



Middle and High School Students' Opinions, Experiences and Responses Regarding to Cyberbullying

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Abstract

The aim of this research is to determine the student's opinion and experience regarding to cyberbullying and to identify the response action pursuant to their involvement to cyberbullying. The working group comprises of 952 students ranging from the age between 11-17. The data was collected in the second term of 2016-2017 academic year. After the finalization of this study, the students' behavior that constitute a cyberbullying, the tools and platforms that were used for cyberbullying and the reasons of being exposed to or conducting cyberbullying were determined. Of the students mentioned-above; 44.5% exposed cyberbullying at least one time, and 22.5% conducted actions that constitute as cyberbullying, and 53.2% became a witness of such actions at least one time. When students exposed to any cyberbullying, their general behaviors are to "tell such actions to their parents, friends or teachers at their schools". During the cyberbullying actions, the students indicate that, "they have nothing else to do" or "they will tell such circumstances to their close friends". It was also determined that if any student became the witness of cyberbullying, "trying to stop such actions", or "helping to the victim of such actions" and "telling it to adults that have the capacity of provide assistance" were the most common behavior.

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Introduction

Cyberbullying is a term, which indicates bullying actions committed on purpose and repeatedly through information and communication technologies (ICT) so as to hurt anyone else. Defamations and threats committed by means of internet or other digital communication tools (Juvonen & Gross, 2008), repetitive aggressive behaviors (Baldry, Farrington, & Sorrentino, 2016, Yetik et al., 2017) harassments committed on purpose through various technology forms (Beran & Li, 2005) and even the distribution of graphic contents through such platforms (Schrock & Boyd, 2008) are all together deemed as cyberbullying.

Cyberbullying threatens students from all ages. In Topçu and Erdur-Baker's study (2007) that involves 359 students between the ages of 4-19, it is stated that 53.6% of female students are cyber bullies, 64.2% of female students are cyber victims, 62.6% of male students are cyber bullies, 69.5% of male students are cyber victims. Based on the research that Dilmaç and Aydoğan (2010) conducted among 300 students aged between 13 and 15, it is found that the cyberbullying rate was 19.6% and the cyber victimization rate was 56.2%. Research shows that especially middle and high school students are in a high risk group of cyberbullying (Arıcak et al., 2008; Bayar & Uçanok, 2012; Erdur-Baker, 2010; Kowalski, Giumetti, Schroeder, & Lattanner, 2014; Mishna et al., 2006; Sam, Bruce, Agyemang, Amponsah, & Arkorful 2018; Slonje, Smith, & Frisen, 2013; Topçu, 2008). Erişti and Akbulut (2017) found that cyber victimization among high school students was more severe than university students.

Cyberbullying, which is described by Jager, Amoda, Matos, and Pessoa (2010) as a distinctive and unique bullying type, creates negative emotions, including sadness, anger, anxiety, horror, frustration, academic failure, self-destruction, family problems, low level of self-esteem upon the victims (Akbaba & Eroğlu, 2013; Arıcak, 2012; Ayas, 2016; Beran & Li, 2005; Erdur-Baker & Tanrikulu, 2010). Children and youngsters could be involved cyberbullying through different roles. The person, whom commits cyberbullying, described as "cyber-bully", and the victims of such actions described as "cyber-victim". In addition youngsters and children can be "witnesses, by-standers, audience or defenders" of cyber bullying incident (Kowalski, Limber, & Agatson, 2012). Cyber bullying inflicts physical, emotional and academic damage to not only cyber victims but also cyberbullies and witnesses (DeSmet et al., 2015; Spears, Campbell, Tangen, Slee, & Cross, 2015; Yılmaz, 2011).

It is possible to say that the cyberbullying between youngsters affect more students in every year and distress educators in terms of students and their future (Hinduja & Patchin, 2009) and it is a serious problem that needs to be handled. According to the researchers, it is a must to conduct such preventive actions in collaboration with students, educators and parents, and the knowledges and skills necessary to cope with such trouble should be given to all related parties (Chan & Wong, 2015; Willard, 2007). Çelen, Çelik, and Seferoğlu (2016) emphasize that cyber bullying may be a significant threat to children in their research with 119 secondary school students. In the same study, it was stated that an awareness should be created in order to ensure that children are able to use the Internet for their intended purpose, safely and consciously (Çelen et al., 2016). Kowalski et al. (2012) states the knowledge and skills that students must have while encountering with any cyberbullying are shown below:

- Introductory information for cyberbullying (the description of cyberbullying, the school policies with regard to cyberbullying, and how was cyberbullying be notified, and the most efficient response against cyberbullying);
- The correct and improper response methods against cyberbullying;
- The actions that should be taken in case of witnessing any cyberbullying;
- How to provide assistance for the victims of any cyberbullying.

