



YEDITEPE UNIVERSITY

**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
MASTER'S PROGRAM IN INFORMATION TECHNOLOGIES AND
SOCIAL MEDIA EDUCATION**

**EXAMINATION OF SCHOOL COUNSELORS' OPINIONS ON
CYBERBULLYING CASES AT SCHOOLS**

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ABSTRACT

EXAMINATION OF SCHOOL COUNSELORS' OPPINIONS ON CYBERBULLYING CASES AT SCHOOLS

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In this study, it was aimed to examine the views of the school counselor working at primary and secondary schools in terms of cyberbullying cases that they have encountered. And thus the phenomenology design, which is one of the qualitative research methods, was used.

The research was conducted with 21 school counselor teachers working in 15 primary –secondary, private and public schools in Istanbul. The data of the research was collected by the open-ended interview questions. The data obtained was analyzed by using content analysis.

According to the results of the research, it has been revealed that there is a significant relationship between gender and being a private or public school and cyberbullying cases at schools. The school counselors we interviewed emphasized that class and branch teachers need to be aware of the cyberbullying incidents and this issue should be focused on in-service training.

Keywords: *Cyberbullying, Cyber Buller, School Counselor, Cyber Victim*

ÖZET

OKUL DANIŞMANLARININ OKULLARDAKİ SİBER ZORBALIK OLGULARINA İLİŞKİN GÖRÜŞLERİNİN İNCELENMESİ

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Yüksek Lisans, Bilgi Teknolojileri ve Sosyal Medya

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Bu araştırmada, ilk ve orta öğretim okullarında görev yapan rehber öğretmenlerinin karşılaştıkları siber zorbalık vakaları açısından görüşlerinin incelenmesi amaçlanmıştır. Bu amaç doğrultusunda nitel araştırma yöntemlerinden olgu bilim (fenomoloji)deseni kullanılmıştır.

Araştırma İstanbul ilinde bulunan 15 ilk ve ortaöğretim özel ve devlet okullarında görev yapan 21 rehber öğretmen ile gerçekleştirilmiştir. Araştırmanın verileri açık-
uçlu görüşme sorularıyla toplanmıştır. Elde edilen veriler içerik analizi kullanılarak
çözümlemişlerdir.

Araştırma sonuçlarına göre okullarda gerçekleşen siber zorbalık vakaları ile cinsiyet ve özel ya da devlet okulu olması arasında anlamlı bir ilişki olduğu oraya çıkmıştır. Görüşmeleri gerçekleştirdiğimiz rehber öğretmenleri sınıf ve branş öğretmenlerinin siber zorbalık olayları hakkında bilinçlenmeleri gerektiğini ve hizmet içi eğitimde bu konu üzerinde durulması gerektiğinin önemini belirtmişlerdir.

Anahtar Sözcükler: Siber Zorbalık, Siber Zorba, Siber Mağdur, Rehber Öğretmenler

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CHAPTER I

1. INTRODUCTION

The progresses in information and communication technologies in the 21st century have brought about many changes in people's lives. People are carrying out their social relations, business life and educational activities using technology. Today, with the advancement of technology, important changes have started to occur in the lives of individuals. The news in the press shows us that the technology has affected the adolescents mostly. Thanks to the advancement of technology, this group reaches many opportunities such as making new friendships, accessing the information easily and playing online games.

In addition to the conveniences that technology brings to our lives, excessive and uncontrolled use also brings many problems. One of these problems is meeting face-to-face with someone who he/she met online. It can occur in the form of using the virtual platforms in different ways such as flirting, pornography, excessive use of technology and lowering school grades (Akbaba, 2012).

Increasing access to technology causes bullying to be transferred to the virtual platforms among children and adolescents. This situation has led to the emergence of a new type of bullying called "cyberbullying" among adolescents. Cyberbullying is defined as a person or group targeting a person and using technological tools to engage in repetitive and harmful behavior towards that person (Belsey, 200). Studies conducted abroad reveal that cyberbullying is a very common problem.

Li (2007) found that 25% of them were cyberbullied and 15% of them were the cyberbullies. Wolak, Mitchell, and Finkelhor (2006) concluded in their study that 43% of students aged between 13 and 17 were exposed to cyberbullying.

Studies in the field of cyberbullying in Turkey have started to increase recently. In his study with secondary school students, Peker (2013b) found that 46% of the students showed cyberbullying behaviors and 65% of them were exposed to cyberbullying. Cyberbullying is an issue that needs to be given a lot of weight at schools. Today, descriptive studies are carried out on the subject, and there is a need for studies on how to respond in cyberbullying cases. Future studies on how to approach cyberbullying cases will be useful for school counselors (Tanrıku, 2013).

1.1. Background of the Study

Bullying that occurs as a result of humiliating the other person by using information and communication technologies (WhatsApp, Instagram, Facebook, and Twitter) is called "Cyber Bullying" (Yaman, Eroğlu, & Peker, 2011). Removing the person from WhatsApp or chat rooms, taking and sharing humiliating and embarrassing photos of her/him, making threatening conversations are the examples of behaviors that we can define as cyberbullying (Erdur-Baker & Topçu, 2008; Hiduja & Patchin, 2010). When researches conducted in different parts of the world are analyzed, it is seen that cyberbullying cases do not belong to a single region and it is a global problem (Eroğlu, 2014).

Individuals who will commit bullying can start at school against the person they target, use social tools on the internet and continue the bullying without their names being revealed (Kowalski, Limber, 2007). MEB designed the (FATİH) project as a movement for improving technology. Just as the use of technology in schools has

positive effects, the use of information and communication technologies in education is also a source of concern due to the increasing incidence of cyberbullying.

When the schools were observed, it was seen that interdisciplinary relations were not at the desired level. Cyberbullying should not be left to only one field of teaching, and the awareness and cooperation of our teachers in all other branches are very important in terms of preventing cyberbullying cases and increasing awareness (Serin, 2012).

Students', who are exposed to cyberbullying and who are bullying; academic achievement and social, moral and emotional communication are badly affected. The increase in computer use and computer laboratories at schools raises concerns about the increase in cyberbullying cases (Eroğlu, 2014).

Educators, families, and school staff should fulfill their own responsibility in the incident of cyberbullying and all members in the school should take action altogether against the bullying (Hinduja, S. & Patchin, J.W. 2015).

Research in this field in Turkey started in 2007, but it has been concluded that there are not enough studies (Ayas, I Horzum, 2014). According to the data we obtained from the studies which were carried out by Turkish Statistical Institute in 2013, three out of every five children aged 6-15 use computers, half of them use the internet and one out of five uses mobile phones (TÜİK, 2013).

Although we know what cyberbullying is, the knowledge of school administrators' and teachers' knowledge about how our students are affected by this bullying is not sufficient. The parents, teachers, and administrators should be trained more about cyberbullying, and especially they should be provided awareness of how badly students are affected. Based on these reasons, this study is important in terms of

contributing positively to the fight against cyberbullying for secondary school students.

