

**T.C.
SAKARYA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**

**PREVALENCE OF CYBERBULLYING AMONG
UNIVERSITY STUDENTS (A COMPARISON
BETWEEN PHILIPPINES AND TURKEY)**

MASTER'S THESIS

Charisse VITTO

Institute Department: Sociology

Supervisor: Assoc. Prof. Dr. Ali ARSLAN

NOVEMBER-2018

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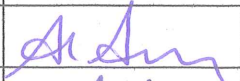
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“Bu tez 30/11/2018 tarihinde aşağıdaki jüri tarafından Oybirliği / Oyçokluğu ile kabul edilmiştir.”

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PREFACE

I first became interested in cyberbullying when I was taking the course Psychology of Communication at Sakarya University. At that time, we were asked to write an article with regards to current trends in social communication. There are many news stories pertaining to cyberbullying in the Philippines. However, I only found one (unpublished master's thesis) that scientific study that tackles about online bullying. Furthermore, there were limited studies about cross-cultural comparison of cyberbullying among two different nations. With this study, it is hoped that it will contribute to the literature of cyberbullying in Philippines and Turkey.

There are many individuals that I owe a debt of gratitude to for their invaluable assistance in making this research endeavour and my academic pursuits possible. First, I would like to thank Assoc. Prof. Dr. Ali Arslan for his personal wisdom, tireless guidance, and his overall professionalism. Second, I would like to extend my heartfelt thanks to Prof. Dr. Yavuz Akbulut, Assoc. Prof. Dr. Bahadır Erişti, and Dr. Lee Chee Sern for allowing me to utilize their instruments for my study. Thank you is also extended to Dr. Lea Asejo-Ronda for her initial guidance on this research project. I also thank the committee of my thesis defence Asst. Prof. Dr. Muhammet Zahit Atçıl and Asst. Prof. Dr. Adem Bölükbaşı for their recommendations to improve my thesis.

In terms of family, I would like to thank my parents, Mr. and Mrs. Richard & Marissa Vitto for their continuous support and encouragement while I pursued this degree. My grandmother, Mrs. Esperanza Bartolo Locading, for her enthusiastic encouragement and prayers. My gratitude must also be forwarded to my sister Richa Marie, brother Marc Harris, and aunt Marisol Guardante for their continued support of my academic endeavours.

Last but no means least, I want to thank my husband, Engr. Mahdi Abdelazim Abdalla Elhag for his encouragements and support throughout this journey. In more ways than you know, you have inspired me and made it possible for this accomplishment to be achieved. Without you, this thesis will not be created. Therefore, it is to you that I dedicate this thesis.

Charisse Vitto

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ABBREVIATIONS

ANOVA	: analysis of variance
df	: degrees of freedom
F	: F value
n	: sample size
N	: population size
p	: probability value
r	: Pearson's product moment correlation coefficient
t	: t value (from t distribution)
SD	: standard deviation
Sig.	: significance level
$\bar{x}$	: mean

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Thesis Title: Prevalence of Cyberbullying Among University Students (A Comparison Between Philippines and Turkey)

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Innovations in technology has produced significant changes in people's lives. The use of internet, for example, gives people the opportunity to acquire new knowledge, communicate with people around the globe, and convenience to do the respective tasks. However, it also becomes the avenue for bullying online. This phenomenon is widely known as cyberbullying which is a worldwide, arising problem alongside with the misuse of technological advancements. Subsequently, the study of the cyberbullying in a cross-cultural and international perspective is essential as the technology is becoming more globally accessible to the people worldwide, especially to young people. The principal aim of this study is to compare the cyberbullying victimization and perpetration behaviours in terms of its prevalence and instances among university students. There was a total of 250 university students from Turkey and 250 university students from Philippines who participated in this study. Quantitative research design, particularly, descriptive method was used in the study. Results shown that a significant difference in cyberbullying behaviours were found between university students from Turkey and Philippines. University students in Philippines had higher exposure to cyber-victimization and had greater cyberbullying perpetration experiences more than the university students in Turkey. Yet, both cyberbullying victimization and perpetration were found to be prevalent in both samples. Lastly, the primary effects and reasons of cyberbullying on/ among victims from Turkey and Philippines learnt to be similar. This study on the comparative analysis of data from two diverse nations may deliver empirical foundation for programs, guidelines and an action plan that can assist in preventing cyberbullying as well as reinforcing group for cyber-victims in distinctive cultural and institutional backgrounds.

Keywords: Cyberbullying, Prevalence, Students, Turkey, Philippines

Tezin Başlığı: Üniversite Öğrencilerinde Siber Zorbalığın Yaygınlığı (Filipinler ve Türkiye Arasında Bir Karşılaştırma)

Tezin Yazarı: Charisse VITTO **Danışman:** . Doç. Dr. Ali ARSLAN

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Teknolojideki yenilikler, insanların yaşamlarında önemli değişiklikler yapmaktadır. Örneğin, internet kullanımı, insanlara yeni bilgi edinme, dünyadaki insanlarla iletişim kurma ve ilgili görevleri yerine getirme olanağı vermektedir. Ancak, aynı zamanda siber zorbalık için yol açmaktadır. Bu fenomen, teknolojik gelişmelerin kötüye kullanılmasıyla birlikte dünya çapında ortaya çıkan bir problem olan siber zorbalık olarak bilinmektedir. Daha sonra, kültürler arası ve uluslararası perspektiften siber zorbalığın araştırılması, teknolojinin dünya genelindeki insanlar, özellikle de gençler için küresel olarak daha erişilebilir hale gelmesi nedeniyle önemlidir. Bu çalışmanın temel amacı, siber mağduriyet ve zorbalık davranışlarının Filipinler ve Türkiye'deki üniversite öğrencileri arasındaki yaygınlığı ve durumları açısından karşılaştırılmasıdır. Bu araştırmaya 250 Türk ve 250 Filipinli üniversite öğrencisi katılmaktadır. Çalışmada nicel araştırma tasarımı, özellikle betimsel yöntem kullanılmıştır. Sonuçlar, Türk ve Filipinli üniversite öğrencileri arasında siber zorbalık davranışlarında anlamlı bir fark olduğunu göstermektedir. Filipinli üniversite öğrencileri, siber mağduriyete daha fazla maruz kalır ve Türk üniversite öğrencilerine göre daha fazla siber zorbalık deneyimleri yaşamaktadır. Ancak, her iki örnekte siber mağduriyet ve zorbalık davranışları yaygın bulunmaktadır. Son olarak, Türk ve Filipinli siber mağduriyeti yaşayanlar ve yapanlar arasındaki siber zorbalığın temel nedenleri ve etkileri benzer olmasını bulunmaktadır. İki farklı ülkeden alınan bu karşılaştırmalı analiz, programlar, kılavuzlar ve eylem planı için ampirik referans sağlayabilir. Bu sayede siber zorbalığın önlenmesine ve farklı kültürel ve kurumsal çevreye sahip siber mağdurlara destek grupları oluşturulmasına yardımcı olabilir.

Anahtar kelimeler: Siber Zorbalık, Yaygınlık, Öğrenciler, Türkiye, Filipinler

INTRODUCTION

Background of the Study

Literatures about bullying have been already existing for several decades. Bullying has been reported as a major social problem in numerous countries worldwide. This indicates that bullying plays a vital role in adolescents' life in many societies (Li, 2009a: 224). There are three holistic criteria that the term bullying fulfils: (1) intentional infliction of aggressive behaviour (2) repetition of aggressive behaviour over time (3) and imbalance in power which the victim has difficulty to defend himself or herself (Olweus, 1997a: 496). Bullying is a negative action which can be done through physical contact, by words, or in different ways such as making unpleasant gestures, spreading rumours, and intentionally exclusion from a group (Olweus, 1997b: 496).

The development of innovative technology in everyday life brings abundance of new opportunities. Children and young people are learning new skills, increasing their knowledge and even making new friends. Nonetheless, these new opportunities may come with some risks (Byron, 2008: 1). The arrival of highly developed internet and communication technologies paved the way for cyber users to be able to bully someone else electronically without personal interaction (Lai et al., 2017: 781). The phenomenon of bullying among children and young adults has extended its borders to the digital environment. As a result, traditional bullying has been transformed into a new form called cyberbullying (Arıcak et al., 2008: 253).

Cyberbullying is any behaviour conducted by individual or groups who repeatedly communicate unpleasant or aggressive messages using electronic or digital media to intentionally impose harm or discomfort against a victim who cannot easily defend him or herself (Smith et al., 2008: 376, Tokunaga, 2010: 278). Cyberbullying is a more complex phenomenon than the traditional bullying behaviour. The traditional bullying is mostly being done in school, garden, or on the road to school. This denotes that when victims of traditional bullying return to their respective homes, the pressure of bullying may not be present for some time. On the other hand, cyberbullying can be done using internet platforms such as social media (Campbell, 2005: 69). Internet provides individuals a 24-hour accessibility as well as the sense of anonymity that may motivate

them to involve in bullying behaviours. Therefore, it is not easy for a victim to know the bully. As a result, cyberbullying appears to be more engaging than the traditional bullying (Zacchilli & Valerio, 2011: 12).

Because of the numerous studies done in different countries, empirical research or information about cyberbullying already exist. Various researchers found that cyberbullying incidences are becoming prevalent across cultures. Moreover, researches conducted in several countries (such as those in America, Asia, Europe, and Oceania) indicated that a great number of students have been engaged in cyberbullying as victims, perpetrators, or both as perpetrator–victims (Baek, Bullok, 2014: 227).

In the Philippines, cyberbullying survey conducted by Stairway Foundation Inc. (2015), a child-care non-profit organization, reported that 80% of teenagers aged 13-16 and 60% of school children aged 7-12 had experienced cyberbullying in social media. Three out of ten school children were bullied through online threats, creation of poser accounts, and exclusion from online groups. While 3 out of 10 teenagers were bullied through photo editing. Both school children and teenagers were victims of cyberbullying through photo editing, exposing one's secret conversation, impersonation of fake accounts, and humiliation (Takumi, 2016).

In Turkey, study of Arıcak (2009: 171) found out that almost 55% of university students were cyberbullied at least once in their lifetime. Whereas almost 20% of the students were cyberbullying perpetrators but have never been victims of cyberbullying. Moreover, study of Arslan et al. (2012: 527) reported that 27% of primary school students were victims of cyberbullying. Eighteen percent were cyberbullying perpetrators while 15% were both cyberbullies and cyber victims. Study of Yilmaz (2011: 648) found that the most common form of cyberbullying harassment among both Turkish male and female middle school students were posting of mean and hurting comments online; and pretending to be someone online and acting in a way that was mean and or hurtful.

There is a lack of research tackling about cyberbullying from a multicultural perspective (Baek, Bullok, 2014: 226). Moreover, it is not evident whether cyberbullying incidences vary in different cultures (Li, 2008b: 227). Earlier studies about traditional bullying shown that bullying may have different prevalence and significance of these actions

may differ from one cultural to another (Nabuzoka, 2003: 108). Comparably, culture may have an influence on cyberbullying behaviours.

Growing number of studies were focused on cyberbullying behaviours at the middle school and high school levels. However, there are lack of researches in college setting. Because of this, this study will look on the continuation of cyberbullying behaviours after secondary education. Furthermore, this preliminary comparative investigation of data from two different countries may provide empirical groundwork for programs, policies and an action plan that can help prevent cyberbullying as well as supporting group for cyber victims in different cultural and institutional contexts (Li, 2008c: 227). The main objective of this study is to determine the difference in prevalence of cyberbullying victimization and perpetration among the students in Philippines and Turkey.

Statement of the Problem

The main aim of this study is to determine the difference in prevalence of cyberbullying behaviours (perpetration and victimization) among the students in Philippines and Turkey. Specifically, the following:

1. Is there a significant difference between cyberbullying victimization behaviour of the university students in Philippines and Turkey based on their demographic profile such as age, gender, internet use location and frequency, foreign language proficiency, economic status, religion, and year level?
2. Is there a significant difference between cyberbullying perpetration behaviour of the university students in Philippines and Turkey based on their demographic profile such as age, gender, internet use location and frequency, foreign language proficiency, economic status, religion, and year level?
3. Is there a significant difference between cyberbullying behaviours of university students in Philippines and Turkey in general?
4. Is there a significant relationship between cyberbullying perpetration and cyberbullying victimization behaviours among university students in Philippines and Turkey in general?
5. Is there a significant relationship between cyberbullying perpetration and cyberbullying victimization behaviours of university students in Turkey?

6. Is there a significant relationship between cyberbullying perpetration and cyber victimization behaviours of university students in Philippines?
7. What is the prevalence of cyberbullying behaviours among the university students?
8. What are the instances of cyberbullying victimization experiences by the university students?
9. What are the instances of cyberbullying perpetration experiences by the university students?
10. What are the effects of cyberbullying victimization on a sample of university students in Philippines and Turkey?
11. What are the reasons of a sample of university students in Philippines and Turkey in engaging cyberbullying perpetration?

Hypotheses

1. There is no significant difference between cyberbullying victimization behaviour of the university students in Philippines and Turkey based on their demographic profile such as age, gender, internet use location and frequency, foreign language proficiency, economic status, religion, and year level.
2. There is no significant difference between cyberbullying perpetration behaviour of the university students in Philippines and Turkey based on their demographic profile such as age, gender, internet use location and frequency, foreign language proficiency, economic status, religion, and year level.
3. There is no significant difference between cyberbullying behaviours of university students in Philippines and Turkey in general.
4. There is a significant relationship between cyberbullying perpetration and cyberbullying victimization behaviours among university students in Philippines and Turkey in general.
5. There is a significant relationship between cyberbullying perpetration and cyberbullying victimization behaviours of university students in Turkey.
6. There is a significant relationship between cyberbullying perpetration and cyber victimization behaviours of university students in Philippines.

Scope and Limitations

The focus of this study is to identify the dissimilarity in the occurrence of cyberbullying victimization and perpetration among the university students in Philippines and Turkey. The conduct of this study was started during the 4th week of March until the end of September 2018. There was a total of 500 university students from the countries of Philippines and Turkey. This study was conducted using a convenience sampling technique from three different institutions in Philippines and four different institutions in Turkey. Potential limitations of this study are the cultural attitudes, perceptions, and values regarding online bullying that are likely to occur. These variables are out of the scope of this study, thus, may have an impact on the result. Therefore, different methodological approaches to explore the nature of cyberbullying behaviours among different cultures and ethnicities are necessary. This study only focused on the comparison of cyberbullying victimization and perpetration prevalence among university students in Philippines and Turkey.

Significance of the study

Cyberbullying research has been widely investigated in recent years. However, growing number of studies were focused on cyberbullying behaviours at the middle school and high school levels. Because of this, this study will look on the continuation of cyberbullying behaviours after secondary education. Furthermore, this preliminary comparative investigation of data from two different countries may provide empirical groundwork for programs, policies and an action plan that can help prevent cyberbullying as well as supporting group for cyber victims in different cultural and institutional contexts. Specifically, this study will be benefit to the following: students, parents, teachers, and guidance counsellors in both countries of Philippines and Turkey.

This study will increase their awareness on the nature of cyberbullying behaviours. Students may have their limitations or boundaries in engaging cyberbullying perpetrations. With this, they may have an idea to think radically to make themselves cope up from cybervictimization as well as fight against cyberbullying perpetration.

Parents will also enhance their insights and for their ceaseless quest for knowledge about their children in engaging cyberbullying perpetration and as well as being engaged as cyber victims. Parents will also come up doing the parenting style in the

right way and fulfil their duties as parents. Teachers and guidance counsellors will also benefit to this study because they are regarded as second parents. The findings of this research may serve a guide to deal with problems and controversies on cyberbullying. They will be able to better understand, give advice and enlighten students on overcoming the cyberbullying. This may have a significant role in understanding the nature of cyberbullying behaviours. School administrators are the one who discipline students. This study will give them a better understanding on how they will formulate policies and an action plan that can help prevent cyberbullying as well as supporting group for cyber victims.

Definition of Terms

The definitions below were conceptually defined by the researchers based on how they were used in the study.

Aggressive. To do something in determined and forceful manner.

Cyberbullying. An intentional and repeated (more than once) infliction of harm or disturbance to a specified individual or group using electronic communication tools (Tokunaga, 2010: 278).

Cyberbullying perpetration. To commit or perform cyberbullying.

Cyberbullying victimization. Being exposed to cyberbullying.

Delinquency. It refers to minor crimes or wrongdoings.

Engage. To get involved with something.

Extent of cyberbullying. It refers to the limit or range of online victimization and perpetration instances.