Patchin and Hinduja (2010) underscores that students need to know how to make effective response against any cyberbullying (such as blocking the bully, reporting offending material, etc.). Von Marees and Petermann (2012) suggest that all students need to know the reactional (offending, erase, blocking or ignore) and protective (increasing the level of safety and awareness) strategies and resources

and the victim-students need to know how cope with such actions (requesting social support). It is stated that it would be beneficial to include awareness raising activities in educational environments in order to equip students with these knowledge and skills (Akbulut, 2014; Tanrikulu, Kınay, & Arıcak, 2015). In order to support such awareness raising activities and to eliminate the negative effects of cyberbullying, effective coping strategies should be investigated (Eristi & Akbulut, 2017). On the other hand, prevention and intervention studies are needed to determine whether they are effective in preventing and intervening in cyberbullying (Tanrikulu, 2018). In fact, in line with this need, a study with 111 students who had received cyber bullying awareness education showed that the rates of cyber bullying and cyber victimization rates of students who had received awareness training were low (Gölpek-Sarı & Seferoğlu, 2018).

Even though there is a limited number, it is seen that both international and national literature studies with different target groups and dealing with such cyber bullying have taken place (Akbulut, 2014; Akbulut & Çuhadar, 2011; Herrera, Kupczynski, & Mundy, 2015; Hinduja & Patchin, 2017; Pabian & Vandebosch, 2015; Ryan, Kariuki, & Yılmaz, 2011). In addition to these, studies that are carried out among middle and high school students, which are addressed as risk group for cyberbullying, can be found in the literature. For instance, Arıcak et al. (2008) pointed out that %25 of the cyber victims tell their friends or family members about their cyberbullying incidents; %30.6 of them acted to prevent their cyberbullies such as blocking (telling not to keep cyberbullying or changing user name). In another study, %70 of the cyber victims declared that they seek help when exposed to a cyberbullying incident (Topçu, Erdur-Baker, & Çapa-Aydın, 2008). In Tanrikulu's (2018) study, properties of different types of prevention and intervention programs that are designed for students from different countries, are systematically analyzed. In their study among high school and university students, Erişti and Akbulut (2017) aimed to classify and improve the behavioural and emotional reactions against cyberbullying. Tanrikulu et al. (2015), developed "Increasing Sensitivity to Cyberbullying Program" which are to be used by school counselors for students aged between 15 and 18 and they tested the effectiveness of this program on increasing cyberbullying awareness and decreasing cyberbullying.

It is important for students to recognize any cyberbullying and to know the most appropriate response, in other words, it is important to assess the student's deficiencies in terms of knowledge and skills. In order to equip students with proper knowledge and skills, knowledge and skills required must be identified. When the national literature is examined, one can find many research papers that aim to determine students' cyberbullying experience and relationships of these cyberbullying incidents with various variables (Horzum & Ayas, 2011; Erdur-Baker, 2010; Horzum & Ayas, 2014; Kavuk & Keser, 2016; Peker, 2015; Salı, Başak, & Akca, 2015). On the other hand, there are also researches in the literature regarding the prevention of cyberbullying and intervention methods of cyber victims (Erişti & Akbulut, 2017; Semerci, 2015; Tanrikulu, 2018; Tanrikulu et al., 2015). Apart from these researches, intervention behaviours of middle and high school students in different roles (cyber victim, cyberbully or witness) are not known. In addition, interpreting the intervention methods of students along with their existing experience will help to develop a different point of view for understanding the severeness of the problem that we are struggling with.

Within this scope, the aim of this study is to determine the opinion of high-school and secondary school students with regard to cyberbullying and to clarify the response method according to their involvement status to such actions. Here, the following questions are tried to explain.

- What is the student's opinion in terms of cyberbullying?
- What is the student involvement status into the cyberbullying as cyber-victim, cyber-bully or cyber-crime witness? and its variation according to gender
- Do students' behaviors change according to their involvement into cyber-bully, cyber-victim, or witness?

This research is considered to be important since the search will;

- Provide a source for parents, teachers and school administrations to identify the deficiencies in the knowledge and skills of their children / students about cyberbullying and to take necessary measures for this.
- contribute to the creation of appropriate policies and strategies against cyberbullying in schools,
- Provide a source for researchers to develop applications, events and programs to help middle school and high school students to cope with cyberbullying.

In this study, only quantitative data is collected. Lack of qualitative data that support quantitative data seems to be the limitedness of this research. Cyberbullying is a hard topic to investigate from the ethics point of view. Of course, required permissions are taken from the corresponding official agencies and data collection from students is grounded on voluntary participation. Despite this, students do not want to share their experiences regarding the cyberbullying incidents since they think sharing these experiences may bring shame, fear, facing a big problem, humiliation (Kavuk, 2016). This research is limited with the information that students shared. On the other hand, it is assumed that students gave answers considering deliberate and continuous harmful behaviours that they encounter/witness. Continuity property of cyberbullying should not be interpreted as the display of cyberbullying behavior more than once. Although a detrimental action is only exhibited once in a cyber environment, the material used in this action may be viewed, recorded, transmitted to others, and so the cyber victim may experience this situation again and again (Langos, 2012). Therefore, it is accepted that one time only incidents can be interpreted as cyberbullying even if the students gave their responses by thinking only about the incidents that they experienced/witnessed once.

Method

In this research, using the scan model quantitative data is gathered. Information on contributors of the research, data gathering and data analysis are provided below.