1.2. Significance of the research

With the increase in progress in the communication technologies, harmful behaviors have started to increase due to the abuse of the internet. Even young children have easy access to technological devices which could cause them to encounter cyberbullying. Students who are exposed to cyberbullying experience serious problems that may affect their social and academic lives, such as a decrease in their school grades, a decrease in their desire to go to school, and aggressive behaviors.(Arıcak, Kowalski & Limber, 2007).

It is very important to provide training on safe internet use especially to children in the younger age group who have just met the internet. Although we know what cyberbullying is, our information about individuals being cyberbullies is insufficient. (Akban, 2012).

Today, the use of technology is very important in terms of students researching and finding information and creating new ideas. However, the effective use of technology has not only positive aspects, but also significant negative impacts for students. For school-age children, physical or verbal peer bullying that starts at school continues after school in social media. The physical or verbal bullying of students that started at school continues after school on social media platforms. Being victim of cyberbullying can cause both psychological and academic negative impacts on the student both in the school and private life. (Akça, Sayımer&Ergül, 2015).

Especially recently studies have been carried out on cyberbullying cases both in our country and in different countries. When the results of the studies are analyzed, it is observed that the number of cases is gradually increasing. (Serin, 2012)

With the data obtained in this study, it was aimed to increase the awareness of both teachers and parents. It was also aimed to understand how students evaluate those cases and studies create more effective solutions. When the results of the interviews and the findings were analyzed, it was understood that teacher and family awareness is very important in order to minimize the students' exposure of these events.

Educational content can be planned for school administrators, teachers, and parents in order to increase this awareness.

1.3 Limitations

The responses of the participants to the questionnaires and scales reflect their real views and opinions.

1.4. Definitions

Bullying: It is defined as the continuous repetition of psychological or physical behaviors performed by an individual or a group against a person who is unable to defend himself/herself (Olweus, 1993).

Cyberbullying: It is defined as behaviors that make an individual feel bad on a repetitive basis by using information and communication tools (Hinduja & Patchin, 2010).

Cyberbully: It is a person or persons who engage in degrading behaviors that make a person feel bad psychologically from social practices through technology technological tools (Willard, 2007, p.270).

Cyber Victim: A person who is defined as a cyberbully or individuals who are exposed to the behavior (Willard, 2007, p.270).



CHAPTER II

2. CONCEPTUAL FRAMEWORK

In this section, studies related to the research are analyzed. Firstly, the concept of bullying was mentioned, then the concept of cyberbullying was explained and the reasons, types, and domestic and international studies on the subject were mentioned.

2.1. Bullying

The first researches and studies on bullying were carried out in Scandinavian countries, and later studies were carried out in different parts of the world (Berger, 2007).

Olweus (1993) introduced the first concept of bullying. Olweus defined bullying as an imbalance in power. He stated that boys are exposed to bullying more than girls. Physical bullying is more common among males, but bullying that occurs through verbal behaviors rather than physical is the most common type of bullying among both boys and girls. Olweus (1993) divided bullying into two in his study:

Direct bullying: We can define this bullying as physically harming the other party. While this bullying is done, the bully and the victim see each other and the bully attempts physical violence such as hitting and kicking the victim.

Indirect bullying: It can be expressed as the bully's gossiping about the victim or all the behaviors which psychologically affects the victim.

Olweus (1999) stated that in order for a behavior to be considered as bullying, there must be three basic conditions:

1. An unequal balance of power between individuals or groups
2. Conducting aggressive behavior with the intention of knowingly and willfully causing harm
3. Persistent continuation of the behaviors that make up the case of cyberbullying.

There are also definitions made by other researchers besides Olweus on this subject. These definitions can be listed as follows;

”Bullying is a repetitive type of violence that has physical or psychological consequences by an individual or group against a person who is unable to protect himself/herself.”(Roland, 1989)

”Bullying is the physical, psychological, social or verbal attacks of individuals who has the power of bullying against individuals who does not have the power to resist for their own gains and interests.”(Besag, 1980).

“Bullying is the willful act of aggression by the bully that results in physical or psychological pain to the victim. It is a situation that occurs as a result of the bully being stronger or feeling stronger than the person he/she chooses as the victim.”
(Smith &Thampan, 1991).

According to Pişkin (2006), when it comes to bullying, physical bullying comes to mind first in Turkey and other types of bullying are ignored. Bullying can also occur in the following ways:

1. **Physical bullying:** Pushing, hitting, and punching etc. forms can occur.
2. **Verbal bullying:** It can take place in the form of uttering words that could humiliate the person and make him/her feel bad.
3. **Exclusion:**It can happen in the form of targeting an individual and excluding them in social media groups.
4. **Making rumors about the victim:** It takes place in the form of making false rumors about the person who was bullied.

2.1.2 Types of bullying

Pişkin (2002) divided the types of bullying into four separate classes in his study. He explained this classification as follows:

1. **Physical bullying:** It is the bully's physically damaging behavior towards the person being bullied.
2. **Verbal bullying:** It is the bully's making statements that will make the bullied person feel bad and humiliate their other friends.
3. **Indirect bullying:**It is the behavior of the bully to leave the victim alone by creating a group using social media tools (WhatsApp, Instagram) and excluding that person and talking about that person in these groups.
4. **Behavioral bullying:** It includes the bully's intimidation behavior by taking the victim's personal belongings.

2.1.3 Prevalence of bullying

Recently, the concept of bullying is more common in our lives and especially in schools. Bullying has become a global problem, and research is being conducted in many countries to prevent and detect bullying. The efforts to prevent bullying for the

person or people who are bullied and exposed to it vary according to the perspectives of the countries. (Serin, 2012).

In his study, Kapıcı (2014) carried out a study to find out what kind of bullying 4th and 5th grade students were exposed to and how long it took to repeat this bullying. When we analyze the results, it has been understood that bullying was carried out against the individual such as pushing as an individual or as a group.

In the same study, it was understood that verbal bullying includes acts that make the bullied person feel bad and humiliating, and behaviors such as mocking and nickname-calling. He implied that as sexual bullying, contacting the bullied person and making sexual conversations, 30% stated that bullying is this type and the other part is physical, verbal and indirect.

2.1.4. Bully and Victim Traits

Olweus (1993) expressed his thoughts about the general characteristics of the students who committed the act of bullying as stated below.

1. The student or students who bully always want what they say to be done.
2. If what they say is not done, they get angry and show their anger to the other parties as a behavior.
3. The student or groups of students who commit bullying can easily show their angry attitudes towards their families and teachers who take care of them.
4. They do not think that the individuals they bully will be affected by this bullying, and they make fun of the bad situation the victims are in.

Olweus (1993) also shared the following information about the characteristics of individuals exposed to bullying:

1. In general, students exposed to bullying are emotionally shy and quite individuals.
2. Psychologically they have little self-confidence and a potential suicide.
3. They are people who can get along with individuals who are older than themselves, rather than their peers.

2.1.5. Bullying In Schools

After the family life, school is an important step for students to transition in social life. Students who get into the school environment want to be respected by their classmates and teachers. Students think that in order for this situation to occur, they must have an important place individually or as a group. Bullies see themselves in a strong position and engage in bullying behaviors that will humiliate and make the individuals they target feel bad. Bullying that occurs in this way is called "Bullying in Schools" (Tatlilioğlu, 2016).

