A STUDY ON SAKARYA UNIVERSITY’S STUDENTS CYBER BULLYING PERCEPTIONS and HABITS

Abstract

The purpose of this study is to elaborate Sakarya University students’ cyber bullying attitudes and behaviors. The research investigated whether Sakarya University School of Management Students’ cyber bullying attitudes and behaviors do differentiate based on their individual characteristics and backgrounds. This research would help to get attention to cyber bullying issues that bother people from all backgrounds and could help to create awareness of the subject. We used quantitative research methods in this research. Cyber Bullying questionnaire has been administered to 260 students studying in various departments of School of Management in March. ANOVA, Chi Square, Factor Analysis and descriptive statistics have been used in analysis. Analysis have indicated that students’ cyber bullying habits are rather low, female students do significantly lower cyber bullying and students cyber bullying habits differ significantly based on some individual characteristics.

Keywords: Cyber Bullying, University Students, Survey, Individual Characteristics

SAKARYA ÜNİVERSİTESİ ÖĞRENCİLERİNİN SİBER ZORBALIK ALGILARI ve ALIŞKANLIKLARI ÜZERİNE BİR ÇALIŞMA

Özet

Bu çalışmanın amacı, Sakarya Üniversitesi öğrencilerinin siber zorbalık tavır ve düşüncelerini ölçmek ve değerlendirmektir. Çalışma, Sakarya Üniversitesi İşletme

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Fakültesi öğrencilerinin siber zorbalık tavır, düşünce ve davranışlarının cinsiyet ve diğer demografik faktörlere göre değişip, değişmediği araştırırmaya yöneliktir. Bu çalışma siber zorbalık konusuna dikkat çekmeyi ve bu konuda her çevreden gelen mağdurların yaşadıklarını ortaya koymayı amaçlamıştır. Çalışma nicel araştırma yöntemleri kullanılmıştır. Mart ayında siber zorbalık ölçeği değişik bölümlerde okuyan 260 lisans öğrencisine uygulanmıştır. ANOVA, Ki-Kare ve Faktör Analizi testleri kullanarak analizler yapılmıştır. Ayrıca tanımlayıcı istatistiklerde verilmiştir. Analiz sonuçları öğrencilerin siber zorbalık huylarının genellikle düşük olduğunu, kız öğrencilerin özellikle siber zorbalığı istatiksel olarak daha az yaptıkları ve siber zorbalık alışkanlıklarının bazı bireysel karakteristiklere göre değişmiş gösterdiğini ortaya koymuştur.

Anahtar Kelimeler: Siber Zorbalık, Üniversite Öğrencileri, Anket, Bireysel Karakteristikler

INTRODUCTION

Today with the development of information and communication Technologies and internet infrastructure, mobile media has become quite popular especially among youngsters. While new communication ways such instant messaging, e-mail, SMS are getting popular among youngsters, number of communication focusing on Internet sites such as blogs, video and Picture sharing sites are also proliferating constantly. Yet, it is still questionable how these newly emerging Internet based communication types would influence young generations’ interaction characteristics development and interactions with their environments. With the proliferation of mobile and other communication media, new problem areas have raised, especially cyber bullying concept emerges a new bad treatment and intimidation tactics in virtual environments. Cyber bulling is a new technique that is to treat other people badly and reduce their satisfaction with their lives.

In recent years the tendency of young generation to use mobile technologies and smart phones has been increasing, this has brought some negative side effects as well. The major negative effect is to be object to undesired messages as cyber bullying act (Sentenac et al, 2011). To use smart phones in order to bother other people and sometimes victimized them is defined as cyber bullying (Wright et al, 2009). Cyber bullying in recent years has emerged in USA and Canada, where Internet technologies are widely used and it has become a major problem (Arcak, 2009). According to NCES’s (2011), in American Schools, the rate to be exposed to cyber bullying is 12, 8 per cent. Research indicates that countries where smart equipment is widely used, rates of cyber bullying are continuously increasing. A new type of tyranny, cyber bullying has become an important problem in all societies, especially for developed world.

