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THE ASSOCIATION OF CYBERBULLYING TENDENCY WITH PARENTING
STYLES, DISORDERED EATING ATTITUDE AND BODY IMAGE
DISSATISFACTION

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The Association of Cyberbullying Tendency with Parenting Styles, Disordered Eating
Attitude and Body Image Dissatisfaction

Siber Zorbalık Eğilimi ile Ebeveynlik Stilleri, Düzensiz Yeme Tutumu ve Beden Algı
Memnuniyetsizliği Arasındaki İlişki

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ABSTRACT

With the widespread use of the Internet and the increase in communication via the Internet, cyberbullying has emerged similar to the problem of face-to-face interaction in daily life. The increase in use and interaction has increased the rate of cyberbullying and the diversity in use has brought about the diversity in cyberbullying. Cyberbullying, like bullying, has recently become a subject of importance and priority in the field of research, as it has negative effects on the mental health of individuals. The definition and measurement of cyberbullying is still a matter of research and debate, but cyberbullying is generally defined as an offensive and harmful action carried out in electronic and digital environments with the aim of causing discomfort and harm to individuals. Research has mostly focused on the effects of cyberbullying on people. Recently, research has begun to be conducted on understanding the characteristics of cyberbullies in order to understand cyberbullying. Studies have found that exposure to cyberbullying is effective in disordered eating attitude and body dissatisfaction in individuals. It has been found that parenting styles are a factor that affects the cyberbullying experience, body image dissatisfaction and disordered eating attitudes separately. The aim of this study is to observe how parenting styles, body image dissatisfaction and disordered eating attitudes affect the tendency of cyberbullying. In order to measure this relationship, an online survey was conducted with individuals using social media and the results of 200 participants were analyzed. The results found that maternal and paternal responsiveness were indicators of cyberbullying, and the mother's authoritative parenting style was effective in cyberbullying. These results provide preliminary findings about the effect of parenting styles and cybervictimization on cyberbullying.

Keywords: cyberbullying tendency, disordered eating attitudes, body image dissatisfaction, parenting styles, cyberbullying victimization

ÖZET

İnternetin kullanımının yaygınlaşması ve internet yoluyla iletişimin artması ile günlük hayatta yüz yüze etkileşimin problemi olan zorbalığa benzer olarak siber zorbalık ortaya çıkmıştır. Kullanımdaki, etkileşimdeki artış siber zorbalık oranını arttırmış ve kullanımdaki çeşitlilik siber zorbalıktaki çeşitliliğe beraberinde getirmiştir. Zorbalık gibi siber zorbalık da bireylerin ruhsal sağlığında olumsuz önemli etkiler yarattığı için son dönemde araştırma alanında önem ve öncelik verilen bir konu haline gelmiştir. Siber zorbalığın tanımı ve ölçülme şekli hala araştırma tartışma konusudur fakat siber zorbalık genel olarak bireylere rahatsızlık ve zarar vermek amacıyla elektronik ve dijital ortamlarda gerçekleştirilen saldırgan ve zararlı eylem olarak tanımlanmaktadır. Araştırmalar çoğunluklu olarak siber zorbalığın kişilerde yarattığı etkilere odaklanmıştır. Son zamanlarda siber zorbalığı anlama adına siber zorbalının özelliklerini anlama üzerine araştırmalar yapılmaya başlanmıştır. Yapılan araştırmalar siber zorbalığa maruz kalmanın bireylerde düzensiz yeme tutumları ve beden algı memnuniyetsizliği üzerinde etkili olduğu bulunmuştur. Ebeveynlik stillerinin ayrı ayrı siber zorbalık deneyimini, beden algı memnuniyetsizliğini ve düzensiz yeme tutumlarını etkileyen bir faktör olduğu bulunmuştur. Bu araştırmanın amacı da ebeveynlik stillerinin, beden algı memnuniyetsizliği ve düzensiz yeme tutumlarının siber zorbalık eğiliminde nasıl bir etkisi olduğunu gözlemlemektir. Bu ilişkiyi ölçme adına sosyal medya kullanan bireylerle çevrimiçi bir anket yürütülmüştür ve 200 katılımcının sonuçları analiz edilmiştir. Sonuçlar, anne ve babanın çocuğa gösterdiği ilginin siber zorbalığın belirleyicisi olduğunu ve annenin demokratik ebeveynlik tarzının siber zorbalıkta etkili olduğunu bulmuştur. Bu sonuçlar ebeveynlik stillerinin ve siber mağdurluğun siber zorbalık üzerindeki etkisi hakkında ön bulgular sağlamaktadır.

Anahtar Kelimeler: siber zorbalık eğilimi, düzensiz yeme tutumları, beden algı tatminsizliği, ebeveynlik stilleri, siber zorbalık mağdurluğu

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INTRODUCTION

The use of social media platforms has grown significantly in the ten years. Social media sites such as YouTube, Instagram, Facebook, and Twitter have become an indispensable part of people's life. On social media sites, users can upload information, and content, and react to others and their content, which is not possible on traditional websites (Çimke & Cerit, 2021; Chaffey, 2020; Lupton, Pedersen, & Thomas, 2016). The development in social media use has created new outcomes, both positive and negative. Accessibility and extensive use of social media introduced new opportunities for online aggression. Cyberbullying became an important problem with the increased use of social media. Cyberbullying is defined as deliberate, repeated harmful use of aggression that occurs over electronic media (Çimke & Cerit, 2021, Craig et al., 2020; Waters, Russell & Hensley, 2020).

Social media users (SMUs) are exposed to cyberbullying as a result of sharing content that shows their faces and/or bodies. SMUs receive negative electronic messages, where individuals are defined as "fat," "skinny," "ugly," and the like, which will negatively affect the body image of the person (Frisén, Berne, & Lunde, 2014). Body appearance is the main object of cyberbullies (Menzel et al., 2010) 30 % of adolescents is being cyberbullied by their peers because of their size and weight (Cassidy, Jackson, & Brown, 2009). People who experienced cyberbullying were dissatisfied with their looks and weight compared to those who did not (Frisén, Berne, & Lunde, 2014). Cyberbullying victimization is related to body dissatisfaction (Brausch, & Gutierrez, 2009; Calvete et al., 2016; Ramos-Salazar, 2017) Few studies show cyber victimization is found to be among the significant predictors of pathological eating behaviors, binge eating symptoms, and attempts at losing weight (Marco & Tormo-Irun, 2018; Ramos-Salazar, 2017). There is no research on body satisfaction and eating behaviors of cyberbullies. However, similar findings are

expected to be found, considering Salazar's (2017) finding that cyber victimization predicts cyberbullying.

A limited number of studies have examined and found an association between parenting styles and cyberbullying, eating disorders, and body image separately. Parenting styles and behaviors can affect involvement in cyberbullying. Authoritative parenting style is associated with an increased likelihood to cyberbully (Elsaesser, Russell, Ohannessian & Patton, 2017). Since there is not enough research on parenting styles in the literature on cyberbullying and victimization, there are still debates about its impact (Broll & Reynolds, 2021). Parenting styles can also lead to pathological eating behaviors and body image dissatisfaction. Authoritarian and permissive parenting styles correlate with high levels of pathological eating behaviors (Haycraft & Blissett, 2009). Lobera and colleagues (2011) observed that neglectful parenting style (low care, high control) related to the prospect of eating disorders. Another study on parenting style and body image discrepancy shows that low care from parents is positively related to body image discrepancy, thus suggesting a relation with body dissatisfaction (Micheal et al., 2012). And lastly, Enten and Golan (2008) found that perceiving the father as authoritative negatively correlated with body dissatisfaction.

Cyberbullying is a huge threat to mental health. The reason for the recent increase in the research of cyberbullying is that cyberbullying negatively affects the emotional and psychological health of individuals. It causes psychological distress and pathology in people. The increase in online interactions and the increase in cyberbullying also affect the field of psychology. For this reason, it is important to investigate the effects of cyberbullying and to understand why it occurs to prevent, treat and change it. When the literature is examined, it is seen that the rate of examining cyberbullying victimization has increased, but cyberbullying has not been adequately examined. The literature has shown us that there are bilateral relationships between cyber victimization, disordered eating attitudes, body image dissatisfaction, and parenting styles, but more research is needed on its relationship with cyberbullying. Although the connection of these bilateral relations with each other is predicted, it has

not been investigated. The aim of this research is to understand and explain the relationship between cyberbullying, disordered eating attitudes, body image dissatisfaction and parenting styles as a mediator.

In the first section of the thesis, a detailed literature review on cyberbullying, body image, eating attitudes, and parenting styles will be demonstrated. The hypotheses of this research, which are based on the existing literature, will be included. The following sections will be explaining the methodology and present the results of the study. At the end of the thesis, a discussion about the results of the research and its relation to the literature will be presented.

CHAPTER 1

LITERATURE REVIEW

1.1. CYBERBULLYING

1.1.1. Cyberbullying Definition

The development of Information and Communication Technologies (ICT) provides convenience for people to be in contact with each other and share information. ICT refers to technologies that give telecommunication-based access to information. The internet, wireless networks, cell phones, and other forms of communication are all included in ICT (Ratheeswari, 2018). ICT is at the root of social media. In other words, "any application or tool via which users participate in, generate, and share online sources and practices with other individuals through digital networking." ICT-based social media can be characterized as "a range of web-based technologies that highlight the social features of the Internet, like the creation and exchange of user-generated material." E-mail apps, instant messaging programs (IMP) (e.g., WhatsApp, Skype), blogs (e.g., Twitter), wikis, social networking sites (e.g., Instagram, Facebook), social news websites (e.g., Quora, Reddit), video-sharing sites (e.g., YouTube), and interactive online videogames (e.g., Minecraft, World of Warcraft) are examples of ICT-based social media (Hu & Yu, 2021).

Social media is one the most common tool used by people to communicate and interact (Chen, Shirley & Lwin, 2017). The development of ICT has both positive and negative effects. The development of ICT has increased the risk of cyberbullying for online users (Wang, 2021; Chen, Ho & Lwin, 2017, Kowalski et al., 2014). Furthermore, the prevalence of social media in recent years has led to an increase in cyberbullying, thus, it has become one of the most common social problems worldwide (Chen, Shirley & Lwin, 2017; Görzig & Frumkin, 2013). Cyberbullying, which has become widespread in the past 30 years, has been the subject of research in fields such as psychology, educational sciences, and cyber security worldwide (Arıcak et al., 2008).

Cyberbullying is described as a lengthened, deliberate, and unfair use of aggression against people who can't protect themselves without difficulty, occurs in electronic contexts such as e-mails, text messages, social media platforms, blogs, and chat rooms (Craig et al., 2020; Kowalski, Giumetti, Schoereder, & Lattanner, 2014; Marco, & Tormo-Irun, 2018; Marco et al., 2018). Tokunaga (2010), defined cyberbullying as "An aggressive and harmful act carried out in electronic and digital environments with the intention of causing discomfort and harm to individuals" (p. 276). Cyberbullying is an extension of offline bullying behaviors (Wang, 2021; Balta, Emirtekin, Kircaburun and Griffiths, 2019; Tokunaga, 2010).

Many studies examining cyberbullying show that the more time spent using ICT, the more likely it is to engage in cyberbullying. (Craig et al., 2020; Chen, Ho & Lwin, 2017; Akbulut et al., 2010; Bauman, 2009; Zhou et al., 2013). Reason for this is online interactions are different than face-to-face interactions. People using ICT are under the influence of the online disinhibition effect. The online disinhibition effect creates an environment for cyberbullying. The state of not being present of plentiful emotive signs and not getting feedback without delay in online interactions constitute a disinhibition effect that whittles down self-censorship. In the online environment, individuals often feel less constrained and are likely to express their thoughts more freely (Suler, 2004). In the online setting, bullying will not be face to face as in traditional bullying. The victim being bullied may not know the person who is bullying them. This fact is where anonymity comes into play. Anonymity can grow cyberbullying behavior. The bully isn't easily identifiable and can use false usernames, doesn't need to have a former relationship with the victim, and doesn't leave physical and detachable marks on the victim (Barlett, 2015). When the cyberbully is anonymous, the damage caused by bullying is higher than when the cyberbully is known (Marr & Duell, 2021; Chen & Cheng, 2017; Sticca & Perren, 2012).