Bullying in schools occurs in dressing rooms, toilets, corridors, and in environments where teachers and school staff can see less (Aslan, Doğan, 2017). When we examine the circular of the Ministry of National Education on "Prevention of Violence in Schools" (MEB, 2006), it provides us with the following data; the school administrators should be precautionary and carry out trainings to prevent any kind of aggression and bullying that may occur at schools. This issue should be discussed with teachers and school staff, precautionary measures should be taken and bullying behaviors should be resolved immediately.

In the prevention of bullying in schools, it is very important to observe individual differences and direct them to social and cultural activities for students according to these differences. Social activities should be emphasized in schools and active participation of every student should be ensured in these activities. Thus, each student will feel special and students will not feel isolated. It should not be forgotten that most of the bullying is experienced because students feel isolated. It is important to create “Profiles of Violence in School Considering” Precautions and measures can be planned according to the experienced data, taking into account the events experienced. The parents, teachers, manager training and awareness studies are very important. The higher awareness is, the cases are experienced less and the bullying incidents can be prevented more easily (Hoşgörür, Orhan, 2017).

2.2 Cyberbullying

Today, having an important place in our lives, technology is used as a means of communication among individuals, but this advancement of technology also brings about significant negative consequences. Sharing degrading photos, videos or humiliating messages without permission lead to “cyberbullying” (Serin, 2012).

Today, we see that the internet affects people’s lives a lot. Our addiction to the internet also creates important problems. As a type of violence in the virtual environment, cyberbullying can be defined as constantly and intentionally harassing an individual or group. The cyberbullies may or may not be obvious.

Confidentiality of the identity of the person or persons who made it causes the number of cases to increase gradually (Aslan, Doğan, 2017).

Cyberbullying; bullying is divided into following groups; verbal bullying, emotional bullying and threatening bullying. These types of cyberbullying differ within

themselves. Verbal bullying is seen as giving the other person offensive nicknames and showing behaviors that will humiliate them. Emotional bullying is seen as not including the person in a group and showing behaviors aimed at keeping the person alone. Threatening bullying, on the other hand, is the situation of wanting things that belong to the person and acting as if they belong to the bully. When these types of bullying reach their highest level, violence, a type of physical bullying, emerges (Manap, 2012).

Peker (2015) found in his study that cyberbullying is commonly observed among the adolescent students. Based on this result the study it is analyzed the relationship between adolescents' aggression behavior and cyberbullying cases. When the results of the study were analyzed, it was found that physical aggression behaviors explain cyberbullying at a significant level. As a result of his study, Peker suggested that school counselor should make informative studies on this subject in schools.

Cyberbullying occurs with different behaviors. Willard (2007) explained these forms of bullying as follows in his study;

Impersonating someone else: The cyberbullying committer impersonates the victim and messages and send pictures to his/her friends by using social media tools.

Provocation: Through social media tools (Instagram, WhatsApp, Twitter), the bully uses bad words against the victim, unless the other party reacts, it can be increased by the bully.

Harassment: Bully, using social media tools, disturbs the victim by repeatedly sharing pictures and articles that are bad and humiliating the victim.

Posting information and images: It is defined as impersonating the victim and texting, sharing his/her picture, commenting on some posts.

Slander: The bully makes a false spoken statement about someone that damages their reputation, or the making of such a statement and make others believe in it.

2.2.1. Causes of cyberbullying

Gordon (2017) attributes cyberbullying to 7 different reasons:

- **Sense of revenge**

Individuals who commit bullying think that they get rid of the anger and revenge within themselves by doing the bullying to another individual, and they find themselves justified in this behavior. Because bullying cases have also happened to them, and they want other individuals to experience the same adverse situation.

- **They think the individual who will be bullied deserves it**

Bullying is caused by jealousy and intergroup disagreement in schools. For example; a female student wants to behave in a way that will degrade a female student whom she considers superior (popular and beautiful in social settings) and they defend that this individual deserves such behaviors. While performing this action, they can form their own group and make plans that will target that girl. The reason is not important in the eyes of the children who practice the bullying, children find themselves justified in exhibiting this bullying behavior.

- **May be caused by peer pressure**

In order to be among the popular groups in schools, students tend to do what the group order. Sometimes, even if they think their behavior is wrong, they continue for the fear of being kicked out of the group, or they are afraid and do not want to continue the bullying.

- **They think everybody is a bully**

When they look around, they think that everyone is engaged in bullying behaviors and they continue to do so because nothing has been done against the bullying.

- **They believe they won't be caught**

They think that their bullying on the internet will not be known by anyone, and even if sometimes they think that the probability of being caught is low and they do not engage in bullying at school, they continue to bully after school on the internet or they continue their bullying at school in the virtual platforms and create a case of cyberbullying.

- **Furthermore, they don't empathize with others**

When the researches are analyzed, it has been revealed that students who are cyberbullies do not put themselves in the place of the student who is exposed to bullying and find themselves justified in bullying behaviors from their own point of view.

2.2.2. Cyberbullying and preventions studies

Australia has made significant progress in combating cyberbullying. Awareness programs are organized to increase the awareness of students and families in order to prevent these bullying cases. The awareness of the family has an important role in preventing cyberbullying cases.

In the USA, a project known as "The act of protecting children from the harms of the Internet 2000" (CIPA) has been continuing. With this project, negative and bad

content that students should not see is removed and filtered from the school and library computers with filtering programs.

In Turkey, although the concept of cyberbullying is a newer concept, it is mostly confused with peer bullying, but studies on bullying are carried out. The Ministry of National Education carries out various projects to prevent this bullying and to raise awareness (Akça, Sayımer, Tuesday, Başak, 2014).

2.2.3. Review of the Literature

In his study, Beran (2005) stated that the concepts of cyber harassment and cyberbullying are used interchangeably and tried to find out which electronic communication applications they use and how often they perform it while revealing adolescents' reactions to cyber harassment and cyberbullying behaviors. When the obtained was analyzed, it was understood that e-mail and instant messaging applications were used the most. In general, only one third of the students stated that they had not heard and did not know about cyber harassment and bullying. In order to keep students away from these cyberbullying incidents, they should not be asked to disconnect from the internet and technology, and they should not be forced to do so. Because if students are disconnected from the internet, they may be exposed to peer bullying. The school environment is very important to protect individuals from cyberbullying cases and teachers, educators and administrators should be constantly informed and trained on this issue. Students should be encouraged and constantly monitored so that students use the technology in a proper way.

Deheu, Balman, and Vollink (2008) conducted a study to reveal the prevalence of cyberbullying cases, their occurrence processes and families' awareness of cyberbullying. The research consists of senior students of primary schools and all

secondary school families. When the results were analyzed, it was revealed that 16% of the youth are bullied through the internet and messages, and 23% are the victims of cyberbullying. Families set rules for their children to use the internet, but they do not realize that there occurs cyberbullying abuse. Awareness of families about cyberbullying is not at a sufficient level.

