.0	100.0	

I saw someone who threatened or forced him or her to do things s/he did not want to do on the Internet.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never seen	261	66.4	66.4	66.4
	Seen only once	42	10.7	10.7	77.1
	Seen 2 times or more	90	22.9	22.9	100.0
	Total	393	100.0	100.0	

CURRICULUM VITAE**Sinan Aşçı**

PhD Candidate, Media and Communication Studies
Galatasaray University
sinanasci (at) gmail.com

A. Education

09/2013 – 06/2018 Ph.D. in Media and Communication Studies
Graduate School of Social Sciences, Galatasaray University, Turkey

A1. Thesis Title: Bullying in the Internet Age; supervised by Prof. Dr. Michel Bourse

09/2010 – 06/2013 Postgraduate Master Degree in General Journalism
Graduate School of Social Sciences, Marmara University, Turkey

A2. Thesis Title: The Representation of LGBT in Press. A comparative analysis of Pride Week news coverages in Turkey and the USA; supervised by Assoc. Prof. Dr. Mehmet Özçağlayan.

09/2006 – 06/2010 University Degree in English Language Teaching
Faculty of Education, Anadolu University, Turkey

09/2008 – 06/2010 University Degree (Minor) in Archaeology
Faculty of Letters, Anadolu University, Turkey

09/2007 – 06/2008 Visiting Student in British and American Studies
Faculty of Philosophy, University of Pardubice, Czechia

B. Employment

10/2016 – Present Lecturer, Business Communication Department
(undergraduate level)
Sprachen & Dolmetscher Institut Muenchen – Munich, Germany

09/2015 – Present Lecturer, New Media Department
(undergraduate level)
Nişantaşı University – Istanbul, Turkey

02/2011 – 06/2015 Lecturer, Applied English and Translation Program
(associate degree level)
Nişantaşı University – Istanbul, Turkey

C. Books and/or Book Chapters

- 2018 **C1.** Aşçı S., Türkiye’de Sosyal Medya ve LGBTQI Hareketi. In: İnceoğlu Y. & Çoban S. (eds) LGBTQI’ler ve Medya. İstanbul: Sel Yayıncılık
(Social Media and LGBTQI Movements in Turkey, In: İnceoğlu Y. & Çoban S. (eds) LGBTQI Individuals and Media)
- 2014 **C2.** Aşçı S. & Rızvanoğlu K., Left vs. Right-Handed UX: A Comparative User Study on a Mobile Application with Left and Right-Handed Users. In: Marcus A. (eds) Design, User Experience, and Usability. User Experience Design for Diverse Interaction Platforms and Environments. DUXU 2014. Lecture Notes in Computer Science, vol 8518. Springer, Cham, 173-183.

D. Journal Articles

- 2018 **D1.** Aşçı S. & Sönmez P., Reflections of Human (In)Security Concept in the World of Twitter: The #EuropeanUnion Hashtag. *Academic Journal of Information Technology*, 7-20. doi: 10.5824/1309-1581.2018.1.001.x
- 2016 **D2.** Aşçı S., Journalism Education in Web 2.0: An Empirical Study on Educators in Turkey. *Nişantaşı University Journal of Social Sciences*, 4(1): 84-100.

E. Scientific and/or Academic Reports

- 2016 **E1.** Aşçı S., Hate Speech and Discriminative Discourse. In: State of the Art Report of the Internet in Turkey – 2015, released by Alternative Informatics Association.
<https://yenimedya.wordpress.com/2016/02/19/state-of-the-art-report-of-the-internet-in-turkey-2015/>

F. Conferences, Symposiums and/or Workshops

- 2017 **F1.** Aşçı S., Secure Internet for Kids, Workshop for parents in cooperation with Istanbul Go Training Center, 19th November, Istanbul, TURKEY.
- 2017 **F2.** Aşçı S. & Sönmez P., Reflections of Human (In)security Concept within Twitter, Migration Conference 2017, 23rd-26th August, Athens, GREECE.

- 2016 **F3.** Aşçı S., Journalism Education with Web 2.0 Tools, Symposium on Journalism Education in Digital Era, 28th April, Istanbul, TURKEY.
- 2015 **F4.** Aşçı S. & Özarslan Z., Ethic Issues in New Media Literacy, Symposium on New Media Literacy and Cyberbullying, 29th April, Kocaeli, TURKEY.
- 2013 **F5.** Aşçı S., Civic Journalism: A Discourse Analysis of News Coverage in Bianet.org, 3rd Media Studies Conference on Digital Borders and Representation, 15th June, Istanbul, TURKEY.
- 2012 **F6.** Aşçı S., A Comparative Discourse Analysis of Honor Killing Coverage in Turkish Newspapers, Annual International Conference on Journalism & Mass Communication (JMCOMM 2012), 3rd-4th December, Singapore, SINGAPORE.
doi: 10.5176/2301-3729_JMComm12.26

TEZ ONAY SAYFASI

Üniversite : Galatasaray Üniversitesi
Enstitü : Sosyal Bilimler Enstitüsü
Adı Soyadı : Sinan AŞÇI
Tez Başlığı : Bullying in the Internet Age
Savunma Tarihi : 08/06/2018
Danışmanı : Dr. Michel BOURSE

JÜRİ ÜYELERİ

Unvanı, Adı & Soyadı

Dr. Öğr. Üy. Michel BOUSE
Prof. Dr. Kerem RIZVANOĞLU
Doç. Dr. Ceren SÖZERİ
Doç. Dr. İtir ERHART
Doç. Dr. Zeynep ÖZARSLAN

İmza



Dr. Ceren

Enstitü Müdürü

Prof. Dr. M. Yaman ÖZTEK