1.1.2. Types of Cyber Bullying

Cyberbullying is similar to the behaviors of traditional bullying in many ways, yet it differs in that it spreads traditional bullying with the use of new technologies. Even though various types of cyberbullying are not fully understood, research attempt to distinguish different ways in which cyberbullying is manifested (Newey & Magson, 2010). Cyberbullying perpetration types mentioned in the literature are flaming, online harassment, outing and trickery cyberstalking, social exclusion, masquerading or impersonation, denigration, (Bauman, 2015) cyber-sexual victimization (Gómez-Guadix & Incera, 2021, Reed et al., 2019). All the cyberbullying types have unique features each identify with, here is how each type is defined:

Flaming specifies as repeated unfriendly, enraged, derogatory interactions that are harmful personal assaults. Flaming occurs in different environments, such as online discussion boards, forums, e-mails, and chat rooms. Most of the flaming messages are hateful and brutal (Bauman, 2015; Hinduja & Patchin, 2009; Kowalski et al., 2008).

Online harassment by using ICT is similar to using traditional means. Harassment specifies unfriendly behaviors toward someone's identifications (i.e., gender, race, sexual orientation) and qualifications (Bauman, 2015). Technology makes it possible for perpetrators to carry out these mean behaviors more easily and frequently. There is no time or space limitation for the cyber bully to send repeated messages that intimidate, defame, or agitate the victim (Bauman, 2015; Hinduja & Patchin, 2009; Kowalski et al., 2008).

Outing and trickery are consecutive. The perpetrator persuades an individual to share private and personal information or data and sharing these to others via text, email, or websites (Bauman, 2015, Dempsey, Sulkowski, Nichols & Storch, 2009; Kowalski et al., 2008)

Denigration is the use of technology to humiliate and disrespect another person. Denigration is not only sending harmful and mean messages directly to the other person, but it can be also applied in public settings. The bully can create web

pages to humiliate and disrespect the other person and share harmful content and images about the person (Bauman, 2015).

Masquerading or impersonation is pretending to be another person, sending hurtful messages, and sharing untrue and harmful information with the friends of that person. The purpose of the interaction is to cause harm to the victim by pretending to be them (Dempsey et al., 2009; Kowalski et al., 2008; Willard, 2007). The perpetrator can do this by hacking into the victims' accounts (Bauman, 2015).

Cyberstalking is repetitive and undesired communication or contact with an individual through Internet, email, text messages, or social media. Cyberstalking makes the victim feel distressed, concerned, helpless, or afraid. (Kaur, Dhir, Tandon, Alzeiby & Abohassan, 2021, Wright, 2018)

Social exclusion is an intentional and aimed action to make it obvious to individuals that they are not wanted in the group and part of the group. Bullies can delete or block off the targeted individual from the friends' list, exclude them from the online group, or intentionally ignore them and never return to their text or emails (Bauman, 2015; Dempsey et al., 2009; Kowalski et al., 2008; Willard, 2006).

Cyber-sexual victimization includes sexting, sharing sexual content such as photos, undesired sexual attention, sexual coercion, gender victimization, and spreading someone's sexual images of to harm that person (Gámez-Guadix & Incera, 2021, Reed et al., 2019).

1.1.3. The Effects of Cyberbullying

Many cyberbullying incidents are linked to the high severity of the incidents. Previous research show cyberbullying is detrimental to the mental and physical health of children and adolescents. Victims suffer hurtful after-effect such as psychosomatic symptoms (Kowalski et al., 2008; Patchin & Hinduja, 2006) and have a tendency to feel depressed, anxious, and weak (Anderson et al., 2014; Kowalski et al. 2014), and some may even attempt suicide (Wang, 2021; Patchin & Hinduja, 2012).

According to Patchin and Hinduja (2012) to the results of the research, it has been found that people who engage in cyberbullying and are exposed to cyberbullying have lower self-esteem than those who have never been or have been exposed to cyberbullying. Victims of cyberbullying stated that they felt scared, vulnerable, and alone.

It is suggested that individuals who are cyberbullied and those who engage in cyberbullying have similar experiences. People who have been cyberbullied are predisposed to disorders such as eating disorders (Marco & Tormo-Irun, 2018; Ramos-Salazar, 2017), anxiety, and depression (Jenaro, Flores, & Frías, 2021); and these disorders are assumed to be experienced by the bully as well. In the prior research, it is seen that individuals who are exposed to cyberbullying have problems that make their daily lives dysfunctional such as depression, anxiety, uncontrolled alcohol and substance use, low self-esteem, and stress. What's more, cyber victims often experience negative emotions and thoughts such as loneliness, hopelessness, anger, and suicide (Arıkan, Işık, Ayaz & Can, 2018).

1.1.4. Cyberbullying Prevalence, Gender, and Age

Most of the research on cyberbullying has focused on children and adolescents because it is assumed that young age will have more cyberbullying experiences and will be more affected by cyberbullying (Kowalski et al., 2014). There are scarce number of studies on cyberbullying and cyber victimization of individuals who are at university or older (Marr & Duell, 2021).

A lot of research concentrated on gender as a predictor of cyberbullying or cyber victimization (Marr & Duell, 2021,). Alvarez-Garcia et al. (2015) had found no significant difference related to gender among adolescents. Campbell et al. (2012) found girls are more likely to be cyber victims than boys among school-age children. Choi & Lee (2017) and Paullet & Pinchot (2014) found on their research that females are more likely to report cyber victimization than males among young adulthood.

Marcum et al. (2014) found that females are more likely to be the perpetrators, though Sun, Fan, and Du (2016) found males are more likely to engage in cyberbullying in adolescence. Choi and Lee (2017) and Hinduja and Patchin (2008) found no significant difference in gender for cyberbullying.

Children and adolescents are the subjects of cyberbullying through communication technologies, which endangers their emotional and physical well-being (Kowalski et al., 2014). Cyberbullying has become prevalent among adolescents and young adults. Research done by Hinduja & Patchin (2008), with 1378 adolescent participants under the age of 18 revealed that 16% of females and 18% of males reported intimidating and older youths have more potential to report offending others. Walker et al. (2011) conducted a survey of 120 undergraduate students from 3 different departments at a university in Pennsylvania, where more than half (54%) of the students and all male students reported that they had known someone who had been cyberbullied (Marr & Duell, 2021). A study by Marcum et al. (2014) at a southeastern university in the United States found that both male and female college students who were cyberbullied were more likely to be cyberbullies than those who did not.

1.2. EATING ATTITUDES

Eating behavior is one of the basic behaviors that living beings perform throughout its life in order to continue its life. Biological, psychological, environmental, socio-cultural and genetic factors can negatively affect eating behavior and lead to malnutrition or eating disorders. Eating behavior is about the actual expression of emotions and actions, whereas eating attitude encompasses the mind's inclination to concepts, values, individuals, systems. Eating attitudes represent the thought, belief side of eating, things that affect the action before it happens, while eating behaviors include movements that involves and related to eating. Eating attitude, which includes the person's choices of what to eat, when to eat, how to eat, how much to eat and with whom to eat, is a concept that is not limited only to biological

development and physiological needs but can change depending on psychological and social (Walker, Gorrell, Hildebrandt & Anderson, 2021).

However, eating disorders occurs when disordered eating attitudes and unhealthy eating behaviors begin to negatively affect a person's daily life. Eating disorders are defined by the emergence of significant impairment in eating behaviors and attitudes. Eating disorders are generally characterized by abnormal and harmful eating habits that arise in order to lose weight and/or maintain the lost body weight. The main features of eating disorders are body image dissatisfaction associated with perceiving oneself as fat, excessive eating accompanied by unmanageable emotional complexity, fear of gaining weight and getting fat, and an excessive desire to lose weight. Social pressures to be thin and body image dissatisfaction leads individuals to try out different diet methods. Wrong diet practices increase the risk of developing an eating disorder. Especially in very strict, short-term, and low-energy diets breaking the rules can result in overeating. The incidence of eating disorders in our country has increased in the last 25 years (Akdevelioğlu & Yörüsün, 2019).

1.2.1. Disordered Eating Attitudes

According to previous studies, it has been observed that some conditions may play a significant part in the onset of maladaptive eating attitudes, and these conditions are sociocultural determinants such as eating habits, beliefs about food, lifestyle, and economic circumstances (Alvarenga et al., 2016). The twisted perception of beauty created by the mass media; high consumption of fast food is among the current factors that may lead to unhealthy eating attitudes. It has been suggested that eating disorders are associated with unhealthy eating attitudes. Research findings showed that the persistence of maladaptive eating habits during early adolescence predicts the growth of eating disorders for later periods (Akdevelioğlu & Yörüsün, 2019). Based on psychological theories, Van Strien et al. (1986) defined three different maladaptive

eating behaviors as restricted eating, emotional eating, and external eating. Here are the elaborated descriptions of these three eating attitudes:

Restrictive Eating refers to the behavior of consciously limiting the foods that a person consumes in order to keep her/his weight under control. It is thought that one of the reasons why people with persistent restrictive eating behavior cannot achieve full success is the binge eating attacks that occur during the restriction process. The restriction model is another model used to explain binge eating and emphasizes that binge eating is associated with calorie restriction from various emotional, cognitive, and physiological aspects. Restricted foods occupy the mind of the person over time and attract the person. Increased appetite and hunger, or the attractive appearance of food, can cause binge eating in people with restrictive eating behavior. Those who successfully restrict their eating can fail under a stressful circumstance, and stress might cause the person to lose control and overeat. Research on restrictive eating reveals that binge eating episodes are more common in people with restricted eating habits (Banos et al., 2014; Topçuoğlu, 2013).

Emotional Eating refers to the tendency to eat in response to emotions, not from a physiological need for hunger. The person exhibiting emotional eating behavior prefers to cope with the emotions he/she feels in the face of the situations and events by eating. Two key beliefs constitute emotional eating theory: First one is negative emotions, stimulate the desire to eat (which might manifest as a strong craving) and, as a result, cause eating. Second one is, eating helps to lessen the severity of negative feelings. These two assumptions are related to learning theory. When faced a negative emotions classically conditioned responses like craving and eating are activated which these responses lead to reduction of negative emotions. Emotional eating is eating foods as an emotional regulatory strategy. Certain meals can be used to regulate bad emotions or moods by acting as a pleasant distraction. According to the literature regarding emotion regulation in overall, eating to regulate feelings and moods is most likely common and not limited to clinical populations. According to several research negative emotions do, in fact, boost food consumption. Emotional eating, according to

psychodynamic theory, arise from earlier feeding experiences. Food intake is strongly connected to socio-affective cues like the mother's attentiveness and comfort in early stages of development. Children who are repeatedly fed whenever they are emotionally stimulated rather than when they are hungry may grow up to use food to cope with stress. Adults with this type of learning experience are more likely to use food to fix emotional and interpersonal difficulties. People can also develop emotional eating later in life, even in maturity. Emotional eating may be influenced by cultural factors (Macht & Simons, 2010). Thayer (2001) claims that the greater availability of highly appealing, calorie dense meals, combined with the rising of stress in modern society, may lead to emotional eating.

External Eating defined as eating based on the external food stimuli such as taste, smell, and appearance (Banos et al., 2014). External eating is also influenced by hunger and satiety. It is observed that individuals diagnosed with obesity are more sensitive to external stimuli such as the smell, taste, and external appearance of food compared to individuals of normal weight. This sensitivity is thought to be a factor that increases eating behavior. However, it is thought that external eating may also be associated with physiological hunger. In a study with an eating behavior questionnaire, participants who were hungry scored higher in the external eating sub-dimension. however, it was observed that there was no significant difference in emotional and restrictive eating sub-dimensions (Evers et al. 2011).

1.2.2.. Relationship Between Eating Attitudes and Cyberbullying

Literature shows a definite relationship between bullying and harmful eating behaviors for adolescents (Menzel et al., 2010). Few research, weight-based unfavorable communication which include bullying, teasing, unfavorable comment, or alternative types of victimization were significant predictors of difficulty in controlling eating attitudes, symptoms, and weight (Marco & Torso-Iron, 2018). Nevertheless, studies exploring the relationship between cyber victimization and pre-

adulthood eating disorders are insufficient. Ramos-Salazar (2017) was the only one who studied this subject; however, the study was conducted in non-clinical adolescent examples. The outcome demonstrated cyberbullying that victimization experiences positively correlate with dieting to lose weight. Nevertheless, the study was not examining the psychopathology of eating disorders. Marco and Tormo-Irun (2018) found out, that there is a relationship between cyber victimization and eating disorders, and appearance evaluation moderates this relationship between cyber victimization and eating disorder psychopathology. The result of Marco and Irun's research is consistent with the relationship between restrict food intake to lose weight and cyber victimization in Ramos-Salazar's research.