Sönmez and Yaman (2015) revealed in their study that individuals or groups who are cyberbullies have weak family ties, may be addicted to drugs or drugs, generally exhibit aggressive attitudes and behaviors in social relationships, have temper problems and good at using technological tools. In schools, educators should work to increase the awareness of students, teachers and parents about cyberbullying because cyberbullying continues to increase among individuals today.

Hinduja and Patchin (2010) tried to reveal the relationship between the incident of bullying against individuals and suicidal thoughts in their study. He tried to reveal the relationship between suicidal thoughts of young people before they became cyber victims.

It was revealed that young people had attempted suicide before becoming cyberbully victim, but suicide attempts increased more after they encountered bullying. The results of the study show us that cyberbullying is an issue that teachers and families should focus on more both in schools and at home, and awareness and prevention activities about bullying should be increased.

Compfield and Montona (2008) emphasized in their study that cyberbullying has a great impact on young people and stated that cyberbullying is a new phenomenon that derives from bullying and the studies in this field should be increased.

Today, we see that cyberbullying has become a global problem. Despite the fact that cyberbullying is experienced so much, there is not much research done on the subject.

In order to prevent cyberbullying, it is necessary to prevent bullying in schools (Campbell, 2005).

Findings from the study of Ybarra and Mitchell (2007), show us that 6% of young people engage in frequent online harassment, 6% occasional harassment and 17% of them appears to have reduced the harassment compared to previous years. We can say that psychosocial and behavioral problems have become widespread as harassment-oriented behaviors have increased. When we take into account the gender factor in the same study, girls are 50% more likely to be perpetrators, while boys are three times more likely to be online harassers.

Li (2006) concluded in his study that there is a significant relationship between cyberbullying and gender factor. He concluded that men are more likely to be both bullies and cyberbullies than women.

Erdur-Baker and Kavşuk (2007) analyzed the effect of gender on cyberbullying and traditional bullying. When the numerical findings obtained in the study are analyzed, it is revealed that 32% of them are victims of both cyberbullies and traditional bullies. Analyzing the gender factor, it is seen that boys are more likely to be both bullies and victims than girls. It was concluded that the cases of cyberbullying vary according to gender.

Çetinkaya (2010) analyzed the relationship between cyberbullying and gender in his study and concluded that male students were exposed to more cyberbullying behaviors than female students.

Balakrishnan (2015) also found a significant relationship between gender and being a cyberbully and victim. Balakrishnan concluded that women both do more cyberbullying and are exposed to bullying than men. He concluded that bullying is

proportional to the time spent on the internet and social media, and the more time it was spent, the more likely it is to become a bully and be a victim.

According to the findings of his study, Çetinkaya (2010) stated that boys are more exposed to cyberbullying behaviors than girls. When we analyze the relationship of cyberbullying by using technological tools according to gender, it is revealed that boys are more exposed to “sending messages that will disturb the other person” and “taking a photo of the other person without permission”.

In their study, Kavuk and Keser (2011) found that when they consider the gender factor, girls and boys displayed similar behaviors in bullying and victim behaviors. As an example behavior, hiding the phone number and making offensive sexual sounds is a behavior observed by both male and female individuals.

When we analyze the research findings, class level and school type (private or state) do not affect cyberbullying behaviors. The only influencing factor is the time individuals spend on the internet and their interests in social media. If they spend more time or are more interested in social media tools, we can say that they are more likely to be both bullies and victims.

In his study, Özel (2013) found that there is a significant correlation between students' cyberbullying behaviors by gender, age, grade level, and their use of mobile phones and social media tools. After completing his research, he concluded that male students are more likely to engage in cyberbullying behaviors than female students, and that there is a significant relationship between the socio-economic status of the families and the cyberbullying and victimization behaviors of the students.

In his study, Satan (2006) tried to find out what kind of a relationship there is between the individual or group who commits cyberbullying and the factors of gender, school variable, age variable, and parental education level of the individuals who are exposed

to it. When the data obtained are analyzed, we can say that male individuals engage in more bullying behaviors. As a school variable, it is revealed that private schools exhibit more cyberbullying behaviors than public schools, and that as the education level of the parents' increases, the bullying behaviors that may occur decrease, and there is no relationship between the age variable and bullying.

Aslıhan and Doğan (2017) handled the "Potinss" application in their study and analyzed the cyberbullying behaviors done through this application. Students register to this application with their school names and photographs. Students register with this application with their school names and share photos and private information.

Whoever did it is kept secret, and it can be done with fake identities. The people who downloaded the app can comments about the person with the photo even if they don't know it, and these comments are often degrading and embarrassing.

Topçu (2018) analyzed the cases of cyberbullying among private and public school students in Turkey. Considering the findings obtained from the research, it was revealed that although public school students felt angry when they were exposed to bullying, private school students remained neutral and were not affected by this situation. It was concluded that when both school groups encountered bullying, the people they asked for first aid were their friends.

Çiftçi (2018) pointed out in his study that technology develops very fast and this development has both positive and negative consequences. Suicide, antisociality and behavioral disorders are seen in the results of cyberbullying cases where technology is used. In 2016-2017, media literacy courses were launched by RTÜK and the Ministry of National Education in 5 pilot schools. When we analyze at the content of these courses, the use of traditional media and domestic media tools, and the developing and advancing technology have positive and negative effects on human life.

In the study of Serin (2012), the use of computers in schools increased thanks to the Fatih project, which was launched by the Ministry of National Education to increase the use of technology in education and to ensure equality of opportunity and this project had positive results as well as negative consequences. The most important result is the level of anxiety against cyberbullying cases, and it was seen that the awareness level of administrators and teachers was not at desired level.

İğdeli (2018) discussed the factors that may cause cyberbullying to occur in his study. When the findings are analyzed, there is no difference according to the education level of the mother and father, what matters is the relationship of the parents with technology. There is no relationship between the gender factor and bullying, there is a significant relationship with the time people spend on the internet, and screen-time is very important. It was concluded that the more time spent, the more bullying increased. As a result of his study, İğdeli emphasized that the training given in schools for the prevention of cyberbullying are very important and the contents of these training should be made more for safe internet use and sensitivity to bullying. Özkan (2019) concluded in his study that the increase in cyberbullying levels of adolescents affects the increase in the levels of shame and guilt at the same rate.

CHAPTER III

3. PURPOSE OF THE STUDY

The aim of this research is to analyze the opinions of the school counselor working in primary and secondary education in terms of cyberbullying cases they encounter. It has been aimed to determine how the cyberbullying cases occur, with which social media tools they have been committed, and how they have been solved.

3.1. Research Problem

In this study, it is aimed to advance the awareness of school counselors in cyberbullying cases. Research questions were created for this purpose.

3.2. Research Questions

1. According to the school counselors, what are the solutions that students who are exposed to cyberbullying primarily resort to?
2. According to the school counselor, what are the social media platforms on which cyberbullying cases are committed mostly?
3. According to the school counselor, what kind of adjustments do cyber bullying cases cause in the academic success and social environment of the student
4. According to the school counselor, what is the proportion of cyberbullying cases by gender?