Participants

Turkish Republic of Northern Cyprus (TPNC) is composed of five provinces. The target universe of the research is the students from all provinces that are aged between 11-17. Permissions required for a single province could not be taken. Therefore the research is limited to four provinces. There are 22 educational institutions and a total of 4592 students aged between 11-17 in these provinces. Using layered sampling method, universe is sampled. Each province constitutes a layer. Each layers percentage of the target universe is considered and the number of students that needed to be included in the sampling from that layer is determined. The schools that are included in the sampling are chosen randomly based on voluntary participation. According to Cochran's formula for calculating sample size (Cochran, 1977), for $N=4592$, the smallest sample size must be $f=355$ students. The distribution of the sample by districts is shown in Table 1.

Table 1. Distribution of the Sample by Districts

District	Total number of the students	Minimum number of students to be included in the sample	Number of students included in the sample
Nicosia	1985	153	396
Kyrenia	1013	78	248
Famagusta	978	76	186
Morphou	616	48	122
Total	4592	355	952

According to Table 1, the number of students who should represent the smallest sample size ($f = 355$) was calculated according to the ratio of each district in the target universe. For example, there are a total of 1985 students in Nicosia. This number corresponds to 43% of the target universe ($F = 4592$). Therefore, at least 43% of the sample ($f = 355$) should be formed from Nicosia ($f = 153$). The last column of Table 1 shows the number of students included in the sampling from each district. In conclusion, participants of this research are 952 students who studied in the second semester of 2016-2017 academic year and aged between 11-17 from the four provinces of TPNC. Therefore it is concluded that more students ($f=952$) than the required number for this research is reached.

Of the students, there are 514 (54%) females and 438 (46%) males; and 156 students (16.4%) are on fifth-grade, 178 students (18.7%) are on sixth-grade, 206 students (21.6%) are on seventh-grade, 102 (10.7%) students are on eighth-grade, 82 (8.6%) students are on ninth-grade, 157 students (16.5%) are tenth-grade, and 71 (7.5%) students are on eleventh-grade. 85.9% of them are smart-phone user and 92% have social network accounts.

Data Collection and Data Analysis

As a data collection tool, "Cyberbullying awareness questionnaire-student form" was used. The questionnaire was developed within the scope of the Kavuk's (2016) doctoral thesis. Content and face validity were ensured through expert reviews. While the form was initially composed of 13 items (Kavuk, 2016), it was expanded by researchers to a 32 item form. At this stage, expert opinions were re-collected. Expert opinions were received from 15 well-experienced academics, whom hold office in Turkey and Turkish Republic of Northern Cyprus. Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, and Demirel (2010) stated that while the expert opinion was taken during the survey development process, the items in which 90% to 100% of the experts matched could be left in the questionnaire without any changes. 31 items of the questionnaire are left as it is since more than %90 percent of the experts agreed upon and one of the items is divided into two based on the expert proposals. In this way, the draft form consisting of 33 items was applied to the students in a secondary school and a high school ($f=684$) and the results were evaluated. Each of the questions in the data collection tool measures different characteristics. Büyüköztürk et al. (2010) stated that in such questionnaires, the comprehensibility, responsiveness and reliability of the questions should be examined one by one. According to Büyüköztürk et al (2010), the reliability of the questions can be tested by examining the consistency of the responses given in the preliminary application and by checking the answers to the questions which are prepared for the same purpose and which are expressed differently. The reliability analysis of the form was tested after the preliminary application by examining the answers of the participants and taking opinions from the experts. Accordingly, it was observed that each of the questions in the form measured different characteristics, the answers given by the participants after the pre-application were consistent and consistency was provided in expert opinions.

Within the scope of this research, 10 items were used so as to determine the students' opinion pertaining to cyberbullying, their cyberbullying experience and response actions against such bullying. Of these items, four articles were related to students' opinion with regard to the concept of cyberbullying, three items were related to cyberbullying experiences, and the last three items were related to response action for such cyberbullying. To determine views on cyber bullying, we asked questions like "Which of the following behaviors is / are cyberbullying behavior?" and "Why do children and adolescents do cyberbullying?"; to determine the experience of cyberbullying, we asked questions like "Have you ever been subjected to a cyberbullying behavior?"; and we asked questions like "What would you do if you were exposed to cyberbullying?" to determine the response behaviors. Four of the items are questions with a single choice type where six of them are multiple-choice. Data collection tool were used by the researchers to all students at the schools on a face-to-face basis ($f=984$). The data collection phase was started with a simple definition of cyberbullying and the questions were answered by the researchers during the whole process. 32 surveys that had some deficiencies or incorrect contents were eliminated.

Data Analysis

Data entry processes were held by the researchers and such data were analyzed by means of frequency, percent, reverse tables and Chi Square tests. In line with the first sub-goal of the study, students' opinions about cyberbullying behaviors were determined with frequency and percentage calculations. In addition to frequency and percentage calculations for the second and third sub-objectives of the study; chi square tests were used to make comparisons according to gender and cyberbullying experiences.