Unlike traditional bullying, cyber bullying has been performed with electronic media and new smart media. Researchers in this field, in order to differentiate between cyber bullying and traditional bullying, steer our attention to different aspects of Internet Technologies (Dehue et al, 2008; Slonje and Smith, 2008). Researchers differentiate cyber bulling from traditional one in various aspects; the main aspect that differentiate cyber bullying and traditional bullying is its anonymity and general characteristics. In traditional bullying, victim would know who the bully is or bullies are, but with cyber bullying proceeds as anonymous and who the bully is not known. Another important issue that differentiates cyber bullying and traditional bullying is the
matter of power. While traditional bully is more powerful than victim or victims, cyber bullies do not have power imbalance on their behalf, even sometimes cyber bullies could be less powerful than their victims. Another issue is that while traditional bullies can be more respectful in society and have status, with cyber bulling, bullies do not need status, power or any other authority that hostile intentions and smart equipment would be enough to do cyber bullying. Another difference between traditional bullying and cyber bullying is that traditional bully and his or her victim generally live in the same region or city or even share same community; this is not necessarily true for cyber bullying. It is possible to be victim of a cyber-bully on everywhere in the world at any time. Since in traditional bullying, bullies are generally well known people, it is usually possible to stop them. Yet in cyber bullying, where bullying is coming from is not clear so it is usually difficult to stop the bullies (Juvonen and Gross, 2008).

Though cyber bullying could have variety of reasons, sometimes it is not necessary to have any reason to be a victim of cyber bullying. Smith et al (2004) categorized four reason of cyber bulling as reasons related to victim (victim’s physical, social characteristics, behaviors and loneliness), reasons related with victim and bully relationships, reasons related with bully (Individual characteristics of bully, his or her emotional, social and physical gains) and finally without no reason in focus group study. Some researchers have pointed out victim related reasons, especially victim’s behaviors and personal characteristics, more frequently than reasons related with bully. Some researchers mentioned youngsters spend most of their time at schools with their friends, hence, they become victims of cyber bullying easily. Some other researchers argued that youngsters spend most of their times at schools and get in touch with their friends on the Net, individuals who are bullying in traditional meaning could be the same individuals who are cyber bullying (Beran and Li, 2005). Thus with the enhancements of Internet Technologies, traditional bullies has got new means to act. With some of these studies, it is understood that traditional victims could be cyber victims as well (Beran and Li, 2005; Raskauskas and Stoltz, 2007).

Theoretical Framework: Cyber Bullying

In conventional meaning, bullying concept was first used by D. Olweus to define school kids’ physical and psychological attacks to each other’s. Bullying is a tool that includes psychological violence (Lacey et al, 2010). Bullying has tactics like intimidation, weakening of victim’s self-awareness and reducing victim’s self-respect. In England and English speaking countries, bullying defines number of behaviors that could be identified as bad treatment, while in USA, bullying is mostly used to express same age kids’ violence to each other in the schools. Bullying is performed by stronger people on weaker individuals as a continuous and psychological deterioration act (Lewis, 2003). Although many writers use mobbing and bullying concepts interchangeably to express hostile behavior to someone, mobbing takes place in organizations, yet bulling can take place at anywhere and anytime for 24/7 hours. (Westhues, 2006) On the other hand, usually cyber bullying concept has not been mentioned, however today, bulling taking place in virtual environments are largely defined as cyber bullying by various researchers. Bullying has taken to virtual environments as a new kind of criminal act and defined as underlying reasons of cybercrimes of many country’s legal systems. With cyber bullying by using information and communication media, people intimidate, aggrieve, and behave badly, harm honor and pride of someone over the internet. In cyber bullying, victim has been put under continuous threat and pressure. By using bad vocabulary and offending terms, victim has put under constant pressure.
Cyber bullying is an important problem arisen among youngster with widespread use of Information and Communication Technologies (Bamford, 2004). Cyber bullying is repeatable and ill-intentioned attacks done towards someone, who would not be able to protect himself or herself easily by using information Technologies (Shariff, 2008). Cyber bullying is to carry bad behavior when people present each other in face to face or virtual environments (Ayrıcak, 2009). In other words Cyber bullying is all types of intentional and hostile behavior committed by using Information and Communication Technologies in order to give harm to others (Slonje and Smith, 2008). With Information and Communication Technologies, worldwide network of Internet has become a main medium to satisfy people’s desire to have access to the information. However, because of enhancing electronic means and possibilities, Internet’s potential to cause harm to others is also increasing (Wright et al, 2009) This situation has created a new form of peer bullying called cyber bullying and created this problem area (Baker and Kavşut, 2007). Cyber bullying continues to harm many people with its bad and ill intentions.