There is no research that directly examines the relationship between cyberbullying and eating disorders or disordered eating attitudes, but it is thought that cyber victimization experiences are the predictor of cyberbullying therefore there must be a correlation between cyberbullying and disordered eating attitudes (Ramos-Salazar, 2017).

1.3. BODY IMAGE

1.3.1. Body Image: Real and Ideal Body

Body image is defined as the self-evaluation of positive and negative feelings towards parts of one's own body and their functions. Body image is how we shape our bodies in our minds, and it is closely related to self-esteem. Body image is affected by gender, age, body structure, weight status, self-esteem, sensitivity, and meaning to one's body, media pressure, and the value society places on body appearance. If there is a difference between the person's own body and the body figure, he/she wants to be, body dissatisfaction arises (Aslan, 2004).

The *real body* refers to the physical structure and body that the person has. Genetic and environmental factors are effective in the formation of the real body. It

includes data that can be seen objectively, such as the person's height, weight, and body mass index (Kozar & Damhorst, 2009).

The *ideal body* is the body form one wants to have. Individuals want to change the whole or part of the body with interventions and efforts. Many variables such as parental attitudes, fashion, media, interpersonal interactions, peoples' comments, culture, and education are effective in the formation of an ideal body image. The comments made about the body of the person from birth lay the groundwork for the formation of an assimilated social standard ideal body image. The greater the difference between the real body and the ideal body, the greater the degree to which the person will be affected by this situation. The perception of the ideal body is a subjective evaluation (Kozar & Damhorst, 2009).

1.3.2. Body Image Dissatisfaction

Body image discrepancy (BID) is described as the difference between the identification of an individual's real form(body), and the form individual prefers as the desired body image. Weight-related difficulties account for a considerable share of BID, particularly among people who internalize socioculturally acceptable appearance. The BID, for example, is seen in people with a high BMI, such as overweight women seeking therapy for obesity. BID in young women is fueled by a desire to be slim, a sensation of being obese, and a apprehension of being fat (Balta et al., 2020).

1.3.3. Relationship Between Body Image Dissatisfaction and Cyberbullying

BID is associated more addicted participation in online activities when cyberbullying occurs (Balta et al., 2020; Kircaburun et al., 2018; Kircaburun, Griffiths & Billieux, 2019). In an online situation, BID might cause hostility in certain people. Individuals who are self-conscious about their physical appearance are more likely to

spend disproportionate amounts of time on their smartphones, social media platforms, and the internet, increasing their risk of engaging in anti-social online behaviors like cyberbullying (Balta et al., 2020). Considering the increasing use of social media in Turkey, an overlap is expected in the increase in cyberbullying (Balta et al., 2020; Kircaburun et al., 2018).

Individuals with psychopathological issues like BID are more likely to have a high level of aggression, and that is the predominant predictor of cyberbullying (Tosuntaş et al., 2020). BID is associated with heightened physical and verbal hostility for male domestic brutality perpetrators (Shelton & Liljequist, 2002). Furthermore, Gallup and Wilson, (2009) found out that for female students, aggression, and body mass index have positive correlation. Electronic communication tools have become things individuals, who struggle in real life, use to express themselves and their issues. Individuals with heightened BID may be more likely to express their inner restlessness and anger in the online setting by bullying others because the online setting is a context that most people perceive as they can behave in any way and will not face the consequences of their abnormal actions (Ozden & Icelliglu, 2014). Individuals with high BID might attempt to comfort themselves by reflecting their discomfort and restlessness to others and making them unhappy (Tosuntaş et al. 2018).

1.4. PARENTING STYLES

Parenting styles take a big part in the development of personality and are one of the most important factors (Milevsky et al., 2007). Since parents see children as their future heritage, they raise children in a style where they can transfer their values and beliefs to their children. Each child perceives and internalizes the values, attitudes, and behaviors that parents try to convey to their children through socialization differently (Sümer, Gündoğdu Aktürk & Helvacı, 2010). The attitude of the parents towards their children is the most important factor in the formation of their personality structures in adulthood. The fact that children have a balanced, harmonious, or anxious

and unbalanced personality in adulthood is related to their parental attitudes in the environment they grew up in (Kuzgun & Eldeklioğlu, 2005). Parenting styles include both maternal and paternal parenting styles. The parenting styles of mothers and fathers have different effects. However, although this is not always the case, mothers spend more time with their children than their fathers in most cases, and for this reason, it is argued that the mother's parenting style is more determinant in the child's behavior (Milevsky et al., 2007). The child's personality is a result of the maternal and paternal parenting styles. (Takeuchi & Takeuchi, 2008). Baumrind first used the term "parenting styles" to research child development. Baumrind suggested that three basic parental attitudes have different effects on children's development. Basic parenting styles are authoritative, authoritarian, and permissive. Maccoby and Martin included a neglectful parenting style. Authoritarian parents set very strict rules and expect the child to comply with all of them. Authoritative parents are both demanding and responsive. They make rules, but they explain the reasons behind rules. Permissive parents tend to have low expectations and therefore prefer to set few rules. Neglectful parents spend very little time with the child. They are quite insensitive to children's physical and emotional needs. (Sümer & Güngör, 1999).

In her later work, Baumrind suggested that child-rearing consists of two dimensions and varies between these two dimensions. These are parental responsiveness and demandingness. Responsiveness represents parents' support, warmth, and acceptance of their children. Demandingness, on the other hand, represents parents checking where their children are and what they are doing and setting rules that control children's behavior (Sümer & Güngör, 1999). Based on Baumrind's typology and using the two dimensions of the parenting style (i.e., responsiveness, and demandingness), Maccoby and Martin created a 2x2 matrix of four different parenting styles. Maccoby and Martin, typology comprise, the authoritarian parenting style which is demanding yet unresponsive, authoritative which is parenting style responsive and demanding, permissive(indulgent) parenting

style which is responsive yet undemanding and the last neglectful parenting style which is unresponsive and undemanding (Broll & Reynolds, 2021).

1.4.1. Authoritarian Parenting Style

Families tend to act in standard patterns in shaping, evaluating, and controlling children's behavior. In this family style, obedience to authority is expected. Determining the responsibilities of the household, preserving the order and traditional structures is seen as a goal. Children's autonomy is constrained, and children are expected to accept every word their parents say as true (Baumrind, 1966). Authoritative parents are likely to have a one-way communication. Parents communicate only to share harsh rules that they want children to obey (Masud, Ahmad, Cho & Fakhr, 2019). The punishment method is used to comply with the rules. Children are taught to accept authority without question, as they do not have the right to have a say (Baumrind, 1966).

Children who grow up in an authoritarian family structure may grow up as individuals who are shy, unable to express themselves, dependent on the outside, afraid of making mistakes, and unable to make their own decisions (Masud et al., 2019). In addition, they may have a personality structure that shows rebellious and aggressive behaviors at school and harms their environment. An oppressive-authoritarian family structure can cause fear, anxiety, and lack of self-confidence in children (Martínez & García, 2007).

1.4.2. Authoritative Parenting Style

In the authoritative parental style, children are treated with love and respect by their parents for no special reason. Parents guide their children to find solutions to their problems. Children are accepted as individuals at home and their opinions are taken on every subject. Children are given the opportunity to make some decisions

themselves according to their age (Masud et al., 2019). While meeting the needs of children, they also supervise their behavior and do not put pressure on them. For children to gain a sense of responsibility, parents give the tasks to the children, and they expect their children to perform needed actions, and they prepare a suitable environment for this. Parents are reassuring, consistent, and determined in their behavior towards their children. They create a free environment for their children to reveal their talents. Authoritative parental style is the healthiest in the personality development of individuals (Baumrind, 1966). Individuals who grow up in this family structure have high self-esteem and self-worth, tolerant, sensitive, and respectful personality traits. In addition, they have a consistent personality structure that can defend their own ideas, and value the ideas and thoughts of others. In addition, they grow up as inquisitive individuals who can take responsibility, comply with the rules, do not blindly adhere to authority (Pong, Johnston & Chen, 2010).

1.4.3. Permissive Parenting Style

Parents display non-punitive, supportive, positive behavior towards their children's wishes, behaviors, and impulses. Parents allow their children to organize their own activities and do not pressure them to obey strict rules. Children's opinions are taken on important decisions taken in the family and the process is explained to the children. Parents show themselves as resources for their children, but it is explained that children do not need to take their parents as ideal people and change their behavior in the future according to their wishes (Baumrind, 1966). Permissive parenting is seen as a warm but undemanding approach to children. Parents have little or no expectations. Parents are tolerant of their children's attitudes and behaviors but do not have the necessary influence on them. They prefer to fulfill their wishes as a way of showing their love to their children. For example, if the children want to stay up late or play more games they can. Children make many important decisions themselves without letting their parents know. Parents are not actively shaping their children's life

instead they are a resource in their children's life. Children seek counsel from other sources. Individuals who grow up in this family structure also have problems in their friendship relations because they lack self-control and have a self-centered approach (Leeman et al., 2014).

1.4.4. Neglectful Parenting Style

Neglectful parents give the child more freedom than she/he needs. They do not guide the child, nor do they accompany her/him. Parents are disconnected from the child's life and only meet their basic needs. A neglectful parent does not employ any specific discipline style and has restricted communication with their children. They give limited nursing to their children. Neglectful parents have no or little expectations from their children (Nijhof & Engels, 2007).

Children of neglectful parents are often resilient and can take care of themselves better compared to children of other upbringings. Nevertheless, these abilities are advanced because of necessity. Furthermore, they may have difficulty regulating their emotions, have less efficient coping strategies, experience academic difficulties, and have trouble retaining or caring for social relationships (Kuppens & Ceulemans, 2019).

1.4.5. Relationship Between Parenting Styles and Cyberbullying

Studies on the prevention of cyberbullying and cyber victimization investigate the factors affecting cyberbullying. An important factor affecting cyberbullying is the attitudes of parents (Çimen, 2018). Parents play a large role in the physical, psychological, and social development of their children. Parents are the most effective factor in children developing positive behaviors for themselves and others and preventing unwanted behaviors. In particular, positively perceived parenting styles of

individuals in the developmental period are a factor that prevents them from engaging in risky behaviors in the future (Broll & Reynolds, 2021).

The relationship between parenting styles and cyberbullying is not very clear. Similar to traditional bullying, children who were raised by authoritative parents are less likely to be cyberbullied (Broll & Reynolds, 2021; Charalampous et al., 2018). In a study conducted by Çimen (2018) among students, a positive relationship was found between common parental styles and cyberbullying (Elsaesser et al., 2017) and victimization. It has been determined that the risk of cyberbullying and victimization is higher in the children of parents who have neglectful and authoritarian parents. According to the results of the research, the risk of being a cyber victim was found to be higher in children living with an authoritarian parental attitude. Some researchers have stated that the authoritarian parenting style is a risk factor for cyberbullying and victimization. Permissive parenting style was stated as the least likely factor for cyberbullying. However, some studies have not found a relationship between both authoritarian parenting styles and permissive parenting styles with cyberbullying. (Charalampous et al., 2018). Broll and Reynolds found that children raised with neglectful parenting styles are more likely to cyberbully others. The relationship between cyberbullying and parenting style is not clear, since there is few research on this area and inconsistent results (Broll & Reynolds, 2021).

1.4.6. Relationship Between Parenting Styles and Eating Attitudes

Research on the relationship of disordered eating behaviors and parenting styles regarding the eating disorders is more searched subject, rather than a relationship in which disordered eating behaviors are examined alone. For this reason, this section focuses on the relationship between eating disorders and parenting styles rather than eating behaviors.

Neglectful parenting style, low care, and high control parenting style is the most common parenting style among eating disorder patients. Perceived low parental

care is associated with weight phobia. The intensity of symptoms in patients with anorexia nervosa has been associated with maternal control and paternal care. Compared to individuals without eating disorder symptoms, anorectic patients experience higher parental control and less parental care. The most astonishing difference between anorectic and bulimic patients is that bulimic patients perceive their parents as both affectionate and overwhelming; this contrasts with the anorectic patients' perception of their parents as being certainly affectionate (Lobera, Ríos & Casals, 2011).

Haycraft and Blisset (2010) study the relationship between parenting styles and eating disorder symptoms. Results showed that higher permissive parenting styles were associated with bulimia symptoms and authoritarian parenting styles were associated with body image dissatisfaction. Both permissive and authoritarian parenting styles are associated drive for thinness. No significant relationship was found between eating disorder symptoms and authoritative parenting styles, which is consistent with the literature, the occurrence of fewer mental health symptoms for the individuals who are raised in authoritative parenting style.

