The Case of Being A Cyber Bully and Victim as Secondary School Students Living in Anamur Region

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Abstract

The present study is conducted to determine the state of being cyber bullies and victims as secondary school students living in Anamur region and to create awareness related to the issue. Being a cyber-bully and victim are tested whether they differ or not in terms of the following variables; gender, grade level, frequency of internet use, having a personal computer, having a personal mobile phone, parent's education level. The study consists of 349 students studying in two different secondary schools in Anamur region. In order to collect data "cyber bullying and victimization scale" developed by Ayas and Horzum (2010) is used. Depending on the results obtained via normality test, the data were analyzed using nonparametric tests. According to the results the state of being a cyber-bully and victim are both more in male students. Students who have personal computers and mobile phones are more cyber bullies and victims. The state of being a cyber-victim is found more in 8th grade students. There was no significant relationship between status and grade level regarding cyber bullies.

Keywords: cyber bully; cyber victim; secondary school students; the internet

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1. Introduction

One of the abilities that make human beings special is communicating. People feel the need of perceiving the events in their environment and transmitting them to each other (Koycu, 2004). With the development of technology, this need has become easy to fulfil. Developments in the information technology and virtual environment give opportunity for fast communication (Calik and Cinar, 2009). The computer has also become a common need nowadays (Ayas and Deniz, 2014). Mobile phone and internet are today's widely used technology tools to communicate. We are facing positive and negative impacts of these developments in life. One of the negative impacts of developments in technology is bullying through it (Ayas and Horzum, 2010). According to Özel's definition "Bullying is to annoy, to incite, to abuse, to slander, to imitate, to disclose, to isolate, to send annoying and repetitive messages or to make annoying and repetitive calls." Besides, cyberbullying is "the behavior of using information and communication technologies against an individual or a group to give technical or relational harm"(Aricak, 2011). The definitions demonstrate that with the widespread use of electronics there is also an increase in cyber bullying (Ozel, 2014). Internet addiction has been positively correlated with the electronic usage of cyber-bullying (Sargin, 2013). Being addictive to internet is found to be positively related with cyber bullying (Sargin, 2013). This is why it is necessary to control children's internet usage time (Kavuk, Keser and Teker, 2011). If necessary, using restrictions is recommended to prevent some problems at some point (Calik and Cinar, 2009). In addition, in terms of being an example to children both teachers and parents should be trained about the proper usage of the technology (Dogan and Ovali, 2011). Bullying is diversified according to where it is performed: While bullying around school is defined as traditional (peer-bullying) bullying, bullying via electronic means called cyber bullying (Raskauskas and Stoltz, 2007; Smith et al., 2008). Traditional bullying and cyber bullying have characteristics in common (Pornari and Wood, 2009). If positive school culture can be developed then solutions can also be found for bullying. It is identified that 6th grade is the earliest grade that cyber-bullying is observed. In order to prevent cyber bullying students should be guided, parents and teachers should be trained (Yaman and Dilmac, 2011). It is noticed that in order to provide children a safer learning environment and protect them from physical and psychological assaults, bullying incidents should be stopped. To prevent bullying School-wide Bullying Coping Model (SBCM) has been prepared, aiming to develop trust and empathy in schoolchildren (Inan, 2005). Children are spending time on the internet especially gaming sites. Fun and appealing games are attracting students. Games are an important factor for internet addiction (Hue, Zhao and Yan, 2013). In this context, children can be exposed to wrong content on the internet accidentally. Scanners or filter programs are recommended as a solution (Ayas and Horzum, 2010). In a study it is found that internet addiction averages of students who have Facebook account are higher than those without Facebook account. According to the results of the study it can be said that social networks lead to internet addiction (Seferoglu and Yildiz, 2013). Within the scope of cyber bullying program, raising awareness, information about how to use social networks and sharing personal information issues are considered unrestrainedly (Aricak, Tanrikulu and Kinay, 2012). For a solution to cyber bullying peers, parents, school staff, witnesses and perpetrators are expected to be ready to help (Holfeld and Grabe, 2013). Students who are cyber victims are seen to skip school and to have a decline in their positive behaviors at school (Renda and Reyns, 2014). These students cannot share the negative experiences they have. In order to help these children the awareness of parents and teachers should be raised (Dogan and Ovalı, 2011).

1.1. Problem

The present research is conducted to determine the problems that occur with the widespread use of information and communication tools and study the state of being a cyber bully/victim or not and to raise awareness.

1.2. Objectives

To determine the state of secondary school students as cyber bullies and victims who are living in Anamur region.

In line with this purpose, the following questions were answered:

1. What is the level of secondary school students' state of being a cyber bully/victim?

2. Does the state of being a cyber bully/victim differ according to gender, grade level, frequency of internet use, having a personal computer, having a personal mobile phone and parent's education level variables?

1.3. Limitations

In general terms, since it is hard to reach students at all levels and in Turkey, the scope of the research has been limited with the secondary school students and Anamur district.

Today, cyber-bullying, which is widespread especially in social networks, is analyzed in terms of being a cyber bully and victim in general. It is not a study that mentions the name of social networks specifically.

2. Method

2.1. Research Design

The present study, that is determining the state of being cyber bullies and victims of secondary school students living in Anamur region, is carried out using individual and relational model. Screening model is a research model that is used to collect data related to test hypotheses or answer questions about the past or present status of the research topic (Karasar, 1999). Within the scope of screening model the "state of being cyber bullies and victims scale" is used.

2.2. Population and Sample

The population of the present study consists of students studying in secondary school from Anamur district, in Mersin. Study sample consists of 349 students 179 (51.3 %) girls and 170 (48.7 %) boys from two secondary schools located in Anamur district. In the study group, there are 26 students (7.4%) in the 5th grade, 31 students (8.9%) in the 6th grade, 110 students (31.5%) in the 7th grade and 182 students (52.1 %) in the 8th grade.

2.3. Data Collection Tools

In order to determine the participants' states of being cyber bullies/victims, (5 point Likert scale) "cyber bullying and victimization scale" is used which is developed by Ayas and Horzum (2010). The scale consists of 19 items. All of the 19 items are positive (supporting cyber bullying). The internal consistency coefficient for the cyber victimization and bullying subscales of the scale was found as .81.

2.4. Data Analysis

Descriptive analysis techniques were used to analyze the data. The data were transferred to Microsoft Excel computer and analyzed with "IBM SPSS Statistics" program. The significance level is taken as 0.05 (95%). Normality is checked with "Shapiro -Wilk" control test and found that distribution of data was not normal. Accordingly, "Mann-Whitney U" test is used for the variables of gender, having computer and mobile phone. For the variables of grade level, frequency of internet use and parents' educational status "Kruskal-Wallis H" test is used.

3. Findings

Findings related to secondary school students' being a cyber-victim and cyber bully are analyzed according to several sub-variables. Results obtained from the scale regarding secondary school students are presented below.

3.1. Findings In Terms Of Gender Differences of Secondary School Students' State Of Being Cyber Victims and Cyber Bullies

In order to determine whether there is a significant difference between the states of being a cyber-victim and cyber bully in terms of gender character Mann-Whitney U test is applied.

Table 1. Mann-Whitney Test Results According to the Gender Differences of Secondary School Students' States of Being Cyber Victims or Cyber Bullies

	Gender	N	Mean Rank	Rank Sum	z	U	p
Cyber Victim	Girl	171	150,41	257200			
	Boy	156	178,90	279080	-2,867	11014	.004
	Total	327					
Cyber Bully	Girl	169	143,54	24259			
	Boy	154	182,25	28067	-4,241	9894	.000
	Total	323					

When findings in Table 1. are examined a significant difference between boys and girls is found regarding students' states of being cyber victims (U327=11014, p < .05). The state of being a cyber-victim as a secondary school student is seen more in boys. Besides, there was also a significant difference between the two genders (U323=9894, p <.05) when the difference between girls and boys are examined in terms of their state of being cyber bullies. It is found that the state of being a cyber-bully as a secondary school student is seen more in boys.

3.2. Findings of secondary school students' state of being cyber victims and cyber bullies in terms of having their own personal computer or not

In order to find out whether there is a meaningful difference or not in terms of secondary school students' states of having their own personal computer and their state of being cyber victims and cyber bullies Mann-Whitney U test is applied.

Table 2. Mann-Whitney Test Results of Secondary School Students' States of Being Cyber Victims or Cyber Bullies In Terms of Having Their Own Personal Computer or Not

	Personal Computer	N	Mean Rank	Rank Sum	z	U	p
Cyber Victim	Has	171	192,04	32839,00			
	Has not	156	133,26	20789,00	-5,916	8543	,000
	Total	327					
Cyber Bully	Has	171	180,21	30816,50			
	Has not	152	141,51	21509,50	-4,238	9881,5	,000
	Total	323					

When the findings in Table 2. are it is determined that there was a significant difference ($U_{327}=8543$, p< .05) between secondary school students' states of being cyber victims and their possession of personal computer. It is found that being a cyber-victim is more in secondary school students who have their own personal computers. Examining Table 2 it is seen that the difference between secondary school students' states of having their own personal computers and being a cyber-bully is statistically meaningful ($U_{323}=9881,5$, p<.05). It is found that being a cyber-bully is more in secondary school students who have their own personal computers.

3.3. Findings of secondary school students' states of being cyber victims or cyber bullies in terms of having their own personal mobile phones or not

In order to find out whether there is a meaningful difference or not in terms of secondary school students' states of having their own personal mobile phones and their state of being cyber victims and cyber bullies Mann-Whitney U test is applied.

Table 3. Mann-Whitney Test Results of Secondary School Students' States of Being Cyber Victims or Cyber Bullies In Terms of Having Their Own Personal Mobile Phone or Not

	Personal Mobile Phone	N	Mean Rank	Rank Sum	z	U	p
Cyber Victim	Has	151	188,28	28430,5			
	Has not	174	141,06	24544,5	-4,765	9319,5	,000
	Total	325					
Cyber Bully	Has	149	177,08	26384,5			
	Has not	172	147,07	25296,5	3,294	10418,5	,001
	Total	321					

When the results in Table 3. are examined a meaningful difference is found in terms of secondary school students' states of having their own personal mobile phones and their state of being cyber victims ($U_{325}=9319,5$, p < .05). Secondary school students' states of being cyber victims is seen more in students who have their own mobile phones. Moreover, it is also seen that there was a meaningful difference in terms of students' states of having their own personal mobile phones and their state of being cyber bullies ($U_{321}=10418, 5$, p< .05). Secondary school students' states of being cyber bullies is seen more in students who have their own mobile phones.

3.4. Findings of secondary school students' states of being cyber victims and cyber bullies in terms of frequency of internet usage

In order to determine whether there is a meaningful difference or not in terms of secondary school students' frequency of internet usage and their state of being cyber victims and cyber bullies Kruskal-Wallis test is applied.

Table 4. Kruskal-Wallis Test Results of Secondary School Students' States of Being Cyber Victims or Cyber Bullies In Terms of Their Frequency of Internet Usage

	Frequency of Internet Usage	N	Mean Rank	Chi-Square	df	p
Cyber Victim	never	38	103,16			
	a few times a month	59	153,91			
	a few times a week	131	163,80	30,154	4	,000
	a few times a day	83	189,40			
	all day	16	215,59			
	Total	327				
Cyber Bully	never	38	127,38			
	a few times a month	57	149,39			
	a few times a week	130	158,38	32,436	4	,000
	a few times a day	80	172,60			
	all day	18	254,03			
	Total	323				

When the results in Table 4. are examined, a meaningful difference is found between secondary school students' frequency of internet usage and their state of being cyber victims (CS_{327}=30,154, p < .05). Secondary school students' state of being cyber victims is seen more in students who are using the internet the whole day. Results related to Table 4 also show that there is a meaningful difference is found between secondary school students' frequency of internet usage and their state of being cyber bullies (CS_{323}=32,436, p < .05). Secondary school students' state of being cyber bullies is seen more in students who are using the internet the whole day.

3.5. Findings of secondary school students' states of being cyber victims or cyber bullies in terms of their mothers' educational status

Table 5. Kruskal-Wallis Test Results of Secondary School Students' States of Being Cyber Victims or Cyber Bullies In Terms of Their Mothers' Educational Status

	Mother's Educational Status	N	Mean Rank	Chi-Square	df	p
Cyber Victim	Illiterate	2	121			
	Elementary School	136	153,35			
	Secondary School	73	171,36	4,191	4	,381
	High School	85	174,99			
	University and above	30	160,68			
	Total	326				
Cyber Bully	Illiterate	3	190,83			
	Elementary School	135	146,09			
	Secondary School	69	163,33	11,293	4	,023
	High School	84	183,48			
	University and above	31	162,16			
	Total	322				

When the results in Table 5. are examined, no meaningful difference is found between secondary school students' states of being cyber victims and their mothers' educational status (CS_{326}=4,191, p > .05). Results related to Table 5 also show that there is a meaningful difference between secondary school students' states of being cyber bullies and their mothers' educational status (CS_{322}=11,293, p < .05). State of being a cyber-bully is more in secondary school students whose mothers are illiterate.

3.6. Findings of secondary school students' states of being cyber victims or cyber bullies in terms of their fathers' educational status

Table 6. Kruskal-Wallis Test Results of Secondary School Students' States of Being Cyber Victims or Cyber Bullies In Terms of Their Fathers' Educational Status

	Father's Educational Status	N	Mean Rank	Chi-Square	df	p
Cyber Victim	Illiterate	1	166,00			
	Elementary School	113	152,22			
	Secondary School	67	160,55	3,821	4	, 431
	High School	83	176,93			
	University and above	61	166,66			
	Total	325				
Cyber Bully	Illiterate	1	218			
	Elementary School	110	143,48			
	Secondary School	66	156,59	10,741	4	,030
	High School	83	174,06			
	University and above	61	178,66			
	Total	321				

When the results in Table 6. are examined, no meaningful difference is found between secondary school students' states of being cyber victims and their fathers' educational status (CS_{325}=3,821, p > .05). Results related to Table 6 also show that there is a meaningful difference between secondary school students' states of being cyber bullies and their fathers' educational status (CS_{321}=10,741, p < .05). State of being a cyber-bully is more in secondary school students whose fathers are illiterate.

3.7. Findings of secondary school students' states of being cyber victims or cyber bullies in terms of their grade levels

Table 7. Kruskal-Wallis Test Results of Secondary School Students' States of Being Cyber Victims or Cyber Bullies In Terms of Their Grade Levels

	Grade Level	N	Mean Rank	Chi-Square	df	p
Cyber Victim	5th Grade	25	150,14			
	6th Grade	31	110,68			
	7th Grade	105	160,81	15,750	3	,001
	8th Grade	166	178,06			
	Total	327				
Cyber Bully	5th Grade	25	177,44			
	6th Grade	29	134,67			
	7th Grade	100	161,49	4,303	3	,231
	8th Grade	169	164,71			
	Total	323				

When the results in Table 7. are examined, a meaningful difference is found between secondary school students' states of being cyber-victims and their grade levels (CS_{327}=15,750, p< .05). The state

of being a cyber-victim is seen more in secondary school students who are studying in 8th Grade. Results related to Table 7. also show that there is no meaningful difference between secondary school students' states of being cyber bullies and their grade levels (CS_{323}=4,303, p > .05).

4. Conclusion and Discussion

The present study is conducted to determine the state of being cyber bullies and victims as secondary school students living in Anamur region and to create awareness related to the issue. Being a cyber-bully and victim are tested whether they differ or not in terms of the following variables; gender, grade level, frequency of internet use, having a personal computer, having a personal mobile phone, parent's education level. The study consists of 349 students studying in two different secondary schools in Anamur region. In order to collect data "Cyber Bullying and Victimization Scale" developed by Ayas and Horzum (2010) is used. Besides, students' demographic information is gathered with the questions in the Personal Information Form and the data were analyzed using nonparametric tests depending on the results of normality test. In the light of the data of the study, the most general conclusion to be made is the state of secondary students' being cyber-bully and cyber-victim changes according to various variables. The state of being a cyber-victim is seen more in secondary school students who are studying in 8th Grade. There was no meaningful difference between secondary school students' states of being cyber bullies and their grade levels. According to the results of the study, state of being a cyber victim and cyber bully is seen more in boys. Moreover, the state of being a cyber victim and cyber bully is seen more in students who have their own personal computers and mobile phones. The frequency of the Internet use is also an effect for being a cyber bully and cyber victim. The state of being a cyber bully and cyber victim is seen more in students who use the Internet the whole day. As the usage of the Internet increases, the state of being a cyber bully and cyber victim also increases. No meaningful relationship is found between parents' educational status and the state of being a cyber victim. However, there was a meaningful relationship between parents' educational status and the state of being a cyber bully. The state of being cyber bully is seen more in students whose parents are illiterate.

Kocaturk (2014) examined the relationship between secondary school students' peer bullying and cyber bullying and found the following results: Boys were not only showing tendency to cyber-bullying but they were also exposed to cyber bullying more than girls; cyber-bullying and cyber victimization are seen more often in 6th gades; and the students who have their own personal computers and mobile phones and can use the internet experience cyber bullying more.

In the field meaningful relations are found between being a cyber bully/victim and gender variable (Tynes, Gul & Williams, 2010; Dianne, Hoff, Sidney & Mitchell, 2009; Smith, Mahdavi, Carvalho, Fisher, Russell & Tippett, 2008). Studies conducted within the country also examined the same issue with similar variables (Peker, Eroglu & Ada, 2012; Inan, 2005; Seferoglu & Yildiz, 2013; Piskin & Ayas, 2011).

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