With cyber bullying, communication media like email, instant messaging, and blogs can be used to insult, humiliate and smear to others (Williams and Nancy, 2007). Cyber bullying has two types; the first one is related with technical side. This type bullying is related with making electronic equipment useless by acquiring passwords, hacking web sites and sending emails having spams (e-bullying). The second type is to bother people continuously, ridicule people, giving names, making gossips, insulting over the Internet and expressing information about individuals called electronic communication bullying (e-communication bullying) (Aricak, 2011).

In order to define an act as cyber bullying, beside the utilization of electronic communication media, the characteristics below should also be included (Zhang et al, 2010):

- Repeatable act,
- A physical and verbal act with the purpose of giving harm,
- The imbalance between individuals committing the crime and individuals subject to crimes.

When compared with traditional bullying, cyber bullying has some major characteristics. The first is the degree to relieve from bothering activity. With traditional bullying, individual when get away from the job would relieve from the bullying, whereas in cyber bullying, even if individual goes to home, he or she still would get the bothering messages or emails. Another distinct side is that cyber bullying would have a chance to reach large audience. A video or Picture intended to bother other side would get lots of hits. Since cyber bullying is perform as gossip or rumor rather than face to face that would enable performer to be anonymous. When compared with traditional bullying, person applying cyber bullying would not get feedback and cannot perceive the results of his or her behavior, (Slonje and Smith, 2008) hence with cyber bullying regret is usually less an issue compared to traditional bullying.

We can outline the differences between cyber bullying and traditional bullying as follows: (Slonje et al, 2013)

- Cyber bullying depends on technological expertise level.
- With cyber bullying, not face to face rather indirect communication is an issue.
- Perpetrator cannot see victim’s reactions in a short period of time.
Cyber bullying is more complicated.

Traditional bullying is performed with the presence of other as showing power, whereas cyber bullying does not have this opportunity.

With cyber bullying, usual audience is small groups, cyber bullying could reach larger audience.

It is more difficult to avoid cyber bullying acts.

Cyber bullying can be used differently. Cyber bulling can have variety of types that Willard (2007) categorized them as follows:

- **Flaming**: By using impolite language with anger and using electronic means in fighting online (Feinberg and Robey, 2009). All kinds of arguments taking place online with impolite language and anger is called flaming.

- **Harassment**: A cyber bullying type in which offensive messages are sent to a person or group. Messages are sent with time intervals and repeatedly like bombardment (Bamford, 2004). In order to give shame and harm, share pictures and comments that can be seen by others in social media (Walker et al, 2011).

- **Denigration**: Denigration is to show something like it has been experienced. By photo mounting, adding visuals, adding audio, people victimize each other in virtual environments. Denigration is a common cyber bullying type on virtual environments. One or more students do denigration by making false statements in order to ridicule their teachers and administrators on virtual environments. To create defamation, individuals spread rumors with insults that can be an example of cyber bullying and classified under denigration.

- **Cyber stalking**: It is performed by sending threats to other party by using personal communication channels (Bamford, 2004). With this type of cyber bullying, aggressive, rude and insulting messages are sent, some can be called but not talked, chat rooms and message boards can be used to send messages, highly frightening and including threats, individual has made to afraid of his or her safety. Cyber stalking also takes form in terms of viruses and spywares, sent to the other party. Moreover, cyber stalking includes torture, chafing, hindrance and deterioration.