1.4.7. Relationship Between Parenting Styles and Body Image

Much of the previous research on the influence of parents on children's body image has focused on certain parental attitudes or traits, like parents' will to achieve slimness and criticism about the children's heaviness. The research found that retrospective memories of maternal demand, mothers' effort to control how children behave were unfavorably related to body satisfaction among undergraduate females. The relationship between paternal authoritarianism and body satisfaction has been found that paternal authoritarianism (high responsiveness, high demandingness) is negatively related to the wish to be thin and body dissatisfaction in adolescents treated for anorexia nervosa (Enten & Golan, 2009). Neagu (2015) reported an authoritative parenting style might increase body dissatisfaction among individuals. The

relationship between parenting style and body dissatisfaction for children continues to be unexamined. Given that there are relationships between parenting style and body image in adolescents, to be expected in children where parents have a stronger influence on the environment, the relationship between parenting and child body image may be stronger than that found in adolescents. Considering that there are relationships between parenting style and body image in adolescents, it can be expected that the association between parenting style and children's body image might be more powerful in children with parents who have powerful control over the environment than that found for adolescents (Taylormet al., 2012).

1.5. CURRENT STUDY

A group of studies on cyberbullying and its effects exists, but the studies examining cyberbullies are limited. Most of the studies conducted are on children and early or/and young adolescents (Kowalski et al, 2014). Unlike other studies, the age range in the planned study has been chosen wider (18 to 34), and the decision was made by looking at the social media use rates (Hootsuite & We Are Social, 2021). There are a few studies on body satisfaction and eating behaviors of cyber victims (Marco & Tormo-Irun, 2018; Ramos-Salazar, 2017), but there are no studies on body satisfaction and eating behaviors of cyberbullies. Furthermore, there is no study made in Turkey about cyberbullying and eating behaviors. It is suggested that individuals who are cyberbullied and those who engage in cyberbullying have similar experiences. People who have been cyberbullied are predisposed to disorders such as eating disorders (Marco & Tormo-Irun, 2018; Ramos-Salazar, 2017), anxiety, and depression (Jenaro, Flores, & Frías ,2021); and these disorders are assumed to be experienced by the bully as well. This study is planned to investigate the relationship of individuals' cyberbullying tendencies with their own eating behaviors, body dissatisfaction, and perceived parenting styles. Since previous research found parenting styles associated with all three factors separately, this search will set parenting styles as a mediator and

show how parenting styles as a mediator influence the relationship between cyberbullying, eating attitudes, and body image.

The hypotheses of the present study are listed below:

1. Cyberbullying tendency will be associated with disordered eating behaviors and body dissatisfaction.

1.a. Cyberbullying tendency will be positively correlated with disordered eating behaviors.

1.b. Cyberbullying tendency will be positively correlated with body image dissatisfaction.

2. Cyberbullying tendency will be associated with authoritative and neglectful parenting styles.

2.a. Cyberbullying tendency will be lower for those who were raised with authoritative parenting styles.

2.b. Cyberbullying tendency will be higher for those who were raised with neglectful parenting styles.

3. Parenting styles will moderate the associations of cyberbullying tendency with disordered eating attitudes and body image dissatisfaction

3.a. The association between cyberbullying tendency and disordered eating attitudes will be weaker among people who experienced paternal or maternal responsiveness.

3.b. The association between cyberbullying tendency and body image dissatisfaction will be weaker among people who experienced paternal or maternal responsiveness..

3.c. The association between cyberbullying tendency and disordered eating attitudes will be stronger among people who experienced paternal or maternal demandingness.

3.d. The association between cyberbullying tendency and body image dissatisfaction will be stronger among people who experienced paternal or maternal demandingness.

CHAPTER 2

METHOD

2.1. PARTICIPANTS

G- power analysis conducted to estimate sample size with 95% confidence level and 5% margin of error, sample size found to be 138, therefore for this research minimum of 150 participant required to reach valid responses. A total number of 333 people participated in the current study. Due to missing data and age limitations, 133 participants were eliminated. As a result of the elimination of the missing and inappropriate data, overall, 199 individuals' data were included in the analysis. The participants' ages ranged from 18 to 34 ($M=26.50$, $SD=4.36$). Out of 199 participants, 63 participants identified their gender as male (31.7%), and 136 participants as female (68.3%). The 126 participants (63.3%) graduated from university, 56 participants (28.1%) graduated from master's program, 9 participants (4.5%) graduated from middle school and 8 participants (4%) graduated from doctorate.

Table 2.1.

Distribution of Social Media Platform Use

Social Networking Sites	Sample ($N=199$)	
	N	%
Instagram	186	93.5
Facebook	88	44.2
Twitter	128	64.3
Youtube	175	87.9
TikTok	17	8.5

Snaphat	25	12.6
Pinterest	54	27.1
Tumblr	7	3.5
LinkedIn	117	58.8

Distribution of Time on Social Media Platform Each Day

Samples ($N=199$)

	N	%
0-2 hours	50	25.1
2-4 hours	94	47.2
4-6 hours	44	22.1
6-8 hours	8	4
8 and more hours	3	1.5

Distribution of Privacy Setting Use

Samples($N=199$)

	Yes		No	
	n	%	n	%
Privacy Setting	186	93.5	13	6.5

Participants were asked whether they had ever cyberbullied someone if so, whether they knew the person(s) they cyberbullied and on which social media platform (see Table 2.2.)

Table 2.2.*Cyberbullying Experience*

Whether they cyberbullied	All Sample (N=199)			
	Yes		No	
	<i>n</i>	%	<i>n</i>	%
	4	2	195	98

Whether they know the victim or not	All cyberbullies (n=4)			
	Yes		No	
	<i>n</i>	%	<i>n</i>	%
	1	25	3	75

Social media platform they cyberbullied	All cyberbullies (n=4)	
	<i>N</i>	%
Instagram	1	25
Facebook, Instagram	1	25
All (Instagram, Facebook, Twitter, LinkedIn, Tumblr, etc.)	1	25
YouTube	1	25

Participants were asked whether they had been ever cyberbullied by someone if so, whether they knew the person(s) who cyberbullied them and on which social media platform (see Table 2.3.)

Table 2.3.*Cybervictimization Experience*

Whether they were cyberbullied	All Sample (N=199)			
	Yes		No	
	<i>n</i>	%	<i>n</i>	%
	42	21.1	157	78.9

Whether they know the bully or not	All cyber victims (n=42)			
	Yes		No	
	<i>n</i>	%	<i>n</i>	%
	8	4	34	17

Social media platform they were cyberbullied	All cyber victims (n=42)	
	<i>N</i>	%
Instagram	27	54
Facebook,	13	26
Twitter	9	18
All (Instagram, Facebook, Twitter, LinkedIn, Tumblr, etc.)	1	2

2.2. INSTRUMENTS

The instruments used in this study were “Informed Consent” (Appendix A), “Demographic Information Form” (Appendix B), “Revised Cyber Bullying Inventory-II” (RCBI-II; Topçu & Erdur-Baker, 2018; Appendix C), “Eating Attitude Test” (EAT-40; Savaşır & Erol, 1989; Appendix D), “Body Perception Scale” (BPS; Hovardaoğlu, 1989; Appendix E), and “Parenting Style Questionnaire” (PSQ; Sümer & Güngör, 1999; Appendix F).

2.2.1. Demographic Information Form

The demographic information form involves questions to collect data on the characteristics of participants. The form consists of 14 questions. Participants were asked for demographic information such as age, gender education level, social networking sites that participants use, how much time they spend on social media, use of privacy settings, whether they are cyber victims or cyberbully, and whether they know the perpetrator or the victim.

A lot of research concentrated on gender as a predictor of cyberbullying or cyber victimization. Some studies found no significant difference in gender (Choi & Lee 2017; Alvarez-Garcia et al., 2015; Hinduja & Patchin, 2008); some found a significant gender difference (Marr & Duell, 2021). Gender was asked in this research to see how it makes a difference in the experience of cyberbullying. The use of privacy settings serves as both protecting factors from cyber victimization experience (Tosun, 2015) and as a risk factor for cyberbullying because of anonymity (Barlet, 2015).

The use of privacy settings has been asked in this study to get a better understanding of both cyberbullying and cyber victim experience. Asking the participants whether they know the person they are cyberbullying or who is cyberbullying them is also about anonymity.

2.2.2. Revised Cyber Bullying Inventory-II (RCBI-II)

Cyber Bullying Inventory (CBI) was developed to determine the forms and prevalence of cyberbullying in Erdur-Baker and Kasvut's research on cyberbullying. It consists of two parallel forms, namely cyberbullying and cyber victimization. The cyberbully form consists of 16 items and the cyber victim form consists of 18 items, and it consists of 34 questions in total (Erdur-Baker & Kaşvut, 2007). In 2010, Topçu and Erdur-Baker revised/updated this scale, which consists of 14 items, which they named the Revised Cyberbullying Inventory (RCBI) (Topcu & Erdur-Baker, 2010).

The scale used in this study to search the experience of cyberbullying, the Revised Cyberbullying Checklist-II (RCBI-II), is the revised version of the RCBI, Topcu and Erdur-Baker updated in 2018. The RCBI-II is made up of two scoring columns (cyber victimization and cyberbullying) with an overall of 10 items. The RCBI-II consists of a 4-point rating scale (See Appendix C). Ratings are “1 = never,” “2 = once,” “3 = twice or three times,” and “4 = more than three times.” Participants must rate two categories: (1) Cyber Victimization Experience - It happened to me- and (2) Cyber Bullying Experience - I did it- on the 4-point rating scale. The lowest attainable score is 10 and the highest attainable score is 40. Higher scores mean more prevalent cyberbullying and cyber victimization. Examining the Cronbach alpha coefficients found that the cyber victimization component was .80 and the cyberbullying component was 0.79 (Topcu & Erdur-Baker, 2018). In this study, the Cronbach's coefficient value was found to be .77 for the cyber victimization component and .78 for the cyberbullying component when reliability analysis was performed.

2.2.3. Eating Attitudes Test (EAT- 40)

Originally developed by Garner and Garfinkel (1979), the Eating Attitude Test (EAT-40) consists of 40 items, rated on a 6-point Likert scale. EAT-40 was developed to measure the symptoms of Anorexia Nervosa and can also be used to examine the eating attitudes of individuals diagnosed with eating disorders and the attitudes of the population without any diagnosis. Participants are required to answer each item in a way most appropriate for their eating habits. The scale measures frequency from always to almost never. The scoring range on EAT is 0 to 120. Higher scores indicate greater eating disorder symptoms. The purpose of using the EAT-40 in this study is to evaluate participants' eating attitudes and behavior.

The Turkish adaptation of the scale and its validity and reliability study was carried out by Savaşır and Erol (1989; See Appendix D), and it was supported that the scale met the adequate reliability and validity criteria. The Cronbach alpha coefficient for the Turkish form was examined and found to be .70. In this study, the Cronbach's coefficient value was found to be .78 when reliability analysis was performed.

2.2.4. Body Perception Scale (BPS)

The Body Perception Scale (BPS), originally developed by Secord and Jourard (1953) and named Body- Cathexis Scales (BCS), aims to measure how satisfied people are with various parts of their bodies and various body functions. The original scale consists of two main parts, the first of which contains 46 items and the second contains 55 items. The Turkish adaptation study was carried out by Hovardaoğlu in 1989 (See Appendix E).

The scale consists of 40 items, rated on a 5-point Likert scale (ratings from 'I like it very much'=5 to 'I don't like it at all'= 1). The items in the scale consist of parts of the body, organs, or some functions. Each item includes 40 items related to an organ or a body region (chest, back, arm, leg, etc.) or a function. The lowest score that can be

obtained from the scale is 40, the highest score is 200. Higher scores indicate a high level of satisfaction with one's body. The Cronbach alpha coefficient was examined and found to be 0.91. In this study, the Cronbach's coefficient value was found to be .92 when reliability analysis was performed.

2.2.5. Parenting Style Questionnaire (PSQ)

Perceived parenting styles will be evaluated with a scale developed by Sümer and Güngör (1999). The scale consists of 22 items that represent the “Acceptance and Control” dimensions that are claimed to underlie child-rearing styles (See Appendix F). In the scale, items with odd numbers measure the “Acceptance” dimension, and items with even numbers measure the ‘Control’ dimension. The dimension of “Acceptance” measures the participants' mothers' and fathers' acceptance and understanding, love, and degree of concern; the dimension of “Control” measures the level of being inspected, controlled, degrees of restraint, and discipline. Three items (11., 13., and 21.) are reverse coded. The scale is a 5-point Likert scale that goes from “not at all true” to “very true.” For each of the forms, the minimum score for Acceptance and Control Styles is 11; the maximum score is 55. The reliability of the Parenting Styles scale was calculated with the Cronbach Alpha and found to be .90 for Maternal Acceptance Dimension; .82 for Maternal Control Dimension; .93 for Paternal Acceptance Dimension; For the Paternal Control Dimension, .87. In this study, the Cronbach's coefficient value was found to be .91 for Maternal Control Dimension, .87 for Maternal Acceptance Dimension, .93 for Paternal Control Dimension and .90 for Paternal Acceptance Dimension when reliability analysis was performed.

2.3. PROCEDURE

At the beginning of the study, the ethics approval was obtained by the Istanbul Bilgi University Ethics Committee before starting to gather the data for the study. All data were obtained through the online survey platform.. The online survey link was shared through social media platforms, text message groups, and emails.

The informed consent form was shared with the participants before the instruments were presented. This form involves the information about the purpose of the research, the right of the participants to leave in any time of the study, and the information that the participants can contact the researcher if they have any questions or concerns about the research. If the participants agreed to be a part of the study, the instruments listed above were presented in the order of Demographic Information Form, Revised Cyber Bullying Inventory-II, Eating Attitude Test, Body Perception Scale, and Parenting Style Questionnaire. It took an average of 10-15 minutes to complete all the instruments. No identifying information was asked in this study. All data obtained from the participants was kept confidential.

2.4. DATA ANALYSIS

In this study there were three main predictor variables: (1) Eating Attitude, as measured by the Eating Attitude Test. (2) Body Image, as measured by the Body Perception Scale and (3) Parenting Styles, as measured by the Parenting Styles Questionnaire.

At first Kruskal Wallis was conducted to study the relationship of gender, educational level, and social media time usage time with cyberbullying tendency and cyberbullying victimization. Mann- Whitney Test was conducted to assess the relationship between the use of privacy setting, prior cyberbullying and cybervictimization experience and parenting style with cyberbullying tendency and cybervictimization. Spearman Correlation Analyses was conducted to assess the

relationship of eating attitude, body perception, parenting styles with cyberbullying tendency and cybervictimization scores. Binary Logistic Regression were used to test the moderation hypothesis.

CHAPTER 3

RESULTS

The current study's findings will be presented in three sections. First, information on the distribution and structure of the data will be shared. Second, preliminary analyses of demographic information will be presented. Third, the result of the Spearman correlation and binary logistic regression relating to associations of cyberbullying tendency with eating attitudes, body image satisfaction and parenting styles will be presented, demonstrating the extent to which the predictor variables predict and correlate with the cyberbullying tendency. Lastly, regression relating to association between cyberbullying tendency and cyberbullying victimization was also investigated.

3.1. DATA SCREENING

Before the analysis, data screening was done. There were no missing values in the data. Normality of the variables was found by checking Skewness and Kurtosis values. The value of skewness was 2.6 (SE= .17) and kurtosis was 6.9 (SE=.34). Final sample of 199 ($N=199$) for criterion/outcome variable were used in the statistical analysis. (see Table 3.1.)

Table 3.1.

Descriptive Statistics of Study Variables

	<i>M</i>	<i>SD</i>	Skewness	Kurtosis
Cyberbullying Tendency	11.22	2.54	2.632	6.942
Cyberbullying Victimization	12.24	3.66	2.206	5.283

Disordered Eating Attitude	17.00	10.42	1.595	3.279
Body Image Satisfaction	140.60	22.38	-.010	.694
Maternal Responsiveness	39.53	9.09	-.775	.233
Paternal Responsiveness	33.58	10.40	-.028	-.691
Maternal Demandingness	27.75	8.72	.673	.186
Paternal Demandingness	25.87	9.80	.457	-.519

3.2. PRELIMINARY ANALYSES OF DEMOGRAPHIC INFORMATION

3.2.1. Association of Cyberbullying Tendency with Educational Level and Social Media Use Time

Cyberbullying tendency scores were analyzed to investigate how educational level affect cyberbullying tendency, and the mean rank was found to be 115.9 for middle school, 101.5 for undergraduate, 98.49 for master's degree, 69 for doctorate. The results of Kruskal Wallis indicated that there was no significant difference between educational level on cyberbullying scores, $H(3) = 4.65, p > 0.05$.

Cyberbullying tendency scores were analyzed to investigate how daily use of social media time affect cyberbullying tendency, and mean rank was found to be 96.84 for 0-2 hours, 100.9 for 2-4 hours, 100.2 for 4-6 hours, 105.2 for 6-8 hours and 105.1 for 8 and more hours. The results of ANOVA indicated that there was no significant difference between the time spent on social media per day on cyberbullying scores, $H(4) = .398, p > 0.05$. The results are presented in Table 3.2.

Table 3.2.

Kruskal Wallis Results for Time Spent on Social Media Each Day

	Cyberbullying <i>N</i> (199)	
	<i>n</i>	<i>Mean Rank</i>
0-2 hours	50	96.84
2-4 hours	94	100.95
4-6 hours	44	100.26
6-8 hours	8	105.25
8 hours and more	3	105.17

3.2.2. The Effect of Gender, Privacy Setting, Previous Cyberbullying and Cybervictimization Experience on Cyberbullying and Cybervictimization

The impact of the demographic variables (gender, privacy setting, cyberbullying, and cyberbullying victimization experiences) was analyzed by the Kruskal Wallis Test.

Gender was expected to make no difference to the experience of cyberbullying, as there have been many different results in the past regarding the impact of gender. Mean rank of cyberbullying tendency scores of females were lower (97.4) than males (105.6). However, the effect of gender was found to be not significant for cyberbullying $H(1) = 1.29, p > 0.05$. Mean rank of cyberbullying victimization scores of females were higher (101.1) than males (97.4). However, the effect of gender was found to be not significant for cyberbullying victimization $H(1) = .209, p > 0.05$.

It was expected that using the privacy setting would decrease cyberbullying and it would be a protective factor for reducing cyber-victimization experience because it

makes it harder to reach for cyberbully to reach someone. Mean rank of cyberbullying tendency scores of the individuals who do not use privacy setting were higher (120.1) than individuals who use privacy setting (98.5), but the effect of using privacy setting was found to be not significant for cyberbullying $H(1) = 2.5, p > 0.05$. Mean rank of cyberbullying victimization scores of the individuals who do not use privacy setting were higher (120) than individuals who use privacy setting (98.6). The effect of using privacy setting was found to be not significant for cyberbullying victimization $H(1) = 1.99, p > 0.05$. The results are presented in Table 3.3.

The relationship between the participants' answers to the questions at the beginning of the research about cyberbullying or cyber victimization and the results of the scales was examined.

Mean ranks of cyberbullying tendency scores of the individuals who has never been cyberbullied by someone were lower (99.5) than the individuals who has been cyberbullied by someone (101.6) and the effect of previous cybervictimization experience was found to be not significant for cyberbullying scores, $U = 3229, p > 0.05$. Mean ranks of cyberbullying victimization scores of the individuals who has never been cyberbullied by someone were lower (90.7) than individuals who has been cyberbullied by someone (134.6) and the effect of previous cybervictimization experience found to be significant for cyberbullying victimization scores $U = 1842.5, p < 0.05$. The results are presented in Table 3.3.

Table 3.3.

Mann-Whitney Test Results for Privacy Setting, Cyberbullying and Cyber Victimization Experience

	Cyberbullying Tendency				<i>U</i>
	Yes	No			
	<i>N</i>	<i>Mean Rank</i>	<i>N</i>	<i>Mean Rank</i>	
Privacy setting use	186	99.0	13	114.27	1023.5
Cyberbullied by someone	42	102.06	157	99.45	287.0
Cyberbullied someone	4	125.75	195	99.47	3210.5

Mean ranks of cyberbullying scores of the individuals who has not cyberbullied someone before were lower (99.4) than individuals who has cyberbullied (128.4) and the effect of previous cyberbullying experience was found to be insignificant, $U = 287$, $p > 0.05$. Mean ranks of cyberbullying victimization scores of the individuals who has not cyberbullied someone before were lower (99.8) than individuals who has cyberbullied (111.5), the effect of previous cyberbullying experience found to be insignificant for cyberbullying victimization scores $U = 344$, $p > 0.05$. The results are presented in Table 3.3

3.3. ASSOCIATIONS OF CYBERBULLYING TENDENCY WITH EATING ATTITUDES, BODY IMAGE SATISFACTION AND PARENTING STYLES

3.3.1. Associations Between Disordered Eating Attitudes, Body Dissatisfaction and Cyberbullying Tendency

First hypothesis of this study expected associations between disordered eating attitudes, body dissatisfaction and cyberbullying tendency. Spearman correlation was conducted to test these hypotheses. Correlation between disordered eating attitudes and cyberbullying tendency revealed statistically insignificant correlation, $r(199) = .081, p > 0.05$. The similar correlation was observed between body image dissatisfaction and cyberbullying tendency, $r(199) = -.010, p > 0.05$. Further analysis conducted to discover the correlation between eating attitudes and body image satisfaction, and results showed statistically significant correlation $r(199) = -.178, p < 0.001$. The correlation matrix is presented in Table 3.4.

In the other correlation analyses with the data collected in the study revealed a few results that could be important and related to literature. The association between cyberbullying tendency and cyberbullying victimization revealed statistically significant positive correlation $r(199) = .563, p < 0.001$. Statistically significant positive correlation was found between disordered eating attitude and maternal demandingness, $r(199) = .217, p < 0.05$ and, the association between maternal responsiveness and body image satisfaction revealed statistically significant positive correlation, $r(199) = .140, p < 0.05$. The association between paternal responsiveness and body image satisfaction also reveals significantly positive correlation, $r(199) = .309, p < 0.001$.

Looking at the previous studies, it has been seen that age is associated with the experience of cyberbullying, and in this study age and cyberbullying tendency showed

significantly negative correlation with cyberbullying tendency, $r(199) = -.154$, $p > 0.05$.

Table 3.4.

Correlations of Cyberbullying Tendency with Disordered Eating Attitudes, Body Image Satisfaction, Cyberbullying Victimization and Parenting Styles

	1	2	3	4	5	6	7	8	9
1.Cyberbullying Tendency	-	.563**	.081	-.010	.091	-.058	.063	.054	.154**
2.Cyberbullying Victimization	.563**	-	.060	.004	.038	-.143*	.142*	.087	-.115
3.Disordered Eating Attitudes	.081	.060	-	-.178**	-.024	-.100	.217**	.078	-.060
4.Body Image Satisfaction	-.010	.004	-.178**	-	.140*	.309**	-.019	-.049	.032
5.Maternal Responsiveness	.091	.038	-.024	.140*	-	.368**	-.354**	-.129	-.114
6.Paternal Responsiveness	-.058	-.143*	-.100	.309**	.368**	-	-.163**	.221**	.028
7.Maternal Demandingness	.063	.142*	.217**	-.019	-.354**	-.163*	-	.376**	-.103
8.Paternal Demandingness	.058	.087	.078	-.049	-.129	-.221**	.376**	-	-.066
9.Age	.154*	-.115	-.060	.032	-.114	.028	-.103	-.066	-

*p < 0.05, ** p < 0.001

3.3.2. Associations Between Cyberbullying Tendency with Parenting Styles

The second hypothesis of this study expected cyberbullying tendency will be associated with authoritative parenting styles and neglectful parenting styles. Associations between cyberbullying tendency with parenting styles was obtained by using Mann-Whitney Test analysis. The scores of cyberbullying tendencies for those who was raised with authoritative parenting style by mother (Mean Rank=109.5) was lower than those who was not raised with authoritative parenting style (Mean Rank=96.2). As hypothesized, there was significant difference between cyberbullying tendency score of authoritative parenting style of mother and other parenting styles, $U = 3425, p < 0.05$ and cyberbullying tendency scores for those who was raised with authoritative parenting style by father did not significantly differ from other parenting styles, $U = 2757, p > 0.05$.

Contrary to the hypothesis, the scores of cyberbullying tendencies for those who was raised with neglectful parenting style by mother (Mean Rank = 85.5) was not higher than those who was not raised with neglectful parenting style (Mean Rank=100.7). As hypothesized, there was not significant difference between cyberbullying tendency score of neglectful parenting style of and other parenting styles, $U = -896.5, p > 0.05$. Furthermore, cyberbullying tendency scores for those who was raised with neglectful parenting style by father did not significantly differ from other parenting styles, $U = 3223, p > 0.05$.

3.3.3. Predicting Factors for Cyberbullying Tendency

Binary logistic regression was used to perform data analysis if parenting styles are a significant moderator between the disordered eating attitude as the predictor variable and cyberbullying tendency as the criterion/outcome variable and also between body image dissatisfaction as the predictor variable and cyberbullying tendency as the criterion/outcome variable. Cyberbullying tendency scores were not

normally distributed and most of the participant scored very low on the scale, therefore cut of point was estimated and used to create binary variables and these binary variables were used in the binary logistic regression.

Binary logistic regression analysis demonstrated to investigate the association between maternal responsiveness, disordered eating attitudes and cyberbullying tendency. Regression model indicated that maternal responsiveness significantly predicts cyberbullying tendency at the .05 level, $\chi^2 (1, N = 199) = 9.407, p = .040$. The model explained 6.9% (Nagelkerke R^2) of the variance in cyberbullying tendency and classified 46 % of the cases (see Table 3.5.). However disordered eating attitudes and other parenting styles did not predict cyberbullying tendency and no interaction effect was found. The moderation hypotheses for the association between eating attitude and cyberbullying tendency are false since eating attitudes does not predict cyberbullying tendency in the moderation hypothesis, therefore there is no association to moderate.

Table 3.5.

Summary of the Logistic Regression Analysis for Variables Predicting Cyberbullying Tendency

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Maternal Responsiveness	.051	.025	4.238	1	.040	1.052

^a Variables entered on step 1: Maternal Responsiveness

Binary logistic regression conducted with cyberbullying victimization as the criterion/outcome variable and parenting styles, body image satisfaction as predictor variable. Regression model revealed that paternal responsiveness significantly predicts

cyberbullying victimization at the .05 level, $\chi^2 (1, N = 199) = 4.932, p = .025$. The model explained 10.4% (Nagelkerke R^2) of the variance in cybervictimization and classified 73% of the cases (see Table 3.6.). Body image dissatisfaction and other parenting styles did not predict cyberbullying tendency and no interaction effect was found. There was no correlation between cyberbullying tendency and body dissatisfaction and the body dissatisfaction did not predict cyberbullying tendency. The association between body dissatisfaction and the cyberbullying tendency was not significant therefore further regression for moderation analysis could not be applied.

Table 3.6.

Summary of the Logistic Regression Analysis for Variables Predicting Cyberbullying Victimization

		B	S.E.	Wald	df	Sig.	Exp(B)
Step	Paternal Responsivenss	-	.018	5.010	1	.025	.960
	1 ^a	.041					

^a Variables entered on step 1:Paternal Responsiveness

Further, the association between cyberbullying tendency and cyberbullying victimization was investigated. The results showed that cyberbullying victimization significantly predicts cyberbullying tendency, $F(1, 198) = 96,98, p < 0.001$. Cyberbullying victimization predictor explained 33% of the variance in the cyberbullying tendency for the participants.

CHAPTER 4

DISCUSSION

The main goal of the current research was to examine the relationship between cyberbullying tendency and eating attitudes, body image satisfaction and parenting styles, to demonstrate the effect of parenting style as a moderator of the association between cyberbullying tendency and disordered eating attitudes and body image dissatisfaction. In this chapter, results, limitations, and clinical implications of the study will be discussed. The hypotheses discussed in the current research are mainly evolved from the literature review.

4.1. PRELIMINARY ANALYSES FOR DEMOGRAPHIC INFORMATION

Cyberbullying tendency and cyberbullying victimization were examined in terms of demographic variables. Analysis results demonstrated that cyberbullying tendency score did not vary in relation to gender, previous cyberbullying and cyberbullying victimization experience, social media use time each day, educational level, and use of privacy settings. Only cyberbullying victimization differed in relation to previous cyberbullying victimization experience. Additionally, cyberbullying tendency did not correlate with age.

The result of this study related to age did support the preceding findings. Preceding research reports that young people are more likely to be victims of cyberbullying and cyberbullies compared to older people (Kowalski et al., 2014), current study found negative correlation between age and cyberbullying tendency. Considering that the younger age group will be more affected by the cyberbullying experience due to the developmental period and that they are more active in the environments where they may be exposed to cyberbullying, children and adolescents are mainly thought of as main target (Marr & Duell, 2021). The current study worked

with young adults aged 18 to 34, with a median age of 26.50, because in Turkey predominantly this age range uses social media most (Hootsuite & We Are Social, 2021). The reason why age correlated negatively with cyberbullying tendency could be children and adolescents tend to report more cyberbullying, higher the age gets people are less likely to report behaviors and tendency perceived as negative by others. Further, cyberbullying is an expression of negative emotions, and children and adolescents tend to react with needs and emotions, however, adults can adjust their attitudes based on how to behave to not conflict with others.

Gender was not significantly different in terms of cyberbullying tendency in this study. Although the effect of gender differs in some studies in the literature, many studies have not found an effect of gender on cyberbullying (Choi & Lee, 2017; Alvarez-Garcia et al., 2015; Hinduja & Patchin, 2008). The result of this research supported the previous studies that did not find a relationship. Craig et al. (2020) suggest that gender difference is related to the Exposure Theory which is related to how much time females or males spend online and on problematic use. In this study how much time spend on was searched, however, the problematic use of online was not searched. Results of how much time spent on social media showed no significant change on the outcome variable, therefore this finding also explains not finding gender difference for the cyberbullying tendency. No gender difference might also be related to culture. Sun et al. (2016) suggests gender difference in cyberbullying behaviors differs across regions and countries. Cultural determinant related to psycho-social behaviors differs across regions and countries. According to Bergeron and Schneider (2005), societies with collectivist values, great moral discipline, and a greater level of egalitarian dedication, among other things, had lower rates of violence than their equivalents. It is expected that this difference will exist between subgroups such as males and females therefore no gender difference is expected on cyberbullying tendency.

Educational level did not significantly differ in cyberbullying experience. Although the effect of education level in the literature is not consistent with the current

study, it has been discussed by Oksanen et al. (2020), who found that those with lower educational levels are more likely to be cyberbullies. The reason why education level did not have an effect in this study may be because the education levels were not normally distributed, the majority of them were undergraduate (63%) and master's degree (28.5%) graduates, and most of the participants had low score on the cyberbullying tendency scale as if there was no cyberbullying tendency. Since nearly all of the studies in the literature deal with certain age groups and educational levels such as children, adolescents or university students in relation to cyberbullying, it is important to consider the educational level more in future studies.

The time spent on social media every day does not make a difference in the cyberbullying tendency according to the result of the current study. In a previous study done by Craig et al. (2020), the time adolescents spend on social media, engaging in problematic use, and interacting with strangers online were all found to be related to cyberbullying. How people spend time on social media and how often they interact with others was not investigated in this study, and this study examined a different age group than studies in the literature. Therefore, not finding a significant difference may be related to age and how individuals spend time on social media.

Previous cyberbullying experience and cyberbullying victimization experience did not significantly differ in terms cyberbullying tendency. Studies in the literature reports that there is a correlation between cyberbullying and cyberbullying victimization (Kowalski & Limber, 2007). This result contradicts the correlation between cyberbullying and cyberbullying victimization in the research and the results of the research in the literature and will be explained in the next section. This is because at the beginning of the survey, %98 said no to cyberbullying in demographic information form.

The findings in the literature about the relationship between the use of privacy settings and cyberbullying tendency and victimization were not supported by the study. The effect of using privacy settings was determined to be minor in the current study. According to previous research, not utilizing privacy settings is a predictor of

cyberbullying victimization (Faucher et al., 2020), while using privacy settings increases the likelihood of cyberbullying (Barlett, 2015). The fact that %93.95 of the participants in the current study said they use social media privacy settings and %98 of the participant said they had no cyberbullying experience might makes it not possible to find a difference.

4.2. INTERPRETATIONS REGARDING CORRELATIONS

First hypothesis of this study expected associations between disordered eating attitudes, body dissatisfaction and cyberbullying tendency. The correlation analyses indicated that cyberbullying tendency was not significantly correlated with eating attitudes and with body image satisfaction (See Table 3.2).

Findings regarding the hypothesis was not supported by the current study. Disordered eating attitudes expected to correlate with cyberbullying tendency because of its relation to cybervictimization. The only research on cyberbullying victimization and eating disorders found a positive correlation between cyberbullying victimization and disordered eating attitudes (Marco & Tormo-Irun, 2018). The relationship between cyberbullying and eating attitudes has not been directly examined in the past, but it has been suggested that disordered eating attitudes and cyberbullying will have a positive correlation over the experience of cyberbullying victimization (Ramos-Salazar, 2017). Existing literature displays a moderate- high significant correlation between victimization and perpetration of cyberbullying (Lozano-Blasco, Alejandra Cortés-Pascual & Latorre-Martínez, 2020; Ramos-Salazar,2017; Kowalski & Limber, 2007) However cyberbullying tendency and cyberbullying victimization did not correlate with disordered eating attitudes in the current study. The reason for it might be related to the scale that was used to investigate eating attitudes. Some participants reported the scale provoked negative emotions in them, what was being search was obvious to them and it was difficult to answer. Many of the participants were psychologists or students

they were likely to be more aware of what was being searched and answered in a certain way that the way they want to present.

Individuals with disordered eating behavior are mostly individuals who have difficulty in coping with negative emotions. They use eating as a regulatory tool (Macht & Simons, 2010). Similarly, cyberbullying can act as an effort to regulate negative emotions (Den Hamer & Konjin, 2016). Both are a form of negative regulation in terms of negative consequences for the person and the environment. The person tries to regulate the emotions that he cannot regulate in a way that can harm herself/himself and others. The fact that these two concepts are related to each other may be the reason why participants scored low on the scales. Participants may be using other ways to regulate their emotions, rather than a way of harming themselves and others, which is somewhat related to the change in coping with age. Or, the participants may not have preferred to report both attitudes used as a way to regulate.

The results of the hypothesis for body image satisfaction do not match the existing literature. Body image dissatisfaction does not correlate with cyberbullying tendency and cyberbullying victimization. Many studies have looked at the relationship between cyberbullying victimization and body image dissatisfaction, and it has been found that being a victim of cyberbullying is a determining factor for body image dissatisfaction. (Ramos-Salazar, 2017). Especially, many studies have revealed that this is due to appearance-related cyberbullying (Frisén et al., 2014; Menzel et al., 2010). Only study that talks about the relationship between body image dissatisfaction and cyberbullying has associated body image dissatisfaction with aggression and revealed that cyberbullying occurs because of this aggression (Balta et al., 2020). The result of the current research may be related to the absence of aggression and image-oriented cyberbullying factor. In the future, it will be meaningful to investigate cyberbullying and body image dissatisfaction through appearance-related cyberbullying and to investigate what role aggression plays in this association.

The current study's result revealed eating attitudes and body image satisfaction negatively correlate. Higher disordered eating was found to be related to higher body

image dissatisfaction. Finding is in line with existing literature. The main feature of eating disorders is body image dissatisfaction, disordered eating attitudes, disordered eating behaviors and body image dissatisfaction highly relate to each other. Individuals who are dissatisfied with their bodies try to change the appearance of their bodies through eating in order to achieve the body they want, which leads to a change in their eating behaviors and attitudes (Akdevelioğlu & Yörüsün, 2019; Frisé et al., 2014).

Based on the literature and the findings of the current study, it has been found that cyberbullying and cyberbullying victimization experiences correlate with each other. This is related to bully-victim relationship. Bullying is an act of aggression with the intention of gaining power over someone and harming that person. Individuals who are victims of bullying can be both the bully and the victim. These people may bully not those who bully them, but individuals within their power. The purpose of this is the effort to gain the lost power and to remove the discomfort experienced from someone else, not directly from the person who caused the discomfort in the first place (Ramos-Salazar, 2017; Aboujaoude, Savage, Starcevic & Salame, 2015). Individuals who are cyberbullied may be prone to repeat their experiences. When the individual cannot process and regulate the negative emotions created by the experience, they can repeat it. Some people will introject the feeling the experience brought and some people will project. This process will contribute to victims becoming the aggressor (Cillier, 2012).

Disordered eating attitude was found to be related to maternal demandingness. Past literature shows that control of the mother as the primary caregiver is a critical factor in the development of the child's emotional regulation and autonomy (Lincoln, Russell, Donohue & Racine, 2017; Meyer & Russell, 2011). Disordered eating attitudes can develop depending on the person's emotional regulation and autonomy, and in this sense, it is thought to be related to maternal demandingness.

The current study found paternal and maternal responsiveness related to body image satisfaction. Parents who are nurturing have a long-lasting impact on their children's body image. Researchers found that children with supportive parents have more stable body image satisfaction and are more satisfied with their bodies

throughout life (Holsen et al. 2012). Children's attention and care from their families affect their body image dissatisfaction. If the parents care more for the children, the children are more likely to be satisfied with their body image.

4.3. INTERPRETATION REGARDING PARENTING STYLES

Second hypothesis focuses on the association between cyberbullying tendency and parenting styles. Results revealed that only authoritative parenting style of the mother made a difference on the cyberbullying tendency of the participants. Furthermore, results revealed that other parenting style types of mothers and fathers did not have a significant effect on cyberbullying tendency of the participants. In the literature, there is no research that examines the effect of parenting style types of parents separately on cyberbullying. There are few studies that look at the effect of parenting styles in general however, findings are inconsistent. The findings were consistent with previous research in terms of parenting style types and cyberbullying tendency. Research result found more frequently than other studies is neglectful parenting style is higher in the risk for cyberbullying for children (Charalampous et al., 2018) and children who are raised by authoritative parenting style are less likely to cyberbully and be cybervictims. The results of studies on the relationship between cyberbullying and parenting styles are not consistent with each other and the studies are on child participants (Broll & Reynolds, 2021). Neglectful parenting style of the mother and father did not make a difference on cyberbullying tendency. First part the second hypothesis was supported but second part was not.

Neglectful parenting style was expected to be a factor that would increase cyberbullying because a parenting style without control and care was thought to be effective, but the findings of the study is inconsistent with previous literature. Authoritative parenting style described as high demandingness and high responsiveness (Broll & Reynolds, 2021). Parental demandingness is related to controlling behaviors of the parent. These controlling behaviors can help prevent

cyberbullying and cyberbullying victimization if it is related to monitoring children's behaviors in collaborative way and perceived as positive parenting. But if the parental demandingness is restrictive and perceived as negative parenting style, that will lead to increase in cyberbullying because of need to disclose online (Elsaesser, Russell, Ohannessian & Patton, 2017). Furthermore, parent's responsiveness is seen as a protective factor in cyberbullying. Because children feel more contained, they develop healthier relationships with themselves and others (Broll & Reynolds, 2021).

Reason for why mother's authoritative parenting style has an effect on this but not the father's might be related to cultural aspect. In Turkey mostly mothers are responsible for the care and upbringing of children. Mothers interact more closely with children than fathers (Sunar & Fişek, 2005). This closeness and difference in interaction may cause the effect of the mother on the child to be more decisive.

4.4. INTERPRETATIONS REGARDING PREDICTING FACTORS FOR CYBERBULLYING TENDENCY

Previous studies have discovered the association between disordered eating attitudes, body image dissatisfaction and parenting styles in terms of cyberbullying victimization. The association between cyberbullying and predictor variables in the current study were not very clear since there was limited research on the effect of these variables. Based on previous studies, it was hypothesized that parenting styles will increase disordered eating attitudes or body image dissatisfaction, therefore, cyberbullying tendency was expected to be increased. In the current study, it was hypothesized that the parenting styles would moderate the relationship between eating attitudes or body image satisfaction and cyberbullying tendency. The results demonstrated that the relationship between eating attitudes or body image satisfaction and cyberbullying tendency is insignificant, therefore parenting styles can't moderate this association. As a result, the current study's third hypothesis was not validated.

Maternal responsiveness predicts cyberbullying tendency and paternal responsiveness predicts cyberbullying victimization. How parents are with their children has a crucial role in children's involvement in bullying. Interaction with the mother affects the attitude of the person in regulation, but the attitude of the father has been found to be a factor affecting the self-confidence and self-protection (Nikiforou et al. 2013). The responsiveness and care of the mother are seen as positive parenting therefore it is a protective factor in cyberbullying experience. Father's affection can be a protective factor in children protecting themselves from possible cyberbullying. It seems that the father's attention to the child helps to protect the child from things that can harm himself, while the mother's attention prevents the child from harming others.

In meta-analysis study conducted to understand the contribution of the family to cyberbullying, parental monitoring, form of parental mediation for the Internet, parenting styles factors were examined to understand the impact of the family, and different results were found depending on these factors (Elsaesser et al., 2017). This study examined parenting styles of mothers and fathers separately, based on previous research's recommendations for future research. In order to understand the effect of parenting styles on cyberbullying tendency, this research looked at the demandingness and responsiveness values of parents, however including parenting monitoring and parenting mediation to this measurement will strengthen the understanding of the effect of the family.

Based on the literature and the findings of the current study, it has been found that cyberbullying tendency and cyberbullying victimization experience correlate with each other and cyberbullying victimization predicts cyberbullying tendency. Bullying is an act of aggression with the intention of gaining power over someone and harming that person. Individuals who are victims of bullying can be both the bully and the victim. These people may bully not those who bully them, but individuals within their power (Aboujaoude et al., 2015). Individuals who are cyberbullied may be prone to repeat their experiences. When the individual cannot process and regulate the negative emotions created by the experience, they can repeat it. Some people will introject the

feeling the experience brought and some people will project. This process will contribute to victims becoming the aggressor.

4.5. CLINICAL IMPLICATIONS

With the increase in the use of social media, the rate of cyberbullying in people's lives has increased. A common type of cyberbullying on social media is making negative comments about people's bodies and weights. In the past, studies have found the relationship between cyberbullying victimization and unhealthy eating behaviors, but the relationship of cyberbullying to eating was unknown. The relationship between disordered eating attitudes and cyberbullying has not been directly examined before, this research revealed that disordered eating attitudes can predict cyberbullying and is correlated with cyberbullying.

The correlations and predicting associations between cyberbullying tendency and cyberbullying victimization has shown that victims of cyberbullying can be cyberbullies. It also has been shown that the factors affecting cyberbullying victims can also affect cyberbullying. The relationship between cyberbullying and cyber-victimization reveals that exposure to cyberbullying increases the risk of cyberbullying in the future, while the inability to regulate the negative feelings that arise as a result of cyberbullying, causes the person to transfer these feelings to others in a negative way. People who are negatively affected by their experiences and transfer their experiences to others start a cyberbullying cycle this way.

The data found in the research show how parenting styles can make a change in the attitudes of individuals and what role they play. In the past, the relationship between different parenting styles and cyberbullying has been examined, but no consistent results have been found. In this study, it was revealed that the attitudes of parents affect each other, and that parental care is an important factor in preventing cyberbullying. The attitude of the mother and father affects the interaction of the child with others. The father's interest affects the child's protection of herself/himself, and

the mother's interest affects the child's risky behaviors that may affect others and herself/himself. Parenting style seems to be a factor that enables the child to cope with the problems she experiences and to regulate it without causing discomfort to oneself and others. For prevention, the overwhelming emotions and absence of care can be processed to reduce cyberbullying behaviors.

This study, highlighted the effect of the mother's control on children. Mother's demandingness was found to be a factor affecting both cybervictimization and eating attitudes. In order to understand cyberbullying and eating attitudes, first of all, the mother's attitude can be taken into consideration. Taking actions to change the behaviors related to the mother's demandingness may help reduce the tendency of cyberbullying and disordered eating attitudes.

4.6. LIMITATIONS AND FUTURE DIRECTIONS

The first limitation of the study is the majority of the research consists of students and psychologists. Although the fields of the students are not known, the fact that half of the data was composed of psychologists may have been a factor affecting the results in the collected data. Collecting data from a more mixed sample in future research will help generalize the results of the research.

The second limitation of the current research was that it was based on self-report evaluations. Although the identifying information was not gathered from the participants, the participants may have not answered the instruments honestly due to the various emotions induced by the questions and social desirability bias. In order to understand the relationship between the data examined in the research more deeply and acquire the real experience of the participants, qualitative research can be conducted.

The third limitation of the current study was how eating attitude was measured. The studies conducted to understand the relationship between the cyberbullying experience and eating attitudes, the reaction from the participant indicated that scale was long and emotionally provoking, as a result eating attitude score might not reflect

accurately. EAT-26 could be used for the future research to shorten the length of the scale by doing so causing less exposure and discomfort.

The fourth limitation of the current study was measuring how much time spent on social media on categories and not collecting data on how people spent their time on social media. Collecting information about the time spent on social media and how time is spent will give information about how long and how people interact. The interaction type and duration will make the data found in the research more meaningful.

A suggestion for future directions, this study investigated cyberbullying in general, not a specific type of cyberbullying, but investigating appearance-focused cyberbullying in future research will be important for understanding body image dissatisfaction and understanding disordered eating attitudes. Although cyberbullying was not found to associated with disordered eating in the current study, perhaps a study on understanding what these disordered eating attitudes are and which eating disorders are effective will add new information to this field. Furthermore, considering that the studies in the literature are carried out on children and adolescents, future studies will also be important in terms of understanding the effect of age and developmental level in a study that examines the young adults age group and the child-adolescent age group together.

CONCLUSION

The current study is one of the first studies to investigate the relationship between cyberbullying and disordered eating behaviors, body image dissatisfaction, and parenting styles as a mediator. This study was able to show evidence of the relationship between cyberbullying tendency and parenting styles. Parenting styles were found to be a predictor of cyberbullying. Individuals who experience maternal responsiveness are less likely to have cyberbullying tendency and individuals who experience paternal responsiveness are less likely to face cyberbullying victimization. In addition, it was seen that the mother's authoritative parenting style was associated with cyberbullying tendency. This research expected that parenting style would moderate the relationship between disordered eating and cyberbullying tendency. The results showed that disordered eating attitudes could not predict cyberbullying tendency and there was no correlation. Likewise, the research aimed to find a relationship between body image dissatisfaction and cyberbullying tendency, but it was found that body image dissatisfaction did not make a difference. The study's results contribute to our clinical understanding of the cyberbullying trend, providing preliminary findings and recommendations for future research.

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APPENDICES

Appendix A: Informed Consent Form (In Turkish)

Bu araştırma, İstanbul Bilgi Üniversitesi Klinik Psikoloji Yüksek Lisans Programı öğrencisi Pınar Kul tarafından Dr. Öğr. Üyesi Zeynep Maçkalı danışmanlığında yürütülmektedir. Bu araştırmanın amacı, siber zorbalık eğiliminin, yeme davranışları, ebeveynlik stilleri ve beden tatminsizliği ile ilişkisini incelemektir.

Araştırmaya katılmak için 18-34 yaş aralığında (18 ve 34 dahil) olmanız gerekmektedir. Bu araştırmaya katılmayı kabul ettiğiniz takdirde, araştırmadaki tüm soruları cevaplamanız yaklaşık 10-15 dakika sürecektir. Araştırma bilimsel bir amaçla yapılmaktadır ve kişisel bilgilerin gizliliğine öncelik verilmektedir. Yanıtlarınız araştırmada kullanılmak üzere kimlik bilgileri olmaksızın kayda alınacaktır. Sorulara dürüst ve samimi cevaplar vermeniz araştırma amacı için çok önemlidir.

Araştırmaya katılım gönüllülük esasına bağlıdır. Araştırmaya katılmanın üzerinizde herhangi bir olumsuz etki yaratması beklenmemektedir. Fakat soruları yanıtlarken yanıt vermek istemediğiniz, kendinizi rahat hissetmediğiniz sorular olursa ve/veya katılımdan vazgeçme durumunuz olursa dilediğiniz zaman çalışmayı bırakabilirsiniz. Araştırmayı bırakmanız durumunda paylaştığınız bilgiler değerlendirilmede kullanılmayacaktır. Araştırmaya katılım sırasında veya sonrasında olumsuz bir durumla karşılaşırsanız araştırmacıyla iletişime geçebilirsiniz.

Araştırmayla ilgili bilgi almak, soru sormak veya görüşlerinizi bildirmek isterseniz, araştırmacı Pınar Kul ile kulpnar@gmail.com adresinden iletişime geçebilirsiniz. Katılımınız için çok teşekkür ederiz.

Yukarıda sözü geçen araştırmanın detaylarını okudum ve anladım. Bu çalışmaya gönüllü olarak katılıyorum ve verdiğim bilgilerin bilimsel yayınlarda kullanılmasını kabul ediyorum.

Tarih: _____

Okudum, anladım ve kabul ediyorum.

Appendix B: Demographic Information Form

1. Cinsiyetiniz:
 - Kadın
 - Erkek
 - Diğer: _____
2. Yaşınız: _____
3. Eğitim Durumunuz:
 - İlkokul
 - Ortaokul.
 - Lise
 - Lisans
 - Yüksek lisans
 - Doktora
4. Mesleğiniz: _____
5. Sosyal medya kullanıyor musunuz?
 - Evet
 - Hayır
6. Sosyal medya platformlarından hangisi/hangilerini kullanıyorsunuz?
(Birden fazla seçeneği işaretleyebilirsiniz)
7.
 - Instagram
 - Facebook
 - Twitter
 - Youtube

- TikTok
- Snapchat
- Pinterest
- Tumblr
- LinkedIn

8. Sosyal medyayı günde tahmini kaç saat kullanıyorsunuz?
- 0- 2 saat
 - 2-4 saat
 - 4-6 saat
 - 6-8 saat
 - 8 saat ve üzeri
9. Sosyal medya hesaplarınızın gizlilik ayarlarını kullanıyor musunuz?
(Hesabı açık/gizli ayarda kullanmak, istenmeyen etkileşimleri kısıtlamak, gönderileri kimin göreceğini kısıtlama vb.)
- Evet
 - Hayır
10. Siber(online) zorbalığa maruz kaldınız mı?
- Evet
 - Hayır
11. Evet ise, hangi sosyal medya uygulaması/uygulamaları üzerinden siber zorbalığa maruz kaldınız?
12. Evet ise, siber zorbalık yapan kişiyi tanıyor muydunuz ?
- Evet
 - Hayır

13. Siber(online) zorbalık yaptınız mı?

Evet

Hayır

14. Evet ise, hangi sosyal medya uygulaması/uygulamaları üzerinden siber zorbalık yaptınız?

15. Evet ise, siber zorbalık yaptığınız kişiyi tanıyor muydunuz ?

Evet

Hayır

Appendix C: Revised Cyberbullying Inventory – II (RCBI-II)

Aşağıda internet kullanırken kişilerin karşılaşılabilecekleri bazı durumlar verilmiştir. Her bir durumun **son 6 ay** içerisinde ne sıklıkla başınıza geldiğini **Bana Yapıldı** bölümünde, bu davranışları ne sıklıkla yaptığınızı ise **Ben Yaptım** bölümündeki size uygun rakamı yuvarlak içine alarak belirtiniz. Lütfen her maddeyi **her iki bölüm** için de cevaplamayı unutmayınız.

	BANA YAPILDI				BEN YAPTIM			
	Hiç	Bir kez	2-3 kez	Üçten çok	Hiç	Bir kez	2-3 kez	Üçten çok
İNTERNET aracılığıyla,								
Birine ait hesap şifresini ele geçirmek	1	2	3	4	1	2	3	4
Başkasının hesabını izinsiz kullanarak onu küçükdüşürecek paylaşımlar yapmak	1	2	3	4	1	2	3	4
Birini tehdit etmek	1	2	3	4	1	2	3	4
Birine hakaret etmek	1	2	3	4	1	2	3	4
Utandırıcı veya kırıcı mesajlar göndermek	1	2	3	4	1	2	3	4
Sahibinin görülmesinden rahatsızlık duyacağı bir fotoğrafı veya videoyu başkalarıyla paylaşmak	1	2	3	4	1	2	3	4

Bir sırrı sahibinin izni olmadan başkalarıyla paylaşmak	1	2	3	4	1	2	3	4
Dedikodu yaymak	1	2	3	4	1	2	3	4
Bir başkası adına profil açıp oymuş gibi davranmak	1	2	3	4	1	2	3	4
Küçük düşürücü internet sitesi/sayfası oluşturmak	1	2	3	4	1	2	3	4

Appendix D: Eating Attitudes Test (EAT)

Bu anket sizin yeme alışkanlıklarınızla ilgilidir. Lütfen, her bir maddeyi dikkatlice okuyunuz ve size uygun gelen şıkkı işaretleyiniz.

		Daima	Çok sık	Sık sık	Bazen	Nadiren	Hiçbir zaman
1	Başkaları ile birlikte yemek yemekten hoşlanırım.						
2	Başkaları için yemek pişiririm ama pişirdiğim yemeği yemem.						
3	Yemekten önce sıkıntılı olurum.						
4	Şişmanlamaktan ödüm kopar						
5	Acıktığımda yemek yememeye çalışırım.						
6	Aklım fikrim yemektedir.						
7	Yemek yemeyi durduramadığım zamanlar olur.						
8	Yiyeceğimi küçük küçük parçalara bölerim.						

9	Yediğim yiyeceğin kalorisini bilirim.						
10	Ekmek, patates, pirinç gibi yüksek kalorili yiyeceklerden kaçınırım.						
11	Yemeklerden sonra şişkinlik hissedirim.						
12	Ailem fazla yememi bekler.						
13	Yemek yedikten sonra kusarım.						
14	Yemek yedikten sonra aşırı suçluluk duyarım.						
15	Tek düşüncem daha zayıf olmaktır.						
16	Aldığım kalorileri yakmak için yorulana dek egzersiz yaparım.						
17	Günde birkaç kere tartılırım.						
18	Vücudumu saran dar elbiselerden hoşlanırım.						
19	Et yemekten hoşlanırım.						
20	Sabahları erken uyanırım.						

2 1	Günlerce aynı yemeği yerim.						
2 2	Egzersiz yaptığımda harcadığım kalorileri hesaplarım.						
2 3	Adetlerim düzenlidir.						
2 4	Başkaları çok zayıf olduğumu düşünür						
2 5	Şişmanlayacağım (vücudumun yağ toplayacağı) düşüncesi zihnimi meşgul eder.						
2 6	Yemeklerimi yemek, başkalarinkinden uzun sürer.						
2 7	Lokantada yemek yemeyiseverim.						
2 8	Müşhil kullanırım.						
2 9	Şekerli yiyeceklerden kaçınırım.						
3 0	Diyet (perhiz) yemekleri yerim.						
3 1	Yaşamımı yiyeceğin kontrolettiğini düşünürüm.						
3 2	Yiyecek konusunda kendimidenetleyebilirim						

3 3	Yemek konusunda başkalarının bana baskı yaptığını hissedirim						
3 4	Yiyeceklerle ilgili düşünceler çok zamanımı alır.						
3 5	Kabızlıktan yakınırım.						
3 6	Tatlı yedikten sonra rahatsız olurum.						
3 7	Diyet (perhiz) yaparım						
3 8	Midemin boş olmasından hoşlanırım						
3 9	Şekerli, yağlı yiyeceklerden nemekten hoşlanırım.						
4 0	Yemeklerden sonra içimden kusmak gelir.						

Appendix E: Body Image Perception Scale

AÇIKLAMA: Aşağıda çeşitli vücut özellikleri ve beğenip beğenmeme ifadeleri bulunmaktadır. Yapmanız gereken, bir vücut özelliğiniz hakkındaki duygularınızı bu ifadelere göre değerlendirmektir. Örneğin bir vücut özelliğinizi çok beğeniyorsanız, bu özellik için “çok beğeniyorum” ifadesinin bulunduğu kutuya “X” işreti koyunuz. Herhangi bir vücut özelliğinizi genel olarak beğenip beğenmediğinize göre duygularınızı değerlendiriniz.		Çok beğeniyorum	Oldukça beğeniyorum	Kararsızım	Pek beğenmiyorum	Hiç beğenmiyorum
1	Saçlarım					
2	Yüzümün rengi					
3	İştahım					
4	Ellerim					
5	Vücudumdaki kıl dağılımı					
6	Burnum					
7	Fiziksel gücüm					
8	İdrar – dışkı düzenim					
9	Kas kuvvetim					
10	Belim					
11	Enerji düzeyim					
12	Sırtım					
13	Kulaklarım					
14	Yaşım					
15	Çenem					
16	Vücut yapım					

17	Profilim					
18	Boyum					
19	Duyularımın keskinliđi					
20	Ađrıya dayanıklılıđım					
21	Omuzlarımın geniřliđi					
22	Kollarım					
23	Göđüslerim					
24	Gözlerimin řekli					
25	Sindirim sistemim					
26	Kalçalarım					
27	Hastalıđa direncim					
28	Bacaklarım					
29	Diřlerimin řekli					
30	Cinsel gücüm					
31	Ayaklarım					
32	Uyku düzenim					
33	Sesim					
34	Sađlıđım					
35	Cinsel faaliyetlerim					
36	Dizlerim					
37	Vücudumun duruř řekli					
38	Yüzümün řekli					
39	Kilom					
40	Cinsel organlarım					

Appendix F: Parenting Styles Questionnaire

Aşağıda, anneniz ve babanızla olan ilişkileriniz hakkında cümleler verilmiştir. Sizden istenen, **çocukluğunuzu ve genel olarak anne-babanızla ilişkinizi düşünerek** her bir cümlenin **sizin için** ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmenizdir. Bunu anne ve babanız için ayrı ayrı yapmanızı istemekteyiz. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak kendi durumunuzu doğru bir şekilde yansıtmaktır. Anne ve/veya babanızı kaybetmişseniz yetişmenizde en çok katkısı olan kişiyi gözünüze almız.

	A N N E M				
	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Çok doğru (5)
1. Benimle sık sık rahatlatıcı bir şekilde konuşurdu					
2. Her davranışımı sıkı sıkıya kontrol etmek isterdi					
3. Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir					
4. Onun istediği hayatı yaşamam konusunda hep ısrarlı olmuştur					
5. Sorunlarım olduğunda onları daha açık bir şekilde görmemde hep yardımcı olmuştur					

6. Arkadaşlarımla ilişkilerime çok karışırdı					
7. Sorunlarımı çözmemde destek olurdu					
8. Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edememiştir					
9. Sevgi ve yakınlığına her zaman güvenmişimdir					
10. Kurallarına aykırı davrandığımda beni kolaylıkla affetmezdi					
11. Hiçbir zaman fazla yakın bir ilişkimiz olmadı					
12. Ne zaman, ne yapmam gerektiği konusunda talimat verirdi					
13. Bir problemim olduğunda ona anlatmaktansa, kendime saklamayı tercih ederdim					
14. Geç saatlere kadar oturmama izin vermezdi					
15. Onunla birbirimize çok bağlıydık					
16. Arkadaşlarımla geç saate kadar dışarıda kalmama izin vermezdi					
17. Onun düşüncelerine ters gelen bir şey yaptığımda suçlamazdı					
18. Boş zamanlarımı nasıl değerlendireceğime karışırdı					

19. Bir sorunum olduğunda bunu hemen anlardı					
20. Hangi saatte hangi arkadaşım ile buluşacağımı bilmek isterdi					
21. Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmedi					
22. Arkadaşlarımla dışarı çıkmama nadiren izin verirdi					

	BABAM				
	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Çok doğru (5)
1. Benimle sık sık rahatlatıcı bir şekilde konuşurdu					
2. Her davranışımı sıkı sıkıya kontrol etmek isterdi					
3. Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir					
4. Onun istediği hayatı yaşamam konusunda hep ısrarlı olmuştur					
5. Sorunlarım olduğunda onları daha açık bir şekilde görmemde hep yardımcı olmuştur					
6. Arkadaşlarımla ilişkilerime çok karışırdı					
7. Sorunlarımı çözmemde destek olurdu					

8. Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edememiştir					
9. Sevgi ve yakınlığına her zaman güvenmişimdir					
10. Kurallarına aykırı davrandığımda beni kolaylıkla affetmezdi					
11. Hiçbir zaman fazla yakın bir ilişkimiz olmadı					
12. Ne zaman, ne yapmam gerektiği konusunda talimat verirdi					
13. Bir problemim olduğunda ona anlatmaktansa, kendime saklamayı tercih ederdim					
14. Geç saatlere kadar oturmama izin vermezdi					
15. Onunla birbirimize çok bağlıydık					
16. Arkadaşlarımla geç saate kadar dışarıda kalmama izin vermezdi					
17. Onun düşüncelerine ters gelen bir şey yaptığımda suçlamazdı					
18. Boş zamanlarımı nasıl değerlendireceğime karışırdı					
19. Bir sorunum olduğunda bunu hemen anlardı					
20. Hangi saatte hangi arkadaşımın buluşacağını bilmek isterdi					
21. Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmedi					
22. Arkadaşlarımla dışarı çıkmama nadiren izin verirdi					

Appendix G: Ethical Approval by the Ethics Committee

Ethics Board Approval is available in the printed version of this dissertation.