Results

The first aim of this research was to determine the students' opinions related to the concept of cyberbullying. According to this, students were asked firstly whether they viewed cyberbullying as a problem. According to the findings, 58.6% of the students see the cyberbullying as a problem among children and youngsters that should be handled. Table 2 shown below indicates the opinions with regard to cyberbullying.

Table 2. Students' Opinions with Regard to Cyberbullying

Behavior	f	%
Threats through virtual platform	745	78.3
Sending sexual contents or photos to others through virtual platform	694	72.9
Sharing any personal photograph or video without obtaining necessary permission through virtual platform	670	70.4
Making sexual proposal through virtual platform	647	68
Building a web site that is disgraceful or hurtful for someone	606	63.7
Giving a nickname through virtual platform	557	58.5
Making private call through cell phone	455	47.8
Spreading rumor through virtual platform	437	45.9
Acting as if someone else through virtual platform (wannabe)	422	44.3

More than half of the students construed the "threat, sending sexual contents or photos, sending any personal photograph or video without obtaining necessary permission, making sexual proposal, building a web site that is disgraceful or hurtful for someone, giving a nickname through virtual platform" as a cyberbullying. Besides this, more than half of such students thought that "making a private call, spreading rumor and acting as if someone else" didn't constitute a cyberbullying circumstance. Table 3 shows the students' reasons why people tend to commit cyberbullying.

Table 3. Students' Opinions on Why People are Cyberbully Others

Reason	f	%
Revenge	627	65.9
Drawing Attention	520	54.6
Showing Strength	514	54.0
For fun	507	53.3
Jealousy	500	52.5
Being Popular	451	47.4
Cruelty	443	46.5
Responding to real-world bullying through virtual platform	434	45.6
For no reason	420	44.1

According to the Table 3 above, more than half of the students thought that “revenge, drawing attention, showing strength, for fun and jealousy” were the reason for people to commit cyberbullying. Besides this, nearly half of the students indicated that, cyberbullying were being committed on account of “being popular, cruelty, responding to real-word bullying through virtual platform and for no reason”. Table 4 indicates students’ reason for why people being exposed to cyberbullying.

Table 4. Students’ Opinions on Why People are Exposed to Cyberbullying

Reasons	f	%
Physical appearance (weight, height, clothing.)	634	66.6
Gender	457	48.0
Family characteristics (being poor or rich, etc.)	435	45.7
Improper usage of information and communication technologies	398	41.8
Committing bullying on real-life	369	38.8
School performance (being successful or unsuccessful)	348	36.6
Disability	287	30.1

As it was understood from the Table 4 above that more than half of the students thought that “gender, family characteristics or physical appearance” were the sole reason for being exposed to cyberbullying. Besides this, more than one-third of the students thought that “gender, improper usage of information and communication technologies, committing bullying on real-life or school performance” were the reasons for being exposed to cyberbullying.

The second aim of this research was to determine if the students were involved to cyberbullying as a cyber-victim, cyber-bully or cyber-witness and its distribution by gender. The findings related to such issue and chi square test results are shown in Table 5 below.

Table 5. Students’ Cyberbullying Experience According to their Gender

		Female		Male		Total		Chi Square
		f	%	f	%	f	%	
Being a Cyber- victim	Never	289	54.7	239	45.3	528	55.5	$\chi^2=22.259$ df=2 p=0.000
	Sometimes	204	58.3	146	41.7	350	36.8	
	Always	21	28.4	53	71.6	74	7.8	
Being a Cyber- bully	Never	443	60.0	295	40.0	738	77.5	$\chi^2=59.235$ df=2 p=0.000
	Sometimes	62	40.3	92	59.7	154	16.2	
	Always	9	15.0	51	85.0	60	6.3	
Being a Witness	Never	250	56.1	196	43.9	446	46.8	$\chi^2=5.967$ df=2 p=0.051
	Sometimes	214	54.7	177	45.3	391	41.1	
	Always	50	43.5	65	56.5	115	12.1	

According to Table 5, approximately half of the students (44.5%) stated that they were being exposed cyberbullying at least one time, and more than three-fourth of them (77.5%) stated that they have never displayed any cyberbullying before. Besides this, more than half of the students (53.2%) stated that they witnessed cyberbullying at least one time. While cyberbullying experiences were examined by taking into consideration of students’ gender, among the student group, whom state that they never became a victim of cyberbullying or sometimes became the victim of cyberbullying was found out that female’s ratio was higher than the male’s one. In addition to this finding, among the student group, which state that they have never committed cyberbullying, female’s ratio was lower that

male's one. Besides this, the male's ratio whom stated that they have occasionally or usually committed cyberbullying was higher than the girls' one. It was found out that the difference for being exposed to cyberbullying and committing cyberbullying by gender was statistically meaningful. Chi square tests results indicate that gender factor had no effect when it comes to being witness of cyberbullying.

Third aim of the study was to set forth the response action against the cyberbullying as per the involvement into such cyberbullying. So as to perform this aim, the categorization of "having a cyberbullying experience", and "not having any cyberbullying experience" were created by unifying the column of "always" and "sometimes" designed for the cyber-victim, cyber-bully or witness located within the data collection tools. According to this, students were classified by "having cyberbullying experience" and "not having any cyberbullying experience".

