

İSTANBUL BİLGİ ÜNİVERSİTESİ
INSTITUTE OF SOCIAL SCIENCES
MEDIA AND COMMUNICATION SYSTEMS MASTER'S DEGREE
PROGRAM

PARENTS' AND TEACHERS' AWARENESS TOWARDS CYBERBULLYING:
AN IN-DEPTH ANALYSIS

Begüm Suyolcubaşı

116680004

Assist. Prof. Esra Ercan Bilgiç

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EBEVEYNLERİN VE ÖĞRETMENLERİN SİBER ZORBALIĞA KARŞI
FARKINDALIĞI: DERİNLEMESİNE İNCELEME

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ÖZET

‘Ebeveynlerin Ve Öğretmenlerin Siber Zorbalığa Karşı Farkındalığı: Derinlemesine İnceleme’ başlıklı bu çalışmada, son yıllarda çocuklar ve gençler arasında yaygın bir fenomen haline gelen ve trajik sonuçlar doğurabilen ‘siber zorbalık’ kavramına ebeveynlerin ve öğretmenlerin tutumları çerçevesinde değinilip farkındalıkları anlamlandırılmaya çalışılmıştır. Araştırma esnasında çocuğun siber dünya ile tanışması; ebeveynlerin ve öğretmenlerin çocuğun teknoloji kullanımını nasıl regüle ettiği ve hangi yöntemleri uyguladığı; siber zorbalık hakkındaki fikirleri; ebeveynlerin ve öğretmenlerin çocukla olan iletişimi ve paylaşım düzeyi; ev ile okulun ilişkisi ve son olarak ebeveynlerin ve öğretmenlerin siber zorbalık özetinde siber ortamlar hakkındaki fikirlerine dair bir içgörü elde edilmeye çalışılmıştır. Bu bağlamda, orta okul yaş grubuna ait 8 ebeveyn ve 8 öğretmen olmak üzere 16 görüşmeci ile derinlemesine mülakatlar yapılmıştır. Araştırmada orta okul yaş grubunun seçilmesi ise literatürde yer alan çalışmaların ışığında neticelendirilmiştir. Yapılan derinlemesine mülakatlar *Çocuklar ve Siber Ortam, Ebeveynlerin ve Öğretmenlerin Siber Zorbalık Bilgisi, Ev ile Okulun Paylaşım Deneyimleri, Ebeveynlerin ve Okulun İşbirliği ve Dijital Ekoloji ve Siber Zorbalık* olmak üzere beş başlık altında incelenmiştir. Bu değerlendirmelerin sonucunda özetle, ebeveynlerin ve öğretmenlerin siber zorbalığa ve siber ortamlara karşı farkındalık düzeylerinin yüksek olduğu söylenebilir. Öte yandan, görüşmecilerin çeşitli önlemler alarak çocuğun ‘daha güvenli’ bir çevrimiçi ortam yaşamasına ortam sağlamaya çalışsa da siber ortamlara dair güvensiz oldukları saptanmıştır.

Anahtar Kelimeler: Zorbalık, Siber Zorbalık, Sosyal Medya, Dijital Medya, Çevrimiçi Riskler

ABSTRACT

In this study titled 'Parents' and Teachers' Awareness Towards Cyberbullying: An In-depth Analysis' takes a look at the concept of 'cyberbullying', which has become a widespread phenomenon between children and young people in recent years. During the research, findings obtained through the in-depth interviews, which is the method of the research, were included. Also, the attitudes of the parents and the teachers and their awareness of the cyber bullying were tried to be understood. Moreover, how and when children met the cyber world; how parents and teachers regulate the children's use of technology and which methods he / she applies; parents' and teachers' ideas about cyberbullying; the level of communication and sharing of parents and teachers with children; the relationship and cooperation between home and school, and finally, the insights of parents and teachers about the cyber environments in terms of cyberbullying were tried to be understood, as well. In this context, in-depth interviews were conducted with 16 interviewees, 8 parents and 8 teachers from the middle school age group. The selection of the middle school age group in the research was conducted in the light of the studies in the literature. In-depth interviews were conducted under five titles: *Children and Cyberspace*, *Parents' and Teachers' Acquaintance of Cyberbullying*, *Sharing Experiences at School and at Home*, *Cooperation Between Family and School* and *Digital Ecology and Cyberbullying*. As a result of these evaluations, it can be said that parents and teachers have higher awareness levels of cyber bullying and also cyber environments. On the other hand, interviewees were found to be insecure about the cyber environments, even though they tried to provide the child 'safer' online environment by taking various precautions.

Keywords: Bullying, Cyberbullying, Social Media, Digital Media, Online Risks

INTRODUCTION

Current information and communication technologies make daily life of individuals very easy. However, it is useful to consider the problems caused by unconscious and malicious use. Just like every new development, up-to-date technologies have some positive and negative implications on the individuals. Some of the positive aspects of technology include cognitive advantages or some improvements, such as creating identity and making meaningless geographical boundaries to maintain friendships. (Johnson, 2008, 2010; Spears, Kofoed, Bartolo, Palermiti and Costabile, 2012)

Moreover, many online franchises can be mentioned, such as access to wealthy resources, enjoyable time, increasing democratic and political effectiveness, career development, banking operations and facilitating day-to-day business like shopping.

On the other hand, it is possible to mention many threats such as illegal, misleading or aggressive contents, malicious approach to children, biased or false information and suggestions, exploitation of personal data, gambling, phishing, (Hasebrink, Livingstone, Haddon and Olafsson, 2009) Cyberbullying is one of the negativities of new technologies that add to individuals' lives.

This study titled 'Parents' and Teachers' Awareness Towards Cyberbullying: An In-depth Analysis' discusses cyberbullying, which has become a common phenomenon among children and adolescents in recent years. It is important to note that cyberbullying can sometimes lead to tragic consequences such as suicide, and this study discusses not only the attitudes of parents and teachers against this concept but also the level of their awareness, as well.

Children and adolescents are exposed to aggressive behaviors, traumatic experiences and negative social correlates at the top of the factors that make them feel insecure, insufficient and worthless in their social relations, and establish unhealthy social relationships. (Şahin and Akbaba, 2017) In this context, children and adolescents who spend the majority of their time in the school / classroom and the virtual environment are mostly affected by the negative actions and "bully" behaviors that cause adverse comparisons, aggressive and violent conversations and traumatic experiences.

The main point that inspires this research is in fact, those 'traumatic experiences'. Any negativity that the child is exposed to during his or her age of identity and selfhood plays a very important role in shaping his or her future. The cyberbullying, which has become a common phenomenon frequently encountered in recent years, is very important in this respect. In this context, two important aspects of the research, parents and teachers, are located at a very critical point.

1.1 Objective

The main reason for the research of parents and teachers' attitudes and awareness of cyberbullying can be explained as follows;

It is important to note that parents are at an important point in achieving the identity of the child. For this reason, the parent's approach to cyberbullying, which is exposed to the cyber environment, and the attitudes towards the cyber environments is the first pillar of this research. Teachers, who take the second step of the research, are accompanied by a very long road from the home environment to become a profession, and play a very important role in shaping their identity. For this reason, cyberbullying makes this research more meaningful.

1.2 Research and Methodology

The rareness of the studies conducted regarding this matter is an important factor in performing this research. Hence, a great majority of the researches carried out in the field of psychology. However, this case has become effective in determining the research methodology of the study as well.

Firstly, the data gathering method was applied in the study. In this context, secondary data were searched using the literature and the subject was examined in depth. Mainly, bullying discussed and examined in detail the different contexts in order to understand cyberbullying rootedly. Thence, questions to be set at the center of thesis also majorly emerged during the data gathering phase.

As well as reviewing the related thesis studies in the Thesis Center of Council of Higher Education (YÖK), it has emerged that there has been little research on cyberbullying in the field of communication. The researches are mainly in the field of psychology, psychiatry, educational sciences and computer technology. Because of all these, this research in communication field is very valuable for this reason.

Overall, this research aims to have an insight thoughts of parents and educators about cyberbullying. It is worth to underlined that the qualitative method is the most accurate method for this research. It is very important for the whole of the research to establish a direct relationship with the participants on issues such as cyber bullying, where sensitive and personal ideas and experiences are highly valued. For this reason, in-depth interview is the only and best option for the model of this research.

1.3 Questions and Problems

There are three main question of this thesis titled ‘Parents’ and Teachers’ Awareness Towards Cyberbullying: An In-depth Analysis’ as follows;

What are parent's and teachers’ general attitudes regarding the impact of cyberbullying on children?

When addressing cyberbullying, which intervening strategies are parents and teachers most likely to use?

Based on parent and teacher perceptions, is it possible to combat cyberbullying with the cooperation of home and school?

To summarize, this study examined the attitudes and awareness of interviewees about cyberbullying, their attitudes towards if their children or their students become a part of potential cyberbullying case as a bully or a victim, their motivation and diligence to implement them, and of course, their attitudes towards the children’s use of media and social media in the digitalized world.

Advantages of research may be concatenate as; to evaluate from the participants the answers to be obtained and the dialogue to be obtained from the first joint, to deepen understanding of the causes behind the attitudes of the parents and the educators and to increase the possibility of obtaining an internal opinion on the subject and to carry out an in-depth analysis. Nevertheless, since the size of the sample is kept small because the research is qualitative, however, in further studies, it can be possible to reach a wider judgment with a quantitative research.

CHAPTER 2

CYBERBULLYING AND CHILDREN

2.1 Media Literacy

The use of information and communications technology (ICT) is become a widespread phenomenon and keep going to increase rapidly. Accordingly, depending on the households, the media technologies are adapted to the different forms of the houses and inevitably change. Households are the main consumer of the media in the house. With media technology now at the heart of home-making and the privatisation process, many homes evolved into highly complex communication hubs by facilitating personal and shared engagement in a wide range of media-based activities. For all household types, the share of household budgets spent on media appliances, media services and leisure media is rising. (Livingstone and Das, 2010; Johnsson-Smaragdi, 2002)

In the past years, media consumption has been limited to traditional media (television, radio, newspaper, etc.), and nowadays, with the rise of individuality, the use of digital media tools is increasing. As this individual use increases, the control process in the household becomes increasingly difficult. In particular, the increasing use of digital media by children in households poses challenges for parents. Along with the advancement of technology, children are meeting early on with digital media tools within the possibilities offered to them. This increase in the use of media tools has created opportunities for the new generation, but it also poses various risks.

Today's digital media generate pessimistic claims that excessive use of home-based media undermine family communication and face-to-face interaction, isolate children from parents, and fracture traditional boundaries between home and the outside world through the encroachment of work on home life and the infrin-

gemnt privacy. (Kayany and Yelsma, 2000; Nie et al. 2002; Vanderwater et al. 2005)

Along with all that, with the increased use of digital media, the use of social media increase inevitably. Young people, for example, continue to increase their use of information and communication technologies for social networking sites such as Facebook or via mobile phones. This has raised new issues of media literacy initiatives as they apply to social communication. (Bhat et al., 2010) Certainly, it can be said that digital media and social media have many advantages, but they also have considerable risks. While ranking the advantages of digital media, self-presentation, learning, expanding relationships, secrecy and managing it can take place. However, it is important to say that risks are linked to the advantages and can be include privacy violations, cyberbullying and harmful contacts.

Livingstone and Brake (2010) highlighted the need for digital or media literacy initiatives related to social networking. For the social purposes of ICT, young users should communicate with each other completely and in an acceptable and unacceptable way of using this technology. One of the harmful effects of misuse of ICT for social communication with young people is bullying. This type of bullying is gaining speed by keeping up with the rapid increase in the use of the internet and mobile phones as social interaction tools, and it is reaching tragic dimensions day by day.

To summerize breifly, research shows that the use of digital media tools is increasing. Along with the advancement of technology, children also meet early on with digital media tools within the possibilities offered. This increase in the use of media tools has created opportunities for the new generation, but it also poses a variety of risks. In this context, the positioning of the internet and digital media for the children at home is firstly provided by the mentoring of the parents. One of the risks brought by digital media tools that take place in every area of life from

education to social life is cyberbullying. However, it is necessary to talk about bullying primarily in order to understand the cyberbullying.

2.2 Bullying and Cyberbullying

2.2.1 Bullying

In the contemporary educational paradigm, the first element that is underlined and particularly mentioned is that the school environment must be safe and peaceful. Staying out of this climate in the school environment where children are prepared for their lives brings with it various risks. The most important of these is bullying. Bullying, which causes children to feel insecure at school and affects the school climate negatively, is a repetitive harmful behavior in deliberately vulnerable people. (Olweus, 1999)

According to the Norwegian researcher Dan Olweus (1999), bullying occurs when a person is exposed, repeatedly and over time, to negative actions on the part of one or more other persons. He also says negative actions occur when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words or in other ways.

Individual bullying, on the other hand, is usually characterized by a person behaving in a certain way to gain power over another person. (Besag, 1989) Moreover, Besag (1995) emphasized that bullying express an attitude rather than an action, emphasizing that the individual may aim to harm those who can not defend themselves, and also pointed out that bullying may be verbal, physical or psychological. On the other hand, Besag also stated that bullying can occur in a socially acceptable manner and has expressed the continuing concern that the victims will face this situation in the future. (Besag, 1995)

The common characteristics that emerged when the process of appearance of the bullying observed are; such as the fact that the victim does not appear with any

provocative behavior, is seen in physical and verbal dimensions, is conscious harmful and aggressive behaviors, is repetitive, has physical and psychological power imbalance with the victim, and finally can be done individually or in groups. (Olweus, 1999)

Bjorkqvist, Ekman and Lagerspetz (1982) described bullying as a form of aggression that has a social nature. On the other hand, Arora (1987) described bullying as acts of direct or indirect aggression with the aim of obtaining power in the social arena.

Stephson and Smith (1989) state that bullies are driven to this behavior by "provocative victims". Farrington (1993), on the other hand, expresses the opinion that an action should not have come to the conclusion of the provocation to be counted as bullying.

Roland (1989) defines the definition of bullying as an actual or psychological force application to the individual, who can not defend himself, in a long-term and systematic manner.

With all of this, researchers agree that people / groups who want to hurt people for the purposes of achieving status in the peer group, showing that the individual / group is / are stronger than the others, and controlling the individual have resorted to bullying. (Sullivan 2000; Rigby, 2002; Sexton-Radek, 2005)

To express the traumatic consequences of the bullying on children and adolescents, according to dosomething.org, which was founded in 1993 in New York as a profit-making institution aimed at mobilizing young people and introducing social changes through national campaigns and incentives for projects that could create impact, is now a global movement to combat bullying in 132 countries, over 3.2 million students are victims of bullying each year at their schools.

In addition, approximately 160,000 teens skip their school every year because of bullying. Unfortunately, 1 in 4 teachers see nothing wrong with bullying and will only intervene 4% of the time. By age 14 less than 30% of boys and 40% of girls will talk about their peers about bullying.

Also, 71% of students report incidents of bullying as a problem at their school. Then again, 90% of 4th through 8th graders report being victims of bullying. Besides, 1 in 10 students dropped out of school because of repeated bullying. At all, the physical bullying increases in elementary school, peaks in middle school and declines in high school. Verbal abuse, on the other hand, remains constant. With all this, in the United States of America, 17% of American students report bullied 2 to 3 times a month or more within a school semester. ¹

The bullying statistics in Turkey are not much different from the situation in the world. According to Organization for Economic Cooperation and Development (OECD) report covering 72 countries in 2017, Turkey has unhappiest students in 72 countries. Moreover, one of the main reasons for this is bullying itself.

Thus, some 18.6% of students in Turkey said they were bullied few times a month, while Turkey reported the second highest level of stress among students. Boy students were happier overall, with 39 percent reporting being “very satisfied” compared with 29 percent of girl students, the OECD report said. However, the gap is minimal between high-achieving and low-achieving students. ²

In Europe and North America, boys report being bullied the most in Austria and the least in Sweden, according to a recent report (pg. 20) from the OECD. It is important to note that, the OECD average for boys reporting bullying was 11% (Ireland, the US, Finland, and Germany were at this average).

¹ <https://www.dosomething.org/us/facts/11-facts-about-bullying>

² <http://www.oecdbetterlifeindex.org/topics/education/>

One in five Austrian boys said they were bullied, which is the highest rate, versus only 4% in Sweden. More striking, teens do seem to bully more rather than children, or admit more to being bullies, while they grow up. From 8% of 11-year-old boys and girls to 12% of 15-year-old are being bullied in their schools.³

Finally, in another research in the literature, quite interesting findings were found. In this research in Italy, England, Spain, Portugal and Japan, cartoons were watched by parents and they were asked to tell them what behaviors the cartoon characters in the film displayed and what they described as bullying.

While parents counted aggressive behavior, fighting, using excessive physical force, verbal aggression exclusion, and violent exclusion, it turned out that parents viewed bullying only physical aggression behaviors. (Smorti, Menesini and Smith, 2003)

In the light of all these definitions and statistics, it is evident that it is possible to prevent the consequences of bullying are exclusion, feeling alone, depression and even suicide, to carry out a healthy social relations and a life of education and training but only by removing this problem altogether. However, nowadays with the increasing and widespread use of social media, it is seen that bullying is not limited to school alone, but in cyber environments as well.

In this kind of bullying, which is called cyber-bullying, the bully can easily reach a larger mass and can disturb the victim where and when he wants it, which makes it more dangerous than bullying.

On the other hand, the fact that the victim is able to access his or her smart phone, tablet or computer at his or her desired location and time, it means that the victim is in danger of being exposed to bullying even in his or her private living space.

³ http://www.keepeek.com/Digital-Asset-Management/oecd/education/skills-for-social-progress_9789264226159-en#page20

It should be noted that these two types of bullying should be handled together because it is directly related with each other and causes similar traumatic consequences on children.

2.2.2 Bullying and Culture

Research in the literature reveals that bullying can not be seen only as a situation that arises between bullies and victims. It is more correct to treat the bully with the peers, with the family, and in the most general sense, with the culture in which they live.

Although there are aggressive behaviors in almost every country, the culture differs from the culture in which the aggressiveness is shaped in the outward direction, towards whom and how it is welcomed. For example, the Sri Lankans self-control is too much of an emphasis, and they are reluctant to show aggressive behavior even in the face of enormous incidents.

Culture, on the other hand, also shapes the aggressive response that people will face in response to a situation. For example, the responses of British and Spanish students after the same disruption were examined within a research framework. (Kaufman, Gregory and Stephan, 1990) Research has shown that Spanish students are more calm and sympathetic, just as their cultures teach them, while British students have been more angry and overbearing because of violent behaviors being swiftly conquered in their culture.

Thus, culture also triggers aggression through childrearing attitudes. For example, While Japanese mothers approach their children gently and do not reward their aggressive behavior, German and Swiss mothers work harder to prevent their children's aggressive behavior while tackling their children harder, according to literature. (Kornadt, Hayashi, Tachibana, Trommsdorff and Yamauchi, 1992)

In Turkey, it is seen that children are encouraged to use physical violence during the socialization process. (Kartal and Bilgin, 2008) On the other hand, physical violence is viewed as an important way to educate the child and is supported by culture through various proverbs. (Kartal, 2008)

Parents in Turkey apply physical and verbal bullying to their children with many cultural reasons. Moreover, parents see this violence as a method of emptying their anger. (Kartal and Bilgin, 2008) Moreover, even the idea that teachers can violence children in school is supported by culture with various proverbs, such as “where the teacher hits, the rose ends”.

As a consequence, child learns violence as a problem solving medium, and in cases of dissatisfaction, they can resort to violence. Moreover, the sharing of these acts of violence on the online environment can encourage others who want to exhibit these behaviors.

2.3 Cyberbullying

With the striking innovation of information and communication technology products in recent years, the location of smartphones, tablets, lap-tops, in short, digital media devices have been repositioned. Moreover, with the devices like smart TVs, Apple TVs and Netflix the approach that the television remains archaic have been completely while it have already begun to be shaken by the ability to watch television with smartphones and tablets.

So, inevitably, television viewing habits have also been reshaped in recent years. With this great innovation of digital media tools, personal and social life has also begun to reshape.

Today, it is a fact that among the young people, there are many risks posed by the numerous positive features of these digital media tools which are indispensable. Cyberbullying is perhaps the most important one of these risk-taking concepts.

Cyberbullying is a kind of bullying done by means of electronic communication and is considered as a kind of social aggression. (Lacey, 2007) In other words, cyberbullying is a form of psychological bullying done by digital tools such as smartphones, web logs, web sites, chat rooms. (Shariff and Gouin, 2005)

Numerous studies in the literature that have been carried out in the last decades are esupport of this foresight. According to a study conducted by Nalwa and Arland (2003), the Internet dependency that started in those years later claimed that there would be great risks in the coming years and that the individuals would become a problematic media consumer.

As a matter of fact, according to another research conducted years after this research, young people are now using the internet incorrectly and at the end of this misuse, social relations are beginning to deteriorate. Moreover, according to the

research, bullying that has occurred with schools with this misuse is now leaping to the cyber environments. (Hinduja and Patchin, 2009)

Numerous researches in the world and in Turkey have shown that the use of digital media and internet among young people has increased drastically in recent years. According to the report "Digital in 2017 Global Overview" published by We Are Social and Hootsuite, there are 3.77 billion global internet users in the world, 2.56 billion of which are connected to social media, while the total number of mobile users is 4.92 billion.

According to the report, 48 million people, who make up 60% of the population in Turkey, are connected to the internet. Moreover, the number of active social media users is 48 million.⁴ According to another research conducted in Turkey, 87.2% of the 16-24 age group in Turkey are active internet users while 92.1% are in males and 82.9% in females. (TURKSTAT, 2017)

Though it is stated that it is necessary to repeat a cyber bullying with actions such as sending messages to someone else by humiliating, degrading, threatening, abusive, violent or violent messages, sharing the embarrassing images of others in social media, making gossip about someone on internet (Smith, Mahdavi, Carvalho and Tippett, 2005), even causing considerable damage to the individuals.

Thus, another research reveals that a cyber bullying action performed in a digital environment to an individual, because it can be seen again at different times, and in different places in digital environment, its consequences will last forever. (Willard, 2007) Whats more, a cyberbullying action in a digital environment can lead to an expansion of the mass of victims and more serious consequences as it may inspire another bully. (Yaman, Eroglu and Peker, 2011)

⁴ <https://wearesocial.com/special-reports/digital-in-2017-global-overview>

According to the worldwide cyberbullying research in 2017, 41% of American teenagers, cyber bullying is a wide-spread phenomenon.⁵

Another study in Hong Kong investigated high school students. They took a survey about cyber bullying: 58% admitted they changed nickname for those reasons listed; for others, 56.3% for humiliation, 54.2% for make fun of someone, 54.2% for spread out rumors. The Hong Kong Federation of Youth Groups had interviewed 1820 teenagers, 17.5% indicated the experience of cyberbully. (Fung, 2010)

In addition to this research, Sourander et al. (2010) conducted a population-based cross-sectional study in Finland. The authors of this study took the self-reports of 2215 Finish adolescents between the ages of 13 to 16 years old about cyberbullying and cybervictimization during the past 6 months. It was found that, amongst the total sample, 4.8% were cybervictims only, 7.4% were cyberbullies only, and 5.4% were cyberbullying victims.

According to another global study by dosomething.org, 81% of young people think bullying online is easier to get away with than bullying in person. About 58% of kids admit someone has said mean or hurtful things to them online. More than 4 out 10 say it has happened more than once. Thus, about 75% of students admit they have visited a website bashing another student. Finally, bullying victims are 2 to 9 times more likely to consider committing suicide.⁶

Researches in Turkey have found a direct connection between cyber bullying and internet use. For example, according to a survey conducted, it was found that students aged 14-19 who frequently use information and communication technologies made cyberbullying more frequently. (Erdur-Baker and Kavşut, 2007)

⁵ <http://www.pewinternet.org/2017/07/11/online-harassment-2017/>

⁶ <https://www.dosomething.org/us/facts/11-facts-about-cyber-bullying>

Another research in the literature confirms this argument as well. According to a study by Li (2007), 89% of cyber-bullying victims / bullies and all of cyber bullies use digital media tools at least four times a month.

According to another striking research done in the literature and conducted by primary school students in Turkey, primary school students mostly used social networks, chat rooms, blogs, e-mail groups, game sites, etc. in digital environments. (Kavuk and Keser, 2011)

Secure internet papers installed on school computers prevent access to such media. This confirms research findings indicating that cyber bullying events usually occur outside school hours. (Hinduja and Patchin, 2009; Kowalski, Limber and Agatson, 2008; Sharrif, 2008)

According to another study examining cyber bullying and grievance cases of middle school students, 46.7% of middle school students in Turkey have at least been once cyber bullying victim.

On the other hand, interesting distributions were found in the case of participating in the phrase "I was exposed to cyber bullying in the last month". 58.8% of the respondents indicated that they were not exposed to cyber bullying in the last month, 32.8% once, 5% once or twice, 2.5% many times, 0.8% many times they have been exposed to cyberbullying. (Çelik, Çelen and Seferoğlu, 2015)

According to another study examining the cyber bullying and grievance status of high school students in Turkey has very interesting findings. It has been determined that the age group that makes the most bullying behaviors in high school is the age group that is the most exposed to bullying and the group that makes the least bullying is the least age group that is the least exposed to bullying. (Semerci, 2017)

All this researches raises the question of whom the victims of cyberbullying telling the cyber-bullying action. There is a lot of research in the literature about this. For example, it is found that, cyber victims share the bullying experiences most with their families. (Patchin and Hinduja, 2006; Li, 2007; Wolak, Mitchell and Finkelhor, 2007)

However, another study by Agatston, Kowalski and Limber (2007) found that victims were reluctant to share the cyberbullying phenomenon. This argument is supported by Willard (2007) with this evidence.

According to Willard's research, cyber victims can not share the bullying situation because they are affraid of if their families might be overreacted, or if their technological devices might be taken from them, or if the bully might be willing to take revenge. (Willard, 2007)

2.3.1 Types of Cyberbullying

According to the researches in the literature, cyber bullies show cyber bullying behavior with various behaviors. According to Bamford (2004), the most common ones are; swearing, insulting, making sarcastic jokes, humiliating and give nicknames.

According to another research done later, the actions that can be accepted as cyber bullying are; throwing someone out of the chat room for no reason, taking embarrassing photos of others and share those photos on the Internet, building web sites to humiliate others, sending humiliating, threatening and ridiculous messages to others, gossiping about others on the Internet. (Smith, Mahdavi, Carvalho and Tippett, 2005)

Hinduja and Patchin (2008), listed some behaviors as a type of cyberbullying such as; threatening, expressing sexual content during instant messaging or by e-mail,

mocking individuals in virtual environment, calling individuals with disturbing names in virtual environment, being excluded an individual from deliberately organized activities.

In the research conducted by Vandebosch and Van Cleemput (2008), the actions of cyberbullying are explained as follows; threatening emails, calling someone insistly, copying personal conversations to someone else, rumors about someone in the virtual environment, sharing someone's photos without permission, to do someone's photos photoshop and sharing it without permission, building humiliating comments about someone and sending sexually explicit messages.

Also, according to Anderson (2010), cyberbullying involves the following behaviors: hacking the individual's social media account, making humiliating sharing from the individual's social media accounts, and capture the individual's technological devices and making them useless.

According to Willard, on the other hand, denigration, impersonation, outing, trickery, exclusion, cyberstalking, harassment and flaming are 8 most common cyberbullying behaviors. (Willard, 2007)

2.3.1.1 Denigration

Willard (2007) describes it as one of the most common types of cyberbullying. It is usually the result of the use of problematic communication forms of adolescents. Denigration is defined as the creation of unsubstantiated news or e-mails about a person or community in a virtual environment. This can also be done as an open share, or as a private message to someone else. The sharing of photoshopped photos is also considered as denigration by Willard. (Willard, 2007) Mason (2008) stated that this behavior was made by the students to the teachers.

2.3.1.2 Impersonation

Fake profile creation is a common cyberbullying method in social media in recent years. Cyber bully can use someone's photos and personal information to create a fake profile and can communicate someone or can make a humiliating posts about cyber victim.

2.3.1.3 Outing

This method, which can be expressed as capturing or hacking a person's social media account and opening his or her personal information to everyone, has become popular in recent years.

2.3.1.4 Trickery

In this method, which is similar to outing, the bully gains the trust of the person he or she meet on the internet and seizes informations and images that will be embarrassing when it arises about him or her and shares them with others.

2.3.1.5 Exclusion

This type of cyberbullying occurs in environments such as social media platforms, forums, and online gaming groups, where one person is declared 'unwanted' by others and removed from the environment. Moreover, a person can 'blocked' in this way and he or she cannot share any content in that environment. This type of cyberbullying that has left the person alone is affect emotionally in a negative way.

2.3.1.6 Cyberstalking

Fearing the other side is humiliating messages with insulting or humiliating messages. A bully threatens the other side with beating or even death.

2.3.1.7 Harassment

It has so much common parts with cyberstalking. It is defined here as the bully swear to someone, sending of obscene content or use of insulting words to the victim. The property separated from the cyberstalking is, harassment is constant.

2.3.1.8 Flaming

It is a form of communication that is carried out in an angry, furiously and nervously communication type in the virtual environment. Here the victim may be threatened or harassed by the cyberbully.

2.3.2 Cyberbullying Tools

According to research in the literature, 32% of cyber victims in the online environment reported writing messages on mobile phones, 16 % in chat rooms, and 10% in pictures or video clips in unauthorized sharing. (Smith et al., 2006; Raskauskas and Stoltz, 2007; Hinduja and Patchin, 2008)

Thus, according to Li (2007), 33% of cyber victims in the online environment in different technological tools, 33% in chat rooms, 20% in e-mails and 13% in mobile phones.

Smith et. al (2008) have revealed that cyberbullies are bullied by using more interactive tools. According to the participant, the most known cyberbullying was performed via (% 46) video and pictures, followed by 37% with phone calls and 29% with text messages.

Other than that, the cyber bullying behaviors are seen to be realized through communication tools such as instant messaging, phone, chat rooms, e-mail, social network sites, blogs, forums and web sites. (Shariff and Gouin, 2005; Anderson

and Sturm, 2007) How to make cyberbullying with these communication tools is explained below:

2.3.2.1 Instant Messaging

The most basic definition of instant messaging is the simultaneous communication of voice and video via internet. In this type of communication, which can be done with applications such as Skype, Facebook Messenger, Whatsapp, Google Hangouts, Snapchat, and Instagram Direct, cyber bullies can change the identity with a fake profile to block someone else's friend group or send a person's instant message to a group of friends.

Since it is difficult to maintain privacy in an instant message, a gossip can spread about a person. Cyber bullies can threaten others by hiding the identities of the bullies. It can also be done by threaten or humiliating sharing by reaching the private information of others.

For example, according to nobullying.com which was supported by EU, is an online forum aimed at educating, advising, and counselling cyber bullying, Jessica Logan was an 18-year-old Sycamore High School senior who sent nude photo of herself to her boyfriend, but the Cincinnati Enquirer reported that the photo was sent to hundreds of teenagers in at least seven Cincinnati-area high schools after the couple broke up.

According to the University of Alabama's cyberbullying website, the cyber bullying continued through Facebook, MySpace and text messages. Jessica hanged herself after attending the funeral of another boy who had committed suicide.⁷

Moreover, Hinduja (2006) pointed out that bullies mostly use anonymity feature on these platforms. Such an instant messaging is a method that is often used to

⁷ <https://nobullying.com/six-unforgettable-cyber-bullying-cases/>

create fake profiles by hiding real identities. (Hinduja, 2006) Other cyberbullying methods have been chosen to block or exclude individuals or to share information about individuals' private lives with a large number of people.

2.3.2.2 *Smart Phones*

Smartphones, the most popular communication tool of the age, are used in three ways in cyber bullying. These; sending messages, pictures and video clips in order to embarrass others or to hurt them. The image or video can be shared with others without the intervention of the victim. Moreover, this sharing can harm the self-respect of the victim. Beyond that, threatening messages can also be sent.

For example, the phenomenon known as *happy slapping* consists of recording with cell phone cameras images in which a person, who is often in a minority situation, is attacked. The image or video is later shared with friends, posted online, or distributed electronically. (Calvete et al., 2010)

2.3.2.3 *Chat Rooms*

Chat rooms, where many people interact at the same time, have maintained their popularity since the Internet has entered the lives of people. Nowadays, the popular chat room platforms such as Whatsapp, Viber, BeeTalk, WeChat and Parlingo can be used by cyberbullies with fake identities to share images or information about other's private lives without permission.

For example, according to nobullying.com which was supported by EU, is an online forum aimed at educating, advising, and counselling cyber bullying, Amanda Todd began using video chat in the seventh grade to meet new people online, and one stranger convinced the teenager to bare her breasts on camera.

However, the stranger attempted to use the photo to blackmail Amanda, and the picture began circulating on the internet, including a Facebook profile that used

the topless photograph as the profile image. In October 2012, ABC News reported that the video Amanda had posted to YouTube had been viewed more than 17 million times.

In the video entitled “My story: Struggling, bullying, suicide, self harm,” the British Columbia teenager uses flash cards to tell about her experiences of being blackmailed and bullied. A little over a month after posting the video on September 7, 2012, Amanda hanged herself in her home on October 10, 2012.⁸

2.3.2.4 E-mail

E-mail platforms such as chat rooms, which will always be available for internet users, enable cyber bullies to reach many people easily for damaging victim with threaten or harmful messages. It is a often used method by bullies to threaten others or make ridiculous discourses.

2.3.2.5 Social Network Platforms

Social networking platforms, which are very popular after the widespread use of smartphones, have been used frequently by cyber bullies in recent years. On these platforms where Facebook and Instagram are headed, the cyber bully can be done humiliating, derogatory circles about the vicyim by pretending to the victim's identity.

Moreover, the bully can share the victim's special images to victim's friends without permission or even the bully can speak the victim's friends. As a result of this, the victim can be excluded from his/her entourage.

In 2013, for example, a spate of suicides was linked to the social network platform, Ask.fm, where users can ask each other questions anonymously. The deaths

⁸ <https://nobullying.com/six-unforgettable-cyber-bullying-cases/>

of teens who had been subject to abuse on the site prompted Ask.fm to launch new safety efforts.⁹

2.3.2.6 Blogs

Blogs, also known as web diary, are one of the most used web platforms in recent decades. Twitter, Blogger and Blogspot are among the most preferred of these platforms. Again on these platforms, cyberbullies can make gossip about the victim, share their special images or can make threatening sharings.

Especially, blogs that created more free space on the internet after 2010 have been determined to be a cyberbullying material, itself. (Sahin and Akbaba, 2018) These virtual environments, such as blogs, mean free use for everyone. individuals can create these blogs without being subject to any restrictions, they can upload free content into it. These environments can be used to embarrass, tease or attack individuals or groups.

Thus, according to Bahat (2008), cyber bullies are published their mean comments through blogs about their classmates' appearance, intelligence, health and sexual preferences.

2.3.2.7 Forums

The forum, which is a platform on privacy based and the membership process is performed by nicknames, is one of the most preferred platforms that by cyber bullies. Again, the cyber bully can humiliate the victim by making defamatory statements and cause them to be excluded by their forum friends. Moreover, the bully may send harmful and threatening messages to the victim.

⁹ <https://www.livescience.com/51294-cyberbullying-social-media-teen-depression.html>

2.3.2.8 Websites

Finally, another cyberbullying tool is web sites. On websites, bullies can share one person's private images, publish humiliating content about them, and can hare with others. Studies in the literature also indicate that cyberbullies can create websites to harm others. (Willard, 2007)

2.3.3 Personality Traits of Cyberbullies, Victims and Bullies/Victims

It is clear that cyberbullying is one of the major concern over the Internet and for those who operate in the virtual world. Whether the bullying goes on in chat rooms, social networking sites, forums or in blogs, its results affect the social lifes of individuals. Even though, web sites can shut down cyberbullies accounts, they still can return with new accesses and accounts to bully and cause trouble on and on.

According to Kowalski, (2008) there has not been nearly enough study on the specific characteristics that are common to cyber bullies. But the general idea is that the characteristics of real world bullies can be applied to cyber bullies, with some distinct differences.

2.3.3.1 Personality Traits of Cyberbullies

Those who use technological tools effectively, who see the Internet as a game tool only, who think that the Internet does not have a connection with the real world, those can not empathize and those who believe that everyone on the Internet exhibits aggressive behavior make cyberbullying more to proving their power to others, thus, hey are more inclined thedesire to be a feared person in their surroundings, according to literature. (Willard, 2007; Walker, 2010)

In addition to all these, the reasons for the cyberbullying of school-age individuals are often that they can not easily show off their anger because they are afraid of control mechanisms such as family and school in the real world, to provide cont-

rol by creating a frightening effect on others, to get pleasure from aggression, to gain prestige, to try to get revenge and to believe that getting caught possibility is more less than the real world. (Kowalski, Limber and Agatston, 2008)

Other than this, it has emerged that those who are exposed to bullying in school have feel desire to bullying others in the digital environments. (Hinduja and Patchin, 2008)

2.3.3.2 Personality Traits of Cyber Victims

The literature combines the personal characteristics of those exposed to cyber bullying behavior to be depressed, having low self-esteem, feeling alone and isolated, being unhappy, being angry, frustrated and incompatible. (Patchin and Hinduja, 2006; Ybarra et al., 2006; Hinduja and Patchin, 2008; Yaman, 2011)

As a result of this, research has shown that victims are more likely to be drug addicted, exposed to physical and sexual abuse, suicidal tendencies, aggressive behaviors, bolderline personality disorders and school life problems. (Ybarra et al., 2006; Wolak et al. 2007; Campfield, 2008) Thus, Nishina et al. (2005) have shown that victim girls have more social anxiety than victim boys.

For example, according to nobullying.com which was supported by EU, is an online forum aimed at educating, advising, and counselling cyberbullying, in October 2006.

Megan Meier who was 13-year-old hanged herself in a bedroom closet because of a 16-year-old boy named Josh Evans who added her as a friend on the social networking website MySpace. He began say cruel things such as “The world would be a better place without you.” The cyberbullying escalated when additio-

nal classmates and friends on MySpace began writing disturbing messages and bulletins.¹⁰

2.3.3.3 Personal Traits of Cyberbullies/victims

Researches have shown that personal traits of cyber bullies / victims include being addicted to the internet, exhibiting problematic behaviors such as anger and accompanying violence, using alcohol, smoking and drugs, and having a bad relationship with their social environment, as well. (Ybarra and Mitchell, 2004; Ybarra, Espelaga and Mitchell, 2007b) Moreover, it has been revealed that the victims are physically violent, subjected to sexual harassment, suffered various injuries in their daily lives. (Yaman, 2011)

Thus, cyberbullies / victims feel six times more stress than cyber victims. (Ybarra and Mitchell, 2004) On the other hand, it turns out that 20% of those who were exposed to bullying by their friends were bullied at the same time. (Wolak et al., 2007)

2.3.4 Bullying and Cyberbullying as a Popularity in Teens Everyday Life

The peer group relationships of children and teens change with the shaping of emotional status, inevitably. This increased sensitivity brings together sincerity and confidence in children and teens who are more vulnerable and emotionally approaching their peers.

However, this process may not always go in this direction. Because of the hormonal changes they experience in their emotions, children and teens who always live in more extreme feelings live in the same intensity as the sincerity. Bullying and cyberbullying are also among the events that can be encountered with this rage.

¹⁰ <https://nobullying.com/six-unforgettable-cyber-bullying-cases/>

When peer group relationships of the bullies are examined, it is first seen that bully children exhibit aggressive behavior and are not very popular among friend groups. Thus, according to Lagerspetz et. al (1982), the reputation among the peers of the bullies is higher than the other individuals, like victims and others who had never involved in bullying.

Moreover, it has been observed that there is a direct correlation between bullying and popularity in peer groups. (Slee and Rigby, 1993) Some researchers have found that bullies are easier to make friends than others. (Nansel et. al, 2001) On the other hand, when the relationship between bullying and sex are examined, it reveals that boy bullies have more friends than girl bullies. (Boulton, 1999)

Moreover, research shows that in the case of bullying, while boys are more likely to be bully, assistant of the bully or supporter of the bully; girls are more likely to be advocates of victims and spectators. (Salmivalli, Lagerspetz, Bjorkqvist, Osterman and Kaukiainen, 1996)

Also, some researchers have found that girls and boys behavior is directly related to the friendship environment and that bullying can be explained by behavior within the peer group. (Salmivalli, Lappalainen and Lagerspetz, 1998) Thus, some researches reveal that girls and boys who want to be popular in their social environment are prone to bullying. (Ojanen, Grönroos, & Salmivalli, 2005; Rodkin, Ryan, Jamison, & Wilson, 2013)

Beyond that, some researchers observe social negativities such as loneliness and lack of friendship, and they were not found any directly relationship with this social negativities with bullying. (Eslea et al., 2003)

Another striking result was found by Espelage, Holt and Henkel in 2003. In this research which has emerged in six months that children tend to establish friendships with individuals who are in similar roles in bullying situations, and when a

bully is a friend without a bullying behavior, a child who does not commit bullying also begins bullying. (Espelage, Holt and Henkel, 2003)

Moreover, researchers have found that competence, social motivation, and acceptance of peers in peer relationships constitute a multifaceted and hierarchical organizational structure that explains social cohesion in peer groups (Bost, Vaughn, Washington, Cieinski and Bradbard, 1998, Vaughn et al. 2009)

It is possible to say that similar results also appeared in the researches related to cyberbullying. For example, the research which was conducted by 505 teenagers for cyberbullying under the main titles such as social competence, motivation, and peer relations, the researchers found that cybervictims were less accepted by their peers compared to those not involved in cyberbullying, cyberbullies, and cyberbully-victims, while cyberbully-victims showed less peer acceptance than those not involved in cyberbullying. (Romera et. al, 2016) Some researchers (Kendrick, Jutengren, & Stattin, 2012) suggest that rejection within the peer group is an invitation to victimization.

Cyberbullying occurs in a social setting where social relationships are the same in online and offline networks (Ellison, Steinfield and Lampe, 2007). In short, people lose the distinction between online and offline environments. It has also emerged that today, students are most likely to become bullied in cyber environments, and thus they see cyber environments like the continuation of the school environment on account of the real life. (Juvonen and Gross, 2008).

In addition to all these, in some researches, interesting results were obtained. For example, according to Wright and Li (2013), cybervictimization, lack of friendship and feeling lonely in peer group can be related to aggressive behaviors and even cyberbullying.

For sure, research in the literature clearly shows that cyberbullying and cyber victimization constitute a major problem. For instance, Ybarra and Mitchell (2004) found that 19% of regular Internet users engaged in online aggression accounted for 3% of both cyberbully and cyber victim. Only 12% of these users are cyberbully, while 4% is cyber victim. (Ybarra and Mitchell, 2004) Syts (2004) on the other hand, made a research with 223 students between age 14 to 18. 39% of participants stated that they are cyber victims. (Syts, 2004) Moreover, Syts (2004) and Dehue, Bolman and Völlnik (2008) revealed that instant messaging platforms and e-mails are major sources of cyberbullying.

Thus, according to Li (2005), between 7th to 9th grade students, 69% of participants said that they heard cyberbullying situations in their friend environment while 21% of them were exposed to cyberbullying. Rather than that, 3% of participants revealed that they are cyberbully. Moreover, Li interviewed 264 middle school students in another survey in 2006. According to this, 66% of the interviewees were cyber victim and 17% of them were cyberbully.

Twyman et. al made a research with 104 children, on the other hand and they found significant findings. According to their research, half of their participants have cyberbullying experience. (Twyman et. al, 2010)

Burnukara and Ucak (2011) made a research in Turkey's 680 middle school students and they revealed significant results. While 5.8% of respondents were found to cyberbully, 10% were cyber victims and 5.9% were both cyberbully and cyber victim. Another research with middle school students was done with Ciucci, Baroncelli and Nowicki in 2014 with 526 participants. According to Ciucci, Baroncelli and Nowicki (2014), 53 of the 246 male students who participated in the research and 38 of the 280 female students were cyberbully, while 54 male students and 76 female students were cyber victim.

Moreover, even some research at universities reveals that cyberbullying is done among adults. Minor, Smith and Brashen's research with 278 academicians who give an online lecture, revealed that 33.8% of the participants were victims of cyberbullying in the online class. (Minor, Smith and Brashen, 2013) Additionally, in another survey conducted by 577 university students, 30% of students effected at least once a year, 14% at least once or twice a year, 6% at least once or twice a week, and 8% has been exposed to cyberbullying at least once or twice in every day. (Doane et al., 2016)

Finally, in a survey of 545 middle school students by Haung and Chou, a total of 111 cyberbullies were identified while 190 cyber victims emerged. (Haung and Chou, 2016)

When we look at all these researches, it shows without doubt that cyberbullying is quite common in Turkey and around the world and is a major problem.

2.3.5 Cyberbullying and Gender

When the literature is examined, some researchers show that girls are bullied more than boys. (Pansford, 2007; Agatston et al., 2007; Campfield, 2008). In addition, it has been determined that the most common cyberbullying behaviors of girls are to reveal the secrets of others, to gossip about others in digital environments and to attack others' personality and sexual identity. (Pansford, 2007)

On the other hand, other researchers have found that boys are more likely to bully than girls. (Li, 2006; Vandebosh, 2006; Cleemput, 2006; Mortelmas, 2006; Walrave, 2006; Slonje and Smith, 2008; Baker and Kavşut, 2007; Topçu, 2008; Dilmaç, 2009; Arıcak, 2009)

Finally, some researchers claimed that girls and boys do not show any difference in bullying behaviors. (Beran and Li, 2005; Patchin and Hinduja, 2006; Williams

and Guerra, 2007) In addition to all this, Kowalski and Limber (2007), found that in boys, cyberbullying behavior increased with age while in girls, cyber bullying behavior decreased with age.

On the other hand, a study in Turkey reveals that the common feelings of girls and boys as a result of cyber bullying behavior are the anger, while the girls feel the feeling of sadness and humiliation, boys feel hate and revenge. (Şahin, Sarı, Özer and Er, 2010)

2.3.6 Cyberbullying in Popular Culture

As the research in the literature reveals, cyber bullying is a type of bullying that has become very common among children and young people around the world. For this reason, the projects made about cyberbullying in every area from social media to the film and series industry have been increasing in recent years. Thus, there have been many television series and films in recent years to encourage victims.

For example, one of Netflix's most watched series, *Thirteen Reasons Why* which is an American drama-mystery web television series based on the 2007 novel *Thirteen Reasons Why* by Jay Asher and adapted by Brian Yorkey for Netflix.

The series revolves around a high school student, Clay Jensen, and his friend Hannah Baker, a girl who committed suicide after suffering a series of demoralizing circumstances brought on by select individuals at her school. A box of cassette tapes recorded by Hannah before her suicide details thirteen reasons why she ended her life.

Moreover, the 2015 film *Cyberbully* which is a UK television docu-drama thriller that premiered on UK's Channel 4 is one of the most watched films about cyberbullying. The film stars Maisie Williams as a typical teenage girl who lives her life

out online, and is called out for her cyberbullying by an anonymous culprit. The film was written by Ben Chanan and David Lobatto, with Chanan also directing the feature.

Also, in recent years, there have been many websites (stopbullying.gov; nobullying.com; pacerteensagainstbullying.org etc.) and applications (TeenSafe, Mobicip, Net Nanny etc.) that have been prepared to inform and to raise awareness about cyber bullying.

In addition to all these, on platforms like YouTube and iTunes, many anti-cyberbullying channels aim to raise awareness of cyberbullying by publishing videos and podcasts.

2.3.7 Cyberbullying in Law

In recent years, both the society and the media have become increasingly aware of cyberbullying, and they have various demands for precaution to judicial and security forces.

As a result of these demands, in 2014, Australian police teams have increased the effectiveness of the struggle against cyberbullying. Moreover, in 2016, according to a study presented to the European Parliament, Spain was the first EU country which was punished cyberbullying by its criminal code.

Thus, in 2017, Italy was adopted a law to combat cyberbullying, allowing young people who are bullied online to have the "trolling" comments speedily removed in a bid to stop teenage suicides and self-harm.

More instance, there are indemnities in compensation for school bullying, as well as compensation for various crimes such as improper use of information technology, unauthorized taking of cameras, harassment and blackmail in online envi-

ronments, and sending threatening SMS. (Campbell, Cross, Spears and Slee, 2010; Milovanovic, 2010)

In Turkey, the process of combating cyberbullying is not yet included in the Turkish Penal Code; however, it seems that some of the actions related to cyberbullying took place. To these; sexual harassment of Article 105, the threat of Article 106, the blackmail of Article 107, the disturbance of the peace and tranquility of the Article 123, the insult of Article 125 and the privacy of private life of the Article 134 can be shown as an example.

Thus, with the law numbered 5651, publications made on the Internet are being organized and some regulations are being made in the context of combating such crimes with these publications.

On the other hand, according to the Turkish Penal Code, criminal investigation and prosecution can not be carried out on children under 12; but the 12-15 year olds are indirectly responsible for the action if they can perceive the meaning and consequences of the crime they are committed to and can direct their behavior, but they are judged less punishment because of their age.

Lastly, a similar mechanism operates in the 15-18 year olds, and there is still a reduction in the penalties, though not as much as the 12-15 year olds.

2.3.8 Awareness Campaigns About Cyberbullying

Though cyberbullying has become a widespread phenomenon in recent years, studies on this subject have also become widespread, as well. Although there have been many research and awareness campaigns on the subject, especially in Europe and the US, this issue has gained importance in recent years in Turkey.

Thus, it has been repeatedly revealed by research that cyberbullying has caused serious mental and emotional problems. All these issues have forced to concentrate on the subject, both governmental organizations, civil society organizations and even some big companies.

For example, Samsung Electronics Turkey and Information and Communication Technologies Authority (ICTA) collaborate about cyber bullying with a movement ‘Siber Zorba Olma #farकिनavar’.

In addition to the annual trainings, the social media movement was launched on 13 December to raise awareness about cyberbullying of children, young people, families and teachers. It is targeted to increase awareness of children, young people, families and teachers about malicious use of technology and protection of personality rights during the training which will start with 20 pilot schools within the campaign.

Moreover, a congress which was collaborated by Yeşilay and KULT Foundation, emphasized that cyberbullying should be dealt with in a session in Turkey and researchers have to give more attention to this issue.

In addition, the governmental organizations such as, TUBITAK, Ministry of Family and Social Policy, Ministry of National Education, Ministry of Science and Technology and RTÜK are also carrying out some campaigns in order to raise awareness.

Also, Kocaeli University made a research in cooperation with TUBITAK in 2015. In this research, a survey was conducted with 1400 students who were on 7th and 7th grade. According to the research, Istanbul is the first in both cases of being a cyberbully or a cybervictim. Moreover, according to the survey, the rate of victims of cyberbullying is about 20 percent, while the rate of cyberbully is over 15 percent. On the other hand, research suggests that students do not have enough

awareness of cyberbullying so that, cyberbullying and victimization rates may be higher.

On the other hand, in the USA, there are numerous examples of awareness campaigns about cyberbullying. Both governmental and non governmental organizations give permission to this issue. There have been many websites which was related with governmental organizations such as americanspcc.org; stopbullying.gov; pa-certeensagainstbullying.org try to raies awareness about cyberbullying in the US.

In doing so, they publish various researches, shoot videos, share articles and make informative content about cyberbullying and its consequences.

On the other hand, in Europe, there are numerous examples of awareness campaigns about cyberbullying which was carried out by the European Parliament., like the USA. #DeleteCyberbullying movement, Safer Internet Day, antibullying.eu, clearcyberbullying.eu, nobullying.com and EU Kids Online's projects might be the example of these issue.

In addition, blog sites like UKNowKids and UKNowFamily are also set up to provide support and information to children and parents about cyberbullying.

Looking closely, UNICEF, established in 1946 for the protection of children's rights, has launched a report on the mobile generation process of South Africa in 2012. In this report, the cyber bullying issue has a large space in 'safety risks' topic title. The report contains quite striking results.

The report clearly reveals that cyber bullying is quite common in South Africa. Likewise, research conducted within the country supports this belief. For example, in 2009, it was revealed by a survey conducted by TNS, which is a global research company, at the age of 16 an older 406 people that 3% of the respondents were exposed to cyberbullying.

Also, there is another research, which is conducted by CJCP of South Africa (Center of Justice and Crime Prevention) surveyed 1,726 urban young people aged 12-24 years old in the four largest cities in South Africa. It was revealed that 46.8% of the participants were exposed to cyberbullying at least once, including verbal harassment on the telephone.

Moreover, voice calls is the most frequent medium of cyberbullying, while 26.6 per cent reported SMS and 12.2 per cent instant messaging as most frequent. However, the least used mediums for cyberbullying were e-mail messages (6.4 per cent) followed by websites (4.4 per cent). (South Africa's Mobile Generation, UNICEF, 2012)

According to a study conducted by UNICEF, 26% of the participants are cyberbullying victim, even via instant messaging application Mxit. Thus, 28% of them are racism-based harassments. On the other hand, 31% stated that they had been exposed to the cyberbullying in school environment, while 42.9% stated that they were exposed outside the school.

At last, danah boyd and Andrew Schrock's research revealed that the cyber bullies sometimes acted like a victim. Yet, there is a limited evidence that supported this idea.

In addition, in 2012, Reuters, which is a global news agency was set up in the United Kingdom in 1851, also prepared a report. The study was conducted in 24 countries with 18000 adults with 6500 parents.

In the Reuters report, the cyber bullying was mentioned as a 'global problem'. This report, which was co-authored with Ipsos, which is a France-based global research company, stated that 10% of the families confronted their child with bullying at least once.

Thus, more than three-quarters of people questioned in the global survey thought cyberbullying differed from other types of harassment and warranted special attention and efforts from parents and schools.¹¹ It turns out that 60% of the family sees social networking sites like Facebook as places where cyberbullying is the most common. The rest stated chat rooms and mobile devices. (40 per cent)

Moreover, according to the report, the countries with the highest prevalence of cyberbullying were Indonesia (91 per cent), Australia (87 per cent) and the United States (81 per cent). While, Saudi Arabia was the country with the least amount of cyberbullying with % 29. On the other hand, the United States has recorded as the country where the most common result of cyberbullying is suicide. (82 per cent)

Finally, a global school violence and bullying report was prepared in 2017 by UNESCO. It is important to underscored that in the report, bullying and cyberbullying are expressed as a risk not only for children but also for adolescents. Moreover, it has been emphasized that the danger of cyberbullying is increasing.

Most available data on the prevalence of cyberbullying is from surveys conducted in industrialised countries, and this suggests that the proportion of children and adolescents who are affected by cyberbullying ranges from 5% to 21% and that girls appear to be more likely to experience cyberbullying than boys. (School Violence and Bullying, UNESCO, 2017)

Along with all this, some activities are being carried out in order to increase awareness about cyberbullying issue. For example, since 2012 every June 17th is called 'Stop Cyberbullying Day'. Cybersmile Foundation¹²

¹¹ <https://www.reuters.com/article/us-cyberbullying-poll/cyberbullying-a-problem-around-the-globe-poll-idUSTRE80A1FX20120111>

¹² The Cybersmile Foundation is a multi award winning anti cyberbullying non-profit organization was founded in 2010 at United Kingdom.

On the other hand, non-profit organizations such as the International Bullying Prevention Association (IBPA) also organize conferences in order to prevent bullying and cyberbullying and also to raise awareness, as well.

Last but not least, Childnet, sponsored by the UK Safer Internet Centre, provides informational resources for children, families, carers and trainers to ensure that children between the ages of 3 and 18 arrive in a secure internet environment.

CHAPTER 3

CYBERBULLYING, PARENTING AND CHILDREN'S USE OF DIGITAL MEDIA

Many studies have been conducted on viewers and users in communication studies. These studies focused on the audience's role in the mass media messages. At the same time, studies also have been conducted on adults and children and the role of the media on the audience has been discussed. When we look at communication studies in the first period, the viewer is positioned as passively and assumed to be directly influenced by media messages. However, with the researches done in the field of communication, especially with Stuart Hall, the audience is no longer passive.

Thus, it has emerged that the viewer can actively read and also interpret media messages. Moreover, the progress of technology and specifically after web 2.0, the viewer is no longer only active, but also involved in media work as a producer. Of course, this situation has many different aspects in its own way. With the increasing use of digital media tools in particular, people are beginning to take up more space in the media.

The children who covered in this research are the media users. Thus, they are audience and also producer at the same time as the mentioned shortly before. This increase use of the media tools has created opportunities for the new generation, but it also poses a variety of risks. In this context, the positioning of the internet and digital media for the children at home is firstly provided by the mentoring of the parents.

The role of parents in the practice of children's use of digital media has opened up the workings of this area as digital devices have become more and more involved in the lives of children and also their families. There is a limited literature that examines the perspectives of parents about the role of the media in their child-

ren's digital media use and practices, due to a new domain. In addition, researches about children are optimistic or pessimistic about the use of technology is very limited.

Nevertheless, researchers note in the literature on children in the 21st century that digital devices and their role in children's lives, adults and children's views on how technology is used, including digital devices, and the use of digital media by families.

The term "digital devices" is used to describe things that are created through the use of modern technology innovations (eg, iPods, tablets, computers, and mobile phones) and "ancient" technologies (eg, television) (Marsh et al. 2005)

Moreover, it is obvious that pre-school years are a crucial turning point in children's life and also learning period. Bredekamp and Copple (2009) argued that these years are a time of vital importance in human development, and that in-school education before the 'primary learning' at school will deeply affect children's later processes. The scope of technology and digital devices on children in the 21st century's lives is quite important. Also, it is clear that the lives of today's children are completely surrounded by technology.

In fact, today's students learn from a perspective that differs from the previous ones and feeds this information with digital technologies. For this reason, the need to understand and interact with digital devices in the 21st century has become a social need.

Nevertheless, there is still not much information available about the role of parents in technology use of young children today.

The generation gap between children and their parents is treated as "digital native" and "digital immigrant" in the literature in the context of technology use. In the

twenty-first century, parents who later met with technology were included in the literature as "digital immigrants," while their children were considered "digital indigenous." Children born into the digital world have acquired new learning styles and even new play skills through technological improvements.

3.1 Social Development Theory

Social Development Theory, a theory formulated by Lev Vygotsky, is a theory which emphasizes on the effect of culture and social factors in contributing to cognitive development. (Shaffiee and Subri, 2014)

It aims to explain the qualitative changes in the structure of society that help to better realize the aims and objectives of the society. In other words, it is a theory that aim to explain how children can develop their ways of thinking and behaving.

Development can be defined in a manner applicable to all societies at all historical periods as an upward ascending movement featuring greater levels of energy, efficiency, quality, productivity, complexity, comprehension, creativity, mastery, enjoyment and accomplishment. (Jacobs and Asokan, 1999)

Also, development is a process of social change, not merely a set of policies and programs instituted for some specific results. During the last five centuries this process has picked up in speed and intensity, and during the last five decades has witnessed a marked surge in acceleration. (Jacobs, 1994)

The key point on this theory is interaction with others, and then integrated into the individual's mental structure.

According to Vygotsky, every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This

applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978)

Vygotsky (1978), on the other hand, believes that community plays a central major role in the process of learning. It is obvious how important education is at this point.

It is worth noting that one of the most powerful ways of spreading new developments and ideas for the education system. The most basic definition of education is collective knowledge of society from one generation to another. Information provided by education increases the level of knowledge of young people and at the same time young people design mental capacities and ways and means to improve productivity and raise living standards.

Moreover, society can be conceived as a complex fabric that consists of interrelated activities, systems, and organizations. (Jacobs, 1994)

At this point, educators and teachers, who are the smallest and basic units of the society and who have an individual relationship in the educational process of the members of the society, are located in very important places. The research community centers on these two buildings.

3.2 Parents and Teachers as “More Knowledgeable Others”

At this point, the research is theoretically inspired by Lev Vygotsky's socio-cultural theory. In the past decade socio-cultural theory has become a popular approach to studying the importance of the first years of children's learning period as and emphasizes how children learn through cultural and social interaction. According to Vygotsky (1978), the learning process is not a process that a child does on its own, but a result of an interaction with other people who are more

knowledgeable than children. The key of Vygotsky's sociocultural theory is 'More Knowledgeable Others'.

In social interactions, a teacher who understands a particular task, process or concept better, or another person who is more knowledgeable of the child, such as parents and educationists or teachers, supports and plays an important role in the child's education process. Since the research will measure the level of awareness of the family and teachers during the cyber bullying process that children are subjected to or are exposed to, the family and teachers considered to be more informed by the child is positioned at a very important point.

The second point of Vygotsky's socio-cultural theory is the bringing together of cultural instruments (digital devices) used in everyday life by members of society. As children develop their knowledge and understanding, they perform this process with the help of other more knowledgeable people (family and teachers), and often they use cultural digital devices commonly used in society. Families who positioned as more knowledgeable others in this theory, contribute to the children's learning process with these digital devices.

Teachers, on the other hand, are directly involved in the education process of children in the school and they closely observe the interrelationships among them. It should be remembered that teachers are a very important place in the development process of children.

Moreover, this development is not only limited to academic knowledge, but also plays an important role in the child's participation in life. School is the most important place after family in the development and individuation process of children.

However, there are opposing views at this point. So much so that in recent researches, the concepts of 'techno optimist' and 'techno pessimist' have emerged. Pa-

rents' optimistic or pessimistic demeanor of digital technology affects children's everyday technological experiences, naturally.

In the study, the level of awareness of the families about the concept of cyber bullying was measured, and how they approached technology and how they taught their children was a very important point.

3.3 The Concept of “Parental Mediation”

On the other hand, Sonia Livingstone's concept of "parental mediation" (PM) is another aspect of research within the context of the use of family learning and digital technologies. Parental mediation refers to the way that parents manage their children's experiences with the media and the various practices they do in doing so. (Livingstone, 2015) The local media environment at home is tailored to each child's special needs and competencies and to the values and priorities of parents. This adapted area is very important for families in the child's development process. In the field of media and communication, researches PM related to children's media use have been done in recent years.

In these studies, it has been proposed to examine or interpret the content of parents in order to reduce negative effects while investigating the positive or negative effects of the media on the physical, psychological and emotional health of children.

In general, previous research has suggested three strategies for mediation in children's television viewing and, more recently, there are several researches on internet use and video games. These strategies are listed as restrictive mediation, active mediation and co-use.

First, restrictive mediation is characterized by rules that force parents to limit and control children's media use. The categories of restrictions specify when the child-

ren's age spectrum is addressed, the time of use and the content of the media used. (Gentile et al., 2012; Nikken & Jansz, 2014; Warren, 2001)

On the other hand, active mediation refers to instructive or evaluative speech for explaining, discussing and / or sharing critical comments. For example, the content of the media is to deliberately explain the words children can understand.

In addition, the tutorial approach aims to express normative consequences (eg, endorsement) of the assessment approach in the face of an educational outcome such as improving the technical aspects of the child (Gentile et al., 2012; Warren, 2001).

In general, active mediation is seen to protect children's families from the risks of social networking sites (Sonck, Nikken, & de Haan, 2012) and video games (Nikken & Jansz, 2006).

Finally, co-use refers to the co-use of digital media by children and parents. For example, in the literature 'co-viewing' is commonly used to watch television while 'co-playing' is used for video games. (Nikken & Jansz, 2006; Valkenburg et al., 1999)

While the studies in the media literature mostly sought PM by focusing on a specific context, the parenting literature approached the media with a general approach to this topic (Warren, 2001). Parenting literature categorizes restrictive and active mediation strategies as two proactive monitoring manifestations called cooing and prearming, respectively (Padilla- Walker, Coyne, Fraser, Dyer, & Yorgason, 2012).

Today, a variety of new strategies are needed by families, including the use of software to filter, limit, or monitor children's online activities on the Internet and other digital media. In this research, the level of families awareness of cyberbull-

ying is measured, while how they approach digital media tools and in what perspective they moderate their children in this period.

3.4 Social-Ecological Perspective

In addition to all this, the level of awareness of the family about cyberbullying and the concept of cyberbullying itself will be brought together in this research and that's why social-ecological perspective also has a very important place in the framework of this research. In the last decades, this theory has been preferred, and the theoretical model that explains the toughness in the social context has thus been developed. The social-ecological perspective is one of them.

The social-ecological perspective was developed to further the understanding of the dynamic interrelations among various personal and environmental factors. Socioecological models were introduced to urban studies by sociologists associated with the Chicago School after the First World War. These perspectives bridge the gap between behavioral theories that focus on small settings and anthropological theories.

It introduced as a conceptual model in the 1970s, formalized as a theory in the 1980s, and continually revised by Bronfenbrenner until his death in 2005, Urie Bronfenbrenner's Ecological Framework for Human Development applies socioecological models to human development.

In his initial theory, Bronfenbrenner postulated that in order to understand human development, the entire ecological system in which growth occurs needs to be taken into account. In subsequent revisions, Bronfenbrenner acknowledged the relevance of biological and genetic aspects of the person in human development.

At the core of Bronfenbrenner's ecological model is the child's biological and psychological makeup, based on individual and genetic developmental history.

This makeup continues to be affected and modified by the child's immediate physical and social environment (microsystem) as well as interactions among the systems within the environment (mesosystems).

Other broader social, political and economic conditions (exosystem) influence the structure and availability of microsystems and the manner in which they affect the child. Finally, social, political, and economic conditions are themselves influenced by the general beliefs and attitudes (macrosystems) shared by members of the society. (Bukatko & Daehler, 1998)

In the study, the concept of bullying and cyber bullying is the result of the interaction between individual, family, peer group, school and society, and the individual characteristics that lead to bullying in order to prevent bullying, as well as the socio-environmental factors such as school environment, family dynamics and, of course, This perspective puts the assumption of improvement at a crucial position in the research.

In other words, this approach shows that bullying does not come into play only due to its personal characteristics; the family of the individual, the peer group they are in, the school environment in which they continue to learn, and the interaction with the culture they live in, at the end of the typhus or at the end.

It is known that in the socio-ecological environment of the individual, the individual is in the first place and the individual factors determine the position in which the individual will participate in the bully. Here, the individual can be the bullies himself/herself or victim of the bullying or even an audience of a bullying situation.

The form of communication that takes place in the individual, the family or peer group and the behavioral patterns of each other play a very important role in the development of children. For example, it is possible to assume that when a child

growing up in aggressive behavior in his / her family moves into the school environment, he / she may also exhibit aggressive and bullying behavior within the peer group.

On the other hand, it can be said that the individual is more likely to be bullied or can be a victim of bullying where communication between students is based on power and students are indifferent to their aggressive behavior in a school environment. The same can be said for the individual peer group. Specifically, it should be noted that the attitude of the individual's, the family's, the school group's, and the peer group's attitude towards bullying and aggressive behavior specifically affects the occurrence or continuation of bullying.

According to social-ecological perspective, it is the culture in which the individual lives in the most comprehensive structure surrounding the environment. Cultural norms are inevitably shaped by family and social environment. These cultural norms and beliefs are a fundamental factor in the formation of the typhus. Importantly, in cultures where aggression is seen as a reputation and aggression is preferred rather than communication, individuals are encouraged to mix into bullying incidents. On the other hand, it has been reported in the literature that various programs should be developed in order to prevent bullying and it is aimed to determine the factors leading to bullying in the socio-ecological environment of the individual and to take necessary precautions in these programs. (Espelage et al., 2000)

Thus, anti-bullying programmes that aim to make changes in the socio-ecological environment that involve the interaction of the individual with the systems in his / her life are more successful than programs that address this issue in the individual context. (Yaman, 2011)

The ultimate goal is to stop violence before it begins. Prevention requires understanding the factors that influence violence. CDC uses a four-level social-ecological model to better understand violence and the effect of potential prevention strategies. (Dahlberg, 2002)

Moreover, this perspective considers the complex interplay between individual, community, and societal factors as well. It also allows us to understand the factors that put people at risk for violence or protect them from experiencing or perpetrating violence. The overlapping rings in the perspective illustrate how factors at one level influence the other factors at another level.

Here, four points surrounding the individual are also handled separately by Dahlberg (2002). These points are, respectively, individual, relationship, community and societal. The first level, individual, identifies biological and personal history factors that increase the likelihood of becoming a victim or perpetrator of violence. Some of these factors are age, education, income, substance use, or history of abuse.

Prevention strategies at this level are often designed to promote attitudes, beliefs, and behaviors that ultimately prevent violence. Specific approaches may include education and life skills training. Relationships, on the other hand, examines close relationships that may increase the risk of experiencing violence as a victim or perpetrator.

A person's closest social circle-peers, partners and family members-influences their behavior and contributes to their range of experience. Prevention strategies at this level may include parenting or family-focused prevention programs, and mentoring and peer programs designed to reduce conflict, foster problem solving skills, and promote healthy relationships.

In addition, the community of which the third level explores the settings, such as schools, family and peer groups, seeks to identify the characteristics of these settings with associated victimization or perpetrators of violence. Prevention strategies at this level are typically designed to impact the social and physical environment - for example, by reducing social isolation, improving economic and housing opportunities in neighborhoods, as well as climate, processes, and policies within schools and workplace settings.

Lastly, societal looks at the broad societal factors that help create a climate in which violence is encouraged or inhibited. These factors include social and cultural norms that support violence as an acceptable way to resolve conflicts. Other large societal factors include economic, educational, and social policies that help maintain economic or social inequalities between groups in society.

In this research, the level of awareness of parents about the cyber bullying with their digital media tools and their approach to digital media are examined more closely from the theoretical approaches mentioned above. The study also aims to understand the current situation better and understand how family members mentor their children's use of digital media. In this research, how parents perceive the cyberbullying in various ways within the framework of peer group and their awareness level about the topic are taken into consideration in parallel with digital media perspective.

When analyzed, it is a very important place in the framework of the risks of the concept of digital media, how the parents mentored their children's use of digital media, their basic concerns about digital media, the limited factors that they consider when their children use of digital media, the views of the acquiring cyber bullying, and the analysis of the issues constitute the basic questions of the in-depth interview.

3.5 The Role of Parents in Preventing Cyberbullying

It is obvious in the light of all this information that the increasing use of media with digitization has made the concept of cyber bullying a phenomenon. Thus, parents are located here in a very important place on the assumption that children receive their first education from their parents before school.

It is important to remember that in the process of gaining identity, the family is located in a very important place and the child is moderating. For this reason, there has been an increase in the research conducted in this area in recent years. In this context, it will be useful to look at the sample researches in the literature.

For example, in 2013 Floros et. al made a research with used a survey method and conducted by high school students. The purpose of the research was determined by the author to examine the epidemiology of cyberbullying in a Greek setting, compare it with earlier data, determine the impact of any related psychosocial factors, and propose measures to combat the phenomenon. (Floros et. al, 2013)

Thus, the limitations of the research was conducted by the resarchers as Kos Island and high school students. Moreover, the method of the research was a cross-sectional study of the entire adolescent high-school student population of the island of Kos examined the relationship between their experiences of Internet cyberbullying and respective parental characteristics, including aspects of psychological bonding and online security measures. (Floros et. al, 2013a)

At the end of the research, the following results were obtaine; there was a significant rise in reported experiences of Internet cyberbullying over the 2-year period. Security practices exercised by parents had a protective role with regards to whether a child had been cyberbullied, yet failed to prevent the perpetration of online victimization. A regression model indicated that impulsive use of the Internet and related online activities were predictive of whether an adolescent victimized others online. (Floros et. al, 2013a)

A similar research on this issue was also carried out by Elsaesser et. al in 2017. In this research, the researchers reviews the 23 mostly cross sectional articles which existing literature on parents' influence (i.e., parental warmth and parental monitoring) on adolescent cyberbullying, both as victims and perpetrators. (Elsaesser et. al, 2017) Moreover, the limitation of this research is the secondary data analysis itself.

To briefly describe the limitations of secondary data analysis; first of all, documents in the secondary data analysis may not represent the larger population of the community. On the other hand, documents may lack originality. This brings the reliability of the data to a disputed point. Thus, the way things that are measured may change during the time, so that historical collations may become more complex.

Finally, official statistics can reflect the prejudices of those in power. And that again, the reliability of the data may become a disputed point in this situation. To sum up, all of these carry a secondary data analysis problematic in itself.

On the other hand, results underscore the need for parents to provide emotional warmth that might support adolescents disclosure of online activity. (Elsaesser et. al, 2017) Thus, findings indicate that parental warmth is consistently associated with lower cyberbullying, both as victims and perpetrators. (Elsaesser et. al, 2017)

Another research in the literature was investigate the relationship between cyberbullying, cybervictimization, parenting styles, children's Internet use and skills, on-line disinhibition, and five perceived specific Internet parenting practices. (Kokkinos et. al, 2016) While the research was made with questionnaire method the age group was Greek elementary school students aged between 10-12 years. The limitations of the research was elementary school students.

Bully-victims scored higher in on-line disinhibition, while children of democratic parents in safe Internet use, Internet skills, and parenting communication about Internet use. The results are quite striking in the research. The researchers found that cyberbullying and cybervictimization correlated negatively with Internet content parenting practices and autonomy, and positively with online disinhibition. Thus, cyberbullying also negatively correlated with behavioral control. (Kokkinos et. al, 2016)

Also, another research in the literature was present data from a cross-sectional study on cyberbullying experiences and cyberbullying perpetration in the Republic of Cyprus. (Floros et. al, 2013b) The data were collected from a representative sample of the 2684 adolescent student population of the first and fourth grades of high school.

Thus, research material included extended demographics, a detailed questionnaire on Internet activities, the Parental Bonding Index (PBI) and the Strengths and Difficulties Questionnaire (SDQ). (Floros et. al, 2013b)

The results were compared on psychometry. There are three types of samples in the study such as, students who did not report being bullied or having bullied others with those who were bullied, students who bullied others and finally, students who were both sufferers and perpetrators of cyberbullying. The limitations of this research was high school students. Moreover, results support a hypothesis that the perpetration of cyberbullying is associated with inefficient parenting styles. (Floros et. al, 2013b)

The researchers point to the existence of significant emotional symptoms for the involved adolescents and also general conduct problems, hyperactivity, peer problems and antisocial tendencies. (Floros et. al, 2013b) Thus, they also highlighted that perpetrators of cyberbullying were in most cases victims themselves at some point in time. (Floros et. al, 2013b)

Another research was made by Gustavo S. Mech about parents and cyberbullying in 2013. The researcher's aim about his research was to investigate the effect of specific online activities and the role of parental mediation on the likelihood of being bullied. (Mech, 2013)

The researcher also criticized the previous studies because of their only aim was to investigate the extent of cyberbullying and its victims' personality characteristics. (Mech, 2013) He also supported his research that his study attempts to fill that gap in the literature conducting a secondary analysis of a representative sample. (Mech, 2013) He made this research with the sample of the U.S. youth population ($n = 935$). He conducted 'the Teens and the Parents' survey which was made by the Pew Research Center.¹³ The results were quite striking. He found that gender differences emerge in risk factors. Thus, according to Mech (2013), a few parental mediation techniques are protective, but most are not.

Also, the risk of youth being bullied is higher for adolescents who have an active profile on social networking sites and participate in chat rooms but not in playing games online. (Mech, 2013) Finally, according to Mech (2013), the results indicate the need for more parental participation to reduce risks to youth arising from Internet use for interpersonal communication.

To sum up, cyberbullying studies are mainly evaluated from the perspective of the students in the middle and high school level. (Calvete, 2010; Kavuk and Keser, 2011; Floros et. al, 2013a; Floros et. al, 2013b; Inseloz and Ucanok, 2013; Steinmetz, 2013; Fridh, Lindström and Rosvall, 2015; Kokkinos et. al, 2016; van Geel, 2016; Garaigordobil and Machimbarrena, 2017; Semerci, 2017)

¹³ Pew Research Center is a nonpartisan fact tank that informs the public about the issues, attitudes and trends shaping the world. It conducts public opinion polling, demographic research, media content analysis and other empirical social science research.

In addition, in most researches, students were preferred rather than parents or teachers as sample. (Calvete, 2010; Kavuk and Keser, 2011; Inseloz and Ucanok, 2013; Steinmetz, 2013; Floros et. al, 2013a; Floros et. al, 2013b; Fridh, Lindström and Rosvall, 2015; Kokkinos et. al, 2016; van Geel et. al, 2016; Garaigordobil and Machimbarrena, 2017; Semerci, 2017)

Furthermore, studies using secondary data analysis in the literature are also preliminary. (Elsaesser, 2017; Min Lee et. al, 2017) However, the survey is another preferred method. (Calvete, 2010; Steinmetz, 2013; Floros et. al, 2013a; Floros et. al, 2013b; Kokkinos et. al, 2016; Semerci, 2017)

These two methods can be considered as controversial in dealing with complex and deep concepts such as cyberbullying, children and family. With these two methods, such a subject can not be studied in depth. This causes the issue can not handled in a multi-faceted manner. In addition, research on cyberbullying in relation to gender is also included in the literature. (Mech, 2013; Wright, 2017)

Finally, the subject was mainly evaluated within the framework of psychology and psychiatry, the medium which was used for cyberbullying was not addressed itself. (Inseloz and Ucanok, 2013; Fridh, Lindström and Rosvall, 2015; Garaigordobil and Machimbarrena, 2017) At this point, communication studies about this subject can be expected to become widespread.

3.6 The Role of Teachers in Preventing Cyberbullying

In the literature, teachers are positioned just like families. Schools are places where children receive their second and most important education after their families. Here the child is prepared for the future. In this context, the mentoring of the teachers is very important. For this reason, there has been an increase in the research conducted in this area in recent years. In this context, it will be useful to look at the sample researches in the literature.

For example, in 2012, Karin Jordan and James Austin made a research which is based on secondary literature review. The researchers, who summarize and summarize the barbarian in a general framework, have described the teachers' position on this issue. (Jordan and Austin, 2012) The greatest limitation of the study is that the data were obtained only by scanning secondary data.

Another research was made by Eden et. al in 2013. In this research, which is conducted by applying the questionnaire survey with 328 (88.4% female, 11.6% male) teachers, was aimed to examine the perceptions, beliefs and concerns about cyberbullying, as well as the needs of a professionally diverse group of teachers. (Eden et. al, 2013) The results, therefore, are quite striking and noteworthy.

The researchers found that teachers saw cyberbullying as a problem in their school. Therefore, they suggested that urgent attention must be paid on policy making, enhancing awareness of the school team and coping strategies for parents.

On the other hand, female teachers expressed more concern about cyberbullying than male teachers. Thus, special education teachers were more concerned than mainstream teachers and were more likely to believe that the cyberbullying must be confronted. (Eden et. al, 2013)

Finally, about half the teachers reported that students complain of harassment through the mobile phone and Internet, and some teachers were themselves cyberbullied. (Eden et. al, 2013)

Another study examined 66 high school teachers' perceptions regarding the effect of cyberbullying on students, which intervening strategies teachers would use when dealing with cyberbullying, and which prevention strategies would assist in preventing cyberbullying in 2012 by Stauffer et. al.

Compared to all other studies, this research has found a really interesting finding. Almost one-fourth of the teachers indicated cyberbullying does not have long-lasting negative effects and that cyberbullying is "prepares students for life." (Stauffer et. al, 2012)

Therefore, increasing parental involvement, warning students about consequences for cyberbullying, and increasing consequences for cyberbullying are strategies as most helpful in addressing cyberbullying by teachers.

Huang and Chou, on the other hand, made a research with conducted a survey of 2821 Taiwanese teachers in 2012, and tried to understand their perceptions of cyberbullying among students, including the types and tools, the ability to remain anonymous, students' responses, and their own practices of handling cyberbullying incidents at school.

The results showed that teachers believed that the circulation of embarrassing pictures and videos was the most prevalent type of cyberbullying but that instant messaging was the most frequently used tool. (Huang and Chou, 2012) The researchers found that teachers were not confident to handle cyberbullying incidents and we suggest that anti-cyberbullying training be included in teacher education. (Huang and Chou, 2012)

A questionnaire was conducted by Sahin on 296 teacher candidates in 2014 in order to investigate teacher candidates' sensitivity to cyberbullying in terms of gender and departmental variables. The researcher found that teacher candidates had a high sensitivity to cyberbullying but there was no significant difference according to gender and division. Only with the teacher candidates in the Western Black Sea is the most obvious limitation of the research.

CHAPTER 4

PARENTS' AND TEACHERS' AWARENESS TOWARDS CYBERBULLYING: AN IN-DEPTH ANALYSIS

The methodology of the research determined as analytical and phenomenological approach and investigated with qualitative research methods. As known for sure, phenomenology relies on philosophy bearing the same name and examines the subjective experiences of people in their daily life and the way they interpret life. Ideally, these experiences and interpretations in people's daily life are assessed qualitatively to complement each other. For this reason, phenomenology is quite compatible with the qualitative research method.

The aim of qualitative research, in its simplest form, as determining the motivations underlying the participants' attitudes. The research takes inspiration from "real" life itself. Moreover, researchers use this method to obtain more insight into the subject than quantitative methods.

Qualitative research is concerned with how people experience the environment they live in and tries to understand what human behaviors and tendencies are all about. Attention is paid to the conduct of the research by interfering with the participants' lives as little as possible.

The greatest desire of the researcher is to discover the natural environment of the participants. Hence, it is desirable to achieve as natural results as possible in the environment where actions take place naturally. To help navigate the heterogeneous landscape of qualitative research, one can further think of qualitative inquiry in terms of 'means' and 'orientation' (Pernecky, 2016)

To briefly discuss quantitative research at this point, quantitative researches need quantitative data, unlike qualitative research, in order to be able to identify relationships between events. In a quantitative research, the researcher is looking for statistical results rather than getting more internal views.

The methods used in quantitative research are quite effective in reaching more participants, getting more numerical data, and correlating various data statistically, however, it can be said that the researcher is in an inadequate position to examine the individual experiences and motivations of the participants.

During interviews conducted in qualitative research, the researcher has the opportunity to constantly acquire new knowledge about the research and the possibility of being totally integrated with the research.

This research aims to have an insight into the thoughts of parents and educators about cyber bullying. It is worth to underline that the qualitative method is the most accurate method for this research. It is very important for the whole of the research to establish a direct relationship with the participants on issues such as cyber bullying, where sensitive and personal ideas and experiences are highly valued. The key point of this research is to examine the determinants of motivation and preferences rather than numerical results.

Last but not least, in the qualitative research, the researcher who is trying to reveal the participants' awareness, actions and thoughts takes an active and dynamic role throughout the research. For example, the researcher is directly in the research and becomes a part of it. The researcher will have the opportunity to observe the opinions of the interviewees. This gives the researcher a more accurate interpretation.

For this reason, in-depth interview is the only and best option for the model of this research. According to Bower (1973), the best way to find out what people think

about something is to ask them. Moreover, according to Marvasti (2003), in-depth interviews in qualitative research aim to elaborate the participants' answers.

Besides all these, in-depth interview, which is the most used method in qualitative research, is defined by some researchers as conversation. (Burgess 1982a, 1984; Lofland and Lofland, 1995) As such it reproduces a fundamental process through which knowledge about the social world is constructed in normal human interaction. (Rorty, 1980)

For sure, there are some basic differences between conversation and in-depth interviews – their objectives, and the roles of researcher and participant are quite different. (Kvale, 1996; Rubin and Rubin 1995) In addition to all of this, although talk takes the form of a conversation, participants may not pass the whole of their ideas to the researcher. In research as in other social practice, communication has its purposes and contexts, which must be teased out by researchers, as other communicators. (Jensen, 2002)

In the light of all these, this research, which is carried out in two stages, is realized with the participation of snowball sampling method. In this sampling method, participants or informants with whom contact has already been made use their social networks to refer the researcher to other people who could potentially participate in or contribute to the study. (Mack et. al, 2005)

This study is conducted with 16 interviewees in total, consisting of 8 parents and 8 teachers. They are selected on the basis of their children or students from secondary school (4th-8th grade) studying in both private and public schools was located in Istanbul.

The data collection method is a semi-structured interview. Purpose of this is to be freed from the restraining frame of the questions that are directed to the participants in the interview and to have more insight with the ongoing conversation.

In the second phase of the study, the data in the form of the dialogue obtained were analyzed in depth to understand interviewees awareness about cyberbullying.

The study examined the attitudes and awareness of interviewees about cyberbullying, their attitudes towards if their children or their students become a part of potential cyberbullying case as a bully or a victim, their motivation and diligence to implement them, and of course, their attitudes towards the children's use of media and social media in the digitalized world.

Advantages of research may be concatenate as; to evaluate from the participants the answers to be obtained and the dialogue to be obtained from the first joint, to deepen understanding of the causes behind the attitudes of the parents and the educators and to increase the possibility of obtaining an internal opinion on the subject and to carry out an in-depth analysis.

As a result of the study, the data and analysis revealed how interviewees are involved in the relationship of children with digital media, along with the level of cyberbullying awareness and attitudes and motivation they have developed. Thus, research finding provided information about the problem and might help to develop ideas or hypotheses for potential quantitative research.

Nevertheless, since the size of the sample is kept small because the research is qualitative, however, in further studies, it can be possible to reach a wider judgment with a quantitative research.

4.1 Discussion and Analysis

In this section, an analysis about the questions for the issues discussed during the interviews and the answers from the interviewees was done in the light of the ideas in the literature review.

In the scope of the research, in-depth interviews were conducted with a total of 16 people including 8 parents who is the child's mother and 8 teachers of children aged 10-14 years. Both parents and teachers are located in Istanbul. Thus, they live in many parts of the city from Büyükçekmece to Beykoz. While parents' ages between 35-45, teacher's ages between 25-45. Beyond that, many of the interviewees are graduated from a University, while some of them are graduated from high school. Finally, while the interviewees are numbered the parents are represented by 'P' and the teachers are represented by 'T'.

4.1.1 General Findings

In this context, according to data obtained through interviews; interviewees see digital technology and digital media as 'entertainment' in general, and they complain about children being involved in this life too early.

Most of the participants point out that the use of technology has become a bargaining point for family-child and teacher-child relationships, while the commonly used platforms are listed as Whatsapp, Instagram and YouTube.

Moreover, nearly all of the participants identify themselves as 'aware' of the online risks in cyber environment and they admit that they control the activities of children on the internet at least once a week.

On the other hand, as a result of the interviews, the interviewees' associate the concept of 'cyberbullying' with child abuse, internet fraud and hacking, in general. Therewithal, none of the interviewees see 'blackball' as a cyberbullying.

Additionally, almost all of the interviewees' use a 'protection' filter on their internet at home.

Many interviewees say that the child will be choose to tell to him/her if he/she will be a cyber victim, but some of them say that the child may choose to his/her friend.

On the other hand, almost all of the interviewers state that the child would not tell him/her if the child has become a cyberbully. Only one interviewee point out that the child would share with him/her no matter what.

Most importantly, half of the parent interviewees point out that their children were cyber victim at least once while half of the teacher interviewees say there is a cyberbullying incident in the school.

Almost all of the parental interviewees think that the school is lacking in 'cyberbullying', while the majority complain about the school only share negative issues with them.

In addition, teacher interviewers support these views of parent interviewees, as well. Very few of them say that they are give a lecture about cyberbullying at school.

Lastly, almost none of the interviewees state that they do not use an online or printed resource for online risks and cyberbullying while all of them indicate that they benefit from both online and printed resources of child development.

On the other hand, all of the interviewees describe social media resources as 'non-sense' while they indicate that they only note them as an idea about 'entertainment'.

In addition, the WSCA, which constituted the basic idea of the subject that named cooperation between family and school, was seen to have been implemented in

three different private schools resulting in in-depth interviews with only three interviewees.

Nonetheless, in-depth interviews with interviewees reveal that the results obtained are consistent with the literature that feed the research from the very beginning.

In summary, the ideas that emerged in the in-depth interview conducted with interviewees under the head topics such as, *children and cyberspace, parents' and teachers's acquaintance of cyberbullying, sharing experiences at school and at home, cooperation between family and school and digital ecology and cyberbullying* are as above. Below, the interviews on these five topics are discussed in detail.

The data obtained from in-depth interviews with interviewees are as follows:

4.1.1.1 Theme 1: Children and Cyberspace

In this theme, participants were asked about the children and cyber world and tried to make sense of the attendants' perspective on the cyber world. Participants, children and also their level of involvement in social media were examined so as to make sense of participation level of participants in the cyber world. The subjects were discussed in detail, including how long children spent their time in the cyber world and for what purpose.

When we elaborate on the topics to be discussed here with the interviewees; it is possible to say that the duration in which the children spend on the cyber world in daily basis and what do they do in this period of time will be discussed.

In this theme, it was obtained insight through questions such as; when did the child meet cyber world, where he/she use it the most, what he/she doing, how many hours he/she spend here, do he/she interacting with others - online or offline

–, do cyber world affect him/her social life, how much time is he/she spent in cyber world within the day and where does he/she prefer to spend most of his/her time in cyberspace; social media, gaming areas etc. questions were asked, and basically the path was taken from these points.

In general, interviewees see digital technology and digital media as 'entertainment' tool however half of them complain about children being involved in this life too early.

For instance, P1 expressed their idea about this issue like this:

“... she was 6 years old when she started to use it and I think the guilt is on us because we have been photographing and sharing every moment since she was born and it seemed quite normal to her and she knows what this device is all about when she cannot speak.”

Also, P1 said that the apartment building made the child lonely and that the child was only 7 years old when she receive herself an e-mail adrees and started to open social media accounts. However, P1 point out that she forbade after an unfortunate event and only now she can use those accounts for at most one hour of each day.

On the other hand, P2 stated that their child met with technology also at the age of 6, however she underlined that it was only limited with her selected educational video channels in YouTube and she also clerified that he only watched those videos with her for half an hour each day.

When the current situation is asked, P2 said that:

“.... he only plays games like Minecraft for at most 2 hours on weekends and when he wants to play online PlayStation games like FIFA or PES, he can only play with his farther for at most 2 hours, as well. Because he do not have any social media account, the internet only consists of watching videos and playing games for him.”

Contrary to all these, all of other parent interviewees state that their children started using technology such as smart phones, iPads and computers in middle school age.

The most striking answers in interviews were given by P8 about this subject. According to this, P8's son constantly bargains with his family for to use his personal smart phone and of course, social media to do things at home and even at school. What's more, according to P8, her child is a tech addict and cannot do without watching YouTube. So much so that according to P8, her child such a 'Yotuber' fan, that, he go to the dating meetings to meet those YouTubers and get to know people from their fan pages in social media.

P8 revealed her thoughts like this:

“...Even when we ate dinner, my son wants to watch video, so sometimes we even live in violent discussions. He also constantly negotiate with us to do his homework and even to be 'good' at school. The award is of course YouTube. There are some channels that he subscribes to. If that YouTuber is doing some 'meeting event' he want to go there, whatever it takes. He

got to know some people from the fan pages of those channels. Some of even became friends.”

The common points obtained after the in-depth interviews with parents are: the digital media devices are commonly use at home for entertainment and hinder children's daily activities. The most used social media platforms are Whatsapp, Instagram and YouTube, while games, online or offline, are mostly preferred by boys. Especially, games like Minecraft, League of Legends, FIFA and PES are very popular in that peer group. Girls, on the other hand, are more likely to use social media, especially, group chats in Whatsapp and make-up and style accounts in Instagram and YouTube are most preferred ones in that peer group.

Interviews with teachers also overlap with parents in many ways. For instance, all teacher interviewees reveal that they see digital technology and digital media as 'entertainment' tool but just like parents they also complain about children being involved in this digital life too early. Such that, T4 said that all the guilt is in the parents in this topic. T4 expressed their idea about this issue like this:

“...the children who spend most of their time at home until the beginning of elementary school ignited a technological tool for their parents, so that they could sit in a corner like a 'vase'. For what? The family can easily watch television or chat with friends. If you do not show the child a different activity since the very beginning, the child calls the only way around here. After the school starts, the family asks us what to do and I say it's too late now.”

Additionally, T3 expressed their idea like this:

“... as a school counselor, I am deeply interested in children with both their lectures and their psychological situation. For this reason, each year, we create a study program with children. The 1-2 hour break that used to be the ‘television time’ is now the 'social media time’. In fact, students are stubborn with us to evaluate even the meals and their 10 minutes breaks with social media. ”

Moreover, T5, stating that she were very surprised when she saw the widespread use of smartphones in children.

T5 said:

"I came here from the village schools and I am surprised to see that everyone in classes has a smartphone from the first grade student at the age of 7 to the high school student at the age of 18. Thus, if the school does not forbid the smartphone, they control their social media accounts in lecture, in break, even in exams."

On the other hand, T2 said that in the lessons of information technology, she release the children to spend free time in social media for the last 10 minutes and children either go directly to YouTube and start watching videos, or take a selfie and share in their social media accounts directly.

T2 expressed their idea about this topic like this:

“... I follow some of my students in social media. So that I can see what they share in those platforms. However, the number of ‘like’ in social me-

dia is such important to them that after they share a picture, no matter what time is it they text me a message and want to like that photo immediately, and if I do not like it, some of my students are mad at me for it, even so they do not talk to me for a while.”

Interestingly, although T3 and T6 are in different schools, the two of them complain about that children hack the 'smart blackboard' system and reach the computer so easily.

So much so that T3 said their ideas like this:

"By downloading a software program, we have made the system unusable without USB, so that only the teachers can use the smart blackboard system. We think that children cannot use it like this. However, they hacked the system in a month and so that they can access to the system without USB just like that. We also have the wi-fi system with high filtered. It did not work either. They remove the filter on the internet by changing the whole IP addresses. And so that, they can access to all web sites so easily. As a precaution we decided to renew the passwords every ten days. We try to keep the USB system secure with double password. However, I still do not know how long we can use this. They follow new technologies more closely than we do.”

Apart from all these, the common points obtained after in-depth interviews with teachers are: smart phones are taken from all students when they enter the school and they are placed in classrooms in the head's room. All school has wi-fi but it is encrypted and only the educators know the password. Children offer internet as a condition to fulfill their demands and they do not accept alternative ways.

As a result, it is clear that both parents and teachers are united in a common stake in the place of children in the cyber world. Both groups point out that children are technology addicts and the barriers are not stop them.

4.1.1.2 Theme 2: Parents' and Teachers' Acquaintance of Cyberbullying

In this second theme, the level of participants' knowledge about cyberbullying phenomenon was discussed. Moreover, participants' thoughts about the concept and its relationship with children were examined in details.

On the other hand, it has been emphasized how they describe the concept of cyberbullying, and it has been argued that they only consider cyberbullying as a type of bullying or wider.

Furthermore, when considering the unique aspects of cyberbullying highlighted it has been also discussed that how knowledge of new technology they had made an impact and what they understood of it. This theme also explored a number of areas relating to both pupils and the adults connected to them in this phenomenon.

In short, it was discussed how observers are aware of the child's activities in the cyber world. Thus, it was obtained insight through questions such as; is the interviewee aware the risks of the cyber world; does the interviewee use a filter method for the child on the internet; does the interviewee check what the child is doing on the internet, where is the child spend his/her time on the internet, and who the child communicate with on the internet; does the interviewee follow the child's 'past' activities and what does the term of 'cyberbullying' mean to the interviewee was discussed and basically the path was taken from these points.

In general, interviewees see themselves as 'aware' of online risks. So much so that P6 expressed her ideas as follows:

“... When I was acquainted with technology later, my son was born into it. Therefore, he learns faster than me this world. I feel compelled to develop myself in order to guide him towards in this situation. If I am not aware of

the dangers I can not protect him. When I am thinking about "online risk" at the moment, the first thing that come to my mind is child abuse deffinetly, and may be online fraud, but I do not believe that it is a safe, risk-free place on the internet.”

P6 also stated that it would not work 100% if it indicated a filter on the internet at home to avoid some of the online risks. P6 spoke on this subject as follows:

“...When a filter is applied to your home internet, you protect yourself and your child from the slightest risks that can occur. When I think about what they might be, the first thing to do is think about inappropriate websites, virus-infected software, violent channels, websites that can promote suicide and drugs, etc. but it seems to me that there are at least as many and even more dangerous risks than these. The filter you apply to the Internet does not protect your child from bad people.”

P1 is the most stringent internet filter user among interviewees. So much so that P1 stated that they were use filter both at home and on her daughter's personal smartphone, as well. Additionally, she also stated that she controls her child's activity on the internet day after day.

Without doubt, the other interviewees also share the same opinion with the P6. However, some interviewees stated that they do not need a filter because they regularly check their child’s internet activities.

For instance, P4 spoke on this subject as follows:

“...I do not believe I can protect my child from danger by applying a filter on the internet. For this reason I frequently check my child's internet activities. I can say that I do this 4-5 times a week. I check which platform my child is used the most, which web sites she visit, which videos she watch, who she follow, most importantly, who follow she, and even, if she follow a celebrity I check how his/her reputation might affect my daughter.”

Beyond all of that, T1 T1 described her thoughts out of her own child. T1 spoke as follows:

“... All social media accounts that my child use are open on my phone and our phone account is also common. She does not know of course, but sometimes I can even follow the conversations in the Instagram then and there. I look at her activities several times a day. I know where she visited and what she followed and even who she talked. Some of my friends are mad at me for interfering with my child's private, but I think that's necessary the age we live in.”

While a large proportion of interviewees say that they control their children's past internet activities, very few of them say that they do that but they are a bit uncomfortable at the same time. For example, P7 explains her views on this issue as follows:

“... Because I am divorced with my husband, I live and grow up alone a teenage boy who starts to get to know himself and his body. In this process, I am trying to avoid intervention as much as I can in his personal absence. I endeavor to lag behind in doing something that will hurt him in the process he has gained his identity. Still as a mother I worry about his safety. I am not only concerned with his safety, but also wondering how he is seeing himself in this process. For this reason, I check his internet activities, once a week, after he sleeps, just for, what he has done on the internet, what he has been looking for, who he talked to and who he follows on the social media.”

P6 said that he shared the same idea because of reasons such as P7 and said that he controlled social media with his child which he did not use very actively. P6 spoke as follows:

“... My son is on the basketball team so he does not have much time to use the internet. Even from WhatsApp chats, he often gets bothered to talk to their friends because they are constantly chat each other in that platform. It also keeps social media accounts open for friends and relatives only. If someone he does not know adds him as a friend, he comes to ask me that who he/she is. For this reason, I occasionally look at what my child does on the internet with him. I'm just looking at what he's watching when he's at the computer, and that is good enough for me. He's watching a series or a movie for about an hour to relax his mind and get some rest. Beyond that, I do not intervene too much for the rest. In the process of starting to gain identity, I think with his brother, they have to solve this for men.”

On the other hand, when the question was asked about what the interviewees think about the concept of cyberbullying, the common answer was abuse and ha-

rassment. Threats and insults are also commonly thought of as cyberbullying, as well. Exclusion, however, is not seen as a type of cyberbullying by almost all interviewees.

For instance, P1 revealed her thought as follows:

“...To me, there is no difference from physical bullying. It could even be more hurtful, actually. You're facing someone you do not know who he/she is and there's nothing you can do. The first thing that comes to mind is abuse and harassment. Children are very vulnerable in this regard and there are too many malicious people on the Internet. Everyone is communicating whoeverhe / she wants with whatever his / her desired identity. This is the most dangerous type of cyberbullying for me Someone you know can also insult you in all those platforms, or who is totally stranger to you, as well. Being 'reachable' seems to be an advantage of social media, but it is a big disadvantage from my side.”

Also, P5 spoke about this issue as follows:

“...Due to my work, I have compared with many examples in recent years. That's why countless examples come to mind when it comes to 'cyberbullying'. Even seemingly simple, exclusion can cause very tragic consequences. More tragics such as abuse, harassment and threat can sometimes lead to suicide. For this reason, this issue is extremely important to me. Moreover, I think it is as as cruel and despicable as physical bullying. I do not think that a person who is at peace with himself/herself and who has love and kindness his/her heart cannot do such a felonious thing.”

However, the vast majority of interviewees do not interpret 'exclusion' as a type of cyberbullying. In fact, P6 calls it 'ordinary' among friends. P3 and P4 also share a similar idea with P6, while P7 implies that all kinds of exclusion should be considered as a type of cyberbullying.

With all of these, the common points obtained after the in-depth interviews with parents are: parents are aware of online risks and want to improve themselves in this regard. In addition, each one wonders what her child is doing on the internet and therefore control their children's internet activities over certain periods. A large part of it thinks that the internet is more secure with filters, but it does not seem to be a definitive solution for them. The common aspects about 'what can be a cyberbullying' are abuse and harassment. Threats and insults are also commonly thought of as cyberbullying. Exclusion, on the other, is not seen as a type of cyberbullying by almost all interviewees.

As a result of interviews made with the teachers, it was revealed that what the children did on the internet in the schools is learned as much as if the child tells anything during conversations. T3, for example, stated that she checked the computers one by one after the end of the information technologies course.

T3 pointed out that they did information technologies course at school's computer laboratory and she gave the last 10 minutes as a 'free time' to the students. So, after the lesson she checked every computer's web history and then close it. Since there is no computer lab in public schools, no such findings were found like this. Again, when looking at private schools with computers in their classrooms, T3 stated that the classroom computer should be checked twice a week by classroom teachers.

Also, all interviewees revealed that there is a filter in schools' internet, yet students cannot reach internet in anyway because it also have protect with password.

Beyond all these, when the question was asked about what the interviewees think about the concept of cyberbullying, the common answer was also abuse and harassment, just like parents. Still, some teachers, however, describe exclusion, profanity, insult, threat and slander as types of cyberbullying.

With all of these, the common points obtained after the in-depth interviews with teachers are: teachers are also aware of online risks and they believe that they improve themselves in this regard. While they express that they control children's activities 'as much' as possible, they are most worried about abuse, harassment and insults in bullying cases.

4.1.1.3 Theme 3: Sharing Experiences at School and at Home

This main theme has drawn attention to the amount of participation that schools and homes should have in addressing issues of cyberbullying and in which position they should adopt. While the ability of children to communicate with participants is discussed, topics such as what children talk about with older people, what they tell them and what they avoid from discussing are discussed.

In this theme where the concept of cyber bullying dealt with in depth, obtained insight through a basic question which is; at what level the interviewee and the child are sharing and communicating with each other.

On the other hand, here, it is necessary to distinguish the questions as "parents" and "teachers". First of all, for parents, the following questions will be asked; according to the interviewee, has his/her child ever been a 'cyberbully' or a 'victim'; if so will the child tell anything to him/her, what will he/or she do in that case, if the child will not tell them, who will the child tell.

Also, did the child tell of a cyber bullying incident that passed himself/herself or someone else's head; if so, what kind of attitude did the interviewee reveal to the

child, what the interviewee did, did the interviewee discuss this situation with other parents or teachers.

Then, for teachers, the following questions asked; according to the interviewee, has his/her student ever been a 'cyberbully' or a 'victim'; if so will his/her student tell anything to him/her, what will he/or she do in that case, if his/her student will not tell them, who will his/her student tell.

Also, did his/her student tell of a cyber bullying incident that passed himself/herself or someone else's head; if so, what kind of attitude did the interviewee reveal to his/her student, what the interviewee did, did the interviewee discuss this situation with other parents or teachers. If the interviewee discuss this situation with parents, how did the parents react to the interviewee.

It has emerged through in-depth interviews that mostly of interviewees think that the child will share with him/her not just cyber bullying but all kinds of negativity, as well. However, some interviewees have been hesitant about this issue. For example,

P1 revealed her thought as follows;

“...They were playing a game in their room on Facebook with her best friend when they were 9 years old. Her friend's mother and I entered the room to check what's going on and when we came to the room, they tried to hide the iPad. At that moment I moved without thinking and took iPad by force. I was shocked by the scene I saw. In the gaming environment, Someone that I was sure that who was older than my daughter was writing something offensive and wanted sexually photos and messages from her. At that moment I gave a sudden reaction and yelled to her next to her best friend. This caused some injuries on her. Later, I learned by chance that she exposed to physical bullying by the caregiver's son. Even if I talk to

her many times, I do not think that she can easily tell me the bad things she's been through. For this reason, I think she will share my two brothers' daughters' or her best friend more easily.”

Therefore, P4 expressed the same thought as P1 like this;

“...I have a hard temperament and for this reason I have a serious autotritis on my two daughters. I understand the negative consequences of this more and more day by day. I think that both of my daughters will talk about these negative events with each other before me. I think they will come and tell me when they decide to tell me. However, if such a situation happens to someone else in school, they will tell me more easily. They even told me. A friend of her class told excluded from their Whatsapp group and the victim child told this situation to his teacher. The teacher solved the problem by bringing the bully child and the victim child together.”

P8 thinks that the child will tell such a situation to his life coach rather than herself. She also expressed the reason like this;

“...A lady is interested in my child's success at school and psychological condition. He was like a friend over time. That's why I think it will be her first choice. But in this case I want to clarify something. Before he had a life coach, my relationship with my child began to deteriorate, even for minor reasons, like lecture notes. However, after my son had a life coach, my relationship with my son became better. I have not heard such a thing from my son or his school so far, but even if I hear something like that, I think we will do handle it together with his life coach.”

P5 expressed the cyberbullying situation they had experienced with the following words;

“...My daughter was having a pretty horrible incident last summer. A boy from the same school and the same age like her added her on Facebook as a friend. At least we thought so. When she told me that, I told her that she should be very careful. They spoke for about 2 months but never met because the child told him that he was in the summerhouse. At the end of the second month, they started flirting. My daughter told me that too. However, things changed after that. One evening my daughter had a nervous breakdown and she was sobbing. She showed me the phone without saying anything. In the messages, there were obscene content requests that my mind could not take. Moreover, if those photos did not send, there were threatening messages about sending everything they talked to their friends and even her family. We gave it to cybercrime without writing anything. It turned out that the man we thought he was 13 years old was actually a man who lived in Germany at the age of 45. After this, my daughter received psychological help for a while and started to use social media again in the last few months.”

Unlike the others, P3, P6 and P7 said that their children would tell them whatever it is. P2, on the other hand, her son tried to handle it on his own for a while, but she sure that he was going to tell her eventually. In addition, a large number of interviewees said they did not hear such things around, but some expressed that some of their children's friends, were experiencing some kind of cyberbullying such as exclusion and violence.

Contrary to all this, P2 said that her child told herself that he was bullied his friend as follows;

“...One day, when he came next to me he was incredibly angry. When I asked him what was going on he told me that he was playing online with a friend of his and his friend was constantly defeated and eventually my son threw him out of the game, but he regretted it. When I asked him why he regretted, he said that his friend did not talk to him and he also thought that his reaction was 'childish'. The next day he apologized to his friend and the problem resolved spontaneously, but my son decided to give himself a penalty and he did not play that game for a month.”

Above all, interviews with teachers have emerged that teachers think that their students will try to solve such problems first with family and friends. They have developed a conviction that if they can not solve the problem then they will tell the teachers. Besides, teachers who realize that students are unexpectedly telling a lot of events in conversations during lectures about bullying and cyberbullying, are trying to apply it more oftenly. In particular, T1, T3 and T5 expressed that they frequently had a talk with students during lectures about such events. Thus, T5 expressed herself as follows;

“... When I was talking about bullying and also cyberbullying at once during the lecture, I realized that almost all of the students gave examples from themselves or from their friends. I tried to listen each one of them individually, and I noticed that a lot of them relieved and felt more happy during that time. At the end of the lesson, they asked me not to tell anyone. Eventhough I accepted it, I still talked some of their families and after that I received positive feedback from many families.”

Furthermore, T7 and T8, who work in the same school, stated that they see students every week and that they handle many peer group problems, especially bullying types during that time. They said that many students share some experiences in that time and also some of them even asked for help. Both of the teachers revealed that they prepare a road map and communicate with the student first and then his/her family by expressing that they were working to solve this problem. Moreover, they said that the incidents of bullying in schools have diminished over time.

Nevertheless, as a result of the in depth interviews have emerged that variety of cyberbullying types that common in schools 2 are; disclosure accounts, insults, mockery and exclusion. In particular, disclosure accounts are among the most common types of cyberbullying, which teachers are bemoan mostly.

For example, despite being teachers of different schools, T1, T2, T6, T7 and T8 mentioned that 'disclosure' accounts have recently become more frequent. In the aforementioned disclosure accounts, the students share various information or images about their friends and teachers on the line and share them with accounts' followers. Thus, according to interviewees those accounts mostly active in Instagram.

For instance, T7 spoke as follows:

“...A few months ago we found a disclosure account which opened in Instagram under the name of the school. The names of many students and teachers were blacked out on this account. We immediately identified the identity of the person who opened the account by delating about the relevant authorities. First, the account was closed and then a disciplinary ac-

tion was taken on the student. Afterwards, the student received therapy from the school's guidance counselor for about a month.”

On the other hand, as a result of interviews with T2, T3 and T4 who work in the same school, T2 and T3 say that there are cyberbullying events in the school, however T4 insists that there are no cyberbullying cases in their school so far.

T1, T2, T3, T5 and T6 stated that administrators suppressed the school's reputation when they experienced such minor or even major events in the school.

T1 spoke as follows:

“... The school has experienced both bullying and cyberbullying several times in the past year, but the administrators prefer to suppress it with fear that the reputation of the school will be damaged, instead of solving it. Children who commit bullying are not identified. Unfortunately, the victim child is not really supported even if a help is provided. The help made is not enough to improve victim's mood.”

Such that, T2 and T7 referred that parents sometimes carried minor events such as exclusion and mocking to the parents' meeting and asked for help. Even so, T7 spoke as follows;

“... Once a day, a parent came to the parent's meeting and said that her daughter cried every day for the past week because she was thrown from the Whatsapp group. She also said that she knew who did this to her and wanted to talk to the mother of the bully child. We had an interview with both sides. Long story short, bully child apologized to the victim and the problem was solved.”

In the light of all this, most of the interviewers think that the child will share with them if he/she experience such event like this. Some even shared what happened and some interviewees said that their children have recently exposed to cyberbullying, but some of them, on the other hand, said that they did not hear or live any kind of cyberbullying situation. Thus, the majority of the teachers who say that the school thinks more about their reputation in such cases do not find the actions which done by school enough.

4.1.1.4 Theme 4: Cooperation Between Family and School

In this theme, it has not only addressed the methods schools and parents use to address the problems of cyberbullying, but also the experiences they are involved with and the thoughts of future importance of this phenomenon. It is worth mentioning that this theme was inspired by the concept of the whole school community approach.

The Whole School Community Approach (WSCA), on the other hand, extends the prevention and intervention strategies to the entire school community giving them a high priority and has been endorsed by the Department of Education and Skills' Plan of Action on Bullying in UK. (DES, 2013) Substantially, the approach's desire is reach out to all the members of the school such as, management, staff, pupils, and of course, families. At the heart of WSCA lies the beliefs and attitudes shared by the entire school community. Taking bullying or cyberbullying as a case is under the responsibility of all members of the school community and family, as whole.

The WSCA argues that students / young people have a great interest in the ownership of the property and the success of the participation and the progeny,

including the inclusion of student involvement and student voice in the process, in full with all members of the community. this is them.

A successful WSCA will not only deal with bullying behavior, but also improve the school climate and culture. It also improve the relationship between staff, children and young people and parents, at the same time support the emotional well-being and learning potential of children and young people, and all adult members of the school community.

This approach, as detailed above, is fairly accurate for this research, where parents and educators are co-located. This is why this approach should be included in this research. It will be more meaningful to carry out the research with this approach, which predicts that a successful and peaceful school environment can be formed by all elements of school school including students, parents, educators and administrators.

In a nutshell, in this theme the following questions asked; in the face of cyber bullying, do the school environment and the home environment move together, do the parents and teachers interact with each other and act together.

More importantly, does the school take educational steps about cyber bullying, such as informative seminars, auxiliary resources both for the parents and children. If so, do the interviewees find the constructs satisfactory? If not, do the parents have a request to the school? Do the school will act on this issue? Do they have any requests from the authorities about this?

It has emerged through in-depth interviews that almost all of interviewees think that the school only communicate with home even if something bad happened to him/her or at school. Whereas, P7 said that she communicate with her son's teacher every Friday and she was informed about the general situation at school by his teacher.

Whereas, P3 complained that her child's teacher never took care of her child's situation and she could not even get proper information even at the parents' meetings.

P3 spoke as follows;

“...When I put my child to a private school, I thought that my child would have a better education and a more relevant teaching. Although I am satisfied with the education I am not satisfied with the teacher. So when I attend the parents' meeting, I never get any information about my son's situation. I know my son at home but I also want to know what he is doing at school, and when I ask this to his teacher, I am faced with a light-hearted attitude like "I do not have to do this." I know that my son is not a cyber victim for now, but I have doubts whether the school will fulfill the duties if such a thing happens in the future.”

Notwithstanding, almost all parents revealed that the school did not take any educational steps about cyberbullying, such as informative seminars, auxiliary resources both for the parents and children but she put herself in school's shoes and she said that she talked to the school and gave a educational seminar about the subject.

For instance, P5 spoke as follows;

“...I am a journalist and my job is to investigate. As my daughter lived the story I told you about, I told the situation at the editorial meeting and I said I wanted to prepare a newsletter. After accepting the general editorial director, we started preparations with my correspondent friend and prepa-

red a long and detailed newsletter. Then, I shared it with my daughter's school. At that time, even though their teachers tried to help, they were strangers to the case. The school returned to me with a really absurd offer. They offered me that I should give a seminar at school on the subject. It was hard to believe, but in my daughter's school I gave a three-session seminar on this subject, including students, teachers and parents. Thus, I got quite good feedbacks.”

P1, on the other hand, said that rather her daughter’s school take some educational steps about cyberbullying, she did not think that those are enough. Moreover, P1 revealed that her daughter made a research about cyberbullying and made a presentation about it in the course of information technology.

On the contrary, P7 said that her son’s school made an amazing job about cyberbullying case. P7 spoke as follows;

“...My son’s school gave a lot of attention to the cyberbullying and they organized educational seminars for a few weeks. I understood that the knowledge of my son’s increased about cyberbullying because when he entered the home we started to talk about how was the day and in those days he started to gave me some examples which I never heard before about cyberbullying and moreover, he also read more about the topic on the internet. Without any doubt, I can say that the school did a good job about cyberbullying.”

On the other hand, P2, P3 and P6 said that their children’s schools gave some seminars, but they also criticized that the seminars’ language did not match with the peer group.

On the other hand, similar results emerged in interviews with teachers, as well. Some teachers complained that schools did not work as well as their competence, while others reported that their schools are working on this issue as well as they can.

For instance, T2 and T6 said that in their lecture's they had give place to cyberbullying for 3 weeks and also T4 has found an interesting explanation about this topic. According to T4, bullying is also a technological addiction. Moreover, T4 said as follows;

“... Cyberbullying is a type of technological addiction for me. For this reason, we gave some seminars about addiction and technological addiction. I believe that we have crowned the war with all kinds of addiction in this way and I believe that we have contributed educationally to children. We also give these seminars to the families because we need to save the children from this addiction. For this, first of all, we have to get the family out of this wreck. The children began to see and hear this hatred and venom in their surroundings. For this reason, we need to get rid of this addiction and the first thing to do is to stop those hatred. For this reason, we are dealing with technological addiction in seminars where cyberbullying are discussed in classes.”

In addition, T7 and T8, who worked at the same school, explained what they did as follows;

“...When any of ours students live an event such as cyberbullying in the school, we give not theraphy only the victim child but also to the bully

child, as well. Our goal here is which hatred push a innocent child to do this, that is what we want to understand. At the same time, we are also negotiating with these children's families. In some cases, children and families are receiving regular therapy until 3 months. On the other hand, we are often trying to give seminars on cyber bullying in school. In our seminars, our guests are psychologists, psychiatrists, academics, lawyers and even police officers in cybercrime. What's more, we take care to ensure in that articles which was given in English and German lessons related to this topic. In short, we want to fight as much as possible in the field with cyber bullying. This is important to us.”

However, contrary to all these, some teachers complained that the school had done nothing about cyberbullying. For instance, whereas T1 and T5, even if they did not work in the same school, they give similar statements. T5 spoke as follows;

“...I can say with open heartedness that this school, which is trying to close up even the cyberbullying incident in school, has not taken any educational steps about it. As teachers we try to focus on this and other topics like cyberbullying in the lessons, but the managers never take a step for it.

The result of in-depth interviews is that the WSCA, which is the inspiration for this theme, is fully implemented in very few schools. While some of the parents point out that the school is only informed in bad circumstances, a large part of them do not find the seminars satisfactory.

On the other hand, while teachers' opinions largely overlap with parents, teachers also said that a large part of the crime is in the administrators who consider reasons such as school reputation and financial loss.

4.1.1.5 Theme 5: Digital Ecology and Cyberbullying

Finally, in this case, participants discussed in detail how they handled cyberbullying in the context of digital ecology and what it would want to change in this cyber world. Discussions about how cyber actors evaluate the opportunities and risks in the world were discussed in depth, while their opinions about informative elements such as awareness campaigns on cyber bullying were discussed.

In short, the following questions asked; do interviewees find the internet sufficient as a 'helpful' resource? Have they ever benefited from the internet about this topic? Do they have an activity, source, website, blog, social media account that they follow nationally or internationally?

It has emerged through in-depth interviews that all of the parent interviewees mentioned that they did not avail oneself of any written or virtual resources about cyberbullying.

However, some of the teacher interviewees revealed that they use especially virtual resources to get ideas. For instance, T2 and T6 in particular, pointed out that educational videos on YouTube are very useful about cyberbullying. T6 spoke as follows;

“...I am a teacher of information technology. For this reason, it is perfectly normal for me to see the internet as a 'sacred resource'. Therefore, the source that I preferred to get ideas is the internet more oftenly. I have discovered some sources that have very positive consequences for the content of my lesson and also to develop my profession, as well. I have educational blogs that I follow though it is not regular, but I never accept 'educative' social media accounts as 'guide' for myself. For this reason I do not follow anyone of them.”

However, some teachers have stated that they only follow the publications about their profession and they are informed about topics such as cyberbullying only when they are included in the news.

On the contrary, parent interviewees preferred to use more books when they wanted to do research on mother-child relationships or adolescence, and they use the resources on the internet only for 'entertainment' or just to get some ideas.

For instance, P1 speaks as follows;

“...I do not see the resources on the Internet as guides especially to social media. You can even diagnose yourself a ‘cancer’ with a simple Google search, it's not a reliable source for me Nevertheless, I can say that I have reached many articles from there, but I can say that I have never applied directly to a website. I am still applying the books in the old fashioned way. I think they are more reliable. However, now I realize that I have not read anything other than the news that I thought about cyber bullying. I have not read anything from the internet nor anywhere else about what to do with the child who is victimized or what it is, although we lived such an incident recently.”

On the other hand, P5, who also said that she gave a seminar on cyberbullying in the school of her daughter, spoke as follows;

“...In preparing my newsletter at that time, I made use of many written and virtual sources and got opinions from its experts. For this reason, I can say that I have a lot of knowledge about cyber bullying, but at the moment it is

a lie to say that I am following a source up to date. Nevertheless, I am very careful to read as many articles as possible regarding the mother-child relationship and adolescence.

In the light of all this, all of the interviewees meet at many common points. For instance, almost all of them revealed that they use resources about both mother-child relationship and adolescence.

Moreover, all of them think that 'educational' accounts in social media will disappear in the end by describing them as meaningless and nonsense.

Thus, while teacher interviewees often prefer the internet for their professional development, some teacher interviewees find it quite useful, especially by stating that they use it to have information about to give in-depth knowledge about cyberbullying during their lectures.

Finally, it is worth mentioning that in-depth interviews revealed that interviewees still value the written sources and are not entirely trusting the internet. The interviewees, who stated that the school was not enough for give information to the students about cyberbullying, actually turned out that are not have enough knowledge about this subject, as well.

CONCLUSION

The main objective of this study is to examine the attitudes and awareness of interviewees about cyberbullying, their attitudes towards if their children or their students become a part of potential cyberbullying case as a bully or a victim, their motivation and diligence to implement them, and of course, their attitudes towards the children's use of media and social media in the digitalized world.

The methodology of this research determined as analytical and phenomenological approach and investigated with qualitative research methods. As known for sure, phenomenology relies on philosophy bearing the same name and examines the subjective experiences of people in their daily life and the way they interpret life.

This study is conducted with 16 interviewees in total, consisting of 8 parents and 8 teachers. They are selected on the basis of their children or students from secondary school (4th-8th grade) studying in both private and public schools was located in Istanbul.

The data collection method for this study was a semi-structured interview. Purpose of this is to be freed from the restraining frame of the questions that are directed to the participants in the interview and to have more insight with the ongoing conversation.

In the second phase of the study, the data in the form of the dialogue obtained were analyzed in depth to understand interviewees awareness about cyberbullying.

As a result of the study, the data and analysis revealed how interviewees are involved in the relationship of children with digital media, along with the level of cyberbullying awareness and attitudes and motivation they have developed. Thus, research finding provided information about the problem and might help to develop ideas or hypotheses for potential quantitative research.

Nevertheless, since the size of the sample is kept small because the research is qualitative, however, in further studies, it can be possible to reach a wider judgment with a quantitative research.

In this context, according to data obtained through interviews; interviewees see digital technology and digital media as 'entertainment' in general, and they complain about children being involved in this life too early.

Most of the participants point out that the use of technology has become a bargaining point for family-child and teacher-child relationships, while the commonly used platforms are listed as Whatsapp, Instagram and YouTube. Moreover, nearly all of the participants identify themselves as 'aware' of the online risks in cyber environment and they admit that they control the activities of children on the internet at least once a week.

On the other hand, as a result of the interviews, the interviewees' associate the concept of 'cyberbullying' with child abuse, internet fraud and hacking, in general. Therewithal, none of the interviewees see 'blackball' as a cyberbullying. Additionally, almost all of the interviewees' use a 'protection' filter on their internet at home.

Most importantly, half of the parent interviewees point out that their children were cyber victim at least once while half of the teacher interviewees say there is a cyberbullying incident in the school. Almost all of the parental interviewees think that the school is lacking in 'cyberbullying', while the majority complain about the school only share negative issues with them.

Lastly, almost none of the interviewees state that they do not use an online or printed resource for online risks and cyberbullying while all of them indicate that they benefit from both online and printed resources of child development.

In addition, the WSCA, which constituted the basic idea of the subject that named cooperation between family and school, was seen to have been implemented in three different private schools resulting in in-depth interviews with only three interviewees.

Overall, there is a conflicting literature on the definition of cyberbullying. It can be said that it is accepted as a kind of bullying, but some qualities are different from traditional bullying. There are different qualities of physical, verbal, social, or cyberbullying.

Although cyberbullying is not as common as traditional bullying, most adults believe that the situation will be seriously heightened at the time of emergency action.

On the other hand, researches in the literature have revealed that psychiatric problems experienced by victims of cyberbullying are more serious psychological problems than the traditional bullying. Moreover, bullying is a social relationship problem that is deeply felt in most societies, and social values must also be transformed in order to be prevented in this context.

While the primary responsibility for combating juvenile cyberbullying is loaded into schools, steps such as training, policy development, process management and updating programs must also be undertaken.

On the other hand, it requires new practices and researches that prevent youth from bullying or involve children in the sense of interference with events. For this reason, this area needs qualitative and quantitative research to be carried out by more researchers.

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APPENDIX

Araştırma Formu Nisan 2018

Begüm Suyolcubaşı

“Orta okul yaş grubundaki çocukların ebeveynlerinin ve öğretmenlerinin siber zorbalık konusunda farkındalık düzeyi”

Katılımcı Ad Soyad: _____ Anne Öğretmen

Katılımcı Eğitim Durumu: Lise Üniversite Yüksek Lisans Doktora

Meslek: Anne _____ / Baba _____

Çocuğun cinsiyeti: Kız Erkek

Çocuğun doğum yılı: 2004 2005 2006 2007

İzlençe

- Çocuğun siber dünya ile tanışması
 - Ne zaman kullanmaya başladı? Ne kadar vakit geçiriyor? En çok nerede kullanıyor? Başkalarıyla “online/offline” iletişim kuruyor mu? Günlük aktivitesinin ne kadar parçası? En çok hangi alanları kullanıyor? Online oyun ortamlarını kullanıyor mu? vs.
- Görüşmeci çocuğun siber dünyadaki faaliyetlerinden ne kadar haberdar?
 - Çocuğun internette ne yaptığını, nerede vakit geçirdiğini biliyor mu? Kimlerle iletişim kurduğunu kontrol ediyor mu? Online risklerden haberdar mı? Herhangi bir filtre kullanıyor mu? Siber zorbalık kavramı ona ne ifade ediyor?
- Görüşmeci ile çocuğun paylaşım düzeyi/sıklığı
 - Çocuk ‘zorba’ ya da ‘mağdur’ olsa görüşmeciye anlatır mı? Eğer ona anlatmazsa kime anlatır? Çocuk kendisinin ya da başkasının başından geçen bir siber zorbalık durumunu hiç anlattı mı? Anlattıysa görüşmeci ne yaptı? Çocuk ile nasıl bir iletişim kurdu? Başkasıyla bu konuyu konuştu mu? Görüşmeci kendi çevresinde bu konuyu duydu mu? Zorbalık yapan bir çocuk tespit edildi mi? Eğer tespit edildiyse onunla nasıl bir iletişim kuruldu?

- Ev ile okul ortamının ‘siber zorbalık’ konusunda işbirliği içinde mi?
 - Okul eğitici adımlar atıyor mu? Öğretici seminerler, yardımcı kaynaklar (hem ebeveyn hem de öğrenci için) vs. Eğer yapıldıysa görüşmeci bunu yeterli buldu mu? Eğer bulmadıysa okul ile bunun hakkında görüştü mü? Onlara önerilerde bulundular mı?
- Görüşmecilerin siber zorbalık özelinde siber ortamlar hakkındaki fikirleri
 - Siber zorbalık konusunda görüşmeciler internetten ya da başka kaynaklardan yararlanıyorlar mı? Bu konu hakkında kaynakları yeterli buluyor mu? Ulusal ve uluslararası takip ettiği kaynaklar var mı?

ARAŐTIRMA KATILIMCI FORMU

İstanbul Bilgi Üniversitesi Medya ve İletişim Sistemleri Yüksek Lisans Program
Direktörlüğü'ne,

Yüksek lisans programı direktörü Yrd. Doç Dr. Esra E. Bilgiç danışmanlığında yürütölmekte olan “Orta okul yaş grubundaki çocukların ebeveynlerinin ve öğretmenlerinin siber zorbalık konusunda farkındalık düzeyi” konulu araştırma projesinde katılımcı olarak yer almayı gönüllü olarak kabul ettiğimi beyan ederim.

Kişisel bilgilerimin ve görüşme kayıtlarının yalnızca araştırma verisi olarak saklanacağı, hiçbir şekilde üçüncü şahıslarla paylaşılmayacağı ve akademik olmayan hiçbir mecrada görüşlerimin isim belirtilerek kesinlikle yayınlanmayacağı hususunda araştırmacı tarafından bilgilendirildim.

Tarih :

Katılımcı Ad Soyad :

Katılımcı İmza :