5. Do school counselors receive any trainings on cyberbullying during their undergraduate education or in-service training?

3.3. Method

In this part of the study, the information is given about the research model, measurement tools used, universe and sampling and data analysis techniques.

3.3.1. Research model

In this study, phenomenology patterns, one of the qualitative research methods, was used. Phenomenology is a research design that aims to prioritize people's own thoughts, perspectives and experiences (Ersoy, 2016). In summary, the purpose of the phenomenology study is to reveal the opinions of individuals about an event, concept or phenomenon (Akaydın, Tavşanlı, 2017).

3.3.2. Data collection tools

With the personal information form, it was tried to find out following facts:

- The gender of the teachers.
- The level they work in.
- If there is a different institution they work for.
- Their experiences in the counseling service
- If they ever heard of the concept of cyberbullying before.
- If there was a student who continued the peer bullying on social media.
- Whether the classroom teachers observed the situation.
- The approach of the classroom or another branch teacher to those incidents.
- If students wanted to talk to their teachers about those issues, t

- The situation of the counselors.
- If the students preferred to solve the problem in cooperation with the teachers.
- The academic and social relations of the students after this situation.
- The reaction of the families, the educational.
- How sophisticated the schools are.
- The opinions and thoughts of the school counselors on the subject.

School level of school counselor	Primary School				Middle School			
Experience of school counselor	0-1 year	1-5 year	6-10 year	10 years and above	0-1 year	1- 5 year	6-10 year	10 years and above
	1	3	1	3	1	5	2	5
Total	21							

Table 1: *Demographic information of the participants*

3.3.3. Universe and Sample

The universe of the research consists of private and public secondary schools in the Istanbul. The sampling consists of interviews with 21 school counselor working at

secondary education level. Both the location and the methods used by private schools are different from each other. In the same way, data were collected from schools with different socio-economic conditions in public schools. Most of the interviewed teachers consist of female teachers. As a result of the interviews with the teachers, they form different profiles and perspectives towards education and methods in general.

3.3.4. Analysis of data

The analysis of the data was evaluated by using content analysis. The process in content analysis is to gather similar data within the framework of certain concepts and themes and to organize and interpret them in a way that the reader can understand. (Yıldırım, Şimşek, 2011) Analysis results are expressed in terms of frequency and percentage values.

CHAPTER IV.

4. FINDINGS

In this section, the opinions of the school counselors working in primary and secondary education are given in line with the purpose of the research. It has been analyzed which social media tools were used in cyberbullying cases and how school counselors handle those cases they encounter. For this purpose, the findings obtained by observation, interview and data analysis are presented.

4.1 Findings obtained from interview analysis

In this section, the findings obtained as a result of the analysis of the interview data with the teachers are presented under the title of "Findings on the opinions of school counselors about students who carry peer bullying to social media".

4.1.1. Findings on the opinions of school counselors about students who carry peer bullying to social media

During the interview, the school counselors were asked to evaluate the groups of students who carried the peer bullying to the social media. When the opinions of the school counselors were analyzed, it was concluded that there are three different factors. These factors were identified as "girl/boy or boy/girl emotional relationships", "jealousy or personal relationships", and "exclusion due to physical characteristics of students". The opinions of the school counselors about the student groups who carry the peer bullying to the social media are presented in Table 4.1.1.1 below.

Theme 1: Causes of cyberbullying cases																						
Teachers	Ö 1	Ö 2	Ö 3	Ö 4	Ö 5	Ö 6	Ö 7	Ö 8	Ö 9	Ö 10	Ö 11	Ö 12	Ö 13	Ö 14	Ö 15	Ö 16	Ö 17	Ö 18	Ö 19	Ö 20	Ö 21	F
Girl/Boy or Boy/Girl emotional relationships	x			x		x		x	x		x	x	x	x	x	x			x	x		13
Jealousy or personal relationships	x	x			x		x								x		x				x	7
Exclusion due to physical characteristics of students		x	x	x	x			x			x	x		x	x		x		x			11

Table 4.1.1. *Findings on the opinions of school counselors about students who carry peer bullying to social media*

As it can be seen in Table 4.1.1., the most emphasized situation in bringing peer bullying to social media is girl-boy or boy-girl emotional relationships. While 7 school counselors explained peer bullying with “jealousy or personal relations” in bringing bullying to social media, 11 school counselors stated that students engage in cyberbullying because of “exclusion due to their physical characteristics.” School counselors stated that students in secondary education experience intense emotional relations.

A teacher's an opinion on "Girl/Boy or Boy/Girl Emotional Relationships"; 16.

School counselor: *"A male student was interested in a female student, I can even say that it was at the level of obsession. The female student was not interested, then the male student opened an Instagram page in the name of that female student. Then the male student posted menacing things on that account against potential male students who might be interested in that female student, moreover he did the same on the school's "confession page". More students are being bullied on confession pages that were opened by students on behalf of the school. A group of students is targeting a student and they are intimidating him/her so that makes him/her uncomfortable".*

School counselor 21: *"Well... Peer bullying cases are quite high in the high schools and the prevalence of social media pushes young people to this field. It is more common between female/male and female/female. It is not much common among male students. Another case is that a group of female students opened an account on behalf of their female classmate (three female students) secretly and inappropriately shared photos of the girl and texted others on her behalf. We solved the bullying with the confession of one student from the group."*

School counselor 20: *"Posts on school confession pages are often in the form of students' feelings for each other. Students confess their feelings to each other here, but if the feelings are not reciprocal it can turn into defaming. A male student shared an inappropriate photo of a female student in a WhatsApp group. Later, her photo was also published on the confession pages. At first it was not noticed by the female student, and the photo spread among other students. The student who suffered that cyberbullying could not get over for a long time."*

4.1.2. Findings on stakeholders in identifying cyberbullying cases

In this section, the outcomes of the interviews with the school counselor were evaluated. The opinions of counselors with regards the solution stakeholders of cyberbullying are categorized as following "only school counselor", "school counselor and assistant principal", "classroom teacher and counselor teachers", "parent guidance teacher and assistant principal", "class teachers, branch teachers and school counselors. Findings related to these themes are given below.



Theme2 :Stakeholders in identifying cyberbullying cases																						
Teachers	Ö 1	Ö 2	Ö 3	Ö 4	Ö 5	Ö 6	Ö 7	Ö 8	Ö 9	Ö 10	Ö 11	Ö 12	Ö 13	Ö 14	Ö 15	Ö 16	Ö 17	Ö 18	Ö 19	Ö 20	Ö 21	F
Only school counselors		x	x		x		x			x			x					x	x		x	9
School counselor and assistant principal	x							x								x				x		4
Classroom teachers and school counselors				x					X					x						x		4
Parent school counselor and assistant principal												x			x		x					3
Classroom teachers branch teachersandsc hool counselor											x											1

Table 4.1.2. Findings on stakeholders in identifying cyberbullying cases

As seen in Table 4.1.2 above, it is seen that the most active group of counselor teachers is the place of observation and solution in cases of cyberbullying that occurs in the classroom. The counselor teachers interviewed stated that class and branch teachers only have academic concerns. Especially, the counselor teachers working in private schools stated that the solution place for the bullying cases of the class and branch teachers is the counselor teacher office.