Table 6. Response Actions that Students Would Prefer According to Whether They were Victims Before

	Cyber-victim students		Non cyber-victim students		Total		Chi square		
	F	%	F	%	f	%	χ^2	df	p
I wouldn't do anything	80	18.9	60	11.4	140	14.7	10.558	1	.001
I would tell it to my parents	184	43.3	296	56.1	480	50.4	15.088	1	.000
I would tell it to teachers at my schools.	123	29.0	214	40.5	337	35.4	13.649	1	.000
I would tell it to my friend.	245	57.8	221	41.9	466	48.9	23.872	1	.000
I would tell it to anyone in virtual platform (just like a web-site administer or web-support member).	96	22.6	43	8.1	139	14.6	39.639	1	.000

The response action preferred by the students, who had previous cyberbullying experience and, who hadn't previous cyberbullying experience were shown in Table 6 below. Table 6 indicates that when students being exposed to cyberbullying, their most common action would be respectively "telling it to parents", "telling it to friends" and "telling it to teachers". Another striking finding was that, if students, whom had previous cyberbullying experience, were to be exposed to cyberbullying again they would prefer to tell it their friends (57.8%) not to their parents (56.7%).

When the difference of response action that would be preferred by the students as per their victimization status, among those group, whom answer that they wouldn't do anything in case of any cyberbullying, the ratio of students that had previous cyberbullying victimization are higher than the ones that hadn't any previous cyberbullying victimization. Besides this, among those, whom stated that "I would tell it to my parents" and "I would tell it to my teachers", the ratio of students that had previous cyberbullying experience were lower than the others, and among those whom stated that "I would tell it to my friends", the ratio of students that had previous cyberbullying experience were higher than the others. Such difference between the students that had previous cyberbullying experience and the ones that hadn't previous experience was statistically meaningful. It is possible to say that while choosing any response action against cyberbullying, previous cyberbullying experience could affect the decisions. Table 7 below shows the response actions preferred by the students, whom have committed cyberbullying, and whom hadn't committed cyberbullying.

Table 7. Response Actions that Students Would Prefer Depending on Whether They Cyberbullied Others Before

	Cyber-bully		Non cyber-bully		Total		Chi square		
	f	%	f	%	f	%	χ^2	df	P
I wouldn't do anything	73	34.1	181	24.5	254	26.7	7.793	1	.005
I would tell it to my parents	41	19.2	124	16.8	165	17.3	0.643	1	.423
I would tell it to teachers at my schools.	27	12.6	77	10.4	104	10.9	0.813	1	.367
I would tell it to my friend.	79	36.9	138	18.7	217	22.8	31.282	1	.000
I would tell it to anyone in virtual platform (just like a web-site administer or web-support member).	43	20.1	31	4.2	74	7.8	58.450	1	.000

As it is shown by Table 6, one-fourth of the students indicated that they wouldn't do anything, if anyone faces with cyberbullying. In case of facing an action that constitutes as cyberbullying, the most common behaviors are "telling it to friends" or "doing nothing". Among the students preferred "doing nothing" or "telling it to friends" or "telling it to anyone in virtual platform", the number of students that had committed cyberbullying were higher than the number of students that hadn't committed cyberbullying. The differences arising from the circumstances of committing cyber-crime or not, were found meaningful in terms of statistical aspects. It is possible to say that committing cyberbullying affects the response actions to be chosen by the students.

Table 8 and 9 shown below indicates the response actions to be performed by the students, whom witness a cyberbullying, and its variation according to the situation of committing cyberbullying or being exposed to cyberbullying.

Table 8. Response Actions that Students Would Prefer According to Whether They have Witnessed a Cyberbullying Incident Before

	Cyber-victim students		Non cyber-victim students		Chi square		Total	
	f	%	f	%	χ^2 (df)	p	f	%
I laugh at/having fun together with the perpetrator.	65	15.3	31	5.9	23.205 (1)	.000	96	10.1
I would join such cyberbullying action too.	37	8.7	27	5.1	4.895 (1)	.027	64	6.7
I would only watch but wouldn't join to actions.	114	26.9	85	16.1	16.554 (1)	.000	199	20.9
I would try to stop cyberbullying.	215	50.7	275	52.1	0.178 (1)	.673	490	51.5
I would provide assistance to the victim.	207	48.8	233	44.1	2.083 (1)	.149	440	46.2
I would leave that social platform.	85	20.0	92	17.4	1.069 (1)	.301	177	18.6
I would tell the situation to elderly people, which had the capacity of provide assistance	159	37.5	237	44.9	5.281 (1)	.022	396	41.6

As per the Table 8 and 9, the most common behaviors to be performed by the students witnessing any cyberbullying are respectively “trying to stop cyberbullying”, “trying to help the cyber-victim” and “telling the situation to anyone, whom had the capacity of providing assistance”. Another striking finding within this research was that some students indicated that, “they would laugh away (10.1%)” or “would join committing such cyberbullying (6.7%)”, or “just watch the incident” in case of witnessing any cyberbullying incident.

