

Bullying Scale Development for Higher Education Students: North Cyprus Case


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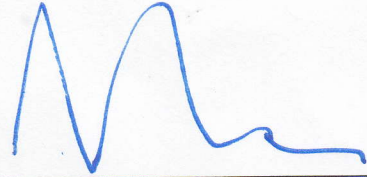
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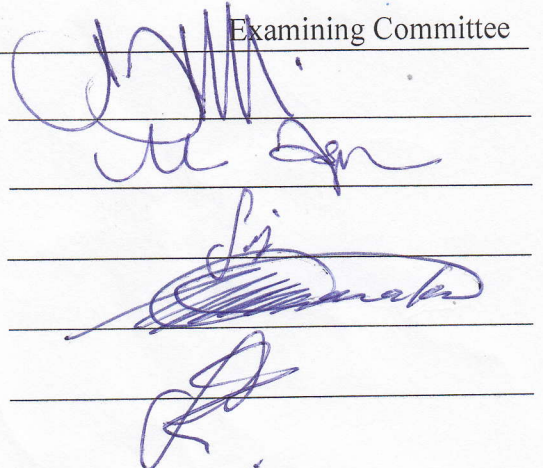
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ABSTRACT

Bullying has been investigated since the 1970s and currently it is examined in the views of bully, victims and bystanders. Bullying is a concept mostly considered with younger ages such as children and adolescents. Mobbing, bullying at workplace, is another concept that deals with bullying at workplaces of adults. However, bullying in higher education is not emphasized enough. Even though there is evidence which shows the prevalence of bullying behavior among university students, still yet there is no scale measuring bullying behaviors of university students. Having a valid and reliable scale should be the starting point for examining bullying at universities. It is undeniable that statistical results are helpful to raise awareness among all three parties who are university administration, staff and students. Therefore, this study aims to fill this gap in the field as an attempt to design a scale that can be helpful to measure different aspects of bullying among university students in the North Cyprus context.

In the first phase of the study, an instrument which deals with all aspects (bully, victim, bystander) of bullying among university students was developed. While developing the instrument, pilot studies were conducted. After each of the first two pilots, exploratory factor analyses were conducted. After the final (third) study, firstly exploratory and then confirmatory factor analyses were conducted. At the end, an instrument with three dimensions (bully, victim and bystander) was developed. Each dimension of the instrument has three subscales (cyber, verbal and emotional) which are examined with respect to how the university students differ in terms of the variables of gender, age, nationalities and faculties.

The results of the study reveal that bullying exists in higher education, particularly in the case of North Cyprus context; thus, it is suggested to be taken into consideration seriously. Considering the gender and age of the participants, there is no statistically significant difference found, except for the 18-year-old bully students. Also, the results indicate statistically significant differences for the variables of nationalities and faculties with respect to all three bully, victim and bystander status of the participants. Consequently, similar studies are suggested to be conducted in higher education institutions in other contexts to see whether similar results will be obtained. Moreover, intervention programs can be advised particularly for the students who suffer from bullying in order to avoid the negative effects in the long term.

Keywords: scale development, bullying, age, gender, faculty, country, factor analysis

ÖZ

Akran zorbalığı 1970lerden beri araştırılmaktadır ve günümüzde zorba, kurban ve görgü tanığı olmak üzere üç değişik açıdan incelenmektedir. Akran zorbalığı kavramı çoğunlukla çocuk ve ergenlerin oluşturduğu daha genç yaşlarda ele alınmıştır. Mobbing, iş yeri zorbalığı, yetişkinlerin iş yerinde maruz kaldığı başka bir zorbalık kavramıdır. Ancak, yükseköğretimdeki akran zorbalığı yeterince vurgulanmamıştır. Hatta, üniversite öğrencileri arasında akran zorbalığının var olduğunu gösteren ipuçları olsa da halen üniversite öğrencilerinin akran zorbalığı davranışlarını ölçen bir ölçek geliştirilmemiştir. Üniversitelerdeki akran zorbalığını incelemede başlangıç noktası geçerli ve güvenilir bir ölçeği geliştirilmesi olmalıdır. İstatistiksel sonuçların üniversite idaresi, çalışanları ve öğrencilerinden oluşan üç grupta farkındalık yaratmaya yardımcı olduğu yadsınamaz. Bu yüzden bu çalışma bu alandaki boşluğu doldurmak için Kuzey Kıbrıs bağlamında üniversite öğrencileri arasında yer alan akran zorbalığını ölçmeye yardımcı olacak bir ölçek geliştirmeyi amaçlamaktadır.

Çalışmanın birinci aşamasında üniversite öğrencileri arasındaki akran zorbalığını her üç açıdan da (zorba, kurban, görgü tanıkları) ortaya çıkaracak bir ölçek geliştirmek amaçlanmıştır. İlk iki pilot uygulamanın her birinden sonra açımlayıcı faktör analizleri uygulanmıştır. Sonuncu (üçüncü) çalışmanın ardından önce açımlayıcı daha sonrada doğrulayıcı faktör analizleri uygulanmıştır. Sonunda, üç boyutlu (zorba, kurban, görgü tanıkları) bir ölçek geliştirilmiştir. Üniversite öğrencilerinin cinsiyet, yaş, uyruk ve fakülte değişkenleri arasındaki farklılığı incelemek için ölçeğin her bir boyutunun üç alt ölçeği (siber, sözel ve duygusal) bulunmaktadır.

Çalışmanın sonuçları yükseköğretimde, özellikle de Kuzey Kıbrıs bağlamında, akran zorbalığının var olduğunu ortaya çıkarmıştır; böylece konunun ciddiye alınması önerilmektedir. Katılımcıların cinsiyet ve yaşları göz önünde bulundurulduğunda 18 yaşındaki zorba öğrenciler haricinde herhangi manidar bir fark bulunmamıştır. Ayrıca, sonuçlar uyruk ve fakülteye göre katılımcıların zorba, kurban ve görgü tanıklıklarına göre istatistiksel olarak manidar bir fark ortaya koymuştur. Bundan dolayı, benzer sonuçların elde edilip edilmeyeceğini görebilmek için başka bağlamlardaki yükseköğrenim kurumlarında da benzer çalışmaların yapılması önerilmektedir. Ayrıca, akran zorbalığından muzdarip öğrencilere, uzun vadeli olumsuz etkilerini önlemek için müdahale programları önerilebilir.

Anahtar Kelimeler: ölçek geliştirme, akran zorbalığı, yaş, cinsiyet, fakülte, uyruk, faktör analizi

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Chapter 1

INTRODUCTION

“Every time I struggled with a difficult college course, a hopeless job interview, a terse rejection letter, a thankless boss, a petty colleague, a bad relationship, or just some impatient jerk on the subway, it was your face I saw” Tonya (Hall and Jones, 2011, p. 16).

The above sentence was written in a letter addressed to a bully, Steven, by his victim, Tonya, and it was just a single example which showed the serious effects of bullying on a person not only during the school life but also in his/her life after school. Among some people bullying is seen as a short-term incidence which only happens during the school life of students but the studies show that bullying is not as simple as it is thought. The consequences of it are underestimated by the school administrators, educators and even parents (Bullock, 2002; Dulmus, Sowers & Theriot, 2006; Rigby & Bagshaw, 2001).

Indeed, bullying should not be seen as a school issue. It should be reconsidered because it is one manifestation of violence in the society (Furniss, 2000). She believes that bullying, apart from its effects on victims, has effects on the society. Therefore, it is important to deal with bullying problem in schools before it moves onto the streets into the society with more severe and serious consequences.

It is necessary to start seeing this issue as a problem which should be taken into consideration seriously in order to take necessary steps for a solution. Also, the link

between bullying in schools and violence on the streets was investigated by Andershed, Kerr and Stattin (2001) and they found a strong link between bullying and violent behavior on streets. Also Fried and Fried (1996) described a related study that was carried out by Dr. Eron and his colleagues at University of Chicago. In this study Dr. Eron and his colleagues had followed the lives of a large group of bullies for over thirty years, and they came out with serious findings. When the participants who were accepted as bullies and who were children at the beginning time of the study came to the age of thirty, 25% of them had a criminal record, whereas for the participants who were not identified as bullies, this number dropped to 5%. It was more likely for the participants who were identified as bullies to leave their schools and get jobs which were below their skill levels. These people are more likely to be violent toward their spouses and children and to use physical punishment to punish their children and partners.

1.1 Background of the Study

The history of scientific studies on bully/victim problems dates back to the 1970s to the large-scale project of Olweus (Swearer, Espelage & Napolitano, 2009; Rigby, 2003). As it has been scientifically investigated since 1970, it is possible to state that dealing with bully/victim problems is not a new issue in the literature of psychology and education but it seems like an everlasting issue. Besides, when the studies are examined, it can be concluded that bullying is an issue related with other fields such as sociology, law and so on.

Bullying was first seen as a school-related issue which was happening among peers and affecting their interactions with each other and their future lives (Newman, Holden & Delville, 2011; Schenk & Fremouw, 2012; Adams & Lawrence, 2011;

Hunter & Boyle, 2002). However, if a human being and his/her behaviors are the topic of a discussion, its examination from only one direction cannot be considered enough. It is necessary to look at the topic or the problem from different perspectives. There should be several questions to be asked while dealing with bullying. Thus, the researchers working on bullying have focused on bullying considering different factors such as age, gender, literacy level of parents, parenting styles, the context students have been raised up and so on (Agatston, Kowalski & Limber, 2007; Totan & Yöndem, 2007; Gofin & Avitzour, 2012; Turan, Polat, Karapirli, Uysal & Turan, 2011).

When ‘bullying’ is concerned, it is not possible to look at the issue from only one side of the medal or from the perspective of one person only. There are a number of people involved who are bullies, victims and bystanders and various aspects which should be taken into account while examining ‘bullying’ exist.

Bullying affects negatively all the parties who are involved and most of the researchers suggested different intervention programmes in order to overcome these problems in elementary, secondary and high school as it was believed that the results of it could lead worse problems such as homicide, violence and murder (McGrath, 2007; Fried & Fried, 1996; Olweus, 2005). Also the researchers who examined workplace bullying highlighted the negative effects of bullying behaviors. They also suggested some intervention programmes to protect the people who were affected (Andreou, Paparoussi & Gkouni, 2013). Therefore, it is believed that there is a need to look closer to the university students in order to find out to what extent they experience bullying in order to understand them.

When the literature of bullying was reviewed, it was observed that people from different age groups have been experiencing bullying. The studies revealed that besides elementary, secondary and high school students, university students (Arıcak, 2009; Walker, Sockman & Koehn, 2011; Adams & Lawrence, 2011; Akbulut & Erişti, 2011; Chapell, Hasselman, Kitchin, Lomon, MacIver & Sarullo, 2006; Tabak & Köymen, 2014; Özçınar & Aldağ, 2012) and the adults (Escartin, Rodriguez-Carballeira, Gomez-Benito & Zapf, 2010; Tsuno, Kawakami, Inoue & Abe, 2010; Özkılıç, 2012; Özsoy, 2012) who had careers could be the bullies, victims or bystanders. These people had to struggle with the results of bullying throughout their lives.

When bullying was first the interest of researchers, it was seen as an issue which children and adolescences struggle with throughout their school life. However, more detailed studies pointed out that ‘bullying’ affected not only the students’ school life but also their private and psychological lives (Kurtyılmaz, 2011; Turan et al., 2011; Shore, 2006; Davis & Davis, 2007; Kohut, 2007; Wolke & Skew, 2012; Rigby, 2002; Lines, 2008; McGrath, 2007). Some of these effects can be temporary but most of the time these effects were permanent which affected their future lives. In the book, which was edited by Hall and Jones (2011) and consisted of 70 letters written by victims to their bullies, *Dear Bully: 70 Authors Tell Their Stories*, it was clear to see both the temporary and permanent effects of bullying on these people. A number of longitudinal studies were conducted and the results of these studies have been supporting the truth that ‘bullying’ had irreparable effects on the victims of bullies (Chapell, Hasselman et al., 2006; Adams & Lawrence, 2011). Studies on bullying with different age groups confirmed that seeing the issue as ‘childish’ and ‘a part of

school life' led the educators, psychologists to underestimate the importance of the issue (Bullock, 2002; Dulmus et al., 2006; Rigby & Bagshaw, 2001). Besides the children and the adolescences at schools, adults working in important companies faced with similar problems (Tsuno et al., 2010; Copeland, Wolke, Angold & Castello, 2013; Baughman, Dearing, Giammarco & Vernon, 2012; Özkılıç, 2012; Özsoy, 2012). These results showed us that it is not possible to leave university students outside the picture of 'bullying'. In the continuity of life, it cannot be a realistic approach to think that university students do not face 'bullying' problems as young adults where children, adolescences and adults are all accepted to experience it.

1.2 Statement of the Problem

When the studies done on this topic were examined, it was also found that there were researchers all around the world (Çalık, Özbay, Özer, Kurt & Kandemir, 2009; Li, 2006; Agatston et al., 2007; Gofin & Avitzour, 2012; Spitzberg & Hoobler, 2002; Lahari, Fareed, Shanthi, Sudhir & Kumar, 2012) who also believed that bullying was not only the issue of children or adolescents but also there were students who faced some forms of bullying problems in their university lives (Arıcak, 2009; Walker et al., 2011; Adams & Lawrence, 2011; Akbulut & Erişti, 2011; Chapell, Hasselman et al., 2006; Tabak & Köymen, 2014; Özçınar & Aldağ, 2012). Bullying was investigated in a wide range of perspectives, however, a scale specifically developed for university students with three dimensions of bullying (bully, victim, bystander) could not be seen within the literature.

In order to overcome 'bullying', the first step must be to accept the existence of bullying as a multidimensional problem. Also, if it is believed that the incidence of

'bullying' affects all parties (bullies, victims, bystanders) from different perspectives such as their academic lives, social lives and private lives (Rigby, 2002; Lines, 2008; Davis & Davis, 2007; McGrath, 2007), it is necessary to find a variety of ways to struggle with this problem as these people are the future of societies. It should also be kept in mind that bullies of today will become parents of the future and they will raise the new generation, which leads to the danger of growing up new bullies who will be the members of the future society in their families.

Moreover, it should be the responsibility of educators to understand their students in terms of different aspects. Lecturing is only one aspect of being an educator. If educators really want to prepare their students, who are the future of the world, to real life, they need to approach them from different perspectives. Dealing only with their academic problems might not help them to be successful in their future lives. Also people who are dealing with other problems such as psychological ones cannot be comforted enough to concentrate on their academic studies. The studies done on 'bullying' revealed that bullying can be one of the reasons of dropping out from a course or failure in academic life (Woods & Wolke, 2004; Ma, 2004; Humphrey, 2007; McGrath, 2007; Koç, 2006; Sarı & Tekbıyık, 2012). Therefore, it is possible to state that it would not be acceptable for an academician or an educator to keep silent and sit back without doing anything.

Most of the elementary and high school administrations all over the world establish 'anti-bullying' policies to intervene the problem (Behre, Astor & Meyer, 2001; Carney & Merrell, 2001; Wessler, & De Andrade, 2006; Swearer et al., 2009; Roberts, 2006; Kanetsuna, Smith, & Morita, 2006; Hunter & Boyle, 2002; Şahin & Akbaba, 2010; Fitzpatrick & Bussey, 2011; Sharp, Thompson & Arora, 2000).

However, the Ministry of National Education in North Cyprus seems not taking bullying at schools into consideration as an important issue that occurs so that there have not been any intervention programs or any other kind of actions. The counsellors at schools individually might take some actions in order to prevent bullying when realized, whereas the Ministry of Education has no specific policy with regard to bullying. On the other hand, recent studies also reveal that ‘bullying’ is still a popular and dated issue around the world (Tabak & Köymen, 2014; Copeland et al., 2013; Notar, Padgett & Roden, 2013; Palaz, 2013; Myers & Cowie, 2013; Andreou et al., 2013). Even with the new developments in technologies and social websites, it reaches to a new dimension, called cyberbullying, beside the traditional types which are physical, verbal, and emotional (relational) bullying.

Although North Cyprus is a part of a small island, there are a lot of universities [ten in total – Eastern Mediterranean University (EMU), Near East University (NEU), Mediterranean Karpasia University (MKU), Girne American University (GAU), Kyrenia University (KU), Istanbul Technical University (ITU), Lefke European University (LEU), Cyprus International University (CIU), Middle East Technical University North Cyprus Campus (METU-NCC), and British University of Nicosia (BUN)]. EMU is one of the largest universities with a huge number of students coming abroad; in other words, almost 19.500 students were enrolled at EMU at the time of the study, with approximately 3.000 students from North Cyprus, 9.000 from Turkey and the rest come from 95 different countries from all over the world. The students who came to study in the higher education institutions in North Cyprus face with different problems. This can be felt easily with particularly foreign students who come from a different culture and speak no Turkish, the national language in North

Cyprus. As they live in a country away from their families, society and culture, these students need to cope with various problems besides studying university subjects. For instance, the language, traditions, food and lifestyle are all different from their origin so they need to adapt themselves to a new culture while studying. As these students do not come from the same background, that is country, North Cyprus becomes a 'hot pot' melting different cultures in these universities.

1.3 Aims and Objectives of the Study

The aim of the present study is to develop a scale in order to explore cyberbullying, verbal bullying and emotional (relational) bullying with respect to gender, age, nationality and faculty on bully, victim and bystander status employed by the tertiary students in North Cyprus in 2012-2013 Academic Year.

In order to reach the aim, the following research questions have been tried to be answered:

1. How do cyberbullying, verbal bullying and emotional (relational) bullying differ with respect to:
 - a) gender?
 - b) age?
 - c) nationality?
 - d) faculty?

2. How do cyber victim, verbal victim and emotional (relational) victim status differ with respect to:
 - a) gender?
 - b) age?
 - c) nationality?
 - d) faculty?

3. How do cyber bystander, verbal bystander and emotional (relational) bystander status differ with respect to:
 - a) gender?
 - b) age?
 - c) nationality?
 - d) faculty?

1.4 Hypotheses of the Study

1. There is bullying (cyber, verbal and emotional/relational) among university students.
2. Bullying status of participants differ with respect to age, gender, faculty and country.
3. Self-reported responses are accurate and valid.

1.5 Assumptions of the Study

1. Participants do not differ in terms of socio-cultural characteristics.
2. The scale is also suitable for use with students in other countries.

1.6 Significance of the Study

The study is significant since now there have been no scales traced which seeks to measure bullying status among university students. As an educator and a researcher who is working at university level, I cannot stop myself asking the question ‘if bullying is a fact in elementary, secondary and high schools and also if it is a fact in workplaces, which is known as mobbing and used interchangeably with bullying, what about bullying among university level students?’ Even though there have been some studies focusing on university level rather than elementary, primary or high schools, developing a bullying scale for university students which can be used to find out information on different parties involved in the ‘picture of bullying’ (bully,

victim and bystander) is a new attempt. After working in an international university for more than 20 years, observing types of bullying, agony of victims and indifference of bystanders, developing such a scale to and getting information on university students is the rationale behind the current study.

I strongly believe that the results of this study will help the administrators, educators and counselors understand their students from different perspectives. Being a teacher is not only conveying theories to students but it also means helping students open new doors in their lives. Students are at the stage of being prepared to the lives and helping these young and inexperienced individuals in the process of becoming better citizens is inevitably one of the duties of teachers and instructors. Schools are a kind of home for students as they spend most of their time in these institutions with their peers and teachers. Thus, it should be one of the duties of administrators to offer a secure environment to their students. In order to create a secure environment, administrators should be aware of how all parties feel and live within the institution. I believe with the help of this scale, administrators will also be able to get more information about students in order to help them become more successful in their lives both at schools and afterwards.

1.7 Limitations of the Study

This study is limited to;

1. 2012-2013 Academic Year
2. Eastern Mediterranean University
3. University students
4. Self-reported statements of participants

1.8 Definition of Terms

Bullying: “It is characterized by what is sometimes referred to as ‘double I R’ (Imbalance of power, Intentional acts, and Repeated over time), the bully is more powerful than the victim and commits aggressive behaviors intentionally and repeatedly over time” (Orpinas & Horne, 2006, p. 14).

Cyberbullying: “It is willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices” (Hinduja & Patchin, 2009, p. 5).

Verbal Bullying: “The use of words as cruelty to a child’s physical, moral, or mental well-being” (Fried & Fried, 1996, p. 32).

Emotional (Relational) Bullying: “A type of abuse in which there is no physical contact and no words are exchanged” (Fried & Fried, 2003, p. 58).

Bully: “Bullies are typically bigger and stronger than their classmates. They are generally of average intelligence although their school performance is often below average..... Their quickness to anger may be fueled by their social misperceptions..... They often feel no sense of remorse at hurting other children and show them little sympathy” (Shore, 2006, p. 12).

Victim: “Bullies typically target children who are vulnerable in some way. The victims of bullying tend to be shy, sensitive, and insecure. Some typically have low self-esteem and may even come to believe that they deserved the treatment they received from the bully” (Shore, 2006, p. 15).

Bystander: “Fearful of incurring the wrath of the bully, they may repress their feelings of empathy for the victim and opt to stay on the sidelines. Their failure to respond, however, may only strengthen the bully’s impulse to continue his behavior” (Shore, 2006, p. 16).

Chapter 2

REVIEW OF THE LITERATURE

This chapter seeks to give detailed information on the literature on bullying. The three corners of the bullying triangle which are bullies, victims and bystanders are explained. Thus, the information included in this chapter has been categorized in five sections as: Bullying, Bullies, Victims, Bystanders. Also, some related research is also mentioned before the conclusion of the chapter.

2.1 Bullying

Bullying which is a major problem in every aspect of life span is one of the biggest challenging areas within the field of education (Rigby, 2002; Lines, 2008; Davis & Davis, 2007). It is not a simple concept; rather, it is complex and difficult to define. Shore (2006) even emphasizes that bullying has been a problem since the beginning of schools. Thus, a number of field experts, psychologists and educators like Lines (2008), Olweus (2005), Swearer et al. (2009), Beane (2009), Kohut (2007), Rigby (2002), Macfarlane and McPherson (2004), Haber (2007), Atlas and Pepler (1998), Drew (2010), and Roberts (2006) have worked through the definition of bullying. As Lines (2008) states, it will not be possible to move forward if any form of aggression considered as bullying is not investigated and defined with its underlying motives. Therefore, in the following paragraphs various definitions of bullying are presented.

2.1.1 The Concepts of Aggression, Violence, Conflict and Bullying

The demonstration of negative behaviors can vary according to the degree of aggression. Different words, concepts, are used to define the harm done to others.

The one with the most general meaning is aggression. A behavior is characterized as aggressive behavior when causing harm to another individual (Yavuzer, 2011). Emotionally it is possible to state that the feeling of anger causes aggression. Freedman, Sears & Carlsmith (1989) define aggression as all kinds of behavior that hurt or might hurt others whereas the intention of the aggressor is taken into consideration, their definition changes to all behavior that intends to hurt others.

Violence is another concept that is usually preferred to be used with aggression and these two concepts are generally used interchangeably. Violence is best defined by Morrison, Furlong & Morrison (1994) as using physical, psychological, mental or emotional power unfairly to hurt or harm others. Yavuzer (2011) mentioned another but similar definition as the intentional physical, sexual and psycho-social behaviors that cause physical injury or death of a person or that prevent the growth of another. Violence is one of the main problems in every society. This concept prevents people to socialize and increase the negative atmosphere around a person.

Conflict is another concept that simply means hitting each other or objecting others (Pekkaya, 1994). Conflict happens when two or more motives affect a person at the same time and a number of scholars and researchers (Doğrusöz, 1987; Tjosvold, 1991; Rahim, 1992; Cahn, 1992; Ömür, 1998) agree that conflict is the case of physical, psychological or sexual disagreement or tension on different opinions, interests, values and needs. Robins (1989) emphasize that conflict means the failure of the decision-making mechanism as a result of the struggle a person or a group of people face when preferring an option. Löfgren and Malm (2005) state that conflict is inevitable as people communicate and live in the same society.

On the other hand, the concept of bullying has been first mentioned by Olweus (2005) and it can be defined as victimization of one or more other individuals' intentional and multiple negative behaviors (Totan & Yöndem, 2007). Bullying is considered different from other types of aggression since the power is intentionally and badly used (Sharp & Smith, 1994), the repetition of the act and the imbalance of physical or psychological power between the two parties involved in bullying (Smith ve Brain, 2000; Pişkin, 2002; Rigby, 2003). Thus, bullying is mainly aimed to be discussed in this chapter as it is the most commonly seen type of aggression in the field of education. Nevertheless, considering the definitions of aggression, bullying and violence, it can be said that aggression is a broader concept that includes concepts such as violence and bullying (Yavuzer, 2011).

2.1.2 Definitions of Bullying

“Bullying is characterized by what is sometimes referred to as ‘double I R’ (**I**mbalance of power, **I**ntentional acts, and **R**epeated over time), the bully is more powerful than the victim and commits aggressive behaviors intentionally and repeatedly over time” (Orpinas & Horne, 2006, p. 14). As it can be seen from the definition, imbalance, intention, and repetition are the three key factors which should be considered with respect to bullying. Also, Olweus (2005), who can be considered as the best known scholar on this concept, defines bullying as “negative actions that are carried out repeatedly, intentionally and over time on the part of one or more other students in order to inflict or to attempt to inflict, injury or discomfort upon another” (2005, p. 9). While defining bullying, in his definition he also underlines the significance of repetition, intentionality and continuity (Olweus, 2000). Similar to Atlas and Pepler (1998), Woods and White (2005) and Hunt, Peters and Rapee (2012), Olweus (2005) also states that bullying occurs when there is “an imbalance

in strength (power and dominance)” (p. 9). Olweus (2005) stresses that when there is a balance between the individuals, this cannot be considered as bullying. In the same way, Shore (2006) asserts that “Bullying typically takes place when a stronger or more powerful child intentionally and repeatedly hurts, threatens or torments a more vulnerable child” (p. 2). Therefore, the field experts emphasize the importance of power imbalance between the victim and the bully. The imbalance of power is also highlighted by Swearer et al. (2009) and they identify bullying as the behavior “which includes an imbalance of power between the perpetrator and the target, is intentionally harmful, and occurs repetitively” (p. 2). The meaning was quoted in the American Psychological Association Dictionary of Psychology by Vandenberg (2007) as “persistent threatening and aggressive behavior directed toward other people, especially those who are smaller or weaker” (p. 139).

Lines (2008) defines bullying as “not a one-off impulsive event but a pre-planned and continual harassment, putting weaker subject down and making them feel humiliated or tormented” (p. 65). This highlights the importance of deliberately planned and substantive act done by bullies on victims who are not as strong as they are.

Similarly, Beane (2009) defines bullying as “systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees” (p. 212) and he adds that “bullying is a form of overt and aggressive behavior that is intentional, hurtful and persistent (repeated)” (p. 176). Kohut (2007) elaborates on this concept and states that “bullying is harmful, humiliating, and victimizing behavior that causes emotional, social, and physical pain for another person” (p. 19). Rigby (2002) also mentions that “Bullying involves a desire to hurt + hurtful action +

a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and generally a sense of being oppressed on the part of the victim” (p. 51).

Macfarlane and McPherson (2004) postulate a more practical definition of bullying as “bullying is when someone or several people do or say nasty or unpleasant things to you, or keep on teasing you in a way that you don’t like (p. 10). Rigby (2008) briefly defines bullying as “the systematic abuse of power in interpersonal relationships” (p. 22). He also acknowledges the judgment made when bullying occurs as “The aggressive behavior in question is unjustified; the perpetrator should not be permitted to dominate a less powerful person; and the person under attack should not be oppressed” (p. 25).

Haber (2007) makes a similar definition as “a repeated and/or chronic pattern of hurtful behavior involving intent to maintain an imbalance of power” (p. 11). Correspondingly, Roberts (2006) conceptualizes the term briefly as “exposure to long-term, repeated negative actions on the part of one or more persons” (p. 13). Drew (2010) also tries to express this concept and defines it as “when a person or group purposely engages in action intended to harm someone else emotionally or physically and show power over the person” (p. 221). She also emphasizes that in order to consider an action as bullying; it needs to be cruel, repeated over time, threatening, spreading rumors or lies, teasing, and/or excluding from a group.

A kind of opposing definition comes from Scaglione and Scaglione (2006) as “It is aggressive behavior toward another, repeated over time and is deliberate and hurtful. It may or may not involve an imbalance of power or strength or an intention to harm

another, depending on the motivation behind it” (pp. 5-6). Lines (2008), in a similar vein, points out that deliberately and unjustified physical violent actions are globally identified as bullying whereas sneaking and spiteful actions which are more intrinsic such as isolation, ignorance or rejection from a group, name-calling or making fun of can be considered as unpleasant but not bullying. He emphasizes that the main problem with bullying definitions is that “it is trying to find a suitable definition that encompasses all recognizable bullying activity” (p. 17).

Although bullying is widely observed in school environments, Rigby (2008) points out that this malicious and abnormal behavior has not been paid much attention by local and national authorities worldwide. He also mentions that the critical ages of being exposed to such violent and/or aggressive behaviors are between 11 and 13 as moving into secondary school is highly influential on children. They start to feel older and more mature in a new environment with new and different peers.

Shore (2006) underlines that bullying can happen both face-to-face and behind someone’s back. Hinduja and Patchin (2009) explains that the action needs to be intentional and aimed, instead of being accidental and unplanned. It should also be malicious and somehow violent. Of course, all aggressive actions are not bullying, the importance of repetition, doing it over and over again, and demonstration of power over the victim play a role in the consideration of bullying (Finkelhor, 2008). Nevertheless, Beane (2009) summarizes all of the important characteristics of bullying as the following:

unwanted purposeful written, verbal, nonverbal, or physical behaviour, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating,

hostile, or offensive educational environment or cause long-term damage; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power (p. 212).

On the other hand, Drew (2010) draws our attention to the fact that bullying does not harm targets (victims) only, but also the ones who witness (bystanders) and who does the actions (bully). She specifies that 25 per cent of bullies have legal problems some time in their lives. On the contrary, victims tend to believe that there is something wrong with them, that is why they have been picked on so they keep the problem as a secret as they are ashamed, embarrassed or scared (Drew, 2010). The targeted children observe that everyone has the same kind of clothes, behaviors, thoughts, speaking and eating; so they believe that they are different and this is the reason why they are bullied and in a way, they convince themselves that they deserve to be bullied (Beane, 2009; Drew, 2010).

Roberts (2006), McGrath (2007), and Rigby (2008) all approve what has been mentioned by Beane (2009) on bullying. They all state that harm or hurt is intended and an imbalance in strength exists between an agent, the bully who verbally, physically or psychologically demonstrates aggression and aggravations, and a target, the victim who is repeatedly and purposely hurt, persecuted or oppressed (Haber, 2007) but unable to defend himself/herself (Roberts, 2006). Direct physical contact is very often seen in bullying and usually long-term mental damage on victims is caused after such harassment (Beane, 2009; Rigby, 2008).

Bullies enjoy while dominating their targets (McGrath, 2007; Rigby, 2008). Rigby (2008) additionally postulates that an individual or sometimes a group of individuals hurt, harm or put victims under pressure, which is not a justified or provoked action.

Rigby (2008), Holmes and Holmes-Lonergan (2004) and Thompson, Arora and Sharp (2002) also assert that the factors of child rearing and parenting style are crucially important in the determination of bullies. Having authoritarian or aggressive parents, not having a close relationship with parents, being rejected by parents, harsh punishment and low warmth of parents are all directly related to bullying in children (Macklem, 2003; Holmes & Holmes-Lonergan, 2004). Bullies do not end up with being aggressive, but also hostile and domineering and when they are asked for their reasons two answers are mostly stated: 'the targeted children ask for it' or 'it was an accident' (Macklem, 2003).

As it can be understood from the above-mentioned paragraphs, bullying is such a concept that numerous scholars and experts have pondered on its definition and they all agree on the expression of deliberate persistent acts which are conducted to hurt the victim. Even though it is not a simple term to define, it can be categorized under various headings as a number of forms can be observed worldwide.

2.2.1 Types of Bullying

Bullying is such a problem that a lot of students suffer from both at schools and outside (Şirvanlı Özen, 2010) and this leads scholars and researchers to pay attention to this concept. Thus, bullying has been defined and divided into sub-categories by a number of experts (Rigby, 2008; Beane, 2009; Haber, 2007; Fried & Fried, 2003; Macklem 2003; Coloroso, 2004; Olweus, 2005; McGrath, 2007; Hinduja & Patchin, 2009; Şirvanlı Özen, 2010; Scaglione & Scaglione, 2006). First of all, as Beane (2009) and Rigby (2008) emphasize, it is possible to divide bullying into two main categories: direct and indirect.

Direct bullying involves hitting, kicking, or making insults, offensive and sarcastic comments, or threats can be either physical or verbal (Beane, 2009). On the other hand, indirect bullying refers to the destruction and manipulation of reputation of someone, destroying relationships or status within a community, humiliation, embarrassment, intimidation, gossiping, spreading malicious lies or rumors, hurtful – and sometimes anonymous – pieces of writings such as graffiti and notes, and negative gestures and facial expressions (Beane, 2009).

2.2.1.1 Physical Bullying

Haber (2007) defines physical bullying as the easiest to identify and Beane (2009), Hunt, Peters and Rapee (2012), Uçanok, Smith and Karasoy (2011), and Woods and White (2005) specify the physical behaviors as direct bullying. Coloroso (2004) points out that “although it is the most visible and therefore the most readily identifiable form of bullying, physical bullying accounts for less than one-third of the bullying incidents reported by children” (p. 16). The experts in this field agree on the most specific examples of this type of aggression such as hitting, elbowing, scratching, restraining, choking, poking, twisting limbs into painful positions, hair-pulling, bra-snapping, shoving/cramming into a locker, stabbing, beating up, throwing an object, taking lunch or lunch money, giving a black eye, swirlies, Indian rubs, noogies, nipple twisting, jabbing, and imitating wrestling holds (Beane, 2009; Rigby, 2008; Fried & Fried, 2003; Thomas, 2011; Orpinas & Horne, 2006; Romain, 1997; Macklem, 2003; Coloroso, 2004; Haber, 2007; Olweus, 2005).

Rigby (2008), Hunt, Peters and Rapee (2012) and Woods and White (2005) further elaborate on these as the examples of direct physical bullying such as striking, kicking, spitting, throwing objects, and using a weapon and some others as the

examples of indirect physical bullying like deliberately and unfairly excluding someone, and removing and hiding belongings. McGrath (2007) who defines physical bullying as “harm to another’s body or property” (p. 7) states the same examples but in the order from the least to the most unpleasant and cruelest actions of physical bullying as the following:

Table 2.1: Physical Bullying

➤ Threatening physical harm	➤ Pushing, shoving	➤ Slapping	➤ Destroying or defacing property	➤ Rape
➤ Making threatening gestures	➤ Pinching, scratching	➤ Kicking, tripping	➤ Extortion	➤ Child sexual abuse
➤ Starting a fight	➤ Hair pulling	➤ Biting	➤ Theft	➤ Assault with a weapon
➤ Cornering or blocking movement	➤ Spitting	➤ Punching	➤ Sexual assault	➤ Arson
				➤ Homicide

2.2.1.2 Verbal Bullying

Coloroso (2004) points out that “Words are powerful tools and can break the spirit of a child who is on the receiving end” (p. 15). This is a very meaningful sentence that expresses the hidden threat of verbal bullying which is the most common type used by both boys and girls. Fried and Fried (2003) further assert that any use of language or words to hurt a person can be considered as verbal bullying, which is the other category of direct bullying. They also emphasize this with a statement: “Sticks and stones can break your bones, but words can break your heart” (p. 53). Some examples of verbal aggression behaviors can be found in the following table mentioned by Coloroso (2004), Olweus (2005), Thomas (2011), Fried and Fried (2003), Haber (2007), Orpinas and Horne (2006), Macklem (2003), and Beane (2009).

Table 2.2: Verbal Bullying

➤ cursing,	➤ screaming,	➤ repeated teasing,
➤ swearing,	➤ being sarcastic,	➤ racist remarks or other harassment,
➤ yelling,	➤ ridiculing,	➤ whispering behind the victim's back,
➤ making up stories,	➤ making up a derogatory song,	➤ negative comments,
➤ gossiping,	➤ daring,	➤ making intimidating phone calls, e-mail messages and slam books, graffiti and note passing,
➤ spreading rumors,	➤ whispering about the victim as s/he approaches,	➤ threatening,
➤ talking about victim's mother or another family member,	➤ intimidating,	➤ belittling,
➤ taunting,	➤ milder threats,	➤ cruel criticism,
➤ telling "mama" jokes,	➤ name-calling,	➤ personal defamation,
➤ making fun of victim's physical characteristics,	➤ insulting remarks,	➤ sexually suggestive or sexually abusive remarks
➤ imitating a lisp or a sutter	➤ put-downs,	

Rigby (2008) further categorizes verbal bullying as direct and indirect. He exemplifies direct with "insulting language, name-calling, ridiculing, cruel teasing and taunting"; and indirect with "persuading another person to insult or abuse someone, spreading malicious rumors, anonymous phone calls, and offensive text messages and emails" in his book, *Children and Bullying* (p. 26). In a nut shell, it is obvious that this type of bullying falls into two headings as direct and indirect verbal bullying.

2.2.1.3 Psychological Bullying

A number of field experts such as Macklem (2003), Atlas and Pepler (1998) and Ericson (2001) mention the category of psychological bullying and Macklem (2003) defines that this type of bullying "involves both verbal and/or nonverbal behaviors generalting a feeling of fear and powerlessness in another child" (p. 38). The most seen examples can be declared as follows:

Table 2.3: Psychological Bullying

➤ exclusion,	➤ spreading gossip or rumors,
➤ making racial slurs,	➤ making absurd requests along with a friendship request
➤ graffiti	➤ note passing
➤ telling false stories about others	➤ saying bad things behind people's backs
	➤ telling others not to be someone's friend

Any studies dealing with bullying should consider psychological causes of the issue. It is necessary to find out the underlining causes of the problem in order to understand different parties, and in order to come up with strong and grounded solutions. Similar to what Henkin (2005) postulates, in a research conducted by Andreou (2000), it was found out that no matter the children are bullies or victims, they have low social acceptance, high level of Machiavellianism, and negative self-esteem problems. Moreover, Andreou (2001) claims that bullying was associated with self-evaluation in diverse domains, and emotional coping strategies in conflictual peer interactions. This shows that as far as bullying is concerned, dealing with peer interactions is very crucial because it is the result of conflict between peers.

According to Rigby (2003) and Romain (1997), being victimized by peers is especially linked with low levels of psychological well-being and social adjustment whereas it is linked with high level of psychological distress and adverse physical health symptoms. He claims that students who tended to bully others at school could be the prediction of significantly subsequent antisocial and violent behavior. His results were supported by Karaman-Kepenekçi and Çinkır (2004) who reported reasons for bullying as pretending to be strong, low psychological well-being, poor social adjustment and psychological distress. All these factors mentioned by Rigby (2003), and Karaman-Kepenekçi and Çinkır (2004) can be the result of deficiencies in a person's personality.

Due, Holstein, Lynch, Diderichsen, Gabhain, Scheidt and Currie (2005) examined the association between bullying and physical and psychological symptoms among adolescents in 28 countries. The proportion of students being bullied varied enormously across countries. They concluded that there was a consistent, strong, and graded association between bullying and physical and psychological symptoms among adolescents in all 28 countries. This is a strong support for the people who deal with bullying to keep in mind that psychological problems of the students should be taken into consideration seriously.

2.2.1.4 Emotional (Relational) Bullying

One of the important and painful types of bullying is emotional which means “a type of abuse in which there is no physical contact and no words are exchanged” (Fried & Fried, 2003, p. 58). With a more practical definition, Olweus (2005) states that emotional bullying is “making faces or dirty gestures, intentionally excluding someone from a group, or refusing to comply with another person’s wishes” (p. 9). Olweus (2005) also states that gestural bullying is another concept which refers to emotional bullying. Social bullying is another categorization brought up by Macklem (2003) for emotional bullying. It is explained that this type of bullying includes threatening behaviors like intimidation, extortion and spreading rumors. Coloroso (2004) also states that this type of aggression is the most difficult type to detect from outside as it is unseen.

Rigby (2008) notes down two categories under emotional bullying as direct and indirect. He exemplifies direct bullying with “threatening motions and staring fixedly at someone” and indirect bullying with “repeatedly turning away to show that someone is unwelcome” (p. 26). Fried and Fried (2003), on the other hand, divide

emotional aggression into two subcategories as nonverbal and psychological. Nonverbal emotional bullying is exemplified with “pointing, staring, mugging, laughing, rolling your eyes, making faces, sticking out your tongue, writing notes, drawing pictures, flicking people off, using the third finger or other hand signs that imply “loser,” “crazy,” or irreverent and sexual innuendos” (p. 58). On the other hand, psychological emotional bullying is detailed with the examples of “indirect abuse such as exclusion, isolation, rejection, turning you back on someone when try to talk with you, shunning, ostracizing, and ignoring. It may be subtle, or it may be overt” (Fried & Fried, 2003, p. 58).

Emotional bullying, which is defined by McGrath (2007:7) as “harm to another’s self-concept” is detailed with similar examples from the least to the most important and cruelest as the following:

Table 2.4: Emotional Bullying

➤ Insulting gestures	➤ Racial, ethnic, or religious slurs or epithets	➤ Defacing or falsifying schoolwork
➤ Dirty looks	➤ Insulting remarks related to disability, gender, or sexual orientation	➤ Insulting/degrading graffiti
➤ Insulting remarks	➤ Challenging in public	➤ Harassing and/or frightening phone calls, e-mail, text or phone messages
➤ Name calling		➤ Threatening another to secure silence
➤ Taunting		
➤ Unwanted sexually suggestive remarks, images, gestures,		

Within the literature on bullying, a number of field experts have differentiated relational bullying from emotional bullying even though they mean the same kind of aggression. For instance, Haber (2007) emphasizes relational bullying and states that from outside it is not easy to notice this type of bullying which is very popular among girls whereas it is also widespread among boys. Relational bullying is likely

the most hurtful and most damaging in the long term as “the targets don’t just feel bullied by one person; they feel bullied by the whole peer group” (Haber, 2007, p. 24). The main aim of relational bullying is social exclusion so it is systematic diminishment of the victim’s sense of self and this can be done by gossiping, ignoring, isolating, excluding or shunning (Orpinas & Horne, 2006; Woods & White, 2005; Coloroso, 2004). “Shunning, an act of omission, joined with rumor, an act of commission, is a forceful bullying tool” (Coloroso, 2004, p. 17).

McGrath (2007), in the same way, defines relational bullying as “harm to another through damage (or threat to relationships or to feelings of acceptance, friendship, or group inclusion”. She also mentions the examples of this type of aggression in the order from least to the most serious and cruelest (p. 7) as in the following:

Table 2.5: Relational Bullying

➤ Using negative body language or facial expression	➤ Playing mean tricks	➤ Threatening to end a relationship
➤ Gossiping	➤ Insulting publicly	➤ Undermining other relationships
➤ Starting/spreading rumors	➤ Ruining a reputation	➤ Passively not including in group
➤ Arranging public humiliation	➤ Ignoring someone in punish or coerce	➤ Ostracizing/total group rejection
	➤ Exclusion	

When the definitions and explanations related to emotional bullying and relational bullying were considered, it can be realized that there is no difference between the concepts of relational and emotional bullying. Therefore, within the current research from now on, these two concepts of bullying are going to be used interchangeably.

Regarding the studies done on relational (emotional) bullying, Fox and Boulton (2006) can be given as an example in which they have investigated whether the

problems related to social skills were predictive sign of increase in peer victimization over time. Consequently, they concluded their research as children with lots of friends or with a 'popular' best-friend were less likely to be victimized.

Smorti and Ciucci (2000) conducted a study to explore the narrative strategies the bullies and victims use to interpret social interaction. Participants were administered regressive and progressive stories, in which they were asked to tell how they would react with their reasons. The study results in that bullies and victims have different notions on how a peer relation normally is carried out as they experience different outcomes. In regressive stories there were differences between victims and bullies as bullies pointed aggressive response to the partner. In contrast, Juvonen, Graham, and Schuster (2003) have found similarities between bully and victims in their study. They tried to understand better the psychological and social problems exhibited by bullies, victims, and bully-victims. They concluded that both bullies and victims had problems and difficulties in getting on well with their peers.

Similarly, another study on relationship was done by Vermande, Van den Oord, Goudena, and Rispens (2000) with very young children. They defined eight structural models in order to find out existing structure in school classes. They also tried to find out the factors affecting aggressor-victim relationship. They conducted social network analysis or structural analysis. They concluded with few indirect relations, and relatively short distances among children in the social network. Moreover, they concluded that the children involved in aggression relationships were typically dissimilar with respect to the degree of aggression.

Khoury-Kassabari, Benbenishty, Astor, and Zeira (2004) also examined the effects of students' individual characteristic and school-level variables on students' reports of school victimization. They concluded that there were more victimization in overcrowded classes and socio-economic status (SES) of students had moderated effects on victimization. Conversely, Mouttapa, Valente, Gallaher, Rohrbach, and Unger (2004) claimed that friends' involvement in aggression was a strong predictor of aggression. It was also pointed out that friends of aggressive students were victimized less often than other students.

2.2.1.5 Sexual Bullying

Sexual bullying, which is highlighted by Fried and Fried (2003), is another important category of abuse. Orpinas and Horne (2006) define sexual bullying as "any unwelcome and unsolicited words or conducts of a sexual nature" (p. 25). They also mention some examples of sexual bullying as in the following table:

Table 2.6: Sexual Bullying

➤ touching someone in an inappropriate place,	➤ lifting up a girl's skirt or pulling down a boy's pants,	➤ pushing a boy and a girl together so their bodies touch,
➤ brushing against a person on purpose,	➤ grabbing a girl's breasts,	➤ pinching someone's butt,
➤ pulling a girl's bra strap,	➤ kicking a boy in his private parts,	➤ hugging or kissing someone when they don't wish to be hugged or kissed,
➤ rape	➤ calling someone offensive names	➤ gender discrimination

Sexual bullying can be physical, verbal, and/or emotional (relational) (Fried & Fried, 2003). Sexual harassment is the most common example of physical sexual bullying. In addition, it is stated that mostly sexual bullying is male to female or male to male whereas female to female can also be possible. On the other hand, verbal sexual

bullying is using offensive words which are related to sex such as slut, whore, homo, bitch, gay, pussy, lesbo, pervert, and so on (Fried & Fried, 2003). Sexual emotional (relational) bullying which is particularly popular amongst children can also be considered as a type of gender discrimination which means “not allowing someone to do something because they are male or female, such as team sports” (Fried & Fried, 2003, p. 63).

2.2.1.6 Cyberbullying

Cyberbullying did not exist as a word even a decade ago (Notar et al., 2013), however, as it is declared by Uçanok, Smith et al. (2011) and Li (2007), it is accepted as the latest and the most dangerous subcategory of bullying and it “is willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices” (Hinduja & Patchin, 2009, p. 5). They have carefully chosen the words in the definition of cyberbullying and this can be understood from their further explanation of the word choices afterwards. They define cyberbullying as planned set of behaviors that intend to harm via electronic devices, which distinguishes cyberbullying from the other traditional types. Thus, it is possible to state that Hinduja and Patchin (2009) emphasize the distinction of this type of bullying whereas Scaglione and Scaglione (2006) define the term cyberbullying as “intend to hurt, frighten, and embarrass peers, just like every other kind of bullying” (p. 8). In other words, cyberbullying is defined by numerous scholars and researchers with the focus of either its similarity or distinction with the other types of bullying.

Even though all experts agree on the fact that cyberbullying can also be as frightening and threatening as other types of bullying with similar negative emotional consequences, Rogers (2010) emphasizes some obvious differences. She mentions

that cyberbullies can stay away from their victims. To a level of anonymity and a sense of security can ensure them that they do not get caught, which leads cyberbullies to make it more easily without thinking of the consequences of their behaviors (Rogers, 2010; Kohut, 2007; Li, 2007; Campbell, 2005). Victims of cyberbullying also become more distrustful of the people around them. The second difference can be the enormity of the online world. Sending one message or image via the Internet can be viewed by at least thousands of people in a very short period of time and this is also hard to control (Rogers, 2010; Faryadi, 2011; Campbell, 2005; Li, 2007; Kohut, 2007). Another difference is about the time and place of bullying. Cyberbullying can take place anywhere at any time of the day (Rogers, 2010; Kohut, 2007; Campbell, 2005). The damage of this can be more devastating on victims as they can feel insecure, they cannot trust anyone and they can never be safe anywhere (Faryadi, 2011). The final difference between cyberbullying and the other types of bullying is that “it can be intergenerational” (Rogers, 2010, p. 14). What this means is that the age, sex or occupation of victims is no longer important in the cyber world so parents, teachers or any other members of a community can be the target of a bully unlike the real world.

Beane (2009), Scaglione and Scaglione (2006), and Hinduja and Patchin (2009) mention some actions that can be considered as the means of cyberbullying. These can be listed as in the following table:

Table 2.7: Cyberbullying

➤ sending negative text messages on mobile phones,	➤ harassing e-mails or instant messages,
➤ posting rude, insulting and malicious messages to online bulletin boards or social networking sites,	➤ voice-mails,
➤ developing web pages with offensive content	➤ posting on website lies, attacks, photos, and gossip about their victims,
➤ sending ugly or threatening e-mails to drive up a victim's cell phone bill	

Consequently, Rogers (2010) emphasizes that the frequently chosen forms of cyberbullying are threatening, offensive and persistent and these forms are text messages, picture/video-clips via mobile phone cameras, mobile phone calls, e-mails, chatrooms, instant messaging, social networking sites, and websites. Furthermore, Shore (2006) and Rogers (2010) declare some sub-categories for cyberbullying which are flaming, online harassment, cyberstalking, denigration, masquerade, outing/trickery, and exclusion. Hence, it is possible to conclude that the Internet, particularly the social networking sites, are commonly used in a number of various ways among the youngsters for bullying and this makes cyberbullying very difficult to control as the threat is anonymous and indirect (Haber, 2007; Shore, 2006). A larger number of individuals can be reached without facing the victim so that the bully attack can be spread more quickly to a wider area (Kohut, 2007; Campbell, 2005; Shore, 2006). Haber (2007) also points out that cyberbullying “generates unpredictable power configuration, creating a new set of bullies who would never have otherwise bullied someone” (p. 228).

It is obvious that the bullies at school who physically torture their victims still exist, but younger generations of bullies prefer electronic devices to harass their victims from a distance, which is becoming a universal behavior day by day (Hinduja &

Patchin, 2009; Finkelhor, 2008; Shore, 2006; Campbell, 2005; Kohut, 2007; Jacobs, 2010; Notar et al., 2013). As it is an indirect type of bullying, it has been reported that girls tend to cyberbully more than boys (Haber, 2007; McGrath, 2007; Campbell, 2005; Kohut, 2007). Hence they do not have to face their victims (Notar et al., 2013), which fits more to girls.

Several electronic devices are sold on the market as technology develops and especially the portable devices have become very popular among both adults and youngsters (Hinduja & Patchin, 2009; Olweus, 2000). “Just as people have quickly adapted to communicating with each other through e-mail, text messaging, message boards, and blogs, bullies have likewise lost no time in using these modes to bully and terrorize” (Haber, 2007, p. 227). Under the circumstances, devastating and very painful results can be seen for the victims as the consequences of cyberbullying because the rumors and gossip can be spread over the Internet more quickly and widely so that the messages can be seen by a limitless number of people that cannot be imagined (Scaglione & Scaglione, 2006; Shore, 2006; Jacobs, 2010; Hinduja & Patchin, 2009). Haber (2007) and Kohut (2007) even emphasize that the most dangerous consequence of cyberbullying is suicide.

2.2.2 Markers, Factors and Elements of Bullying

There are three distinguishing markers of bullying mentioned by Roberts (2006), Shore (2006), and Scaglione and Scaglione (2006). They all state that bullying must be intentional harm to the target with an imbalance of power between the victim and the bully repeatedly over time. Coloroso (2004) also declare these three markers, yet, she claims that systematic violence should be the fourth marker of bullying.

Besides the markers of bullying, Fried and Fried (1996) assert six factors in defining harmful abuse and these are the intention to harm others, the amount and period of time the strength of the bully, the helplessness of the victim, vulnerability of the victim; lack of care and effects. With respect to these six factors, they also refer to the enjoyment of the perpetrator, the continuity of actions, the deliberate damage on the target's self-esteem, a physically stronger bully hurting a weaker individual, the sensitivity of the victim and being unable to defend himself/herself, the victim feeling isolated and afraid, and long-lasting negative effects on the victim.

Alternatively, Tattum (1994) states four essential factors with regard to bullying. School setting, which is one of the the factors, includes size of school and class, teachers, atmosphere of class. External characteristics of both victim and bullies such as obesity, physical strength or weakness can be considered as the second factor that is key in bullying. The third factor, the psychological aspects of both victim and bullies, is referred to self-esteem, degree of aggression or degree of anxiety. The last but not least factor is the socio-economic background of the two sides such as the conditions of their homes or child-rearing conditions.

Swearer et al. (2009) also stated five distinctive social-ecological factors that contribute to the development and continuation of bullying. They emphasize the first factor as individual factors which are related to the personality of people. The second is familial factors which are related to the home environment. The third is peer group factors which are directly and obviously related to the peers of individuals. The fourth is school factors that are about the experiences at school. The last one is the community factors that complete the circle of social-ecological model of bullying.

Similarly, Thomas (2011) agrees on the three of these contributing factors which are family, school and peer group.

Tattum (1994) also summarizes the specifications of bullying with 6 key elements which are nature, intensity, duration, intentionality, numbers, and motivation. One of these elements, nature, can be physical or psychological. Intensity can be considered with the actions from least to most violent. Duration which is the third item in their list can refer to several years. Intentionality is referred to the planned and calculated actions, rather than sudden or accidental ones. Numbers, the fifth element, refers to the bully or a group of bullies. Finally, motivation means personalized power for male bullies, whereas the motivation of female bullies is about relationships so that they tend to blame and exclude the victim for group harmony.

2.2.3 Reasons and Motivation for Bullying

The reasons and motivation for bullying have also been investigated and examined thoroughly. Scaglione and Scaglione (2006), Davis and Davis (2007), and Henkin (2005) claim the main reason for bullying is usually seeking power and dominating in an environment. Bullies pick weaker individuals and they feel rewarded when their victims react; that is when victims feel sad or angry, their actions are reinforced because they have either little or no empathy for victims, instead they are encouraged for insulting (Scaglione & Scaglione, 2006; Beane, 2009; Sanders, 2004; Olweus, 2005; Davis & Davis, 2007). As bullies love power, they become more satisfied when they get more powerful. Romain (1997) expresses this with a striking example: “If messing with electricity wasn’t so dangerous, bullies would probably put their fingers into sockets to get even more power” (p. 24).

Roberts (2006) has examined adult behaviors to explain bully behaviors and he states that it is all about what bullies experience in their childhood. They might have been ignored in their childhood for a long time or their welfare had not been interested in. They had not been praised or encouraged, and no humor was experienced in their lives. The aggression was not changed with more appropriate behaviors; instead, humiliation, sarcasm, criticism, and being bombarded negativism have been experienced throughout their childhood. Bullies might have felt insecure and rejected some time in their lives. This may lead them to become aggressive and to take out on others (Hamburg & Hamburg, 2004; Davis & Davis, 2007; Roberts, 2006). Other reasons are harsh and unstable punishment they have faced, extreme emotional or violent outbreaks, and exaggerated explosions they have witnessed even after slight violations. Like Hamburg and Hamburg (2004), it is mentioned that “angry children imitate what they see because what they see is, in their minds, the norm” (Roberts, 2006, p. 6).

As a result, as Fried and Fried (1996), Shore (2006), Haber (2007), Holmes and Holmes-Lonergan (2004), Finkelhor (2008) and Thompson et al. (2002) mention, parenting styles have a vital influence on the rearing of bullies and victims. Also, like Shore (2006), Haber (2007) says that “Bullying parents often rear bullying kids” (p. 13). Parents are models for their children and how they resolve problems is copied by children unconsciously. When one parent always ‘wins’ and the other ‘loses’ in arguments and even fights, children identify themselves with one of these models and become either bully or victim (Haber, 2007).

Olweus (2005), on the other hand, asserts that there are at least three psychological reasons for bullying. He mentions that the first and the most obvious one is the

strong need for power and dominance. The second reason is the atmosphere in which they were reared in homes with a high level of hostility toward the environment. He finally mentions the benefits of bullying such as money, food, beer, cigarettes or other valuable things.

Baldry (2003) investigated the relationship among bullying, victimization and experience to interparental violence with a self-report anonymous questionnaire. In this cross-sectional study parental child abuse was also measured. The study concluded that there was a significant association with experiencing interparental physical violence and direct bullying, especially for girls. Therefore, bullying and victimization could be predicted by experiencing interparental violence. Similar to Holmes and Holmes-Lonergan (2004), Finkelhor (2008), Davis and Davis, (2007), and Hamburg and Hamburg (2004), she also claimed that violence within the family had determined effects on child's behaviour.

Baldry and Farrington (2000) correspondingly conducted a research in order to analyze personal characteristics and parental styles of bullies and delinquents. They tried to establish which factors were associated with the bully/delinquent group and which factors were associated with only bullies and only delinquents. The researchers used a self-report questionnaire on bullying and delinquency. The study showed that only bullies were younger while only delinquents were older. Moreover, only bullies and only delinquents had different parenting correlates.

Nevertheless, giving too little love or too much freedom or spending too little time with children also cause problems and make them aggressive and prone to violence (Fried & Fried, 1996; Olweus, 2005). Under these circumstances, children do not get

clear guidelines for appropriate behaviors. Fried and Fried (1996), Davis and Davis, (2007), and Holmes and Holmes-Lonergan (2004) also declare that parents of bullies tend to ignore their children, are not aware of what is happening in their children's lives and discipline their children harshly and inconsistently.

In her study Freedman (1999) suggests helping strategies to parents such as not overreacting to their children, conveying the message and reviewing their own behavior. She believes that parents should teach their children strategies such as self-talk, visualization, reframing, agreeing with the facts, using humor, and asking for help.

On the other hand, how children perceive bullying should also be taken into account because if their perception is not understood, it cannot be possible to reach them. According to Joscelyne and Holttum (2006) children could give complicated and comprehensive explanations of why bullying happened when they were asked to make acknowledgments about bullying. For that reason, it is necessary to find ways to be able to see bullying from the eyes of children.

Hara (2002) asserts that most children accept bullying as a right regardless their place in the story. Moreover, Adalier (2006), Davis and Davis (2007), and Beane (2009) indicate that most bullies believe that victims deserve being bullied. When this is taken as a starting point, the importance of raising awareness in all parties who are taking roles in this issue can clearly be seen because if students see bullying as a right, it is undeniable to start to think that they get these information or insights from their adults, who are their parents or teachers.

At this point how teachers see their roles while dealing with these types of behaviors should be considered. Their attitudes towards bullying behaviors can indicate where they stand regarding this problem. Behre et al. (2001) did a research on elementary and secondary school teachers to find out how they perceive their roles outside the classroom which they called subcontexts such as playgrounds and cafeterias. They found out that elementary school teachers were more likely to perceive the entire school context, not only the classroom but playgrounds, and cafeterias within their profession purview. On the other hand, secondary school teachers explained why intervening in all school subcontexts (playgrounds, cafeterias) was not possible morally, social-conventionally and personally.

2.2.4 Gender Differences in Bullying

For a very long time, bullies had been called with males and girl bullies were realized after 2002 (Fried & Fried, 2003). Considering gender factor, it is possible to see that there are some differences between boys and girls in terms of bullying (Haber, 2007; Scaglione & Scaglione, 2006; Hinduja & Patchin, 2009; Shore, 2006; Fried & Fried, 2003; Brownhill, 2007; Thompson et al., 2002; Henkin, 2005; Beane, 2009; Fekkes, Pijpers & Verloove-Vanhorick, 2005; Şirvanlı Özen, 2010; Marsh, Parada, Craven & Finger, 2004). Even for the justification of their behaviors, bullies have a tendency to prefer different justification strategies; that is to say, boys blame victims whereas girls engage in denial of injury (Hara, 2002; Roberts, 2006).

Woods, Hall, Dautenhahn and Wolke (2007) thought gender difference in bullying is worth researching so they did a research which aims to judge the impact of gender on the animated agents aimed to suggest empathy and to encourage children to explore issues related to bullying. The researchers presented high fidelity storyboards

containing bullying scenarios, followed by individual questionnaire focused on the empathic relationship between the child and the characters in the storyboard. Their results revealed that there was a significant difference between the two genders, with greater levels of empathy relationship between the child and the characters in the storyboard.

Similar to what Brownhill (2007) asserts, in a research conducted by Karaman-Kepenekçi and Çinkır (2004); it was found out that boys experienced more physical and name calling types of bullying. However, regarding the other types of bullying, no differences were found. The same findings were supported by Adalier (2006). She also found out that physical bullying was more common among male students while female students were more exposed to verbal bullying. This is parallel to Şirvanlı Özen (2010) in conclusion. Therefore, it is possible to postulate that boys bully more than girls (Fekkes et al., 2005). Regarding the types of this kind of aggression, boys use more direct behaviors as in physical and verbal bullying whereas girls tend to bully indirectly for the purpose of damaging relationships as in relational (emotional) bullying (Beane, 2009; Fekkes et al., 2005; Brownhill, 2007; Hinduja & Patchin, 2009; Henkin, 2005; Shore, 2006).

In addition, Haber (2007) and Ma (2004) mention that boys bully both boys and girls while girls bully only other girls. Hinduja and Patchin (2009), Brownhill (2007), Thompson et al. (2002), and Marsh et al. (2004) also state that boys are involved in bullying more than girls. Boys are likely to use more physical aggression and sexual bullying; however, girls prefer to bully in groups of friends to optimize the damage, which is verbal bullying, as well as emotional (relational) bullying (Fried & Fried, 2003; Ma, 2004; Shore 2006). In the same way, Sanders (2004) reports that girls are

more likely to experience direct and indirect verbal bullying whereas boys are more likely to experience direct physical bullying. For instance, the work of Owens, Shute, and Slee (2000) indicate the importance of group dynamic in indirect aggressive behavior. Like Fried and Fried (2003), they claim that girls can perform aggressive behavior as a result of the group nature. Among the girls, the most known bullying behaviors are talking about others or excluding people from the group. They perform these types of behaviors in order to be accepted by the group members and also to have a closer relationship with the other group members.

Moreover, in their study, Olafsen and Viemerö (2000) explored the relationships between the roles of bullies and victims. They tried to reveal the differences among the victims who faced with different types of bullying. They discovered that the coping strategies of “aggression” and “self-destruction” were correlated with bullying. Male victims were mostly from uninvolved people and female victims who faced with indirect bullying used more “self-destruction” strategies.

Lunde, Frisen, and Hwang (2006) believed that bullied girls had poorer body esteem. Appearance teasing was associated with girls’ poorer body esteem. They concluded that wide range of peer victimization relates to children’s negative self-perceptions.

Interestingly, both boys and girls have a tendency to use social and emotional (relational) taunting while only girls cause psychological pain on victims to hurt more and in long term. Both girls and boys bully for power and control but girls also bully for social advancement and Scaglione and Scaglione (2006) postulate this by declaring that “Their bullying is hidden, indirect, and usually nonphysical verbal harassment. It is a hidden aggression that they express and is much harder to spot”

(p. 35). On the other hand, Thompson et al. (2002) mention that boys tend to bully to gain status whereas girls do it for “the dominance within the group” and “the establishment of affiliation and co-operation” (p. 26). Girls also choose making comments on the sexual behaviors of female victims which is another painful way of bullying (Beane, 2009). Girls also well-behave when adults are around whereas they can be cruel and mean to their peer girls (Beane, 2009).

Besides, Borg (1998) states that victims are the ones who experience the feelings of vengefulness, anger and self-pity. On the other hand, several girl bullies feel sorry (Thompson et al., 2002). Feeling sorry is greater at primary levels, but in secondary levels, bullies feel satisfaction and indifference. Fried and Fried (2003) also summarize that girls focus on relationships and tend to isolate, ostracize or gossip about their victims whereas boys express their anger more easily. They also underline that the conflicts among girls last for indefinite periods of time and occur in groups but the conflicts among boys are dealt with one-on-one and then they put it behind them. In addition, Hunter and Boyle (2002) claim that girls feel less control in frequent bullying than infrequent bullying. They have also revealed that more male victims feel in control than female victims.

2.2.5 Bullying in Schools

In their academic lives, bullies can have a school performance below average as they have average intelligence (Beane, 2009; Shore, 2006; Davis & Davis, 2007). Some individuals realize that they can get what they want more quickly and more easily by dominating weaker ones so they start bullying (Rigby, 2008; Davis & Davis, 2007). Bullying at schools have a higher rate in areas where more children get “less satisfactory upbringing and experience many family problems” (Olweus, 2005, p 46).

The problems can be exemplified like children getting too little love, care and supervision, conflict-filled relationships between parents, divorce, psychiatric illness, alcohol problems, and so on (Marsh et al., 2004; Olweus, 2005).

School is the place where children are prepared for life. Students are required to learn given information effectively at schools. Shore (2006) points out that “the first and foremost obligation of any school is to provide a safe and secure environment where teachers can teach and students can learn” (p. 1). However, as Bullock (2002) suggested it should be kept in mind that if children are fearful or feel anxious, they cannot learn effectively. Bullying and other violent behavior make some of the children, victims, scared unsafe, distrustful, and anxious (Marsh et al., 2004). These kinds of students need an environment in which people are trustful and helpful. Therefore, it is an important step to change the climate of the school so that the victims of bullying can tell others about being bullied with trust and confidence (Kanetsuna et al., 2006). Bullock (2002) also argued that many teachers not only believed that teasing is a “normal” part of childhood but also found bullying among children inevitable. However, if the question ‘Under what conditions bullying occurs’ is used as a guiding point and if these conditions are changed, there is a chance of reducing and even stopping bullying in the first place (Swearer et al., 2009).

Conversely, as a result of their investigation, Simons-Morton, Crump, Haynie and Saylor (1999) suggested that having positive attitudes towards school may be protective against problem behavior. It is believed that students with positive attitudes towards school have more healthy relationship with their teachers and peers. They assist to create more peaceful school climate in the school.

Regarding the places where bullying occurs at schools are playgrounds where direct bullying is more frequent and classrooms where indirect bullying can be seen (Craig, Pepler & Atlas, 2000). In similar vein, Ronning, Handergaard, and Sourander (2004) examined the effects of students' individual characteristics and school-level variables on students' reports of victimization. A questionnaire that included a scale for reporting victimization was filled during class. It was reported that there is more victimization in overcrowded classes, although school size was not a problem. They pointed out the significance of improving school climate and allocating more resources to schools.

Although bullying is very common in almost all schools (Brownhill, 2007; Davis & Davis, 2007), it is not easy for schools to admit its presence (Plaford, 2006); thus, this has been a popular topic to be investigated by the researchers. In their study Roland and Galloway (2002) investigated the relationship between estimates of teachers' management of the class, the social structure of the class and bullying others. They used a questionnaire and a path analysis. They included family conditions of the students into their research. They found a direct relation between the classroom management and the occurrence of bullying other children. The joint impact of management and social structure on bullying was stressed. Also, the results of Dulmus et al.'s (2006) study showed that nearly half of the students believed that teachers had done nothing or nearly nothing to counteract bullying. Correspondingly, in their study Rigby and Bagshaw (2001) found out that children believed that teachers were not really interested in stopping bullying. Moreover, students claimed that teachers did not act in helpful way to solve the conflicts among children.

Students who repeatedly engage in bullying others were more negative in their judgments of their teacher's capacity to resolve conflict.

Roland and Galloway (2002) contributed to this discussion by investigating the school's contribution to pupil bullying. They found out that the school highest in bullying had significantly worse scores on all professional variables. They also concluded that overall improvement in professional culture may contribute to less bullying and improvement in behaviors of students. Carney and Merrell (2001) pointed out that when school-wide programs were used as a long-term ongoing solution rather than a 'quick fix' in crisis situations, bullying behaviour can be reduced significantly. They concluded that everyone should know their responsibilities in intervention of the bullying problem in schools. Similarly, Sharp et al. (2000) believe that it is important to have long-term, participative strategies to resolve and reconstruct continual bullying relationships.

Woods and Wolke (2004) conducted a research on the relationship between bullying behaviour and academic achievement. They conducted individual interviews at the Key Stage 1 Curriculum level students and behaviour and health questionnaire for parents and teachers. They found no relationship between direct bullying behaviour and decrements in academic achievement.

On the other hand, in their study, Andreou and Metallidou (2004) explored the links between cognition and children's behaviour in a bullying situation. Six categories of social cognition and two categories of academic cognition were investigated in connection to six participant roles. They concluded that when academic self-efficacy combined with social cognitions prediction of both victimization and bullying

behaviour could be possible. The victim's and bully's predicted assistant and reinforcer behaviour could be predicted when self-regulatory strategies combined with social cognitions.

2.2 Bully

Bullies, the first corner of the bullying triangle, do not choose their victims because of jealousy; rather they find satisfaction in hurting individuals who are weaker in some way – physical, mental, social, emotional (relational), or a combination – to feel themselves powerful and in control (Haber, 2007; Davis & Davis, 2007). Olweus (2005) define bullies as “having an aggressive reaction pattern combined (in the case of boys) with physical strength” (p. 35). They usually have high self-esteem but little or no empathy (Scaglione & Scaglione, 2006; Thomas, 2011; Sanders, 2004; Davis & Davis, 2007; Beane, 2009). Haber (2007) declares that bullies are often popular, smart, charming, with many friends even though these friendships are based on fear. They feel more powerful and more contempt when they attack the weaker (Haber, 2007; Thomas 2011; Davis & Davis, 2007). On the other hand, Coloroso (2004) emphasizes that bullies cannot be identified with their looks; rather they can be recognized by how they act. Their sizes and shapes can differ so they are not easy to be picked out (Scaglione & Scaglione, 2006; Coloroso, 2004). Some of them are attractive, some are big, some are popular and some are bright but the important cue is how they act to their victims.

Rigby (2002) defines bully as “wilful, that is, perverse, obstinate, interactable; knowingly wanting to hurt someone” (p. 27). On the other hand, Romain (1997) asserts that bullies are not good at being kind and generous, caring about people, having empathy, sharing, making friends, and getting along with people.

2.2.1 Characteristics of Bullies

Bullies are competitive and they are addicted to power; “the more they get, the more they want” (Romain, 1997, p. 24). They hate losing in games, sports or anywhere, they even play dirty, cheat, or beat up the people who stand in their way in order to win. They are aggressive toward both adults and peers as they believe aggression is the only way to solve problems, they do not have self-control, conscience or feel of shame and regret, and they either have little or no empathy; in other words, they are emotionally immature (Olweus, 2005, Shore, 2006; Beane, 2009; McGrath, 2007; Rigby, 2008; Sanders, 2004; Davis & Davis, 2007; Scaglione & Scaglione, 2006; Olweus, 2000).

Bullies strongly seek attention and domination on others so they choose weaker individuals for teasing and taunting (Beane, 2009; Shore, 2006; Davis & Davis, 2007). They have a tendency to become violent and they are impulsive, inconsistent, moody, quick-tempered, rule-breaking, egocentric, manipulative and intolerant of differences (McGrath, 2007; Olweus, 2005; Rigby, 2002; Shore, 2006; Beane, 2009; Sanders, 2004; Davis & Davis, 2007). These individuals lie and refuse to take responsibility (Beane, 2009). Accordingly, Bollmer, Harris, and Milich (2006) investigated the characteristics of bullies and they have found out that bullies feel less feeling of guilt and gain in psychological arousal while telling bullying narratives as Hara (2002) and Beane (2009) state that bullies blame victims to justify their behaviors. If someone does not see himself or herself as responsible of his or her own behaviors and mistakes, this person does not try to change it.

As it was mentioned earlier in this chapter, interaction lies at the heart of bully as the key concept and Bollmer et al. (2006) state in their study that understanding personal

differences of students under examination is very important. At the end of their study, they claim that children who scored low on Conscientiousness and high on Neuroticism are more likely to experience negative effects during peer conflict. In other words, having conflict and problems in peer interaction relies on personal features of individuals. They also concluded that not only the ones who value themselves as worthless, but also the ones who see themselves as the center of everything face with problems in their interactions.

Besides the above-mentioned features, poor judgment, lack of insight, being deeply prejudiced, hostile, and paranoid in extreme cases are common characteristics of bullies (Rigby, 2002). They cannot learn from experience or understand what is said. They tend to have a selective memory and choose to remember selectively. Bullies enjoy dominating others and they are satisfied with others' fear, discomfort and pain so that they can feel powerful and in control, that is why they tend to show physical or psychological – in some cases both – pressure and power (Beane, 2009; Davis & Davis, 2007). They also use or abuse others but they are careful and not exhibit any negative behaviors when adults are around. As they have a tendency towards negativity, they interpret even innocent behaviors as purposeful and hostile. A high percentage of bullies end up with getting into trouble with laws, smoking, drinking, and crime because they lack coping skills and they are not tolerant to frustration (Marsh et al., 2004; Beane, 2009; Davis & Davis, 2007; Thomas, 2011; Drew, 2010).

Bullies strongly believe that there is always another person to blame for a bully's problems; therefore, when they are asked the reasons of their bullying, they state that others asked for it, deserved it, or provoked it (Beane, 2009). These aggressors often break rules and they are only concerned with their own well-being. Although some

of them are very popular in an environment, a number of bullies cannot get along with others so they do not have many friends. In the same way, a number of bullies are confident with high self-esteem whereas some are in anxiety and uncertainty which results in lacking social skills (Beane, 2009; Davis & Davis, 2007). Interestingly, bullies usually tend to have a network of friends who follow them and do whatever they want.

Bullies usually learn aggression at home (Shore, 2006). They either have little parental supervision or aggressive parenting models (Sanders, 2004). Parents of bullies either behave very harsh and strict to their children or they are freed too much so they lack warmth and attention (Olweus, 2005). Some parents tend to educate their children with physical punishment and anger bursts (Olweus, 2005; Sanders, 2004). Thus, it is possible to state that sometimes bullies are the victims of others (Beane, 2009).

2.2.2 Types of Bullies

Fried and Fried (1996) divide bullies into two categories according to their aggression. The first category, reactive aggressive bullies are emotional and cannot control his/her impulses. They feel threatened and afraid so they make themselves believe that their reaction is justified; they can even see accidents as provocations. This kind of bullies is accepted as the most violent by some researchers (Fried & Fried, 1996). On the other hand, the second category includes the proactive aggressive bullies who are non-emotional, controlled and who behave deliberately. They act aggressively to dominate or strong-arm others, rather than responding to an external threat (Fried & Fried, 1996).

Alternatively, McGrath (2007) mentions three different groups of bullies which are confident bullies, anxious bullies and bully-victims. Similar to Brownhill (2007), she postulates that confident bullies, who can also be known as clever bullies, are physically strong and have some popularity. These bullies feel themselves secure and more importantly, they enjoy aggression. Anxious bullies, who are also called not-so-clever bullies, are less secure and less popular. They are not bright academically and have some concentration problems. Anxious bullies overreact to threats and insults they think around them. The latter group, bully-victims, is not popular at all and they have behavioral problems. They are bullies in some situations whereas they are bullied in others (McGrath, 2007). It is stated that bully-victims are the most at-risk group of individuals and they “have also been found to report lower grades and higher levels of depression compared with both bullies and victims” (Swearer et al., 2009, p. 17). In addition, these students are the ones whom teachers are least engaged of at schools.

Similarly, Scaglione and Scaglione (2006) categorizes bullies under two headings as pure bullies who just bully others and bully/victims “who bully others but are also victims of bullying themselves” (p. 16). They assert that pure bullies pick up victims for no obvious reason. The reason might be to feel powerful and dominant, to control over another or to have fun by harassing another. When victims react pure bullies feel satisfied as Scaglione and Scaglione (2006) state that “This powerful feeling of being able to ‘push buttons’ keeps the bullies returning for more” (p. 16). On the other hand, the bully/victims who operate with the mentality of a victim acts because of anger and revenge (Li, 2007). The bully/victims are more dangerous than pure bullies since they have been bullied themselves so they feel angry and they might

cause more violence (Woods & White, 2005). As their victimization might have caused low self-esteem, more anger issues might be created (Olweus, 2000).

With respect to this categorization, there are several studies available in the literature. For instance, O'Moore and Kirkham (2001) found out that pure bullies had the same value on their physical attractiveness and attributes and on their popularity as did their not bullied or been bullied peers. The bully-victims of all ages had the lowest self-esteem. Similar to what Woods and White (2005) mention, this research emphasizes the idea that bully-victims are the ones who are the most affected from the issue.

Although bullies value themselves popular in school, Forero, McLellan, Rissel, and Bauman (1999) claimed that bullies tend to be unhappy with school. They have negative reactions towards school and relations in the school. On the other hand, Forero et al. (1999) also examined victims and found out that victims tend to like but also to feel alone at school. These results also supported the idea that having isolated students in the school is a sign of having problems in the school as the victims feel themselves alone.

There is another research which shows how bully-victims are the ones who are the most affected from the act of bullying. According to Stein, Dukes, and Warren (2007), although there was no statistically significant difference between the bullies and bully-victims in having better school attitudes, victims only marginally reported better psychological health than bully-victims. By the same token, Andreou (2001) claims that bully-victims are a distinct group in terms of their low levels of social acceptance and problem-solving abilities. It seems that their problems are the results

of their deficiency. They do not have the ability to solve the problems that they live with other people. As a result, they become unwanted children among their peers.

Likewise, Juvonen et al. (2003) claim that bullies are psychologically strong and enjoy high social status among their peers. On the other hand, victims are distressed and left out among their peers. They assert that bully-victims are the group who has the most problems in conducting relationships with their peers. This study also supports the idea that bully-victims are the most affected ones and victims are the ones who feel themselves left out in schools.

2.2.3 Reasons and Motives of Bullies

Numerous victims have suffered and are still suffering from bullies no matter what category they belong to. Each bully has a different motive and specific reasons for abuse and some researchers have tried to identify these motives and reasons of bullies (Macfarlane & McPherson, 2004). Rigby (2002) postulates the factors that affect bullies are:

- (1) Absence of positive adult models;
- (2) Low level of neighborhood safety;
- (3) Little or no time spent without adults being around;
- (4) Negative peer influence;
- (5) Being spanked at home by parents (p. 165).

Nevertheless, Macfarlane and McPherson (2004) declare that some individuals (bullies) do not feel good about themselves and they can tease others to make feel bad so that bullies themselves can feel better. Another reason Macfarlane and McPherson (2004) mention is that the bullied individuals become bullies to others because they believe that this is the only way to feel themselves better. On the other hand, Olweus (2005) and Fried and Fried (1996) posit that bullying can be done to provide money, food, cigarettes, alcohol and other things of value. Bullies also seem

to enjoy having the control in their hands so they show aggression for the need to feel powerful and dominant. Similarly, bullies develop a hostile environment and these feelings and impulses were satisfied when they intentionally injure and distress others (Olweus, 2005).

2.2.4 Behaviors of Bullies

Roberts (2006) identifies bully behaviors in three groups as mild, moderate and severe which were named as the continuum of teasing and bullying behaviors. He lists these behaviors in a table adapted and modified from Garrity, Jens, Porter, Sager, and Short-Camilli (1996) on page 16 as follows:

Table 2.8: Types of Bullying Behaviors

Mild	Moderate	Severe
➤ Dirty looks	➤ Public exclusion (shunning)	➤ Inflicting total isolation from peer group(s)
➤ Name-calling	➤ Demeaning acts (both public and private)	➤ Regular and routine intimidating behaviors
➤ Taunting	➤ Graffiti (minor and major)	➤ Regular and routine extortion
➤ Gossiping	➤ Vandalism (minor)	➤ Vandalism and destruction of property (major)
➤ Threats to reveal secrets	➤ Intimidating phone calls	➤ Efforts to ‘mob’ or ‘gang up’ on the targets
➤ Public embarrassment and humiliation	➤ Ethnic, racial, or religious slurs	➤ Threats with weapons
➤ Graffiti (minor)	➤ Regular, intentional petty thefts	➤ Inflicting bodily harms
➤ Spitting	➤ Verbal or proximity intimidation	
➤ Pushing and shoving (minor)	➤ Threats of harm to or coercion of family or friends	
	➤ Blatant extortion	
	➤ Clearly intentional physical violence	

Macfarlane and McPherson (2004), Davis and Davis (2007), and Thomas (2011) mention that bullies name-call, make their victims feel isolated, and they threaten and act violently to their targets. Kohut (2007) agrees with Macfarlane and McPherson (2004) and adds more in the list. She mentions spreading false rumors,

sending threatening or mean e-mails and phone calls, making harassing phone calls, abusing and harassing verbally and/or physically, excluding from a group deliberately, stealing or damaging belongings, drawing humiliating graffiti, engaging a group of others to isolate the victim, making jokes and tricks in front of a crowd, stalking, annoying continuously and completely, instilling fear and rage into the victim's life span, frightening him/her to do something s/he does not want to, making offensive gestures, touching, and making sexual comments.

Shore (2006) shares the list of bullying behaviors and he improves it with a number of more items such as taunting, upsetting, continuously ridiculing, coercing the victim to give money or other property, getting him/her into trouble, writing nasty and hurtful messages about the target, and making offensive comments on his/her race, gender, religion, disability or sexual preference. Beane (2009), Romain (1997) and Haber (2007) enlarge the list with some physical behaviors like hitting, pushing, kicking, punching, teasing, pulling, pinching, intimidating, acting violently, tripping, ridiculing, threatening, hurting, annoying, insulting, harassing, frightening, heckling, showing off, gossiping, bothering, playing games, smoking, stealing, lacking empathy, being aggressive, vandalizing property, using drugs, being popular, having high self-esteem, dropping out of school, and disturbing classes. Romain (1997) divides this list into three as: physical, mental, and emotional (relational). In addition, Sanders (2004) emphasizes that the top three behaviors of bullies are: "(1) hitting, pushing, kicking; (2) forcing people to do things they do not want to do, and (3) threatening people" (p. 4).

2.3 Victims

Victims, the second corner of the bullying triangle, are the people who are targeted and intentionally harmed (Shore, 2006; Davis & Davis, 2007). They suffer physically or psychologically from isolation, loneliness, insecurity, and anxiety because of the threatening climate around them (Tattum, 1994; Hunt, Peters & Rapee, 2012; Davis & Davis, 2007; Plaford, 2006). Beane (2009) defines victims as “teased, harassed, rejected and assaulted (verbally or physically, or both) by one or more individuals” (p. 176). Olweus (2005) characterizes a victim with “a combination of an anxious reaction pattern and physical weakness” (p. 37). Victimization which is a serious problem at schools can cause the bullied students to become depressed and it may sometimes end up with suicide (Humphrey, 2007; Marsh et al., 2004). Victims, just like bullies, can also vary in size and shapes (Coloroso, 2004; Scaglione & Scaglione, 2006). They can be attractive or reserved, bright or lazy, small or big, popular or disliked by many others.

Rigby (2002) and Thomas (2011) assert that the cycle of bullying starts in childhood when a child seems weak and vulnerable to attacks. Like Ma (2004), Finkelhor (2008) and Sanders (2004), Thomas (2011) also points out that “victims have a higher prevalence of overprotective parents or school personnel; as a result, they often fail to develop their own coping skills” (p. 18). A stronger child or group of children targets the potential victims to abuse them in a variety of ways. At first teasing and mild ridicules start and it often goes further; sometimes other children also join in. If the targeted child or children remain passive and do not resist, the cycle continues (Rigby, 2002).

There are some specific categories of students who tend to be most at risk for victimization. These children who are most vulnerable to abusive bully behaviors are chosen to be victims because of their height (shorter individuals), social status, special needs, or sexual identity (Rigby, 2002; Roberts, 2006). Regardless of sex, both girls and boys can be victimized by both boys and girls.

2.3.1 Characteristics of Victims

The most specific characteristics of victims are being shy, lonely, sensitive, insecure, rejected, scared, depressed, suicidal, introverted, anxious, and/or isolated with low self-esteem and self-value (Shore, 2006; Rigby, 2002; Macfarlane & McPherson, 2004; Ma, 2004; Kohut, 2007; Sanders, 2004; Davis & Davis, 2007; Olweus, 2000). They believe that they deserve to be bullied as they might have stood out in some way (Macfarlane & McPherson, 2004; Davis & Davis, 2007; Shore, 2006; Beane, 2009).

Gardner, Buder and Buder (2008), Orpinas and Horne (2006), Davis and Davis (2007), and Macfarlane and McPherson (2004) postulate that people can be victimized because of their looks, body parts, school work, sex, being different, and health reasons. Victims feel that they are taunted and teased because of their differences such as being shorter, heavier, having an accent, a physical or mental disability, different color of skin, coming from another country, wearing glasses or having braces on teeth, difference in physical appearance, and the amount of studying or working (Shore, 2006; Macfarlane & McPherson, 2004; Henkin, 2005; Gardner et al., 2008).

Correspondingly, Drew (2010) and Haber (2007) identify the differences of victims as gender, race, religion, groups that are hang out with, languages spoken, how they

are dressed, skin color, race, religion, beliefs, age, the income level of their families, where they live, size, abilities and disabilities, ethnic background, the neighborhood they live in, the people in their families, the kind of home they live in, how they look, and the way they talk or walk.

In schools some students are observed that they live isolated from others, in their own worlds (Gardner et al., 2008; Davis & Davis, 2007; Shore, 2006). When bullying is witnessed by the people around who are called bystanders and no one takes any actions, this leads to the feeling of alienation and isolation in the victim (Plaford, 2006; Davis & Davis, 2007). It should be kept in mind that schools are social places and if there are people who prefer or forced to prefer to be isolated, there should be some questions to be asked.

Newman, Holden and Delville (2005) investigated victimization. As a result of their research they came up with the conclusion that the victims who felt isolated had the most damage. They suggested that schools should reframe their approach to the bullying problem in order to help students feel less isolated. Having isolated students should be under the investigation of school administration.

As Borg (1998) states, victims are the ones who experience the feelings of vengeance, anger and self-pity. These are the feelings which lead them to become isolated, away from their peers and they start to hate school. In their study Salmon, James, and Smith (1998) examined the mental health problems of victims. They have found out that victims were more anxious; moreover, direct bullying had more effects on victims.

Victims are usually alone or with few friends so they have low social status and poor social and communication skills (Sanders, 2004; Ma, 2004; Rigby, 2002; Fekkes et al., 2005; Shore, 2006). They also have difficulty in defending themselves and vengeance (Shore, 2006; Davis & Davis, 2007; Fried & Fried, 1996); rather, they tend to express their stress so that bullies can see that they are disturbing their victims. The most visible characteristics of bullied individuals are being psychologically introverted, both physically and relatively weaker and shorter than peers or average, having fears and beliefs on personal insufficiency and inadequacy, having interfering parents and/or siblings, and not being able to gain success and acceptance (Sanders, 2004; Rigby, 2002; Ma, 2004; Shore, 2006; Fried & Fried, 1996). Marsh et al. (2004) and Fekkes et al. (2005) also declare that in extreme cases, they can show symptoms of depression so self-destruct themselves.

When Wolke, Woods, Bloomfield, and Karstadt (2001) examined the association of direct and relational bullying experience with common health problems, they discovered that female victims have more physical health symptoms, and direct victims have high psychosomatic problems, where bullies have the least. They concluded that although they found low associations between bullying and common health problems, they advised that for students with repeated health problems, bullying should be reconsidered as a causative factor. This was also mentioned by West and Salmon (2000) as “children who are bullied tend to be more anxious and insecure than their peers. There is evidence suggesting that children and adolescents who are bullied have increased rates of referral to the Child and Adolescent Mental Health Service Team (CAMHS)” (p. 73).

Ma (2004), on the other hand, summarizes the most common characteristics of victims in five different groups which are academic, social, mental, physical, and interpersonal. Academic characteristics are like being less intelligent or having different mental skills than bullies. Social characteristics are social connection-related issues such as having close relations with parents, particularly mothers, or having responsive or repulsive parents, or being sensitive to peer comments and peer criticisms. Mental characteristics, which are also mentioned by Henkin (2005), are like having low self-esteem, high level of anxiety, being in depression and lacking efficient emotional problem-solving skills. Physical characteristics, which are also mentioned by Henkin (2005), are the ones related to physical appearance such as being disabled, overweight, and spectacled. Interpersonal characteristics refer to the behaviors that encourage bullies to tease and pick on them.

Lunde et al.'s (2006) study was very important to show the relationship between physical appearance perception and being bullied. The children who are known as victims of bullying are the ones who have poorer body esteem. The researchers believe that there is close correlation between social exclusion and students' evaluations of their general appearance. This study shows the importance of body esteem in children's interactions. Their relations can be affected as a result of how they see themselves.

Hall and Jones (2011) additionally point out that victims never forget their experiences on being bullied so it is possible to conclude that bullying has long-lasting effects of victims. No matter how much time passes after being bullied, victims carry the negative effects of being bullied to the latter parts of their lives. It is also mentioned that in the struggles victims face with in their lives afterwards they

always go back to the time they were bullied and even they see the bully's face. The hardest side of life for victims is their first experience with a bully, thus, whenever victims see a problem in their lives, they go back and remember that painful experience.

2.3.2 Types of Victims

Victims can be divided into two categories which are passive or submissive victims and provocative victims (Beane, 2009; Fried & Fried, 1996; Shore 2006). Passive or submissive victims are low aggressives who are silent, careful, sensitive, anxious and insecure with little self-confidence and self-esteem. Some of these victims are easily moved to tears. This group of individuals has either few or no friends and they do nothing to attract the bully's attention or to defend themselves during the attack/aggression. The children who become victims are better friends with adults than peers and they are afraid of getting hurt. If these children are boys, generally these victims are physically weaker and smaller than the other students around them and they do not like to fight.

On the other hand, the second group of victims is the provocative victims who are only 15 or 20 percent of the overall. These victims are "characterized by a combination of an anxious reaction pattern and physical weakness" (Olweus, 2005, p. 57). These high-aggressive victims are hot-tempered, restless, clumsy, immature, unfocused (Beane, 2009; Fried & Fried, 1996). When bullied, these individuals fight back whereas it does not result in success and interestingly these are bullied more often by more bullies. These students at school are disliked by both their peers and adults due to their annoying, awkward, irritating, and teasing behaviors. They are "argumentative, disruptive, inattentive, and physically aggressive" (Fried & Fried,

1996, p. 97). Some of these victims can try to bully others weaker so they might be both bully and victims (Beane, 2009).

By the same token, Scaglione and Scaglione (2006) identify victims as pure victims and provocative victims. However, they add another type which is the targeted victims. According to Scaglione and Scaglione (2006), pure or passive victims are picked up by bullies and they do little by themselves. This type of victims does not invite attack unlike provocative victims. Usually they are selected because of something that sets them apart. They tend to be smaller and weaker with low self-esteem as Beane (2009), Olweus (2000) and Fried and Fried (1996) mention. These victims lack social skills and are usually quiet and passive whereas they take themselves too seriously so when they overreact to being bullied, “they put themselves in a defensive and powerless situation” (Scaglione & Scaglione, 2006, p. 37).

On the other hand, the provocative victims maintain conflicts with bullies but they never win (Scaglione & Scaglione, 2006). Even though they are not good at socialization like pure victims, provocative victims constantly annoy others, particularly bullies, in order to get attention, even if it was negative. Furthermore, the third group of victims is the targeted victims who are specifically bullied for a reason. There is no distinct profile of them; they can be anyone the bully dislikes. For instance, a targeted victim can be a beautiful girl who is new in a school or an ex-friend who has a bad end in the friendship with the bully. This can be the most dangerous type because bullies are very angry with these victims and they see themselves as innocent victims of their victims (Scaglione & Scaglione, 2006).

2.3.3 Signs and Symptoms of Being Bullied

When a child is bullied, this can be recognized by a number of signs. The indicators of bullying have been examined and researched by many experts in order to eliminate this problem (Kohut, 2007; Beane, 2009, Romain, 1997; Shore, 2006; McGrath, 2007). Olweus (2005), Romain (1997) and Shore (2006) put forth that students who suffer from being bullied has many school absences as they want to skip school or are often too sick for school. Like Ma (2004) and Hunt, Peters and Rapee (2012), they also postulate a decrease in academic performance, anxiety in class, coming home in dirty clothes and/or hungry, requesting or even stealing extra money, or losing money, looking upset and insecure, isolation from peers, visiting school nurse or teachers or being around them frequently, changing eating habits, having unexplained bruises and wounds. Statistics reveal that one tenth of the students who drop out school have to make this decision because of being bullied intentionally and repeatedly (Humphrey, 2007).

McGrath (2007) agrees with the items mentioned by Olweus (2005), Romain (1997) and Shore (2006) and adds more such as scattered, damaged or taken personal belongings of the children, not having good, close friends at school, and being chosen last in games and activities. It is unfortunate that the list of symptoms and signs of bullying is not as short as it is thought. Beane (2009) emphasizes that the possible warnings of victims should be carefully observed and emergent actions should be taken. Victimized students have difficulty in concentration, they can be easily distracted and they lack interest in school activities and events (Kohut, 2007).

The physical symptoms of bullying are headache, stomachache, insomnia, crying in sleep, insomnia, nightmares, irritability, nausea, loss of appetite, weight loss, bed-

wetting, nail-biting, tics, and so on (Beane, 2009; Kohut, 2007). Moreover, cyberbullied children seem to avoid computers as it occurs on the Internet, with e-mails, instant messages, text messages, and camera phones (Kohut, 2007).

Victims have concentration problems on schoolwork and they tend to be moody, quiet, and isolated both at home and at school. They also prefer a different route or transportation to and from school and sometimes they rush to the bathroom when they come home from school as same-sex bullying usually occurs in school bathroom (Kohut, 2007). Beane (2009) also states that victims tend to avoid certain areas at school. They use victim body language which means hunching shoulders, hanging head, not looking people in the eye, and backs off from others. Whatever the problem or difficulty they face, they automatically blame themselves as they feel flawed and insufficient (Beane, 2009).

Some victims suddenly become interested in violent films, games and books or start to carry protective tools like knife, fork, and gun. They sometimes lose their trust and respect for authority representatives like school personnel, they even talk about leaving school, running away or suicide (Marsh et al., 2004). Bullied children lack self-confidence and self-value so they sometimes hurt themselves like cutting themselves, not eating or overeating (Beane, 2009). They also either cry a lot or become very aggressive, rebellious and unreasonable, even seldom victims start bullying peers, siblings or other children in the neighborhood.

2.3.4 Behaviors of Victims

When individuals are victimized, the behaviors of these targets change and they can improve some negative traits. Haber (2007) summarized frequent examples, including the extreme ones as follows:

- Develop social anxiety disorder as an adult;
- Have few friends;
- Experience depression;
- Dislike their peers;
- Decline academically;
- Have psychosomatic symptoms such as headaches, sleep difficulty, bed-wetting, and stomachaches; think about or commit suicide, in extreme cases (p. 18).

2.3.5 Effects of Bullying on Victims

Individuals who are bullied are hurt in different ways so there becomes some serious and fatal harm done on these people (Thomas, 2011; Marsh et al., 2004). They become lonely, unhappy and frightened so never feel safe physically at home and at school (Shore, 2006; Kohut, 2007; Brownhill, 2007; Marsh et al., 2004; Hamburg & Hamburg, 2004; McGrath, 2007). They lose confidence because they believe that there is something wrong with them (Shore, 2006; Rigby, 2008). In addition, new terms have emerged because of the traits of bullies and their effects. For instance bullycide and hypervigilance are two concepts that are both explained by Kohut (2007) in his book, *Bullies and Bullying*. Bullycide, another negative effect of bullying, is one of them which is used “for suicide related to being bullied” (p. 51). Another special term on bullying is hypervigilance which means “scanning to be certain of safety” (p. 51).

Both Kohut (2007) and McGrath (2007) agree on that the common effects of bullying can be examined under three groups: physical, emotional and academic. They, similar to Rigby (2008), list the physical effects as increasing illnesses, especially stress-related ones such as headache, mouth sore and stomach ache; physical injuries because of being bullied; and suicides. Emotional effects of bullying are feeling isolated, excluded, alienated, afraid, depressed, anxious, incompetent and powerless as well as having difficulty in making close friends

(McGrath, 2007; Kohut, 2007; Marsh et al., 2004; Rigby, 2008). The last but not least group of effects with respect to academic life can be listed as follows:

- Truancy as the victim seeks to avoid the bully;
- Increased absences due to illness, particularly stress-related disorders;
- Lower academic achievement, including decreased in-class participation and lower grades;
- Difficulty in concentrating on schoolwork” (McGrath, 2007, p. 17).

Furthermore, the effects of bullying can either be short-term or long-term; that is to say, the duration of exposition to bullying is also important. A research done on the period of bullying is by Hunter and Boyle (2002) who state that victims of short-term bullying were significantly more likely to feel in control than victims of long-term bullying. They also emphasize that when they start losing their controls, they are exposed to more bullying actions and it becomes not only a vicious circle, but also a spiral which is getting bigger and bigger.

2.4 Bystanders

The third corner of the bullying triangle is the individuals who “may witness the violence and aggression and the consequent distress of the victim” (Tattum, 1994, p. 7) and these people are called bystanders. Rigby (2008) mention the equivalent phrases of this concept such as onlooker, watcher, witness, and spectator. Scaglione and Scaglione (2006) mention Dr. Martin Luther King Jr.’s quotation “In the end, we’ll remember not the words of our enemies but the silence of our friends” (p. 40) which can be very meaningful when bystanders are considered. Another meaningful quotation comes from a student, Lindsey, who states “The angel on one shoulder is telling me to do what is right and just. The devil on the other says just go with the flow or you might be next” (p. 17) in the book of Fried and Fried (2003), ‘*Bullies, Targets and Witnesses*’. Bystanders become a part of the silent majority who support

the bully when they do nothing in the case of witnessing victimization (Fekkes et al., 2005; Shore, 2006; Davis & Davis, 2007; Bauer, Lozano & Rivara, 2007). The consequence of the silence of bystanders on a victim is more hurtful for victims than what bullies do.

Bullying affects the atmosphere of a class and even of a school. While bullying occurs, some others are often around the bully and the victim whereas none attempts to help or save the victim (Shore, 2006; Davis & Davis, 2007; Thompson et al., 2002). Bystanders are not only the passive witnesses; instead they are both affected by and participate in bullying (McGrath, 2007). They might actively participate, infer approval or get traumatic injuries just like victims. Furthermore, Rigby (2008) underlines that the behavior of bystanders is affected by their own past experiences by stating that “Those who have been involved in bully/victim problems, as bullies or victims, are less likely to act positively. Those who have helped victims in the past have more positive attitudes” (p. 92).

Even though Coloroso (2004) advocates of a fourth party which is defenders, the common sense of witnesses are watching the violence and not attempting to prevent it. Defenders are possible victims and being bystanders is easier and better than having the witnessed problem (Goldman, 2012). Bystanders can be the savior of victims when they become allies whereas turning them into allies of the victim is very difficult and usually a long process which has to start at a very young age (Goldman, 2012). The importance of bystanders is critical as bully may get a reinforcing message when there is a passive audience around (Thomas, 2011). Research shows that the more bystanders watch, the longer bullying lasts (Goldman, 2012).

The common response of bystanders when bullying occurs is neither reporting the action nor stopping it; rather they prefer not to do anything. The rationale behind not taking any action is their opinion that the victim deserves what is happening (McGrath, 2007; Thompson et al., 2002). Furthermore, bullying leads in a general atmosphere of fear and discomfort among the group and they might feel themselves powerless.

The importance of bystanders in bullying is critical and even bystanders are the only effective party in stopping the aggression rather than the bully or the victim. As McGrath (2007) emphasizes, the reason is that “bullies need audience for their power plays and bullying can only go on if the bystanders let it” (p. 36). McGrath (2007) declares that there have been a number of studies on the latter type of bystanders, defenders, stating that in case they are trained to actively show their disapproval, they can stop bullying behavior.

The third group of players in the story of bullying, bystanders, are as important as bully and victim. Coloroso (2004) underlines their significance by stating that “They are the supporting cast who aid and abet the bully through acts of omission and commission” (p. 62). No matter if bystanders look away or stand idly, no matter if they actively engage in the action of bullying by cheering the bully or just watch; there is a price to pay and it is unfortunate that usually this is the price victims have to pay. The actions or passiveness of bystanders can cause more distress to the victims. It might also lead to desensitization of bullied individuals to the cruelty or “becoming full-fledged bullies themselves” (Coloroso, 2004, p. 62). This also results in the encouragement of the antisocial behavior of the bully and it might be imitated afterwards (Hamburg & Hamburg, 2004).

Based on the characteristics of bystanders, McGrath (2007) mentions the categorization of this party under four headings as follows:

- Sidekicks: who join in at the bully's bidding;
- Reinforcers: who laugh and encourage the behavior;
- Outsiders: who do not take sides but distance themselves and remain silent;
- Defenders: who comfort the victim and try to stop the bullying (p. 37).

2.4.1 Effects of Bullying on Bystanders

When bullying occurs, it does not affect the victim only (Shore, 2006; Davis & Davis, 2007; Kohut, 2007). The witnesses or observers around are also affected seriously, which leads to some negative results in the long term. Meanwhile, bystanders also feel the atmosphere of fear and anxiety at school and they get distracted from schoolwork and their ability for learning slows down (Shore, 2006). The long term consequences, which are mentioned by Davis and Davis (2007), are summarized by Kohut (2007) as the following:

- Guilt and shame for not intervening on the victim's behalf, even anonymously;
- Anger towards themselves and the bully;
- Difficulty forming and maintaining adult relationships based upon true empathy for others;
- Desensitizing about anti-social acts, which may lead to antisocial behavior of their own;
- A distorted view of personal responsibility;
- An erosion of personal and social boundaries on acceptable behavior;
- Clinical depression stemming from what they see as their lack of character (p. 57).

Bystanders might also get affected by what they observe in various ways. They can be sometimes called to testify what they had been witnessed. In addition, they can either be the prospective victims of bullies or they themselves may be perpetrators (McGrath, 2007). Even though they have not been bullied, "the possibility of being bullied may cause bystanders to live in a state of fear and focus on little else" (Shore, 2006, p. 5). This also supports a research mentioned by Shore (2006) showing that

ten percent of students live in fear during much of their school life. In addition, it was found out that students prioritized bullying as the worst experience of a childhood after the death of a loved one (Shore, 2006).

2.5 Related Research into Bullying According to Age

There are numerous studies which have been done on bullying. In most of the countries research on bullying started after something happened to a victim of bullying. Various studies on bullying dealt with the problem from different aspects. “Since 1997 a 200% increase in publications about bullying behaviors has occurred” (Swearer et al., 2009, p. 5). While some of them examined the characteristics of bullies and victims; some others investigated the importance of support system. There is a number of research on peer support and teacher support. Some of the research has been conducted on the impacts of intervention programs. There is research which aims to examine the impact of family factors. In addition, some others dealt with personality problems of bullies and victims. This section includes research with children, adolescents, university students and adults. Also, research on bullying scale development also discussed in this section.

2.5.1 Research with Children

Çalık et al. (2009) conducted a research in 2007-2008 academic year and they investigated “the capacity of school climate, pro-social behaviors, basic needs and gender to predict the possibility of a student to fall in one of the bullying status” (p. 557). Participants were 456 students attended 6th, 7th and 8th grades of primary schools in Ankara province. The results of the study reveal that the variables mentioned in the study all predicted the behaviors of bullying meaningfully except for the basic needs. Moreover, they stated that “‘a positive school climate’, ‘being a

male', and 'providing altruism' are the three factors that decrease the possibility of a student to be classified as a bully" (p. 555).

Arıman (2007) in her master's thesis maintained a study to research the relationship between the extortion tendencies of primary school 7th and 8th grade students and their perception of the school climate. The study was conducted in Kadıköy District, Istanbul. The CASE and BBTS scales were applied to the students of 10 schools. At the end of this study a relationship between the bullying tendencies of the students and the school climate was found.

Another study took place in Elazığ in the Academic Year 2009-2010. Çankaya (2011) targeted to identify the types of bullying encountered by primary school 8th graders. The participants were 404 students from 15 primary schools that were selected randomly among 97 primary schools in that province. A total of 201 questionnaires that returned were evaluated and analyzed. The results of the study stated that verbal and physical bullying are mentioned as the most common types of bullying behaviors. Moreover, boys were exposed more to these types of bullying than girls.

Another research was done by Pişkin in 2010 in Ankara. The aim of the study was to find out how often 4th, 5th, 6th, 7th, and 8th grade children in Ankara become a victim, bully and bully-victim. Moreover, different sets of bullying attitudes such as physical, verbal, rumor spreading, isolation and attacks on property were also investigated in relation to sex, grade level and socio-economic level (SEL). 1154 (52% of them are males and 48% are females) children from four different schools have taken part in the study. Peer Bullying Questionnaire was designed and used by

the researcher in order to collect the data. At the end of the study it was found out that 35.1% of children identified themselves as victims, 30.2% as bully-victims and 6.2% as bullies. With regard to gender, the results showed that the groups of bullies and bully-victims have a higher percentage for boys and victims for girls. In addition, children of families with high socio-economic level have a tendency to be engaged in bullying behavior than children from middle or low SEL. The data also revealed that children are mostly subjected to verbal bullying, followed by physical bullying.

Şahin and Akbaba (2010) conducted a research in 2006-2007 Academic Year to investigate the effectiveness of empathy training as an intervention program on bullying behaviors witnessed among 4th and 5th grade primary school students in Trabzon Province. The research was actualized in two parts. In the first part of the study 504 students who were studying in the 4th and 5th grades were selected on a random base and a Child Form of Bully and Victim Determination Scale was administered. In the second part of the study, in the lights of the results of the first part, 52 students were chosen as they showed bullying behaviors. Then among those, 18 voluntary students were selected and were divided again randomly into two groups as treatment (n=9) and control groups (n=9). The results revealed that bullying behaviors of students in the treatment group decreased significantly and their empathic skills increased significantly.

2.5.2 Research with Adolescents

In their study Şahin, Sarı, Özer and Er (2010) aimed to find out how high school students perceived bullying behavior. In a qualitative research, semi-structured interviews were conducted with 12 high school students and the data were analyzed using 'content analysis' method. The results showed that high school students not

only experienced cyberbullying behavior but also sometimes they cyberbullied others.

Li (2006) aimed to study gender differences in 264 grade 7-9 students which were selected from three middle schools of a large city in Canada. A survey adapted from previous research of the author was used. The results showed that nearly half of students were bully victims. Over 34% of participants bullied others in the traditional form while 17% of them used technology as a tool to bully others. Also 53.6% of the participants reported that they knew someone being bullied. When gender differences were taken into consideration 22% of males and nearly 12% of female reported that they were cyberbullied. The results supported the idea that bullying was a noteworthy problem in schools. Also the study revealed that male students were more likely to be bullies and cyberbullies than female students.

In their study Agatston et al. (2007) aimed to understand the effects of cyberbullying on students. In order to find out whether there is a need for avoidance messages which intend students, and their educators and parents. The participants of the study were 150 students from the middle and high school who formed the focus groups. The results of the study revealed that cyber bullying was a problem for female students more. Participants reported that cyberbullying in the form of text messages occurred during school hours oppose to other forms of bullying which happened mostly outside the school. Students preferred not to report cyber bullying to the adults at schools because they believed that the adults could not help them to solve the problem. When the cyber bullying was hostile in nature students chose to report it to their parents but normally they were reluctant to do it because they feared to lose their online privileges.

Slonje and Smith (2008) examined the nature and degree of cyberbullying in Swedish schools. 360 adolescent participated in the study and the results illustrated that the victims of the cyberbullying were less than other types of bullying and email was the most common form of cyberbullying. The results indicated that most of cyberbullying incidents took place outside the school but most of the time cyberbullies were from the same school of the victims. In the findings no statistical differences were found in terms of cybervictimization and cyberbullying when the ages of the participants were taken into consideration.

In their study Peker, Eroğlu and Çitemel (2012) intended to explore the relationship between submissive behaviors and cyberbullying and cybervictimization and the gender. 193 female and 137 male students from different high schools in Sakarya were involved in the study. During the study the Submissive Acts Scale and Revised Cyberbullying Inventory were conducted. The results of the study showed a relationship between submissive behaviors and cyberbullying and cybervictimization.

The researchers Totan and Yöndem (2007) examined adolescents' bullying behaviors and how effective adolescent-parent and adolescent-peer relation in predicting the status of bullying. Participants of the research were 595 high school students. During the study several instruments were conducted to collect data. The most common type of bullying among participants was found as verbal bullying. The results showed that strong parent-child relationship increases the possibility of being outsider among boys but the increasing strength in peer relations increases the possibility of being bully/victim among girls rather than boys.

In his study, Koç (2006) wanted to determine the frequency and the places where bullying behaviors happened. Different variables, like gender, socio-economic level of the families, observed academic success, faulty behaviours, the effects of adults, self-esteem, anger level and type of the participants, self-confidence and avoiding bullying, were taken into consideration. 1063 9th, 10th and 11th grades public school students from Ankara were the participants of the study. The results showed that most of the bullying incidences happened in the schools. In order to explain “bully personality” the researcher tried to find out its relationship with the anger level, gender, regularity of defective behaviours, self-esteem level, level of keeping anger inside, it was found that all these variable explained 23% of the levels of “bullying behaviours”.

İrfaner (2009) aimed to examine students’, teachers’ and school administrators’ views and attitudes towards bullying incidents happening among students. Two questionnaires and a structured interview were adopted to be used during the research. 665 students from a vocational high school took part in the study. The results showed that the most common type of bullying among students was emotional bullying and verbal bullying was in the second place and physical bullying was the least common one. Mostly bullies were from the same level and the same class of the victims. The most popular bullying place was playground in the school. The victims of bullying mostly shared their experiences with their peers, then with their teachers and the caregivers of the victims were seen as the last choice to share these experiences.

In their study Bayar and Uçanok (2012) aimed to find out how the perceptions of participants differentiate in terms of bullying status of them. Moreover, the

researchers aimed to evaluate psychometric properties of the scales conducted in the study. 1263 secondary and high school students from six different cities in Turkey took place in the study. The results indicated that the students who were not engaged in school and cyberbullying saw school and their teachers more positively.

Yılmaz (2011) examined cyberbullying incidents among Turkish students and how these students use the social networking tools. The participants of the study were 756 7th grade students from eight different schools in Istanbul. A 15-item questionnaire was conducted and the results indicated that instant messaging programs were most commonly used for cyberbullying and the students who faced with cyberbullying did not know how to deal with it as they did not know the effective safety strategies which were used in cyberspace.

Gofin and Avitzour (2012) conducted a research to explore the occurrence of traditional and internet bullying and its relation with the personal, family and school environment characteristics of perpetrators and victims. There were 2610 students aged between 12 and 14 participated in the study. The results showed that the percentage of traditional bullying was higher than the percentage of internet bullying. Boys were more likely to be bullies in traditional bullying whereas in internet bullying for boys and girls it seemed equal. Both victims of traditional and internet bullying described school as a frightening place. Also the victims of internet bullying reported more loneliness than the victims of traditional bullying. One of the most striking results of the study was the difference between traditional bullies and internet bullies as traditional ones have distinctive characteristics whereas internet bullies do not. Some of these characteristics that traditional bullies had can be listed as: being poor in social skills, and having poor communication with their parents.

Erdur-Baker and Kavşut (2007) aimed to find out how high school students who experienced cyberbullying defined forms of cyberbullying and how these definitions related to frequency of internet based communication tools and cellular phones. In the study there were 228 high school students and they filled in the survey prepared by the researchers. The results indicated that Turkish high school students faced with cyberbullying problems and the male participants were more likely to be not only cyber bully but also cyber victim than female participants. On the other hand, no statistically significant relationship was found between being cyberbully or cyber victim and income level of family, type of school, grades and age.

In their study Wolke and Skew (2012) targeted to investigate family reasons connected to bullying and victimization in school and at home. 2163 adolescents aged 10-15 years participated in the study. The number of siblings in the family and the type of parental involvement were the factors affecting sibling bullying. Also the people who faced with material deprivation problems at home and victims of their siblings were most likely to become the victims of school bullying. The results underlined the fact that bully/victims at home and victims at school were at bigger risk of behaviour troubles in the clinical point and the results showed that these people were less happy than others.

Kavşut (2009) in her master's thesis studied the relationship between bullying behaviors and emotional intelligence of adolescents. Bar-on Emotional Intelligence Scale was administered to 691 high school and vocational high school students studying at 9th, 10th and 11th grades to identify their emotional intelligence level besides a Personal Data Form. In addition, The Scale on Defining the Victims of Peer Bullying was also used to identify bullies. At the end of the study, it was found

out that the emotional intelligence level of participants does not have a relationship with the grade level of students. However, with regard to gender, the results revealed that female participants bully peers more than boys and boys are victimized more than girls.

2.5.3 Research with University Students

In his study Arıcak (2009) aimed to investigate the relations between cyberbullying and psychiatric symptoms, and to investigate which symptoms predicted cyberbullying. The demographic information form, questions about cyberbullying, and a Symptom Check List-90-revised Form were administered to 695 undergraduate university students. Data revealed that there were significant differences between “non-bully-victim”, “pure-victims”, “pure-bullies”, and “bully-victims,” according to the self-reported psychiatric scores. The non-bully-victim group reported significantly less psychiatric symptoms than pure-victims and bully-victims. The path analysis revealed that hostility and psychoticism significantly predicted cyberbullying. Additionally, current cyberbullying could predict the possibility of future cyberbullying.

In the exploratory study Walker et al. (2011) examined the examples of cyberbullying experienced by undergraduate students. The measure in the study was adapted from the surveys from Li (2006) and Spitzberg and Hoobler (2002). In the study a 27-item survey was given to 120 undergraduate students who studied in social sciences. The results of the research offer justifiable worries regarding the experience of cyberbullying of undergraduate students and new areas for future studies.

In their study Adams and Lawrence (2011) aimed to find out whether students bullied in schools continued to show the effects of being bullied at the college level. The participants of the study were 269 undergraduate students at a Midwestern state college. In the study, an instrument developed by researchers was used. In order to develop the instrument the researchers reviewed current and relevant journal articles, and reports, and the information taken from individual discussions held with various ages of bullied individuals. The results implied that bullying in junior and/or high school continues into college and also the negative consequences of being bullied or being a bully continue into the college years.

In her study, Palaz (2013) targeted to find out the bullying and harassment experiences of nursing students in various schools in Turkey. The study was carried out with 370 undergraduate nursing students. In the study short version of Negative Acts Questionnaire which was conducted by Cooper, Walker, Askew, Robinson and McNair (2011) and Çelik and Bayraktar (2004) was adapted. Sixty percent of the participants (222 students) came across with at least one of the thirteen bullying behaviors. The most frequent type of bullying was ‘work related bullying’ which was followed by ‘personal related bullying’ behaviors. In the study the most remarkable result was the bullies who were reported as the clinic nurses of the participants that showed that their bullies were mostly female and older than them.

Çelik, Atak and Ergüzen (2012) conducted a research which aimed to examine the relationship between personality traits and cyberbullying among 230 university students who enrolled in computer programming courses either in formal educational setting or distance education mode. In the study Ten-Item Personality Inventory and a 26-item cyber-bullying scale were used. One of the notable results of the study was

that emotional instability could be accepted as the leading predictor of being bullied. Secondly, it was found out that the minor effect of being conscientious on being bullied. Also, according to the model developed in the study, extrovertedness, agreeableness, and conscientiousness have a negative predictive role on bullying. The researchers underlined that the developed model was valid for both in person and distance education.

Turan et al. (2011) conducted a study to find the prevalence of cyberbullying among university students in Turkey. The participants of the study were law students from three universities law schools and 579 students participated in the study. In their study, Turan et al. (2011) used a survey consisting of two parts. In the first part, there were demographic questions such as age, sex, parents' job and income status, and in the second part of the study there was a 15-item survey which was organized to measure cyber violence. The results of the research showed that more than half of the participants were negatively affected by cyber violence. The researchers underlined the significance of creating prevention strategies besides recognition of cyber bullying.

In their study Lahari et al. (2012) targeted to examine the bullying practices experienced by the students and the sources of bullying. 156 post-graduates filled a self-administered questionnaire to report bullying practices, sources of bullying and the extent of reporting to the respective authorities. 79% of them reported that they experiences bullying practices such as pressure to overwork and threat to professional status. Department and the administrative staff were the source of bullying and only 34% of bullying practices were reported. The findings of the study revealed that the rate of bullying was at the alarming level and the department staffs

were observed as the probable bullying source. Unfortunately, existing bullying event were significantly under-reported. The researchers concluded the importance of recognition of bullying in order to stay away from the negative results of the phenomenon in the health-care education system.

McDougall (1999) monitored an increase in reported bullying incidents among the student population and decided to investigate the extent of bullying within the college students. The research started with a pilot study designed in structured interviews which showed the prevalence of bullying incidents with increase. In order to overcome the limitation problems of the pilot study, the researcher conducted a further study with a questionnaire designed in both qualitative and quantitative format and aimed to find out the frequency of bullying, the place of bullying, number of students experiencing bullying, strategies employed by students to stop bullying, number of students who had reported bullying, and students' suggestions for anti-bullying strategies. In the questionnaire the definition of bullying was not given as giving opportunities to discuss any bullying related issues give the measure qualitative elements. Ten per cent (10%) of total students of 3600 took part in the study and 9.6% of them reported that they were being bullied mainly in corridors or around the school entrance. The researcher believed that the study helped to raise awareness of bullying within college as it offered statistical evidence on bullying.

In his study Alzahrani (2012) carried out a cross-sectional survey with 542 clinical years' medical students to find out their perceptions of their educational environment including exposure to different kinds of bullying. At the beginning of the measure bullying was defined and the students asked to answer a direct question on experiencing any kind of bullying caused by a medical teacher. The results showed

that 28% of the participants experienced to some kind of bullying – verbal abuse and belittlement, sexual harassment – during their clinical rotation. A significant finding of the study was that the percentage increased with maturation of students. The researcher concluded his study the necessity of conducting further studies to investigate the phenomenon in countries with similar backgrounds.

Schenk and Fremouw (2012) aimed to find out prevalence, psychological impact and coping strategy of college cyberbullying victims. The research was conducted via internet and 799 college students responded to the survey. A very small number of participants (8.6%) considered themselves as the victims of cyberbullying. The psychological impacts of being cyberbullied were identified by using Symptom Checklist-90-R and defined as depression, anxiety, phobic anxiety, and paranoia. Also victims had more suicidal thoughts, plans and attempts. They cope with it through telling someone and avoiding friends and pers. The results of the study showed that cyberbullying was a reality of college life and had negative effects on students who were experiencing it.

In their study Chapell, Hasselman et al. (2006) examined the continuity of being bullied, victim, or bully-victim from elementary school through college in 119 undergraduates. The study conducted by using a 32-item bullying self-report questionnaire including demographic information questions and a definition of bullying. The results of this study provided significant evidence of continuity in the status of being a bully, a victim or a bully-victim form elementary school through college. Moreover, male college students used verbal and physical form of bullying more than female students.

Curwen, McNichol and Sharpe (2011) conducted a retrospective study to find out history of bullying behavior of 159 young adult bullies. In the study a questionnaire specifically designed for this study was used to assess bullying. In the questionnaire several forms of bullying (physical, verbal, internet, active, passive) were assessed by using different questions. The results of the study showed that almost all university students who bullied had a history of bullying. Also many of them had stable bullying characteristics. The results of this study suggested that many young adults who bully likely have a long-term history of engaging in similar behaviors.

Akbulut and Erişti (2011) conducted a study to examine the amount of cyberbullying and victimization among university students. 254 junior university students took part in the study and filled a Turkish 56-item questionnaire. The results underlined the reality that there were cyber bullying and victimization problems among university students. However, when the income and the age of the participants were considered no statistically significant differences were observed. Moreover, the frequency of internet use could not be considered as a predictive variable. The male students were seen as the activator of cyberbullying and also it was reported that bullies mostly had personal problems with the victims.

In their study MacDonald and Roberts-Pittman (2010) aimed to find out the cyberbullying incidents experienced by college students as it was seen as a gap in the literature by the researchers. 439 college students from a university in the United States participated in the study. The results showed that cyberbullying was common among university students. The types of cyberbullying mentioned by participants were threatening by social networking, harassment or threatening through text messages, email messages, instant messages and etc. Although male participants

were more likely than female participants to bully others in traditional forms the research results did not give same results for cyberbullying and no gender difference were found for the results of this study.

Zacchilli and Valerio (2011) aimed to investigate the existence of cyberbullying among college students and the information the students got about cyberbullying. 272 first year college students were the participants of the study and at the end of the study they reported that they knew what cyberbullying involved and they were able to identify the results of cyberbullying. The results also showed that the bullying experiences of the participants decreased throughout their education life with highest percentage in the elementary and the lowest percentage in the college. Also in the college year more cyberbullying experiences were reported. Moreover, being a bully was the predictor of being a bully over the internet.

Dilmaç (2009) conducted a research to investigate the relationship between psychological needs and cyberbullying of university students. 666 students who studied in different departments of Faculty of Educational Sciences in a university in Turkey participated in the study. More than half of the participants indicated that they experienced cyberbullying at least once and male participants reported more cyberbullying incidents than female students. The study also revealed that there was a negative correlation between “understanding the emotions” and cyberbullying, and also negative correlation was found between ‘persistence and intimacy’ and cyberbullying. On the other hand, a slightly positive relationship was found between cyberbullying and ‘the need of changing’.

Chapell, Casey, De la Cruz, Ferrell, Forman, Lipkin, Newsham, Sterling and Whittaker (2004) conducted a study to find out the occurrence of bullying among college students and teachers. 1025 undergraduate student were the participants of the study. The study indicated that there was occurrence of bullying among university students.

Özkal (2011) conducted a study to investigate the relationship between the level of exposure to bullying and grade levels and gender of the students. Moreover, the relationship between bullying and psychological problems that students faced was investigated. 453 university students from Ankara participated in the study and a scale prepared by the researcher was conducted. The results showed that isolation and ideological bullying were most common types of bullying among students. The results also indicated that fourth year students exposed to bullying more than other years whereas first year students experienced bullying less than other years. Also the results underlined the fact that experiencing bullying and having psychological problems had significant correlation.

Myers and Cowie (2013) carried out a research with 60 university students and they aimed to find out the views of bully, victim and bystander on peer-group bullying. During the study the participants were participated in a role-play activity voluntarily. The results indicated that punitive methods were not seen as effective method for decreasing bullying incidences at school environment. Active listening, conflict resolution and problem solving methods can be effective while dealing with bullying.

Ahmer, Yousafzai, Siddiqi, Faruqi, Khan, and Zuberi (2009) conducted a study to survey all post-graduate psychiatry trainees in the College of Physicians and

Surgeons in Pakistan. In the questionnaire besides socio-demographic data, it also includes a bullying scale to get information on the experiences of respondents in the proceeding 12 months about the 21 bullying behaviors listed in the study whether they had perpetrated bullying. Among 84 psychiatry trainees who were registered in the College of Physicians and Surgeons in May 2007, only 60 participated. The results of the study revealed that a majority of participants (80%) confess experiencing at least one bullying behavior in the preceding 12 months.

In their research, Newman et al. in 2011 hypothesized that “the process of adapting to and coping with bullying would have a lingering effect on strategies used to cope with future stress” (p. 205). They prepared an online survey and 1339 students enrolled in this study. The majority of the participants (67%) were females. The study took place in America. The findings of the study suggest that “avoidant coping may develop on an adaptive response to uncontrollable stress but that these strategies are a maladaptive approach to coping that acts to prolong stress” (p. 205).

2.5.4 Research with Adults

Tsuno et al. (2010) aimed to test the internal consistency, reliability and concurrent and construct validity of Japanese version of the Negative Acts Questionnaire (NAQ). In the study there were 1,626 civil servants who responded the anonymous measure distributed by labor unions. The measure consisted of items which referred to ‘personal bullying’, ‘work-related bullying’, and ‘physical intimidation behaviors’. The results indicated a satisfactory level of internal consistency reliability as the results of workplace with NAQ highly interrelated with results obtained from other measures.

Özkılıç (2012) aimed at determining the existence and characteristics of students' bullying towards teachers in Turkey. The study was conducted with 540 volunteer teachers and a questionnaire developed by the researcher was used. According to the results the most occurring form of bullying was given as the verbal bullying which was followed by ignoring the existence of teachers, gossiping, physical gossiping, physical violence, and harming the teacher's possessions. The highlighted implication of the study was that the teachers need a support in terms of strategies to prevent and protect themselves from verbal bullying.

Baughman et al. (2012) aimed to get better understanding of bullies through the relationship between bullying styles of the participants and Dark Triad. Moreover, the researchers aimed to create a bullying questionnaire for adults. 657 people aged 18 to 70 participated in the study. During the study a bullying questionnaire newly designed for this study to evaluate the types and the status of bullying and Short D3 were used. Psychopathy was found to be the strongest triad related to bullying and also it was found that participants who were high in narcissism enrolled in indirect bullying more frequently than direct bullying.

Copeland et al. (2013) conducted a research on 1420 young adults who had been bullied and/or bully 4 to 6 times between the ages of 9 and 16 to examine if the bullying or being bullied in childhood envisages psychiatric problems. The participants were categorized as bullies, victims and bullies/victims by using structured analytical interviews. After childhood psychiatric disorders or family problems were controlled the results revealed that victims had agoraphobia, generalized anxiety, panic disorders, bullies/victims had depression, panic disorder

agoraphobia for females suicidality for females. On the other hand bullies were at risk of antisocial personal disorder.

2.5.5 Research on Bullying Scale Development

The principal aim of the study carried out by Escartin et al. (2010) was to develop and validate a new workplace bullying scale, the EAPA-T. In this scale four different bullying categories were differentiated: Control and manipulation of the work context, Emotional abuse, Professional discredit, and Role devaluation. The dimensionality, internal consistency, and relation to other scales of the newly developed instrument were assessed. The participants in the present study were recruited among members of several Spanish support associations of targets of bullying. There were 85 people who considered themselves to be victims. Items were reviewed for clarity, relevance, and redundancy and were reworded or excluded as required, which resulted in the retention of 12 items, three for each of the four mentioned categories. Results indicated that the EAPA-T four factors and one second-order factor model provided the best fit to the data. Confirmatory factor analyses resulted in 12 items equally distributed across four categories: context-directed; emotion directed; cognition-directed; and behaviour-directed workplace bullying categories.

Sarı and Tekbıyık (2012) aimed to develop a friend pressure scale for university students and to show the usability of the scale within the scope of validity and reliability. The participants of the study were 450 university students who study at the Faculty of Education in Rize University and Fatih Faculty of Education in Karadeniz Technical University. With twelve students chosen from different classes and departments focus group was formed to conduct a semi-structured interview. The

collected data was analyzed with method of content analysis. Outline form consisted of students' expression was brought out and revised. Thirty-five items were examined by five experts from academic field in order to remove problematic, inadequate and out of topic items. After eleven items were excluded twenty-four the friend pressure determining scale was created. After the language of items was checked five-point Likert type scale was formed and given to students. To the collected data Exploratory and Confirmatory factor analysis were conducted to obtain reliability analysis internal consistency coefficient. Also content validity was provided by getting expert opinions. So the scale had high value of reliability and validity.

Fitzpatrick and Bussey (2011) intended to develop a broad-based measure of social bullying consisting of scales characterizing social victimization, social bullying, social witnessing and social intervening. In the research there were 636 students in grades 7-9 in Sydney, Australia. Social Bullying Involvement Scales (SBIS) was developed from items drawn from literature. It consisted of four scales: one each for social victimization, social bullying, social witnessing and social intervening. Exploratory and Confirmatory factor analysis were conducted. A factor structure which excluded latent factors of direct and indirect social exclusion provided acceptable fit of the data and suggests that they are unnecessary to the framework. The development of the four scales of the SBIS allows the investigation of children's scores across multiple roles, such as bully-victim. The SBIS is a comprehensive instrument for assessing adolescent's experiences of social victimization, social bullying, social witnessing and social intervening.

In their study Felix, Sharkey, Green, Furlong and Tanigawa (2011) targeted to evaluate the psychometric properties and validity of a new instrument, California Bullying Victimization Scale (CBVS) which was designed to address some of the weakness in existing measures of bullying. The CBVS specifically measures the hallmark characteristics of bullying (intentional, repeated, power differential) to make this differentiation, while aiming to increase the accuracy of classification of peer victims and bullied victims. In the first study there were 330 students from 5 – 8 grades, and in the second study there were 354 students from 9 – 12 grades. Several findings from the study indicate that the CBVS demonstrates strong reliability and validity to evaluate bullying victimization at the individual level.

Beran, Stanton, Hetherington, Mishna and Shariff (2012) aimed to construct and examine a multidimensional bullying related health experiences scale. They worked with 200 children with an open online survey via Kids Help Phone website. In the scale, there was an explanation of bullying and examples of different forms of bullying. In the scale there were 37 items which were designed to get information about children's cognitive, psychological, and behavioral experiences. The items were obtained after the review of the research and various measures used for children's functioning. As a result of the analyses of factorial structure and reliability, the usefulness of the scale for evaluating children's health experiences was obtained.

Çetin, Yaman and Peker (2011) aimed to develop a scale for high school students to find out cyber victimization and bullying behaviors. The participants of study were 404 students from three different kinds of school in Turkey. Field specialists provided content and face validity of the scale. Later confirmatory and exploratory

analyses were done. After confirmatory factor analysis, a 3-factor scale was formed with valid and reliable results.

Creason (2005), on the other hand, in her doctoral dissertation, intended to develop an instrument assessing the prevalence of student-on-student victimization in the schools. Her research “was initiated and conducted in response to the need for a comprehensive and validated self-report measure of student-on-student victimization” (p. 10).

Kurtylmaz (2011) explored the relationship between university students’ relational aggression and their self-esteem, social connectedness and social anxiety. Firstly, the researcher create a scale which was called “Relational Aggression Scale in Friendship Relationship” to examine relational aggression among university students. In this part of the study, 535 university students participated in the study and 23-item scale was developed. In the second part of the study, 399 students took part and the results revealed that self-esteem and social connectedness affected social anxiety directly so therefore they affected relational aggression indirectly. Therefore, the results showed that self-esteem and social connectedness of students could be used to calculate social anxiety and social anxiety could be used to calculate relational aggression.

Ayas and Horzum in 2010 tried to develop a valid and reliable scale to measure cyberbullying / victimization behaviors of the secondary school students. The study was conducted with the secondary school students in the Academic Year 2008-2009 in Sakarya province. They involved 450 6th, 7th and 8th grade students from these schools. For the development of the scale, face and content validity were provided by

the experts in this field. Confirmatory and exploratory factor analyses were established for construct validity. “Factorial model of scales were found theoretically and statistically convenient after confirmatory analysis” (p. 2). The internal consistency was found 0.81 and considering all these results, they stated that a psychometric quality of this scale was acceptable.

Chapter 3

METHOD

This chapter seeks information related with the research methodology of the study. The information included in this chapter has been organized in six (6) sections; the research design employed in the study, item pool forming processes of the study, sampling procedures, participants, the instrument and the implementation procedures for the first pilot study, for the second pilot study, and for the final study separately, and the data collection and data analysis procedures are explained in detail. Also, the analyses used in the study are explained in depth.

3.1 Research Design

The present study is written in the descriptive research design since it aims to get more information about the characteristics of a specific group of participants (Suter, 1998). “Descriptive research deals with the relationships between variables, principles, the testing of hypotheses, and the development of generalization, principles, or theories that have universal validity!” (Best & Kahn, 2006, p. 19). Researchers preferring this type of research design “randomly select a sample from a defined population, determine the sample characteristics and infer the characteristics of the population based on the sample” (Best & Kahn, 2006, p. 119).

The method that is used for data collection is survey method which means “using questionnaires or interviews to collect data from a sample that has been selected to represent a population to which the findings of the data analysis can be generalized”

(Gall, Gall & Borg, 2007, p. 230). This type of research is very common in quantitative research where “the data can be analyzed in terms of numbers” (Best & Kahn, 2006, p. 79).

In the present study, it is aimed to find out to which extent bullying status exists among university students in North Cyprus. In order to measure the prevalence of bullying among university students, a valid and reliable scale is needed to be developed. Therefore, developing a scale is the first step of the study and using the developed scale to measure to what extent bullying exists is the second step of the study. The figure given below shows the phases of the study step by step which will be described in detail later.

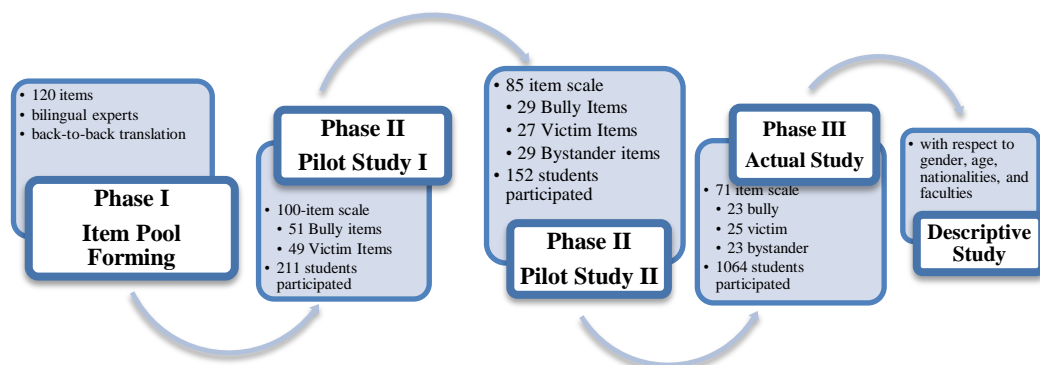


Figure 3.1: Phases of the Study

3.2 Phase 1 – Item Pool Forming

The items of the scale were prepared by the researcher. In order to prepare the items used in the scale, ‘bullying’ was defined by examining various resources in the literature (Lines, 2008; Olweus, 2005; Swearer et al., 2009; Beane, 2009; Kohut, 2007; Rigby, 2002; Macfarlane & McPherson, 2004; Haber, 2007; Atlas & Pepler,

1998; Drew, 2010; Roberts, 2006; Olweus, 2000; 2005; Orpinas & Horne, 2006; Woods & White, 2005; Hunt, Peters & Rapee, 2012; Shore, 2006). Besides 'bullying', the terms 'bully' and 'victim' were defined and the areas to be studied were defined as 'verbal', 'physical', 'emotional (relational)' and 'cyber' from the perspectives of bullies and victims. While constructing the item pool, several English and Turkish scales used in different parts of the world were examined in detail (Pişkin, 2010; Akbulut, Şahin & Erişti, 2010; Angold & Costello, 2000; Beran & Li, 2005; Briere & Runtz, 1989; Carver, Scheier & Weintraub, 1989; Çelik & Bayraktar, 2004; Çinkır & Karaman-Kepenekçi, 2003; Cooper et al., 2011; Dehue, Bollman & Vollink, 2008; Derogatis, 1975; 1994; Goodman, 2001; Hamburger, Basile & Vivola, 2011; Hicks, 2000; İkinci, 2003; Kaner, 2000; Li, 2006; Linehan & Nielsen, 1981; Menesini, Camodeca & Nocentini, 2010; Olweus, 1994; 1996; Özer, 1994; Patchin & Hinduja, 2006; Paulhus & Williams, 2002; Pişkin & Ayas, 2007; Quine, 1999; 2002; Raskauskas & Stoltz, 2007; Şahin & Şahin, 1992; Sharpe, 2011; Smith, Mahdavi, Carvalho & Tippett, 2006; Smith, Mahdavi, Carvalho, Fisher, Russell & Tippett, 2008; Solberg & Olweus, 2003; Spitzberg & Hoobler, 2002; Taki, Slee, Hymel, Pepler, Sim & Swearer, 2008; Topçu & Erdur-Baker, 2010; Twemlow, Fonagy, Sacco & Brethour, 2006; Uçanok, Karasoy, & Durmuş, 2011; Willard, 2007; Wolke & Samara, 2004). However, none of these scales were mainly developed for university level students so they had to be adapted for the students at higher education. For each area (verbal, physical, emotional/relational, and cyber) 15 items were prepared and in total 60 items were prepared for behaviors of bullies and 60 items for behaviors of victims. The items were prepared both in English and in Turkish because the target sample group for the study was from both Turkish and non-Turkish speaking countries. English and Turkish versions were prepared in

parallel. Then back to back translation method was used and English version was translated into Turkish and the Turkish version was translated into English separately. The translated versions were compared with the original versions and the problematic items were re-edited and the translation procedure was repeated again for both versions. Finally, the items in the pool were checked by six bilingual field experts and in total 20 items were excluded from the scale according to the recommendations of the experts. Hence, the final versions (Turkish and English) of the scale were obtained and they were ready for the first piloting. (see Appendix B).

3.3 Phase 2 – Pilot I

In this phase the items in the scale were tested for the first time. The population, the instrument and the implementation procedures are explained in detail in the following sections.

3.3.1 Population and Sample of Pilot Study I

All students at the English Preparatory School of the Eastern Mediterranean University (EMU) constituted the population of the first pilot study. The English Preparatory School students were chosen as the population of the first study as these students represented the structure of the population of students at EMU who were going to study in English-medium departments at the university. During 2012 – 2013 Fall Semester 889 students were studying at the preparatory school. The sample of the study was selected using random sampling method in which each member of the population had an equal chance of being selected. Therefore, a station was established in the front garden of the preparatory school which was on the pathway of the students. The sample of the study consisted of 211 students who studied at various levels in the English Preparatory School of the Eastern Mediterranean University in 2012 – 2013 Fall Semester. Their ages varied from 18 to 21 years and

above, 45.6% of them were female and 54.4% of them were male. Most of the participants (55.5%) were from Turkey, 16.6% of them were from North Cyprus and the remaining were from various parts of the world such as Jordan, Iraq, Iran, Azerbaijan, Kazakhstan, and so on.

3.3.2 Instrument of Pilot Study I

As it has been mentioned above, an in-house scale was prepared. The aim of the study and the definition of bullying were given at the beginning of the scale. The instrument consisted of two parts. In the first part of the instrument three items were written for getting demographic information (age, gender, country) about the participants. In the second part of the instrument there were 100 items, 51 of these items were labeled as “bully” items, 49 of them were labeled as “victim” items. A 100-item scale has been prepared in five-point Likert scale as (a) Never, (b) Rarely, (c) Sometimes, (d) Often, and (e) Always. As the researcher did not want to lead the participants in any direction while participants responding the scale, the items were ordered randomly with bully and victim items together but not in separate sections. Sample English items for Bully are given in Table 3.1 and sample items for Victim are given in Table 3.2.

Table 3.1: Sample Bully Items in Pilot Study I

Statement	Types of Bullying
I push other students.	Physical
I call other students bad names.	Verbal
I exclude other students from my friends’ group deliberately.	Relational (emotional)
I send anonymous e-mails to others to threaten them.	Cyber

Table 3.2: Sample Victim Items in Pilot Study I

Statement	Types of Bullying
I’m pushed by other students.	Physical
I’m called bad names.	Verbal
Some friends deliberately exclude me from their friends’ group.	Relational (emotional)
They send anonymous e-mails to threaten me.	Cyber

3.3.3 Implementation of Pilot Study I

With the final copy of the scale, in order to conduct the scale the researcher applied to the School of Foreign Languages and English Preparatory School Administration in order to get the permission. After receiving the necessary permission (see Appendix A), the researcher contacted with each participant personally and explained the aim of the study. The scale (see Appendix B) was given to the students who accepted to participate voluntarily in order to be completed. The participants were asked to mark their answers on optic answer sheets and when all the data were collected, these optic answer sheets were processed using optic reader and the data were analyzed using SPSS Statistical Package.

3.4 Phase 3 – Pilot Study II

In this phase, the new version of the instrument was prepared with bully, victim and bystander items. In this section of the study, the population, the instrument and the procedure followed during the Pilot Study II are explained.

3.4.1 Population and Sample of Pilot Study II

Students from the Faculty of Education in one of the universities in North Cyprus were chosen as the population for Pilot Study II. Students from just one faculty were chosen due to logistic reasons and time constraints. In the Spring Semester of 2012 – 2013 Academic Year there were 250 students in the Faculty of Education. In the study convenient sampling method was used as the participants of the study were accessible during the study. They were volunteers to take part in the study as Johnson & Christensen (2004) explained convenient sample is the "... people that are available or volunteer or can be easily recruited and willing to participate in the research study" (p. 214). The researcher was given the permission verbally by the Dean of the Faculty to attend the classes during the course hours of students.

Necessary explanations were provided to the students in class and their consent to take part was also taken. There were 152 students and these were the ones who were present during the study. The ages of participants varied from 18 to 21 and above. 71.1% of the participants in the Pilot Study II were female and 28.3% of them were male. Most of the participants (88.2%) were from Turkey, and 11.8% of them were from North Cyprus.

3.4.2 Instrument of Pilot Study II

The main difference of the second pilot study was the addition of “bystander” items to the study. The main reason of adding bystander items to the study was the importance of bystanders in the picture of bullying as they are always around with “bullies” and “victims” and they witness all of the incidences and the results of the suffers victims face. (Tattum, 1994). Furthermore, while responding to the scale, these bystanders do not participate with the bully and victim items since they are neither of these. At the beginning of the instrument, there was an explanation which gave the details about the study. Later, there was a short definition of “bullying”. The instrument consisted of two parts. In the first part, there were questions for getting demographic information (age, gender and country) about participants. In the second part of the instrument, there were 85 items. Twenty-nine of these items were labeled as “bully”, 27 as “victim” and 29 as “bystander”. Parallel to the Pilot Study I, each item had five choices; (a) Never, (b) Rarely, (c) Sometimes, (d) Often, and (e) Always (see Appendix C). Sample items for each category (bully, victim, bystander) are given in Tables 3.3, 3.4 and 3.5 respectively.

Table 3.3: Sample Bully Items in Pilot Study II

Statement	Types of Bullying
I push others.	Physical
I swear at others.	Verbal
I try to affect others' relationship with their friends.	Emotional (relational)
I send malicious text messages to some students via my cell phone.	Cyber

Table 3.4: Sample Victim Items in Pilot Study II

Statement	Types of Bullying
I am pushed by other students.	Physical
They swear at me.	Verbal
They try to affect my relationships with my friends.	Emotional (relational)
They send malicious text messages to me via my cell phone.	Cyber

Table 3.5: Sample Bystander Items in Pilot Study II

Statement	Types of Bullying
I witness that some students push others.	Physical
I witness that some students swear at others.	Verbal
I witness that some students try to affect others' relationship with their friends.	Emotional (relational)
I witness that some students send malicious text messages to some students via my cell phone.	Cyber

3.4.3 Implementation of Pilot Study II

After necessary permission was taken from the Dean of the Faculty of Education verbally, the instructors were contacted and they were informed about the aim of the study, the reason for the visit of the researcher and the date and the time of attending the lessons were confirmed. When the researcher attended the lessons, she was introduced to the students by the course instructors and the aim of the study was explained to the students. Students' informed consent was taken verbally and the students who volunteered to take part in the study were asked to read each item carefully and mark their answers on optic forms. When data from all classes were collected, completed optic forms were processed using an optic reader and the data

were imported to SPSS (Statistical Package) program for conducting necessary analyses.

3.5 Phase 4 – The Actual Study

This is the last phase of the study and the existing instrument was improved with bully, victim and bystander items. In this section the population, the instrument and the procedure followed during the Actual Study are explained.

3.5.1 Population and Sample of the Actual Study

The population of the actual study in the current research was all 8375 undergraduate students who were studying in various departments of EMU during 2012 – 2013 Academic Year Spring Semester. While selecting the sample of the study, proportional stratified sampling method was used as this is a “type of stratified sampling in which the sample proportions are made to be the same as the population proportions on the stratification variable” (Johnson & Christensen, 2004, p. 207). The numbers of students in each faculty were received from the Registrar’s Office at the university and then the percentages of these numbers were calculated and each faculty was visited to reach these percentages.

The ages of the participants varied from 18 to 21 and above, and more than half of the participants (59%) were 21 or above. 61.4% of the participants were male and 36.4% of them were female. More than half of the participants (53.5) were from Turkey, 27.9% of them were from Cyprus and remaining were from various parts of the world such as Azerbaijan, Iran, Nigeria, Pakistan, Palestine, and so on. Students participated in the study were from different faculties (Business & Economics, Arts & Sciences, Architecture, Education, Tourism, Engineering, Law, Communication,

Health and School of Computing and Technology) and the percentages are given in Table 3.6.

Table 3.6: Distribution of the Participants According to Their Faculties

Faculty of Business & Economics	Faculty of Arts & Sciences	Faculty of Architecture	Faculty of Education	Faculty of Tourism	Faculty of Engineering	Faculty of Law	Faculty of Communication	Faculty of Health	School of Computing & Technology
15.6%	6.2%	7.7%	16.7%	4.6%	12.8%	12.3%	5.9%	12.7%	5.4%

3.5.2 Instrument of the Actual Study

The instrument consisted of two parts (see Appendices D & E). The questionnaire in the first part was the same with the Pilot Study II where it was aimed to collect demographic information (age, gender, country and faculty) about the participants. In the second part of the instrument, there were 71 items which were decided to be used in the study. Twenty-three of these items were for the “bully” scale, 25 for the “victim” scale and 23 for the “bystander” scale. Each item had five choices; (a) Never, (b) Rarely, (c) Sometimes, (d) Often, and (e) Always. Sample items for each category (bully, victim, bystander) are given in Tables 3.7, 3.8 and 3.9 respectively.

Table 3.7: Sample Bully Items in the Actual Study

Statement	Types of Bullying
I yell at my friends.	Verbal
I try to affect some students' relationship with their friends.	Emotional (relational)
I send anonymous e-mails to others to threaten them.	Cyber

Table 3.8 Sample Victim Items in the Actual Study

Statement	Types of Bullying
Some students yell at me.	Verbal
Some students try to affect my relationship with my friends.	Emotional (relational)
Some students send anonymous e-mails to threaten me.	Cyber

Table 3.9 Sample Bystander Items in the Actual Study

Statement	Types of Bullying
I witness that some students yell at others.	Verbal
I witness some students try to affect the others' relationship with their friends.	Emotional (relational)
I witness that some students send anonymous e-mails to others to threaten them.	Cyber

3.5.3 Implementation of the Actual Study

After the necessary permission was orally taken, during different convenient times of the day, the researcher set up stations in front of different faculties and within some squares. The aim of the study was explained to the students and they were asked whether they would participate. The ones who accepted to take part in the study were asked to read the items carefully and mark their answers on optic forms provided by the researcher. When all the data were collected, these optic forms were processed using an optic reader and the data were analyzed using SPSS Statistical Package Program.

3.6 Data Analysis Procedures

Throughout the study different statistical methods were used. These methods are explained in detail in this part of the study.

3.6.1 Developing the Scale

The aim of this stage was to design and develop a bullying scale for university students. While developing the scale exploratory and confirmatory factor analyses

were used. As stated by Green & Salkind (2005) “... factor analysis can be viewed as a data-reduction technique since it reduces a large number of overlapping measured variables to a much smaller set of factors” (p. 312). In the first two stages of the study, only the exploratory factor analysis was used to eliminate the items that were not loaded under any factors of the scale. After exploratory factor analysis was used and the items which were not loaded under any factors were eliminated, confirmatory factor analysis was conducted in order to confirm the items chosen for the scale. For the exploratory factor analysis, SPSS statistical programme was used and AMOS was used for the confirmatory factor analysis.

3.6.2 Analyses of the Research Questions

While dealing with the research questions of the study, several analysis methods were used as there were different types of dependent and independent variables in the study. Throughout the study the data were tested whether it matched the assumption of variance which was equally distributed.

While testing the research questions with respect to gender, the independent samples *t*-test was conducted as “The independent-samples *t*-test evaluates the difference between the means of two independent groups” (Green & Salkind, 2005, p. 167).

For the research questions related with age, nationalities and faculties of the participants, parametric and non-parametric tests were conducted. The one-way ANOVA and Bonferroni test as a follow up test were used for parametric data. Kruskal Wallis and Mann *Whitney U* tests were used for non-parametric data.

- The one-way ANOVA analysis method was used to evaluate “whether the group means on the dependent variable differ significantly from each other” (Green & Salkind, 2005, p. 176).
- Bonferroni post-hoc test was used to determine which means are significantly different (Johnson & Christensen, 2004, p. 488).
- When it was decided that the variances were not equally distributed, a non-parametric method of analysis, Kruskal Wallis, was used to “test the difference between the ranks of more than two interdependent sample” (Best & Kahn, 2006, p. 443).
- Non-parametric analysis method, Mann *Whitney U* test, “is designed to test the significance of the difference between two populations” (Best & Kahn, 2006, p. 438).

Chapter 4

FINDINGS

This chapter presents the results of the analysis for the scale development and also introduces the results of the questions given in Chapter 1.

4.1 Scale Development

This section of the chapter devotes to the results of the analysis conducted for scale development.

4.1.1 Factor Analysis of the Instrument in Pilot Study I

In order to “reduce a large number of overlapping measured variables to a much smaller set of factors” (Green & Salkind, 2005, p. 312) factor analysis was implemented as a data-reduction technique for the ‘bully’ and ‘victim’ items separately. At this point of the study, the main aims were reducing the number of variables in the study, examining the relationship between variables and evaluating the construct validity of the instrument. Also, all these were considered as some of the objectives of exploratory factor analysis by Williams, Onsman and Brown (2010), thus, exploratory factor analysis (EFA) was conducted.

4.1.1.1 Factor Analysis of Bully Items in Pilot Study I

As a starting point, the factorability of the bully items was examined. In order to find out if the “distribution of values is adequate for conducting factor analysis” (George & Mallery, 2001, p. 242), Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and also Barlett’s Test of Sphericity were conducted to check the “multivariate normality of set distributions” (George & Mallery, 2001, p. 242). For

the bully items of the questionnaire the KMO index was .88, which is greater than the cut-off value of .70. Furthermore, Bartlett’s test of sphericity was conducted and the results are given in Table 4.1. The test revealed a significant result, $\chi^2 (1275) = 8224.63$, $p = .000 < .01$, which showed that the correlation matrix of measured variables was significantly different from an identity matrix; in other words, items were sufficiently correlated to load on the components of the scale.

Table 4.1: KMO and Bartlett's Test for Bully Items in Pilot Study I

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.874
Bartlett's Test of Sphericity	Approx. Chi-Square	8224.62
	Df	8
	Sig.	1275
		.000

In order to identify the scores for each factor of the bully items, principal component analysis which “is the default method of factor extraction used in SPSS” (George & Mallery, 2001, p. 242) was used. As the aim was to classify the items under the four specified factors, at the beginning of the analysis four factors were selected as the fixed number of factors to be extracted. Varimax rotation method was used for the factors.

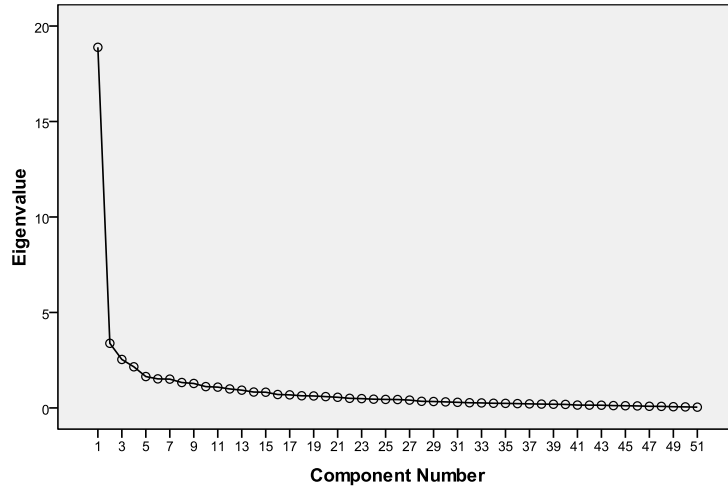


Figure 4.1: Scree Plot of Bully Items in Pilot Study I

At the beginning of the factor analysis, six items were eliminated, as the loading was not .45 or more on any factor, also other six items were eliminated as they were loaded on more than one factor. Later, when the items under each factor were examined, it was observed that, although the scale was assumed as a four-factor scale, the items loaded on each factor appeared to be labeled as three factors, so it was decided to conduct factor analysis after eliminating the items for physical bullying (15 items). When three factors were selected as fixed numbers to be extracted, eight items below .50 were eliminated from the scale and other eight items were eliminated as they were loaded on more than one factor.

In the final version of the bully items in the scale, three factors were labeled as verbal with 9 items, emotional (relational) with 5 items and cyber with 5 items and the loadings of the items are given in Table 4.2.

Table 4.2: Factor Loadings of Bully Items in Pilot Study I

Statements	Verb.	Emo.	Cyb.
I swear at others.	.784		
I ridicule someone in front of their friends or classmates.	.736		
I start arguments or conflicts among friends.	.725		
I yell at my friends.	.695		
I call other students bad names.	.693		
I say things about other students to make other laugh.	.684		
I tease students to make them angry.	.640		
I make fun of my friend by repeating something that s/he says because I think it is stupid.	.607		
I tell other students that I will hurt them.	.557		
I don't treat people well because of their race.		.770	
I don't treat people well because of their colour.		.741	
I don't treat people well because of their beliefs.		.712	
I stare at a person I don't like.		.659	
I don't treat people well because of their sexual preferences.		.648	
I sign someone else up for something online without getting their permission.			.817
I post my friends' pictures to upset them on my page.			.732
I share other students' personal information on my social websites without getting their permission.			.703
I send malicious text messages to some students via my cell phone.			.667
I send anonymous e-mails to other to threaten them.			.646

Note. n method = principal components analysis; rotation method = varimax with Kaiser normalization. Rotation converged in 5 iterations.

Then the internal consistency of each factor was examined using Cronbach's Alpha (α) value. The Alpha value was .88 for verbal, .83 for emotional (relational), and .80 for cyber.

4.1.1.2 Factor Analysis of Victim Items in Pilot Study I

Initially the factorability of the victim items was examined. Table 4.3 indicates that the KMO was .88, which is greater than the cut-off value of .70. Furthermore, Bartlett's test of sphericity revealed a significant result, $\chi^2(1176) = 7377.85, p = .000 < .01$, which showed that the correlation matrix of measured variables was significantly different from an identity matrix; in other words, items were sufficiently correlated to load on the components of the scale.

Table 4.3: KMO and Bartlett's Test for Victim Items in Pilot Study I

Kaiser-Meyer-Olkin Adequacy.	Measure of Sampling	.880
Bartlett's Test of Sphericity	Approx. Chi-Square	7377.846
	df	1176
	Sig.	.000

Principal component analysis was used in order to identify the scores for each factor of the victim items. As the aim was to place the items under the four specified factors, at the beginning of the analysis, four factors were selected as the fixed number of factors to be extracted with varimax rotation method.

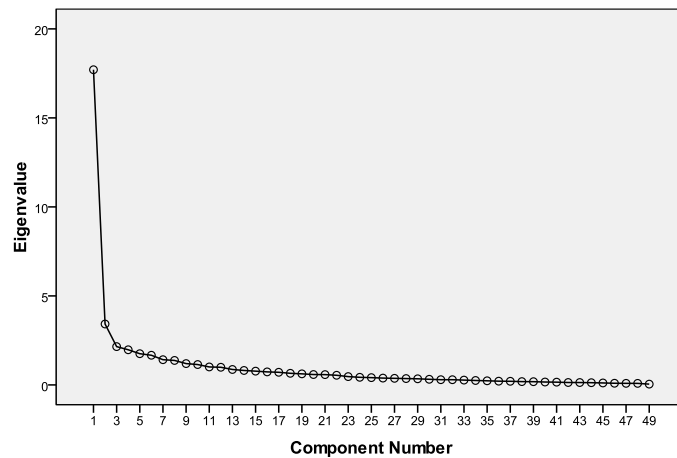


Figure 4.2: Scree Plot of Victim Items in Pilot Study I

At the beginning of the factor analysis, six items were eliminated as they did not load .45 or more on any factor, 11 items were also eliminated as they were loaded on more than one factor. Later, the items under each factor were examined and labeled. It was observed that nine items were placed under the factors where they did not belong so they were also eliminated.

In the final version of the scale, there were 22 items under four factors and the factors were labeled as emotional (relational) with 9 items, cyber with 4 items, verbal with 6 items and physical with 3 items and the items with their loadings are given in Table 4.4.

Table 4.4: Factor Loadings of Victim Items in Pilot Study I

Statements	Emo.	Cyb.	Verb.	Phy.
Some students try to affect my relationship with my friends.	.796			
I am told I will be hurt by other students.	.700			
I am prevented from becoming friends with other due to being disliked.	.697			
Other students encourage me to fight.	.562			
Other students tell lies and stories about me to make me look bad.	.705			
Some students annoy me by staring at me.	.573			
They get other students to start rumors about me.	.661			
They tease me to me angry.	.599			
Other students spread rumors about me.	.548			
Without my permission they post some pictures on their page to upset me.		.804		
They make me a member of some web-sites without getting my permission.		.779		
They use my password without getting my permission.		.755		
Other students share my personal information on social websites without getting my permission.		.608		
My friends make fun of me by repeating something that I say because they thing it is dumb.			.735	
I am ridiculed in front of my friends.			.646	
Some students yell at me.			.727	
I am called bad names.			.544	
Some students swear at me.			.682	
They ridicule me by saying things.			.489	
I am pushed by other students.				.689
I am threatened to be physically hurt or harm.				.737
Other students crash into me on purpose as they walk by.				.649

Note. Extraction method = principal components analysis; rotation method = varimax with Kaiser normalization. Rotation converged in 7 iterations.

After the items for each category were identified, Cronbach's Alpha (α) value of each factor was calculated for examining the internal consistency and the alphas were found as .88 for emotional (relational) factor, .80 for cyber factor, .80 for verbal factor, and .82 for physical factor. Cohen, Manion and Morrison (2008) suggested

that when the Cronbach's Alpha (α) value of the set of items is .90 and above it is accepted as very highly reliable, between 0.80 and 0.89 it is accepted as highly reliable, between 0.70 and 0.79 it means reliable, between 0.60 and 0.69 it means marginally/minimally reliable, and if it is 0.60 and below, it is accepted as unacceptably low reliability.

As a result of the exploratory analysis, 19 bully items and 22 victim items were found to be strong enough to be used in the second pilot study. Besides the obtained 41 items, 15 more (8 bully and 7 victim) items were reworded and added to the second instrument as only one version (either bully or victim) of these items were loaded under bully or victim factors. Also, it was suggested by the experts of the field to include bystander items to the scale. Therefore, 29 'bystander' items were included into the new version of the study.

4.1.2 Factor Analysis of the Instrument in Pilot Study II

The items for bully, victim and bystander were analyzed separately to find out under which factors these items were loaded. At the end of these analyses, the items for next study are determined.

4.1.2.1 Factor Analysis of Bully Items in Pilot Study II

The factorability of bully items in the study was examined and the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) and Barlett's Test of Sphericity were calculated and are given in Table 4.5. For the bully items the KMO was measured as .83 which was greater than the cut-off value of .70 and the Barlett's Test of Sphericity revealed a significant result, $\chi^2(378) = 8081.89, p = .000 < .01$ which showed that the bully items of the study were adequately correlated to load on the components of the scale.

Table 4.5: KMO and Bartlett's Test for Bully Items in Pilot Study II

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.829
Bartlett's Test of Sphericity	Approx. Chi-Square	df	2133.238
		Sig.	.000

Principal components analysis (PCA) was conducted in order to classify the items under specified factors, therefore, at the beginning of the analysis it was planned to have four factors but the scree plot (see Figure 4.3) indicated that three-factor structure is more suitable for the study as scree is another aid for finding out fitting number of principal components.

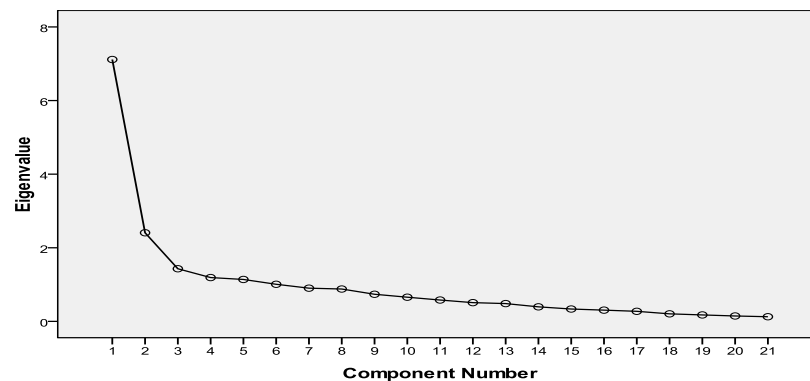


Figure 4.3: Scree Plot of Bully Items in Pilot Study II

Therefore, three factors were selected as the fixed number of factors to be extracted. For these factors, varimax rotation method was used to obtain the items loaded under each factor. At the beginning of the study, seven items were removed from the study as four of these items were not loaded under any factors and three of them were loaded on more than one factor. Later, the items under each factor were examined in detail and four items in total were found to be placed under a factor which they did not belong to. Therefore, these items were also eliminated from the study. In the final

version of the bully items, 7 items were loaded under cyber bullying, 7 items were loaded under verbal bullying and 3 items were loaded under emotional (relational) bullying. The loadings of each item are given in Table 4.6.

Table 4.6: Factor Loadings of Bully Items in Pilot Study II

Statements	Cyb.	Verb.	Emo.
I share other students' personal information on my social websites without getting their permission.	.853		
I post my friends' pictures to upset them on my page.	.842		
I send malicious text messages to some students via my cell phone.	.814		
I sign someone else up for something online without getting their permission.	.732		
I send anonymous e-mails to others to threaten them.	.720		
I use someone else's password without their permission.	.572		
I don't treat people well because of their race.	.475		
I make fun of my friend by repeating something that he s/he says because I think it is stupid.		.748	
I ridicule someone in front of their friends or classmates.		.745	
I ridicule some students by saying things.		.725	
I swear at others.		.722	
I encourage other students to fight.		.675	
I say things about other students to make others laugh.		.528	
I call other students bad names.		.522	
I tell lies and stories about other students to make them look bad.			.844
I try to affect others' relationship with their friends.			.745
I start arguments or conflicts among friends.			.508
Extraction Method: Principal Component Analysis.			
Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 4 iterations.			

When the items under each factor were identified, the Cronbach's Alpha (α) value for each factor was calculated. For cyber items the Cronbach's Alpha (α) value was .85, for verbal items it was .81 and for emotional (relational) items it was .51.

4.1.2.2 Factor Analysis of Victim Items in Pilot Study II

In order to find out whether the items which were labeled as victim and were found suitable for factor analysis, the KMO and Barlett's test of sphericity were calculated

and the results are given in Table 4.7. When the results were examined, the KMO was obtained as .88 which was greater than the cut off value and a significant result was obtained for Barlett's Test of Sphericity, $\chi^2 (378) = 1851.23, p = .000 < .01$

Table 4.7: KMO and Bartlett's Test for Victim Items in Pilot Study II

Kaiser-Meyer-Olkin Adequacy.	Measure of Sampling	.830
Bartlett's Test of Sphericity	Approx. Chi-Square df Sig.	1851.225 378 .000

For categorizing the victim items under particular factors, Principal Components Analysis (PCA) was conducted. Although it was hypothesized to have four-factor structure for the scale, the scree plot (see Figure 4.4) showed that the victim items were loaded under three factors.

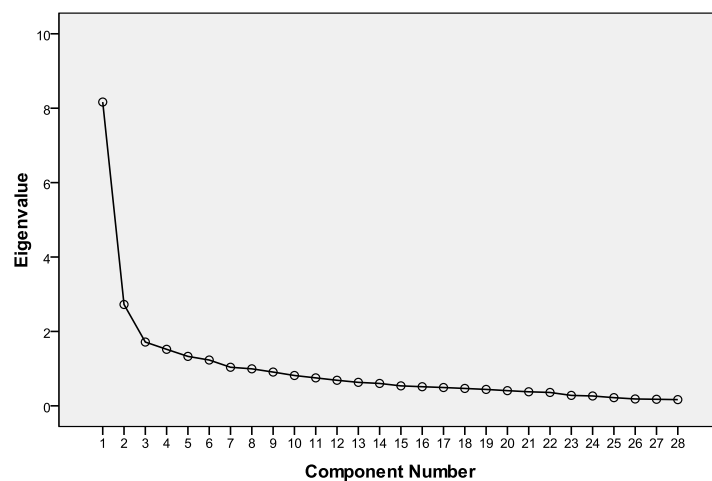


Figure 4.4: Scree Plot of Vicim Items in Pilot Study II

In the light of information got from the scree plot, it was decided to have three fixed number of factors (verbal, cyber and emotional/relational) to be extracted. Varimax rotation method was used in the current study. As a result, the victim items were

loaded under each factor. When the coefficient value was found as .47 it was seen that four items were not loaded under any of the factors so these items were eliminated from the study. Later, the items under each factor were examined and as a result 10 items were removed from the study. The items loaded under verbal, cyber and emotional (relational) are given in Table 4.8. The items left for victim status were 7 items for verbal bullying, 4 items for cyber bullying and 3 items for emotional (relational) bullying.

Table 4.8: Factor Loadings of Victim Items in Pilot Study II

Statements	Verb.	Cyb.	Emo.
They say things about me to make others laugh.	.753		
They tease me to make me angry.	.752		
Some students yell at me.	.712		
Other students spread rumors about me.	.678		
They ridicule me by saying things about me.	.661		
My friends make fun of me by repeating something that I say because they think it is dumb.	.633		
Other students tell lies and stories about me to make me look bad.	.528		
Other students share my personal information on social websites without getting my permission.		.809	
Without my permission they post some pictures on their page to upset me.		.808	
They make me a member of some web-sites without getting my permission.		.736	
They use my password without getting my permission.		.569	
I am not treated well because of my race.			.798
I am not treated well because of my colour.			.724
I am not treated well because of my beliefs.			.711

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

After victim items under each factor were discovered, the Cronbach's Alpha (α) value for each factor was calculated. For verbal items the Cronbach's Alpha (α) value was .81, for cyber items it was .76 and for emotional (relational) items it was .64.

4.1.2.3 Factor Analysis of Bystander Items in Pilot Study II

The factorability of bystander items was examined by checking the KMO and Barlett's test of sphericity values and the results are given in Table 4.9. The KMO value for bystander items was .91 which was greater than the cut off value and Barlett's Test of Sphericity value was, $\chi^2(406) = 2342.53, p = .000 < .01$ which was significant.

Table 4.9: KMO and Bartlett's Test for Bystander Items in Pilot Study II

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.914
Bartlett's Test of Sphericity	Approx. Chi-Square		2342.532
	Df		406
	Sig.		.000

Like it was done for bully and victim items, principal components analysis was conducted for the bystander items too. For bystander items, it was also assumed that the items would be loaded under four factors but when the scree plot (see Figure 4.5) was examined, it was seen that bystander items were also loaded under three factors.

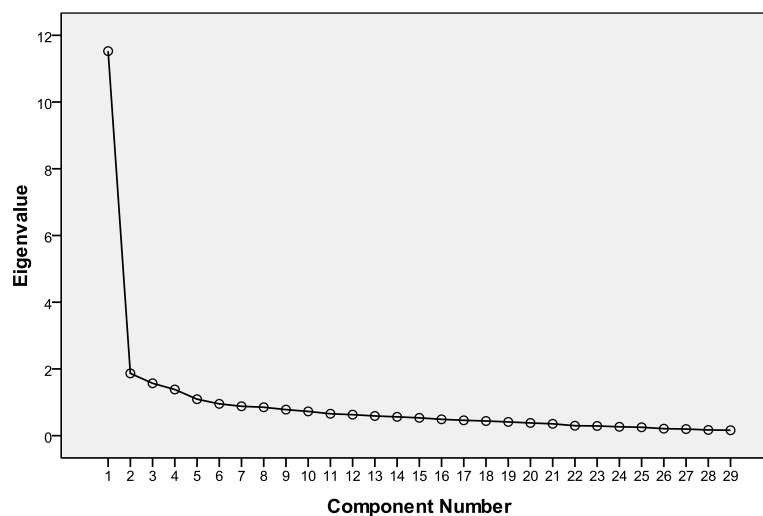


Figure 4.5: Scree Plot of Bystander Items in Pilot Study II

Throughout the study, three fixed number of factors were used. Varimax rotation method was used as the rotation method for the study. As a result, the bystander items were loaded under each factor. During the study, the coefficient value was found as .47 and at the beginning of the study one of the items was loaded under more than one factor so this item was eliminated from the scale. Later, it was observed that two items were not loaded under any of the factors so these items were also removed from the analysis. As a further step, the items under each factor were studied in detail and it was found that six of these items were placed under wrong headings so they were eliminated from the analysis too. The items loaded under emotional (relational), cyber and verbal are given in Table 4.10. The items left for bystanders were 10 items for emotional (relational) bullying, 6 items for cyber bullying and 3 items for verbal bullying.

Table 4.10: Factor Loadings of Bystander Items in Pilot Study II

Statements	Emo.	Cyb.	Verb.
I witness that some students tease others to make them angry.	.782		
I witness that some students annoy others by staring at them.	.773		
I witness that some students spread rumors about others.	.771		
I witness that some students prevent other students from being friends with people they don't like.	.684		
I witness that some students say things about other students to make others laugh.	.645		
I witness that some students are called bad names.	.619		
I witness that some students encourage others to fight.	.616		
I witness that some students ridicule others by saying things about them.	.602		
I witness that some students tell lies and stories about others students to make them look bad.	.579		
I witness that some students exclude others from their friend's group.	.522		
I witness that some students share others personal information on their social websites without getting their permission.		.791	
I witness some students' internet passwords are used without getting their permission.		.786	
I witness some pictures are posted on web pages to upset others.		.762	

I witness some students sign others up for something online without getting their permission.	.712
I witness that some students send anonymous e-mails to others to threaten them.	.711
I witness that some students send malicious text messages to others via their cell phones.	.666
I witness that some students are told to be hurt.	.832
I witness that some students yell at others.	.678
I witness that some students swear at others.	.648

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 6 iterations.

When bystander items under each factor were identified, the Cronbach's Alpha (α) value for each factor was calculated. The Cronbach's Alpha (α) value for emotional (relational) items was .89, for cyber items it was .85 and for verbal items it was .65.

As a result of the exploratory analysis, 17 bully, 14 victim and 19 bystander items were found to be strong enough to be used in the last study. Besides the obtained 50 items, 21 more (6 bully, 11 victim and 4 bystander) items were reworded and added to the third instrument as only one version (either bully, victim or bystander) of these items were loaded under bully, victim or bystander factors. Therefore, there were 71 items in total.

4.1.3 Exploratory Factor Analysis of the Actual Study

At this stage of the study, the items for bully, victim, and bystander were analyzed to find out the items for each group which would be used in the study to analyze the data.

4.1.3.1 Factor Analysis of Bully Items in the Actual Study

The factorability of 'bully' items was examined by checking the KMO and Barlett's test of sphericity values and the results are given in Table 4.11. The KMO value for

bully items was .96 which was greater than the cut off value and Barlett's Test of Sphericity value was, $\chi^2 (253) = 9004.37, p = .000 < .01$ which was significant.

Table 4.11: KMO and Bartlett's Test for Bully Items in the Actual Study

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.960
Bartlett's Test of Sphericity	Approx. Chi-Square	9004.371
	df	253
	Sig.	.000

Throughout the study, three fixed numbers of factors and Varimax rotation method were used. As a result, the bully items were loaded under these factors. During the study, the coefficient value was determined as .43 and at the beginning of the study none of the items were loaded under more than one factor so as a further step the items under each factor were studied in detail and it was found that six of these items were placed under wrong headings so they were eliminated from the analysis. The items loaded under cyber, verbal and emotional (relational) are given in Table 4.12. The items left for bully were 6 items for cyber bullying, 6 items for verbal bullying and 4 items for emotional (relational) bullying.

Table 4.12: Factor Loadings of Bully Items in the Actual Study

Statements	Cyb.	Verb.	Emo.
I make other students a member of some web-sites without getting their permission.	.784		
I post some pictures on my page to upset other students.	.763		
I sign some students up for something online without getting their permission.	.748		
I use some students' internet password without getting their permission.	.730		
I send anonymous e-mails to others to threaten them.	.684		
I send malicious text messages to some students via my cell phone.	.581		
I make fun of my friend by repeating something that he s/he says because I think it is stupid.		.728	
I swear at others.		.674	
I yell at my friends.		.636	
I start arguments or conflicts among friends.		.538	

I ridicule others by saying things about them.	.524	
I tease students to make them angry.	.444	
I prevent other students from being friends with people I don't like.		.750
I try to affect some students' relationship with their friends.		.687
I don't treat other students well because of their sexual preferences.		.679
I tell lies and stories about other students to make them look bad.		.542

When bully items under each factor were identified, the Cronbach's Alpha (α) value for each factor was calculated and for cyber items it was .87, for verbal items it was .75 and for emotional (relational) items it was .71.

4.1.3.2 Factor Analysis of Victim Items in the Actual Study

The factorability of "victim" items was examined by checking the KMO and Bartlett's test of sphericity values and the results are given in Table 4.13. The KMO value for victim items was .95 which was greater than the cut off value and Bartlett's Test of Sphericity value was, $\chi^2(300) = 9075.51, p = .000 < .01$ which was significant.

Table 4.13: KMO and Bartlett's Test for Victim Items in the Actual Study

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.949
Bartlett's Test of Sphericity	Approx. Chi-Square	9075.506
	df	300
	Sig.	.000

Throughout the study three fixed number of factors were used. Varimax rotation method was used as the rotation method for the study. As a result the victim items were loaded under each factor. During the study the coefficient value was specified as .41. When the items under each factor were studied in detail, it was found that four of these items were placed under wrong headings so they were eliminated from the

analysis. The items loaded under cyber, verbal and emotional (relational) are given in Table 4.14. The items left for victims were 7 items for cyber bullying, 7 items for verbal bullying and 6 items for emotional (relational) bullying.

Table 4.14: Factor Loadings of Victim Items in the Actual Study

Statements	Cyb.	Verb.	Emo.
They use my internet password without getting my permission.	.711		
Without my permission they post some pictures on their page to upset me.	.706		
Some students sign me up for something online without getting my permission.	.701		
They make me a member of some web-sites without getting my permission.	.684		
Other students share my personal information on social websites without getting my permission.	.682		
Some students send anonymous e-mails to threaten me.	.665		
Some students send me malicious text messages via my cell phone.	.592		
I am ridiculed in front of my friends.		.698	
Some students swear at me.		.664	
My friends make fun of me by repeating something that I say because they think it is dumb.		.632	
I am called bad names.		.630	
Some students yell at me.		.545	
They tease me to make me angry.		.515	
They ridicule me by saying things about me.		.512	
Some students spread rumors about me.			.789
Other students spread rumors about me.			.774
Other students tell lies and stories about me to make me look bad.			.657
Some students annoy me by staring at me.			.577
Some students try to affect my relationship with my friends.			.520
I am prevented from becoming friends with others due to being disliked.			.424

When victim items under each factor were identified, the Cronbach's Alpha (α) value for each factor was calculated and for cyber items it was .86, for verbal items it was .81 and for emotional (relational) items it was .78.

4.1.3.3 Factor Analysis of Bystander Items in the Actual Study

The factorability of “bystander” items was examined by checking the KMO and Barlett’s test of sphericity values and the results are given in Table 4.15. The KMO value for bystander items was .94 which was greater than the cut off value and Barlett’s Test of Sphericity value was, $\chi^2 (253) = 8243.51, p = .000 < .01$ which was significant.

Table 4.15: KMO and Bartlett's Test for Bystander Items in the Actual Study

Kaiser-Meyer-Olkin Adequacy.	Measure of Sampling	.944
Bartlett's Sphericity	Test of Approx. Chi-Square	8243.402
	df	253
	Sig.	.000

Throughout the study three fixed number of factors were used. Varimax rotation method was used as the rotation method for the study. As a result, the bystander items were loaded under each factor. During the study the coefficient value was designated as .49. As all the items were loaded under different factors separately, the items under each factor were studied in detail and it was found that four of these items were placed under wrong headings so they were eliminated from the analysis. The items loaded under cyber, verbal and emotional (relational) are given in Table 4.16. The items remained for bystanders were 7 items for cyber bullying, 5 items for verbal bullying and 7 items for emotional (relational) bullying.

Table 4.16: Factor Loadings of Bystander Items in the Actual Study

Statements	Cyb.	Verb.	Emo.
I witness that they make some students a member of some web-sites without getting their permission.	.757		
I witness some students' internet passwords are used without getting their permission.	.731		
I witness that some students share others personal information on their social websites without getting their permission.	.711		
I witness that some students send anonymous e-mails to others to threaten them.	.701		
I witness some students sign others up for something online without getting their permission.	.680		
I witness some pictures are posted on web pages to upset others.	.650		
I witness that some students send malicious text messages to others via their cell phones.	.563		
I witness some students ridicule others in front of their friends or classmates.		.711	
I witness that some students yell at others.		.692	
I witness that some students are called bad names.		.692	
I witness that some students swear at others.		.672	
I witness some students make fun of others by repeating something that they say because they think it is dumb.		.667	
I witness that some students are not treated well because of their race.			.723
I witness that some students are not treated well because of their skin colour.			.636
I witness that some students prevent other students from being friends with people they don't like.			.586
I witness that some students are not treated well because of their sexual preferences.			.573
I witness that some students tell lies and stories about others students to make them look bad.			.515
I witness that some students spread rumors about others.			.511
I witness that some students tease others to make them angry.			.494

When bystander items under each factor were identified, the Cronbach's Alpha (α) values were calculated and for cyber items it was .85, for verbal items it was .78 and for emotional (relational) items it was .79.

4.1.4 Confirmatory Factor Analysis of the Actual Study

After the Exploratory Factor Analysis was completed, Confirmatory Factor Analysis was conducted to the items in each category (bully, victim and bystander) using AMOS. Confirmatory Factor Analysis is a statistical technique used to validate the

factor structure of set observed variables (Arbuckle, 2007). AMOS is a program used throughout the analysis that is designed primarily for structural equation modeling, path analysis, and covariance structure modeling (Arbuckle, 2007).

While assessing the fit of each component of the measure, several indices of fit, Comparative Fit Index (CFI), the Goodness-of Fit Index (GFI), Root Mean Square Residual (RMSEA) and PCLOSE were done. In the study for the Goodness-of Fit Index (GFI), the values range between 0 and 1.0, and 0 indicates a poor fit and .90 indicates an excellent fit. For good fit the Comparative Fit Index (CFI) should be .90 or even preferably .95 or above. Root Mean Square Residual (RMSEA) to be a good fit it is suggested to be 0.05 and lower or even 0.06 or lower. PCLOSE, which is a significance test for a close fit, shows whether the null hypothesis that the RMSEA is significant at the level less than .05. In order for a good fit P needs to be larger than .05

4.1.4.1 Confirmatory Factor Analysis of Bully Items in the Actual Study

For the bully items of the measure, the confirmatory factor analysis was conducted and AMOS program was used to check whether the modification indices fit the model designed by the researcher. The results are given in the following table (Table 4.17). For the bully items, GFI was found .954, CFI was found .951, RMSEA was found .053 and PCLOSE was .193. All of the modification indices show the model to be a good fit.

Table 4.17: Final Model Fit Summary for Bully Items

Model	RMR	GFI	AGFI	PGFI
Default model	.039	.954	.938	.708
Saturated model	.000	1.000		
Independence model	.338	.330	.241	.291

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.936	.923	.951	.942	.951
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.053	.047	.058	.193
Independence model	.219	.214	.223	.000

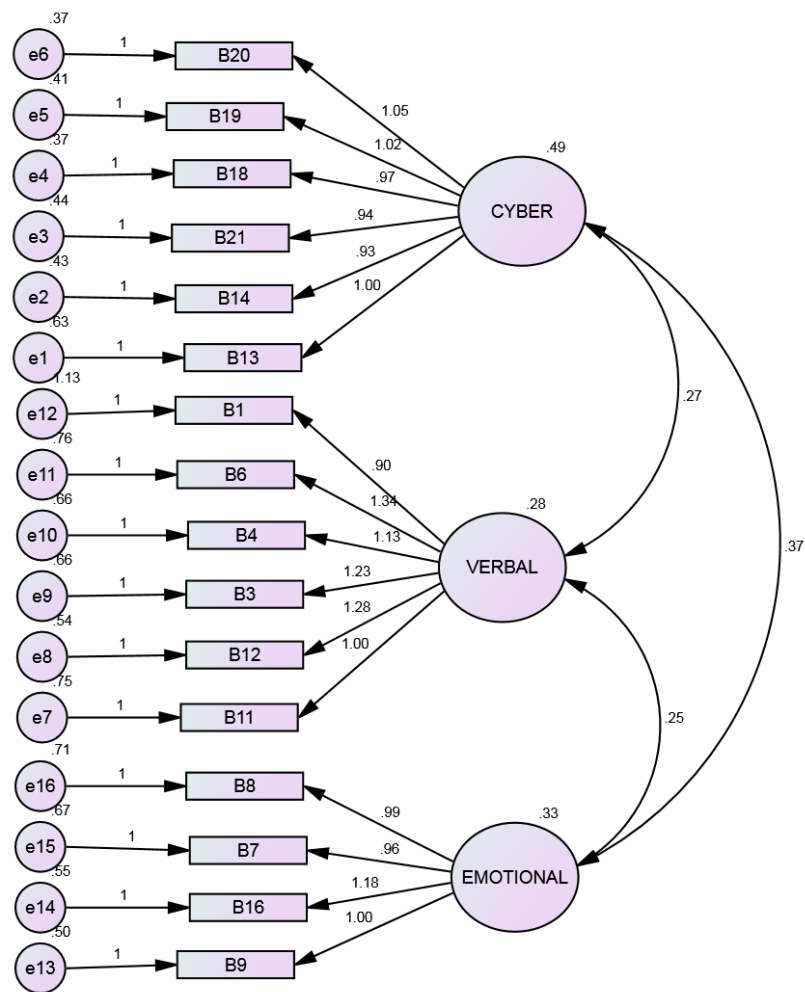


Figure 4.6: Model Analysis for Bully Items

4.1.4.2 Confirmatory Factor Analysis of Victim Items in the Actual Study

For the victim items of the measure, the confirmatory factor analysis was conducted and AMOS program was used to check whether the modification indices fit the model designed by the researcher. The results are given in the following table (Table 4.18). For the victim items, GFI was found .935, CFI was found .928, RMSEA was found .054 and PCLOSE was .068. All of the modification indices show the model to be a good fit.

Table 4.18: Final Model Fit Summary for Victim Items

Model	RMR	GFI	AGFI	PGFI
Default model	.048	.935	.918	.744
Saturated model	.000	1.000		
Independence model	.305	.330	.260	.299

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	.907	.894	.928	.918	.928
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.054	.050	.058	.068
Independence model	.188	.184	.191	.000

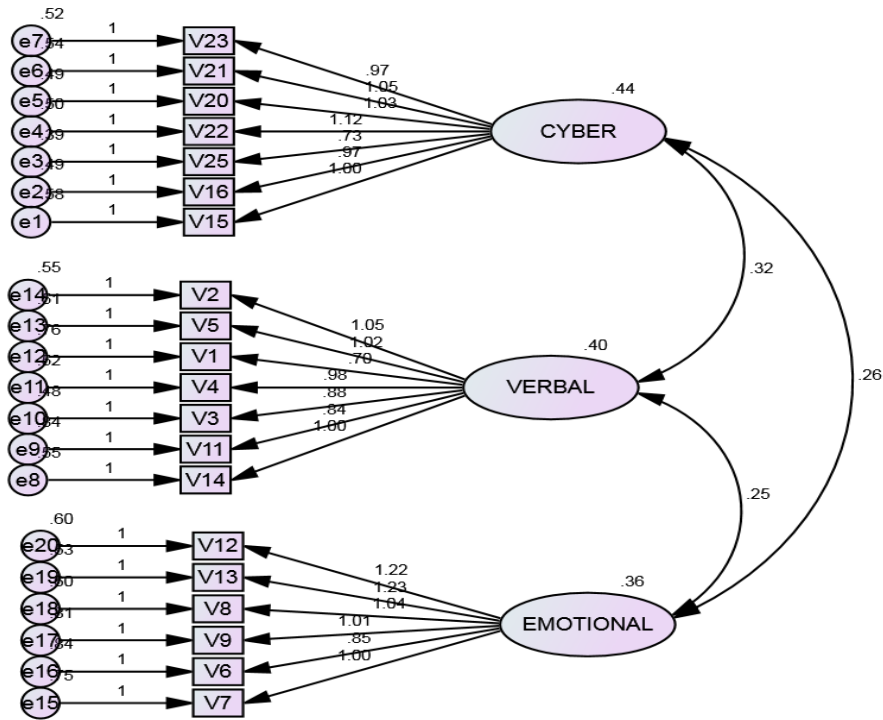


Figure 4.7: Model Analysis for Victim Items

4.1.4.3 Confirmatory Factor Analysis of Bystander Items in the Actual Study

For the bystander items of the measure, the confirmatory factor analysis was conducted and AMOS program was used to check whether the modification indices fit the model designed by the researcher. The results are given in the following table (Table 4.19). For the bystander items, GFI was found .918, CFI was found .889, RMSEA was found .066 and PCLOSE was .000. All of the modification indices show the model to be a good fit.

Table 4.19: Final Model Fit Summary for Bystander Items

Model	RMR	GFI	AGFI	PGFI
Default model	.061	.918	.895	.720
Saturated model	.000	1.000		
Independence model	.318	.388	.320	.349

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	.868	.849	.889	.872	.889
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.066	.062	.070	.000
Independence model	.185	.181	.188	.000

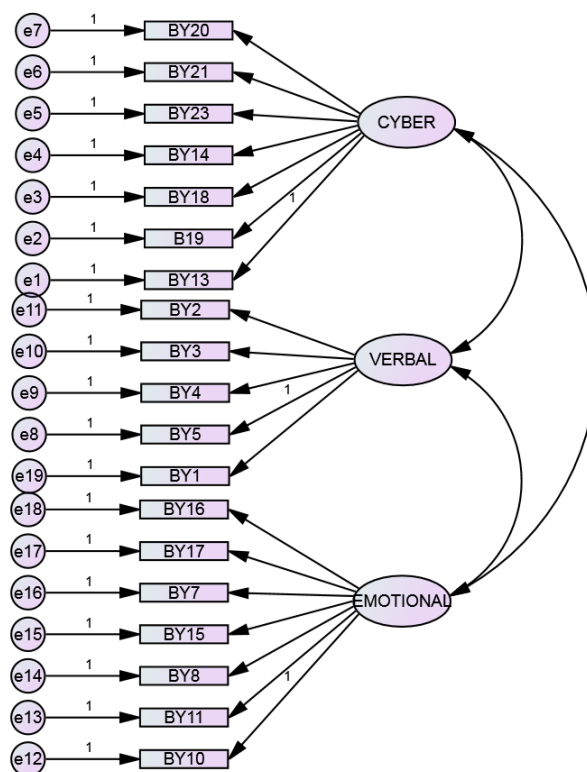


Figure 4.8: Model Analysis for Bystander Items

4.2 Reliability Analyses of the Instrument

In this section reliability analyses for bully, victim, and bystander items in the instrument were conducted in order to find out the Cronbach's Alpha (α) values for the instrument. While checking the Cronbach's Alpha (α) values of each factor, subscales (cyber, verbal, and emotional/relational) were taken into consideration.

After the reliability analysis was completed, the items remained in the scale for each type of bullying is shown in Table 4.20. The distribution of item numbers was made according to a logical sequence whereas in order to avoid cheating and misleading responses, the following sequence has been changed to an unpredictable way or order.

Table 4.20: Item Numbers in the Scale for Each Type of Bullying

	Cyber	Verbal	Emotional (Relational)
Bully items	39, 42, 54, 58, 61, 64	1, 7, 8, 15, 31, 37	18, 21, 24, 48
Victim items	40, 43, 55, 57, 60, 63, 69	2, 5, 9, 11, 14, 30, 36	17, 20, 23, 26, 33, 34
Bystander items	41, 44, 56, 59, 62, 65, 71	3, 6, 10, 13, 16	22, 25, 32, 35, 47, 50, 53

4.2.1 Reliability Analyses of Bully Items in the Instrument

In order to assess the Cronbach's Alpha (α) values of the variables in the current study, reliability analysis was conducted. In Table 4.21 it can be seen that the Cronbach's Alpha (α) value is .90 for 16-item bullying scale. This value indicated that the instrument had an excellent reliability as stated by George and Mallery (2001) “ $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable” (p. 231). For the sub-scales of the bullying instrument the alpha (α) values were all in an acceptable range as it was .87 for cyber items, .75 for verbal items and .71 for emotional (relational) items.

Table 4.21: Reliability Statistics for Bully Items

All Items		Cyber Items		Verbal Items		Emotional (Relational) Items	
α	N	α	N	A	N	α	N
.90	16	.87	6	.75	6	.71	4

α : Cronbach's Alpha value

N: No. of items

4.2.2 Reliability Analyses of Victim Items in the Instrument

The Cronbach's Alpha reliability of the twenty-item victim scale was .90 which indicated that the scale had good reliability as an alpha of .70 or above is considered satisfactory. For the sub-scales of the instrument, the alpha values were all in an acceptable range as it was .86 for cyber items, .80 for verbal items and .78 for emotional (relational) items as shown in Table 4.22.

Table 4.22: Reliability Statistics for Victim Items

All items		Cyber Items		Verbal Items		Emotional (Relational) Items	
A	N	α	N	α	N	α	N
.90	20	.86	7	.80	7	.78	6

α : Cronbach's Alpha value

N: No. of items

4.2.3 Reliability Analyses of Bystander Items in the Instrument

The Cronbach's Alpha reliability of the nineteen-item bystander scale was .90 which indicated that the scale had good reliability as an alpha of .70 or above is considered satisfactory. For the sub-scales of the instrument, the alpha values were all in an acceptable range as it was .85 for cyber items, .78 for verbal items and .79 for emotional (relational) items as it can be seen in Table 4.23.

Table 4.23: Reliability Statistics for Bystander Items

All items		Cyber Items		Verbal Items		Emotional (Relational) Items	
α	N	α	N	α	N	α	N
.90	19	.85	7	.78	7	.79	7

α : Cronbach's Alpha value

N: No. of items

4.3 Analyses Related to Research Question 1

Research question 1 has been stated as: “How do the cyber bullying, verbal bullying and emotional (relational) bullying status differ with respect to;

- a) gender,
- b) age of participants,
- c) nationalities, and
- d) faculty?

To answer this question, parametric and non-parametric tests were conducted. For gender, independent samples *t*-test, for age ANOVA, Kruskal Wallis, Mann *Whitney U*, for nationality ANOVA, Bonferroni, Kruskal Wallis, Mann *Whitney U*, and for faculty ANOVA, Kruskal Wallis, Mann *Whitney U* tests were used.

After independent samples *t*-test was conducted, the results are given in Table 4.24. Levene’s Test results indicated that there is a significant difference in the variances of cyber bully for female and male participants, $F= 4.697$, $p= .030 < .05$ which means that equal variances for cyber bully of female and male participants cannot be assumed so for cyber component of the scale, *t*-test for groups of unequal variances was used. On the other hand, for verbal and emotional (relational) components of the scale, Levene’s Test showed that equal variances can be assumed as $F= .355$, $p= .551 > .05$ and $F= 1.113$, $p= .292 > .05$ respectively. The *t*-test was conducted to find out the difference in cyber, verbal, and emotional (relational) bully in regards to their gender. The results revealed that there were significant differences between female and male students in cyber bully status, $t(829.31)= -3.38$, $p = .001 < .05$; in verbal

bully status, $t(1010) = -6.01$, $p = .000 < .05$, and in emotional (relational) bully status $t(1011) = -2.90$, $p = .004 < .05$.

Table 4.24: Independent Samples *t*-Test for Bully Status (Cyber, Verbal, Emotional/Relational) with Respect to Gender

	Levene's Test		<i>t</i> -test			
	F	Sig	df	t	p	d
Cyber	4.697	.030	829.31	-3.38	.001	6.86
Verbal	.355	.551	1010	-6.01	.000	12.20
Emotional (Relational)	1.113	.292	1011	-2.90	.004	5.89

Test of Homogeneity of Variances was checked for the age variable of the data in order to find out if it matches the assumption that “the dependent variable is normally distributed for each of the populations” (Green & Salkind, 2005, p. 187). The results of the tests of Homogeneity of Variances are given in Table 4.25 and these results showed that there were significant differences among different age groups in the variances of the cyber and emotional (relational) bully status, $F(3,989) = 3.300$, $p = .020 < .05$, and $F(3,989) = 5.177$, $p = .001 < .05$ respectively. On the other hand, for verbal bully status, the results indicated that there was no significant difference among different age groups, $F(3,990) = .630$, $p = .596 > .05$.

Table 4.25: Test of Homogeneity of Variances Results for Differences in Variances of Bully Status (Cyber, Verbal, Emotional/Relational) with Respect to Age

	Levene Statistic	df1	df2	Sig.
Cyber	3.300	3	989	.020
Verbal	.630	3	990	.596
Emotional (Relational)	5.177	3	989	.001

Significant differences were written in bold face

In Table 4.26 ANOVA test results of verbal status of bully with respect to age is given. The results showed that there was no significant difference among participants in their verbal bully status with respect to age, $F(3,990) = 2.124$, $p = .096 > .05$.

Table 4.26: ANOVA Test Results for Differences in Verbal Bully Status with Respect to Age

		Sum of Squares	df	Mean Square	F	Sig.
Verbal	Between Groups	3.176	3	1.059	2.124	.096
	Within Groups	493.538	990	.499		
	Total	496.714	993			

Kruskal Wallis test was conducted to find out whether participants' cyber and emotional (relational) bully status differ with respect to age. The results are given in Table 4.27 and they indicated that for emotional (relational) bully status there was a significant difference between groups with respect to age, $\chi^2 = 8.65$, $df=3$, $p=.034 < .05$. However, for cyber status the difference between groups was not significant, $\chi^2 = 3.35$, $df=3$, $p=.341 > .05$.

Table 4.27 Kruskal Wallis Test for Differences in Cyber and Emotional (Relational) Status of Bully with Respect to Age

	Chi-Square	df	Asymp. Sig.
Cyber	3.351	3	.341
Emotional (Relational)	8.646	3	.034

Significant differences were written in bold face

In order to find out between which pairs of age groups there was a significant difference, Mann *Whitney U* test was used. Mann *Whitney U* test for emotional (relational) status of bully results are given in Table 4.28. The results revealed that the emotional (relational) bully status of 18-year-old participants was higher than 19-

year-old participants, $U = 2359$, $N_1=45$, $N_2=137$, $Z = -2.40$, $p= .017<.05$. Moreover, 18-year-old participants' emotional (relational) bully status was higher than 21-year-old participants, $U = 10765.5$, $N_1=45$, $N_2=608$, $Z = -2.43$, $p= .015<.05$.

Table 4.28: Mann *Whitney U* Test for Emotional (Relational) Bully Status with Respect to Age

Age 1	Age 2	Mean Rank	N ₁	Mean Rank	N ₂	U	Z	Asymp. Sig. (2-tailed)
18	19	107.58	45	86.22	137	2359	-2.397	.017
	21	391.77	45	322.22	608	10765.5	-2.426	.015

Significant differences were written in bold face

Before answering the research question with respect to nationalities of the participants, Test of Homogeneity was conducted in order to see whether the data met the assumption that the variances of the normally distributed test variable for the populations are equal. The results of the homogeneity test are given in Table 4.29 and these results ($F(2,1026) = .793$, $p = .453>.05$) indicated that only for verbal components, it is possible to conduct ANOVA test but for cyber and emotional (relational) components, Kruskal Wallis was conducted instead of ANOVA as the results ($F(2,1026)=8.054$, $p = .000<.05$ and $F(2,1026)=6.335$, $p = .002<.05$ respectively) indicated significant differences between groups when their nationalities were taken into consideration.

Table 4.29: Test of Homogeneity of Variances Results for Differences of Bully Status (Cyber, Verbal, Emotional/Relational) with Respect to Nationalities

	Levene Statistic	df1	df2	Sig.
Cyber	8.054	2	1026	.000
Verbal	.793	2	1026	.453
Emotional (Relational)	6.335	2	1027	.002

Significant differences were written in bold face

There was a statistically significant difference between groups as determined by one-way ANOVA and this is given in Table 4.30 ($F(2,1026) = 4.467, p = .021$). Later the post-hoc test, Bonferroni, was performed since equal variances assumed.

Table 4.30: ANOVA Test Results for Differences in Verbal Bully Status with Respect to Nationalities

		Sum of Squares	df	Mean Square	F	Sig.
Verbal	Between Groups	4.028	2	2.014	4.026	.018
	Within Groups	513.350	1026	.500		
	Total	517.378	1028			

Bonferroni test was conducted as a follow up test to find out among which groups there were significant differences, and the results are given in Table 4.31. It was found that the verbal bully status of the students from Turkey differed from the students from other countries ($p = .014$) but no other significant differences were obtained.

Table 4.31: Bonferroni Test Results for Verbal Bully Status with Respect to Nationalities

(I) COUNTRY	(J) COUNTRY	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Cyprus	Turkey	-.07329	.05132	.327	-.1963	.0498
	Other	-.18793*	.06623	.014	-.3467	-.0291

*. The mean difference is significant at the 0.05 level.

For cyber and emotional (relational) components of bully status, Kruskal Wallis test was conducted and in Table 4.32 results are given. The results indicated that for cyber and emotional (relational) status, there were significant differences between groups with respect to nationalities of the participants, $\chi^2 = 16.58, df=2, p=.000<.05$, $\chi^2 = 16.53, df=2, p=.000<.05$ respectively. In order to find out between which

nationality groups the difference is significant, Mann *Whitney U* test was done as a follow-up test.

Table 4.32: Kruskal Wallis Test for Differences in Cyber and Emotional (Relational) Bully Status with Respect to Nationalities

	Chi-Square	df	Asymp. Sig.
Cyber	16.583	2	.000
Emotional (Relational)	16.527	2	.000

Significant differences were written in bold face

Mann *Whitney U* test for cyber status of bully results are given in Table 4.33. The results revealed that the cyber bully status of participants who are from other countries than Cyprus or Turkey was higher than participants who are from Cyprus, $U = 22341$, $N_1=292$, $N_2=190$, $Z = -3.760$, $p= .000<.05$.

Table 4.33: Mann *Whitney U* Test for Cyber Bully Status with Respect to Nationalities

	Mean Rank	N₁	Mean Rank	N₂	U	Z	Asymp. Sig. (2-tailed)
Cyprus Other	223.01	292	269.91	190	22341.5	-3.760	.000

Significant differences were written in bold face

Mann *Whitney U* test for emotional (relational) status of bully results are given in Table 4.34. The results revealed that the emotional (relational) bully status of participants from other countries than Cyprus or Turkey was higher than participants from Cyprus, $U = 21675.5$, $N_1=291$, $N_2=188$, $Z = -3.902$, $p= .000<.05$.

Table 4.34: Mann *Whitney U* Test for Emotional (Relational) Bully Status with Respect to Nationalities

	Mean Rank	N₁	Mean Rank	N₂	U	Z	Asymp. Sig. (2-tailed)
Cyprus Other	220.49	291	270.20	188	21675.5	-3.902	.000

Significant differences were written in bold face

Before answering the research question with respect to nationalities of the participants, Test of Homogeneity was conducted in order to see whether the data met the assumption that the variances of the normally distributed test variable for the populations are equal. The results of the homogeneity test are given in Table 4.35 and these results indicated significant differences between groups with respect to their faculties. For Cyber $F(9,1018)=15.94$, $p = .000 < .05$, for Verbal $F(9,1018)=5.167$, $p = .000 < .05$ and for emotional (relational) $F(9,1018)=7.622$, $p = .000 < .05$. Hence, Kruskal Wallis test was conducted in order to find out whether there was a difference between the groups when the faculties of the participants were taken into consideration.

Table 4.35: Test of Homogeneity of Variances Results for Differences of Bully Status (Cyber, Verbal, Emotional/Relational) with Respect to Faculties

	Levene Statistic	df1	df2	Sig.
Cyber	15.940	9	1018	.000
Verbal	5.167	9	1018	.000
Emotional (Relational)	7.622	9	1019	.000

The Kruskal Wallis test results for differences in bully status (cyber, verbal and emotional/relational) are given in Table 4.36. The results indicated significant differences between groups, $\chi^2 = 78.41$, $df=9$, $p=.000 < .05$ for cyber, $\chi^2 = 89.63$, $df=9$, $p=.000 < .05$ for verbal, and $\chi^2 = 48.41$, $df=9$, $p=.000 < .05$ for emotional (relational) bullying. As Kruskal Wallis test found significant differences, Mann *Whitney U* test was done as a follow-up test in order to find out between which faculty groups the differences were significant.

Table 4.36: Kruskal Wallis Test Results for Differences in Bully Status (Cyber, Verbal, Emotional/Relational) with Respect to Faculties

	Chi-Square	df	Asymp. Sig.
Cyber	78.413	9	.000
Verbal	89.632	9	.000
Emotional (Relational)	48.408	9	.000

To find out between which faculties the differences were significant Mann *Whitney U* test was performed for each status separately and the results for cyber bully status are given in Table 4.37. The cyber component bully result showed that there were significant differences between some faculties. For example Health Faculty was significantly different from Computer & Technology, Education, Arts & Sciences, Law, Communication, Business, Architecture, Engineering and Tourism. The results revealed that the cyber bully status of participants from Computer & Technology was higher than participants from Health Faculty, $U = 2483$, $N_1=131$, $N_2=63$, $Z = -3.729$, $p = .000 < .05$.

Table 4.37: Mann *Whitney U* Test Results for Differences in Cyber Bully Status with Respect to Faculties

Faculty	Faculty	Mean Rank	N ₁	Mean Rank	N ₂	U	Z	Asymp. Sig. (2-tailed)
Computer & Technology	Comm.	52.24	55	65.84	63	1333	-2.196	.028
	Health	113.85	55	84.95	131	2483	-3.729	.000
Education	Comm.	105.68	170	147.54	63	3431	-4.441	.000
	Business	142.56	170	187.22	157	9700	-4.463	.000
	Archi.	114.79	170	148.25	80	4980	-3.616	.000
	Engi.	134.06	170	174.94	133	8254.5	-4.239	.000
	Health	160.29	170	138.94	131	9555	-2.372	.018
Arts & Sciences	Comm.	54.53	64	73.62	63	1410	-2.986	.003
	Business	95.20	64	117.44	157	4012	-2.403	.016
	Archi.	64.44	64	78.95	80	2044	-2.135	.033
	Engi.	85.16	64	105.66	133	3370	-2.430	.015
	Health	114.88	64	89.75	131	3111.5	-3.257	.001
Law	Com.	87.21	128	113.86	63	2907	-3.203	.001
	Business	129.18	128	154.27	157	8278.5	-2.619	.009
	Archi.	97.28	128	116.05	80	4196	-2.248	.025
	Engi.	118.95	128	142.59	133	6970	-2.597	.009
	Health	148.43	128	112.00	131	6025.5	-4.230	.000
Comm.	Health	129.11	63	82.30	131	2135	-5.917	.000
	Tourism	62.60	63	45.99	47	1033.5	-2.767	.006
Business	Health	170.60	157	113.22	131	6185.5	-6.186	.000
	Tourism	107.39	157	86.15	47	2921	-2.221	.026
Archi.	Health	131.68	80	90.32	131	3185.5	-5.219	.000
	Tourism	68.83	80	55.78	47	1493.5	-1.994	.046
Engin.	Health	158.15	133	106.46	131	5300	-5.903	.000
	Tourism	95.44	133	76.53	47	2469	-2.203	.028
Health	Tourism	84.53	131	103.35	47	2427.5	-2.450	.014

Table 4.38 shows the Mann *Whitney U* test results for the verbal bully status with respect to faculties, and the results showed significant differences between some faculties. For example, Health Faculty was significantly different from Computer & Technology, Education, Arts & Sciences, Law, Communication, Business, Architecture, Engineering and Tourism. The results revealed that the verbal bully status of participants from Computer & Technology was higher than participants from Health Faculty, $U = 2238.5$, $N_1=54$, $N_2=130$, $Z = -3.886$, $p = .000 < .05$ and also the verbal bully status of participants from Law Faculty was higher than participants from Health Faculty, $U = 6422$, $N_1=130$, $N_2=130$, $Z = -3.361$, $p = .001 < .05$.

Table 4.38: Mann *Whitney U* Test Results for Differences in Verbal Bully Status with Respect to Faculties

Faculty	Faculty	Mean Rank	N ₁	Mean Rank	N ₂	U	Z	Asymp. Sig. (2-tailed)
Computer & Technology	Educ.	134.80	54	106.81	172	3494	-2.756	.006
	Arts & Sciences	67.16	54	53.04	64	1314.5	-2.241	.025
	Health	116.05	54	82.72	130	2238.5	-3.886	.000
Education	Comm.	107.91	172	145.55	63	3682.5	-3.774	.000
	Business	135.74	172	196.21	156	8469.5	-5.784	.000
	Archi.	116.04	172	148.99	80	5080.5	-3.353	.001
	Engi.	129.59	172	180.48	130	7412	-5.033	.000
Arts & Sciences	Comm.	54.30	64	73.86	63	1723	-1.697	.003
	Business	82.51	64	121.98	156	3200.5	-4.189	.000
	Archi.	62.21	64	80.73	80	1901.5	-2.655	.008
	Engi.	75.77	64	108.20	130	2769	-3.796	.000
Law	Com.	90.99	130	109.40	63	3313.5	-2.154	.031
	Business	125.12	130	158.82	156	7750	-3.440	.001
	Engi.	117.30	130	143.70	130	6733.5	-2.840	.005
	Health	146.10	130	114.90	130	6422	-3.361	.001
Comm.	Health	125.22	63	83.32	130	2317	-4.909	.000
	Tourism	62.39	63	48.93	49	2397.5	-2.184	.029
Business	Health	175.46	156	105.15	130	5154	-7.184	.000
	Tourism	109.90	156	81.03	49	2745.5	-2.980	.003
Archi.	Health	129.54	80	90.70	130	3276.5	-4.519	.000
Engin.	Health	160.46	130	100.54	130	4555	-6.452	.000
	Tourism	96.26	130	73.40	49	2160.5	-2.641	.008

In Table 4.39 Mann *Whitney U* test results for emotional (relational) bully status with respect to nationalities are provided. The results showed significant differences between some faculties. For example the Education Faculty students' results were significantly different from the results of students from Computer & Technology, Communication, Business, Architecture, and Engineering. The results also revealed that the emotional (relational) bully status of participants from Education Faculty was lower than participants from Computer & Technology, $U = 4004$, $N_1=172$, $N_2=54$, $Z = -2.098$, $p = .036 < .05$.

Table 4.39: Mann *Whitney U* Test Results for Differences in Emotional (Relational) Bully Status with Respect to Faculties

Faculty	Faculty	Mean Rank	N ₁	Mean Rank	N ₂	U	Z	Asymp. Sig. (2-tailed)
Education	Comp. & Tech.	106.81	172	134.80	54	4004	-2.098	.036
	Comm.	111.36	178	148.24	63	3682.5	-3.774	.000
	Business	145.70	178	192.38	156	10003	-4.493	.000
	Archi.	116.88	178	155.02	78	4873.5	-3.887	.000
	Engi.	138.03	178	177.06	130	8637.5	-3.877	.000
Arts & Sciences	Business	98.28	66	117.09	156	4275.5	-2.017	.044
	Archi.	64.84	64	78.98	78	2068.5	-2.056	.040
Law	Com.	88.40	126	108.21	63	3137	-2.378	.017
	Business	126.49	126	153.62	156	6568	-4.854	.005
	Archi.	94.18	126	115.94	78	3866	-2.593	.010
	Engi.	118.64	126	138.06	130	6947.5	-2.126	.033
Comm.	Health	115.52	63	88.84	131	2992.5	-3.156	.002
	Tourism	62.64	63	48.93	46	967.5	-2.997	.003
Business	Health	160.49	156	124.36	131	7645.5	-3.730	.000
	Tourism	108.43	156	78.00	46	2507	-3.144	.002
Archi.	Health	123.79	78	89.24	130	3643.5	-3.533	.000
	Tourism	69.79	78	50.13	46	1225	-2.996	.003
Engin.	Health	146.11	130	116.00	131	6550.5	-3.275	.001
	Tourism	94.88	130	70.47	46	2160.5	-2.834	.005

4.4 Analyses Related to Research Question 2

Research question 2 has been stated as: “How do the cyber victim, verbal victim emotional (relational) victim status differ with respect to;

- a) gender,
- b) age of participants,
- c) nationalities, and
- d) faculty?

To answer this question, parametric and non-parametric tests were conducted. For gender, independent samples *t*-test, for age ANOVA, Kruskal Wallis, for nationality ANOVA, Bonferroni, Kruskal Wallis, Mann *Whitney U*, and for faculty Kruskal Wallis, Mann *Whitney U* tests were used.

As can be seen in Table 4.40, Levene's Test results indicated that equal variances can be assumed for cyber, verbal and emotional (relational) components of the scale, $F= 1.976, p= .160>.05$, $F= .381, p= .537>.05$, and $F=.883, p= .348>.05$ respectively. The t -test was conducted to find out the difference in cyber, verbal and emotional (relational) victim status in regards to their gender. The results revealed that there were significant differences between female and male students in cyber victim bullying status, $t(1000)= -.391, p = .001<.05$; and in verbal victim status, $t(986)= -3.491, p = .001<.05$.

Table 4.40: Independent Samples t -Test for Victim Status (Cyber, Verbal, Emotional/Relational) with Respect to Gender

	Descriptive Statistics						Levene's Test		t -test			
	Female			Male			F	Sig	df	t	p	d
	N	\bar{X}	SD	N	\bar{X}	SD						
Cyb.	373	1.52	.68	629	1.67	.72	1.976	.160	1000	-.391	.001	.63
Verb.	369	1.78	.68	619	1.92	.63	.381	.537	986	-3.491	.001	5.59
Emo.	378	2.12	.73	626	2.18	.72	.883	.348	1002	-1.353	.176	2.16

Test of Homogeneity of Variances was checked for the age variable of the data in order to find out if it matched the assumption that "... the variances of the normally distributed test variable for the populations are equal" (Green & Salkind, 2005, p. 168). The results of the tests of Homogeneity of Variances are given in Table 4.41 and these results showed that it was significant among different age groups in the variances of the cyber victim status, $F(3,977)=3.144, p = .025<.05$. On the other hand, for verbal and emotional (relational) victim status, the results indicated that there were no significant differences among different age groups, $F(3,965)= 1.383, p = .247>.05$, and $F(3,981)= .756, p = .519>.05$, respectively.

Table 4.41: Test of Homogeneity of Variances Results for Differences of Victim Status (Cyber, Verbal, Emotional/Relational) with Respect to Age

	Levene Statistic	df1	df2	Sig.
Cyber	3.144	3	977	.025
Verbal	1.383	3	965	.247
Emotional (Relational)	.756	3	981	.519

Significant differences were written in bold face

Green and Salkind (2005) also stated that “the power of the ANOVA tests may be reduced considerably if the population distributions are nonnormal, and, more specifically, thick-tailed or heavily skewed”. (p. 187). The skewness values for cyber, verbal, and emotional (relational) victim status are given in Table 4.42 which also indicated that the data distributed asymmetrically for cyber victim status with Skewness = 1.400.

Table 4.42: Descriptive Statistics for Cyber, Verbal and Emotional (Relational) Victim Status

	N	Min.	Max.	\bar{X}	SD	Skewness	Kurtosis
Cyber	1018	1.00	5.00	1.6169	.70847	1.400	.077
Verbal	1004	1.00	4.86	1.8699	.65345	.966	.077
Emotional (Relational)	1022	1.00	5.00	2.1598	.72403	.654	.077

In Table 4.43 ANOVA test results of verbal, and emotional (relational) status of victim with respect to age are given. The results showed that there was no significant difference among participants in their verbal and emotional (relational) victim status with respect to age, $F(3,965) = 2.518, p = .057 > .05$, and $F(3,981) = 1.216, p = .303 > .05$, respectively.

Table 4.43: ANOVA Test Results for Differences in Verbal and Emotional (Relational) Victim Status with Respect to Age

		Sum of Squares	df	Mean Square	F	Sig.
Verbal	Between Groups	3.186	3	1.062	2.518	.057
	Within Groups	406.965	965	.422		
	Total	410.151	968			
Emotional (Relational)	Between Groups	1.921	3	.640	1.216	.303
	Within Groups	516.686	981	.527		
	Total	518.608	984			

Kruskal Wallis test was conducted to find out whether participants' cyber victim status differed with respect to age. The results are given in Table 4.44, and they indicated that for cyber victim status the difference between groups was not significant, $\chi^2= 1.89$, $df=3$, $p=.597>.05$.

Table 4.44: Kruskal Wallis Test for Differences in Cyber Victim Status with Respect to Age

	Chi-Square	df	Asymp. Sig.
Cyber	1.886	3	.597

Before answering the research question with respect to nationalities of the participants, Test of Homogeneity was conducted in order to see whether the data met the assumption that the variances of the normally distributed test variable for the populations were equal. The results of the homogeneity test are given in Table 4.45 and these results ($F(2,1001) = 1.857$, $p = .157>.05$) indicated that only for verbal components it was possible to conduct ANOVA test but for cyber and emotional (relational) components, Kruskal Wallis test was conducted instead of ANOVA and the results ($F(2,1015)=9.176$, $p = .000<.05$ and $F(2,1019)=3.271$, $p = .038<.05$)

respectively) indicated significant differences between groups when their nationalities were taken into consideration.

Table 4.45: Test of Homogeneity of Variances Results for Differences of Victim Status (Cyber, Verbal, Emotional/Relational) with Respect to Nationalities

	Levene Statistic	df1	df2	Sig.
Cyber	9.176	2	1015	.000
Verbal	1.857	2	1001	.157
Emotional (Relational)	3.271	2	1019	.038

As determined by one-way ANOVA results ($F(2,1001) = 8.47, p = .000$) for verbal victim status, there was a statistically significant difference between groups, which can be seen in Table 4.46. Hence, the post-hoc test, Bonferroni, was performed for indicating between which groups the differences were.

Table 4.46: ANOVA Test Results for Differences in Verbal Victim Status with Respect to Nationalities

		Sum of Squares	df	Mean Square	F	Sig.
Verbal	Between Groups	7.128	2	3.564	8.470	.000
	Within Groups	421.157	1001	.421		
	Total	428.284	1003			

Significant differences were written in bold face

Bonferroni test was conducted as a follow up test to find out among which groups there were significant differences and the results can be seen in Table 4.47. It was found that the verbal victim status of the students from other countries differed from the students from Cyprus ($p = .012$) and the students from Turkey ($p = .000$).

Table 4.47: Bonferroni Test Results for Verbal Victim Status with Respect to Nationalities

Dependent Variable	(I) COUNTRY	(J) COUNTRY	Mean Difference (I-J)	Std. Error	Sig.
Verbal	Other	Cyprus	.17752*	.06171	.012
		Turkey	.22979*	.05585	.000

Significant differences were written in bold face

*. The mean difference is significant at the 0.05 level.

The Kruskal Wallis test was conducted for differences in cyber, and emotional (relational) victim status and the results are given in Table 4.48. The results showed significant differences between groups, $\chi^2 = 28.01$, $df = 2$, $p = .000 < .05$ for cyber, and $\chi^2 = 9.22$, $df = 2$, $p = .010 < .05$ for emotional (relational). As Kruskal Wallis results revealed significant differences, Mann *Whitney U* test was conducted as a follow-up test in order to find out between which groups the differences were significant.

Table 4.48: Kruskal Wallis Test Results for Differences in Cyber and Emotional (Relational) Victim Status with Respect to Nationalities

	Chi-Square	Df	Asymp. Sig.
Cyber	28.008	2	.000
Emotional (Relational)	9.217	2	.010

Significant differences were written in bold face

Mann *Whitney U* test results are given in Table 4.49. For verbal victim status, the results showed that there were significant differences between students from other nationalities and students from Cyprus and Turkey for cyber and emotional (relational) victim status. For cyber victim status, the results revealed that students from other countries were higher than students from Cyprus and Turkey; $U = 20050$, $N_1=187$, $N_2=289$, $Z = -4.812$, $p = .000 < .05$ and $U = 39137$, $N_1=187$, $N_2=542$, $Z = -4.694$, $p = .000 < .05$, respectively. Also for emotional (relational) bullying the results

showed that students from other countries averages were higher than the students from Cyprus and Turkey; $U = 22264$, $N_1=183$, $N_2=291$, $Z = -3.013$, $p= .003<.05$ and $U = 44149$, $N_1=183$, $N_2=548$, $Z = -2.429$, $p= .015<.05$, respectively.

Table 4.49: Mann *Whitney U* Test Results for Differences in Cyber and Emotional (Relational) Victim Status with Respect to Nationalities

Victim Status	Country	Country	Mean Rank	N ₁	Mean Rank	N ₂	U	Z	Asymp. Sig. (2-tailed)
Cyber	Other	Cyprus	275.78	187	214.38	289	20050	-4.812	.000
		Turkey	426.71	187	343.71	542	39137	-4.694	.000
Emotional (Relational)	Other	Cyprus	261.34	183	222.51	291	22264	-3.013	.003
		Turkey	398.75	183	355.06	548	44149	-2.429	.015

Significant differences were written in bold face

Test of Homogeneity of Variances was checked for the faculty variable of the data for victim status in order to find out if the variances distributed normally. The results of the tests of Homogeneity of Variances are given in Table 4.50 and these results showed that it was significant among different nationality groups in the variances of the cyber, verbal, and emotional (relational) victim status, $F(9,1008)=11.344$, $p = .005<.05$, $F(9,993)= 5.215$, $p = .000<.05$, and $F(9,1011)= 2.231$, $p = .014<.05$, respectively.

Table 4.50: Test of Homogeneity of Variances Results for Differences of Victim Status (Cyber, Verbal, Emotional/Relational) with Respect to Faculties

	Levene Statistic	df1	df2	Sig.
Cyber	11.334	9	1008	.000
Verbal	5.215	9	993	.000
Emotional (Relational)	2.321	9	1011	.014

As a result of test of homogeneity results, Kruskal Wallis test was conducted and the results for cyber, verbal, and emotional (relational) victim status with respect to

nationalities and these results are given in Table 4.51. It was found out that for cyber, verbal, and emotional (relational) victim status, the differences between groups were significant with respect to their faculties, $\chi^2 = 95.46$, $df=9$, $p=.000<.05$ for cyber, $\chi^2=62.70$, $df=9$, $p=.000<.05$ for verbal and $\chi^2 = 34.75$, $df=9$, $p=.000<.05$ for emotional (relational). In order to find out between which faculties these differences were significant, Mann *Whitney U* test was done.

Table 4.51: Kruskal Wallis Test Results for Differences in Cyber Victim Status with Respect to Faculties

	Chi-Square	df	Asymp. Sig.
Cyber	95.461	9	.000
Verbal	62.699	9	.000
Emotional (Relational)	34.747	9	.000

Significant differences were written in bold face

Mann *Whitney U* test results are given in Table 4.52. The verbal component of bullying results showed that there were significant differences between some faculties. For example, the results of Education Faculty were significantly differed from the results of Communication, Business, Architecture, Engineering and Health. The results revealed that the verbal victim status of participants from Education Faculty was lower than participants from Communication Faculty, $U = 3431$, $N_1=170$, $N_2=63$, $Z = -4.441$, $p= .000<.05$ and it was lower than from Business Faculty $U = 9700$, $N_1=170$, $N_2=157$, $Z = -4.463$.

Table 4.52: Mann *Whitney U* Test Results for Differences in Verbal Victim Status with Respect to Faculties

Faculty	Faculty	Mean Rank	N ₁	Mean Rank	N ₂	U	Z	Asymp. Sig. (2-tailed)
Computer & Technology	Comm.	52.24	55	65.84	63	1333	-2.196	.028
	Health	113.85	55	84.95	131	2483	-3.729	.000
Education	Comm.	105.68	170	147.54	63	3431	-4.441	.000
	Business	142.56	170	187.22	157	9700	-4.463	.000
	Architecture	114.79	170	148.25	80	4980	-3.616	.000
	Engineering	134.06	170	174.94	133	8254.5	-4.239	.000
	Health	160.29	170	138.94	131	9555	-2.372	.018
Arts & Sciences	Comm.	54.53	64	73.62	63	1410	-2.986	.003
	Business	95.20	64	117.44	157	4012	-2.403	.016
	Architecture	64.44	64	78.95	80	2044	-2.135	.033
	Engineering	85.16	64	105.66	133	3370	-2.430	.015
	Health	114.88	64	89.75	131	3111.5	-3.257	.001
Law	Comm.	87.21	128	113.86	63	2907	-3.203	.001
	Business	129.18	128	154.27	157	8278.5	-2.619	.009
	Architecture	97.28	128	116.05	80	4196	-2.248	.025
	Engineering	118.95	128	142.59	133	6970	-2.597	.009
	Health	148.43	128	112.00	131	6025.5	-4.230	.000
Comm.	Health	129.11	63	82.30	131	2135	-5.917	.000
	Tourism	62.60	63	45.99	47	1033.5	-2.767	.006
Business	Health	170.60	157	113.22	131	6185.5	-6.186	.000
	Tourism	107.39	157	86.15	47	2921	-2.221	.026
Architecture	Health	131.68	80	90.32	131	3185.5	-5.219	.000
	Tourism	68.83	80	55.78	47	1493.5	-1.994	.046
Engineering	Health	158.15	133	106.46	131	5300	-5.903	.000
	Tourism	95.44	133	76.53	47	2469	-2.203	.028
Health	Tourism	84.53	131	103.35	47	2427.5	-2.450	.014

Mann *Whitney U* test results are given in Table 4.53. The emotional (relational) component of bullying result showed that there were significant differences between some faculties. For example, Health Faculty was significantly different from Computer & Technology, Education, Arts & Sciences, Law, Communication, Business, Architecture, Engineering and Tourism. The results revealed that the emotional (relational) victim status of participants from Computer & Technology was lower than the participants from Communication Faculty, $U = 1333$, $N_1=55$, $N_2=63$, $Z = -2.196$, $p = .028 < .05$, but it was higher than the participants from Health Faculty, $U = 2483$, $N_1=55$, $N_2=131$, $Z = -3.729$, $p = .000 < .05$

Table 4.53: Mann *Whitney U* Test Results for Differences in Emotional (Relational) Victim Status with Respect to Faculties

Faculty	Faculty	Mean Rank	N ₁	Mean Rank	N ₂	U	Z	Asymp. Sig. (2-tailed)
Computer and Technology	Communication	52.24	55	65.84	63	1333	-2.196	.028
	Health	113.85	55	84.95	131	2483	-3.729	.000
Education	Communication	105.68	170	147.54	63	3431	-4.441	.000
	Business	142.56	170	187.22	157	9700	-4.463	.000
	Architecture	114.79	170	148.25	80	4980	-3.616	.000
	Engineering	134.06	170	174.94	133	8254.5	-4.239	.000
	Health	160.29	170	138.94	131	9555	-2.372	.018
Arts & Sciences	Communication	54.53	64	73.62	63	1410	-2.986	.003
	Business	95.20	64	117.44	157	4012	-2.403	.016
	Architecture	64.44	64	78.95	80	2044	-2.135	.033
	Engineering	85.16	64	105.66	133	3370	-2.430	.015
	Health	114.88	64	89.75	131	3111.5	-3.257	.001
Law	Communication	87.21	128	113.86	63	2907	-3.203	.001
	Business	129.18	128	154.27	157	8278.5	-2.619	.009
	Architecture	97.28	128	116.05	80	4196	-2.248	.025
	Engineering	118.95	128	142.59	133	6970	-2.597	.009
	Health	148.43	128	112.00	131	6025.5	-4.230	.000
Communication	Health	129.11	63	82.30	131	2135	-5.917	.000
	Tourism	62.60	63	45.99	47	1033.5	-2.767	.006
Business	Health	170.60	157	113.22	131	6185.5	-6.186	.000
	Tourism	107.39	157	86.15	47	2921	-2.221	.026
Architecture	Health	131.68	80	90.32	131	3185.5	-5.219	.000
	Tourism	68.83	80	55.78	47	1493.5	-1.994	.046
Engineering	Health	158.15	133	106.46	131	5300	-5.903	.000
	Tourism	95.44	133	76.53	47	2469	-2.203	.028
Health	Tourism	84.53	131	103.35	47	2427.5	-2.450	.014

4.5 Analyses Related to Research Question 3

Research question 3 has been stated as: “How do the cyber bystander, verbal bystander, and emotional (relational) bystander status differ with respect to;

- a) gender,
- b) age of participants,
- c) nationalities, and
- d) faculty?

To answer this question parametric and non-parametric tests were conducted. For gender independent samples *t*-test, one-way ANOVA for age, one-way ANOVA and Bonferroni for nationalities, one-way ANOVA, Bonferroni, Kruskal Wallis and Mann *Whitney U* tests for faculties were used.

As can be seen in Table 4.54, Levene's Test results indicated that for cyber, verbal, and emotional (relational) bystander status of the scale equal variances can be assumed, $F= 1.35, p= .246>.05$, $F= 2.29, p= .131>.05$ and $F=.52, p= .473>.05$ respectively. The *t*-test was conducted to find out the difference in cyber, verbal, and emotional (relational) bullying in regards to their gender. The results revealed that there were no significant differences between female and male students in cyber bystander status, $t(1007)= -.87, p = .38>.05$; in verbal bystander status, $t(1015)= -.97, p = .33>.05$, and in emotional (relational) bystander status $t(1010)= -.06, p = .95>.05$.

Table 4.54: Independent Samples *t*-Test for Bystander Status (Cyber, Verbal, Emotional/Relational) with Respect to Gender

	Descriptive Statistics						Levene's Test		<i>t</i> -test			
	Female			Male			F	Sig	df	t	p	d
	N	X	SD	N	X	SD						
Cyber	376	1.93	.78	633	1.97	.76	1.35	.246	1007	-.87	.38	1.79
Verbal	380	2.68	.78	637	2.73	.75	2.29	.131	1015	-.97	.33	2.00
Emotional (Relational)	376	2.34	.75	636	2.34	.74	.52	.473	1010	-.06	.95	0.12

Test of Homogeneity of Variances was checked for the age variable bystander data in order to find out if it matched the assumption whether the variances were normally distributed in the population. The results of the tests of Homogeneity of Variances are given in Table 4.55 and for cyber, verbal, and emotional (relational) bystander

status, the results indicated that there was no significant difference among different age groups, $F(3,984)= 2.11, p = .097>.05$, $F(3,994)= .54, p = .654>.05$, $F(3,989)= 1.03, p = .989>.05$ respectively.

Table 4.55: Test of Homogeneity of Variances Results for Differences of Bystander Status (Cyber, Verbal, Emotional/Relational) with Respect to Nationalities

	Levene Statistic	df1	df2	Sig.
Cyber	2.111	3	984	.097
Verbal	.541	3	994	.654
Emotional (Relational)	1.027	3	989	.380

In Table 4.56 ANOVA test results of cyber, verbal, and emotional (relational) status of bystander with respect to age are given. The results showed that there was no significant difference among participants in their cyber, verbal, and bystander status with respect to age, $F(3,984) = .656, p= .579>.05$, $F(3,994) = 2.371, p= .069>.05$ and $F(3,989) = .167, p= .918>.05$, respectively.

Table 4.56: ANOVA Test Results for Differences in Cyber, Verbal and Emotional (Relational) Bystander Status with Respect to Age

		Sum of Squares	df	Mean Square	F	Sig.
Cyber	Between Groups	1.160	3	.387	.656	.579
	Within Groups	580.047	984	.589		
	Total	581.207	987			
Verbal	Between Groups	4.224	3	1.408	2.371	.069
	Within Groups	590.338	994	.594		
	Total	594.562	997			
Emotional (Relational)	Between Groups	.279	3	.093	.167	.918
	Within Groups	548.580	989	.555		
	Total	548.858	992			

Before answering the research question with respect to nationality, Test of Homogeneity was conducted in order to see whether the data met the assumption that the variances of the normally distributed test variable for the populations were equal. The results of the homogeneity test are given in Table 4.57 and these results ($F(2, 1023) = 1.122, p = .326 > .05$, $F(2, 1032) = .842, p = .431 > .05$ respectively, and $F(2, 1026) = .094, p = .910$ respectively) indicated that for all (cyber, verbal, and emotional/relational) components it was possible to conduct one-way ANOVA test.

Table 4.57: Test of Homogeneity of Variances Results for Differences of Bystander Status (Cyber, Verbal, Emotional/Relational) with Respect to Nationalities

	Levene Statistic	df1	df2	Sig.
Cyber	1.122	2	1023	.326
Verbal	.842	2	1032	.431
Emotional (Relational)	.094	2	1026	.910

One-way ANOVA given in Table 4.58 revealed that there was a significant difference between groups for emotional (relational) bystander status ($F(2, 1026) = 3.374, p = .035 < .05$). In order to find out between which groups it was significant with, Bonferroni as a post-hoc test was performed.

Table 4.58: ANOVA Test Results for Differences in Verbal Bystander Status with Respect to Nationalities

		Sum of Squares	df	Mean Square	F	Sig.
Cyber	Between Groups	2.674	2	1.337	2.269	.104
	Within Groups	602.794	1023	.589		
	Total	605.468	1025			
Verbal	Between Groups	1.740	2	.870	1.483	.227
	Within Groups	605.482	1032	.587		
	Total	607.222	1034			
Emotional (Relational)	Between Groups	3.690	2	1.845	3.374	.035
	Within Groups	561.007	1026	.547		
	Total	564.697	1028			

Bonferroni test was conducted as a follow up test to find out among which groups there were significant differences with respect to their nationalities for their emotional (relational) bystander status. Table 4.59 indicates that the emotional (relational) bystander status of the students from Cyprus differed from the students from other countries ($p = .036$).

Table 4.59: Bonferroni Test Results for Emotional (Relational) Bystander Status with Respect to Nationalities

Dependent Variable	(I) COUNTRY	(J) COUNTRY	Mean Difference (I-J)	Std. Error	Sig.
Emotional (Relational)	Cyprus	Turkey	-.03825	.05364	1.000
		Other	-.17511*	.06962	.036

Significant differences were written in bold face

Before answering the research question with respect to faculty, Test of Homogeneity was conducted in order to see whether the data met the assumption that the variances of the normally distributed test variable for the populations were equal. The results of the homogeneity test are given in Table 4.60 and these results indicated significant differences between groups for cyber bystander status with respect to their faculties; $F(9,1015)=4.53$, $p = .000 < .05$. On the other hand, for verbal and emotional (relational) bystander status differences were not significant; $F(9,1024)=1.77$, $p = .069 > .05$ and $F(9,1018)=1.52$, $p = .137 > .05$. Hence, Kurskal Wallis test was conducted in order to find out whether there was a difference between the groups when the faculties of the participants were taken into consideration. On the other hand, for verbal and emotional (relational) bystander status one-way ANOVA was conducted.

Table 4.60: Test of Homogeneity of Variances Results for Differences of Bystander Status (Cyber, Verbal, Emotional/Relational) with Respect to Faculties

	Levene Statistic	df1	df2	Sig.
Cyber	4.525	9	1015	.000
Verbal	1.772	9	1024	.069
Emotional (Relational)	1.517	9	1018	.137

In Table 4.61 ANOVA test results of verbal and emotional (relational) status of bystander with respect to faculties are given. The results revealed significant differences among participants in their verbal and emotional (relational) bystander status with respect to faculties, $F(9,1024) = 3.312$, $p = .001 < .05$, and $F(9,1018) = 3.086$, $p = .001 < .05$ respectively.

Table 4.61: ANOVA Test Results for Differences in Verbal and Emotional (Relational) Bystander Status with Respect to Faculties

		Sum of Squares	df	Mean Square	F	Sig.
Verbal	Between Groups	17.175	9	1.908	3.312	.001
	Within Groups	590.036	1024	.576		
	Total	607.211	1033			
Emotional (Relational)	Between Groups	14.991	9	1.666	3.086	.001
	Within Groups	549.479	1018	.540		
	Total	564.470	1027			

Significant differences were written in bold face

Bonferroni test was conducted as a follow up test to find out among which groups there were significant differences with respect to their faculties. As it can be seen in Table 4.62, for verbal bystander status, it was found out that the differences were significant between Arts & Sciences and Engineering ($p = .039$), Tourism and Architecture ($p = .07$), and Tourism and Engineering ($p = 0.41$). Also, for emotional (relational) victim status the differences were significant between Architecture and

Education ($p = .033$), Architecture and Arts & Sciences ($p = .25$), and Architecture and Health ($p = .47$).

Table 4.62: Bonferroni Tests Results for Verbal and Emotional (Relational) Bystander Status with Respect to Faculties

Dependent Variable	(I) FACULTY	(J) FACULTY	Mean Difference (I-J)	Std. Error	Sig.
Verbal	Arts & Sciences	Engineering	-.38392*	.11502	.039
	Tourism	Architecture	-.46388*	.14112	.047
		Engineering	-.43241*	.12997	.041
Emotional (Relational)	Architecture	Education	.33900*	.10002	.033
		Arts & Sciences	.42524*	.12288	.025
		Health	.34483*	.10492	.047

Significant differences were written in bold face

The Kruskal Wallis test result for differences in cyber bystander status is given in Table 4.63. The result indicated significant differences between groups, $\chi^2 = 57.30$, $df=9$, $p=.000<.05$. As significant differences were found in Kruskal Wallis test, Mann *Whitney U* test was done as a follow-up test in order to find out between which faculty groups the differences were significant for cyber bystander status.

Table 4.63: Kruskal Wallis Test Results for Differences in Bystander Status (Cyber, Verbal, Emotional/Relational) with Respect to Faculties

	Chi-Square	Df	Asymp. Sig.
Cyber	57.297	9	.000

Significant differences were written in bold face

Mann *Whitney U* test results are given in Table 4.64. The cyber component bystander result showed that there were significant differences between some faculties. For example, Health Faculty was significantly different from Computer & Technology, Education, Arts & Sciences, Law, Communication, Business, Architecture, Engineering and Tourism. The results also revealed that cyber bullying status of the

participants from Computer & Technology was higher than participants from Health Faculty, $U = 2483$, $N_1=131$, $N_2=63$, $Z = -3.729$, $p= .000<.05$.

Table 4.64: Mann *Whitney U* Test Results for Differences in Cyber Bystander Status with Respect to Faculties

Faculty	Faculty	Mean Rank	N ₁	Mean Rank	N ₂	U	Z	Asymp. Sig. (2-tailed)
Computer & Technology	Arts & Sciences	72.03	56	50.41	64	1146.5	-3.409	.001
	Law	104.25	56	86.60	127	2870	-2.085	.037
	Health	111.22	56	87.41	132	2759.5	-2.759	.006
Education	Arts & Sciences	124.21	170	99.69	64	4300	-2481	.013
	Comm.	109.89	170	134.62	62	4146.5	-2.491	.013
	Business	147.09	170	182.32	157	10469.5	-3.375	.001
	Engin.	138.42	170	169.36	133	8996	-3.059	.002
Arts & Sciences	Law	83.74	64	102.18	127	3279.5	-2.187	.029
	Comm.	50.69	64	76.73	62	1164	-4.016	.000
	Business	79.80	64	123.72	157	3027	-4.643	.000
	Arch.	58.47	64	81.42	77	1662	-3.335	.001
	Engin.	73.16	64	111.43	133	2602.5	-4.425	.000
Law	Comm.	87.05	127	111.28	62	2927.5	-2.868	.004
	Business	122.19	127	158.93	157	7389.5	-3.758	.000
	Arch.	95.43	127	114.16	77	3992	-2.203	.028
	Engi.	113.94	127	146.31	133	6343	-3.478	.001
Comm.	Health	118.66	62	87.56	132	2780	-3.614	.000
	Tourism	61.06	62	47	47	1081	-2.307	.021
Business	Health	165.32	157	120.83	132	7171.5	-4.523	.000
	Tourism	108.25	157	83.29	47	2786.5	-2.549	.011
Health	Arch	95.45	132	121.36	77	3822	-3.004	.003
	Engi.	112.86	132	152.98	133	6120	-4.277	.000
Tourism	Engi.	74.53	47	96.14	133	2375	-2.450	.014

Chapter 5

CONCLUSION

In the first chapter of the dissertation, the problem statement and the purpose of the study have been introduced, in the second chapter, the literature has been reviewed and the related research was presented. The third chapter was devoted to the research methodology and in the fourth chapter various methods of statistics have been used to analyze the data. In this chapter, the whole study is summarized to set up a stage for conclusions and discussions. Then pedagogical implications are described. Finally, suggestions for further research, suggestions for institutions and administrators are given.

5.1 Summary

The aim of the present study is to develop a scale in order to explore the bullying, victim and bystander status employed by the undergraduate students in North Cyprus in 2012-2013 Academic Year in order to test the differences with respect to the gender, age, nationalities and faculties of the students.

First, in order to create the item pool several English and Turkish Bullying scales were examined (Pişkin, 2010; Akbulut et al., 2010; Angold & Costello, 2000; Beran & Li, 2005; Briere & Runtz, 1989; Carver et al., 1989; Çelik & Bayraktar, 2004; Çinkır & Karaman-Kepenekçi, 2003; Cooper et al., 2011; Dehue et al., 2008; Derogatis, 1975; 1994; Goodman, 2001; Hamburger et al., 2011; Hicks, 2000; İkinci, 2003; Kaner, 2000; Li, 2006; Linehan & Nielsen, 1981; Menesini et al., 2010;

Olweus, 1994; 1996; Özer, 1994; Patchin & Hinduja, 2006; Paulhus & Williams, 2002; Pişkin & Ayas, 2007; Quine, 1999; 2002; Raskauskas & Stoltz, 2007; Şahin & Şahin, 1992; Sharpe, 2011; Smith, Mahdavi, Carvalho & Tippett, 2006; Smith, Mahdavi, Carvalho, Fisher et al., 2008; Solberg & Olweus, 2003; Spitzberg & Hoobler, 2002; Taki et al., 2008; Topçu & Erdur-Baker, 2010; Twemlow et al., 2006; Uçanok, Karasoy et al., 2011; Willard, 2007; Wolke & Samara, 2004). For status of bullies 15 items for each area (verbal, physical, emotional (relational), cyber) and for status of victims 15 items for each area (verbal, physical, emotional (relational), cyber) were prepared. There were 120 items in total and these items were designed both in Turkish and English simultaneously. After translation and back translation procedure was completed and the problematic items were re-edited, the items in the pool were checked by six bilingual field experts and according to the recommendations of the experts in total 20 items were excluded from the scale to form the final version of the scale for the first piloting of the study. In the final version, there were 100 items, of which 51 were ‘bully’ items and 49 were ‘victim’ items.

In the first pilot study, 889 EMU English Preparatory School students participated voluntarily and completed the scale. After the completion of the study, the data were analyzed. At this point, exploratory factor analysis was conducted to reduce the number of variables in the study, to examine the relationship between variables and to evaluate the construct of the instrument. From the results of the factor analysis, 19 items for bully status and 22 items for victim status were decided to be used in the second pilot study.

Besides the items derived from the exploratory factor analysis of the first pilot study, 8 bully items and 7 victim items which were excluded by the factor analysis were reworded and included in the scale for the second pilot study. Hence, the number of victim items and bully items were made equal. Moreover, with the suggestions of the experts of the field 29 items for bystander status were included into the new version of the instrument for the second pilot study. For this study, another higher education institution in North Cyprus was selected. In this university, students from the Faculty of Education were asked to participate in the study. A sample of 152 participants was reached for completing the scale. For the second time, exploratory factor analysis was done in order to eliminate the items. As a result of the analysis, 11 'bully' items, 14 'victim' items and 9 'bystander' items were eliminated from the study.

For the final study, 1064 undergraduate students from various departments of Eastern Mediterranean University participated. In the final version of the instrument, there were 23 items for 'bullying', 24 items for 'victim', and 23 items for 'bystander' status. After all the data were gathered, first exploratory factor analysis was conducted and 16 'bully' items, 20 'victim' items and 19 'bystander' items were left for confirmatory factor analysis. As a result of the confirmatory factor analysis, an instrument with 16 'bully' items, 20 'victim' items and 19 'bystander' items was constructed for the analysis.

Before starting the analysis, the reliability of the components of the scale was checked. The results revealed that 'bully' items as a whole and the components (cyber, verbal and emotional/relational), 'victim' items as a whole and the components (cyber, verbal and emotional/relational), and 'bystander' items as a

whole and the components (cyber, verbal and emotional/relational) were all in good conditions as all the Cronbach's Alpha (α) values were above .70.

With the collected data, the cyber bullying status, verbal bullying status, and emotional (relational) bullying status were analyzed to examine the differences with respect to students' gender, ages, nationalities, and faculties. In order to get the results, parametric and non-parametric tests were done. The results of the tests revealed no significant differences with respect to gender. On the other hand, with respect to ages, nationalities and faculties some differences were observed.

Secondly, the differences of cyber victim status, verbal victim status, and emotional (relational) victim status with respect to their gender, age, nationalities, and faculties were examined. The results indicated no significant difference with respect to gender. Also, with respect to age no significant differences were obtained. On the other hand, for nationalities and some of the faculties significant differences were found.

Thirdly, the differences of cyber bystander status, verbal bystander status, and emotional (relational) bystander status were examined with respect to their gender, age, nationalities, and faculties. The results indicated significant differences among nationalities and faculties of the participants. On the other hand, for the gender and the age of the participants no significant differences were obtained.

5.2 Conclusions and Discussions

Although items were constructed for measuring physical bullying status of the students, no important results were obtained. Hence, it was decided that physical bullying did not exist among university students. For this reason, items related to

physical bullying were not included in the final study. Normally items for physical bullying can be seen in all bullying scales designed for elementary or middle school students. However, in this study as these items were not loaded under any factors, they were excluded from the measure. This might be due to the ages of the participants. As they are getting older, instead of physical (direct) bullying, they prefer to use indirect ones (cyber, verbal, emotional/relational) (Adalier, 2006; Rigby, 2008; Espelage, Holt & Henkel, 2003; Bayraktar, 2009). Also there are changes in their personality and they become more mature individuals who can understand the dangers and the consequences of committing physical bullying. They are aware of the fact that having physical contact with their peers can be seen as a criminal case.

Consequently, in this study it was aimed to explore cyberbullying, verbal bullying and emotional (relational) bullying with respect to gender, age, nationality and faculty on three groups of individuals, bully, victim and bystanders. Considering the variables of gender and age, no statistically significant difference was found except for 18-year-old university students which supports the related literature (Woods et al., 2007; Brownhill, 2007; Karaman-Kepenekçi & Çınkır, 2004; Adalier, 2006; Şirvanlı Özen, 2010; Pişkin, 2002). The reason of the indifference between genders might be due to the fact that the opposite sex is accepted as an opponent in adolescence whereas at university, both female and male individuals tend to like each other and the atmosphere of competition becomes the atmosphere of friendship and tolerance as they get mature. They start seeing others as individuals, rather than boys or girls, in other words, gender difference loses its importance and everyone is either accepted or rejected as individuals. This result is also supported with the previous

studies and research as the gender difference plays an important role at younger ages (Haber, 2007; Scaglione & Scaglione, 2006; Hinduja & Patchin, 2009; Shore, 2006; Fried & Fried, 2003; Brownhill, 2007; Thompson et al., 2002; Henkin, 2005; Beane, 2009; Fekkes et al., 2005; Şirvanlı Özen, 2010; Marsh et al., 2004).

On the other hand, with respect to age, most of the students start their university education at the age of 18 so this year is the bridge between adolescence and adulthood. As a result, having no significant difference for the variable of age and having statistically significant difference only at this age is not surprising and this is also supported by the related literature (Bayraktar, 2009; Espelage et al., 2003); on the contrary, it becomes meaningful in the light of this information. Students were considered as teenagers one year ago and all of a sudden they are forced to become adults and stand on their feet. Before they accept that they are grown-ups and they need to be mature shortly, continuing to behave like adolescents or even childish might be reasonable.

The other two variables that were focused in this research were nationality and faculty. The results of these two variables also seem very reasonable and they can be easily explained. The main part of the research was conducted at Eastern Mediterranean University where the students enrolled from 98 different countries. The data collected from the participants included the majority of this variety. When it was analyzed, it was found out that almost all corners of the bullying triangle (bully, victim and bystander) were mainly the non-Turkish, foreign students (Beane, 2009; Drew, 2010). In other words, students from foreign countries, who do not speak the native language of the majority, experience bullying problems just because they are different from the majority, which is a very common characteristic of bullying

(Tárano, 2012; Macfarlane & McPherson, 2004; Davis & Davis, 2007; Shore, 2006; Beane, 2009; Gardner et al., 2008; Orpinas & Horne, 2006; Davis & Davis, 2007; Shore, 2006; Henkin, 2005). The reason might be that these people have communication problems with the local people or with the ones who have the common native language (Turkish). As a result of their interaction with Turkish speakers, they may become more reactive. Also in the faculties where students from foreign countries study, bullying problems are observed (Wessler & De Andrade, 2006).

The problem of bullying at universities can be overcome with intervention programs (Strohmeier, Fandrem & Spiel, 2012; Andreou et al., 2013; Carney & Merrell, 2001; Sharp et al., 2000). As bullying is such an issue that should not be underestimated or neglected (Bullock, 2002; Dulmus et al., 2006; Rigby & Bagshaw, 2001; Rigby, 2002; Lines, 2008; Davis & Davis, 2007; McGrath, 2007), intervention programs can be life saver particularly for victimized individuals. This has also been emphasized with the previously done studies (Woods & Wolke, 2004; Ma, 2004; Humphrey, 2007; McGrath, 2007; Koç, 2006; Sarı & Tekbıyık, 2012). The negative effects might be long-lasting in all academic, social and private lives of victims and bystanders, thus, a variety of ways might be offered during university education in order to raise awareness in both academicians and students.

5.3 Pedagogical Implications

Bullying is accepted as a global problem as it is observed across many countries and societies. Victimizing others is related with some psychological, social and physical problems. Bullies usually tend to bully others to feel powerful (Orpinas & Horne, 2006; Haber, 2007; Thomas 2011; Davis & Davis, 2007) and they need to have the

control in their hands (Scaglione & Scaglione, 2006; Beane, 2009). The two parties both lack good relationships with friends or classmates as they are not well-developed psychologically (Nansel, Craig, Overpeck, Saluja & Ruan, 2004). In fact all three corners of the bullying triangle, bullies, victims and bystanders, are affected from bullying and this leads to academic failure, dropping success rate at schools, even dropping out of school. It is unfortunate that the negative consequences continue and changes in their characteristics can also be observed so they become reserved, anti-social individuals who prefer to be alone, away from others (Shore, 2006; Kohut, 2007; Brownhill, 2007; Marsh et al., 2004; Hamburg & Hamburg, 2004; McGrath, 2007). The reason is that they lack the sense of confidence (Beane, 2009), which results in not coping with the problems faced in their lives, even in their careers (Shore, 2006; Rigby, 2008). It should be kept in mind that these people are going to become members of the society and having unhappy individuals in the society can affect the lives of others as they will have interactions with the other people around them, such as relatives, colleagues and so on. “Longitudinal studies provide stronger support for the view that peer victimization is a significant causal factor in schoolchildren’s lowered health and wellbeing and that the effects can be long-lasting” (Rigby, 2003, p. 583). The results of such studies also indicate that bullying at schools results in anti-social and violent behaviour (Chapell, Hasselman et al., 2006; Adams & Lawrence, 2011; Haber, 2007; Fried & Fried, 1996; Davis & Davis, 2007; Kohut, 2007; Hall & Jones, 2011).

On the other hand, not only being bullied but also being a bully might cause problems for the future lives of the bullies. Instead of using conflict resolution strategies to solve their problems with the people around them, these people prefer to

bully the others, in other words, sometimes victimization causes bully-victims. Therefore, when they start their careers and have their own families, they may continue bullying behaviors. First, they can be rejected from the groups they wish to be a part of and then they use bullying strategies for the people around them, which may lead to face with legal issues such as alcohol use or carrying weapons.

In the light of the above-mentioned information, identification of bullying at schools and solving the problem when it is at the beginning stage are crucially important steps for the solution of bullying. Hence, the instructors gain a very important role in the lives of their students. Instructors are the people who prepare students for their future lives and when they do their job appropriately, in other words, identify the problems students face and help them overcome these, students may become better citizens when they graduate from the school. The important step for this is the realization of clues given by students. For instance, observing a decrease in the success rate of a student with no reason should alert his/her instructor as this might be the symptom of bullying. Also, a number of studies show that bullying may have severe results for some students and investigating the reasons of the problems students face might avoid such results.

The results of this study also shed light from a different perspective that students who come from different countries face bullying problems in all three dimensions. These students are far away from their families and countries; they cannot even speak and/or understand the native language in North Cyprus except for the students coming from Turkey. Due to afore mentioned reasons, they might face with adaptation problems. The place is new, the school is new, and they feel themselves

left out. Having a system which tries to understand such students might probably be helpful both for those students and their instructors.

5.4 Suggestions for Further Research

This section is devoted to the suggestions after the current research. The suggestions have been categorized under three headings as suggestions for the researchers, suggestions for the practitioners and suggestions for the institutions.

5.4.1 Suggestions for the Researchers

In the light of the results of the current study, conducting a qualitative-design research might be suggested as a further step. Getting information from triangulation method that consists of qualitative data too might be an essential key to provide a more solid solution to the problem of bullying in higher education.

Throughout the study self-report method was used for data collection and it was assumed that the respondents have responded to this measure open and aboveboard. Due to the common method variance, the results of this study are suggested to be supported by another study.

As the data have been gathered from self-reported statements in this study, a deeper research would improve the results and help the betterment of the study. In addition, longitudinal studies are also suggested to further the results of this research and gather more generalizable information on bullying in higher education.

This study focused on the hometown of the participants as in their demographic information. Besides what country they live, the socio-economic status of their families can also be considered and examined in order to get a more detailed profile. What kind of places they live, their living conditions and more information on their

family lives might contribute to the results of the study and such a study might become more comprehensive.

In this study various types of bullying have been considered and these are cyber, verbal, emotional (relational), and physical bullying. Nevertheless, sexual and economical bullying are gradually becoming common and frequently seen types of bullying so these two might also be shed light on in another research.

5.4.2 Suggestions for the Practitioners

Bullying is such a problem that exists in any part of people's lives, at schools, at work and even in families. Therefore, particularly the practitioners in higher education must be aware of this fact and help others raise awareness as well. Universities are the institutions where students shape their lives before they begin to work, therefore, practitioners in such institutions have a crucial role in their students' lives. They are suggested to observe their students more and understand the signals students give so that they can help students to overcome such problems and become healthier and better citizens with a good psychology in the future.

Within this research, some demographic information was also aimed to be gathered in order to get more meaningful data and a better view of student profile. The practitioners might also be interested in the personal information of their students so that they can anticipate the problems their students might face and they can either overcome these or help their students in this process.

5.4.3 Suggestions for the Institutions

Counselling programs or preventive counselling might be advised to provide students who suffer from bullying at universities. The reasons of bullying or victimization

might be investigated in such programs and a valid solution might be suggested in order to avoid long-lasting negative results.

Another suggestion might be some elective courses at universities as intervention programs to the problem of bullying. In such programs students might observe peers, do and watch role-playing activities in order to show empathy towards others. The results of other studies experimenting such programs point out their positive effects on particularly bystanders and self-efficacy beliefs (Andreou et al., 2013).

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APPENDICES

Appendix A: Permission from FLEPS



Eastern Mediterranean University
School of Foreign Languages & English Preparatory School

Research Request Form

Please fill in the form below and attach the necessary documentation (e.g. cover letter, sample questionnaire). NB. All documentation should be error free.

Name: Nazan Dogruer

Contact no: 3941

Email: nazan.dogruer@emu.edu.tr

Institution / Dept: Educational Sciences

Supervisor: Asst. Prof. Dr. Hüseyin Yaratın

Area of Research: Psychology of Education

Proposed period of research: 1 – 2 days

Research to be carried out in:

English Preparatory School Modern Language Division both
(English taught at Dept. Level)

Research to be carried out with:

teachers students both other (please specify) _____

Level of students:

beginners elementary pre-intermediate intermediate upper-intermediate
 other (please specify) can be from any level

No. of teachers required: ____ -- ____

No. of students required: 200- 250

Research to be carried out by:

online questionnaire paper based questionnaire interview classroom observation
 other (please specify) _____

Aim(s) of Research:

thesis (masters) thesis (PhD) conference presentation
 other (please specify) _____

Any other relevant information:

Upon completion of my research, I agree to submit a copy of my findings to the SFLEPS administration and do a presentation if requested. I understand the administration have the right to intervene at any time during my research period and that any further requests on my behalf may not be accepted if I violate the code of conduct and ethics of research.

Date: 03/01/2013

Signature 

To be completed by the SFLEPS Administration

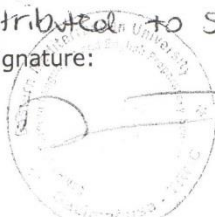
Approved Disapproved (reason):

Comments: *To be distributed to students after exams (at the end of the exam day not week). can also be distributed to the students still having lessons (late registered students).*

Date:

7/11/2013

Signature:



Appendix B: Bullying Scale for Pilot Study I

BULLYING SCALE for PILOT STUDY I

Sevgili Öğrenciler,

Dear Students,

Bu anket, yüksek öğrenimde eğitim gören öğrencilerin akran zorbalığı* düzeylerini ortaya koymak için hazırlanmıştır. Araştırmanın geçerliliği için lütfen bütün soruları okuyunuz ve mutlaka cevaplayınız. Tek bir doğru cevap olmadığından sizin için en uygun olanını işaretleyiniz. Ankete vereceğiniz cevaplar sadece araştırma amaçlı kullanılmaktadır. Değerlendirmenin doğru yapılabilmesi için içten ve samimi cevaplarınız bizim için çok önemlidir.

This questionnaire aims to find out about bullying* amongst students studying in higher education. For the validity of the study it is important that you read the items carefully and answer all the questions. As there is no right answer, please try to choose the most appropriate choice. Responses given to this questionnaire will be used for research purposes only. Your sincere and intimate answers will be appreciated.

Zaman ayırdığınız için teşekkür ederim.

Thank you for your time

Nazan Doğruer
Doktora Öğrencisi

Nazan Doğruer
Ph.D. Student

*Akran Zorbalığının Tanımı

Akran zorbalığı bir ya da birden çok kişinin kendilerinden daha güçsüz kişileri sürekli olarak rahatsız etmesidir.

*Definition of Bullying

Bullying is a repeated pattern of hurtful behavior involving intent to maintain an imbalance of power.

1. Yaşınız – birini seçiniz Your Age– choose one	18	19	20	21 ve yukarısı 21 and above
2. Cinsiyetiniz – birini seçiniz Your Gender – choose one	KIZ FEMALE		ERKEK MALE	
3. Yaşadığınız Ülke – lütfen yazınız Your Country – please write				
4. İngilizce Düzeyiniz – birini seçiniz Your English Level – choose one	EPS101	EPS102	EPS103	EPS104

1. Arkadaşımın söylediği bir şeyi aptalca bulduğum zaman söylediğini tekrar ederek onunla alay ederim. I make fun of my friend by repeating something that he s/he says because I think it is stupid.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
2. Arkadaşları veya sınıf arkadaşları önünde biriyle alay ederim. I ridicule someone in front of their friends or classmates.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
3. Arkadaşlarım arasında tartışma ve çatışmaları ben başlatırım. I start arguments or conflicts among friends.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
4. Arkadaşlarım benim bazı eşyalarımı alıp bana geri vermezler. My friends take my possessions and they do not give them back.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
5. Arkadaşlarım söylediğim bir şeyi aptalca buldukları zaman söylediğimi tekrar ederek benimle alay ederler. My friends make fun of me by repeating something that I say because they think it is dumb.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
6. Arkadaşlarıma bağırırım. I yell at my friends.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
7. Arkadaşlarımı bana karşı düşman ederler. They get my friends to turn against me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
8. Arkadaşlarımı bir öğrenciye düşman ederim. I get my friends to turn against a student.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
9. Arkadaşlarımı istemedikleri şeyleri yapmaya zorlarım. I force my friends to do something they don't want to do.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
10. Arkadaşlarımı üzmemek için onlara kaba mesajlar yollarım. I send rude messages to my friends to upset them.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
11. Arkadaşlarımın inandıkları şeylerle alay ederim. I make fun of others' beliefs.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
12. Arkadaşlarımın önünde benimle alay edilir. I am ridiculed in front of my friends.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always

13. Arkadaşlarımla ilgili yalan bilgileri sayfamda paylaşıyorum. I post lies about someone on my page.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
14. Bazı öğrenciler bana bağırırlar. Some students yell at me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
15. Beni rahatsız etmek için telefonuma mesajlar gönderirler. They send me unpleasant text messages to upset me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
16. Bana kötü isimler (lakaplar) takılır. I am called bad names.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
17. Bazı öğrenciler bana söverler Some students swear at me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
18. Bana kasıtlı birşeyler fırlatırlar. They deliberately throw things at me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
19. Bir öğrencinin başını belaya sokmak için arkadaşlarıma onunla ilgili birşeyler söylerim. I tell my friends things about a student to get that student into trouble.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
20. Bazı öğrenciler arkadaşlarımla olan ilişkilerimi etkilemeye çalışırlar. Some students try to affect my relationship with my friends.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
21. Bazı öğrenciler tarafından incitileceğim bana söylenir. I am told I will be hurt by other students.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
22. Benden hoşlanılmadığı için diğer öğrencilerle arkadaş olmam engellenir. I am prevented from becoming friends with others due to being disliked.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
23. Bazı öğrenciler beni kavga etmem için cesaretlendirir. Other students encourage me to fight.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
24. Bazı öğrenciler beni kötü göstermek için hakkımda yalanlar ve hikayeler uydururlar. Other students tell lies and stories about me to make me look bad.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always

25. Bazı öğrenciler hakkında onları kötü göstermek için yalanlar ve hikayeler uydururum. I tell lies and stories about other students to make them look bad.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
26. Bazı öğrenciler sırf eğlence olsun diye beni üzerler. Some students upset me for the fun of it.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
27. Bazı öğrenciler yüzüme dik dik bakarak beni rahatsız ederler. Some students annoy me by staring at me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
28. Bazı öğrencilere konuşmaya çalıştığımda bana arkalarını dönerler. When I try to talk to some students they turn their back to me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
29. Bazı öğrencilere kötü isimler (lakaplar) takarım. I call other students bad names.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
30. Bazı öğrencilere onları inciteceğimi söylerim. I tell other students that I will hurt them.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
31. Bazı öğrencilere söverim. I swear at others.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
32. Diğer öğrencileri benim arkadaş grubumun dışında tutarım. I exclude other students from my friends' group.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
33. Diğer öğrencileri güldürmek için bazı öğrencilerle ilgili birşeyler söylerim. I say things about other students to make others laugh.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
34. Diğer öğrencileri iterim. I push other students.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
35. Diğer öğrencileri kayga etmeleri için cesaretlendiririm. I encourage other students to fight.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
36. Öğrencileri sinirlendirmek için onlara sataşırım. I tease students to make them angry.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
37. Diğer öğrencilerin bir öğrenciyi görmezden gelmelerini sağlarım. I get other students to ignore a student.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always

38. Bazı öğrenciler tarafından hakkımda dedikodu başlatılmasını sağlarlar. They get other students to start rumors about me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
39. Bazı öğrencilerin hakkında dedikodu çıkarırım. I spread rumors about other students.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
40. Bazı arkadaşlarım beni kasten kendi arkadaş gruplarının dışında tutarlar. Some friends deliberately exclude me from their friends' group.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
41. İstemediğim bir şeyi yapmaya zorlanırım. I am forced to do something I don't want to do by other students.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
42. Beni sinirlendirmek için bana sataşırılar. They tease me to make me angry.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
43. Beni tehdit etmek için bana isimsiz elektronik postalar yollarlar. They send anonymous e-mails to threaten me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
44. Diğer öğrenciler benim hakkımda dedikodu yayarlar. Other students spread rumors about me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
45. Benimle ilgili hoşuma gitmeyecek şakalar yaparlar. They make unpleasant jokes about me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
46. Diğer öğrenciler duygularımı incitmeye çalışırılar. Other students try to hurt my feelings.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
47. Bir öğrenci hakkında diğer öğrencilerin dedikodu başlatmasını sağlarım. I get other students to start a rumor about a student.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
48. Bir öğrenci kötü bakışlar atarak beni kendinden uzak tutar. A student keeps me awayby giving me mean looks.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
49. Canlarını yakmak için bazı öğrencilere bir şeyler fırlatırım. I throw some things at some students to hit them.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
50. Bir öğrenciyi fiziksel olarak incitmekle veya zarar vermekle tehdit ederim. I threaten to physically hurt or harm a student.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always

51. Bir öğrenciyle ilgili kötü şakalar yaparım. I make jokes about a student.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
52. Bana cep telefonumdan rahatsız edici mesajlar gönderilir. I am sent malicious text messages via cell phones.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
53. Diğer öğrenciler tarafından itilirim. I am pushed by other students.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
54. Hakkımda birşeyler söyleyerek benimle alay edilir. They ridicule me by saying things about me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
55. Birşeyler söyleyerek bazı öğrenciler ile alay ederim. I ridicule some students by saying things.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
56. Cep telefonumdan bazı öğrencilere rahatsız edici mesajlar gönderirim. I send malicious text messages to some students via my cell phone.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
57. Cinsel tercihlerim yüzünden bana iyi davranılmaz. I am not treated well because of my sexual preferences.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
58. Diğer öğrencilerle başımı belaya sokmak için benimle ilgili hikayeler uydurulur. Stories are told about me to put me into trouble with other students.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
59. Diğer öğrencilerin beni görmezden gelmelerini sağlarlar. They get other students to ignore me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
60. Diğerlerini tehdit etmek için onlara isimsiz elektronik postalar yollarım. I send anonymous e-mails to others to threaten them.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
61. Diğerlerinin arkadaşlarıyla olan ilişkilerini etkilemeye çalışırım. I try to affect others' relationship with their friends.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
62. Fiziksel olarak incitilmek ya da zarar verilmekle tehdit edilirim. I am threatened to be physically hurt or harm.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
63. İnsanlara cinsel tercihleri yüzünden iyi davranmam. I don't treat people well because of their sexual preferences.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always

64. Hoşlanmadığım birisinin yüzüne dik dik bakarım. I stare at a person I don't like.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
65. Diğer öğrencilerin hoşlanmadığım öğrencilerle arkadaş olmalarını engellerim. I prevent other students from being friends with people I don't like.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
66. Hoşlanmadığım öğrencileri arkadaş grubumdan çıkarırım. I exclude people I don't like from my group.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
67. İnanmadığım şeyler yüzünden bana iyi davranılmaz. I am not treated well because of my beliefs.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
68. İnanmadığım şeylerle alay edilir. They make fun of my beliefs.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
69. İnsanlara ırkları yüzünden iyi davranmam. I don't treat people well because of their race.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
70. İnsanlara ten renkleri yüzünden iyi davranmam. I don't treat people well because of their colour.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
71. Diğer öğrenciler internette benimle ilgili yalan yanlış bilgiler paylaşırlar. Other students share lies about me online.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
72. İrkim yüzünden bana iyi davranılmaz. I am not treated well because of my race.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
73. İnsanları izinleri olmadan sosyal sitelere kaydederim. I sign someone else up for something online without getting their permission.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
74. İnternette izni olmadan başkalarının şifrelerini kullanırım. I use someone else's password without their permission.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
75. İznim olmadan beni rahatsız edecek resimleri online yayınlırlar. Without my permission they post some pictures on their page to upset me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
76. İznimi almadan beni bazı web-sitelerine üye yaparlar. They make me a member of some web-sites without getting my permission.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always

77. İznil olmadan internet şifremi kullanırlar. They use my password without getting my permission.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
78. Bazı öğrenciler kasıtlı olarak beni üzmeğe çalışırlar. Other students deliberately try to make me feel sad.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
79. İnsanlara inançları yüzünden iyi davranmam. I don't treat people well because of their beliefs.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
80. Kasıtlı olarak bazı öğrencileri oynanan oyunların ya da yapılan etkinliklerin dışında bırakırım. I leave some friends out of activities or games on purpose.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
81. Kasıtlı olarak oynanan oyunların ya da yapılan etkinliklerin dışında bırakılırım. I am left out of activities or games on purpose.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
82. Kötü bakışlarla bazı öğrencileri kendimden uzak tutarım. I keep some students away from me by giving them mean looks.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
83. Görünüşüm ile ilgili hoşuma gitmeyecek şeyler söylerler. They say unpleasant things I don't like about my looks.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
84. Okul içerisinde birisini tokatlarım ya da tekmelerim. I slap or kick someone.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
85. İnternette etkileşimli oyunlar oynarken insanlar bana hakaret eder. I am insulted in an interactive game room.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
86. İnternette etkileşimli oyunlar oynarken insanlara hakaret ederim. I insult someone in an interactive game room.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
87. Sevmediğim biri bana konuşmaya çalıştığımda arkamı dönerim. I turn my back when someone I don't like tries to talk to me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
88. Hoşlanmadığım sınıf arkadaşlarımdın görünüşleriyle ilgili hoş gitmeyecek şeyler söylerim. I say unpleasant things about the looks of some class mates I don't like.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always

89. Diğer öğrenciler sırf benden hoşlanmadıkları için benimle fiziksel kavgaya girerler. They get into a physical fight with me because they don't like me.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
90. Sırf birinden hoşlanmadığım için onunla fiziksel kavgaya girerim. I get into a physical fight with a student because I don't like them.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
91. Sırf eğlence olsun diye diğer öğrencileri üzerim. I upset other students for the fun of it.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
92. Ten rengim yüzünden bana pek iyi davranmazlar. I am not treated well because of my colour.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
93. Bazı öğrenciler tarafından tokatlanır ya da tekmelenirim. I am slapped or kicked by some students.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
94. İzinleri olmadan bazı öğrencilerin kişisel bilgilerini sosyal web sitelerimde paylaşıyorum. I share other students' personal information on my social websites without getting my permission.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
95. Yanımdan geçen öğrencilere kasıtlı olarak çarparım. I crash into students on purpose as they walk by.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
96. Yanımdan geçerken bazı öğrenciler bana kasıtlı olarak çarpar. Other students crash into me on purpose as they walk by.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
97. Kasıtlı olarak bazı öğrencilerin üzülmesini sağlarım. I make other students feel sad on purpose.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
98. Arkadaşlarımla izni olmadan onları rahatsız edecek resimleri internette yayınlıyorum. I post my friends' pictures to upset them on my page.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
99. Diğer öğrencileri güldürmek için onlara benim ile ilgili birşeyler söylerler. They say things about me to make others laugh.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always
100. Bazı öğrenciler iznim olmadan benim kişisel bilgilerimi sosyal web sitelerinde paylaşırlar. Other students share my personal information on social websites without getting my permission.	(a) Asla Never	(b) Nadiren Rarely	(c) Bazen Sometimes	(d) Sık Sık Often	(e) Her zaman Always

BULLYING SCALE for PILOT STUDY II

Sevgili Öğrenciler,

Bu anket, Doğu Akdeniz Üniversitesi Eğitim Bilimleri Bölümü'nde doktora tezi çalışmaları kapsamında hazırlanmıştır ve amacı yüksek öğrenimde eğitim gören öğrencilerin akran zorbalığı* düzeylerini ortaya koymaktır.

Araştırmanın geçerliliği için lütfen bütün soruları okuyunuz ve mutlaka cevaplayınız. Ankette tek bir doğru cevap olmadığı için size en uygun olan seçeneği işaretleyiniz.

Ankete vereceğiniz cevaplar sadece araştırma amaçlı kullanılmaktadır. Değerlendirmenin doğru yapılabilmesi için içten ve samimi cevaplarınız bizim için çok önemlidir.

Zaman ayırdığınız için teşekkür ederiz.

Nazan Doğruer

Yrd. Doç Dr. Hüseyin Yaratan

Doktora Öğrencisi

Tez Danışmanı

*Akran Zorbalığının Tanımı

Akran zorbalığı bir ya da birden çok kişinin kendilerinden daha güçsüz kişileri sürekli olarak rahatsız etmesidir.

Kişisel SORULAR

1. Yaşınız (birini seçiniz)	18	19	20	21 ve yukarısı
2. Cinsiyetiniz (birini seçiniz)	KIZ		ERKEK	
3. Ailenizle Yaşadığınız Şehir – lütfen yazınız				

1. Bazı öğrencilerin söylediği bir şeyi aptalca bulduğum zaman söylediklerini tekrar ederek onlarla alay ederim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
2. Arkadaşlarım söylediğim bir şeyi aptalca buldukları zaman söylediğimi tekrar ederek benimle alay ederler.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
3. Bazı öğrencilerin söyledikleri bir şey aptalca bulunduğu zaman söyledikleri tekrar edilerek alay edildiklerine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
4. Arkadaşları önünde biriyle alay ederim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
5. Arkadaşlarımın önünde benimle alay edilir.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
6. Arkadaşları önünde biriyle alay edildiğine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
7. Arkadaşlarım arasında tartışma ve çatışmaları ben başlatırım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
8. Arkadaşlarım arasında tartışma ve çatışma başlatanlar vardır.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
9. Arkadaşlarıma bağırırım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
10. Bazı öğrenciler bana bağırlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
11. Bazı öğrencilere bağırıldığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
12. Bana kötü isimler (lakaplar) takılır.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
13. Bazı öğrencilere kötü isimler (lakaplar) takarım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
14. Bazı öğrencilere kötü isimler (lakaplar) takıldığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
15. Bazı öğrenciler bana söverler.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman

16. Bazı öğrencilere söverim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
17. Bazı öğrencilere sövüldüğüne şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
18. Bazı öğrenciler arkadaşlarımla olan ilişkilerimi etkilemeye çalışırlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
19. Bazı öğrencilerin arkadaşlarıyla olan ilişkilerini etkilemeye çalışırım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
20. Bazı öğrencilerin arkadaşlarıyla olan ilişkilerinin etkilemeye çalışıldığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
21. Bazı öğrenciler bana beni inciteceklerini söylerler.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
22. Bazı öğrencilere onları inciteceğimi söylerim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
23. Bazı öğrencilere incitileceklerinin söylendiğine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
24. Benden hoşlanılmadığı için diğer öğrencilerle arkadaş olmam engellenir.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
25. Hoşlanmadığım öğrencilerin diğer öğrencilerle arkadaş olmalarını engellerim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
26. Bazı öğrencilerin hoşlanmadıkları öğrencilerin arkadaşlık kurmalarına engel olduklarına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
27. Bazı öğrenciler beni kavga etmem için cesaretlendirir.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
28. Bazı öğrencileri kavga etmeleri için cesaretlendiririm.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
29. Bazı öğrencilerin kavga etmeleri için cesaretlendirildiğine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
30. Bazı öğrenciler beni kötü göstermek için hakkımda yalan hikayeler uydururlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
31. Bazı öğrencileri kötü göstermek için haklarında yalan hikayeler uydururum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman

32. Bazı öğrencilerin diğer öğrencileri kötü göstermek için haklarında yalan hikayeler uydurulduğuna şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
33. Benden hoşlanmayan bazı öğrenciler yüzüme dik dik bakarak beni rahatsız ederler.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
34. Hoşlanmadığım öğrencilerin yüzüne onu rahatsız etmek için dik dik bakarım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
35. Bazı öğrencilerin hoşlanmadıkları öğrencilerin yüzlerine dik dik bakarak rahatsız ettiklerine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
36. Diğer öğrencileri güldürmek için bazı öğrencilerle ilgili birşeyler söylerim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
37. Bazı öğrenciler diğer öğrencileri güldürmek için benimle ilgili bir şeyler söylerler.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
38. Bazı öğrencilerin diğer öğrencileri güldürmek için bazı öğrencilerle ilgili bir şeyler söylediğine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
39. Öğrencileri sınırlendirmek için onlara sataşırım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
40. Bazı öğrencileri beni sınırlendirmek için bana sataşırlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
41. Bazı öğrencilerin diğer öğrencileri sınırlendirmek için onlara sataştıklarına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
42. Bazı öğrenciler hakkında dedikodu başlatırım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
43. Diğer öğrenciler benim hakkımda dedikodu yayarlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
44. Diğer öğrenciler hakkında dedikodu yayıldığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
45. Diğer öğrenciler tarafından itilirim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
46. Diğer öğrencileri iterim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman

47. Bazı öğrencilerin itildiğine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
48. Hakkımda bir şeyler söyleyerek benimle alay edilir.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
49. Bazı öğrenciler hakkında bir şeyler söyleyerek onlarla alay ederim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
50. Bazı öğrencilerin haklarında bir şeyler söylenerek alay edildiklerine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
51. Cep telefonumdan bazı öğrencilere rahatsız edici mesajlar gönderirim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
52. Bazı öğrencilere bana cep telefonlarından rahatsız edici mesajlar gönderirler.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
53. Bazı öğrencilerin diğer öğrencilere cep telefonlarından rahatsız edici mesajlar gönderdiklerine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
54. Bazı öğrencileri tehdit etmek için onlara isimsiz elektronik postalar yollarım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
55. Bazı öğrenciler beni tehdit etmek için bana isimsiz elektronik postalar yollarlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
56. Bazı öğrencilerin diğerlerini tehdit etmek için onlara isimsiz elektronik postalar yolladığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
57. Fiziksel olarak incitilmek ya da zarar verilmekle tehdit edilirim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
58. Bazı öğrencileri fiziksel olarak incitmek veya zarar vermeye tehdit ederim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
59. Bazı öğrencilerin fiziksel olarak incitilmek veya zarar verilmekle tehdit edildiğine şahit oldum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
60. İnsanlara cinsel tercihleri yüzünden iyi davranmam.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
61. Bazılarını bana cinsel tercihlerim yüzünden iyi davranmazlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman

62. İnsanlara cinsel tercihleri yüzünden iyi davranılmadığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
63. İnsanlara ırkları yüzünden iyi davranmam.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
64. Bazıları bana ırkım yüzünden iyi davranmaz.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
65. İnsanlara ırkları yüzünden iyi davranılmadığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
66. İnsanlara ten renkleri yüzünden iyi davranmam.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
67. Renk tenimi yüzünden bana iyi davranılmaz.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
68. İnsanlara ten renkleri yüzünden iyi davranılmadığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
69. İnsanları izinleri olmadan sosyal sitelere kaydedirim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
70. İznimi almadan beni bazı sosyal sitelere üye yaparlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
71. Bazı öğrencilerin diğer öğrencileri izinleri olmadan sosyal sitelere kaydettiklerine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
72. İznim olmadan internet şifreleri kullanırlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
73. İzinleri olmadan bazı öğrencilerin internet şifrelerini kullanırım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
74. Bazı öğrencilerin internet şifrelerinin izinleri olmadan kullanıldığına şahit oldum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
75. İnsanlara inançları yüzünden iyi davranmam.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
76. İnançlarım yüzünden bana iyi davranılmaz.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
77. İnsanlara inançları yüzünden iyi davranılmadığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman

78. Yanımdan geçerken bazı öğrenciler bana kasıtlı olarak çarpır.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
79. Bazı öğrencilerin yanlarından geçerken diğer öğrencilere kasıtlı çarptıklarına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
80. İzinim olmadan beni rahatsız edecek resimleri internette yayınlarlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
81. Arkadaşlarımla izni olmadan onları rahatsız edecek resimleri internette yayınlarım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
82. İzinleri olmadan bazı öğrencileri rahatsız edecek resimlerin internette yayımlandığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
83. Bazı öğrenciler iznim olmadan benim kişisel bilgilerimi sosyal web sitelerinde paylaşırlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
84. İzinleri olmadan bazı öğrencilerin kişisel bilgilerimi sosyal web sitelerimde paylaşırlarım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
85. Bazı öğrencilerin diğer öğrencilerin kişisel bilgilerimi izinleri olmadan sosyal web sitelerinde paylaştıklarına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman

Appendix D: Bullying Scale for the Actual Study in Turkish

Sevgili Öğrenciler,

Bu anket, Doğu Akdeniz Üniversitesi Eğitim Bilimleri Bölümü'nde doktora tezi çalışmaları kapsamında yüksek öğrenimde eğitim gören öğrencilerin akran zorbalığı* düzeylerini ortaya koymak için hazırlanmıştır. Araştırmanın geçerliliği için lütfen bütün soruları okuyunuz ve mutlaka cevaplayınız. Tek bir doğru cevap olmadığından sizin için en uygun olanını işaretleyiniz. Ankete vereceğiniz cevaplar sadece araştırma amaçlı kullanılmaktadır. Değerlendirmenin doğru yapılabilmesi için içten ve samimi cevaplarınız bizim için çok önemlidir. Zaman ayırdığınız için teşekkür ederiz.

**Nazan Doğruer
Doktora Öğrencisi**

**Yrd. Doç Dr. Hüseyin Yaratan
Tez Danışmanı**

***Akran Zorbalığının Tanımı**

Akran zorbalığı bir ya da birden çok kişinin kendilerinden daha güçsüz kişileri sürekli olarak rahatsız etmesidir.

5. Yaşınız – birini seçiniz	18	19	20	21 ve yukarısı
6. Cinsiyetiniz – birini seçiniz	KIZ		ERKEK	
7. Yaşadığınız Ülke – lütfen yazınız				
8. Bölümünüz – lütfen yazınız				

1. Arkadaşımın söylediği bir şeyi aptalca bulduğum zaman söylediğini tekrar ederek onunla alay ederim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
2. Arkadaşlarım söylediğim bir şeyi aptalca buldukları zaman söylediğimi tekrar ederek benimle alay ederler.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
3. Bazı öğrencilerin söyledikleri bir şey aptalca bulunduğu zaman söyledikleri tekrar edilerek alay edildiklerine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
4. Arkadaşları veya sınıf arkadaşları önünde biriyle alay ederim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
5. Arkadaşlarımın önünde benimle alay edilir.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
6. Arkadaşları önünde biriyle alay edildiğine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
7. Arkadaşlarım arasında tartışma ve çatışmaları ben başlatırım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
8. Arkadaşlarıma bağırırım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
9. Bazı öğrenciler bana bağırlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
10. Bazı öğrencilere bağırdığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
11. Bana kötü isimler (lakaplar) takılır.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
12. Bazı öğrencilere kötü isimler (lakaplar) takarım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
13. Bazı öğrencilere kötü isimler (lakaplar) takıldığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
14. Bazı öğrenciler bana söverler	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
15. Bazı öğrencilere söverim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
16. Bazı öğrencilere sövüldüğüne şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman

17. Bazı öğrenciler arkadaşlarımla olan ilişkilerimi etkilemeye çalışırlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
18. Bazı öğrencilerin arkadaşlarıyla olan ilişkilerini etkilemeye çalışırım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
19. Bazı öğrencilerin arkadaşlarıyla olan ilişkilerinin etkilenmeye çalışıldığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
20. Benden hoşlanılmadığı için diğer öğrencilerle arkadaş olmam engellenir.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
21. Diğer öğrencilerin hoşlanmadığım öğrencilerle arkadaş olmalarını engellerim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
22. Bazı öğrencilerin hoşlanmadıkları öğrencilerin diğer öğrencilerle arkadaş olmalarının engellendiğine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
23. Bazı öğrenciler beni kötü göstermek için hakkımda yalanlar ve hikayeler uydururlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
24. Bazı öğrenciler hakkında onları kötü göstermek için yalanlar ve hikayeler uydururum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
25. Bazı öğrencileri kötü göstermek için haklarında yalanlar ve hikayeler uydurulduğuna şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
26. Bazı öğrenciler yüzüme dik dik bakarak beni rahatsız ederler.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
27. Hoşlanmadığım birisinin yüzüne dik dik bakarım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
28. Bazı öğrencilerin diğer öğrencileri yüzlerine dik dik bakarak rahatsız ettiklerine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
29. Diğer öğrencileri güldürmek için bazı öğrencilerle ilgili birşeyler söylerim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
30. Öğrencileri sinirlendirmek için onlara sataşırım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
31. Beni sinirlendirmek için bana sataşırlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
32. Bazı öğrencilerin diğer öğrencileri sinirlendirmek için onlara sataştıklarına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman

33. Bazı öğrenciler hakkımda dedikodu yayarlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
34. Diğer öğrenciler benim hakkımda dedikodu yayarlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
35. Bazı öğrencilerin diğer öğrenciler hakkında dedikodu yaydığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
36. Hakkımda bir şeyler söyleyerek benimle alay edilir.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
37. Haklarında bir şeyler söyleyerek bazı öğrencilerle alay ederim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
38. Bazı öğrencilerin başkaları hakkında bir şeyler söyleyerek onlarla alay ettiklerine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
39. Cep telefonumdan bazı öğrencilere rahatsız edici Mesajlar gönderirim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
40. Bazı öğrenciler bana cep telefonumdan rahatsız edici mesajlar gönderirler.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
41. Bazı öğrenciler Cep telefonlarında rahatsız edici mesajlar gönderildiğine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
42. Diğerlerini tehdit etmek için onlara isimsiz elektronik postalar yollarım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
43. Beniz tehdit etmek için bana isimsiz elektronik postalar yollarlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
44. Bazı öğrencilerin diğerlerini tehdit etmek için onlara isimsiz elektronik postalar yolladığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
45. Diğer öğrencilere cinsel tercihleri yüzünden iyi davranmam.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
46. Cinsel tercihlerim yüzünden bana iyi davranılmaz.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
47. Diğer öğrencilere cinsel tercihleri yüzünden iyi davranılmadığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
48. İnsanlara ırkları yüzünden iyi davranmam.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman

49. İrkım yüzünden bana iyi davranılmaz.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
50. Diđer öğrencilere ırkları yüzünden iyi davranılmadığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
51. İnsanlara ten renkleri yüzünden iyi davranmam.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
52. Ten rengim yüzünden bana iyi davranılmaz.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
53. Diđer öğrencilere ten renkleri yüzünden iyi davranılmadığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
54. Bazı öğrencileri izinleri olmadan sosyal sitelere kaydederim.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
55. Bazı öğrenciler iznim olmadan beni sosyal sitelere kaydederler.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
56. Bazı öğrencileri izinleri olmadan sosyal sitelere kaydettiklerine şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
57. İznim olmadan beni rahatsız edecek resimleri online yayınlarlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
58. Bazı öğrencileri rahatsız edecek resimleri izinleri olmadan internet sayfamda yayınlam.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
59. Bazı öğrencileri rahatsız edecek resimlerin izinleri olmadan internette yayımlandığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
60. İznimi almadan beni bazı web-sitelerine üye yaparlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
61. İzinlerini almadan bazı öğrencileri bazı web-sitelerine üye yaparım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
62. İzinleri alınmadan bazı öğrencilerin bazı web-sitelerine üye yaptıklarına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
63. İznim olmadan internet şifreleri kullanırlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
64. Bazı öğrencilerin internet şifrelerini izinleri olmadan kullanırım.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman

65. Bazı öğrencilerin internet şifrelerinin izinsiz olarak kullanıldığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
66. Bazı öğrencilere inançları yüzünden iyi davranmam.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
67. Bazı öğrenciler inançlarım yüzünden bana iyi davranmaz.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
68. Bazı öğrencilere inançları yüzünden iyi davranılmadığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
69. Bazı öğrenciler iznim olmadan benim kişisel bilgilerimi sosyal web sitelerinde paylaşırlar.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
70. İzinleri olmadan bazı öğrencilerin kişisel bilgilerini sosyal web sitelerimde paylaşıyorum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman
71. İzinleri olmadan bazı öğrencilerin kişisel bilgilerinin başkaları tarafından sosyal web sitelerinde paylaşıldığına şahit olurum.	(a) Asla	(b) Nadiren	(c) Bazen	(d) Sık Sık	(e) Her zaman

Appendix E: Bullying Scale for the Actual Study in English

Dear Students,

This questionnaire has been prepared as part of PhD doctorate dissertation in the Educational Sciences Department of Education Faculty, Eastern Mediterranean University. The questionnaire aims to find out about bullying* amongst students studying in higher education. For the validity of the study it is important that you read the items carefully and answer all the questions. As there is no right answer, please try to choose the most appropriate choice. Responses given to this questionnaire will be used for research purposes only. Your sincere and intimate answers will be appreciated.

Thank you for your time.

Nazan Dođruer

Ph.D. Student

Asst. Prof. Dr. Hüseyin Yaratan

Advisor

***Definition of Bullying**

Bullying is a repeated pattern of hurtful behavior involving intent to maintain an imbalance of power.

1. Your Age– choose one	18	19	20	21 and above
2. Your Gender – choose one	FEMALE		MALE	
3. Your Country – please write				
4. Your Department – please write				

1. I make fun of my friend by repeating something that he s/he says because I think it is stupid.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
2. My friends make fun of me by repeating something that I say because they think it is dumb.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
3. I witness some students make fun of others by repeating something that they say because they think it is dumb.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
4. I ridicule someone in front of their friends or classmates.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
5. I am ridiculed in front of my friends.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
6. I witness some students ridicule others in front of their friends or classmates.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
7. I start arguments or conflicts among friends.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
8. I yell at my friends.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
9. Some students yell at me.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
10. I witness that some students yell at others.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
11. I am called bad names.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
12. I call other students bad names.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
13. I witness that some students are called bad names.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
14. Some students swear at me.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
15. I swear at others.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
16. I witness that some students swear at others.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
17. Some students try to affect my relationship with my friends.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
18. I try to affect some students' relationship with their friends.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
19. I witness some students try to affect the others' relationship with their friends.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
20. I am prevented from becoming friends with others due to being disliked.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
21. I prevent other students from being friends with people I don't like.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
22. I witness that some students prevent other students from being friends with people they don't like.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always

23. Other students tell lies and stories about me to make me look bad.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
24. I tell lies and stories about other students to make them look bad.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
25. I witness that some students tell lies and stories about others students to make them look bad.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
26. Some students annoy me by staring at me.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
27. I stare at a person I don't like.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
28. I witness that some students annoy others by staring at them.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
29. I say things about other students to make others laugh.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
30. I tease students to make them angry.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
31. They tease me to make me angry.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
32. I witness that some students tease others to make them angry.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
33. Some students spread rumors about me.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
34. Other students spread rumors about me.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
35. I witness that some students spread rumors about others.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
36. They ridicule me by saying things about me.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
37. I ridicule others by saying things about them.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
38. I witness that some students ridicule others by saying things about them.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
39. I send malicious text messages to some students via my cell phone.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
40. Some students send me malicious text messages via my cell phone.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
41. I witness that some students send malicious text messages to others via their cell phones.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
42. I send anonymous e-mails to others to threaten them.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
43. Some students send anonymous e-mails to threaten me.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
44. I witness that some students send anonymous e-mails to others to threaten them.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always

45. I don't treat other students well because of their sexual preferences.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
46. I am not treated well because of my sexual preferences.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
47. I witness that some students are not treated well because of their sexual preferences.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
48. I don't treat people well because of their race.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
49. I am not treated well because of my race.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
50. I witness that some students are not treated well because of their race.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
51. I don't treat people well because of their colour.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
52. I am not treated well because of skin colour.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
53. I witness that some students are not treated well because of their skin colour.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
54. I sign some students up for something online without getting their permission.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
55. Some students sign me up for something online without getting my permission.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
56. I witness some students sign others up for something online without getting their permission.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
57. Without my permission they post some pictures on their page to upset me.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
58. I post some pictures on my page to upset other students.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
59. I witness some pictures are posted on web pages to upset others.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
60. They make me a member of some web-sites without getting my permission.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
61. I make other students a member of some web-sites without getting their permission.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
62. I witness that they make some students a member of some web-sites without getting their permission.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
63. They use my internet password without getting my permission.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
64. I use some students' internet password without getting their permission.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always

65. I witness some students' internet passwords are used without getting their permission.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
66. I don't treat some people well because of their beliefs.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
67. Some students treat me well because of my beliefs.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
68. I witness that some students are not treated well because of their beliefs.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
69. Other students share my personal information on social websites without getting my permission.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
70. I share other students' personal information on my social websites without getting my permission.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always
71. I witness that some students share others personal information on their social websites without getting their permission.	(a) Never	(b) Rarely	(c) Sometimes	(d) Often	(e) Always