In addition to the table above, the counsellors interviewed emphasized that teachers and families should cooperate in a case of cyberbullying. The examples of statements made school counselors during the interview are given below.

7. School counselor: *"The classroom teacher is only concerned with the academic success of the student. They expect the counselor to handle the other issues with students."*

11. School counselor: *"We solve it together. Deputy Principal + School Counselor + Classroom teacher + Branch teacher should solve the cyberbullying in cooperation. Because the classroom teachers know much more about both parents and students, and the principal and vice principal are more authoritarian, so the students are more afraid of them."*

4. School counselor: *"The classroom teacher observes these cases in his class and informs me about the situation. He reported that students swear at and harassed themselves. He noticed their posts on social media and noted that the same facts were conducted at the classroom as well."*

4.1.3. Findings regarding school counselors in identifying cyberbullying cases

During the interview, school counselors were asked about their thoughts on identifying cyberbullying cases. When the received answers are analyzed; the themes were "by close communication between students and school counselor", "by following and monitoring that accounts that students use frequently", "by following specific students who do peer bullying.

Theme 3: Findings regarding school counselors in identifying cyberbullying cases																						
Teachers	Ö 1	Ö 2	Ö 3	Ö 4	Ö 5	Ö 6	Ö 7	Ö 8	Ö 9	Ö 10	Ö 11	Ö 12	Ö 13	Ö 14	Ö 15	Ö 16	Ö 17	Ö 18	Ö 19	Ö 20	Ö 21	F
by close communication between students and school counselor	x				x	x	x			x	x	x	x	x	x	x	x				x	14
by following and monitoring accounts that students use frequently		x		x	x			x	x				x	x					x		x	8
By following specific students who do peer bullying	x		x	x			x								x							5

Table 4.1.3. Findings regarding school counselors in identifying cyberbullying cases

The most effective factor in sharing bullying with the school counselor seems to be the emotional bond between the student and the school counselor. The bully or people share personal photos using social media tools (Facebook, Instagram) or write something personal of the person they are bullying. School counselors stated that it very important to follow the social media accounts that students use extensively. When the interview findings are evaluated, it is concluded that the relationship between the school counselor and the student is very important for the student to express himself/herself. Thoughts of the school counselors on the subject are given below.

School counselor 21: “A male student shared a picture, which had been sent to him, on a WhatsApp group. She was bothered by his action and walked up to me. Then, I asked the male student to come to me and gave him some insight on how badly his

action affected the female student and the possible consequences of his action. Therefore, they are afraid of doing so. But bullying can cause some permanent problems for the victim. They may be distrustful of school and their friends. Generally female students set up WhatsApp groups and target a student and share about that student, targeting his physical features or claiming that the targeted student loves that boy or this boy and so on. In general, the number of cases occur up to 50 in a year, but there occur some major cases such as exclusion, confession, etc.

School counselor 5: “Yes. I followed the students on ASK FM and I observed that the questions they asked themselves and the content of these questions were not appropriate for their age. There were 2 or 3 cases every week. When parents get involved during the half term students stopped. In general, the family of the victims comes with the documents, some students come to speak in favor of the victim. Once you search students name and surname on Ask FM, you can access the students’ information however, as Ask FM is an anonymous platform, you cannot figure if they form groups. It happens mostly among female students. Usually, the parents complain. I can surely say there are maximum 50 cases per year.”

School Counselor 14: “Some popular students at our school express their relationships and conflicts through confession pages, and they threaten and pressure each other psychologically through these pages. A female student came to say that a male student shared her social media pictures and that she was uncomfortable with this situation. The pictures were special ones, so the student stated that she was bothered by this incident. Then I talked to the student who shared he photos and asked him to delete the photos. I told them what the consequences of their behaviors might be however, they were not aware of what they were really doing. Unwanted photo

sharing is common in our school. In terms of the number of cases, I can say 20/30 students per year''.

4.1.4. Findings of Stakeholders in the Resolution Phase of Cyberbullying Cases

During the interview, school counselors were asked to evaluate the situations for solution stakeholders regarding cyber bullying cases during the solution phase. When the answers given by the school counselors are analyzed, they are in the form of "school counselor and assistant principal", "family, school counselor", "family, assistant principal, school counselor", "family, class teacher", " assistant principal, counselor", "class teacher, family and school counselor".

Theme 4: Stakeholders in solving cyberbullying case																						
Teachers	Ö 1	Ö 2	Ö 3	Ö 4	Ö 5	Ö 6	Ö 7	Ö 8	Ö 9	Ö 10	Ö 11	Ö 12	Ö 13	Ö 14	Ö 15	Ö 16	Ö 17	Ö 18	Ö 19	Ö 20	Ö 21	F
School counselor and assistant principal	x				x	x	x			x			x			x	x			x	x	9
Family, school counselor			x					x				x						x	x			4
Family assistant principal school counselor		x																x				2
Family, classroom teacher, assistant principal, school counselor				x					x		x				x							4

4.1.5. Findings regarding school counselors' opinions about students' academic and social change after cyberbullying

The opinions of the counsellors who were interviewed regarding the differences in the academic and social relations of the students after encountering the cyberbullying cases are shown in Table 4.1.5 below. The counselors interviewed stated that students exhibit an introverted attitude and behavior towards their friends and teachers. Counselors stated that students who encountered cyberbullying usually returned to their normal life after the case was resolved. The opinions of the counselors on this subject are given below.

Theme5: Student’s academic and social change after cyberbullying																						
Teachers	Ö 1	Ö 2	Ö 3	Ö 4	Ö 5	Ö 6	Ö 7	Ö 8	Ö 9	Ö 10	Ö 11	Ö 12	Ö 13	Ö 14	Ö 15	Ö 16	Ö 17	Ö 18	Ö 19	Ö 20	Ö 21	F
Cases that do not vary academically		x	x		x	x	x			x				x	x						x	9
Cases that develop an introverted attitude in their social relations	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	21

Table 4.1.5. Findings regarding school counselors' opinions about students' academic and social change after cyberbullying.

School Counselor 20: "After students become victims of cyberbullying, they build a wall against teachers and friends, but gradually get back to normal life once the case is resolved."

School Counselor 16: "A setback was observed in the student's social life. After this incident, he started to live in fear. She was in the same drama club as the student who cyberbullied him. Although our student loved the theater very much, she did not want to attend the club for a certain period of time, even after the problem was solved. Their interest in the lessons decreases at the time of the event, but after the problem is solved, they return to normal."

School counselor 14: "There was a loss of motivation. The victims of severe cyberbullying had to go to a psychologist. The victim's motivation for the mockery dropped for a short time, then went up. Their trust towards teachers increases because when they encounter this incident, they are mostly backed up by the teachers

and we observe that they are relieved as a result of being backed up. The interest in the course differs from student to student. Interest in a particular course may vary in relation to the student's academic success.