Among the students replied to the questions with the answers of “they would laugh away” or “would join such cyberbullying”, or “just watch the incident”, the ratio of students, whom have previous cyberbullying victimization, was higher than the ratio for those, whom have no previous cyber victimization experience. (Table 8). In addition to the foregoing, among those provided the answer of “telling to elderly people that had the capacity of providing assistance”, the students’ ratio that had previous cyber victimization experience were lower than the ones that had previous cyber victimization experience. The difference observed within the response action was statistically meaningful. In other words, previous cyber victimization experiences could affect the response action to be performed by them.

Table 9. Response Actions that Students Would Prefer According to Whether They have Witnessed a Cyberbullying Incident Before

	Cyber-bully		Non cyber-bully		Chi square χ^2 (df)	p	Total	
	f	%	f	%			f	%
I laugh at/having fun together with the perpetrator.	59	27.6	37	5.0	93.091 (1)	.000	96	10.1
I would join such cyberbullying action too.	37	17.3	27	3.7	49.157 (1)	.000	64	6.7
I would only watch but wouldn't join to actions.	61	28.5	138	18.7	9.647 (1)	.000	199	20.9
I would try to stop cyberbullying.	89	41.6	401	54.3	10.792 (1)	.001	490	51.5
I would provide assistance to the victim.	87	40.7	353	47.8	3.438 (1)	.064	440	46.2
I would leave that social platform.	55	25.7	122	16.5	9.216 (1)	.002	177	18.6
I would tell the situation to elderly people, which had the capacity of provide assistance	71	33.2	325	44.0	8.054 (1)	.005	396	41.6

Among the students replied to the questions with the answers of “they would laugh away” or “would join such cyberbullying” or “just watch the incident”, or “I would leave that social platform”, the ratio of students, whom have cyberbullied others before, was higher than the ratio for those, whom have never cyberbullied others before (Table 9). On the other hand, among those provided the answer of “telling to elderly people that had the capacity of providing assistance” or “I would try to stop cyberbullying” the students’ ratio that had previous cyberbullying experience were lower than the ones that had previous cyberbullying experience. The difference observed within the response action was statistically meaningful. In other words, previous cyberbullying experiences could affect the response action to be performed by them.

Discussion, Conclusion and Suggestions

Having taken into account of the findings that indicate its prevalence, emerging style, negative effects upon the victims and legal sanctions, it is possible to say that, cyberbullying is a serious risk, which aims mostly to the students; and is growing day by day. Scientists warn parents and educators with regard to cyberbullying, which has the potential of creating dangerous results upon students, and propose solutions to cope with the trouble (Kowalski et al., 2012; Shariff, 2008). Parents are concerned about their children with regard to such risks that aim at children at most. According to a research, 72% of the students, 54% of the families, 49% of the teachers and 48% of the managers consider the cyberbullying as a significant risk (Choucalas, 2013). On the other hand, our research indicates that nearly half of the students consider the cyberbullying as an insignificant risk. Modecki, Minchin, Harbaugh, Guerra, and Runions (2014) conducted a meta-analysis of 80 studies to determine the prevalence of bullying and cyberbullying events. According to this, it was found that the ratio of individuals between the ages of 12 and 18 years, that are included in cyberbullying incidents as cyberbully, cyber victim or both cyberbully and cyber victim, is 15%. In the same study, the rate of inclusion in real life bullying was 35% (Modecki et al., 2014). On the other hand, based on their qualitative research in Turkey with 7 people who are 15 years old, Topçu, Yıldırım, and Erdur-Baker (2013) identified making a joke as one of the reasons of cyberbullying among students. As can be seen from the results of this research, students think that cyber bullying can be done for entertainment purposes. The fact that the prevalence of cyber bullying is lower than that of traditional bullying and cyber bullying is "fun" can be shown as reasons why students do not consider cyberbullying as dangerous. All these results show that students should be informed that cyberbullying is an important problem that can have negative consequences for both victims, bullies and witnesses.

Researchers make some definitions as to what constitutes a cyberbullying action. For instance, mocking, giving a nickname, defamation, spreading gossips, sending infected e-mails on purpose, publishing photographs belonging to someone else through electronic platforms without obtaining proper permission, sending anonymous text messages by means of cell phones, could be shown as examples (Kavuk, 2016). Besides, it had been stated by Juvonen and Gross that defamation or threatening by means of digital communication tools should be included into the term of cyberbullying. Willard (2006) divided the actions that constitute a cyberbullying into "flaming", "harassment", "denigration", "impersonation", "outing" and "trickery", "exclusion" and "cyberstalking". In addition to the classification made by Willard (2006), Kowalski et al. (2012) mentioned happy slapping and sexting as a type of cyberbullying. Recognizing cyberbullying actions defined by the researchers are significant for the students so as to distinguish proper and improper actions and to prevent such cyberbullying actions. The results of our study reveal that even though certain cyberbullying actions are known by most of the students, there is generally lack of knowledge in terms of such matters. The knowledge of cyber bullying behaviors that are particularly commonly experienced among students in Turkey such as "banning someone from a chat room and insulting in the chat room" (Erdur-Baker & Kavşut, 2007), "sending infected e-mail intentionally, making disturbing sexual noise on calls from hidden telephone numbers" (Kavuk & Keser, 2016), "telling words online which are unspeakable face to face, acting as an another individual, sharing photographs of others without permission" (Arıcağ et al, 2008), is very important for students to recognize cyberbullying.

Students argued that cyberbullying are more common between male students. The findings of this study related to cyberbullying experience, support the students' thoughts. Among the students, which were being exposed to cyberbullying or committed cyberbullying, the number of male students were much higher than the female's one. Although there are some researches within the doctrine that support the circumstances (Kowalski & Limber, 2007; Peker, 2015; Topçu, 2008) there are also some researches, in which argue that there is no correlation between the male or female students and cyberbullying experience (Beran & Li, 2005; Smith et al., 2008; Rivers & Noret, 2010), or cyberbullying

are more common between the female students (Hoff & Mitchell, 2009). Although these results differ according to the country or the conditions of the measurement, it is possible to say that cyberbullying is a problem that targets both male and female students.

Reeckman and Cannard (2009) suggests that the reasons for committing cyberbullying are to take revenge, have fun, feel strong, knock someone down a notch, strengthen the victim, or refrain to commit physical bullying against the victim. It has been revealed that some students commit such cyberbullying actions just because they have the capability of performing such actions (Aftab, 2011). According to Cassidy, Jackson and Brown (2009), dislike of the victim, feeling sorrow because of the victim, being exposed to cyberbullying by the victim, cyberbullying is acceptable between the group of friends, or its enjoyableness nature are the reasons for committing cyberbullying. According to the results taken from that research, more than half of the students indicated that such cyberbullying actions had been conducted for taking revenge, showing power, or having fun, and jealousy. Besides this, more than half of the students indicated that cyberbullying actions could be committed for being popular and cruelty, or for responding to real-life physical bullying or no apparent reasons. On the contrary, both of researchers and research findings indicate that all reasons explained above could trigger cyberbullying.

According to another finding obtained from this study was revealed that most of the students thought that physical characteristics such as weight, height, clothes could be the reason for being exposed to cyberbullying. In addition to the foregoing, more than half of the students didn't seem sexual orientation, family characteristics, improper usage of ICTs, committing physical bullying in the real world, school performance as a reason for committing or being exposed to cyberbullying. Kowalski et al. (2014) suggests that real-life victimization is the strongest reason for committing cyberbullying. According to another research, it had been revealed that students were being exposed to harassment on account of physical characteristics including weight, height, etc., or sexual orientation such as being lesbian or homosexual and they were given nicknames according to their academic, athletic or art skills (Cassidy et al., 2009). These results reveal that students lack information about the causes of cyber bullying.

The research findings, which examined the cyberbullying experience in terms of cyber-bully, cyber-victim and cyber-witness, are varied. According to the research conducted by Udris (2015) with 899 high-school students, it was indicated that 22% of the students were being exposed to cyberbullying and 7.8% of the students had committed cyberbullying. According to research conducted by Li (2007) with the students from the seventh grade, it was revealed that 24.9% of the students were being exposed to cyberbullying and 14.5% of them had committed cyberbullying, and 52.4% of them had acquaintance, whom had being exposed to cyberbullying. Selkie, Fales, and Moreno (2016) had carried out meta-analysis of 139 researches, which examined the frequency of being a cyber-bully and cyber-victim, and which was conducted with the individual between the age of 10-19 during the period of 2003-2015. And consequently, the ratio of being cyber-bully could be varied between 1%-41%, and the ratio of being cyber-victim could be varied between 3%-72%. When the national studies examining the prevalence of cyberbullying are examined, it can be said that the rate of cyber bullying varies between 6% and 48% and the cyber victimization rate is between 5% and 56% (Topçu & Erdur-Baker, 2018).

Even though the ratio of cyberbullying incidents could be varied depending on the measurement style that was used for the research (self-declaration or family declaration, seriousness level, whether the term of bully was used, etc.) or depending on the age of cyber-victim (Kowalski et al., 2012), the common ground for most of the researches was the fact that the ratio of being cyber-witness was higher than the ratio of being cyber-victim, and the ratio of being cyber-victim was higher than the ration of being cyber-bully. Such circumstances could be arisen from the fact that students were commonly being a cyber-victim and they were tended to conceal their cyberbullying actions. Since, the ability of hiding the identity triggers cyberbullying (Aftab, 2011; Kowalski et al., 2012) and students don't want to disclose such circumstances.

Cyberbullying response is not only an important issue for parents and educators but also an essential knowledge and skill that have to be taught to students. According to the research conducted by Görzig, Haddon, Livingstone, and Olafsson (2011), it has been revealed that more than half of students being exposed to cyberbullying didn't know what to do so as to eliminate the negative consequence in the aftermath of such cyberbullying. Willard (2007) emphasized the importance of reporting the incident, providing assistance to cyber-victim and sharing his/her sorrow while witnessing any cyberbullying incident. Here are the suggestions made by Hinduja and Patchin (2012) with regard to correct response behavior:

- If you experience any cyberbullying, please not to stay silent,
- Tell the incident to your mother, father, teacher or any other acquaintances,
- If the identity of the cyber-bully is unknown, please notify the incident to web-site administrator,
- If the identity of the cyber-bully is known, ignore him/her first, if he/she keeps going, say him/her to stop;
- Save any proof with regard to such cyberbullying (i.e. message, photograph, etc.)

Response action to be made against each cyberbullying incident should be a distinctive one, since each action could be varied based on its emerging style, impact, and personal characteristics of cyber-victim (Kavuk, 2016). Even though no standard model has been developed for cyberbullying incidents, most of the writers agree with the correct response actions, including "not to stay silent" and "telling the incident to any reliable person", "providing assistance to cyber-victim in case of witnessing any cyberbullying incident", and "trying to stop them", or "reporting the incident to the related persons or bodies". Results of the study indicate that more than three-fourth of the students being exposed to cyberbullying and more than half of the students committing cyberbullying have the capacity of displaying correct response action. The negativity of this circumstance was the inactivity of remarkable number of students while facing with any cyberbullying actions.

According to the research conducted by the experts, students commonly tell the incident to their close friends and rarely tell such circumstances to their parents. For instance, a research conducted by Udris (2015), it had been revealed that nearly half of the students (49%) told cyberbullying incident to their friends but 29.8% of them told it to their parents. Cassidy et al. (2009) suggested that 74% of the cyber-victim told the incident to their friends and 57% of them told it to their parents and 47% of them told it to school personnel. According to the research conducted by Semerci (2015), among middle school students in Turkey, 46.7% of the students who were exposed to cyberbullying said that they shared their received messages with their family, 12.7% responded to the bully, 7.9% had shown the message to their friends and 28.4% had no reaction. But, according to our research, it had been observed that cyberbullying incidents have been told to parents as the same ratio as to their friends. Even though students displaying correct response action when he/she tells the incident to their friends, the correct response action could only be performed after receiving the guidance and interference from elderly people. Such circumstance indicates once more the significance of training of parents and peers while coping with cyberbullying.

It is important for students to learn all knowledge and skills in order to cope with cyberbullying incident. Besides this, it is more important for students that being exposed to cyberbullying to display correct response action so as to reduce the negative consequences that may be occurred in the aftermath of such bullying actions. Whereas, findings of this study indicate that students that had previous cyberbullying memories tend to display less correct response action than the ones that hadn't any previous cyberbullying experience. Even though the actions that was described as the correct response action indicated by most writers and researchers are significant while coping with such bullying incident, improper response actions or refrained from displaying any response action have the same importance. Any improper action carried out by the students cause irrevocable consequences in terms of social, physiological and physical aspect. Since, human being could perform such cruel actions

through virtual platform that normally wouldn't do it within the real-world. Hinduja and Patchin (2013) indicated that because of being slow while performing correct response action against cyberbullying, many cyber-bullies continues their improper actions. One of the most striking findings within this study is related to response actions by witnesses. If cyberbullying incident was recognized, it was expected from the students trying to stop the incidents, and reporting it to elderly people and providing assistance to the victim of such cyberbullying (Kowalski et al., 2012; Willard, 2007), but, only half of the students preferred trying to stop such actions and less than half of the students preferred providing assistance for the victim or telling the incident to elderly people. Such circumstance indicates the necessity of providing training for the students with regard to cyberbullying. One of the striking points within that research was ratio of students, whom stated that would join such cyberbullying incident actively or as a spectator. Such actions totally unacceptable since it had the potential of increasing the number of cyberbullying and negative effects upon the victim.

It is expected from the students, whom had previous cyber-victimization, to classify cyberbullying as an improper behavior, since he/she had experienced the negative consequence of it. But, however, it had been observed that students that had previous cyberbullying experience tended to carry out more cyberbullying than students that had no previous cyberbullying experience. This is because students perceived such incidents as a joke between the friends or just because of the logic of "tit for tat" (Kowalski et al., 2012). In addition to the foregoing, it should be noted that perpetrator of previous cyberbullying incidents tend to conduct more cyberbullying actions. It is inevitable for the individuals, whom have committed cyberbullying, and have been unaware of the cyberbullying effect upon the victim, to keep committing such incidents. In this circumstance, reporting the negative consequences occurred upon the cyber-victim and providing correct response actions as a witness will provide significant contribution to this issue.

This research reveals the students' opinion with regard to cyberbullying, in other words, what is known and unknown by the students with regard to cyberbullying, which topic do the students have lack of knowledge, their involvement level into the cyberbullying incidents, and what kind of action could they perform while involving such incidents as a cyber-bully- cyber-victim, or cyber-witness It is recommended for the researchers to conduct studies, which aim to reveal the actions to be performed by the students so as to prevent cyberbullying, or educators' and parents' opinions and actions with regard to cyberbullying by making comparison between student-parent-educator behaviors. Besides this, schools and families could organize studies and activities to eliminate all deficiencies in terms of cyberbullying after drawing some conclusion from findings of this study.

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