- **Impersonation**: Stealing personal information, revealing the details of personal information, opening accounts by using other people’s identities are the most common impersonation types (Nocentini et al, 2010). To access other people’s accounts by breaking their passwords, sending messages that make people feel bad, reduce friends’ respects and create headaches can be categorized under impersonation types of cyber bullying.

- **Outing/Tricking**: It arose as spreading personal and private information such as pictures, information and secrets that could make individual ashamed spread out online. Secrets about the individual, information that could make individuals ashamed are shared online; personal pictures and videos are sent from one phone to other with wireless networks and local area networks, uploaded to websites and made available to everybody online.

- **Exclusion**: It is excluding someone from a group intentionally. Online games and blog environments or with instant messaging groups, it is widely seen cyber bullying type. Someone’s excluding from virtual environments like friend list and not to be included in virtual games plays as groups are types of exclusion tactics.
The cyber bullying tactics mentioned by Willard can be extended with the addition of manipulation, sexting and humiliation.

**Manipulation:** Cyber bully put pressure on victim to express personal secrets, speak him or her face to face and provoked victim with his or her words and behavior.

**Sexting:** It is sending nude pictures to other, receiving nude pictures from others and forward nude pictures to others in virtual environments.

**Humiliation:** To see other party despise and disdain, to leave him or her pitiful and attack other party’s reputation and status in the society. The purpose of the humiliation is to make other party not to respect himself or herself, remain in shameful feelings and lost his her self-esteem. The reason of humiliating is to reduce self-perception, self-esteem and self-confidence of someone and put in a weaker position in front of the bully.

Humiliation is an effective way to control someone. To cause physical and psychological damage to other party by physical and psychological abuse and finally make him or her feel humiliated. The main purpose of humiliation is to insult and detract. Person, who humiliates other parts would feel flatten. After humiliation person with bad intentions would feel to establish domination easily on other party.

**Research Method**

This research has followed the following procedures.

**Data Collection Method and Tool**

270 School of Management Students as respondents selected by convenient sampling method and joined to the study. These students are from each class of four year undergraduate study and graduate and doctorate programs. Survey method has used the main data collection method in the study. Scales have been adopted from Özbay (2013) and demographic question and questions on technology usage characteristics of Internet and Smart Phone have been added. To define reliability measures of the scales, Cronbach Alpha value has been used. The general Cyber Bullying scale has turned out to have 0,81 reliability value. This shows that the reliability of cyber bulling scale is quite high. Date collection has taken place between February and March 2015 at Sakarya University School of Management. Surveys have been administered with the presence of researchers; hence data quality has turned out to be quite high.

**Research Hypothesis**

This research has questioned whether Sakarya University School of Management students’ do cyber bulling and whether their demographic or individual characteristics would make difference in cyber bullying habits. The two research hypotheses are given below:

- **H1:** Cyber bullying is common among student sample respondents
- **H2:** Students individual characteristics would create differences in their cyber bullying habits

**Analysis of the Research Data**

In this study, descriptive analysis, Chi Square, Factor Analysis and ANOVA tests have been used to test the research hypothesis.
More than half of the survey participants are male (53.7%) and the rest was women (46.3%). 97% of the respondents are between the ages of 17 and 23. 1.9% of respondents have completed graduate education. Tough ages, survey participants use Internet for prolonged period of time (87.4% use 5 years or more). Almost all participants have smart phones (97.4%).