4.1.6. Findings regarding reactions of families to the cyberbullying case

During the interview, the school counselors were asked to evaluate the reactions of the families of the students who were exposed to cyberbullying and bullies. When the opinions of the school counselors about the students who are exposed to cyberbullying are analyzed, it is seen that the themes such as "having a positive attitude", "communicating directly with the family of the victim or bully student" and "resolving the incident by applying to judicial authorities".

Theme6: Familiesreactions to cyberbullying case																						
Teachers	Ö 1	Ö 2	Ö 3	Ö 4	Ö 5	Ö 6	Ö 7	Ö 8	Ö 9	Ö 10	Ö 11	Ö 12	Ö 13	Ö 14	Ö 15	Ö 16	Ö 17	Ö 18	Ö 19	Ö 20	Ö 21	F
Having a positive attitude	x	x				x					x	x	x	x	x	x			x	x		13
Contacting the family of the victim or bully student directly			x	x	x			x	x	x							x				x	8
Applying to judicial authorities							x															1

Table 4.1.6. Findings regarding reactions of Families to the Cyberbullying case

As seen in Table 4.1.6, parents generally have a positive attitude. The school counselors interviewed emphasized the importance of schools signing a digital citizenship agreement at the beginning of the year. When the interview findings are

analyzed, it is seen that when students engage in cyberbullying behaviors in schools where a digital citizenship agreement is signed, families have a more moderate approach to those situations. One of the counselors interviewed stated that they resolved the incident by applying to the judicial units. When the interview findings are analyzed, it is noteworthy that families are angrier in cases that are simple and resolved in a short time. The opinions of the school counselor on this subject are given below.

School counselor 7: *“At first, the family is more reactive, then we show the family the screen recordings of the conversations, then if their child has cyberbullied, they try not to be punished and they try to reach an agreement. If their own children are victims, then they get very angry and even demand that the cyberbullying student be expelled from school. But we usually try to find the common ground.”*

School counselor 2: *“At the beginning of the year, we sign the 'Digital Citizenship Agreement', which includes how internet usage should be. It is added to each students' portfolio. They want to solve the situation among themselves, as they know that they would be sent to the disciplinary committee if they humiliated someone.”*

School counselor 1: *“Families are generally understanding. They talk to their kids about those issues. We solve the problem together. Being a conscious family is crucial.”*

School counselor 12: *““Families are generally positive because we, as a school, organize a lot of training and seminars for families and the benefits of these trainings. Families are cooperating because they trust us and they believe we can solve the problem.”*

4.1.7. Findings of the school counselors' opinions on the need of cyberbullying training

During the interview, counselors were asked to evaluate the situations regarding the organization of training for counselors about cyberbullying. When the opinions of counselors regarding the organization of trainings for counselors regarding cyberbullying were analyzed, they were themed as "trainings for teachers and parents", "trainings for students" and "trainings for teachers, students and parents".



Theme 7: School Counselors’ opinions onthe need of cyberbullying training																						
Teachers	Ö 1	Ö 2	Ö 3	Ö 4	Ö 5	Ö 6	Ö 7	Ö 8	Ö 9	Ö 10	Ö 11	Ö 12	Ö 13	Ö 14	Ö 15	Ö 16	Ö 17	Ö 18	Ö 19	Ö 20	Ö 21	F
Training for parents	x		x		x	x		x		x		x		x	x			x	x		x	12
Training for students						x		x				x		x		x						5
Training for teachers’, students and parents		x		x			x			x	x						x			x		7

Table 4.1.7. Findings of the school counselors' opinions on the need of cyberbullying training.

As can be seen in Table 4.1.1.8, more trainings should be organized for classroom teachers, branch teachers and parents about preventing and raising awareness of cyberbullying incidents. When the interview forms are analyzed, it is concluded that the level of consciousness of the class and branch teachers is quite low compared to the school counselors. The opinions of the school counselor on this subject are given below.

School counselor 13: *"It is being done. Teacher, student and parent should be provided more awareness. Sometimes, trainers come from outside of the school also we train them. It begins as of 5th grade. The content consists of bullying, types of bullying, victims and bystanders, and we provide an enjoyable training by doing group work." We carry out an enjoyable training by doing group work."*

School counselor:*More trainings are organized for students. Empathy trainings are issued at conferences. When they empathize, they already refrain from such behaviors. The performances of students exhibiting such behaviors in the first weeks of school are evident. We invite those students and their families to the school. Interviews with the family and student are held. There are some risk groups and we hold precautionary meetings before we encounter any problems. "*

4.1.8. Findings regarding school counselors' suggestions on cyberbullying

In the interview, school counselors were asked for their thoughts and suggestions on the subject of cyberbullying. The thoughts and suggestions of the counselor teachers on the subject of cyberbullying are listed as "awareness training should be given to teachers and parents about cyberbullying", "branch teachers should be made aware of cyberbullying" and "cyberbullying should be included in in-service trainings".

Theme 8: School counselors suggestions on cyberbullying																						
Teachers	Ö 1	Ö 2	Ö 3	Ö 4	Ö 5	Ö 6	Ö 7	Ö 8	Ö 9	Ö 10	Ö 11	Ö 12	Ö 13	Ö 14	Ö 15	Ö 16	Ö 17	Ö 18	Ö 19	Ö 20	Ö 21	F
Awareness raising trainings on cyberbullying should be done for teachers and parents	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
Branch teachers should be made aware of cyberbullying				x					x			x				x			x			5
Cyberbullying should be included in in-service training						x							x				x			x		4

Table 4.1.8. Findings regarding school counselors' suggestions on cyberbullying

As it can be seen in Table 4.1.1.8, more trainings should be organized for classroom teachers, branch teachers and parents about preventing cyberbullying and raising awareness. When the interview forms are analyzed, it is concluded that the level of consciousness of the class and branch teachers is quite low compared to the school counselors. The opinions of the school counselor on this subject are given below.

School Counselor 4: *“Branch teachers, students, teachers and parents should be trained more on this subject. What should they do when come across with an incident? It is very important for them to know this and they need to approach things more solution-oriented. A more structured model should be taken as an example.”*

School counselor 5: *“The teacher, family and counselor service should cooperate and teachers should observe the classrooms well. The school confession pages of should be followed, students are more likely to engage in such bullying behavior through those pages. Adequate information should be given to the parents and their awareness should be increased.”*

School Counselor 1: *“Teachers should be volunteers. Those who love the teaching profession, should train people. Parents should be more aware. The supports of the principals and assistant principals are crucial. School management, family, counselor and classroom teacher should cooperate.”*



CHAPTER V

DISCUSSION

5.1. Discussion about the first question

The first problem of the study was determined as "The path followed by a student exposed to cyberbullying?" The sub-steps of this problem are divided into classroom or branch teacher, school counselor, and family. When we look at the data of the study, it is seen that the students who encounter cyberbullying cases are generally composed of introverted and timid students. When these students are exposed to cyberbullying behaviors, they have a more introverted attitude. The universe of the research consists of private and public school counselor, and it is seen in the results that branch teachers do not deal with the other problems of the students because they have academic success anxiety and they refer cyberbullying cases to the school counselor. Especially in private schools, class and branch teachers only work with students academically. School counselors stated that they were uncomfortable with this issue. They stated that studies should be carried out to increase the awareness of cyberbullying in other branches in in-service training. Aksaray (2011) stated in his study that if the family follows the student closely and keeps them under constant surveillance, the cases of bullying and cyberbullying will decrease and the awareness of the family is very important. Akça (2017) stated that the education levels and sociocultural structures of the students' and parents are effective in their communication with their children and stated that the student will display a more distant attitude from this type of bullying.