Filipino. It refers to people who are citizens of Philippines.

Instances. A case or example of a phenomenon.

Impose. To make or influence someone to do something in forceful way.

Prevalence of cyberbullying. It refers to the commonness of cyberbullying perpetration and victimization.

Proficiency. It refers to the level of a skill.

Revenge. To harm someone in return for a wrongful deed.

Stimuli. Refers to an event or thing which induces something or someone into an activity.

Turkish. It refers to the people who are citizens of Turkey.

University students. It refers to the students who are studying for their first degree at college or university.



CHAPTER 1: LITERATURE REVIEW

1.1 Cyberbullying among college populations

Cyberbullying is a new form of bullying being done online that needs to be addressed. It is necessary to determine its beginning and scope. For this, children and adolescents' cyberbullying have been widely researched. However, there are lesser studies about cyberbullying after these stages (Zacchilli & Valerio, 2011: 13; Larrañaga et al. 2015: 63). Study of Zalaquett & Chatters (2014: 5) found that 31.3% of 603 university student sample experienced cyberbullying during high school and 19% of them were exposed to online bullying during college. Although there was a slight decrease of victimization incidences, this provided an empirical evidence that even after secondary education, cyberbullying victimization still exists.

These results were similar to the findings of Beran et al. (2012: 568) wherein among 1368 Canadian and American college students, it was found that cyberbullying victims during secondary education were three times more likely to suffer online victimization in university than other students. Although the rate of cyber-victimization in university sample was lower than of middle- school students, the rate of cyberbullying perpetration among two different sample was found to be similar (Beran et al. 2012: 570). Moreover, it was reported in the study of Ak, Ozdemir, & Kuzucu (2015a: 440) cyberbullying victims in high school tend to be cyberbullying perpetrators in college. Online victims were more likely to display aggressive behaviours than those who were not exposed online victimization.

In the case of cyberbullying victimization among 1925 Canadian university student sample, Faucher et al. (2014: 4) reported that 24.1 % of them were cyberbullied. There were more female cyberbullying victims claimed that they know their perpetrators than of those male victims. Meanwhile, more males than female cyberbullying victims experienced cyberbullying by someone they do not know. Though these studies found low percentage of cyberbullying victimization, study of Lai et al. (2017: 784) found a 60% prevalence rate of cyberbullying victimization among 712 Malaysian university student sample. The study reflected that males (56.2%) tend to be more than female victims of cyberbullying (43.8%).

On the other hand, the prevalence rate of cyberbullying perpetration among African American university student sample was relatively low (Lee, 2017: 69). Nevertheless, cyberbullying perpetration is tending to be more prevalent among males than of female university student sample. Contrary, Leung et al. (2017: 3) found that cyberbullying perpetration among 312 Hong Kong Chinese university students were more than half of the sample (58%). This percentage is almost the same with the reports of cyberbullying perpetration among 297 undergraduate and graduate students from a Western university. It was reported that more than half of the sample (51.5%) were at least once involved with online bullying behaviours (Gibb & Devereaux, 2014: 11).

It is possible that rate of cyberbullying involvement was found to be low in some studies because of reporting bias. Participants may either be hesitant to label their selves as cyberbullying perpetrators or may not know that their actions were under the scope of cyberbullying perpetration (Gibb & Devereaux, 2014: 14). This assumption was confirmed in the investigation of Francisco et al. (2015: 179) on the perception of university students regarding their engagement in cyberbullying behaviours. Specifically, they found that students undervalued their engagement in cyberbullying behaviours. Perpetrators assumed that their actions were “for revenge from the past experiences” which can be likely the reason for the continuity of traditional and online bullying as well as the reason for victims to become cyberbullies. Other reasons include “for fun, dislike, and hatred” that may make the students not be able to realize that they are already committing cyberbullying (Francisco et al. 2015: 178).

The current study aimed to fill the lack of research in this particular group of young adults, university students from Philippines and Turkey concerning the prevalence of cyberbullying perpetration and victimization experiences.

1.2 Reasons for Cyberbullying Perpetration

Study of Faucher, Jackson, & Cassidy (2014: 4) found in their study victims and perpetrators have different reasons of cyberbullying. In case of cyberbullying victims, both male and female respondents believed that the main reasons why they were subjected to cyberbullying victimization were because of interpersonal problems between the victim and perpetrator; victim’s physical appearance; and difference of

opinion and beliefs. Others also believed that cyberbullying is a way to joke nevertheless is even part of online games.

This is similar with the findings of Englander, Mills, &McCoy (2009: 223) wherein more than 40% of 283 undergraduate college cyberbullies used online bullying as a joke during their high school and even in college. Female victims also believed that being a female can be a reason of cyberbullying while males believed that it is because of their ethnicity. On the same study, both male and female cyberbullying perpetrators argued that their reasons were because the person made them upset and they once became victims of cyberbullying.

Similarly, the findings of Francisco et al. (2015: 178) wherein perpetrators explained in an interview that their reasons for online bullying is to have a revenge with regards to previous experiences. This information may lead to a significant relationship between victimization and perpetration. Nevertheless, cyber victims become cyberbullies. Male perpetrators admitted that cyberbullying was fun whilst female perpetrators said that they bully online just because they do not like that person.

Among 291 junior high school students, study of Strom et al. (2011:201) found that the most popular reasons (34%) for cyberbullying perpetration are boyfriend/girlfriend breakup, rejection and jealousy. Twenty eight percent of them engaged in cyberbullying perpetration as a response to someone being different (not behaving or not looking like the common people). Consistent with the previous studies of (Francisco et al., 2015:178; Faucher, Jackson, & Cassidy, 2014: 4) among college populations, revenge as payback for mistreatment is also a reason among 21% high school students for committing cyberbullying.

The motives of cyberbullying perpetration were mostly motivated by internal motivations and negative emotions such as anger, hatred, revenge, or jealousy as found by Schenk, Fremouw, & Keelan (2013: 2326) rather than external motivations like not being caught or receiving consequences for their behaviours. Furthermore, Calvete et al. (2010: 1113) claimed in their study that cyberbullying was significantly related with the use of proactive aggression to achieve some goal, justification of violence, exposure to violence, and less perceived social support of friends.

Technology plays a big role in online bullying. Study of Davis et al. (2015: 370) found that 65% of the personal stories regarding cyberbullying addressed the negative aspects of technology that lead to reasons for cyberbullying perpetration. Nevertheless, technology itself become a reason for committing an online bullying. Microsystems online that serve to scrutinize, spread, and the ability to reach huge number of audiences make online bullying to be more appealing. These properties include anonymity, 24-hour communication, and the ability to reach wider number of people. The bullies' ability to become anonymous online paves way to the opportunity to communicate things which are restrained to tell personally (Pujazon-Zazik & Park, 2010: 81).

1.3 Effects of Cyberbullying Victimization

Most of the negative outcomes of cyberbullying are parallel to the effects of traditional bullying such as having a depression, poor self-esteem, anxiety, suicidal ideation, and even psychosomatic problems like headaches and sleep disturbances (Olweus, 2012: 532). However, the aspects brought by the new technology of 21st century led cyberbullying to be a public health concern which is indifferent from traditional bullying (Aboujaoude et al. 2015; 15).

The consequences of online bullying may be intensified because of the anonymousness of the perpetrator. This is often associated with the constant development of online disinhibition effect which suggests that people lose their social and/or moral boundaries in online communication due to anonymity. Therefore, people act and do something online that they would not be able to do in a face-to-face interaction (Suler, 2004: 321).

There are countless researches and studies about adverse outcomes of cyberbullying which were exposed by both media and researchers. Some cyberbullying behaviours have more harmful effects than others, meaning, it can cause continuum effects on the victims (Haughton et al., 2013:10). The effects of cyberbullying victimization may vary from mild to severe consequences.

In a very severe circumstance, a victim of online bullying may acquire suicidal thoughts that could results to commit suicide (Lai, et al., 2015; 782). Hinduja & Patchin (2010: 207) invented the term "cyberbullicide" to illustrate the direct and indirect influence of online bullying that results to death. The incidence of cyberbullicide concurs with other problems such as offline maltreatment, emotional and psychological problems,

academic difficulties, low-self-esteem, clinical depression, deficiency of support structure, and others that conclude to suicide (Hinduja & Patchin, 2010: 208).

There are numerous studies exploring the relationship between cyberbullying victimization and unpleasant psychological consequences. In the study of Zalaquett & Chatters (2014; 5), it was stated that when 613 university students were asked about their experiences of online bullying from high school up to present, they reported that cyberbullying has still psychological effects on them.

This denotes that that even though victims of cyberbullying in university may be emotionally more mature than of secondary students, cyberbullying makes them sad, angry, upset and more stressed which means that psychological effects of cyberbullying on victims does not fade away even when they become emotionally mature. These results were supported by Jenaro, Flores, & Frias (2017: 17) wherein 1,593 university students were asked about their cyberbullying experiences during their secondary education. It was found that cyberbullying has continuous detrimental effects. Students who were cyberbullied from the past presently got significantly higher scores on anxiety and depression than those who were not cyberbullied. Therefore, the effects of cyberbullying on students tend to continue even from school to university level.

A significant association between cyberbullying victimization and health risk behaviours were also found out in the study of Graham & Wood (2017: 3). The cyberbullying victimization experiences among 15,624 youths led to an increase of sexual frequency by 25%, alcohol frequency by 58%, and 35% for marijuana frequency. This means that victims of cyberbullying reported to have higher health risk behaviours.

From these findings, cyberbullying has negative effects on psychological, physical, emotional and well-being of the victims which makes cyberbullying a worldwide public challenge with the potential to disrupt or destroy the lives of children, adolescents, and their families (D'Auria, 2014: e19).

1.4 Cyberbullying in the Philippines

There are lots of cyberbullying incidences that are reported in Philippine news. However, up to date there is a limited scientific researches and survey pertaining to cyberbullying. These few researches about cyberbullying were all focused on

adolescents. One of these few studies was conducted by Witkus (2012: 17) on a sample of 579 Filipino adolescents. It was found that 29% of students stated that they experienced cyberbullying victimization within the past 30 days.

On the other hand, 16% of the respondents admitted that they intended to do online bullying. They deliberately embarrass, hurt, and even intimidate their victims through the use of advanced technology. The three most commonly used platforms of cyberbullying were Facebook, cell phones (SMS), and blogs. However, when they were asked about their reasons of cyberbullying perpetration, students in Philippines told that: they did for fun, they did not know that their actions are forms of cyberbullying, and they did not know the reasons why they involve with cyberbullying. Furthermore, it was found that being cyberbully or cyber victims does not depend on the frequency of internet use and gender.

Study of Gonzales (2014), through qualitative method, explicated the role of the social media in the constant augmentation of cyberbullying; as well as explained the repercussions of social media as cyber cruelty in the Philippines. It was concluded that social media triggers the existence of cyberbullying.

Although social media was originally invented as a tool for communication, people improperly used it for self- satisfaction that may produce harm or damage to others. This is because it allows anonymousness and promptness to reach a huge number of people in a most cost-effective way. Information on social media are easily to go viral as it permits people to respond and give feedbacks. Cyberbullying perpetrators are certain of these impacts, therefore is very empowering (Gonzales, 2014a: 6).

Cyberbullying in the Philippines remains unregistered because most parents or schools do not want to place cyberbullying victims' standing under the public limelight (Witkus, 2012: 12). Therefore, in 2013, a bill has been signed into law that requires primary and secondary schools to implement policies to prevent and address the acts of bullying in their constitutions. This law is known as the Anti-Bullying Act or Republic Act No. 10627 which also covers any bullying committed using technology or any other electronic means known as cyberbullying. Reported acts of bullying done by students can be filed to the school, which shall decide the appropriate disciplinary movements to be imposed on the student (cyberbullying perpetrator).

Victims of cyberbullying may file complaints to the police under the Cybercrime Prevention Act of 2012 or officially recorded as Republic Act No. 10175. This law is divided into 31 sections split across chapters. It criminalizes several types of cybercrime offenses such as illegal access or hacking, illegal interception, data and system interference, and misuse of devices. It also includes computer-related offenses such as computer related forgery, fraud, identity-theft; as well as content-related offenses such as cybersex, child pornography, unsolicited commercial communications, libel, and other offenses.

Presently, there is no specific law that penalizes actions of online bullying in the Philippines. Because of the nonexistence of well-defined punishable acts pertaining to cyberbullying, law enforcers define crimes in cyber world by resembling it with the crimes that occurred in the real world (Gonzales, 2014b: 6).

To address the cyberbullying problems, a bill has been filed known as Anti Cyber-Bullying Act of 2015 ratified by the Senate and House of Representatives of the Philippines in the Congress, which seeks to penalize perpetrators of cyberbullying. This refers to “cruelty committed using the internet or any form of electronic media or technology that has the effect of stripping one’s dignity or causing reasonable fear of physical or emotional harm such as, but not limited to, the following: a) Repeatedly sending offensive, rude and insulting messages; b) Distributing derogatory information about the victim; c) Posting or sending offensive photos of the victim, whether these are digitally altered, were taken with or without consent, with the intention to humiliate and embarrass the victim; d) Breaking into an email, social networking or any electronic account and using the victim’s virtual identity to send, upload or distribute embarrassing materials to or about others; e) Sharing the victim’s personal information or any embarrassing information, or tricking the victim into revealing personal or embarrassing information and sharing it to others; and f) Repeatedly sending messages that include threats of harm or engaging in online activities that cause fear on the victim’s safety.” Once this bill signed to be a law, there will be a penalty of 50,000.00 Philippine pesos to 100,000.00 Philippine pesos (currently estimated around 950- 1900 USD) and imprisonment of six months to six years imposed upon any person found guilty of cyberbullying perpetration.

1.5 Cyberbullying in Turkey

Existing studies about cyberbullying in Turkey are easily to be found. However, most of them are only focused on primary and secondary student samples. So, in this study, it is aimed to find out the prevalence of cyberbullying the context of university students in Turkey.

Previous studies of Arıçak (2009b: 171) and Akbulut & Erişti (2011: 1164) reported that university students are also found to be exposed to both cyberbullying and cyber-victimization. In the cross-country study of Mura et al. (2017: 85) between Italian and Turkish cyberbullying experience, it was revealed that making prank calls, stealing someone's identity online, and publishing private messages were regarded as the most common form of both cyberbullying perpetration and victimization among 122 Turkish university students.

These findings support the study of Ak, Ozdemir, & Kuzucu (2015b: 440) wherein it was revealed that among 687 Turkish undergraduate students, there was a significant relationship between cyberbullying perpetration and victimization. This indicated that victims of cyberbullying also tend to be perpetrators of online bullying. Moreover, gender was found to be a significant predictor of online bullying (Kircaburun & Tosuntas, 2018: 256; Arıçak, 2009c: 177; Akbulut & Erişti, 2011c:1163) among Turkish university sample. Males revealed to be more than female perpetrators of cyberbullying.

Up to the present, there is no specific law that penalizing cyberbullying actions in Turkey. However, there are some instances of cyberbullying that can be covered under some Turkish laws. Some cyberbullying actions examples include insulting and threatening online. Under the Turkish Penal Code Article 125- 1 (Türk Ceza Kanunda Madde 125-1), insulting a person's dignity and honour is punishable of 2 months to 2 years imprisonment or a given amount of bail. Another example is threatening one's life and assaulting one's sexuality. This is punishable of 6 months imprisonment to 2 years without bail under Turkish Penal Code Article 106- 1 (Türk Ceza Kanunda Madde 106-1) upon any person found guilty.

1.6 Theoretical Framework of the Study

General Strain Theory

Through investigating the victimization experiences of the respondents, this study aimed to determine whether cyberbullying victimization would predict cyberbullying perpetration. General Strain Theory (GST) may serve as a theoretical guide to understand the relationship between cyber-victimization and cyberbullying perpetration.

Agnew (2001: 319) explains in his General strain theory (GST) that “strains or stressors increase the likelihood of negative emotions like anger and frustration. These emotions lead into the creation of pressure for corrective action, and crime may be one of the ways to decrease the strain”. Strains denote relationships which others do not treat individual as he or she should like to be treated (Agnew, 1992: 48). It was discussed that these strains are individually abusive to individual and cause deleterious emotionality. There are three main sources of strain as Agnew (1992: 49) defined:

- (1) strain as tangible or expected failure to achieve goals that they value
- (2) strain as tangible or expected removal of positively valued stimuli
- (3) strain as tangible or expected noxious situations or events (averse or negative treatment by others)

These strains mostly elicit or create feelings of anger, frustration, and/or depression. Thus, these may appear as negative behavioural choices. Agnew claims that persons who are exposed to strains are more susceptible to engage in deviant or delinquent behaviours (Hinduja & Patchin: 2007: 93).

This is because strains may generate motivation for misconducts since some types of strains are easier to settled through nonstandard behaviour thus tougher to be resolved using legal ways. For example, the need for money seemed to be easier to attain by selling prohibited drugs or by through other illegal actions. Adolescents' encounter with strains are related to their societal world and the probability to do unlawful actions as coping mechanism. Agnew further explained that strain has two elements: objective and subjective. Objective strain indicates to events or condition that are generally unacceptable by many people in a particular group. Examples of objective strains are being disadvantaged of food, faced physical assault, encountered death in the family or

came across social exclusion. On the other hand, subjective strains are predisposed to variety of factors such as early experience, ambitions, and personal characters. These strains are usually events or situations that are disapproved by a specific individual (Agnew, 2006:117)

Agnew utilizes GST to adolescent victimization, referring it as a significant foundation of strain. It was emphasized that bullying and peer-abuse experiences are one of the most important strain grounds for youths. GST suggests that cyber-victimization is an objective form of strain which is parallel with traditional bullying. Therefore, ought to establish negative emotionality that results to creation of pressure for relief and inducement for delinquency (Greenwood, 2016: 9). This study, therefore used General Strain Theory to further investigate whether cyberbullying victimization predicts cyberbullying perpetration.

CHAPTER 2: METHODS

2.1 Research Design

Quantitative Research Design, specifically, a descriptive method and correlation were utilized in this study. A descriptive–correlational design was used to investigate the relationships of interest in this study. The goal of this method is to describe variables as well as to investigate the relationships among these variables in a specific phenomenon. Therefore, this design also facilitates the examination of various interrelationships in a situation. The prevalence, instances/ experiences, reasons, and effects of cyberbullying perpetration and victimization among university students in Philippines and Turkey were integrated and compared in this study using descriptive method.

2.2 Participants

The samples in this study were gathered through purposive sampling and snowball technique. There was a total of 250 students from four public and private universities in the Philippines, particularly in Pangasinan province. Pangasinan is situated in the Region 1 of northern Luzon, the chief island of the Philippines. Moreover, there was a total of 250 university students from four public and private universities in Istanbul, the most populous city in Turkey. These participants came from different departments and were currently enrolled in a university during the collection of data.

The participating students in Turkey were from Yıldız Technical University (n=113; 45.2%), Istanbul Technical University (n=74; 29.6%), Özyeğin University (n=37; 14.8%), and Sabancı University (n=26; 10.4%). On the other hand, participants from the Philippines were from Lyceum Northwestern University (n=102; 40.8%), University of Luzon (n=49; 19.6%), Mystical Rose College of Science and Technology (n=58; 23.2%), and Pangasinan State University (n=41; 16.4%).

In terms of gender, university students from Turkey had 53.2% (n=133) male respondents and as female respondents (46.8%; n=117). Meanwhile, among university students from the Philippines, there were more females (64%; n=160) than males (36%; n=90) who participated in the study. In terms of age, majority of respondents from Turkey were 22 years old (25.6%; n=64) and 23 years old and above (22%; n= 55). On

the other hand, most respondents from the Philippines were 19 years old (33.2%; n=83) and 20 years old (24%; n=60)

In terms of place of internet usage, majority of samples from Turkey use internet in their homes or dormitory (84.8%; n=212) and university (10.8%; n=27). This is similar among samples from Philippines wherein they use internet mostly in their homes or dormitory (64.4%; n= 161) and university (14.4%; n= 36).

Regarding the daily internet usage, most of respondents from Turkey use internet about 4-5 hours (32%; n= 80) while most respondents from Philippines spend 2-3 hours (37.6%; n= 94). When it comes to self-reported foreign language proficiency, majority of participant from Turkey rated themselves as intermediate user (33.2%; n=83) while students from Philippines mostly rated themselves as good users (44%; n=110).

As of economic status, 75.2% (n=188) of samples from Turkey revealed that they have middle economic status which is similar with samples from the Philippines (70.4%; 176). In terms of religion, 87.2% (n=218) of samples in Turkey were Muslims while 98% (n= 245) of samples from Philippines were Christians. Finally, as in terms of year level, most respondents in Turkey were 1st year students (28.4%; n= 71) while university student samples from Philippines were mostly 3rd year students (n= 111; 44.4%).

According to KONDA Research and Consultancy (2007), there is 99.8% of the Turkish population identified as Muslims. But in this study, the religion of the participants from Turkey showed only 87.2% Muslims. Therefore, we can conclude that there were non-Turkish citizens who participated in the study.

2.3 Instruments

This study adapted surveys from the studies of Akbulut & Erişti (2011) and Lai et al. (2017) which focused on the prevalence, instances, and impact of cyberbullying behaviours on/ among university students. Permissions from the original authors of the adapted survey questions were sought for this study.

The questionnaire was composed of five parts. The parts one to four were adopted from the study of Akbulut & Erişti (2011) entitled 'Cyberbullying and victimization among

Turkish university students.’ The first part was a Personal Data Sheet that contained questions about the participants’ demographic profiles such as gender, age, place of internet usage, number of hours spent on internet, foreign language proficiency, economic status, religion, and year level.

The second part was a 28 Likert items concerning the cyberbullying victimization experiences of the university students. This survey was originally used in the study of Akbulut et al. (2010) which has undergone two pilot studies. This scale included cyberbullying victimization instances of harassment, cyberstalking, denigrations, masquerade, exclusion, outing, and trickery. The term ‘cyberbullying’ was never explicitly mentioned to avoid the self-selection bias among participants. The cyberbullying frequency was examined using 5- item scales: never, rarely, sometimes, often, and always which have been written as 1, 2, 3, 4, and 5. This form got a high internal consistency coefficient of $\alpha = 0.96$ among Turkish university students.

The third part pertained about the effects of cyberbullying victimization. This was adapted from the study of Lai et al. (2017) entitled ‘Prevalence of Cyberbullying among Students in Malaysian Higher Learning Institutions’ to determine the effects of cyberbullying which ranged from mild to severe. Slight effect can be avoidance of internet or gadgets and dangerous effect may reach the limit of suicidal ideation.

The fourth part is scale that pertained to cyberbullying perpetration. This cyberbullying perpetration scale was a modification of cyberbullying victimization scale. For instance, in the original victimization scale, ‘Receiving harassing emails or instant messages’ was rephrased as ‘Sending harassing emails or instant messages. This scale was originally piloted among 27 university students and had a high internal consistency of 0.84.

The second (cyberbullying victimization scale) and fourth part (cyberbullying perpetration scale) of the survey were originally developed and administered in Turkish. That is why, the English translation of these (which have been translated by the questionnaire developers) were also conducted on university students from Philippines to determine its reliability. Among the 69 university student samples from Philippines, the victimization scale was found to have a high internal consistency of $\alpha = 0.945$. Whilst the perpetration scale was revealed to have a high internal consistency of $\alpha = 0.974$. To check for its face and content validity of the two scales in Philippine setting,

four Filipino university professors in the department of arts and social sciences were consulted. The fifth part of the survey tackled about the reasons for cyberbullying perpetration.

2.4 Procedures

The authors of the adapted questionnaires were firstly informed about the adaptation and utilization of their instruments. Upon giving their permissions, the questionnaire for university students in Turkey was directly encoded for paper-based survey. The questionnaire for Philippines was consulted to four reviewers to see the validity of each item in university students from Philippines. After the questionnaire has been validated, it was piloted to 69 Filipino students through the online survey Google Forms.

Data in the Philippines were collected in July- August of the school year 2018 while data in Turkey were gathered during May- June of school year 2018. The survey was conducted in both private and public universities of both countries upon obtaining the approval of the respective department heads.

Seventy percent of them responded positively while thirty percent did not respond at all. The nature of the survey was explained to students in class by the help of class professors, research assistants, and fellow graduate students in the respective university. Those participants who volunteered to take the survey were given survey forms as well as the consent forms upon their agreement to participate.

The survey was given in Turkish for university samples in Turkey and English for university samples in Philippines. The survey form was not translated to Filipino, the national language of the Philippines since English is the official language of the Philippines and the language of instruction in Philippine education.

The estimated time to complete the survey was approximately 10-15 minutes. Researcher assured the confidentiality of the information of the participants as well as the name of the universities that participated in this study. The total number of gathered participants was 560 students hence only 260 students from Philippines and 250 university students from Turkey who completed the survey. Data were then encoded in the Statistical Package for Social Science (SPSS) version 25 to accumulate the results.

2.5 Data Analyses

Descriptive statistics were generated to examine quantitative data. Quantitative data included variables such as their demographic profile such as gender, age, place of internet usage, number of hours spent on internet, foreign language proficiency, economic status, religion, and year level were examined using frequency of distribution. Similarly, the results of prevalence, instances, reasons, and effects, of cyberbullying were analysed using frequency distribution. Pearson's correlation was used to determine the significant association of cyberbullying victimization and perpetration behaviour of the university students. Lastly, T-Test and One-way ANOVA were utilized to determine the significant differences of cyberbullying victimization and perpetration experiences of the university students.

CHAPTER 3: FINDINGS

In this study, it was found out that among university students from Turkey, their cyberbullying victimization experiences do not significantly vary according to their gender, age, internet-use location, daily hours of internet usage, foreign language proficiency, and religion, and year level. On the other hand, their cyberbullying victimization experiences of were significantly different according to their economic status.

The cyberbullying victimization experiences of students from the Philippines do not significantly vary according to their gender, age, internet-use location, foreign language proficiency, religion, and year level. However, their cyberbullying victimization experiences were significantly different according to their daily hours of internet usage, and economic status.

With regards to cyberbullying perpetration experiences of university students from Turkey, there were no significant difference according to their gender, internet-use location, daily hours of internet usage, foreign language proficiency, economic status, religion, and year level. However, a significant difference according to their age was found.

Among the cyberbullying perpetration experiences of university students from Philippines, there were no significant difference according to their age, internet-use location, religion, and year level. Thus, significant differences according to their gender, daily hours of internet usage, foreign language proficiency, and economic status.

Regardless of the samples' background, the cyberbullying victimization and perpetration experiences of university students in Turkey and Philippines were significantly different. Results also indicated that the perpetration and victimization cyberbullying experiences were positively, strongly related among university students in Turkey, university students in Philippines, and the combination of university students' responses.

Furthermore, the cyberbullying victimization and perpetration behaviours found to be prevalent among the samples. More than 82% of students from Philippines and 81.2%

of students from Turkey reported to be victims of online bullying. On the other hand, 62.4% of students from Philippines and 48.8% of students from Turkey said that they did at least one of cyberbullying instances for more than once.

Most of the victims from universities in Turkey were cyber-bullied by encountering offensive words in instant messaging applications. Whereas, most of the victims from Philippines were exposed to disturbance by the people they do not want to speak with on messaging applications online. University students from Turkey who did cyberbullying stated that they commonly use swearing or cursing words to someone on chat. Whereas, students from Philippines said that they mostly block someone in instant messaging applications. The effects of cyber-victimization to both samples found to be similar wherein most of them suffered from emotional changes. Also, both university students from Turkey and Philippines said that they did cyberbullying for no reason.

Table 1.
Difference of victimization experiences according to demographic profile

Cyberbullying Victimization									
Demographic profiles		<u>Turkey</u>				<u>Philippines</u>			
		<i>n</i>	$\bar{x}$	<i>SD</i>	<i>Sig/F</i>	<i>n</i>	$\bar{x}$	<i>SD</i>	<i>Sig/F</i>
Gender	Male	133	1.60	.47	0.088	90	1.99	.73	.295
	Female	117	1.60	.54		160	1.76	.71	
Age	18 and below	8	1.56	.44	.170	40	1.79	.62	.837
	19	32	1.43	.37		83	1.92	.83	
	20	48	1.74	.59		60	1.84	.73	
	21	43	1.58	.52		40	1.79	.60	
	22	64	1.58	.48		13	1.79	.81	
	23 and above	55	1.59	.50		14	1.68	.60	
Internet-use location	Home/Dorm	212	1.58	.49	.759	161	1.80	.70	.524
	University	27	1.64	.61		36	1.80	.84	
	Internet café	3	1.44	.29		35	1.95	.65	
	Work	2	1.54	.05		2	2.47	1.34	
	Others	6	1.83	.57		16	1.96	.77	
Internet use per day	0-1 hr	14	1.41	.51	.076	34	1.63	.54	F(4,245) =4.35
	2-3 hrs	71	1.52	.48		94	1.91	.74	
	4-5 hrs	80	1.59	.46		69	2.02	.84	

	6- 7 hrs	39	1.60	.55		10	2.00	.64	p=.002*
	8 hours and above	46	1.76	.55		43	1.53	.44	
Foreign language proficiency	Very little	34	1.64	.55		39	2.03	.81	
	Adequate	44	1.53	.57		32	1.64	.60	
	Intermediate	83	1.57	.51	.761	62	1.79	.75	.068
	Good	71	1.63	.42		110	1.82	.66	
	Excellent	18	1.66	.55		7	2.34	1.13	
Economic status	Very little	9	1.88	.46		18	2.36	.79	
	Low	22	1.80	.64	F (4,245)	31	1.85	.79	F
	Middle	188	1.53	.47	=4.28	176	1.73	.64	(4,245)
	High	28	1.68	.76	p=0.002*	23	2.13	.85	=4.28
	Very high	3	2.30	.50		2	3.34	.15	p=.000*
Religion	Islam	218	1.57	.50		0	0	0	
	Christianity	2	1.69	.13		245	1.84	.72	
	Buddhism	2	2.16	.48	.220	3	2.21	1.06	.196
	Nonreligious	28	1.70	.54		2	1.03	.000	
Year level	1 st	71	1.54	.43		49	1.81	.64	
	2 nd	68	1.59	.57		68	1.89	.75	
	3 rd	47	1.63	.48	.716	111	1.87	.75	.287
	4 th	64	1.63	.52		22	1.56	.63	

*Significant at 0.05

Table 1 showed the difference of cyberbullying victimization experiences of university students (from Turkey and Philippines) according to their demographic profiles. It has been revealed that both of university students' age, place of internet usage, proficiency of foreign languages, religion and year level do not have significant differences when it comes to their cyberbullying victimization behaviour. On the other hand, the daily internet usage of [F (4, 245) = 4.35, p= .002] students from Philippines had a significant difference wherein most of the victims found to use the internet 4-5 hours per day (M= 2.02; SD= .84). Meanwhile, university students' (from Turkey) victimization experiences did not have significant differences according to their hours of internet usage.

University students' cyberbullying victimization experiences were significantly different according to their economic status as university students from Turkey had [$F(4,245) = 4.28, p = 0.002$] and Philippines had [$F(4,245) = 4.28, p = 0.002$]. Among respondents from Turkey, students with very high economic status ($\bar{x} = 2.30, SD = .50$) were found to be the most online bullying victims which is similar to respondents from Philippines wherein students with very high economic status ($\bar{x} = 3.32, SD = .15$) found to have the highest cyberbullying victimization experiences.

Therefore, the hypothesis 'There is no significant difference between cyberbullying victimization behaviours of the university students from Philippines and Turkey university students and their demographic profile such as age, gender, internet use location and frequency, foreign language proficiency, religion, and year level' was accepted. Only economic status and cyberbullying victimization behaviour of students from Turkey and Philippines found to be significantly similar.

Table 2.
Difference of perpetration behaviours according to demographic profile

Cyberbullying Perpetration									
Demographic profiles		<u>Turkey</u>				<u>Philippines</u>			
		<i>N</i>	$\bar{x}$	<i>SD</i>	<i>Sig/F</i>	<i>n</i>	$\bar{x}$	<i>SD</i>	<i>Sig/F</i>
Gender	Male	133	2.18	.47		90	1.82	.92	t (248)
	Female	117	2.14	.48	.791	160	1.56	.78	=-2.345 p=.001*
Age	18 and below	8	2.07	.26		40	1.49	.67	
	19	32	2.02	.23	F	83	1.76	.89	
	20	48	2.37	.67	(2,244)	60	1.71	.86	
	21	43	2.08	.33	=2.75	40	1.48	.72	.116
	22	64	2.16	.44	p=.020*	13	2.02	1.22	
	23 and above	55	2.16	.49		14	1.37	.73	
Internet-use location	Home/Dorm	212	2.16	.47		161	1.58	.84	
	University	27	2.22	.58		36	1.81	.87	
	Internet café	3	2.05	.14	.899	35	1.75	.80	.316
	Work	2	1.93	.10		2	2.38	1.71	
	Others	6	2.14	.22		16	1.77	.85	

Internet use per day	0-1 hr	14	2	.22		34	1.50	.53	
	2-3 hrs	71	2.07	.40		94	1.76	.86	F (4,245)
	4-5 hrs	80	2.20	.53	.117	69	1.79	1.01	= 2.83
	6- 7 hrs	39	2.18	.53		10	1.64	.85	p=.025*
	8 hrs and above	46	2.27	.49		43	1.32	.59	
Foreign language proficiency	Very little	34	2.16	.44		39	2.06	.96	
	Adequate	44	2.08	.36		32	1.35	.58	F (2,245)
	Intermediate	83	2.20	.54	.257	62	1.46	.72	=5.38
	Good	71	2.12	.45		110	1.67	.84	p=.000*
	Excellent	18	2.35	.56		7	2.26	1.28	
Economic status	Very little	9	2.38	.52		18	2.21	1.00	
	Low	22	2.18	.52		31	1.64	.91	F (4,245)
	Middle	188	2.14	.48	.569	176	1.55	.76	=5.15
	High	28	2.22	.35		23	1.85	.96	p=.001*
	Very high	3	2.32	.71		2	3.31	.000	
Religion	Islam	218	2.17	.50		0	0	0	
	Christianity	2	1.98	.50		245	1.66	.85	
	Buddhism	2	2.12	.03	.955	3	1.52	.78	.594
	Nonreligious	28	2.15	.31		2	1.07	.10	
Year level	1 st	71	2.17	.45		49	1.54	.67	
	2 nd	68	2.19	.57		68	1.79	.86	
	3 rd	47	2.19	.48	.792	111	1.67	.91	.210
	4 th	64	2.11	.39		22	1.41	.79	

*Significant at 0.05

Table 2 indicated that both university students' cyberbullying perpetration experiences did not have significant differences when it comes to place of internet use, religion, and year level.

Furthermore, there were no significant differences among students' (from Turkey) cyberbullying perpetration behaviour according to their gender, daily internet usage, foreign language proficiency, and economic status.

Meanwhile, among students from Philippines, a significant difference was found according to their gender [$t(248) = -2.345, p = .001$], internet usage per day [$F(4, 245) = 2.83, p = .025$], proficiency in foreign language [$F(2, 2245) = 5.38, p = .001$] and economic status [$F(4, 245) = 5.15, p = .001$]

Cyberbullying perpetration behaviour is mostly committed by students who are males ($\bar{x} = 1.82, SD = .92$); spend an average of 4-5 hours ($\bar{x} = 1.79, SD = 1.01$) daily internet usage; excellent proficiency in foreign language ($\bar{x} = 2.26, SD = 1.28$) and; students with very high economic status ($\bar{x} = 3.31, SD = .000$) On the other hand, university students' (from Turkey) cyberbullying perpetration behaviour was found to be significantly different according to their age wherein, 20-year-old students had the most cyberbullying perpetration behaviour ($\bar{x} = 2.37, SD = .67$).

Therefore, the hypothesis 'There is no significant difference between cyberbullying perpetration behaviour of the university students in Philippines and Turkey based on their demographic profile such internet use location, religion, and year level' was accepted.

Table 3.
Differences in cyberbullying behaviours among university students

		<i>N</i>	$\bar{x}$	<i>SD</i>	<i>F</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
Victimization	Turkey	250	1.59	.50	28.59	-4.89	498	$p < 0.001$
	Philippines	250	1.84	.72				
Perpetration	Turkey	250	1.31	.49	74.27	-5.53	498	$p < 0.001$
	Philippines	250	1.66	.85				

In Table 3, T-test for independent means was conducted to determine the difference between victimization and perpetration experiences of university students in Philippines and Turkey. Based on the result, there was a significant difference ($p < 0.001$) in the cyberbullying victimization behaviour among university students in Turkey ($\bar{x} = 1.59$; $SD = 0.50$) and university students in Philippines ($\bar{x} = 1.84$; $SD = 0.72$); $t(498) = -4.49$; $p < 0.001$; and $F\text{-value} = 28.59$.

Table 3 also shown that there was also a significant difference ($p < 0.05$) in the cyberbullying perpetration behaviours among university students from Turkey ($\bar{x} = 1.31$; $SD = 0.49$) and university students from Philippines ($\bar{x} = 1.66$; $SD = 0.84$); $t(498) = -5.53$;

$p < 0.001$; and $F\text{-value} = 74.27$. Therefore, the hypothesis ‘There is no significant difference between the cyberbullying victimization and perpetration experiences of university students in Philippines and Turkey’ was rejected.

Table 4.
Relationship between cyberbullying perpetration and victimization among university students from Philippines and Turkey

	<i>N</i>	<i>r</i>	<i>p</i>
Victimization	500	.700	.000
Perpetration			

$p < 0.01$ (2-tailed)

In Table 4, a Pearson Correlation test was used to get the significant relationship association between the victimization and perpetration behaviour of university students from Philippines and Turkey. The results showed a strong, positive correlation coefficient for victimization and perpetration behaviours ($r = .700$, $N = 500$, $p < .001$). This indicated that as the victimization behaviour of the university students increases, the perpetration behaviour also increases. As well as victimization behaviour decreases, the perpetration behaviour also decreases. Therefore, the hypothesis ‘There is a significant relationship between cyberbullying perpetration and cyberbullying victimization behaviours among university students in Philippines and Turkey in general’ was accepted.

Table 5.
Relationship between cyberbullying perpetration and victimization among university students from Turkey

	<i>N</i>	<i>r</i>	<i>p</i>
Victimization	250	.649	.000
Perpetration			

$p < 0.01$ (2-tailed)

In table 5, a Pearson Correlation test was used to get the significant relationship association between the victimization and perpetration behaviour of university students in Turkey. The results showed a strong, positive correlation coefficient for victimization and perpetration behaviours ($r = .649$, $N = 250$, $p < .001$). Therefore, the hypothesis, ‘there is a significant relationship between cyberbullying perpetration and cyberbullying victimization behaviours of university students from Turkey’ was accepted.

Table 6.
Relationship between cyberbullying perpetration and victimization among university students in Philippines

	<i>N</i>	<i>R</i>	<i>p</i>
Victimization	250	.705	.000
Perpetration			

$p < .01$ (2-tailed)

In table 6, a Pearson Correlation test was used to get the significant relationship association between the victimization and perpetration behaviour of university students from Philippines. The results showed a strong, positive correlation coefficient for victimization and perpetration behaviours ($r = .705$, $N = 250$, $p < .001$). Therefore, the hypothesis, ‘there is a significant relationship between cyberbullying perpetration and cyberbullying victimization behaviours of university students (from Philippines)’ was accepted.

Table 7.
Prevalence of cyberbullying behaviours among university students

	<u>Turkey</u>		<u>Philippines</u>	
Victimization	<i>n</i>	%	<i>n</i>	%
Never	8	3.2	9	3.6
Once	39	15.6	34	13.6
More than once	203	81.2	207	82.8
Total	250	100	250	100
Perpetration				
Never	59	23.6	54	21.6
Once	69	27.6	40	16.0
More than once	122	48.8	156	62.4
Total	250	100	250	100

Table 7 indicated that 81.2% ($n = 203$) of university respondents in Turkey had experienced cyberbullying victimization more than once, while 15.6% ($n = 39$)

experienced it once. Only 3.2% (n=8) did not experience any victimization instances. In case of respondents from Philippines, 82.8% (n=207) of them reported that they experienced cyberbullying victimization more than once, while 13.6% (n=34) had once experienced cyberbullying victimization. There were only 3.6% (n=9) who reported that they never had a cyberbullying victimization experience.

When it comes to cyberbullying perpetration, 48.8% (n=122) of university respondents in Turkey revealed that they committed cyberbullying perpetration at least once, while 27.6% (n=69) did it once, and 23.6% (n=59) had never engaged to cyberbullying perpetration. In case of respondents from Philippines, it was found out that 62.4% (n=156) of them had engaged to cyberbullying perpetration more than once. There was 16% (n=40) who did online perpetration for only once while 21.6% (n=54) did not engaged to cyberbullying perpetration.

Table 8.
Cyberbullying victimization instances experienced by samples

Cyberbullying victimization instances	<u>Turkey</u>		<u>Philippines</u>	
	<i>n</i>	%	<i>n</i>	%
Irritating messages online	59	23.6	63	25.2
Mockery online	29	11.6	67	26.8
Gossips online	55	22.0	82	32.8
Hostile messages about friends	33	13.2	82	32.8
Dissemination of wrongful personal information	23	9.2	64	25.6
Non-consensual distribution of personal information	41	16.4	63	25.2
Tricks to get personal information	43	17.2	53	21.7
Share of personal information via messaging apps	39	15.6	55	22.0
Elimination from an online group/chat room.	37	14.8	93	37.2
Block in instant messaging apps	44	17.6	86	34.4
Unsought religious or political messages	75	30.0	79	31.6
Threatening messages online	26	10.4	54	21.6
Non-consensual use of personal information online	24	9.6	55	22.0
Software use to know one's personal information	38	15.2	70	28.0
Insulting messages online	25	10.0	71	28.4
Non-consensual distribution of personal photos and videos	18	7.2	59	23.6

Disturbance in instant messaging applications	52	20.8	105	42.0
Deception online	28	11.2	86	34.4
Password thievery online	47	18.8	86	34.4
Pretended to be someone else	21	8.4	61	24.4
Indecent or sexual messages online	33	13.2	58	23.2
Non-consensual unwanted contents	43	17.2	65	26.0
Use of swearing words in instant messaging apps	103	41.2	70	28.0
Non-consensual use of personal images	26	10.4	55	22.0
Indecent images while using the webcam	23	9.2	54	21.6
Offers with sexual allusion online	28	11.2	60	24.0
Coercion to vote or support a specific group	46	18.4	43	17.2
Conceal real identities online	62	24.8	76	30.4

In the original data codebook, each item was rated on a 5-point rating scale (1= never, 2= rarely, 3= sometimes, 4= very often, 5= always). One of the criteria of cyberbullying behaviour is that there is a repetition of the aggressive behaviour over time. This means that to determine the frequency of each behaviour, ratings 1 and 2 (never and rarely) should be disregarded because these suggested that the cyberbullying behaviour was not executed or was happened only once. Therefore, they did not meet the criteria of cyberbullying behaviour. On the other hand, ratings 3, 4, 5 (sometimes, very often, and always) were included. Ergo, ratings 3, 4, and 5 were re-encoded as 1 which indicated that the response to that item was regarded as a cyberbullying behaviour.

Frequency of distribution suggested that among university students in Turkey, the five most common form of victimization instances were swearing or use of cursing words via instant messaging apps (n= 103; 41.2%), receiving unsought political or religious messages (n=75; 30%), concealing real identities online (n= 62; 24.8%), receive irritating messages online (n=59; 23.6%), and encouragement to gossip online (n=55; 22%). While the least instance was the non-consensual distribution of personal photos and videos (n=18; 7.2%).

With regards to university student samples from Philippines, disturbance by the people who do not want to chat with on instant messaging applications (n=105; 42.0%), elimination from online group or chats (n=93; 37.2%), being blocked by others in instant messaging applications (n=86; 34.4%), experienced trickery or deception by

someone (n=86; 34.4%), and password thievery (n=86; 34.4%) were found to be the top five most cyberbullying victimization instances. It was also found that the least victimization instance being experienced by university student samples from Philippines was coercion to vote or support a specific group online (n=43, 17.2%).

Table 9.
Cyberbullying perpetration instances done by samples

Cyberbullying perpetration behaviours	<u>Turkey</u>		<u>Philippines</u>	
	<i>n</i>	%	<i>n</i>	%
Irritating messages online	16	6.4	3s4	13.6
Mockery online	30	12.0	42	16.8
Gossips online	45	18.0	50	20.0
Hostile messages about friends	18	7.2	48	19.2
Dissemination of wrongful personal information	18	7.2	42	16.8
Non-consensual distribution of personal information	16	6.4	57	22.8
Tricks to get personal information	11	4.4	48	19.2
Share of personal information via messaging apps	14	5.6	53	21.2
Elimination from an online group/chat room.	31	12.4	57	22.8
Block in instant messaging apps	41	16.4	78	31.2
Unsought religious or political messages	27	10.8	61	24.4
Threatening messages online	14	5.6	47	18.8
Non-consensual use of personal information online	16	6.4	49	19.6
Software use to know one's personal information.	17	6.8	64	25.6
Insulting messages online	17	6.8	55	22.0
Non-consensual distribution of personal photos and videos	16	6.4	59	23.6
Disturbance in instant messaging applications	18	7.2	66	26.4
Deception online	25	10.0	54	21.6
Password thievery online	10	4.0	53	20.8
Pretended to be someone else	17	6.8	44	17.6
Indecent or sexual messages online	19	7.6	44	17.6
Non-consensual unwanted contents	14	5.6	44	17.6
Use of swearing words n instant messaging apps	60	24	56	22.4
Non-consensual use of personal images	16	6.4	50	20.0

Indecent images while using the webcam	13	5.2	46	18.4
Offers with sexual allusion online	10	4.0	43	17.2
Coercion to vote or support a specific group	16	6.4	41	16.4
Conceal real identities online	31	12.4	68	27.2

Table 9 indicated that among university students in Turkey, the least form of cyberbullying perpetration was to steal someone's passwords online 4.0% (n=11) and to give an offer to someone with sexual allusion (n=10, 4.0%). While the top five most done perpetration instances were- swearing or use of cursing words via instant messaging apps (n=60; 24%), encouragement to gossip online (n=45; 18%), to block someone in instant messaging applications (n=41; 16.4%), to eliminate someone from online group and/ or chats (n=31; 12.4%), and to conceal real identities when communicating online (n=31; 12.4%).

For university student respondents from Philippines, sending irritating online messages was experienced by the least of the student sample (n=34; 13.6%). The five most frequent instances were to be- to block someone in instant message applications (n=78; 31.2%), to conceal real identities when communicating (n=68; 27.2%), to disturb someone online who do not want to chat with in instant message applications (n=66; 26.4%), to use software to know someone's information (n=64; 25.6%), and to send non-consensual religious or political messages (n=61; 24.4%)

Table 10.
Cyberbullying victimization effects on university students

Effects of cyberbullying victimization	<u>Turkey</u>		<u>Philippines</u>	
	<i>n</i>	%	<i>n</i>	%
Changes in emotion	114	57.0	88	42.7
Crowds/friends avoidance	60	30.0	25	12.1
Nervous when messages/ email arrives	90	45.0	41	19.9
Changes in behaviour	62	31.0	38	18.4
Changes in appetite	37	18.5	39	18.9
Hypersensitive towards surroundings	59	29.5	58	28.2
Unsecure feeling when using the internet	121	60.5	33	16.0
Computer/ mobile phones avoidance	58	29.0	33	16.0
Changes in sleeping habit	50	25.0	43	20.9

Suicide attempt	10	5.0	27	13.1
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Table 10 indicated that among university student samples (in Turkey) who experienced cyberbullying victimization, 60.5% of them revealed to feel un-secure whenever they surf on internet (n=121). It was also reported that 57.0% of the victims suffered from emotional changes (n=114); 25% felt nervous whenever they receive messages (n=90); 31.0% had changes in behaviour (n=62); 30% avoided mixing with the crowds or friends (n=60); 29.5% became hypersensitive towards their surroundings (n=59); 29% had avoided using computers/ mobile phones (n=58); 25% had a change in sleeping habits/ sleep disorder (n=50); 18.5% had a change of appetite (n=37); and 5.0% attempted to commit suicide (n=10).

In terms of university student samples from Philippines, 42.7% (n=88) of them reported to had emotional changes. Moreover, it was also revealed that 28.2% (n=58) experienced a hypersensitivity towards surroundings, 20.9% (n=43) had a change in sleeping habits or had suffer from sleep disorder, 19.9% (n=41) became nervous whenever they receive messages or email, 18.9% (n=39) had a change in appetite, 18.4% (n=38) had behavioural changes; 16.0% (n=33) avoided using computers/ mobile phones; 6.0% (n=33) also felt un-secure whenever they use internet; 13.1% (n=27) attempted to commit suicide; and 12.1% (n=25) avoided mixing with the crowds/ friends.

Table 11.
Reasons of cyberbullying perpetration among university students

Reasons of cyberbullying victimization	<u>Turkey</u>		<u>Philippines</u>	
	<i>n</i>	%	<i>n</i>	%
Hatred towards someone	59	49.58	34	21.8
Victim of cyberbullying before	31	26.05	20	12.82
Revenge	22	18.49	17	10.88
No reason	78	65.55	81	51.92
Irritate	46	38.66	71	45.51
Impose views	10	8.40	17	10.88
Others	28	23.53	0	0

Table 11 showed the reasons of cyberbullying perpetration among the university students in Philippines and Turkey. In table 3, it contained how many university students engaged in cyberbullying perpetration. In total, there were 275 (55%) university students from the 500 samples who engaged in cyberbullying perpetration.

In case of university students in Turkey, there was a total of 119 (47.6%) students from the total 250 respondents who claimed that they engaged in cyberbullying perpetration. Sixty-five percent of them (n=78) reported that they do online bullying without any reason. More than 49% (n=59) of them also claimed that they do it because of having hatred against somebody. Other reasons include to irritate someone (n=46; 38.66%); being a victim of cyberbullying before (n=31; 26.05%); to take revenge (n=22; 18.49%); and to impose political or religious views (n=10; 8.40%). Furthermore, university students in Turkey also added some reasons like the following: to joke, feeling of jealousy, to provoke, and to know the truth (n=28; 23.53%);

In terms of university students from Philippines, there was a total of 156 (62.4%) students from the total 250 respondents who claimed that they engaged in cyberbullying perpetration. More than 51% (n=81) of the respondents claimed that they do cyberbullying because of no specific reason. While 45.51% (n=71) claimed that they do it to irritate someone. Other reasons include having a hatred against someone (n=34; 21.8%); being a victim of cyberbullying before (n=20; 12.82%); to take revenge (n=17; 10.88%); and to impose political or religious views (n=17; 10.88%)

CHAPTER 4: DISCUSSION AND CONCLUSION

This study mainly investigated the difference of cyberbullying behaviours among university students in Turkey and Philippines. The first hypothesis predicted that there was no significant difference among the victimization behaviours of university students in Turkey and Philippines according to their demographic profile. The results of several T-test and ANOVA analyses reported that cyberbullying victimization behaviours of the university students in Turkey and Philippines have similar pattern according to age, gender, internet use location, foreign language proficiency, religion, and year level. These means that whether the university students are males or females; whether they are below 18-year-olds or above 19-year-old students; whether they use internet at home, university, internet café, work, or others; whether they have very little or excellent foreign language proficiency; whether they practice Islam, Christianity, or other religions; whether they are in first, second, third, or fourth year they were all equally exposed to cyberbullying victimization. From these findings it can be concluded that university students can be victims online regardless of their demographical backgrounds. These results were quite similar with the findings of the original questionnaire developers. It was found that victimization experiences did not differ according to background variables except for gender (Akbulut & Erişti, 2011d:1163)

Among university students in Turkey, their cyberbullying victimization experiences did not have significant difference when it comes with the time they spent on internet. This denoted that being a victim of cyberbullying did not depend on whether the student spends little or so much time in internet. This was contrary against university students from Philippines wherein it was found that victims typically spend 4-5 hours per day. A similarity between university students in Turkey and Philippines was found when it comes to economic status. It was revealed that students with the highest economic status were prone to cyberbullying victimization. This result was quite surprising as according to the study of Tippette & Wolke (2014: 53), most of the studies claimed that victimization was positively related with a low economic status across national findings. A possible explanation why students with high economic status was because of their grandiose lifestyle. This may be synonymous with the rich, famous celebrities and personas who were not exempted for being bashed online.

The second hypothesis anticipated that there was no significant difference between cyberbullying perpetration behaviour of university students in Turkey and Philippines according to their demographic profile. Results suggested that cyberbullying perpetration behaviours of the university students in Turkey and Philippines were not different according to internet-use location, religion, and year level. These means that when they cyberbully, it does not matter whether they are in home, dormitory, university, or internet café. Even they are Muslims, Christians, Buddhists, or non-religious and whether they are 1st, 2nd, 3rd, or 4th year students, their cyberbullying perpetration behaviours found to be not indifferent.

It was revealed the cyberbullying perpetration behaviour of males and females from Turkey were similar. This is contrary among university students from Philippines, wherein males tend to be more cyberbully than females. This result was contradictory with the study of Witkus (2012: 24) among Filipino adolescents wherein there both males and females were equally subjected to cyberbullying perpetration behaviour. Navarro (2016: 42) stated that previous researches found males tend to execute and suffer more than females from online bullying. Therefore, the data provided in this research did not make a conclusion that there was a clear difference between the cyberbullying behaviours of males and females. Therefore, future researches must look into an analysis which instances of online bullying were considered to be cyberbullying according to gender.

Another aspect is internet use per day. University students' (in Turkey) cyberbullying perpetration behaviour found to be similar whether they use little or more hours in internet. This is different among university students from Philippines wherein cyberbullying perpetrators spend 4-5 hours per day. When it comes to foreign language proficiency, the cyberbullying perpetration behaviour among university students in Turkey were similar. This suggested that whether a student have very little, adequate, or excellent foreign language proficiency, their online perpetration behaviours were the same. This was different among university students from Philippines wherein those who were excellent in foreign languages tend to have the highest cyberbullying perpetration behaviour. In terms of their economic status, whether university students in Turkey have little, adequate, or very high economic status, the cyberbullying perpetration behaviours of them were similar. This was again a contradicting finding among university students

from Philippines wherein those who have very high economic status found to have the highest cyberbullying perpetration behaviour.

The third hypothesis expected that there was no significant difference between the cyberbullying behaviours of university students from Turkey and Philippines in general. T-test results shown that that there was a significant difference between the cyberbullying victimization and perpetration experiences of university students in Philippines and Turkey regardless of their demographic profiles. In general, university students from Philippines found to have higher cyberbullying victimization and perpetration experiences more than university students in Turkey.

However, cyberbullying victimization and perpetration phenomenon seem to be prevalent among both university students from Turkey and Philippines. It was found that 82.8% of students from Philippines and 81.2% of university students from Turkey have been victims of cyberbullying more than twice. Furthermore, there was 62.4% of students from Philippines and 47.6% of the students from Turkey who happened to be perpetrators of cyberbullying at least three times in the past six months. Therefore, although the cyberbullying victimization and perpetration experiences of university students from Turkey and Philippines were different, it shown that these cyberbullying behaviours do exist despite of the cultural backgrounds among university students.

These findings seem surprising as Turkey is technologically and highly developed country, where mobile phones and internet are cheaper and more widely available than in Philippines. Furthermore, the daily internet usage of students in Turkey was found to be greater than university students from Philippines. Accordingly, university students from Turkey should have better opportunities to cyberbullying behaviours than their counterparts from Philippines.

The fourth, fifth, and 6th hypothesis predicted that there were significant relationship between the cyberbullying victimization and perpetration experiences of university students in among university students in Turkey, university students in Philippines, and university students from Turkey and Philippines in general. Several Pearson correlation test analyses found that there were significant associations between victimization and perpetration cyberbullying behaviours.

According to General Strain Theory, the chance to do cyberbullying increases with the exposure to it. Concretely, the results obtained in this study supported the theory as there was a significant association between cyberbullying victimization and perpetration. There was a strong and positive relationship between the cyberbullying victimization and perpetration behaviours of university students in general. Findings were found to be similar among university students from Turkey and Philippines respectively.

Therefore, it is likely if a person was a victim of cyberbullying, there would be a tendency to become a preparator of bullying in the future. This finding was consistent with previous studies revealing there is a relationship between cyberbullying victimization and perpetration. This finding was accorded with the study of Salı, Başak, & Akça: 2015:117) among 1400 Turkish university adolescent respondents and study of Ak, Özdemir, & Kuzucu (2015: 441) among 687 undergraduate students that cyber victims have also the tendency to be cyber bullies and cyber bullies can also be cyber victims. Therefore, in order to decrease and stop online bullying, victims must not be the only one to receive help and interventions but as well the perpetrators of cyberbullying.

According to Ybarra and Michelle (2004) as cited in Rivutuso (2012:30), most of perpetrators of online bullying were also cyber-victims. Thus, they suggested that not all cyberbullies experienced victimization online. They stated that cyber-perpetrators utilize technology and internet as a channel to hide their own physical weakness, without reprisal or revenge being the reason for doing such acts.

In all the instances of cyberbullying victimization, university students from Philippines scored higher than the university students from Turkey in all the cases except for two instances: university students from Turkey mostly encounter someone who uses swearing or cursing words in instant messaging applications; and they were also mostly being forced to vote for or sign in a religious, political, or sports group online. However, in all the cyberbullying perpetration behaviour instances, university students from Philippines scored higher than the university students in Turkey.

Among university student victims in Turkey, they mostly encountered swearing or cursing words online; and receiving unsought messages online. As per university victims from Philippines, they mostly disturbed by people whom they do not want to

talk or chat with online; and also, they mostly encountered being kicked out of from online group/ chats. Therefore, although victimization online seemed common in each country, the experiences they had differ.

It was revealed that university students in Turkey mostly do cyberbullying perpetration behaviour by making gossips online and blocking someone in instant messaging applications. Meanwhile, university students from Philippines mostly block someone and then they hide their identities when they communicate online. Therefore, this study revealed clear cultural differences among two countries when it comes to cyberbullying victimization and perpetration behaviour patterns. Further researches must consider in order to explain these differences.

The present study also found similarities to some extent. Both students from Turkey and Philippines attempted to do cyberbullying because of hatred and to irritate someone. Furthermore, the main motive of cyberbullying perpetration among both university students from Turkey and Philippines was no reason. This suggested that there may no one clear factor that can explain all the purposeless acts of aggression online.

The results showed that the effects of cyberbullying victimization on students in Turkey were suffering from feelings of un-security when they use the internet and emotional changes. Similarly, the primary effect of cyberbullying among victims from Philippines was changes in emotions. According to Draa & Sydney (2009) as cited in Baek & Bullock (2014: 230) cyberbullying was specifically cruel in nature because its emotional damage can lead to a more serious destruction. It was clearly shown that some of victims from Turkey and Philippines tried to take their own lives. However, the number of people who attempted to commit suicide was higher among students in Philippines than the students in Turkey.

The findings of this study do not provide a solution. However, this could be related to family background. The structure of the family in Turkey is more intact than in the Philippines. Growing number families in the Philippines do not have a complete family due to some probable reasons: firstly, parents go outside the country and work; and secondly, growing number of pregnancies before marriage. The effects of incomplete family arrangement reported to highly engage with deviant behaviours which include being aggressive online. According to Parke (2003) cited in Semorlan & Semorlan

(2013: 46) these adolescents are prone to suffer emotional, mental, and psychological challenges. However, this topic was not in the scope of this study. Therefore, further studies must be done.

Although this study showed that as there is a significant relationship between victimization and perpetration, their motives of cyberbullying perpetrators according to the respondents do not accord with these results. Supposedly, the top most reason for cyberbullying perpetrators is because they have been experienced online victimization. However, the most common reasons of cyberbullying found in this study were because of hatred feelings against someone and aim to irritate someone. Because the motives of cyberbullying were relied to self-report survey, one probable reason could be they were not aware that they had been cyberbullied before.

From these findings, it is recommended that cyberbullying must get more attention from government, educators, parents, and community. They can collaborate to provide immediate support and intercession for victims, like providing instructions on social skills, training on how to deal with cyberbullying and stress-relieving activities. Also, community must assist the victims with several exercises regarding the effect of their unwanted behaviours on their oppressing situation. Educators may engage student orientation programs. Because of the harmful consequences of cyberbullying situation, which in tragic cases lead to suicide, campus guidance centres may include workshops to teach students on the effects of cyberbullying. In addition to that, conducting student sessions may improve cyberbullying victims' self-esteem, and may establish a better way of communication among cyberbullying perpetrators.

4.1 Limitations and Recommendations for Future Research

Several limitations were found in this research. Firstly, the use of self-report survey which may interfere the students' interpretation of their economic status, proficiency in foreign language, hours of internet usage, effects of cyberbullying victimization, and reasons of cyberbullying perpetration. These may have been a challenge for students to respond the survey. They might have been experienced discomfort in answering such controversial questions thus they had hard time telling the truth in the survey. Therefore, it is recommended that there must be a development of more reliable measures for investigating those variables.

Secondly, the samples in this study was not randomized. The researcher chose the universities based on convenience and familiarity. Students were chosen based on their availability at the time of the survey and as well as their familiarity of using the internet. Thus, an increase in the number of samples and use of randomization technique would help to obtain more generalizable results in the future.

Another probable limitation of this study, although a slight chance, was the instruments used in this study. Philippine education uses a 100% English medium of instruction from pre-elementary to university level. In Philippines, there is an average of 100 languages all around the country. Tagalog is the national language of the Philippines and English is the second official language. However, the student samples from Philippines primary dialects were Ilocano and Pangasinense. It may have been better if a translation in these dialects were sought.

The fourth limitation could be the homogeneity of the samples. Most of the samples from Philippines were from the northern part of the Philippines. There are numerous regions, districts, cultures, and universities in the Philippines. It would be better if samples were taken from a more representative environment. Respondents from Turkey were from universities in Istanbul. Although, there might be a chance that they come from different cities of Turkey, it might have been better if their city of origin was sought to make the results of the study be generalizable at most.

The effects of victimization and the reasons for cyberbullying perpetration questionnaire parts had limited given responses. It is encouraged that there would more number, and open-ended questions to determine the effects and reasons for cyberbullying.

Furthermore, the instruments of this study were adaptations from previous researches. Future studies may consider utilizing more reliable instruments based on the target samples, platforms of cyberbullying and current trends on social media use and internet.

Lastly, the fact that the results of the study were solely based on the questionnaire, a follow-up interview may be essential to attain better and wider explanations of the results. Qualitative analysis may provide a more substantial and comprehensive understanding of online victimization and perpetration instances through open-ended questions and participant observation.

Notwithstanding these limitations, this study contributes to the literatures of cyberbullying as being one of the limited numbers of cross-country studies exploring the relationships and differences of cyberbullying prevalence, instances, reasons, and effects.



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APPENDICES

Appendix 1: Questionnaire for University Students in Philippines

Dear participant,

You are being invited to participate in a research study about internet usage and behaviors. I am conducting this study from the Social Sciences Institute of Sakarya University in Turkey. This study is being conducted for the completion of Master degree in Sociology. There are no known risks if you decide to participate in this research study. There is no cost to you for participating in the study. The questionnaire will take about 10-15 minutes to complete. The information collected may not benefit you directly, but the information learned in this study should provide more general benefits. This survey is anonymous. No one will be able to identify you or your answers, and no one will know whether did or did not you participated in this study. By completing and placing this survey, you are voluntarily agreeing to participate. I hope you will take a few minutes to complete this survey.

If you have any questions about the study, please contact Charisse Vitto at charisse.vitto@ogr.sakarya.edu.tr. Thank you.

Gender	☐ Female	☐ Male	☐ Others _____
Age	☐ 18 and below	☐ 19	☐ 20 ☐ 21 ☐ 22 ☐ 23 and above
Place where you use the internet most	☐ Home or Dormitory	☐ School	☐ Internet cafe ☐ Work ☐ Others
Your daily internet usage	☐ 0-1 hour	☐ 2-3 hours	☐ 4-5 hours ☐ 6-7 hours ☐ 8 hours and above
Your foreign language proficiency	☐ Very little	☐ Adequate	☐ Intermediate ☐ Good ☐ Excellent
Your economic status	☐ Very low	☐ Low	☐ Middle ☐ High ☐ Very high
Your religion	☐ Christianity	☐ Islam	☐ Buddhism ☐ Nonreligious (secular, atheist, agnostic)
Your year level	☐ 1st	☐ 2nd	☐ 3rd ☐ 4th

<i>Internet users, without their desire, may face an intentional annoying behaviors and actions. But the reasons and frequency of those behaviors and actions are not known. This research aims to uncover the reasons of those unwanted behaviors and actions that victims encountered in internet. As internet users, please mark the selection that best reflects the frequency of the below mentioned actions in the last 6 months.</i>	NEVER	RARELY	SOMETIMES	VERY OFTEN	ALWAYS
1. Receiving harassing e-mails or instant messages.	☐	☐	☐	☐	☐
2. Being mocked in online social utilities because of my physical appearance, my character or an instance I experienced	☐	☐	☐	☐	☐
3. Being invited to social applications including gossips or inappropriate chat.	☐	☐	☐	☐	☐
4. Receiving instant messages or e-mails including incorrect or bad things about my friends.	☐	☐	☐	☐	☐
5. Seeing incorrect and mean-spirited things written about me.	☐	☐	☐	☐	☐
6. Having problems because my personal information is shared online without my consent.	☐	☐	☐	☐	☐
7. Encountering tricks aiming to get my personal information and publish it on the Web.	☐	☐	☐	☐	☐
8. Publication of my personal information through e-mails or instant messaging tools without my consent.	☐	☐	☐	☐	☐
9. Being specifically and intentionally excluded from an online group/chat room.	☐	☐	☐	☐	☐
10. Being blocked by others in instant messaging programs.	☐	☐	☐	☐	☐
11. Receiving messages with religious or politic content without my consent.	☐	☐	☐	☐	☐
12. Receiving threatening e-mails or instant messages.	☐	☐	☐	☐	☐
13. Encountering people using my personal information without my consent.	☐	☐	☐	☐	☐
14. Software is used to get my personal information.	☐	☐	☐	☐	☐
15. Receiving insulting e-mails or instant messages	☐	☐	☐	☐	☐
16. Publication of my personal photographs and videos without my consent.	☐	☐	☐	☐	☐
17. Being disturbed by people I do not want to chat with in the instant messaging programs.	☐	☐	☐	☐	☐
18. Deception by people who are pretending to be someone else.	☐	☐	☐	☐	☐
19. Losing my passwords or being obliged to change them because of password hackers.	☐	☐	☐	☐	☐
20. Seeing people speaking on my behalf using my nickname without my knowledge.	☐	☐	☐	☐	☐
21. Receiving indecent or sexual e-mails.	☐	☐	☐	☐	☐
22. Receiving unwanted content to my personal computer without my consent.	☐	☐	☐	☐	☐
23. Encountering cursing or slang language while using instant messaging programs.	☐	☐	☐	☐	☐
24. Use of my Webcam images without my consent.	☐	☐	☐	☐	☐
25. Seeing indecent images while using the Webcam.	☐	☐	☐	☐	☐
26. Receiving proposals with sexual allusion from people I know / I do not know.	☐	☐	☐	☐	☐

27. Being urged to vote for or sign in a religious, political, or sports group.	☐	☐	☐	☐	☐
28. Encountering people hiding their identities while communicating with me.	☐	☐	☐	☐	☐

If you experienced at least once of the above situation, have you encountered the following? (you can select more than one option)

- | | |
|---|---|
| ☐ Emotional changes | ☐ Oversensitive towards surroundings |
| ☐ Avoid mixing with the crowds/ friends | ☐ Feel insecure when surfing on the internet |
| ☐ Nervous when receiving messages/ email | ☐ Avoid using computer/ mobile phones |
| ☐ Behavioral changes | ☐ Change of sleeping habits/ sleep disorder |
| ☐ Change of appetite | ☐ Attempt to commit suicide |

Some internet users do annoying behaviors to other internet users. But the reasons and frequency of those behaviors and actions are not known. Internet users may do those behaviors with intention from the start due to anger with or envy of other internet users. The aim of this study is to discover the reasons of those unwanted behaviors and their frequency. As internet users, please mark the selection that best reflects the frequency of below mentioned actions in the last 6 months.					
	NEVER	RARELY	SOMETIMES	VERY OFTEN	ALWAYS
1. Sending harassing e-mails or instant messages	☐	☐	☐	☐	☐
2. Mocking in online social utilities because of physical appearance, character or an instance experienced.	☐	☐	☐	☐	☐
3. Inviting to social applications including gossips or inappropriate chat.	☐	☐	☐	☐	☐
4. Sending instant messages or e-mails including incorrect or bad things about friends	☐	☐	☐	☐	☐
5. Writing incorrect and mean-spirited things about a person.	☐	☐	☐	☐	☐
6. Sharing personal information online without consent.	☐	☐	☐	☐	☐
7. Tricking to get other's personal information and publish it on the Web.	☐	☐	☐	☐	☐
8. Publishing other's personal information through e-mails or instant messaging tools without consent.	☐	☐	☐	☐	☐
9. Excluding someone from an online group/chat room without a specific reason.	☐	☐	☐	☐	☐
10. Blocking others in instant messaging programs without a specific reason.	☐	☐	☐	☐	☐
11. Sending messages with religious or political views.	☐	☐	☐	☐	☐
12. Sending threatening e-mails or instant messages.	☐	☐	☐	☐	☐
13. Using others' personal information without consent.	☐	☐	☐	☐	☐
14. Using software to get personal information.	☐	☐	☐	☐	☐
15. Sending insulting e-mails or instant messages	☐	☐	☐	☐	☐
16. Publishing other's personal photographs and videos without consent.	☐	☐	☐	☐	☐
17. Disturbing in the instant messaging programs those ones who do not want to chat.	☐	☐	☐	☐	☐
18. Communicating with others using a different identity.	☐	☐	☐	☐	☐
19. Attempting to capture other's password.	☐	☐	☐	☐	☐
20. Using one's nickname without their knowledge and speaking on their behalf.	☐	☐	☐	☐	☐
21. Sending obscene e-mails.	☐	☐	☐	☐	☐
22. Sending unwanted content without consent.	☐	☐	☐	☐	☐
23. Using curse or slang language while using instant messaging programs.	☐	☐	☐	☐	☐
24. Using Webcam images without consent.	☐	☐	☐	☐	☐
25. Displaying obscene images while using the Webcam.	☐	☐	☐	☐	☐
26. Sending proposals with sexual allusion to people I know / I do not know.	☐	☐	☐	☐	☐
27. Pressuring to vote for or sign in a religious, political, or sports group.	☐	☐	☐	☐	☐
28. Hiding identity while communicating.	☐	☐	☐	☐	☐

Your reasons for doing such behaviors (you can select more than one option)

- | | |
|--|---|
| ☐ Having a hatred against somebody | ☐ To irritate someone |
| ☐ Been a victim of cyberbullying before | ☐ To impose political/ religious views |
| ☐ To take revenge | ☐ Others (please specify) |
| ☐ There is no specific reason | |

Appendix 2: Questionnaire for University Students in Turkey

Sayın katılımcı,
İnternet kullanımı ve davranışları hakkında bir araştırma çalışmasına katılmaya davetlisiniz. Bu çalışmayı Türkiye'deki Sakarya Üniversitesi Sosyal Bilimler Enstitüsü'nden yürütüyorum. Bu çalışma Sosyoloji Yüksek Lisans derecesi için yürütülmektedir. Bu araştırma çalışmasına katılmaya karar verirsiniz bilinen bir risk yoktur. Çalışmaya katılmanız için herhangi bir ücret yoktur. Anketin tamamlanması yaklaşık 10-15 dakika sürecektir. Toplanan bilgiler sizi doğrudan faydalanmaz, ancak bu çalışmada öğrenilen bilgiler daha genel faydalar sağlamalıdır. Bu anket anonimdir. Hiç kimse sizi veya cevabınızı tanımlayamaz ve hiç kimse bu çalışmaya katılıp katılmadığınızı bilmeyecektir. Bu anketi doldurup yerleştirerek, gönüllü olarak katılmayı kabul ediyorsunuz. Umarım bu anketi tamamlamak için birkaç dakikanızı ayırırsınız. Çalışma hakkında herhangi bir sorunuz varsa, Charisse Vitto ile charisse.vitto@ogr.sakarya.edu.tr adresinden iletişime geçebilirsiniz. Vaktiniz için teşekkür ederim.

Cinsiyetiniz	☐ Kadın	☐ Erkek				
Yaşınız	☐ 18 ve altı	☐ 19	☐ 20	☐ 21	☐ 22	☐ 23 ve üzeri
İnternet'i en çok kullandığınız yer	☐ Ev-Yurt	☐ Okul	☐ İnternet kafe	☐ İş	☐ Diğer	
Günlük İnternet kullanımınız	☐ 0-1 saat	☐ 2-3 saat	☐ 4-5 saat	☐ 6-7 saat	☐ 8 saat ve üzeri	
Yabancı dil yeterliğiniz	☐ Çok az	☐ Biraz yeterli	☐ Orta düzey	☐ İyi	☐ Mükemmel	
Ekonomik durumunuz	☐ Çok düşük	☐ Düşük	☐ Orta	☐ Yüksek	☐ Çok Yüksek	
İnançınız	☐ İslam	☐ Hristiyanlık	☐ Budizm	☐ Din dışı (ateist, agnostik)		
Sınıfınız	☐ Hazırlık veya ilk	☐ İkinci	☐ Üçüncü	☐ Dördüncü		

İNTERNET'İ KULLANIRKEN AŞAĞIDA YER ALAN DURUMLARLA SON ALTI AY İÇERİSİNDE HANGİ SIKLIKTA KARŞILAŞTIĞINIZI BELİRTİNİZ.	HİÇ	NADİRE N	ZAMAN ZAMAN	SIKLIKLA	ÇOK SIK
1. Taciz içeren elektronik postalar ya da anlık iletiler alma.	☐	☐	☐	☐	☐
2. Arkadaşlık ya da bilgi paylaşım sitelerinde fiziksel görünümüm, karakterim ya da yaşadığım bir olayın alaya alınması	☐	☐	☐	☐	☐
3. Arkadaşlık ya da bilgi paylaşım sitelerinde dedikodu türünde ya da seviyesiz tartışmaların yapıldığı uygulamalara davet edilme.	☐	☐	☐	☐	☐
4. Arkadaşlarım ya da tanıdığım kişiler hakkında gerçek dışı ya da kötü şeyler yazılan mesajlar ya da anlık iletiler alma.	☐	☐	☐	☐	☐
5. Başkaları tarafından hakkımda doğru olmayan ve art niyetli olarak yazılmış yazılarla karşılaşma.	☐	☐	☐	☐	☐
6. Özel bilgilerimin, bilgim ve onayım dışında İnternet ortamında paylaşılması	☐	☐	☐	☐	☐
7. Kişisel bilgilerimi alabilmek için değişik hilelere başvurulması ve bu bilgilerin İnternet'te yayınlanması.	☐	☐	☐	☐	☐
8. Kişisel bilgilerimin bilgim ve onayım dışında e-posta, anlık ileti vb. yollarla başkalarına iletilmesi.	☐	☐	☐	☐	☐
9. Bir tartışma grubundan ya da sohbet (chat) odasından kasıtlı olarak atılma.	☐	☐	☐	☐	☐
10. Mesajlaşma programlarında başkaları tarafından engellenme.	☐	☐	☐	☐	☐
11. İsteğim dışında dinsel içerikli ya da politik içerikli mesajlar alma.	☐	☐	☐	☐	☐
12. Şantaj ya da tehdit içeren mesajlar ya da anlık iletiler alma.	☐	☐	☐	☐	☐
13. Kişisel bilgilerimi izinsiz kullanan bireylerle karşılaşma.	☐	☐	☐	☐	☐
14. Kimi yazılımlar kullanılarak özel bilgileri ulaşmaya çalışılması.	☐	☐	☐	☐	☐
15. Hakaret içeren e-postalar ya da anlık iletiler alma.	☐	☐	☐	☐	☐
16. Kişiyi özel resim ya da görüntülerimin İnternet'te bilgim ve onayım olmaksızın yayınlanması.	☐	☐	☐	☐	☐
17. Mesajlaşma ortamlarında görüşmek istemediğim kişiler tarafından ısrarla rahatsız edilme.	☐	☐	☐	☐	☐
18. Başkalarına ait bir kimliği kullanarak benimle iletişim kuran insanlar tarafından aldatılma.	☐	☐	☐	☐	☐
19. Şifre hırsızları yüzünden sahip olduğum şifreleri kaybetme ya da değiştirmek zorunda kalma.	☐	☐	☐	☐	☐
20. Birilerinin takma adımı (nickname) kullanarak bilgim dışında benim adıma başkalarına bir şeyler yazmaları.	☐	☐	☐	☐	☐
21. Müstehcen (yüz kızartıcı) ya da cinsel içerikli elektronik postalar alma.	☐	☐	☐	☐	☐
22. İsteğim dışında bilgisayarımaya uygunsuz içerikli dosyaların gönderilmesi.	☐	☐	☐	☐	☐
23. Mesajlaşma ya da tartışmalar sırasında küfür ya da argo içerikli ifadelerle karşılaşma.	☐	☐	☐	☐	☐
24. Web kamerası görüntülerimin bilgim ve isteğim dışında farklı amaçlarla kullanılmaya çalışılması.	☐	☐	☐	☐	☐
25. Web kamerası kullanırken istemediğim ahlak dışı görüntülerle karşılaşma.	☐	☐	☐	☐	☐
26. Tanıdığım ya da tanımadığım kişilerden uygunsuz teklifler alma.	☐	☐	☐	☐	☐
27. Dini, politik, sportif, vb. konularda bir kişi ya da gruba oy vermeye ya da bir gruba üye olmaya zorlanma.	☐	☐	☐	☐	☐
28. Gerçek kimliğini gizleyen ve benimle başka bir isimle iletişim kurmayı deneyen kişilerle karşılaşma.	☐	☐	☐	☐	☐

Bu tür davranışları size en azında bir defa olsaydı aşağıdakilerden hangisi ile karıştırdınız? (Birden çok seçeneği işaretleyebilirsiniz).

- | | |
|--|--|
| ☐ Duygusal değişiklikler | ☐ Çevreye duyarlı |
| ☐ Kalabalık/ arkadaşlarla karışmaktan kaçmak | ☐ İnternette gezinirken güvensiz hissetmek |
| ☐ Mesajlarlı/ e-postaları alırken sinir olmak | ☐ Bilgisayar/ cep telefonu kullanmaktan kaçmak |
| ☐ Davranışsal değişiklikler | ☐ Uyku alışkanlıklarının değişimi/ uyku bozukluğu |
| ☐ İştah değişikliği | ☐ İntihar girişiminde bulunmak |

İNTERNET’İ KULLANIRKEN ÇEŞİTLİ NEDENLERLE AŞAĞIDA YER ALAN DAVRANIŞLARI SON ALTI AY İÇERİSİNDE HANGİ SIKLIKTA GERÇEKLEŞTİRDİĞİNİZİ BELİRTİNİZ.	HIÇ	NADİREN	ZAMAN ZAMAN	SIKLIKLA	ÇOK SIK
1. Başkalarına tedirgin ya da rahatsız edici elektronik postalar ya da anlık iletiler gönderme	☐	☐	☐	☐	☐
2. Arkadaşlık ya da bilgi paylaşım sitelerinde başkalarının fiziksel görünümünü, karakterini ya da yaşadığı bir olayı mizahi ya da eleştirel biçimde dile getirme, küçümseme	☐	☐	☐	☐	☐
3. Arkadaşlık ya da bilgi paylaşım sitelerinde dedikodu ya da gelişigüzel tartışmaların yapıldığı uygulamalarda yer alma	☐	☐	☐	☐	☐
4. Başkaları hakkında gerçek dışı ya da hoş olmayan şeyler içeren mesajlar ya da anlık iletiler gönderme	☐	☐	☐	☐	☐
5. Başkaları hakkında olumsuz nitelikte ve kasıtlı yazılar yazma	☐	☐	☐	☐	☐
6. Başkalarının özel bilgilerini, bilgi ve onayları dışında internet ortamında paylaşma	☐	☐	☐	☐	☐
7. Değişik yollara başvurarak başkalarına ait kişisel bilgileri alma, bu bilgileri İnternet’te yayma	☐	☐	☐	☐	☐
8. Bilgi ve onayları dışında başkalarının kişisel bilgilerini e-posta, anlık ileti vb. yollarla yayma	☐	☐	☐	☐	☐
9. Bir tartışma grubundan ya da sohbet (chat) odasından belirgin bir nedeni olmadan birini atma	☐	☐	☐	☐	☐
10. Mesajlaşma programlarında belirgin bir nedeni olmadan başkalarını engelleme	☐	☐	☐	☐	☐
11. Başkalarına dinsel ya da politik içerikli mesajlar gönderme	☐	☐	☐	☐	☐
12. Başkalarına şantaj ya da tehdit içeren mesajlar ya da anlık iletiler gönderme	☐	☐	☐	☐	☐
13. Başkalarının kişisel bilgilerini izinsiz olarak kullanma	☐	☐	☐	☐	☐
14. Kimi yazılımlar kullanılarak başkalarına ait özel bilgilere ulaşmaya çalışma	☐	☐	☐	☐	☐
15. Başkalarına hakaret içeren e-postalar ya da anlık iletiler gönderme	☐	☐	☐	☐	☐
16. Başkalarına ait resim ya da görüntüleri İnternet’te bilgi ve onayları olmaksızın yayınlama	☐	☐	☐	☐	☐
17. Mesajlaşma ortamlarında görüşme isteğini reddeden kişilere görüşme isteğini kabul etmeleri konusunda ısrar etme	☐	☐	☐	☐	☐
18. Kendime ait olmayan bir kimliği kullanarak başkalarıyla iletişim kurma	☐	☐	☐	☐	☐
19. Başkalarına ait şifreleri ele geçirme girişiminde bulunma	☐	☐	☐	☐	☐
20. Başkalarının takma adını (nickname) kullanarak bilgileri dışında onların adına bir şeyler yazma	☐	☐	☐	☐	☐
21. Müstehcen ya da cinsel içerikli elektronik postalar ya da iletiler gönderme	☐	☐	☐	☐	☐
22. Başkalarına uygunsuz içerikli dosyalar gönderme	☐	☐	☐	☐	☐
23. Mesajlaşma ya da tartışmalar sırasında küfür ya da argo içerikli ifadeler kullanma	☐	☐	☐	☐	☐
24. Başkalarının Web kamerası görüntülerini bilgi ve istekleri dışında kullanma	☐	☐	☐	☐	☐
25. Web kamerası kullanırken uygunsuz görüntülere yer verme	☐	☐	☐	☐	☐
26. Tanıdığım ya da tanımadığım kişilere uygunsuz tekliflerde bulunma	☐	☐	☐	☐	☐
27. İnsanlara, dini, politik, sportif, vb. konularda bir kişi ya da gruba oy verme ya da bir gruba üye olmaları konusunda ısrarcı olma	☐	☐	☐	☐	☐
28. Gerçek kimliğini gizleyerek başkalarıyla iletişim kurmaya çalışma	☐	☐	☐	☐	☐

Bu tür davranışları gerçekleştirme nedenleriniz (Birden çok seçeneği işaretleyebilirsiniz)

- | | |
|--|--|
| ☐ Daha önce bu tür davranışlara maruz kalma | ☐ Birilerini sinirlendirmek isteme |
| ☐ Birilerine öfke ya da kızgınlık duyma | ☐ Birilerine kin duyma |
| ☐ Birilerinden öç ya da intikam alma isteği | ☐ İnanç, cinsellik, politik görüş gibi konularda tatmin sağlama |
| ☐ Belli bir nedeni olmadan | ☐ Diğer (Lütfen belirtiniz)..... |

Appendix 3: SPSS Results

The statistical analysis report used for Table 1 is illustrated below:

T-Test

T-Test - Group Statistics - October 12, 2018

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Victimization	Female	117	1.5900	.54392	.05028
	Male	133	1.5977	.46595	.04040

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Victimization	Equal variances assumed	2.925	.088	-.120	248	.904	-.00770	.06387	-.13350	.11811
	Equal variances not assumed			-.119	229.912	.905	-.00770	.06451	-.13479	.11940

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
18 and below	8	1.5625	.43605	.15417	1.1980	1.9270	1.07	2.50	
19	32	1.4275	.36529	.06457	1.2958	1.5592	1.04	2.86	
20	48	1.7418	.58916	.08504	1.5707	1.9129	1.00	3.39	
21	43	1.5839	.51924	.07918	1.4241	1.7437	1.00	3.25	
22	64	1.5804	.47521	.05940	1.4617	1.6991	1.00	2.93	
23 and above	55	1.5909	.50343	.06788	1.4548	1.7270	1.04	3.46	
Total	250	1.5941	.50292	.03181	1.5315	1.6568	1.00	3.46	
Model	Fixed Effects		.50008	.03163	1.5318	1.6564			
	Random Effects			.04125	1.4881	1.7002			.00354

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.961	5	.392	1.568	.170
Within Groups	61.018	244	.250		
Total	62.979	249			

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Home or Dorm	212	1.5846	.49218	.03380	1.5179	1.6512	1.00	3.46	
School	27	1.6389	.60677	.11677	1.3989	1.8789	1.00	3.00	
Internet Cafe	3	1.4405	.29088	.16794	.7179	2.1631	1.11	1.64	
Work	2	1.5357	.05051	.03571	1.0819	1.9895	1.50	1.57	
Others	6	1.8274	.57340	.23409	1.2256	2.4291	1.25	2.82	
Total	250	1.5941	.50292	.03181	1.5315	1.6568	1.00	3.46	
Model	Fixed Effects		.50508	.03194	1.5312	1.6571			
	Random Effects			.03194 ^a	1.5055 ^a	1.6828 ^a			-.00809

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.478	4	.119	.468	.759
Within Groups	62.502	245	.255		
Total	62.979	249			

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
0-1 hr	14	1.4133	.51197	.13683	1.1177	1.7089	1.00	2.86	
2-3 hr	71	1.5171	.47683	.05659	1.4042	1.6300	1.00	3.25	
4-5 hr	80	1.5924	.45954	.05138	1.4901	1.6947	1.00	3.46	
6-7 hr	39	1.6090	.54724	.08763	1.4316	1.7864	1.00	2.93	
8 and above	46	1.7585	.54696	.08064	1.5961	1.9210	1.00	3.39	
Total	250	1.5941	.50292	.03181	1.5315	1.6568	1.00	3.46	
Model									.00602
Fixed Effects			.49836	.03152	1.5321	1.6562			
Random Effects				.04966	1.4563	1.7320			

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.131	4	.533	2.146	.076
Within Groups	60.848	245	.248		
Total	62.979	249			

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Very Little	34	1.6439	.55024	.09436	1.4519	1.8359	1.00	3.25	
Adequate	44	1.5284	.57167	.08618	1.3546	1.7022	1.00	3.39	
Intermediate	83	1.5676	.50575	.05551	1.4571	1.6780	1.00	3.46	
Good	71	1.6268	.42140	.05001	1.5270	1.7265	1.00	2.93	
Excellent	18	1.6548	.54536	.12854	1.3836	1.9260	1.00	2.79	
Total	250	1.5941	.50292	.03181	1.5315	1.6568	1.00	3.46	
Model									-.00289
Fixed Effects			.50510	.03195	1.5312	1.6571			
Random Effects				.03195 ^a	1.5054 ^a	1.6828 ^a			

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.475	4	.119	.465	.761
Within Groups	62.505	245	.255		
Total	62.979	249			

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Very low	9	1.8810	.46497	.15499	1.5235	2.2384	1.32	2.86	
Low	22	1.8003	.63827	.13608	1.5173	2.0833	1.00	3.39	
Middle	188	1.5317	.46970	.03426	1.4641	1.5993	1.00	3.46	
High	28	1.6837	.47755	.09025	1.4985	1.8688	1.00	2.50	
Very High	3	2.2976	.76293	.44048	.4024	4.1928	1.43	2.86	
Total	250	1.5941	.50292	.03181	1.5315	1.6568	1.00	3.46	
Model	Fixed Effects		.49016	.03100	1.5331	1.6552			.03058
	Random Effects			.13755	1.2122	1.9761			

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.117	4	1.029	4.284	.002
Within Groups	58.862	245	.240		
Total	62.979	249			

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Islam	218	1.5734	.49754	.03370	1.5070	1.6398	1.00	3.46	
Christianity	2	1.6964	.12627	.08929	.5619	2.8309	1.61	1.79	
Buddhism	2	2.1607	.47982	.33929	-2.1503	6.4717	1.82	2.50	
Nonreligious	28	1.7079	.54077	.10220	1.4982	1.9176	1.00	3.39	
Total	250	1.5941	.50292	.03181	1.5315	1.6568	1.00	3.46	
Model	Fixed Effects		.50146	.03172	1.5317	1.6566			.00643
	Random Effects			.07731	1.3481	1.8402			

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.119	3	.373	1.484	.220
Within Groups	61.860	246	.251		
Total	62.979	249			

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
1st	71	1.5423	.43382	.05149	1.4396	1.6449	1.07	2.86	
2nd	68	1.5882	.56716	.06878	1.4510	1.7255	1.00	3.46	
3rd	47	1.6261	.48272	.07041	1.4844	1.7679	1.00	2.93	
4th	64	1.6345	.52233	.06529	1.5040	1.7650	1.00	2.86	
Total	250	1.5941	.50292	.03181	1.5315	1.6568	1.00	3.46	
Model	Fixed Effects		.50459	.03191	1.5313	1.6570			-.00225
	Random Effects			.03191 ^a	1.4926 ^a	1.6957 ^a			

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.346	3	.115	.453	.716
Within Groups	62.634	246	.255		
Total	62.979	249			

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Victimization	Female	160	1.7567	.70546	.05577
	Male	90	1.9862	.73282	.07725

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Victimization	Equal variances assumed	1.100	.295	-2.435	248	.016	-.22953	.09426	-.41518	-.04387
	Equal variances not assumed			-2.409	178.780	.017	-.22953	.09528	-.41753	-.04152

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
18 and below	40	1.7940	.62214	.09837	1.5950	1.9929	1.00	3.28	
19	83	1.9198	.83234	.09136	1.7381	2.1016	1.00	4.38	
20	60	1.8402	.72939	.09416	1.6518	2.0287	1.00	3.79	
21	40	1.7862	.59895	.09470	1.5947	1.9778	1.03	3.41	
22	13	1.7905	.80617	.22359	1.3033	2.2776	1.00	3.41	
23 and above	14	1.6847	.53912	.14409	1.3734	1.9960	1.14	2.83	
Total	250	1.8393	.72244	.04569	1.7493	1.9293	1.00	4.38	
Model	Fixed Effects		.72672	.04596	1.7488	1.9298			
	Random Effects			.04596 ^a	1.7212 ^a	1.9575 ^a			-.00796

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.099	5	.220	.416	.837
Within Groups	128.861	244	.528		
Total	129.960	249			

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Home or Dorm	161	1.8045	.70096	.05524	1.6954	1.9136	1.00	4.14	
School	36	1.8008	.83649	.13942	1.5177	2.0838	1.03	4.38	
Internet Cafe	35	1.9478	.65150	.11012	1.7240	2.1716	1.10	3.41	
Work	2	2.4655	1.34106	.94828	-9.5835	14.5145	1.52	3.41	
Others	16	1.9612	.77207	.19302	1.5498	2.3726	1.03	3.45	
Total	250	1.8393	.72244	.04569	1.7493	1.9293	1.00	4.38	
Model									-.00304
Fixed Effects			.72359	.04576	1.7492	1.9295			
Random Effects				.04576 ^a	1.7122 ^a	1.9664 ^a			

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.683	4	.421	.804	.524
Within Groups	128.277	245	.524		
Total	129.960	249			

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
0-1 hr	34	1.6298	.54213	.09297	1.4407	1.8190	1.03	3.28	
2-3 hr	94	1.9083	.74107	.07644	1.7565	2.0601	1.00	4.10	
4-5 hr	69	2.0195	.84729	.10200	1.8159	2.2230	1.00	4.38	
6-7 hr	10	2.0000	.63749	.20159	1.5440	2.4560	1.31	2.90	
8 and above	43	1.5277	.43912	.06697	1.3925	1.6628	1.00	3.24	
Total	250	1.8393	.72244	.04569	1.7493	1.9293	1.00	4.38	
Model									
Fixed Effects			.70377	.04451	1.7516	1.9270			
Random Effects				.10797	1.5395	2.1391			.03621

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.614	4	2.153	4.348	.002
Within Groups	121.346	245	.495		
Total	129.960	249			

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Very Little	39	2.0256	.80601	.12906	1.7644	2.2869	1.00	3.52	
Adequate	32	1.6422	.60477	.10691	1.4242	1.8603	1.00	4.14	
Intermediate	62	1.7942	.75455	.09583	1.6026	1.9858	1.00	4.38	
Good	110	1.8238	.65643	.06259	1.6998	1.9479	1.00	4.10	
Excellent	7	2.3448	1.13269	.42812	1.2973	3.3924	1.03	3.79	
Total	250	1.8393	.72244	.04569	1.7493	1.9293	1.00	4.38	
Model									
Fixed Effects			.71549	.04525	1.7502	1.9284			.01416
Random Effects				.07905	1.6198	2.0588			

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.538	4	1.135	2.216	.068
Within Groups	125.422	245	.512		
Total	129.960	249			

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Very low	18	2.3640	.79290	.18689	1.9697	2.7583	1.03	3.52	
Low	31	1.8543	.79249	.14234	1.5636	2.1450	1.03	4.10	
Middle	176	1.7281	.63679	.04800	1.6333	1.8228	1.00	4.38	
High	23	2.1289	.84862	.17695	1.7620	2.4959	1.03	4.10	
Very High	2	3.3448	.14630	.10345	2.0304	4.6593	3.24	3.45	
Total	250	1.8393	.72244	.04569	1.7493	1.9293	1.00	4.38	
Model	Fixed Effects		.68915	.04359	1.7535	1.9252			.09849
	Random Effects			.23147	1.1966	2.4820			

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.603	4	3.401	7.161	.000
Within Groups	116.357	245	.475		
Total	129.960	249			

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Christianity	245	1.8414	.71861	.04591	1.7509	1.9318	1.00	4.38	
Buddhism	3	2.2069	1.06171	.61298	-.4305	4.8443	1.03	3.10	
Nonreligious	2	1.0345	.00000	.00000	1.0345	1.0345	1.03	1.03	
Total	250	1.8393	.72244	.04569	1.7493	1.9293	1.00	4.38	
Model	Fixed Effects		.72060	.04557	1.7495	1.9291			.06736
	Random Effects			.25843	.7274	2.9512			

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.702	2	.851	1.639	.196
Within Groups	128.258	247	.519		
Total	129.960	249			

Descriptives

Victimization

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
1st	49	1.8177	.64138	.09163	1.6335	2.0020	1.00	3.28	
2nd	68	1.8864	.75360	.09139	1.7040	2.0688	1.00	4.10	
3rd	111	1.8745	.75025	.07121	1.7334	2.0156	1.00	4.38	
4th	22	1.5643	.62763	.13381	1.2860	1.8425	1.00	3.41	
Total	250	1.8393	.72244	.04569	1.7493	1.9293	1.00	4.38	
Model									
Fixed Effects									
Random Effects									.00243

ANOVA

Victimization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.975	3	.658	1.266	.287
Within Groups	127.984	246	.520		
Total	129.960	249			

The statistical analysis report used for Table 2 is illustrated below:

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perpetration	Female	117	2.1438	.48380	.04473
	Male	133	2.1802	.47213	.04094

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perpetration	Equal variances assumed	.070	.791	-.601	248	.548	-.03641	.06054	-.15565	.08283
	Equal variances not assumed			-.600	242.318	.549	-.03641	.06063	-.15585	.08303

Descriptives

Perpetration

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
18 and below	8	2.0714	.25541	.09030	1.8579	2.2850	1.86	2.64	
19	32	2.0212	.23000	.04066	1.9383	2.1041	1.86	2.93	
20	48	2.3661	.67396	.09728	2.1704	2.5618	1.86	4.43	
21	43	2.0764	.32858	.05011	1.9753	2.1775	1.86	3.14	
22	64	2.1585	.44461	.05558	2.0474	2.2695	1.86	4.18	
23 and above	55	2.1552	.49455	.06668	2.0215	2.2889	1.86	4.25	
Total	250	2.1631	.47701	.03017	2.1037	2.2226	1.86	4.43	
Model									
Fixed Effects									
Random Effects									

ANOVA

Perpetration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.017	5	.603	2.745	.020
Within Groups	53.640	244	.220		
Total	56.657	249			

Perpetration

ANOVA

Descriptives

ANOVA

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Descriptives

Perpetration

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
						Lower Bound	Upper Bound			
Very Little		34	2.1586	.44383	.07612	2.0038	2.3135	1.86	3.75	
Adequate		44	2.0755	.35766	.05392	1.9667	2.1842	1.86	3.54	
Intermediate		83	2.2031	.54037	.05931	2.0851	2.3211	1.86	4.43	
Good		71	2.1253	.44875	.05326	2.0190	2.2315	1.86	4.18	
Excellent		18	2.3512	.56393	.13292	2.0708	2.6316	1.86	3.96	
Total		250	2.1631	.47701	.03017	2.1037	2.2226	1.86	4.43	
Model	Fixed Effects			.47573	.03009	2.1039	2.2224			.00161
	Random Effects				.03608	2.0630	2.2633			

ANOVA

Perpetration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.210	4	.302	1.336	.257
Within Groups	55.448	245	.226		
Total	56.657	249			

Descriptives

Perpetration

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
						Lower Bound	Upper Bound			
Expectation	Very low	9	2.3770	.51974	.17325	1.9775	2.7765	1.89	3.36	
	Low	22	2.1834	.51993	.11085	1.9529	2.4140	1.86	3.96	
	Middle	188	2.1402	.48361	.03527	2.0706	2.2098	1.86	4.43	
	High	28	2.2156	.35455	.06700	2.0781	2.3530	1.86	3.29	
	Very High	3	2.3214	.71339	.41188	.5493	4.0936	1.86	3.14	
	Total	250	2.1631	.47701	.03017	2.1037	2.2226	1.86	4.43	
	Model	Fixed Effects		.47803	.03023	2.1036	2.2227			
	Random Effects			.03023 ^a	2.0792 ^a	2.2471 ^a			-.00235	

ANOVA

Perpetration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.672	4	.168	.735	.569
Within Groups	55.986	245	.229		
Total	56.657	249			

Descriptives

Perpetration

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Islam	218	2.1666	.49859	.03377	2.1001	2.2332	1.86	4.43	
Christianity	2	1.9821	.02525	.01786	1.7552	2.2090	1.96	2.00	
Buddhism	2	2.1250	.02525	.01786	1.8981	2.3519	2.11	2.14	
Nonreligious	28	2.1518	.31250	.05906	2.0306	2.2730	1.86	3.00	
Total	250	2.1631	.47701	.03017	2.1037	2.2226	1.86	4.43	
Model	Fixed Effects		.47959	.03033	2.1034	2.2229			-.01085
				.03033 ^a	2.0666 ^a	2.2597 ^a			

ANOVA

Perpetration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.075	3	.025	.108	.955
Within Groups	56.583	246	.230		
Total	56.657	249			

Descriptives

Perpetration

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
1st	71	2.1695	.44553	.05287	2.0641	2.2750	1.86	3.86	
2nd	68	2.1891	.57488	.06972	2.0499	2.3282	1.86	4.43	
3rd	47	2.1854	.47995	.07001	2.0445	2.3263	1.86	4.18	
4th	64	2.1122	.39411	.04926	2.0137	2.2106	1.86	3.75	
Total	250	2.1631	.47701	.03017	2.1037	2.2226	1.86	4.43	
Model	Fixed Effects		.47890	.03029	2.1035	2.2228			-.00242
				.03029 ^a	2.0668 ^a	2.2595 ^a			

ANOVA

Perpetration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.238	3	.079	.346	.792
Within Groups	56.419	246	.229		
Total	56.657	249			

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perpetration	Female	160	1.5601	.78323	.06192
	Male	90	1.8188	.92542	.09755

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perpetration	Equal variances assumed	11.338	.001	-2.345	248	.020	-.25864	.11029	-.47587	-.04142
	Equal variances not assumed			-2.239	160.577	.027	-.25864	.11554	-.48682	-.03047

Descriptives

Perpetration

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
18 and below	40	1.4914	.66900	.10578	1.2774	1.7053	1.00	3.31	
19	83	1.7649	.88840	.09751	1.5709	1.9588	1.00	4.34	
20	60	1.7075	.86515	.11169	1.4840	1.9310	.97	4.03	
21	40	1.4819	.71711	.11339	1.2526	1.7112	1.00	3.79	
22	13	2.0186	1.22228	.33900	1.2799	2.7572	1.00	5.00	
23 and above	14	1.3719	.73476	.19637	.9477	1.7962	1.00	3.28	
Total	250	1.6532	.84457	.05342	1.5480	1.7584	.97	5.00	
Model	Fixed Effects		.83797	.05300	1.5488	1.7576			.01427
	Random Effects			.07757	1.4538	1.8526			

ANOVA

Perpetration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.276	5	1.255	1.787	.116
Within Groups	171.336	244	.702		
Total	177.611	249			

Descriptives

Perpetration

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Home or Dorm	161	1.5774	.83845	.06608	1.4469	1.7079	.97	5.00	
School	36	1.8094	.86706	.14451	1.5160	2.1028	1.00	3.97	
Internet Cafe	35	1.7458	.79654	.13464	1.4722	2.0194	1.00	3.79	
Work	2	2.3793	1.70681	1.20690	-12.9558	17.7144	1.17	3.59	
Others	16	1.7716	.85453	.21363	1.3162	2.2269	1.00	3.31	
Total	250	1.6532	.84457	.05342	1.5480	1.7584	.97	5.00	
Model	Fixed Effects		.84329	.05333	1.5482	1.7583			
	Random Effects			.06832	1.4635	1.8429			.00397

ANOVA

Perpetration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.381	4	.845	1.189	.316
Within Groups	174.230	245	.711		
Total	177.611	249			

Descriptives

Perpetration

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
0-1 hr	34	1.4980	.53138	.09113	1.3126	1.6834	1.00	2.90	
2-3 hr	94	1.7616	.86191	.08890	1.5850	1.9381	.97	3.90	
4-5 hr	69	1.7891	1.01743	.12248	1.5447	2.0335	1.00	5.00	
6-7 hr	10	1.6379	.84812	.26820	1.0312	2.2446	1.00	3.31	
8 and above	43	1.3248	.58762	.08961	1.1439	1.5056	1.00	3.52	
Total	250	1.6532	.84457	.05342	1.5480	1.7584	.97	5.00	
Model	Fixed Effects			.83244	.05265	1.5495	1.7569		.02765
	Random Effects				.10080	1.3734	1.9331		

ANOVA

Perpetration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.838	4	1.959	2.828	.025
Within Groups	169.774	245	.693		
Total	177.611	249			

Descriptives

Perpetration

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Very Little	39	2.0592	.95692	.15323	1.7490	2.3694	1.00	3.90	
Adequate	32	1.3459	.57850	.10227	1.1373	1.5545	1.00	3.86	
Intermediate	62	1.4616	.71789	.09117	1.2793	1.6439	1.00	3.97	
Good	110	1.6680	.83918	.08001	1.5094	1.8266	.97	5.00	
Excellent	7	2.2611	1.28482	.48562	1.0728	3.4493	1.00	4.03	
Total	250	1.6532	.84457	.05342	1.5480	1.7584	.97	5.00	
Model	Fixed Effects			.81635	.05163	1.5515	1.7549		.06638
	Random Effects				.14951	1.2381	2.0684		

ANOVA

Perpetration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.338	4	3.584	5.379	.000
Within Groups	163.273	245	.666		
Total	177.611	249			

Descriptives

Perpetration

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Very low	18	2.2107	1.00052	.23582	1.7132	2.7083	1.00	3.59	
Low	31	1.6463	.90675	.16286	1.3137	1.9789	1.00	3.90	
Middle	176	1.5527	.76379	.05757	1.4391	1.6663	.97	5.00	
High	23	1.8516	.95502	.19913	1.4386	2.2646	1.00	4.34	
Very High	2	3.3103	.00000	.00000	3.3103	3.3103	3.31	3.31	
Total	250	1.6532	.84457	.05342	1.5480	1.7584	.97	5.00	
Model	Fixed Effects			.81776	.05172	1.5514	1.7551		.09339
	Random Effects				.22732	1.0221	2.2844		

ANOVA

Perpetration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.771	4	3.443	5.148	.001
Within Groups	163.840	245	.669		
Total	177.611	249			

Descriptives

Perpetration

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Christianity	245	1.6597	.84844	.05421	1.5529	1.7664	.97	5.00	
Buddhism	3	1.5172	.77720	.44872	-.4134	3.4479	1.03	2.41	
Nonreligious	2	1.0690	.09753	.06897	.1927	1.9453	1.00	1.14	
Total	250	1.6532	.84457	.05342	1.5480	1.7584	.97	5.00	
Model			.84619	.05352	1.5478	1.7587			
Fixed Effects				.05352 ^a	1.4230 ^a	1.8835 ^a			
Random Effects									-.06943

ANOVA

Perpetration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.748	2	.374	.523	.594
Within Groups	176.863	247	.716		
Total	177.611	249			

Descriptives

Perpetration

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
1st	49	1.5384	.66530	.09504	1.3473	1.7294	1.00	3.07	
2nd	68	1.7896	.85917	.10419	1.5816	1.9975	1.00	4.34	
3rd	111	1.6685	.90716	.08610	1.4979	1.8392	.97	5.00	
4th	22	1.4107	.79142	.16873	1.0598	1.7616	1.00	3.59	
Total	250	1.6532	.84457	.05342	1.5480	1.7584	.97	5.00	
Model			.84194	.05325	1.5484	1.7581			
Fixed Effects				.06992	1.4307	1.8757			
Random Effects									.00647

ANOVA

Perpetration

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.231	3	1.077	1.519	.210
Within Groups	174.381	246	.709		
Total	177.611	249			

The statistical analysis report used for Table 3 is illustrated below:

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
Victimization	Turkish	250	1.5941	.50292	.03181
	Filipino	250	1.8433	.71917	.04548
Perpetration	Turkish	250	1.3136	.49225	.03113
	Filipino	250	1.6556	.84556	.05348

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Victimization	Equal variances assumed	28.590	.000	-4.489	498	.000	-.24914	.05550	-.35819	-.14009
	Equal variances not assumed			-4.489	445.535	.000	-.24914	.05550	-.35822	-.14006
Perpetration	Equal variances assumed	74.274	.000	-5.527	498	.000	-.34200	.06188	-.46358	-.22042
	Equal variances not assumed			-5.527	400.387	.000	-.34200	.06188	-.46365	-.22035

The statistical analysis report used for Table 4 is illustrated below:

Descriptive Statistics

	Mean	Std. Deviation	N
Victimization	1.7187	.63233	500
Perpetration	1.4846	.71203	500

Correlations

		Victimization	Perpetration
Victimization	Pearson Correlation	1	.700**
	Sig. (2-tailed)		.000
	N	500	500
Perpetration	Pearson Correlation	.700**	1
	Sig. (2-tailed)	.000	
	N	500	500

** . Correlation is significant at the 0.01 level (2-tailed).

The statistical analysis report used for Table 5 is illustrated below:

Descriptive Statistics

	Mean	Std. Deviation	N
Victimization	1.5941	.50292	250
Perpetration	2.1631	.47701	250

Correlations

		Victimization	Perpetration
Victimization	Pearson Correlation	1	.649**
	Sig. (2-tailed)		.000
	N	250	250
Perpetration	Pearson Correlation	.649**	1
	Sig. (2-tailed)	.000	
	N	250	250

**_. Correlation is significant at the 0.01 level (2-tailed).

The statistical analysis report used for Table 6 is illustrated below:

Descriptive Statistics

	Mean	Std. Deviation	N
Victimization	1.8393	.72244	250
Perpetration	1.6532	.84457	250

Correlations

		Victimization	Perpetration
Victimization	Pearson Correlation	1	.705**
	Sig. (2-tailed)		.000
	N	250	250
Perpetration	Pearson Correlation	.705**	1
	Sig. (2-tailed)	.000	
	N	250	250

**_. Correlation is significant at the 0.01 level (2-tailed).

The statistical analysis report used for Table 7 is illustrated below:

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Prevalence_perpetration * Ethnicity	500	100.0%	0	0.0%	500	100.0%
Prevalance_victimization * Ethnicity	500	100.0%	0	0.0%	500	100.0%

Prevalence_perpetration * Ethnicity Crosstabulation

Count

		Ethnicity		Total
		Turkish	Filipino	
Prevalence_perpetration	Never	59	54	113
	Once	69	40	109
	More_than_once	122	156	278
Total		250	250	500

Prevalance_victimization * Ethnicity Crosstabulation

Count

		Ethnicity		Total
		Turkish	Filipino	
Prevalance_victimization	Never	8	9	17
	Once	39	34	73
	More_than_once	203	207	410
Total		250	250	500

The statistical analysis report used for Table 8 is illustrated below:

Cyberbullying victimization experienced by Turkish students

	N	Sum
V1	250	59
V2	250	29
V3	250	55
V4	250	33
V5	250	23
V6	250	41
V7	250	43
V8	250	39
V9	250	37
V10	250	44
V11	250	75
V12	250	26
V13	250	24
V14	250	38
V15	250	25
V16	250	18
V17	250	52
V18	250	28
V19	250	47
V20	250	21
V21	250	33
V22	250	43
V23	250	103
V24	250	26
V25	250	23
V26	250	28
V27	250	46
V28	250	62
Valid N (listwise)	250	

Cyberbullying victimization experienced by Filipino students

	N	Sum
V1	250	63
V2	250	67
V3	250	82
V4	250	82
V5	250	64
V6	250	63
V7	250	53
V8	250	55
V9	250	93
V10	250	86
V11	250	79
V12	250	54
V13	250	55
V14	250	70
V15	250	71
V16	250	59
V17	250	105
V18	250	86
V19	250	86
V20	250	61
V21	250	58
V22	250	65
V23	250	70.0
V24	250	55
V25	250	54
V26	250	60
V27	250	43
V28	250	76
Valid N (listwise)	250	

The statistical analysis report used for Table 9 is illustrated below:

Cyberbullying perpetration instances done by Turkish students			Cyberbullying perpetration instances done by Filipino students		
	N	Sum		N	Sum
P1	250	16	P1	250	34
P2	250	30	P2	250	42
P3	250	45	P3	250	50
P4	250	18	P4	250	48
P5	250	18	P5	250	42
P6	250	16	P6	250	57
P7	250	11	P7	250	48
P8	250	14	P8	250	53
P9	250	31	P9	250	57
P10	250	41	P10	250	78
P11	250	27	P11	250	61
P12	250	14	P12	250	47
P13	250	16	P13	250	60
P14	250	17	P14	250	64
P15	250	17	P15	250	55
P16	250	16	P16	250	59
P17	250	18	P17	250	66
P18	250	25	P18	250	60
P19	250	10	P19	250	53
P20	250	17	P20	250	44
P21	250	19	P21	250	44
P22	250	14	P22	250	44
P23	250	60	P23	250	56
P24	250	16	P24	250	61
P25	250	13	P25	250	46
P26	250	10	P26	250	43
P27	250	16	P27	250	41
P28	250	31	P28	250	68
Valid N (listwise)	250		Valid N (listwise)	250	

The statistical analysis report used for Table 10 is illustrated below:

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Ethnicity*\$Effects_of_victimization	463	92.6%	37	7.4%	500	100.0%

Ethnicity*\$Effects_of_victimization Crosstabulation

			SEffects_of_victimization ^a										
			EmotionalChange	AvoidCrowds	Nervous	BehavioralChange	AppetiteChange	Oversensitive	Insecure	AvoidComp	ChangeSleeping	Suicide	Total
Ethnicity	Turkish	Count	114	60	89	62	37	59	121	57	50	10	227
	Filipino	Count	88	25	41	38	39	58	33	33	43	27	236
Total		Count	202	85	130	100	76	117	154	90	93	37	463

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

The statistical analysis report used for Table 11 is illustrated below:

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
\$Reasons_of_perpetration*Ethnicity	368	73.6%	132	26.4%	500	100.0%

\$Reasons_of_perpetration*Ethnicity Crosstabulation

			Ethnicity		Total
			Turkish	Filipino	
\$Reasons_of_perpetration ^a	Victimized	Count	31	20	51
	Hatred	Count	59	34	93
	Revenge	Count	22	17	39
	NoReason	Count	78	81	159
	Irritate	Count	46	71	117
	ImposeViews	Count	10	17	27
	Others	Count	28	0	28
Total		Count	172	196	368

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

ABOUT THE AUTHOR

Charisse Locading Vitto, was born on 17 October 1994. At the age of 15, she was awarded as a Chief Girl Scout Medallist of the Philippines at Malacañan Palace in Manila by the former president of the Philippines, Gloria Macapagal Arroyo.

She finished her bachelor's degree in Psychology from Far Eastern University, Manila, Philippines in the year 2015. During her undergraduate years, she was a consistent academic university scholar that led her to obtain the Latin honour, Magna Cum Laude on her graduation. She also actively participated in volunteering activities such visiting nursing homes for the aged people, orphanages, and traveling to remote places in the Philippines to help the less fortunate people. In the same year of 2015, she passed the Board Licensure Examinations for Psychologists & Psychometricians in the Philippines.

She then went to Turkey with the help of Turkish Scholarships (Türkiye Bursları) to study Turkish language in Sakarya University TÖMER. After the 8-month Turkish language preparation, she studied Masters in Sociology in Sakarya University.

Forensic Psychology, Clinical Psychology, Abnormal Psychology, Developmental Psychology, Psychological Statistics, Social Psychology, Geography, Astronomy, Cosmology and Space Exploration topics are her great interests. She also privately taught English language to middle and high school students in Turkey.