Participants are given 24 types of cyber bullying acts and asked to rate which ones they use more frequently and the results provided in Table 2 below. The frequency of conducts of these acts by each participants have rated based on four point scale (1 = Never, 2 = Sometimes, 3 = Most of the Time, 4 = All the time). Consequently, frequency analysis of each act has been performed and all the time and most of the time answers rate has been looked at the overall percentage and the results have been reported. The highest percentages/rates have been reflected in Table 2 below.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Most Frequent Cyber Bullying Acts</th>
<th>N</th>
<th>%</th>
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<tbody>
<tr>
<td>1</td>
<td>I tell things on the Internet or phone that I would never tell to people’s faces</td>
<td>131</td>
<td>48.5</td>
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<td>2</td>
<td>I would make fun of other people</td>
<td>70</td>
<td>25.9</td>
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<tr>
<td>3</td>
<td>I would make fun of other people and my friends on the Internet</td>
<td>68</td>
<td>25.1</td>
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<tr>
<td>4</td>
<td>I would open other people’s name secretly and open accounts on their behalf</td>
<td>59</td>
<td>21.8</td>
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<tr>
<td>5</td>
<td>I would use personal information of my friends or other people on the Internet</td>
<td>52</td>
<td>19.3</td>
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</tbody>
</table>
In order to compare the results, the less frequently countered cyber bullying acts are also investigated. In Table 3, the less frequently done cyber bullying acts are listed based on the higher responses of never and listed from highest (never done) to lowest (never done) scores.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>The Less Frequent Cyber Bullying Acts</th>
<th>N</th>
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<tbody>
<tr>
<td>24</td>
<td>I sent messages infected by viruses to other party</td>
<td>260</td>
<td>96,3</td>
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<td>23</td>
<td>I spread rumor about other people on the Internet</td>
<td>247</td>
<td>91,5</td>
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<tr>
<td>22</td>
<td>I spread rumor about other people by using mobile phone</td>
<td>240</td>
<td>88,9</td>
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<tr>
<td>21</td>
<td>I publish photos of other people or my friends without their permissions online</td>
<td>239</td>
<td>88,5</td>
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<tr>
<td>20</td>
<td>I post news online about other people or my friends that they would not like</td>
<td>226</td>
<td>83,7</td>
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The figures above are supporting H1 hypothesis that cyber bullying is common phenomena among students in our sample. Studies done in different countries note that cyber bullying victimization is a common problem especially among teenagers. A study done on students aged 13 to 18 indicated that 49% of youngster has been victimized by cyber bullying (Raskauskas and Stoltz, 2007). Baker and Kavşut (2007) argued that 28% of teenagers between ages 14 and 19, who use information and communication Technologies frequently do cyber bullying and 30% of them have been a victim of cyber bullying. Like this study, other studies made among university students indicated that 23% of university students do cyber bullying at least once and 55% of them have been exposed to cyber bullying at least once as well (Dilmaç, 2009).

In order define groups or similar type of cyber bullying acts, 24 different types of cyber bulling acts have been classified by using Explanatory factor Analysis. Kaiser Mayer Olkin adequacy off sample has turned out to be 0,742. This result indicated that the data is appropriate for factor analysis. This value demonstrates that sample size is adequate for factor analysis (Kayalcı, 2006). Principal Component extraction method with varimax rotation has been used in factor analysis. Emerging eight factor solution explained 69,23% of the total variance and emerging factors have been given names based on the items highly loading to them.
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<tr>
<td>I use my friends’ passwords without their permission on the Net.</td>
<td>0,860</td>
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<td>By using my friends’ passwords, I secretly try to Access their games.</td>
<td>0,846</td>
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<td>By using my friends’ passwords, I secretly enter their emails such as MSN, Yahoo, Gmail, and Mynet.</td>
<td>0,838</td>
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<td>I ridicule with other people and my friends online.</td>
<td>0,855</td>
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<td>By using my mobile phone, I ridicule with other people.</td>
<td>0,816</td>
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<td>I give names or nicknames to my friends or other people names that they would not like.</td>
<td>0,711</td>
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<td>I say thing to people online or on mobile phone otherwise would not be able to say face to face.</td>
<td>0,395</td>
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<td>I open accounts on sites like Facebook or twitter by using other people’s identity.</td>
<td>0,902</td>
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<td>I open up email accounts such as MSN, Yahoo, Gmail or Mynet by using other people’s identity.</td>
<td>0,889</td>
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<td>I use my friends’ or other people’s personal information on the Internet.</td>
<td>0,730</td>
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<td>I send messages other people don’t like via my cell phone.</td>
<td>0,774</td>
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<td>I send people’s pictures to other people without their permission via my mobile phone.</td>
<td>0,729</td>
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<td>I bother people by calling from my mobile phone.</td>
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<td>I insult my friend or other people over the Internet by sending insulting messages.</td>
<td>0,792</td>
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<td>I send my friend or other people messages on the Internet that they do not like.</td>
<td>0,691</td>
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<td>I send humiliating messages to other people over my mobile phone.</td>
<td>0,594</td>
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<td>I send threatening messages to other people online.</td>
<td>0,848</td>
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<td>I send threatening messages to other people via my mobile phone.</td>
<td>0,762</td>
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<tr>
<td>I post my friends’ or other people’s photos</td>
<td>0,678</td>
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As it can be seen above in table 4, factors loadings are clearly defined eight factor with high loading to respective factor and lower loadings to other factors. In order to create an index of cyber bullying activities, we took arithmetic mean of 24 different types of cyber bulling listed above. The arithmetic means have been evaluated based demographic factors such as gender, education and technology usage characteristics. Index values closer to 1 means participants have never done cyber bulling, whereas index values closer to 4 means participants do cyber bullying all the time.

**Gender and Cyber bullying relationship:** The relationships between survey participants’ gender and their frequency to do cyber bullying have been tested with Chi Square test. Average cyber bullying frequency for women has turned out to be 1,375 and for men the same value has turned out to be 1,50. These values are significant at 5 per cent level, hence with this respect women and men are different from each other (F=7,484; p=0,007). Therefore, women’s cyber bullying practices are significant lower than those of men.

**Education level and cyber bullying relationship:** The relationship between participants’ education level and cyber bullying frequencies has been tested with ANOVA analysis. Cyber bullying perception average of first grade students is 1,325, it is 1,446 for the fourth grade students and finally 1,350 for masters and doctorate students. There is no statistical difference among these three groups (F = 0,397; p = 0,673). This result indicates that there is no statistical difference in cyber bullying habits based on education levels.

**Internet usage duration and Cyber bullying relationship:** Internet usage duration has been categorized four time frames as less than 1 year, between 1 and 3 years, between 4 and 5 years and more than 5 years. Average cyber bullying index has been analyzed as continuous variable. According to ANOVA test results, cyber bullying index value for Internet users of less than one year is calculated as 1,729. The same value is calculated 1,505 for Internet users between 1 and 3 years, 1,361 for Internet user between 4 and 5 years and 1,446 for Internet users for more than 5 years. The analysis revealed that there is no statistical difference among groups (F = 0,816; p = 0,486). This result points out that Internet usage duration is not an explaining factor of cyber bullying frequency.

**Smart phone usage duration and cyber bulling relationship:** Smart phone usage duration has been categorized into four time frames as less than 1 year, between 1 and 3 years, between 4 and 5 years and more than 5 years. Average cyber bullying index value has been used as dependent variable in the analysis. ANOVA analysis indicated that mean cyber bullying index value for participants less than 1 year using smart phones is calculated as 1,397 and the same
value is calculated 1,416 for participants using smart phones between 1 and 3 years. Mean cyber bullying conducting index value for participants using smartphone between 4 and 5 years is calculated as 1,495. Average cyber bullying conduct index value for participants using smart phones more than 5 years is calculated as 1,474. Finally Mean index value for participants who don’t have smartphones is calculated such a low number as 1,047. At 5 % significance level, there is difference between smart phones usage duration and cyber bullying conducting frequencies (F = 2,605, p = 0,036). With Tukey and Bonferroni Post Hoc Tests, the source of these differences have been investigated and the results have revealed that participants using smart phones more than 4 years are conducting cyber bullying significantly more than participants who do not own smart phones at 5 % significance level. This result points out that as smart phone ownership duration increases, the frequency of cyber bullying conduct is also increasing. According to analysis results, 4 years is an important threshold. As 4 years threshold is passed, smart phone users significantly more do cyber bully or be affected by cyber bullying than non-smart phone users.

Hence, H2 hypothesis that is proposed to investigate whether cyber bulling differ based on demographic characteristics has been statistically validated.

Results and Discussion

As Information and Communication Technologies use gets widespread, Cyber bullying is getting common especially among youngsters. This situation requires giving more attention to cyber bulling concept, how to prevent ourselves from cyber bullying and its damages or how to manage it after it happens. Simple awareness would not be enough for cyber bullying that especially in countries like Turkey where cyber bulling could easily disturb family peace and unity, taking some legal action would be necessary. With conferences and different meetings, it has to be clearly communicated that cyber bulling is against human rights and it is a way to use communication rights in a bad manner. According the interviews carried out with some students who participated survey, they acknowledged that they hided the cyber bullying activities that they have done. This result could be the reason the overall low value of cyber bullying acts by college students. Based on the confession of some of the respondents, we could argue that cyber bullying acts in fact could be a little higher in the sample population than what has been found or reported.

The results obtained are in line with previous finding on the topic. Yılmaz (2010) found that female students are more sensitive about cyber bullying than male students. We also found that in our sample female students (1,375) make less frequently cyber bullying than male students (1,500). Cyber bullying making activities based on gender is statistically significantly different at 5 % significance level (F=7,484; p=0,007). In some studies, males are doing cyber bullying more than women, yet on the other hand, they are less likely to be victim of cyber bullying (Şahin et al., 2010; Özdemir and Akar, 2011; Ayas and Horzum, 2012, Qing, 2005; Maher, 2008). It shows consistency of our results with literature. Some studies found that people being victim of cyber bullying could themselves make cyber bullying as well (Şahin et al., 2010).

This study also categorized cyber bullying acts in eight main categories based on a Factor Analysis. The emerging eight factor has high factor loadings, usually over 0,70. This study’ main contribution is to define ost frequent performed and less frequently performed five cyber bulling acts among total of 24 different cyber bullying acts. This could reveal most critical
cyber bullying acts and less critical cyber bullying acts. Hence it would provide policy ad
decision makers a tentative guidelines on how to prevent cyber bullying problem from affecting
especially youngsters.

People doing cyber bullying could do this just fun for a not particular reason, they could
do cyber bullying or supposedly rational reasons to them to make their friends laugh or create
social effects. Even though they might like such behaviors, they ignore many negative effects of
such behaviors on their victims (Smith et al., 2004). Researchers consider cyber bulling as first
as a revenge tool, but later it starts to give pleasure to bully and finally would be kept doing
since it becomes an entertainment. The feelings of pleasure and entertainment along with lack of
monitoring of victim’s bad situation could reduce empathy with bully (Dehue et al., 2008).
Researchers indicate that cyber bullying victims would Show different psychological problems.
The research found out that cyber bullying victims Show depression, loneliness, weak social
relations, low self-respect, sadness, anger, fear and anxiety (Beran and Li, 2005; Hinduja and
Patchin, 2009; Ybarra and Michell, 2004). In addition, aside from psychological problems,
victims of cyber bullying demonstrate negative behaviors like high absenteeism, thinking of
dropping school (Katzer et al, 2009; Ybarra et al, 2007) and afraid of going to school
(Raskauskas and Stoltz, 2007) It is also found that cyber bullying victim’s self-respect is has
dropped down (Kowalski and Limber, 2007), social interactions got corrupted, have difficulty in
establishing relationships, have problems with classmates and slowly become lonely (Willard,
2007).

Since our sample is only composed of School of Management first and second class
undergraduate students, the generalizability of our results is limited. Expending the sample with
other students in different School and grades, also with faculty members and administrative
staff and even professional employees could surely enhance the generalizability of our results.
In addition to quantitative analysis, qualitative analysis such as focus group analysis with
individual interviews and resulting mixed research methods can also contribute to the
generalizability of the research findings. Moreover different variables can also be useful in
defining the underlying reasons of cyber bullying activities. This study is among the first
academic studies on cyber bullying in Turkish context and offering important insights on the
issue. Nonetheless, it should be enhanced with further and more details studies to increase cyber
bullying awareness in Turkish settings with different samples and different variables.

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