Serin (2012) highlighted a very important situation in his study. He stated that cyberbullying cases are increasing gradually and that school administrators and educators do not have enough information on this subject. He emphasized the importance of planning training for administrators, teachers, school personnel, and parents to increase awareness about cyberbullying.

Çağlar and Dikmen (2017) stated in their study that a course on "Cyberbullying" can be included in the programs of education faculty students. They argued that in order to prevent cyberbullying and to increase awareness, not only studies should be carried out on teachers or teacher candidates, but also awareness activities should be carried out on administrators, school staff, and parent groups.

5.2 Discussion about the second question

Our second problem is "Social media tool (Facebook, Instagram, Twitter, and WhatsApp) where cyberbullying cases occur?" Determined as.

According to the findings we obtained from the research, students mostly open groups on WhatsApp and do not include the victim they bullied in these groups and share gossip and photos about that student. We see that it is very popular on the confession pages opened on Facebook, and it is concluded that the bully individual or a group of bully students posted private photos and spreading gossip news about the victim they targeted.

In their study, Aslıhan and Doğan (2017) found that students or student groups who perpetrated the bullying mostly used Facebook to bully cyberbullying by writing insulting articles about that person on their private walls.

Discussion about the third question

The third problem of the study is "What are the variables of cyberbullying cases?". As the sub-problem of our problem, whether cyberbullying cases are related to the gender factor was analyzed. When we look at the findings of the study, it was concluded that most female students' exhibit cyberbullying behaviors and these bullying behaviors are generally done because they envy their girlfriends who are victims of bullying. Most of the female students displayed cyberbullying behavior towards female students.

Akça (2017) stated in her research that because of the use of social media tools (Facebook, Instagram, Twitter) to hide, female students behave more courageously and behave more easily towards their friends with whom they have problems at school or are jealous.

Çiftçi (2010) stated that the conditions of the society should be taken into account in order to reveal a significant difference between gender and bullying factors. She stated that it is necessary to check whether female or male students have access to technology, whether there is equal access to technology and whether there is awareness by gender.

Aksaray (2011) stated in his study that the relationship between gender and cyberbullying was observed in some studies and not in some studies. He stated that there were more girls in victim status in studies where the difference was observed, but in some studies, the numerical data of male and female students were close to each other. When the studies conducted in our country are analyzed, it is stated that most male students have the roles of bully and victim.

6. CONCLUSION

According to the research results; Boys or girls use social media tools (WhatsApp, Instagram, and Facebook), share photos and videos, or open a group on WhatsApp, targeting a person and not including that person in the group. According to the data obtained from the research, it has been revealed that there are too many confession pages opened on behalf of schools on Facebook. If these confession pages are checked by the school administration and teachers, the growth of bullying and the reopening of such pages can be prevented. While it has been observed that the school counselor solves the problem with the relevant deputy principal in cyberbullying cases in private schools, it has been observed that the administration is involved in case the problem occurs in public schools and a lawsuit arises. While the school counselor state that the awareness of the classroom teachers is very important, some school counselors think that the classroom teachers are indifferent and the solution in such cases is that the classroom teachers are uninterested. When the results of the research are analyzed, it is seen that the classroom and branch teachers only focus on academic success. It has been revealed that private school group teachers, who have academic success anxiety in particular, direct such situations to the school counselor due to their high workload. Some schools stated that they had internet contracts with their families at the beginning of the year, so families were more calm and solution-oriented in such bullying situations. Although the family of the bullied student was angrier at first glance, it was later concluded that he approached the process moderately. Research results show us that; we should know that it is very important for families, school counselor, classroom teachers and school administrators to act together and have a high awareness in the realization and prevention of cyberbullying.

CHAPTER VI.

6.1. SUGGESTIONS

6.1.1. Suggestions for Families

When the research results and other studies on the subject are analyzed, the awareness of the family is very important in the emergence and prevention of cyberbullying cases. Since students spend most of their time with their families, the general conditions of our students should be observed, and if a socially negative situation is observed, the school counselor should be consulted. If a student come across with bullying, he/she should feel free in sharing it with his family to prevent bullying. Arıcak (2011) emphasized that family awareness is very important in order to protect students from cyberbullying behaviors and to ensure that they are less affected by bullying.

6.1.2. Suggestions for Teachers

The most striking part of the research results; "When cyberbullying or a negative situation occurs in the general condition of the student, they are only directed to the counselor service".When the student encounters a bullying and in the process of resolving this bullying, all teachers should cooperate, and since the student sees the classroom teachers more, the classroom teacher should also be a good observer and share a negative situation with the counseling service.Sönmezay (2010) stated in his study that teachers' awareness is very important in preventing cyberbullying. Stating that interdisciplinary communication is also important, he emphasized that not only one teacher, but also all teachers should have a high awareness of the subject.

6.1.3. Suggestions for School Administrators

School management should provide more awareness training and seminars in order to increase the awareness of the teachers and families. The findings of the study show that students are more afraid of school administrations, so the school administration can participate more in the solution processes and in the prevention of any cyberbullying cases. In the circular of the Ministry of National Education (2006), it is emphasized that school administration has a lot to do in preventing bullying and cyberbullying in schools. School management should observe the process and constantly organize training and seminars to ensure a communication bridge between parents, teachers, and students. Information Technology Law courses can be taught in schools and both for students and educators.

6.1.4. Suggestions for Researchers

While conducting the research, it was noticed that there was not much research had been done on cyberbullying. More research is needed on cyberbullying, which has become a global problem today. Because, when the obtained findings in the study are analyzed, if bullying cannot be prevented, individuals can also leave permanent effects. The awareness of parents, teachers and administrators is very important in terms of preventing cyberbullying and taking precautions. If awareness is high in all branches, cyberbullying can be prevented more easily.

Although cyberbullying cases are more common in schools and in our daily life, there is not enough research and study on this subject. Researchers can investigate the prevalence, extent, causes, and consequences of cyberbullying. Thus, teachers, administrators, and parents can increase their awareness of this issue at school. The

impact of cyberbullying on students is also very important. According to these data, more efficient measures can be taken against bullying. (Kavuk, Keser, 2011)

Although cyberbullying has become a global problem, studies on this subject are insufficient. More effort should be made to prevent cyberbullying and to raise the awareness of students, teachers, administrators, and parents (Campbell, 2005).



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Appendix 1.Semi-Structured interview

KİŞİSEL BİLGİ FORMU

CİNSİYET:

K E

AD:

SOYAD:

ŞUANDA ÇALIŞTIĞI KURUM:

FARKLI BİR ALANDA ÇALIŞTINIZ MI:

ALANDA DENEYİM SÜRENİZ: