

**The Role of Age, Gender, School Status, Perceived
Popularity, Loneliness, Friendship Quality and
Parental Relations, on Adolescents' Bullying
Behavior**

Seren Uğur

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

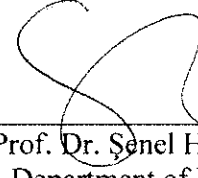
Master of Science
in
Developmental Psychology

Eastern Mediterranean University
September 2017
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

Assoc. Prof. Dr. Ali Hakan Ulusoy
Acting Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Science in Developmental Psychology.



Assoc. Prof. Dr. Şenel Hüsni Raman
Chair, Department of Psychology


We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Science in Developmental Psychology.

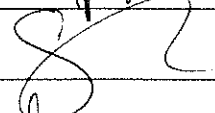


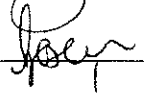
Assoc. Prof. Dr. Fatih Bayraktar
Supervisor

Examining Committee

1. Assoc. Prof. Dr. Fatih Bayraktar
2. Assoc. Prof. Dr. Şenel Hüsni Raman
3. Asst. Prof. Dr. İlmiye Seçer







ABSTRACT

Bullying is a serious problem among adolescents and there might be many variables which might affect this problem such as; parental and peer relations, perceived popularity and loneliness. Accordingly, the current study aimed to investigate the role of age, gender, school status, perceived popularity, loneliness, friendship quality and parental relations, on adolescents' bullying behavior. 250 students were recruited from middle and high schools in Kyrenia and Nicosia regions and the age range was between 12-18 ($\bar{x}=14.8$, $SD= 1.7$). The participants completed questionnaires based on self-reports which includes UCLA Loneliness Scale, Friendship Qualities Scale, Peer Bullying Scale, Adolescent Family Process Measure and Popularity Scale. Participation to the study depended entirely on students' voluntariness. Results demonstrated that there were significant relationship between bullying, popularity and loneliness. In addition, results also demonstrated that overt bullying, teasing and relational bullying scores increased with age and males demonstrated more overt bullying compared to girls. Furthermore, parental conflict significantly predicted bullying behavior among adolescents. In conclusion, the present study demonstrated that bullying is a serious problem among adolescents and age, gender, parental conflict, loneliness and low perceived popularity significantly predict bullying behavior.

Keywords: Bullying, Friendship Quality, Parental Relations, Loneliness, Perceived Popularity, Age, Gender, School Status, Adolescents.

ÖZ

Zorbalık davranışı ergenlerde ciddi bir sorundur ve bu sorunu ebevyn ve akran ilişkileri, algılanan popülerlik ve yalnızlık gibi birçok değişken tetikleyebilir. Bu nedenle, mevcut araştırma, yaşın, cinsiyetin, okul statüsünün, algılanan popülerliğin, yalnızlığın, arkadaşlık niteliğinin ve ebevyn ilişkilerinin, ergenlerin zorbalık davranışı üzerindeki rolünü araştırmayı hedeflemiştir. Bu araştırmaya, Girne ve Lefkoşa bölgesinde ortaokul ve lisede okuyan 12-18 yaş aralığında olan 250 öğrenci katılmıştır($\bar{x}=14.8$, $SD= 1.7$). Katılımcılar, UCLA yalnızlık ölçeği, Arkadaşlık Niteliği Ölçeği, Ergen-Aile Süreci Ölçeği, Popülerlik Ölçeği ve Akran Zorbalığı Ölçeği ile ilgili soruları yanıtlamışlardır. Katılımcıların araştırmaya katılmaları gönüllülük üzerinden gerçekleşmiştir. Mevcut araştırmadaki sonuçlar, zorbalık davranışının popülerlik ve yalnızlık ile arasında anlamlı bir ilişki olduğunu göstermiştir. Buna ek olarak, bulgular ergenlerde yaş ile birlikte açık zorbalık, ilişkisel zorbalık ve alay türlerinin arttığını göstermiştir, Ayrıca erkekler kızlara göre açık zorbalık davranışını daha fazla uygulamıştır. Sonuç olarak, mevcut araştırma zorbalığın ergenlerde ciddi bir problem olduğunu ve yaşın, cinsiyetin, ebevyn çatışmasının, yalnızlığın ve düşük olarak algılanmış popülerliğin zorbalık davranışının önemli yordayıcıları olduğunu göstermiştir.

Anahtar kelimeler: Zorbalık, Arkadaşlık Niteliği, Ebevyn İlişkisi, Yalnızlık, Algılanan Popülerlik, Yaş, Cinsiyet, Okul Statüsü, Ergenlik.

ACKNOWLEDGEMENT

Firstly; I would like to thank my supervisor Assist. Prof. Dr. Fatih Bayraktar for providing me an opportunity to work with him, sharing his experiences, time and giving me the strength to finish this study. I am very thankful to him for his patience and valuable advices.

Secondly; I would like to thank Eastern Mediterranean University for helping every student to be able to become a responsible in the future and also I would like to thank the Department of Psychology of EMU for their valuable contributions to me.

Finally; I would like to thank my mother, father and brother for their moral and financial support and also I would like to thank my boyfriend and friends for their support and advices.

TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ.....	iv
ACKNOWLEDGEMENT.....	v
LIST OF TABLES.....	vi
LIST OF FIGURES.....	ix
LIST OF SYMBOLS AND ABBREVIATIONS.....	x
1 INTRODUCTION.....	1
1.1 Theoretical Background of Bullying.....	3
1.2 Gender Differences and Bullying.....	5
1.3 Age Differences and Bullying.....	8
1.4 The Status of School and Bullying.....	10
1.5 Perceived Popularity and Bullying.....	12
1.6 Friendship Quality and Bullying.....	14
1.7 Parental Relations and Bullying.....	16
1.8 Loneliness and Bullying.....	19
1.9 Aim of The Study.....	21
2 METHOD.....	23
2.1 Participants.....	23
2.2 Measures.....	23
2.2.1 Demographic Questionnaire.....	22
2.2.2 UCLA Loneliness Scale.....	23
2.2.3 Friendship Qualities Scale- (FQS).....	24

2.2.4 Peer Bullying Scale.....	25
2.2.5 The Adolescent Family Process Questionnaire.....	26
2.2.6 Peer Pressure, Conformity, and Popularity Scales.....	27
2.3 Procedure.....	27
3 RESULTS.....	29
3.1 Data Analysis.....	29
3.2 Prevalance of Bullying and Subtypes of Bullying.....	29
3.3 Correlational Analyses.....	30
3.3.1 Correlations Among Age, Harming the Belongings, Overt Bullying, Teasing and Relational Bullying.....	30
3.3.2 Mann Whitney U Test findings for Bullying Sub-Scores Regarding Gender	30
3.3.3 Correlations Among Bullying, Loneliness, Popularity, Friendship and Paren tal Relations.....	32
3.4 Regression Analysis.....	33
3.4.1 Hierarchical Multiple Regression Analysis findings for Variables Predicting Bullying.....	33
4 DISCUSSION.....	35
4.1 Implication of Study.....	46
4.2 Conclusion.....	48
REFERENCES.....	49
APPENDICES.....	64
Appendix A: Demographic Questionnaire.....	65
Appendix B: UCLA Loneliness Scale.....	66

Appendix C: Friendship Qualities Scale.....	68
Appendix D: Peer Bullying Scale.....	70
Appendix E: The Adolescent Family Process Questionnaire.....	73
Appendix F: Peer Pressure, Conformity and Popularity Scales.....	75
Appendix G: Department’s Ethicx and Research Committee Approval Letter.....	77
Appendix H: Ministry Education Approval.....	78

LIST OF TABLES

Table 1: Correlations Among Bullying Factors and Age.....	29
Table 2: Mann Whitney U Test Results.....	30
Table 3: Correlations Among Bullying, Loneliness, Popularity, Friendship and Parental Relations (communication, conflict, closeness, approval).....	31
Table 4: Hierarchical Regression Analysis for Variables Predicting Bullying.....	33

LIST OF SYMBOLS AND ABBREVIATIONS

α	Alpha
β	Beta
doi	Digital Object Identifier
e.g.	Example Given
et al.	And others
etc	et cetera
F	F-ratio
i.e.	That is
p	Probability
r	Pearson's Correlation Coefficient
R^2	R-square
SD	Standard Deviation
SEb	Standard Error
t	Critical Value
\bar{X}	Mean
ΔR^2	R-square change

Chapter 1

INTRODUCTION

Bullying can be defined as deliberate, repetitive aggressive behavior and unprovoked abuse that aims to give harm, pain and trouble to another person (Dodge, 1991). Bullies usually have low academic achievement (Pekel, 2004) and negative attitudes and beliefs both about themselves and others (Wolke, 2000). Peers have effective role on adolescents' life and sometimes it may affect adolescents' life in a negative way if they are rejected or bullied. Therefore, loneliness may mediate victimization and rejection (Kochenderfer & Ladd, 1996). Peer victimization is one of the most prevalent developmental problem among both children and adolescents across the world (Smith, Morita, Junger-Tas, Olweus, Catalano & Slee, 1999). A victim can be defined as a person who is exposed to bullying behavior (Griffin & Gross, 2004) and peer victimization may cause negative consequences such as; somatization problems among women, depression, low self-esteem, high level of anxiety and low academic achievement (Niemela, 2011; McGee, 2011; Olsson, 2014; Olweus, 1995; Wolke, Copeland, Angold, & Costello, 2013). In North America, reports demonstrated that, 10-15 % of children were exposed to chronic bullying at school (Brunstein, Klomek, Marrocco, Kleinman, Schonfeld et al., 2007). According to other research, 15% of Swedish school children demonstrated both bullying and victimization (Olweus, 1993). Also, the research demonstrated that bully-victims are more prevalent among younger children; 5.3% (grade 3) to 3.0% (grade 5) in a Finnish sample (Haynie et al., 2001; Nansel et al., 2001).

Bullying has many types. For instance; physical bullying which includes; hitting, pushing and kicking and verbal bullying which includes; insulting and verbal threatening (Smith & Ananidaou, 2003). Also in recent years, researchers revealed new types of bullying such as electronic (Raskauskas, 2007) or cyberbullying (Slonje & Smith, 2008). Cyberbullies show their harmful behaviors by using electronic tools such as; mobile phones, internet and electronic mail.

Bullying is one of the most common problems in the world. Studies about bullying in Italy (Genta & et al., 2006), Ireland (O'Moore & Hillary, 1969), Canada (Craig, 1998), Australia (Rigby & Slee, 1993), Norway (Olweus, 1991), England (Boulton, 1999), Japan (Kikkawa, 1987), U.S (Bosworth, Espleage & Simon, 1999), Turkey (Yıldırım, 2001; Dölek, 2002; Pekel, 2004) and in South Cyprus (Kokkinos & Panaioyou, 2004) demonstrated that there was bullying behavior at schools. Nansel, Craig, Overpeck, Salujave and Ruan (2004) examined the prevalence to be bully and victim and they observed that status to be bully and victim showed differences between 9% to 54% in the world.

There are a few research studies related with bullying in North Cyprus. For example; a study which was conducted in three universities indicated that 6% of sample showed cyber-bullying and 8% of sample showed cyber-victimization (Bayraktar, 2015). Moreover, research which was conducted both in Turkey and North Cyprus among 1,052 adolescents whose age ranged between 13-18 years demonstrated that 76% of the adolescent in North Cyprus showed bullying behavior to others (Bayraktar, 2011). Additionally, Kılıçarslan (2009) investigated bullying behavior among 955 students who were studying in middle school in North Cyprus and results demonstrated that 51% of the students demonstrated bullying behavior. In the same

way, Ağlamaz (2006) investigated bullying behavior among 1223 middle school students in North Cyprus and found that 65% of the students in middle school demonstrated bullying behavior. The other research which was conducted among 150 students who were studying in fifth grade in North Cyprus demonstrated that, there was a moderate level (21.7% - 30.3%) of bullying (Mutluoğlu & Serin, 2010). A number of risk variables may increase bullying behavior. For instance; low academic achievement (Schwartz, Gorman, Nakamoto & McKay, 2006), low socioeconomic status (Peskin & et al., 2007; Peskin, Tortolero & Markham, 2006), low involvement with parents and to be children of divorced parents' (Flouri & Bunchanan, 2003), poor peer relations (Card, Stucky, Sawalari & Little, 2008) significantly increase the risk of bullying behavior.

1.1 Theoretical Background of Bullying

Brown (2000), Tajfel and Turner (1979) suggested that bullying was associated with Social Identity Theory among children and adolescents. This theory explained that individuals' thoughts, attitudes and behaviors were shaped according to their group norms which they were present to improve their own self-esteem in the group. For instance; previous research demonstrated that bullying was higher among the peers if it was supported by the group norms (Duffy & Nesdale, 2008). In addition, Friendship Protection Hypothesis also plays an important role to prevent bullying behavior among adolescents (Boulton, 1999). Bukowski et al., (1995) and Hodges et al., (1997) suggested that adolescents who did not have friends were more likely to demonstrate bullying behavior and be victims compared to adolescents who had friends. Also, Primary Socialization Theory suggested that bullying behavior is learned from social environment and peers play take important role in social environment during adolescents (Higgins, Ricketts, Marcum, & Mahoney, 2010;

Oetting & Donnermeyer, 1998). Therefore, this theory suggested that adolescents who had friends that support each others were less likely to be involved in physical, verbal or relational bullying (Kendrick & Stattin, 2012). Bandura (1977) also suggested Social Learning Theory and he asserted that this theory had an affect on bullying behavior among children. According to this theory, children take role model when this model was strong. Previous research demonstrated that bullies (which include physical, verbal or relational aggression) might be seen as powerful figures so children were more likely to imitate their behaviors (Craig & Pepler, 1997).

Furthermore, Ecological Systems Theory which was developed by Bronfenbrenner in 1977 may explain risk and protective factors which might be related with bullying behavior both among children and adolescents. The Ecological Systems Theory includes five levels which shape individual (micro, meso, exo, macro and chronosystem levels) (Bronfenbrenner, 1994). Microsystem has a direct affect in bullying behavior because it is composed of people or groups of people within immediate places (school or home) (Hong & Espelage, 2012). For example; negative attitudes towards children, low level of parental involvement (Espelage et al., 2001), parental conflict (Baldry, 2003), low level of popularity, peer rejection (Espelage, 2002), school environment which is not safe (Baker, 1998; Adams & Conner, 2008; Pellegrini & Bartini, 2000; Wienke Totura et al., 2008) are taken into the microsystem and evaluated as risks to increase bullying behavior. Mesosystem is related with inter-relations between two or more microsystem (Bronfenbrenner, 1979) such as; parents-adolescents relationship or teachers-parents relationship. Therefore, these relationships could be risk or protective factor to increase bullying at school (Lee, 2009; Olweus, 1992).

Additionally, according to the exosystem, events that have occurred in the settings which people were not present affect people's development. For instance; media (which includes aggression) and neighborhood environments (which includes unsafe environments) might not directly include individuals but could affect adolescents' relationships negatively and might increase bullying behavior among adolescents (Bronfenbrenner, 1979; 1994). Macrosystem includes cultural norms, beliefs and values. According to this system, adolescents might be involved in bullying behavior because of their cultural differences beliefs or values. For example, previous research suggested that especially in individualistic countries individuals sustain inequality, alienation and aggression towards students according to their religion, cultures or socioeconomic background. Therefore, these factors might be a risk to increase bullying behavior among students (Leach, 2003). Furthermore, the chronosystem contains life events of the people and their environment. For instance, divorce or remarriage can cause aggression both among children and adolescents as life events (Hetherington & Elmore 2003). Based on the aforementioned theoretical backgrounds of bullying, in the present study Ecological Systems Theory was taken into consideration and conducted to investigate the role of age, gender, status of schools (exosystem), perceived popularity, friendship quality and parental relations (microsystem) on adolescents' bullying behavior in North Cyprus (particularly Kyrenia and Nicosia regions). The literature review related with associations between bullying (as dependent variable) and independent variables are presented below.

1.2 Gender Differences and Bullying

Previous research demonstrated that gender plays an important role in bullying behavior and a line of research indicated that, boys were more prone to bullying behavior than girls (Brame, Nagin, & Tremblay, 2001). Eron (1987) conducted

longitudinal research for twenty-two years and observed both male and females. The results demonstrated that boys showed more bullying behavior compared to girls from 8 years until 30 years old. Bem (1995) suggested that gender differences play important role on bullying behavior because of the society's expectations. In contrast, according to observational research, there was no so important differences between girls and boys like surveys (Pepler et al., 2004). Some research findings didn't show gender differences (Rose & Rudolph, 2006) or they found bullying and victimization were more common among females (Veenstra et al., 2005).

Martin and Little (1990) and Serbin, Powlishta and Gulko(1993) suggested that when peer relations take important role among adolescents gender differences and stereotypes demonstrate significant increases. Previous studies similarly demonstrated that there was a gender difference on bullying behavior and findings generally showed that bullying behavior was common among both boys and girls (Crick & Grotpeter, 1995;Lagerspetz & Bjorkqvist, 1994).In contrast, Olweus (1993) and Smith and Brain (2000) suggested that boys demonstrated more bullying behavior compared to girls because of their values, beliefs and social expectations. Hammock and Richardson (1992) revealed that the relationship between gender role (masculine/femininity) and bullying behavior and they found that masculinity play important role on bullying behavior. Studies demonstrated that girls who approve and show masculine features were more likely to demonstrate bullying behavior compared to girls who approve and show feminine features (Kogut, Langley & O'Neal 1992).Bayraktar et al. (2015) investigated cyberbullying in Czech adolescent sample and results demonstrated that males were more likely to involve

cyberbullying compare to females and also females were more likely to be cybervictim.

Bjorkqvist, Lagerspetz and Kaukiainen (1992) suggested that the types of bullying behavior differ across the gender. Girls were more likely to demonstrate bullying behavior indirectly than boys when they were at younger ages such as; social rejection and deliberate exclusion. (Archer & Cote, 2005; Crick et al., 2001; Olweus, 1994). Furthermore, research suggested that boys were more likely to demonstrate bullying behavior directly but girls were more prone to demonstrate bullying behavior indirectly which includes social rejection and relationally aggressive behavior (Olweus, 1993; Varjas et al., 2009). Similarly, another research also demonstrate that boys were more likely to demonstrated bullying behavior which was physical or verbal and girls were more likely to demonstrate bullying behavior which included gossip and relational aggression (Bjorkqvist et al., 1992; Card et al., 2008; Crick & Grotpeter, 1995; Galen & Underwood, 1997; Salmivalli & Kaukiainen, 2004).

However, Swearer (2008) suggested that relational aggression was not only related with girls' bullying behavior also boys could demonstrate relational aggression. What is more, Goldstein (2008) found that girls were more likely to demonstrate relational aggression. Furthermore, research demonstrated that boys were more likely to demonstrate bullying behavior towards both opposite and same sex peers and at the same time they were more likely to be exposed to bullying behavior which included direct aggression from same sex peers compared to girls (Goldstein, 2008).

1.3 Age Differences and Bullying

Age could be an important variable on bullying behavior. Previous research demonstrated that children who were at early adolescence were more likely to demonstrate bullying behavior because of rapid biological and social changes (Craig et al., 2001; McMaster et al., 2002). Furthermore, previous research which investigated age differences on bullying behavior demonstrated that students who were in high school demonstrated more bullying behavior compared to students who were in primary school.(Pepler et al., 2006). Kepenekçi and Çinkır (2006) suggested that adolescents who were in high school demonstrated physical (35.5%), emotional (28.3%) and sexual (15.6%) bullying behavior and at the same time were exposed to bullying.

However, Nansel (2001) revealed that children received a higher score in bullying compared to adolescents. Similarly, Galambos (2003) suggested that older adolescents had low aggressive behavior because they can empathize. A research which investigated age differences and bullying behavior reported that adolescents who were within the age range of 11-15 years demonstrated verbal bullying and also demonstrated that the bullying behavior demonstrated big changes when children entered puberty and moved to different schools (Archer & Cote, 2005; Eslea & Rees, 2001; Espelage, Mehan, & Swearer, 2004; Pellegrini & Long, 2002).Long (2002) also suggested that bullying behavior increased when students change from primary to middle school.For instance, most of researches demonstrated that bullying behavior declined with age and also some researches demonstrated that physical bullying decline with age while verbal bullying increase (Whitney & Smith, 1993). Accordingly, Brame. Nagin and Tremblay (2001) suggested that physical bullying

decreases with age but other types of bullying increases. Researchers demonstrated that verbal bullying (22%) and relational bullying (27%) were higher than physical bullying (16%) in elementary schools. Additionally, research which investigated bullying behavior and victimization according to different grades found that bullying behavior was higher in the early grades because of more conflicting relationships and less power for younger compared to older one (Olweus, 1994). Moreover, previous research which investigated ages differences on bullying behavior demonstrated that conceptualization of bullying take important role on students' ages and their bullying behavior. This research revealed that children who were at the age of 4 to 6 and 8 were capable to distinguish bullying behavior or non-bullying behavior. Therefore, they distinguish the aggressive or non aggressive behavior and demonstrated aggression which might be seen as bullying behavior (ex: they fight because they do not love each other).(Monks & Smith, 2006). However, older students whose age range was between 12 and 18 years were more capable to distinguish bullying behavior according to its types (physical, non-physical, verbal etc.) (Monks & Smith, 2006).

Also, Espelage and Swearer (2003) revealed that bullying behavior (especially physical and verbal) mostly occurred in primary, secondary or middle school ages because at these ages children try to reach high status or power among peers. A research which investigated bullying behavior according to the ages did not find significant differences between ages of 10 and 12 years. However, there were significant differences between age 11 and ages 14-15 years. Research demonstrated that adolescents who were 14-15 years old demonstrated less bullying behavior which included all types compared to adolescents who were 11 years old (Wang,

Iannotti & Nansel, 2009). Similarly, Lagerspetz, Bjorkqvist and Peltonen (1988) revealed that students who were at the ages of 11 and 12 years demonstrated more physical bullying such as; hitting, kicking etc. Inconsistent with most of findings, previous research demonstrated that adolescents who were at between 16-17 years old exhibit their aggression more destructive way which include physical aggression compared to younger adolescents (Çivitçi, 2011).

1.4 The Status of Schools and Bullying

School is an important place for adolescents that provide them to feel themselves in confidence and most of bullying behavior also occurs at schools (Lumsden, 2002; Colvin et al., 1998). What is more, bullying can be learned at school (Kasen et al., 2004). Ahmed and Braithwaite (2004) demonstrated that the school status which included socioeconomic status, location neighbourhood, physical conditions (ex: the size of playing area) and disciplinary techniques significantly effected adolescents' bullying behavior. Some of the research about bullying behavior demonstrated that adolescents' bullying behavior were related with the socioeconomic status of their schools (Frank & Elgar et al., 2009). For example; Pickett and Wilkinson (2007) found that children demonstrated more bullying behavior at schools with low socioeconomic status. Accordingly, a research which investigated bullying behavior in private and public schools found that bullying behavior were more common in private schools compared to public schools and also research showed that bullying behavior were more likely to present at schools which were bigger (Furlong & Morrison, 2000).

Interestingly, Becker (1968), Fajnzylber, Lederman and Loayza (2002); and Stack, (1984) demonstrated that adolescents who were at high socioeconomic status schools

may feel themselves more powerful because of their advantaged conditions and they might be bully others more likely. Additionally, they also found the socioeconomic status of schools could be determinant of aggression. For instance; Pişkin (2010) investigated socioeconomic status of schools and bullying behavior in Turkey and found that students who were in high socioeconomic status schools demonstrated significantly higher bullying behavior compared to low or middle socioeconomic status schools.

In contrast, other researches demonstrated that there was no relationship between the status of schools and bullying behavior (Chen, 2004). Similarly, Borg (1999) and Rigby (2004) conducted a study which investigated the association between bullying behavior and socioeconomic status of schools in adolescence but results demonstrated that there was no relationship. What is more, a previous research investigated academic achievement in classroom and its relation with teacher's classroom management strategies in North Cyprus and Turkey. Result demonstrated that task-oriented goals provided to students to increase their academic achievement and school bonding but skill-oriented goals caused competition and power differences among students which triggered to bullying behavior (Bayraktar, 2013). Inconsistently, Andreou (2000) suggested that skill-oriented goals which provide to students to see their strong sides prevent bullying behavior. Accordingly, in college school teachers' expectations for students' academic performance might be higher compared to state schools because students enter to colleges with special exams (Bayraktar, 2013). Additionally, college schools had high academic achievement and Elliott (1997) suggested that students who had low academic achievement schools in these kind of schools were more likely to demonstrate bullying behavior.

Furthermore, most of previous research investigated the relationship between bullying behavior and how adolescents perceive their schools (ex: Hazler, Hoover & Oliver, 1992; Kochenderfer & Ladd, 1996; Varjas, Henrich & Meyers, 2009). Overall results demonstrated that there were significant positive relationship among bullying, feeling insecure at school, fear of school and not liking the school. Additionally, other researches found that there were significant positive relationship among bullying, high conflicts and low control at schools (Craig, Pepler & Atlas, 2000; Kasen, Barenson, Cohen & Johnson, 2004) and school culture which supports bullying behavior (Olweus & Limber, 1999).

1.5 Perceived Popularity and Bullying

Perceived popularity can be related with social dominance, aggression (Parkhurst & Hopmeyer, 1998), strength (Hawley, 2003; Vaillancourt & Hymel, 2006), leadership, social control (Lease, Kennedy & Axelrod, 2002) and other personal features such as; academic competence, being athletic, being chic or being rich (LaFontana & Cillessen, 2002; Vaillancourt & Hymel, 2006).

Most of the researchers focused on the relationships between perceived popularity and aggression (Andreou, 2006). Some research finding tried to explain the role of peer acceptance and perceived popularity on bullying (Bruyn, Cillessen & Wissink, 2010). According to this study, it was hypothesized that there was a positive relationship between popularity and bullying. Vaillancourt (2003) investigated both popular and unpopular bullies and found that popular bullies were perceived as more attractive, stylish and better liked compared to unpopular bullies. In addition, Pellegrini and Bartini (1999) showed that bullies could be popular and they might have lots of friends.

Moreover, Dijkstra, Lindenberg and Veenstra (2008) found that mostly the bullying behavior was done by popular adolescents. In addition, results demonstrated that adolescents who perceive themselves as popular show more bullying behavior and more likely to be rejected and get less acceptance from the peers in their classes. Adler and Adler (1998) suggested that children may demonstrate bullying behavior to take into higher status in peer groups. Xie et al., (2002) found that adolescents who perceive themselves as popular showed high levels of bullying behavior in peer groups. In the same way, Bruyn and Cillessen (2006) found that the adolescents who perceive high level of popularity showed more bullying behavior. However, adolescents who perceive themselves as less popular showed less bullying behavior. Parkhurst and Hopmeyer (1998) described adolescents who were popular (perceived) but at the same time rejected showed more aggression than adolescents who were popular (perceived) and accepted.

Adolescents who were popular and liked were found to be less aggressive compared to the peers who were popular and disliked (Kirkpatrick, Waugh, Valencia & Webster, 2002). Additionally, Caravita and Cillessen (2012); Sijtsema et al. (2009) revealed that adolescents' bullying behavior was related with high social status between peers so it is important to be popular in the peer groups by reaching a high social status (Garandeau & Cillessen, 2006; Salmivalli, 2010). Therefore, it can be suggested that, there will be a positive correlation between perceived popularity and bullying behavior.

Many of the studies suggested that the relationship between popularity and physical/verbal aggression may be different in different developmental stages. (Lafontana & Cillessen, 2002; Rose et al., 2004). In middle childhood physical/verbal

aggression is related with low perceived popularity (Rodkin, Farmer, Pearl Van & Acker, 2006). In contrast, in early adolescence, physical/verbal aggression was found to be related with high levels of popularity (Parkhurst & Hopmeyer, 1998). Therefore it is critical to test the association between perceived popularity and bullying in different developmental stages.

1.6 Friendship Quality and Bullying

Friendship quality takes important role both among adolescents and children because high friendship quality may prevent individuals to be involved in bullying (Bukowski, Hoza, & Boivin, 1993; Sullivan, 1953). It was also suggested that friendship quality may play important role in adolescents to cope with negative events (Bukowski, Hoza, & Boivin, 1993; Sullivan, 1953). For example, high level of closeness to the peers, friendships and having supportive friendships take an important role in adolescents and may prevent bullying behavior (Brechtwald & Prinstein, 2011; Fredricks & Simpkins, 2013). The authors suggested that adolescents who had high level of friendship quality and at the same time who had mutual friendship which include (sharing, closeness and warmth) were more likely to demonstrate positive outcomes instead of negative such as aggression or bullying (Bukowski, Hoza, & Boivin, 1994; Gifford, Smith & Brownell, 2003).

Additionally, according to 'Friendship Protection Hypothesis' making friends may help to protect negative experiences and negative outcomes (Boulton, Trueman, Chau, Whitehand, & Amatya, 1999). Therefore, it was suggested that bullying and friendship quality are associated with each other negatively. Accordingly a strong relationship has been found between bullying and poor peer relations (Card, Stucky, Sawalari & Little, 2008). Therefore some adolescents may perpetrate bullying

behavior to improve their status in their peer groups (Prinstein & Cillessen, 2003; Rose, Swenson, & Waller, 2004). Moreover, Boulton and Smith (1994) found that children who were rejected from their peer groups would more likely to be bully. On the other hand high quality friendship might prevent peer victimization and bullying behavior (Leary, Twenge & Quinlivan, 2006).

Furthermore, according to 'Primary Socialization Theory', adolescents who had supportive friendships were more likely to be supportive toward to others so they were less likely to perform relational, physical or verbal bullying behavior (McElhaney, Immele, Smith, & Allen, 2006; Poulin, Dishion, & Haas, 1999). Therefore, it was suggested that, positive relationships with friends might decrease both bullying and victimization.

In contrast, low quality friendships may lead to bullying tendency (Hodges, Malone & Perry, 1997; Pellegrini & Long, 2002). Because, Berndt (2002) suggested that adolescents who had low quality friendships were more likely to experienced high conflict and negative outcomes. Additionally, the authors revealed that adolescents who showed low level of support towards each other were more likely to experienced high level of conflict (Furman, 1996; Gifford, Smith & Brownell, 2003; Hodges, Malone, & Perry, 1997). For instance, lack of closeness, security, intimacy between peers may increase physical/verbal aggression (Cillessen, Jiang, West & Laszkowski, 2005; Grotzinger & Crick, 1996). However, Parker and Asher (1993) suggested that to have supportive friends was not enough alone to decrease bullying behavior but also it is important to have reciprocal friendships. Moreover, Pellegrini et al., (1999) revealed that adolescents who was in victim status were not protected by their friends against victimization.

Many children and adolescents who wanted to spend time with bullies may mimicking as role models and this may cause support each others to increase bullying behavior (Juvonen & Ho, 2009). Moreover, adolescents who behave as bully generally have peer groups who also behave as bully so these peers support each others to being bully in school (Huitsing et al., 2014; Salmivalli, Huttunen & Lagerspetz, 1997). Bandura (1977) revealed that modelling in bullying behavior and according to this modelling, bully as seen as powerful figure for children. Social Identity Theory demonstrated that, people realize their social identity in a group which they presented and they recognize their group norms and establish differences towards to other groups. Therefore, if individuals perceive their groups (which approve and show bullying) positively, they are going to be more likely to protect their groups and sustain bullying behavior (Tajfel & Turner, 1979).

1.7 Parental Relations and Bullying

Parental involvement may play significant role in bullying behavior. Low parental warmth, low family cohesion and low involvement with parents and to have divorced parents was found to be positively related with bullying behavior (Flouri & Bunchanan, 2003). In the same way, adolescents who showed aggression within the peer groups had poor family cohesion (Bowers, Smith& Binney, 1992). According to Social Learning Theory, parents become important role models for their children (Bandura,1978), and they may learn bullying behavior by observing and modeling their parents (Baldry, 2003). Especially fathers plays important role in bullying behavior (Berdondini & Smith, 1996). Fathers' personality and acts were found to be associated with children' bullying behavior in many studies. For instance, Farrington (1993) demonstrated that children (especially boys) who had aggressive father were much more tended to show bullying behavior at school.

Many studies described insecure parental attachment as a risk for psychopathology, aggression, antisocial and delinquent behavior for future development (Fagot & Kavanaugh, 1990; Grossmann & Grossmann, 1991; Elgar, 2003; Elicker, Englund & Snoufe, 1992; Ijzendoorn, 1997; Renken, Egeland, Marvinney, Mangelsdorf & Sroufe, 1989). Accordingly, Walden and Beran (2010) found that students who had strong bond with their first caregiver did not demonstrate bullying behavior to others. Accordingly, Marini, Done, Bosacki and Ylc-Cura (2006) found that bullies, victims or bully/victims had low maternal attachment. In sum several studies consistently demonstrated that adolescents and children, who had insecure attachment with parents were more likely to perform bullying behavior (Eliot & Cornell, 2009 ; Marini et al., 2006; Smith & Myron-Wilson, 1998; Troy & Sroufe, 1987; Walden & Beran, 2010).

Baldry (2003), demonstrated that children who exposed to violence and abuse by their parents were more likely to show bullying behavior. For instance, authoritarian parenting which includes corporal punishment, hostility, rejection and positive attitude toward aggression take important role in developing bullying behaviors (Baldry & Farrington, 2005; Christie-Mizell, 2003; Espelage & Swearer, 2003; Shields & Cicchetti, 2001). Baldry and Farrington (2000) and Georgiou (2008) suggested that parents who were permissive which included high level of responsiveness and low level of control on their children were more likely to had victim children. Additionally, a research which investigated the relationship between parents' characteristics and bullying behavior in adolescents suggested that parents who had anger toward their children and who perceived their children as frustrated were more likely to show bullying behavior against children (Shetgiri,

Lin, Avila & Flores, 2012). Therefore, these parental characteristics might affect their children in a negative way and may be path to bullying behavior. Ahmed and Braithwaite (2004) suggested that inappropriate parenting style which includes high amount of hostility, shouting, hitting took risk to increase of bullying at school. Also, Belsky and Haan (2011) suggested that negative parenting change brain chemistry and stress reactions so this might make children to be the targets of bullying. Akgün (2005) investigated the role of parenting style and parent-adolescent relationship on peer victimization and bullying between adolescents. Results demonstrated that excessive psychological autonomy, rigid parenting style and low level of communication with father had negative effect on general bullying behavior. Additionally, Bauer and colleagues (2006) and Bandura (1978) demonstrated that children who grow up in a home with high interparental violence tended to show physical aggression such as bullying behaviors. Moreover, children who exposed to maltreatment demonstrated high levels of aggression which includes bullying behavior (Shields & Cicchetti, 1998).

Parents usually unaware of bullying behavior and they have difficulties to notice the problem (Olweus, 1993; Vail, 2000). In contrast, when parents have information about their children's life, this was found to be negatively associated with bullying behavior (Patterson & Fisher, 2002; Steinberg & Silk, 2002). Therefore, parents who have good communication with their children and who demonstrate love, warmth and support towards to children may decrease the risk of bullying behavior (Lereya, Suzet Tanya, Samara, Muthanna and Wolke and Dieter, 2013). Haynie et al., (2001) revealed that parents' characters (i.e. honesty, empathy, self-control etc.) also take important role on their children and might decrease the risk of bullying behavior.

1.8 Loneliness and Bullying

Loneliness is an emotional situation that cause to dissatisfaction of social relationships among individuals and it cause to make themselves isolate from others(Hawkley & Cacioppo 2010).During the adolescence period, competitive classifications, low physical attractiveness, low athletic skills might be the reason of loneliness in adolescents who feel themselves unsuccessful. Therefore, this might increase bullying behavior among adolescents (Mijuskovic, 1986). Lonely adolescents might have insufficient social skills (Eldeleklioglu, 2008; Jones, Hobbs & Hockenbury, 1982; Wittenberg & Reis, 1986)and they might be insatiable in interpersonal relationships (Stokes, 1985). Therefore, they might develop hostile attitudes towards their peers. Asher and Paquette (2003) demonstrated that if children have high level of loneliness, they were more likely to develop poor developmental outcomes which also include bullying. Accordingly, Morrison (2007) suggested that lonely adolescents have difficulties to establish strong social relationships and they were more likely to develop aggression towards their peers. Ybarra (2004) suggested that loneliness was an important factor for being cyberbully and cybervictim. Therefore, individuals who demonstrate these behaviors are tended to be lonely. Many studies demonstrated that students who had high amount of loneliness were more likely to expose bullying behavior (Erdur-Baker & Yurdugül, 2008; Storch & Masia-Warner, 2004; Brassard, 2003). Moreover, most of previous research found that there were significant positive relationships among loneliness, aggression (Koçak, 2008; Loucks, 1980) and bullying behavior in adolescents (Yıldırım, 2007). Also, previous research demonstrated that adolescents who showed bullying behavior feel more lonely compared to adolescents who did not show bullying behavior (Yıldırım, 2007).

In addition, lonely parents take important role on adolescents because they may have low parenting self-efficacy which include problems with child-care, authority and encouragement of their child for socialization with peers (Junttila, Vauras & Laakkonen, 2007). So the authors discussed that these parents may increase loneliness on their children. According to several international surveys which included approximately 100.000 participants demonstrated that there was a positive relationship between bullying and loneliness among young people (Due et al., 2005; Fleming & Jacobsen, 2009). Brennan (1982) and also Cacioppo and Hawkley (2003) suggested that if loneliness was high during adolescencethe risk of cyberbullying increased. According to Graham and Juvonen (1998), children whose in bully/victim status were more lonely compared to others.

In the same way, Kochenderfer and Ladd (1996) suggested that children who were rejected by their peers were more likely to experience loneliness and bullying behavior. Lonely people may have interpersonal difficulties (Boivin & Hymel, 1997) and also they may have negative peer beliefs (Kochenderfer & Ladd, 1996a; Kochenderfer-Ladd & Wardrop, 2001; Kupersmidt, Buchele, Voegler, & Sedikides, 1996; Ladd & Troop-Gordon, 2003; Renshaw & Brown, 1993). Therefore, they may improve hostile attitudes towards to peers because it was anticipated that they were more likely to demonstrate bullying behavior (Check, Perlman & Malamuth, 1985). In the same way, many studies demonstrated that there was positive relationship between loneliness and aggression (Check et al., 1985; Prinstein, Boergers & Vernberg, 2001), anger-hostility (Koçak, 2008; Loucks, 1980) and bullying behavior (Yıldırım, 2007). In sum, findings demonstrated that there was strong relationship between loneliness and bullying.

1.9 Aim of the Study

The current study tries to test the following hypotheses by using Bronfenbrenner's Ecological Systems Theory as mentioned above. Although all the variables have been handled before by various studies, the current findings can be used in following meta-analyses and also has some important implications for reducing bullying in various age groups, particularly in North Cyprus. Therefore, the present study aimed to investigate the role of age, gender, status of school, perceived popularity, loneliness, friendship quality, parental relations, on adolescents' bullying behavior. The following hypotheses were generated;

Hypothesis 1-There is a significant relationship between age and subtypes of bullying (overt, relational, harming the belongings and teasing).

Hypothesis 2- Males adolescents will get higher scores in specific bullying subtypes (overt and harming the belongings) than females adolescents.

Hypothesis 3- Adolescents who perceive their popularity higher in the peer groups will get higher scores in bullying behavior.

Hypothesis 4- There will be a positive correlation between loneliness and adolescents' bullying behavior.

Hypothesis 5-Adolescents who have high level of friendship qualities will get lower scores in bullying behavior.

Hypothesis 6-Adolescents who perceive high levels of communication, closeness, and peer approval and low levels of conflict from their parents will get lower scores in bullying behavior when age, gender and status of the school is controlled.

Chapter 2

METHOD

2.1 Participants

The study was conducted in North Cyprus among Turkish speaking students who study in college (a total of two) and state (a total of three) which included two middle and three high schools in Kyrenia and Nicosia regions. A total of 250 participants were recruited (125 males, 125 females) and the age range was between 12-18. (\bar{x} =14.8, SD = 1.7) which was previously categorized in the current study as early 12-13 (\bar{x} = 12.5, SD = 0,4, N =66) , middle 14-15 (\bar{x} = 14.4, SD = 0.5, N =84) and late 16-18 (\bar{x} = 16.6, SD =0.7, N =100). Because there was no difference between age groups for the variables, age was used as a continuous variable.

2.2 Measures

2.2.1 Demographic Questionnaire:

A demographic questionnaire was used to obtain background information such as age, gender and education level.

2.2.2 UCLA Loneliness Scale (Russel, Peplau & Ferguson, 1978)

The UCLA Loneliness Scale is one of the most popular scales which has been used to measure the perceived loneliness. It was originally developed by Russel, Peplau and Ferguson (1978) and then reviewed in many countries for its adaptation to different language (Anderson & Malikiosi-Loizos, 1992; Demir, 1989; de Grace, Joshi & Pelletier; Lasgaard, 2006; Döring & Bortz, 1993; Hojat, 1982; Pretoirus, 1993; Ruchkin, Eisemann, & Hagglof; Russel, Peplau & Cutrona, 1980; Wilson ve

Ark., 1992). The scale consists of 20 items with a 4 point Likert scale (1-never, 4-often) (e.g.'I do not have any friends'). High scores indicate that a person is experiencing high level of loneliness. The Turkish adaptation of the scale was conducted by Demir (1989). The internal consistency of the scale was found .96 and the test retest reliability as .94. The scale includes items that have reverse scoring (1., 4., 5., 6., 9., 10., 15., 16.,19., and 20.). After the recode of these items, internal reliability of the scale was found acceptable in the present study(Cronbach Alpha: .84).

2.2.3 Friendship Qualities Scale - FQS (Bukowski, Hoza & Boivin, 1994)

FQS has been used to evaluate the quality of children's and adolescents' friendship qualities with their best friends. Draft items by Berndt and Perry (1983 as cited in Bukowski et al., 1994) were reformulated as a scale by Bukowski et al. (1994). The scale includes 23 items with a five point Likert scale (1-absolutely not true, 5-absolutely true). The last version of the scale includes five factors; Companionship (4 items), Conflict (4 items), Help (5 items), Security (5 items), and Closeness (5 items). In the current study total scale was used (e.g. 'I and my friend are happy when we are together'). In the study which was conducted by Hacettepe University Developmental Psychology Group Project, the scale had two dimensions after the factor analysis. Internal consistency of the positive friendship quality dimension and negative friendship quality dimension was found as .93 and .72 respectively (Sayıl et al., 2012). The items of Conflict subscale (items 4.,8.,13., 15. and 19.) were recoded and the internal reliability of the scale was found acceptable in the present study (Cronbach Alpha: .86).

2.2.4 Peer Bullying Scale (Gültekin & Sayıl, 2005)

This scale was prepared by Pekel (2004) as a minor revision of the Turkish Multidimensional Victimization Peer Scale (MPVS) (Gültekin & Sayıl, 2005) to define bullying behaviors. The scale is formed to reformulate the items of MPVS from passive to active (ex: how often other students called you with nicknames or tried to get you into trouble with your friends during the last school year) with 3 point Likert scale 'not at all', 'once' and 'more than once'). The questionnaire consists of 35 items with 3 Point Likert Scale: "not at all," "once," and "more than once." Also, it includes five dimensions: terror, overt bullying, teasing, relational bullying, and attacks on property. The internal consistency coefficients were .92 for the entire scale, .66 for terror, .74 for teasing, .84 for overt bullying, .60 for relational bullying, and .62 for attacks on property subscales. In the present study, the internal reliability of the scale was found acceptable (Cronbach Alpha: .93).

In the current study, Factor Analysis was used and according to Promax rotation the Peer Bullying Scale was divided into four dimensions which included harming the belongings, overt bullying, teasing and relational bullying. The KMO value was found .882 and Barlett's Test was found significant ($p = .000$). The four-component solution explained a total of 52.2 % of the variance, with Component 1 contributing 31.7 %, Component 2 contributing 7.7 %, Component 3 contributing 5.0 % and Component 4 contributing 3.8 %. The Cronbach Alpha Coefficients was found .78 for harming the belongings(e.g.'I steal others belongings'), .87 for overt bullying(e.g.'I punch others'), .75 for teasing(e.g.'I swear to others') and .60 for relational bullying(e.g.'I prevent my friends to talk others').

2.2.5 The Adolescent Family Process Questionnaire(Vazsonyi, Hibbert & Snider, 2003)

The Adolescent Family Process (AFP) Questionnaire is a self-reported measurement tool which was developed for the ISAD project based on previous work by Cernkovich and Giordano (1987). The items include general questions related with family and parenting process. The new Adolescent Family Process Questionnaire includes 25 items on a 5 point Likert scale (1-absolutely not true, 5- absolutely true). Cronbach alpha coefficients of the subscales(i.e. closeness, support, monitoring, intimate communication, instrumental communication, conflict and peer approval) was found between .75 and .86. (Scarpate, Vazsonyi, Burcu, Hernandez & Sheu, 2008). In the Turkish adaptation study which was conducted by Hacettepe University Developmental Psychology Group Project, internal consistencies were found between .57 and .90. for the subscales.

In the present study, Factor Analysis was used and according to Varimax rotation, The Adolescent Family Process Questionnaire was divided into 4 dimensions which included closeness(e.g.'My mother trust me'), communication(e.g.'I share everything with my mother what I do at school'), conflict(e.g.'My mother does not listen to me or my ideas') and peer approval(e.g.'My mother shows me her love'). In the current study, there were questions about only adolescents' mothers. The KMO value was found .867 and Barlett's Test was found significant ($p = .000$). The four-component solution explained a total of 51.4 % of the variance, with Component 1 contributing 28.5 %, Component 2 contributing 9.5 %, Component 3 contributing 6.8 % and Component 4 contributing 6.4 %. The Cronbach Alpha Coefficients was found

.81 for closeness, .68 for communication, .62 for conflict and .66 for peer approval dimensions.

2.2.6 Peer Pressure, Conformity, and Popularity Scales (Santor, Messervey & Kusumakar, 1999)

This scale included 30 items originally. Brendt (1979) developed a scale which consisted of 20 hypothetical states as “a couple of your best friends” foster you to participate in activity and a person is defined either as voluntary to being in peers activity or as involuntary to being in that activity. For every conditions, participants answered the items as what they would really do with 5-Point Likert Scale which was ranging from “absolutely sure” to “absolutely not sure”. The scale consists of 11 peer pressure items, 12 popularity items and 7 conformity items. These scales were used in many studies to define the peer conformity (Brown, 1986) and sensitivity to peer pressure (Steinberg & Silverberg, 1987). In this study, only popularity scale was taken into consideration which includes 12 items (e.g. 'I bought something because they were fashion'). These twelve items were translated to Turkish by the researcher, controlled by the supervisor and back translated to English by a professional translator to control whether the translated items were matching with the original ones. The internal reliability of the popularity scale was found acceptable (Cronbach Alpha: .89).

2.3 Procedure

Firstly, EMU Psychology Department Research and Ethics Committee and also Ministry of Education and parental approval was obtained before conducting the research. A total of three schools were selected in Kyrenia and two schools were selected in Nicosia randomly. The all schools were public school but two of them had special exam for students so these schools called as college. A total of

50 students were recruited according to their ages from 6th to 12nd grade. Both teachers and students were informed about purpose of the study and stressed that the participation to the study depended entirely on students' voluntariness. Students received a series of pencil and paper questionnaires during the lecture time in classroom setting with the supervision of teacher and researcher. Therefore, students could ask any questions to the researcher when they did not understand. The study took approximately 25-30 minutes and at the end of the study, participants were thanked and debriefed about the study verbally.

Chapter 3

RESULTS

For the purposes of this study; data gathered were analyzed with SPSS version 22. In the analysis, correlations and hierarchical multiple regression were used.

3.1 Data Analysis

In determining if there were significant correlations between bullying's sub-types and age, Pearson Correlation Coefficient was used. In the same way, in determining if there were significant correlations between bullying behavior score and popularity, loneliness, family relations and friendship quality scores, again Pearson Correlation Coefficient was conducted. The level of significance used throughout the study was .05. Additionally, in determining the effect of differences among gender on bullying behavior, Mann Whitney U Test was conducted. In order to investigate how age, gender, school type, parental communication, parental closeness, peer approval, parental conflict predict bullying behavior score, Hierarchical Regression Analysis was used.

3.2 Prevalance of Bullying and Subtypes of Bullying

When one standard deviation over the mean score of bullying was used as the cut-off point, 16.8% of the sample showed bullying. When the same method was used the prevalances were 7.2% for harming the belongings, 13.2% for overt bullying, 14.8% for teasing and 11.6% for relational bullying.

3.3 Correlational Analyses

3.3.1 Correlations Among Age, Harming the Belongings, Overt Bullying, Teasing and Relational Bullying

As seen in Table 1, Pearson Product-Moment Correlation analysis among the five factors showed that except harming the belongings there are significant positive correlations among age, overt bullying, teasing and relational bullying. The findings revealed that as age increases overt bullying, teasing and relational bullying scores all increase and vice versa. On the other hand, all bullying subtypes were correlated with each other positively.

Table 1: Correlations Among Bullying Factors and Age

Variables	1	2	3	4	5
1. Age	-				
2. Harming the Belongings	.09	-			
3. Overt Bullying	.15*	.44*	-		
4. Teasing	.36*	.30*	.61*	-	
5. Relational Bullying	.14*	.32*	.43*	.42*	-

* $p < .05$

3.3.2 Mann-Whitney U Test Findings for Bullying Sub-Scores Regarding Gender

Kolmogorov-Smirnov normality tests revealed that all bullying sub-scores for males and females were significantly deviate from normality. all $D(125) \geq 0.142$. all $p \leq .000$. For this reason Mann-Whitney U test procedures were used in determining the

differences in mean scores. Cohen $r(r = z/\sqrt{n})$ effect size measures were used. Cohen (1988) characterized $r = 0.2$ as a small effect size, $r = 0.3$ as a medium effect size, and $r = 0.5$ as a large effect size.

As seen in Table 2, the findings revealed that overt bullying median scores of males are significantly different than overt bullying median scores of females favoring males. The effect size showed that gender difference in overt bullying scores is relatively high ($r = 0.37$). The findings showed that there is no any other significant differences between males and females in terms of median scores namely, harming the belongings, teasing and relational bullying.

Table 2: Mann-Whitney U Test Results

Variable	Gender	<i>n</i>	Mean	<i>sd</i>	Median	<i>U</i>	<i>z</i>	<i>p</i>	<i>r</i>
Harming the Belongings	Female	125	5.16	0.50	5.0	7407.5	-1.18	0.24	0.11
	Male	125	5.51	1.40	5.0				
Overt Bullying	Female	125	10.90	3.17	9.0	5558.0*	-4.12	0.00	0.37
	Male	125	12.28	3.50	11.0				
Teasing	Female	125	5.91	1.97	5.0	6862.0	-1.69	0.09	0.15
	Male	125	6.34	2.13	6.0				
Relational Bullying	Female	125	3.46	0.96	3.0	7551.0	-0.58	0.56	0.05
	Male	125	3.51	0.98	3.0				

* $p < .05$

3.3.3 Correlations Among Bullying, Loneliness, Popularity, Friendship and Parental Relations (communication, closeness, conflict, peer approval)

As seen in Table 3, there are significant positive correlations among bullying, loneliness, popularity, communication, conflict and approval. In this group of variables the strongest correlations are in between bullying and popularity. Except popularity and conflict, loneliness is negatively correlated with all the other variables. The highest significant positive correlation is in between closeness and communication, whereas the highest significant negative correlation is in between popularity and friendship.

Table 3: Correlations Among Bullying, Loneliness, Popularity, Friendship and Parental Relations (communication, conflict, closeness, approval)

Variables	1	2	3	4	5	6	7	8
1. Bullying	-							
2. Loneliness	.15*	-						
3. Popularity	.29*	.17*	-					
4. Friendship	-.12	-.31*	-.03	-				
5. Parental Closeness	-.03	-.22*	.01	.30*	-			
6. Parental Communication	.15*	-.21*	.03	.16*	.50*	-		
7. Parental Conflict	.21*	.26*	.14*	-.11	.20*	-.23*	-	
8. Peer Approval	.14*	-.20*	.07	.16*	.27*	-.21*	-	-
							.04	

* $p < .05$

3.4 Regression Analyses

3.4.1 Hierarchical Multiple Regression Analysis Findings for Variables Predicting Bullying

In the present study, Hierarchical Multiple Regression was conducted to see the affect of parental variables on bullying behavior when age, gender and status of school were controlled. The Hierarchical Multiple Regression revealed that at Model 1 ($F(3, 245) = 7.40, p < .01$), except school type, $t = -.40, p > .05$, age, $t = 3.64, p < .05$ and gender, $t = 2.62, p < .05$ contributed significantly to the regression model, and accounted for 8% of the variation in bullying (see Table 4). Introducing the Family variables explained an additional 6% of variation in bullying. This change in R^2 was significant, whereas the F change was 4.41, $p < .01$. When all seven independent variables were included in Model 2 of the regression model, except age and conflict none of the variables namely, school type, gender, closeness, communication, and approval were significant predictors of bullying. The most important predictor of bullying was age which uniquely explained 20% of the variation in bullying. The other important predictor of bullying was conflict which uniquely explained 19% of the variation in bullying. Together the seven independent variables accounted for 12% of the bullying.

Table 4: Summary of Hierarchical Regression Analysis for Variables Predicting Bullying

Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>sr</i> ²	<i>F</i>	<i>R</i> ²	ΔR ²
<i>Model 1</i>								
Constant	.948	.069	-	13.66*	-			
School Type	-.005	.012	-.026	-.40	-.02			
Gender	.086	.033	.161	2.62*	.16	7.40*	.083	-
Age	.078	.021	.236	3.64*	.22			
<i>Model 2</i>								
Constant	.792	.134	-	5.93*	-			
School Type	-.005	.012	-.026	-.418	-.03			
Gender	.066	.034	.124	1.95	.12			
Age	.070	.021	.212	3.31*	.20			
Closeness	.015	.024	.046	0.634	.04	1.28*	.121	.063
Communication	-.031	.018	-.120	-1.68	-.10			
Conflict	.063	.020	.197	3.21*	.19			
Approval	.029	.017	.110	1.67	.10			

**p* < .01

Chapter 4

DISCUSSION

The present study aimed to investigate the role of age, gender, status of schools, perceived popularity, loneliness, friendship quality and parental relations, on adolescents' bullying behavior. The results indicated a partial fulfillment of the hypotheses. According to the present study; there were significant positive relationship among age and bullying subtypes as teasing, overt bullying and relational bullying except harming the belongings. Additionally, results demonstrated that males significantly scored higher than females in overt bullying scores. Furthermore, the current study also demonstrated that there were positive relationships between bullying and loneliness, popularity and parental relations which include communication, conflict and peer approval. Results of Hierarchical Regression Analysis demonstrated that the strongest predictors of bullying were age and conflict with parents.

The first hypothesis in the current study was there is a significant relationship between age and subtypes of bullying (overt, relational, harming the belongings and teasing). Results demonstrated that overt bullying, teasing and relational bullying increases with age. The reason for this could be that adolescents gain more awareness with age and many variables (i.e. parental and peer relations, power, status) can affect them compared to early ages. Therefore, they might bully others (Yurtal, 2012). Previous research was also consistent with the findings of the current

study. For example a research by Malecki and Elliott (1999) demonstrated that there was a significant relationship between age and bullying behavior. Paralelly, another research which investigated bullying behavior at schools found that, bullying occurred mostly among older adolesecents and younger adolescents demonstrated bullying behavior less (Cenkseven & Yurtal, 2012).

The second hypothesis in current study was males adolescents will get higher scores in specific bullying subtype (overt) than females adolescents. Results demonstrated that males were more likely to show overt bullying compared to females. Most of research confirmed this result (Craig et al., 2009 & Solberg et al., 2007). The reason might be that boys have more aggressive characteristics compared to girls(Craig et al., 2009 & Solberg et al., 2007). A lot of research demonstrated that boys were more likely to demonstrate bullying behavior which includes direct bullying (hitting, kicking etc.) (Craig et al., 2009 & Solberg et al., 2007). However, girls did not demonstrate significant differences in bullying which includes relational, name calling and harming the belongings (Jolliffe & Farrington, 2006).

In the present study, also it was hypothesized that adolescents who perceived their popularity higher in the peer groups would get higher scores in bullying behavior. The results confirmed this hypothesis. This finding was in line with previous researches. For example; Bruyn, Cillessen and Wissink, (2010) found that adolescents who perceive themselves as popular significantly showed more bullying behavior because of their dominant characteristics.According to the authors, these adolescents who show more bullying behavior were more likely to have more friends compared to adolescents who perceive themselves as unpopular so they were not lack of others who stand up for them. Also, results demonstrated that adolescents

who perceived themselves as popular had power and status therefore they were prone to demonstrate bullying behavior (Bruyn et al., 2010). Moreover, the other factor might be that adolescents who perceive themselves as popular were more likely to be accepted by their peers so this also might be the reason of bullying behavior. Adler and Adler (2005) revealed that adolescents who perceived themselves as popular as members of popular peer groups were more likely to demonstrate bullying to their peers to sustain their power and status among the peers. Based on the current and previous researches, findings suggest that perceived popularity had significant affect on bullying behavior among adolescents.

The current study hypothesized that there would be a positive correlation between loneliness and adolescents' bullying behavior and results showed that there was a significant positive correlation between bullying scores and loneliness scores. Lonely people generally have negative beliefs, low self-esteem and they do not have many friends (Check, Perlman & Malamuth et al., 1985). These reasons might effect individuals to demonstrate bullying behavior Previous studies confirmed these. For example; a research by Check, Perlman and Malamuth et al., (1985) demonstrated that lonely people may had hostile attitudes towards to peers therefore they were more likely to demonstrate bullying behavior.

Accordingly, Çivitci (2011) revealed that lonely adolescents had high level of aggression and hostility and because they have difficulty to cope with these problems in a positive way, the risk to demonstrate their hostile feelings with bullying behavior may increase. Johnson and Johnson (1995) suggested that adolescents who experienced loneliness can not express their feelings easily and they hide their aggressive feelings. Therefore, they tended to show bullying behavior. A lot of

research consistently showed the link between loneliness and bullying. For example, Check et al., (1985) investigated the relationship between loneliness and bullying and results demonstrated that adolescents who had high level of loneliness demonstrated more bullying behavior compared to adolescents who had low level of loneliness. Also, Çivitçi (2011) suggested that adolescents who changed their schools especially who moved from middle to high school experienced high level of loneliness because they can not bond to school or may experience difficulty to have social relationship with others. Therefore, adolescents who experienced high level of loneliness were more likely to demonstrate bullying behavior.

A research by Tritt and Duncan (1997) demonstrated that adolescents who were lonely in their childhood may be more exposed to bullying behavior. Additionally, the authors suggested that adolescents who were both victims and bullies had reported high level of loneliness compared to others (Tritt & Duncan, 1997). In sum, the present study gave a support to previous researches which demonstrated a significant relationship between loneliness and bullying behavior. At that point, it might be seen that the results about perceived popularity, loneliness and bullying were confusing. In other words, it could be conflicting to perceive himself/herself as popular and at the same time lonely. However, the correlation between perceived popularity and loneliness was significantly positive. This result can be evaluated as the dynamics between perceived popularity and bullying, also perceived loneliness and bullying have to be studied separately. Accordingly, Dunn, Dunn, and Bayduza et al.,(2007) found that sociometric status (how much a person is liked or disliked by peers) was significantly related with loneliness in a negative direction however Parkhurst and Hopmeyer (1998) stressed that perceived popularity and sociometric

popularity were two distinct dimensions of peer status and the dynamics between these dimensions and other variables were also distinct.

Another hypothesis which was generated in the current study was that adolescents who have high level of friendship quality would get lower scores in bullying behavior. However, results demonstrated that there was no significant relationship between friendship quality and bullying behavior. Inconsistent with this finding, most of the previous researches demonstrated that, there was a significant negative relationship between quality of friendship and bullying behavior in adolescence. In other words, adolescents who had not have good communication, closeness and trust with their peers demonstrated negative behaviors such as bullying (Bukowski, Hoza, & Boivin, 1993; Sullivan et al., 1993). However, aforementioned results demonstrated a non-significant relationship between friendship quality and bullying.

There could be several reasons of this finding. Firstly, adolescents' friendship quality which mainly contain perceived social support may not be a critical variable to predict bullying. Parker and Asher (1993) revealed that beyond of friendship quality mutual/reciprocal friendships which mainly include (mutual intimacy and sharing) was important for developmental outcomes in adolescence. A lot of research which compared mutual friendships and friendships quality on bullying behavior indicated that there was a significant relationship between bullying behavior and mutual friendships but not with friendship quality (Crick & Grotpeter, 1996; Crick & Nelson, 2002; Parker et al., 2005). Moreover, previous research also revealed that peers could prevent negative outcomes such as, bullying if they had mutual intimacy, solidarity and trust (Bollmer, Milich, Harris & Maras, 2005). These characteristics may help to increase their friendship quality and empathy level.

Therefore, the bullying behavior decreases when peers have these kind of friendships which include reciprocal respect and tolerance (Bollmer et al., 2005). Also, previous research suggested that adolescents who had high level of friendship quality might not predict bullying or victimization if their friendships quality were not in a positive way (Greca & Harrison, 2005).

The other variable which was investigated in the current study was parental relations. It was hypothesized that adolescents who perceive high levels of communication, closeness, and peer approval also low levels of conflict from their parents would get lower scores in bullying behavior when age, gender and status of the school was controlled. Previous research demonstrated that for adolescents parental relations such as: level of closeness, warmth and communication had important role for their bullying behavior (Smith & Wilson, 1998). According to the authors, adolescents who lack of parental closeness, intimacy and communication were more likely to demonstrate bullying behavior.

In the current study, results demonstrated that only parental conflict significantly predicted bullying. This could mean that adolescents who were exposed to parental conflict tend to demonstrate bullying behavior parallel to the previous studies (Pryor & Rodgers, 2001; Coleman & Glenn, 2009; Fosse, & Holen, 2002). Also, Bauer et al., (2006) and Baldry (2003) found that adolescents who experience parental conflict or exposed to physical punishment showed bullying behavior more. The reason of this finding might be because of the parents' attitudes such as harsh discipline or negative attitudes towards their children (Reynolds, Houlston, Coleman & Harold, 2014). Children who grow up in parental conflict may reflect their aggression to their peers because generally, these children can not defy their parents

because of the parents' dominant status. Previous studies confirmed this. Olweus (1993) and Joyce and Stewen (2002) revealed that adolescents who had family conflicts reported higher level of bullying behavior.

Moreover, another research which investigated basic social skills on adolescents both who were bully and who were not bully found that parental relations were significant predictor on bullying behavior. Results demonstrated that adolescents who had parental conflict showed poor social skills and high level of bullying behavior compared to adolescents who did not have parental conflict (Fox & Boulton, 2005). Accordingly, Page and Bretherton (2003) revealed that parental conflict causes high level of bullying tendency and aggression among adolescents. Moreover, Olweus (1980) demonstrated that parental attitudes such as lack of warmth, lack of closeness and rigid discipline towards children significantly predicted children's bullying behavior.

Overall, most of previous research demonstrated that parental conflict was the most important predictor on bullying behavior among adolescents (Bowes, Maughan, Caspi, Moffitt, Arseneault et al., 2010). According to previous research, adolescents who lived with parents that had no conflict or low conflict were more likely to demonstrate less bullying behavior compared to others (Bowes et al., 2010). The current study also demonstrated that parent-adolescent communication did not predict adolescents' bullying behavior which was not consistent with the hypothesis. One reason for this could be that parents do not know what their children do and also adolescents do not share what they do at school. For instance, previous research demonstrated that parents who had information about their children such as;

information about what they do at school or with friends had affect to decrease bullying behavior in their children (Hagan & McCharty, 1997).

Unlike the present study, previous research demonstrated that communication between parents and adolescents was important to prevent bullying behavior among adolescents. Additionally, research demonstrated that less bullying behavior was related with parent-child communication (Berthold & Hoover, 2000). Consistent with parent-adolescent communication, also the current study demonstrated that parental closeness did not significantly predict adolescents' bullying behavior. The reason could be that parental closeness did not predict bullying behavior by itself but there might be other variables which accompany. Accordingly, previous research demonstrated that parental closeness did not predicted bullying behavior by itself but with parental monitoring and parental involvement in school (Nansel et al., 2001; Haynie et al., 2001).

Furthermore, the current study also demonstrated that parents' peer approval did not predict adolescents' bullying behavior. The reason might be that despite parents have information about their childrens' peer group, they do not aware of bullying behavior among them. Also, the other reason could be that despite parents have information about their childrens' friendships and negative behaviors among them but they do not warn them or parents simply have no idea about their childrens' friends. Previous researches demonstrated that if parents had effective monitoring on adolescents' friendships which means that they know how their relationship is and how friends' characteristics are or what they do all day at school were associated with low level of bullying behavior (Borawski et al., 2003; Galambos et al., 2003; Lavoie et al., 2002; Mills & Rubin, 1998).

Although the current study offered some valuable information, there were also several limitations. Firstly, all the data gathered were based on self-reports and the most of questions included negative thoughts and behaviors related with bullying. Therefore, the participants could answer the questions in desirable ways to present themselves better. Also, they might prefer not to give answer these questions or students might have biases about study or questions so these might cause poor results. Additionally, another limitation in the current study was sample size. The total number of recruited students was limited (i.e. total of 250 participants). Even the relatively small sample size may cause not to be able to generalize the results, our findings can still be counted as valuable for practitioners, teachers and parents.

Furthermore, the current study included only the reports of adolescents, but not their teachers or parents. This could also be problem for present study and might cause poor results to identify the bullying behavior. Parents and teachers' evaluation (a multiinformant approach) could validate the current results. Additionally, the Adolescent Family Process Measure questions only included information about adolescents' mothers. However, adolescents' fathers also might play important role in their bullying behavior. Akgün (2005) demonstrated that especially fathers' communication and supervision was critical both on bullying types and victimization types among adolescents.

Moreover, the authors also suggested that fathers' intimacy to their children prevent bullying behavior in their children when mothers' intimacy was controlled (Rican et al., 1993). Also, the current study did not investigate the socioeconomic status of children. Previous studies demonstrated that there was a relationship between socioeconomic status of children and bullying behavior. Pişkin (2003) revealed that

adolescents who demonstrated bullying behavior had high level of socioeconomic status. According to these limitations, there could be several improvements to enhance the present study. First of all, the number of scales could be increased and also scales could involve both parental and teacher evaluation for measure different aspects of bullying as mentioned above. Previous research demonstrated that parallel to parents, teachers' (as secondary attachment figures) attitudes were also important for adolescents' bullying behavior (Paul & Smith, 2000). Teachers' negative attitudes (i.e. harsh discipline at class, discrimination among students etc.) towards students at class increase bullying behavior in adolescents (Paul & Smith, 2000). In contrast, supportive and respectful teachers had an effect to decrease bullying behavior among students (Paul & Smith, 2000).

In addition, many variables which might be related with bullying behavior might be added. For instance, previous studies suggested that there was a significant negative relationships between bullying behavior and empathy trends of children (Filiz, 2009; Rehber, 2007; Sardoğan & Kaygunsuz, 2006). Also, Çiftçi (2010) suggested that the one of the key factors on bullying behavior was lack of empathy because the lack of empathy makes easier to exhibit aggressive behavior towards other people. The other variables which might trigger bullying behavior might be the socioeconomic status of parents, lack of social networks, negative neighborhood effects and low academic achievement etc. (Espelage, Bosworth & Simon, 2000). For instance, Wilkinson, Kawacki and Kennedy (1998) demonstrated that societies which had social inequalities and individuals who live in unfavorable conditions feel themselves as excluded and alienated. Therefore, these people were more likely to demonstrate bullying behavior to get acceptance by others.

Furthermore, cultural differences might be important predictors on bullying behavior. Previous research investigated the bullying behavior in the two different countries (North Cyprus and Turkey) and found that adolescents who lived in Turkey demonstrated more bullying behavior compared to adolescents who lived in North Cyprus (Bayraktar, 2011). These differences might be associated with individualistic and collectivistic characteristics of Turkey and North Cyprus. Even though both countries were mainly collectivistic (Triandis, 1998) North Cyprus can be counted as a more individualistic country compared to Turkey because of its colonization by British Empire.

Previous research demonstrated that people who live in collectivist cultures are dependent with each other and they form their acts by considering the group norms and acts an acceptable way by society (Mills & Clark, 1982). In contrast, people who live in individualistic culture are not dependent on each other. Therefore, they behave as individually by ignoring group norms. Their own targets and needs become more important than their groups' norms (Triandis, 2001). Similarly, Smith and Brain (2000) investigated bullying behavior in fourteen different countries and found that bullying behavior may differ results according to the cultural backgrounds. Also another research demonstrated that adolescents who were Hispanic demonstrated more bullying behavior in a physical way compared to Caucasian adolescents and also compared to other adolescents who lived in different countries (Wank, Iannotti & Nansel et al., 2009).

At last, further research also might investigate sociometric popularity of students. Terry and Coie (1991) explained that sociometric popularity means that to be loved or to be not loved among the peers. Paralelly, previous research demonstrated that

there was significant relationship between bullying behavior and to be rejected by their friends (Newcomb, Bukowski & Pattee 1993; Cillesen, Van Ijzendoorn, Van Lieshout & Hartup, 1992). Additionally, previous research also demonstrated that it was important to report both sociometric and perceived popularity of students to investigate bullying behavior (Sandstrom & Cillesen, 2006). However, these all also might be another limitation because to apply many scales might distract the attention the participants and might increase the dropouts.

4.1 Implications of the Study

Most of research demonstrated that bullying behavior generally occurs at schools (Lumsden, 2002; Colvin et al., 1998). The prevalence of bullying in the current study was 16.8% which indicate a moderate level of bullying behavior compared to other studies which was conducted in North Cyprus. Therefore, it is important to give information to teachers how they can cope with bullying situations and how they can change school norms related with bullying behavior. At this point, it might be helpful to work with Developmental and Social Psychologists who already participate to intervention and prevention programs related with bullying (Juvonen, Graham & Schuster et al., 2003). For instance; it might be helpful to provide supervision in schools to identify where bullying behavior occurs (NRCSS, 1999; USDOE, 1998). What is more, teachers should explain to their students what bullying behavior is and how it affects other people and they should provide role playing sessions to understand this behavior and encourage them to prevent it among peers (Pirozzi, 2001). Another important factor to contribute is parents. The current study demonstrated that parental conflict played an important role on bullying behavior. A negative home environment which includes rude or aggressive behavior of parents should be stressed as a risk factor for bullying. Therefore it is important to

give training to the parents about bullying behavior to decrease this risk among adolescents. For instance; it might be helpful to give parental education program to the parents to improve their relationships with their children which includes communication, closeness and warmth (USDOE, 1998). Additionally, it might be beneficial to provide parents to talk with teachers or counselors if they think that their children are bullying or exposed to bullying behavior (Fried & Fried, 1996).

Additionally, it was shown that peers also play important role in adolescents' bullying behaviors through loneliness and popularity. Therefore, counselling with peers may increase positive behaviors and support towards others and this may decrease bullying behavior among adolescents. Espelage and Swearer (2003) suggested that there was not enough precautions to prevent bullying behavior. It is important to determine all risk factors which might cause bullying behavior and apply these to measurement tools and observational research. Research suggested that anti- bullying programs which was only included at schools had little influence to prevent or decrease bullying behavior (Wang, Iannotti & Nansel et al., 2009). Therefore, intervention and prevention programs should focus on all possible factors (such as: friends, parents, school, social environment, society and the developing individual).

4.2 Conclusion

Despite the limitations of the study, it also carried significant findings which might help to researches and also practitioners. It is important to identify bullies both at school and at home. Therefore, as mentioned before the role of parents, teachers and peers in adolescents' bullying behavior must be counted. Also as Olweus (1993) revealed that it is important to know what kind of bullying occurring (verbally, physically, relational or cyberbullying) to take precautions and develop policies for prevention. Also it might be more helpful to apply policies and anti-bullying programs towards reducing bullying behavior. To conclude, the results of this study may provide some critical information to counselors and administrators to prevent bullying behavior among adolescents.

REFERENCES

- Adams, F. D., & Lawrence, G. J. (2011). Bullying victims: The effects last into college. *American Secondary Education*, 4-13.
- Andreou, E. (2006). Social preference, perceived popularity and social intelligence: Relations to overt and relational aggression. *School Psychology International*, 27(3), 339-351. doi: 10.1177/0143034306067286
- Asher, S. R., & McDonald, K. L. (2009). The behavioral basis of acceptance, rejection and perceived popularity. *Handbook of Peer Interactions, Relationships, and Groups*, 232-248
- Atik, G. (2006). The role of locus of control, self-esteem, parenting style, loneliness, and academic achievement in predicting bullying among middle school students. *Unpublished master's thesis, Middle East Technical University, The Graduate School of Social Science, Ankara, Turkey.*
- Avcı, Ö. H., & Yıldırım, İ. (2014). Ergenlerde şiddet eğilimi, yalnızlık ve sosyal destek. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 29(29-1).
- Bauman, S., Toomey, R. B., & Walker, J. L. (2013). Associations among bullying, cyberbullying, and suicide in high school students. *Journal of Adolescence*, 36(2), 341-350.

- Bayar, Y.& Uçanok, Z. (2012). Ergenlerin dâhil oldukları zorbalık statülerine göre okul sosyal iklimi ve genellenmiş akran algıları. *Kuram ve Uygulamada Eğitim Bilimleri*, 12(4), 2337-2358.
- Bayraktar, F. (2012). Bullying among adolescents in North Cyprus and Turkey: testing a multifactor model. *Journal of Interpersonal Violence*, 27(6),1040-1065.doi: 10.1177/0886260511424502
- Bayraktar, F. (2013).Sınıfın sosyal çevresini algılama ölçeği: iki ayrı örnekleme geçerlik ve güvenilirliğin sınanması. *Türk Psikoloji Yazıları*. 16(31), 1-13.
- Bayraktar, F., Machackova, H., Dedkova, L., Cerna, A., & Ševčíková, A. (2015). Cyberbullying: The discriminant factors among cyberbullies, cybervictims, and cyberbully-victims in a Czech adolescent sample. *Journal of Interpersonal Violence*, 30(18), 3192-3216. doi: 10.1177/0886260514555006
- Bayraktar, F. (2015). A Step Toward Understanding Cross- National and Cross- Cultural Variances in Cyberbullying. *The Wiley Handbook of Psychology, Technology, and Society*, 158-175.
- Berger, K. S. (2007). Update on bullying at school: Science forgotten. *Developmental Review*, 27(1), 90-126.
- Berguno, G., Leroux, P., McAinsh, K., & Shaikh, S. (2004). Children's experience of loneliness at school and its relation to bullying and the quality of teacher interventions. *The Qualitative Report*, 9(3), 483-499.

- Boulton, M. J., Trueman, M., Chau, C., Whitehand, C., & Amatya, K. (1999). Concurrent and longitudinal links between friendship and peer victimization: Implications for befriending interventions. *Journal of Adolescence*, 22(4), 461-466.
- Bowes, L., Arseneault, L., Maughan, B., Taylor, A., Caspi, A., & Moffitt, T. E. (2009). School, neighborhood, and family factors are associated with children's bullying involvement: A nationally representative longitudinal study. *Journal of the American Academy of Child & Adolescent Psychiatry*, 48(5), 545-553. doi:10.1097/CHI.0b013e31819cb017
- Chaux, E., Molano, A., & Podlesky, P. (2009). Socio- economic, socio- political and socio- emotional variables explaining school bullying: a country- wide multilevel analysis. *Aggressive Behavior*, 35(6), 520-529.
- Cerezo, F., & Ato, M. (2010). Social status, gender, classroom climate and bullying among adolescents pupils. *Anales de Psicología/Annals of Psychology*, 26(1), 137-144.
- Crick, R. N., Close, M. D., Marks, E. L. P., & Nelson, M.N. (2009). Aggression and peer relationships in school-age children. Relational and physical aggression in group and dyadic contexts. 287-298.
- Çalık, T., Kurt, T., & Çalık, C. (2011). School climate in creating safe school: A conceptual analysis. *Pegem Eğitim ve Öğretim Dergisi*, 1(4), 73-84.

- Çivitçi, N. (2011). Lise öğrencilerinde okul öfkesi ve yalnızlık, school anger and loneliness among high school students. *Türk Psikoloji Danışma ve Rehberlik Dergisi*, 4(35), 18-29.
- Dake, J. A., Price, J. H., & Telljohann, S. K. (2003). The nature and extent of bullying at school. *Journal of School Health*, 73(5), 173-180.
- Doğan, A. (2010) Ekolojik sistemler kuramı çerçevesinde akran zorbalığının incelenmesi. *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 17 (3), 149-158.
- Due, P., Merlo, J., Harel-Fisch, Y., Damsgaard, M. T., Holstein, B. E., & Matos, M. G. (2009). Socioeconomic inequality in exposure to bullying during adolescence: a comparative, cross-sectional, multilevel study in 35 countries. *American journal of Public Health*, 99(5), 907-914. doi: org/10.2105/AJPH.2008.139303
- Duffy, A. L., & Nesdale, D. (2009). Peer groups, social identity, and children's bullying behavior. *Social Development*, 18(1), 121-139.
- Dunn, J. C., Dunn, J. G., & Bayduza, A. (2007). Perceived athletic competence, sociometric status, and loneliness in elementary school children. *Journal of Sport Behavior*, 30(3), 249.
- Efobi, A., & Nwokolo, C. (2014). Relationship between parenting styles and tendency to bullying behaviour among adolescents. *Journal of Education and Human Development*, 3(1), 507-521.

- Elgar, F. J., Craig, W., Boyce, W., Morgan, A., & Vella-Zarb, R. (2009). Income inequality and school bullying: multilevel study of adolescents in 37 countries. *Journal of Adolescent Health, 45*(4), 351-359.
- Espelage, D. L., Bosworth, K., & Simon, T. R. (2000). Examining the social context of bullying behaviors in early adolescence. *Journal of Counseling & Development, 78*(3), 326-333. doi: 10.1002/j.1556-6676.2000.tb01914.x
- Eslea, M., Menesini, E., Morita, Y., O'Moore, M., Mora- Merchán, J. A., Pereira, B., & Smith, P.K. (2004). Friendship and loneliness among bullies and victims: Data from seven countries. *Aggressive Behavior, 30*(1), 71-83. doi:10.1002/ab.20006
- Fekkes, M., Pijpers, F. I., & Verloove-Vanhorick, S. P. (2004). Bullying: Who does what, when and where? Involvement of children, teachers and parents in bullying behavior. *Health Education Research, 20*(1), 81-91. doi:10.1093/her/cyg100
- Flouri, E., & Buchanan, A. (2003). The role of mother involvement and father involvement in adolescent bullying behavior. *Journal of Interpersonal Violence, 18*(6), 634-644. doi: 10.1177/0886260503251129
- Frisen, A., & Bjarnelind, S. (2010). Health- related quality of life and bullying in adolescence. *Acta Paediatrica, 99*(4), 597-603. doi: 10.1111/j.1651-2227.2009.01664.x

- Garandeau, C. F., & Cillessen, A. H. (2006). From indirect aggression to invisible aggression: A conceptual view on bullying and peer group manipulation. *Aggression and Violent Behavior, 11*(6), 641-654.
- Georgiou, S. N. (2008). Parental style and child bullying and victimization experiences at school. *Social Psychology of Education, 11*(3), 213-227. doi: 10.1007/s11218-007-9048-5
- Gini, G. (2006). Bullying as a social process: The role of group membership in students' perception of inter-group aggression at school. *Journal of School Psychology, 44*(1), 51-65.
- Gini, G., & Pozzoli, T. (2006). The role of masculinity in children's bullying. *Sex Roles, 54*(7-8), 585-588. doi: 10.1007/s11199-006-9015-1
- Gini, G., Albiero, P., Benelli, B., & Altoè, G. (2007). Does empathy predict adolescents' bullying and defending behavior. *Aggressive Behavior, 33*(5), 467-476.
- Güven, F. (2015). Ortaokul 8. sınıf öğrencilerinin zorbalık yapımları ile zorbalığa maruz kalmalarının, cinsiyet, anne-baba eğitimi, sosyoekonomik düzey ve empati eğilimi açısından incelenmesi. *Unpublished Master's Thesis, Toros Üniversitesi.*
- Haynie, D. L., Nansel, T., Eitel, P., Crump, A. D., Saylor, K., Yu, K., & Simons-Morton, B. (2001). Bullies, victims, and bully/victims: Distinct groups of at-

risk youth. *The Journal of Early Adolescence*, 21(1), 29-49. doi: 10.1177/0272431601021001002

Holt, M. K., & Espelage, D. L. (2007). Perceived social support among bullies, victims, and bully-victims. *Journal of Youth and Adolescence*, 36(8), 984-994. doi: 10.1007/s10964-006-9153-3

Hong, J. S., & Espelage, D. L. (2012). A review of research on bullying and peer victimization in school: An ecological system analysis. *Aggression and Violent Behavior*, 17(4), 311-322.

Hymel, S., Rocke-Henderson, N., & Bonanno, R. A. (2005). Moral disengagement: A framework for understanding bullying among adolescents. *Journal of Social Sciences*, 8(1), 1-11.

Ireland, J. L., & Power, C. L. (2004). Attachment, emotional loneliness, and bullying behaviour: A study of adult and young offenders. *Aggressive Behavior*, 30(4), 298-312.

Jansen, P. W., Verlinden, M., Dommisse-van Berkel, A., Mieloo, C., Ende, J., Veenstra, R., & Tiemeier, H. (2012). Prevalence of bullying and victimization among children in early elementary school: Do family and school neighbourhood socioeconomic status matter?. *BMC Public Health*, 12(1), 494.

Jolliffe, D.,& Farrington, D. P. (2006). Examining the relationship between low empathy and bullying. *Aggressive Behavior*, 32(6), 540-550. doi:10.1002/ab

Juvonen, J., Graham, S., & Schuster, M. A. (2003). Bullying among young adolescents: The strong, the weak, and the troubled. *Pediatrics*, 112(6), 1231-1237. doi: 10.1542/peds.112.6.1231

Karahan, T. F., Özcan, K., & Ağlamaz, T. (2009). Lise öğrencilerinin saldırganlık düzeylerinin anne babanın birliktelik durumu, öz üvey oluşu ve yaşamda öncelikli en önemli değer algısı açısından incelenmesi. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 22(1).

Kartal H. (2009). Öğretmen adaylarının uygulama okullarındaki zorbalıkla ilgili değerlendirmeleri. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 29(1).

Kendrick, K., Jutengren, G., & Stattin, H. (2012). The protective role of supportive friends against bullying perpetration and victimization. *Journal of Adolescence*, 35(4), 1069-1080.

Kodzopeljić, J., Smederevac, S., Mitrović, D., Dinić, B., & Čolović, P. (2014). School bullying in adolescence and personality traits: A person-centered approach. *Journal of Interpersonal Violence*, 29(4), 736-757. doi: 10.1177/0886260513505216

Kokkinos, C. M.,& Panayiotou, G. (2007). Parental discipline practices and locus of control: Relationship to bullying and victimization experiences of elementary

school students. *Social Psychology of Education*, 10(3), 281-301. doi: 10.1007/s11218-007-9021-3

Leadbeater, B. J., Banister, E. M., Ellis, W. E., & Yeung, R. (2008). Victimization and relational aggression in adolescent romantic relationships: The influence of parental and peer behaviors, and individual adjustment. *Journal of Youth and Adolescence*, 37(3), 359-372. doi:10.1007/s10964-007-9269-0

Lee, C. H., & Song, J. (2012). Functions of parental involvement and effects of school climate on bullying behaviors among South Korean middle school students. *Journal of Interpersonal Violence*, 27(12), 2437-2464. doi: 10.1177/0886260511433508

Lereya, S. T., Samara, M., & Wolke, D. (2013). Parenting behavior and the risk of becoming a victim and a bully/victim: A meta-analysis study. *Child Abuse & Neglect*, 37(12), 1091-1108.

McDougall, P., & Vaillancourt, T. (2015). Long-term adult outcomes of peer victimization in childhood and adolescence: Pathways to adjustment and maladjustment. *American Psychologist*, 70(4), 300. doi:10.1037/a0039174

Modecki, K. L., Minchin, J., Harbaugh, A. G., Guerra, N. G., & Runions, K. C. (2014). Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying. *Journal of Adolescent Health*, 55(5), 602-611.

- Monks, C. P. & Smith, P. K. (2006). Definitions of bullying: Age differences in understanding of the term, and the role of experience. *British Journal of Developmental Psychology*, 24(4), 801-821. doi:10.1348/026151005X82352
- Monks, C. P., Smith, P. K., Naylor, P., Barter, C., Ireland, J. L., & Coyne, I. (2009). Bullying in different contexts: Commonalities, differences and the role of theory. *Aggression and Violent Behavior*, 14(2), 146-156.
- Mutluođlu, S., & Bulut Serin, N. (2010, November). İlkokul 5. Sınıf Öğrencilerinin Saldırganlık Düzeylerinin Bazı Sosyo-Demografik Özellikler Açısından incelenmesi (Kuzey Kıbrıs Örneklemi). In *International Conference on New Trends in Education and Their Implications* (pp. 11-13).
- O'Connell, P., Pepler, D., & Craig, W. (1999). Peer involvement in bullying: Insights and challenges for intervention. *Journal of Adolescence*, 22(4), 437-452.
- Olenik-Shemesh, D., Heiman, T., & Eden, S. (2012). Cyberbullying victimisation in adolescence: Relationships with loneliness and depressive mood. *Emotional and Behaviour Difficulties*, 17(3-4) doi:org/10.1080/13632752.2012.704227
- Olweus, D. (1994). Bullying at school: basic facts and effects of a school based intervention program. *Journal of Child Psychology and Psychiatry*, 35(7), 1171-1190.

- Özgür, G., Yörükoğlu, G., & Baysan-Arabacı, L. (2011). Lise öğrencilerinin şiddet algıları, şiddet eğilim düzeyleri ve etkileyen faktörler. *Psikiyatri Hemşireliği Dergisi*, 2(2), 53-60.
- Panayiotis, S., Anna, P., Charalambos, T., & Chrysostomos, L. (2010). Prevalence of bullying among Cyprus elementary and high school students. *International Journal of Violence and School*, 11, 114-128.
- Pepler, D., Jiang, D., Craig, W., & Connolly, J. (2008). Developmental trajectories of bullying and associated factors. *Child Development*, 79(2), 325-338.
- Pepler, D. J., Craig, W. M., Connolly, J. A., Yuile, A., McMaster, L., & Jiang, D. (2006). A developmental perspective on bullying. *Aggressive Behavior*, 32(4), 376-384.
- Reidy, D. E., Shirk, S. D., Sloan, C. A., & Zeichner, A. (2009). Men who aggress against women: Effects of feminine gender role violation on physical aggression in hypermasculine men. *Psychology of Men & Masculinity*, 10(1), 1. doi: 10.1037/a0014794
- Reynolds, J., Houlston, C., Coleman, L., & Harold, G. (2014). *Parental Conflict: Outcomes and Interventions for Children and Families*. Policy Press.
- Rivers, I. & Smith, P. K. (1994). Types of bullying behaviour and their correlates. *Aggressive Behavior*, 20(5), 359-368.

- Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior, 15*(2), 112-120.
- Sapouna, M., & Wolke, D. (2013). Resilience to bullying victimization: The role of individual, family and peer characteristics. *Child Abuse & Neglect, 37*(11), 997-1006. doi: 10.1016/j.chiabu.2013.05.009
- Segrin, C., Nevarez, N., Arroyo, A., & Harwood, J. (2012). Family of origin environment and adolescent bullying predict young adult loneliness. *The Journal of Psychology, 146*(1-2), 119-134.
- Shetgiri, R., Lin, H., Avila, R. M., & Flores, G. (2012). Parental characteristics associated with bullying perpetration in US children aged 10 to 17 years. *American Journal of Public Health, 102*(12), 2280-2286. doi: 10.2105/AJPH.2012.300725
- Sijtsema, J. J., Rambaran, J. A., Caravita, S., & Gini, G. (2014). Friendship selection and influence in bullying and defending: Effects of moral disengagement. *Developmental Psychology, 50*(8), 2093.
- Spriggs, A. L., Iannotti, R. J., Nansel, T. R., & Haynie, D. L. (2007). Adolescent bullying involvement and perceived family, peer and school relations: Commonalities and differences across race/ethnicity. *Journal of Adolescent Health, 41*(3), 283-293.

- Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher*, 39(1), 38-47.
- Tuncay, A., & Pişkin, M. (2011). Investigation of bullying among high school students with regard to sex, grade level and school type. *Elementary Education Online*, 10(2), 550-568.
- Ttofi, M. M., Farrington, D. P., & Lösel, F. (2012). School bullying as a predictor of violence later in life: A systematic review and meta-analysis of prospective longitudinal studies. *Aggression and Violent Behavior*, 17(5), 405-418.
- Triandis, H. C. (2001). Individualism- collectivism and personality. *Journal of Personality*, 69(6), 907-924.
- Tritt, C., & Duncan, R. D. (1997). The Relationship Between Childhood Bullying and Young Adult Self- Esteem and Loneliness. *The Journal of Humanistic Counseling*, 36(1), 35-44.
- Undheim, A. M., & Sund, A. M. (2010). Prevalence of bullying and aggressive behavior and their relationship to mental health problems among 12-to 15-year-old Norwegian adolescents. *European Child & Adolescent Psychiatry*, 19(11), 803-811.
- Veenstra, R., Lindenberg, S., Oldehinkel, A. J., De Winter, A. F., Verhulst, F. C., & Ormel, J. (2005). Bullying and victimization in elementary schools: a

comparison of bullies, victims, bully/victims, and uninvolved preadolescents. *Developmental Psychology*, *41*(4), 672. doi: 10.1037/0012-1649.41.4.672

Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Health*, *45*(4), 368-375. doi:10.1016/j.jadohealth.2009.03.021.

Witvliet, M., Olthof, T., Hoeksma, J. B., Goossens, F. A., Smits, M. S., & Koot, H. M. (2010). Peer group affiliation of children: The role of perceived popularity, likeability, and behavioral similarity in bullying. *Social Development*, *19*(2), 285-303.

Wolke, D., Woods, S., Bloomfield, L., & Karstadt, L. (2000). The association between direct and relational bullying and behaviour problems among primary school children. *The Journal of Child Psychology and Psychiatry and Allied Disciplines*, *41*(8), 989-1002.

Wolke, D., Woods, S., Stanford, K., & Schulz, H. (2001). Bullying and victimization of primary school children in England and Germany: Prevalence and school factors. *British Journal of Psychology*, *92*(4), 673-696.

Woods, S., Done, J., & Kalsi, H. (2009). Peer victimisation and internalising difficulties: The moderating role of friendship quality. *Journal of Adolescence*, *32*(2), 293-308.

Yöndem, Z. D.,& Tokinan, B. Ö. (2007). Ergenlerde zorbalığın anne baba ve akran ilişkileri açısından incelenmesi. *Ege Eğitim Dergisi*, 8(2).

Yöndem, Z. D.,& Totan, T., (2008). Ergenlerde zorbalık ve stresle başetme. 28-36.

APPENDICES

Appendix A: Sosyo-Demografik Bilgi Formu

1) Cinsiyetiniz nedir?

a)Kadın b)Erkek

2) Kaç yaşındasınız?

3) Uyruğunuz?

a) K.K.T.C b) T.C

4) Kaçmci Sınıftasınız?

5) Kiminle Yaşıyorsunuz?

a) Yalnız b) Partner, Sevgili c) Eş d) Anne/Baba/Kardeş

e) Arkadaş f) İkinci dereceden akraba g) diğer (belirtiniz).....

6) Aileniz ile olan ilişkinizi nasıl değerlendirirsiniz?

a) Çok iyi b) İyi c) Orta d)Kötü e)Çok Kötü

7) Sosyal beceri ve ilişkileriniz nasıldır?

a)Çok iyi b) İyi c) Orta d) Kötü e)Çok Kötü

Appendix B: Ucla Loneliness Scale

Aşağıda çeşitli duygu ve düşünceleri içeren ifadeler verilmektedir. Sizden istenen her ifadeye tanımlanan duygu veya düşünceyi ne sıklıkta hissettiğinizi, ya da düşündüğünüzü her ifade için bir tek rakamı (X) şeklinde işaretleyerek belirtmenizdir. Katkılarınız için teşekkür ederim.	Ben bu durumu Hiç yaşamam	Ben bu durumu NADIR yaşıyorum	Ben bu durumu BAZEN yaşıyorum	Ben bu durumu SIK yaşıyorum
1) Kendimi çevremdeki insanlarla uyum içinde hissediyorum.	1	2	3	4
2) Arkadaşım yok.	1	2	3	4
3) Başvuracağım kimse yok.	1	2	3	4
4) Kendimi tek başıyım gibi hissetmiyorum.	1	2	3	4
5) Kendimi bir arkadaş grubunun bir parçası olarak hissediyorum.	1	2	3	4
6) Çevredeki insanlarla bir çok ortak yönüm var.	1	2	3	4
7) Artık hiç kimseyle samimi değilim.	1	2	3	4
8) İlgilerim ve fikirlerim çevremdekilerce paylaşılmıyor.	1	2	3	4
9) Dışa dönük bir insanım.	1	2	3	4
10) Kendimi yakın hissettiğim insanlar var.	1	2	3	4
11) Kendimi grup dışına itilmiş hissediyorum.	1	2	3	4
12) Sosyal ilişkilerim yüzeyseldir.	1	2	3	4
13) Hiç kimse beni gerçekten iyi tanımıyor.	1	2	3	4
14) Kendimi diğer insanlardan soyutlanmış hissediyorum.	1	2	3	4

15) İstediyim zaman arkadaş bulabilirim.	1	2	3	4
16) Beni gerçekten anlayan insanlar var.	1	2	3	4
17) Bu derece içime kapanmış olmaktan dolayı mutsuzum.	1	2	3	4
18) Çevremde insanlar var ama benimle değiller.	1	2	3	4
19) Konuşabileceğim insanlar var.	1	2	3	4
20) Derdimi anlatabileceğim insanlar var.	1	2	3	4

Appendix C: Friendship Qualities Scale

Aşağıda arkadaşlık ilişkileriyle ilgili bazı ifadeler yer almaktadır. Her ifadeyi dikkatle okuyunuz. En yakın arkadaşınızla ilişkinizi düşünerek her bir ifadenin arkadaşınız ve sizin için ne kadar doğru olduğunu uygun rakamı daire içine alarak belirtiniz.

	Hiç doğru değil	Biraz doğru	Doğru	Oldu kça doğru	Çok doğru
1) İhtiyacımız olduğunda arkadaşım ve ben birbirimize yardım ederiz.	1	2	3	4	5
2) Arkadaşım ve ben birlikte eğlenceli şeyler yaparız.	1	2	3	4	5
3) Arkadaşım ve ben birlikteyken mutluyuz.	1	2	3	4	5
4) Arkadaşım ile kavga ettiğimiz zamanlar olur.	1	2	3	4	5
5) Arkadaşım ve ben canımızı sıkan herhangi bir şeyi başkalarına anlatmasak bile birbirimizle paylaşabiliriz.	1	2	3	4	5
6) Arkadaşım ve ben birbirimizin canını sıksak bile bu durumu kolaylıkla düzeltebiliriz.	1	2	3	4	5
7) Arkadaşım ve ben bütün boş vakitlerimizi beraber geçiririz.	1	2	3	4	5
8) Arkadaşım ve ben çok fazla tartışırız.	1	2	3	4	5
9) Arkadaşım ve ben, ihtiyacımız olduğunda yemeğimizi ya da harçlığımızı birbirimizle paylaşırız.	1	2	3	4	5
10) Arkadaşım ve ben okulda ya da evde bir sorun yaşarsak, bunu birbirimizle konuşabiliriz.	1	2	3	4	5
11) Arkadaşım ve ben bazen birbirimiz için bir şeyler yapar ya da birbirimize özel olduğumuzu hissettiririz.	1	2	3	4	5

12) Arkadaşım ve ben, okuldan sonra ya da hafta sonları birbirimizin evine gideriz.	1	2	3	4	5
13) Arkadaşım ve ben birbirimize "yapma" desek bile birbirimizi rahatsız etmeye ya da kızdırmaya devam ederiz.	1	2	3	4	5
14) Arkadaşım ve ben başımız derde girdiğinde birbirimize yardım ederiz.	1	2	3	4	5
15) Arkadaşım ve ben kavga ettikten sonra özür dilesek bile birbirimize kızmaya devam ederiz.	1	2	3	4	5
16) Arkadaşım ya da ben taşınmak zorunda kalsaydık, birbirimizi özlerdik.	1	2	3	4	5
17) Bazen arkadaşım ve ben oturup, okuldan, spordan ve hoşlandığımız diğer şeylerden konuşuruz.	1	2	3	4	5
18) Diğer çocuklar arkadaşım ya da benimle uğraştığında, birbirimizi koruruz.	1	2	3	4	5
19) Arkadaşım ve ben birçok şey hakkında anlaşamayız.	1	2	3	4	5
20) Başka bir çocuk arkadaşımı ya da beni zor durumda bırakırsa birbirimizi savunuruz.	1	2	3	4	5
21) Arkadaşım ve ben tartışsak ya da kavga etsek bile birbirimizden özür dileriz ve her şey yoluna girer.	1	2	3	4	5
22) Arkadaşım ve ben uzakta olsak bile birbirimizi düşünürüz.	1	2	3	4	5
23) Arkadaşım ya da ben iyi bir iş yaptığımızda birbirimiz adına mutlu oluruz.	1	2	3	4	5

Appendix D: Peer Bullying Scale

Aşağıdaki ifadeleri dikkatlice okuyunuz ve her bir durumun sizin için ne kadar uygun olduğunu düşünerek yanıtlayınız. Size uyan seçeneği daire içine alarak belirtiniz.	Hiç	Bazen	Sık Sık
1)Başkalarını çeşitli vurucu ve kırıcı aletlerle tehdit ederim.	1	2	3
2)Arkadaşarımla başkalarının üstüne gidip onları rahatsız ederiz.	1	2	3
3)Başkalarını okula giderken ya da okuldan dönerken rahatsız ederim.	1	2	3
4)Başkalarına çirkin sayılabilecek saldırılarda bulunurum.	1	2	3
5) Başkalarını çok korkuturum.	1	2	3
6) Başkalarına yumruk atarım.	1	2	3
7) Başkalarının görünüşüyle dalga geçerim.	1	2	3
8) Başkalarıyla herhangi bir nedenden dolayı alay ederim.	1	2	3
9) Başkalarına isimler takarım.	1	2	3
10) Başkalarına "gerzek " , "aptal" ve benzeri sözler söylerim.	1	2	3
11)Başkalarının konuşma biçimiyle alay ederim.	1	2	3
12) Başkalarını tekmelerim.	1	2	3
13) Başkalarının canını acıtırım.	1	2	3

14) Başkalarını döverim.	1	2	3
15) Başkalarını çelme takıp düşürmeye çalışırım.	1	2	3
16) Başkalarına küfür ederim.	1	2	3
17) Başkalarına tükürürüm.	1	2	3
18) Başkalarının arkadaşlarıyla arasını bozmaya çalışırım.	1	2	3
19)Bşkalarının arkadaşlarını onlara karşı kışkırtmaya çalışırım.	1	2	3
20)Arkadaşlarımın başkalarıyla konuşmasına engel olurum.	1	2	3
21) Başkalarının hakkında yalan söylerim.	1	2	3
22) Başkalarına ait eşyaları çalarım.	1	2	3
23) Başkalarına ait bir şeyi kırıp bozmaya çalışırım.	1	2	3
24) Başkalarına ait eşyalara bilerek zarar veririm.	1	2	3
25) İzni olmadan başkalarına ait eşyaları alırım.	1	2	3
26) Başkalarının parasını çalarım.	1	2	3
27) Başkalarının başını öğretmenlerle derde sokmaya çalışırım.	1	2	3
28) Başkalarına vuracağımı söyleyerek tehdit ederim.	1	2	3
29) Başkalarının inançlarıyla alay ederim.	1	2	3
30) Başkalarına bir şeyler fırlatırım.	1	2	3
31) Başkalarını utandırmaya çalışırım	1	2	3
32) Başkalarını yapmadığı şeylerden dolayı suçlarım.	1	2	3

33)Başkalarının herhangi bir etkinlikte yer almasına engel olurum.	1	2	3
34)Başkalarının hakkında dedikodu çıkarırım.	1	2	3
35) Başkalarını okulu asmaya zorlarım.	1	2	3

Appendix E: The Adolescent Family Process Questionnaire

Aşağıdaki ifadeleri dikkatlice okuyunuz ve her bir durumun sizin için ne kadar uygun olduğunu düşünerek yanıtlayınız. Size uyan seçeneği daire içine alarak belirtiniz.

	Hiç uygun değil	Uygun değil	Biraz uygun	Uygun	Çok uygun
1) Okulda ne yaptığımı annemle sık sık paylaşırım.	1	2	3	4	5
2) Annem bana yeterince sevgi/ilgi gösterir.	1	2	3	4	5
3) Benim için olabilecek en kötü şeylerden biri annemi hayal kırıklığına uğratmaktır.	1	2	3	4	5
4) Üzerinde çok çalıştığım bir şeyi bitirdiğim zaman annem genellikle benimle gurur duyar.	1	2	3	4	5
5) Annem bana güvenir.	1	2	3	4	5
6) Arkadaşlarımla anneleriyle ilişkisini düşündüğümde, ben anneme daha yakındır.	1	2	3	4	5
7) Bazen annem insanların içinde beni küçük düşürür.	1	2	3	4	5
8) Annem beni yada fikirlerimi dinlemez.	1	2	3	4	5
9) Annem bazen davranışlarımı beğendiğini belli eder.	1	2	3	4	5
10) Sanki annem benim şimdi olduğumdan daha farklı bir insan olmamı istiyor.	1	2	3	4	5
11) Annem arkadaşlarımla bulduğumda ya da biriyle dışarı çıktığımda, kiminle olduğumu bilmek ister.	1	2	3	4	5
12) Evden uzakta geçirdiğim boş vakitlerimde, annem kiminle olduğumu bilir.	1	2	3	4	5
13) Eğer okuldan sonra hemen eve dönmeyeceksem annem nerde olduğumu haber vermemi ister.	1	2	3	4	5

14) Evde olmadığım zaman, annem nerde olduğumu bilir.	1	2	3	4	5
Aşağıdaki ifadeleri dikkatlice okuyunuz ve her bir durumun sizin için ne kadar uygun olduğunu düşünerek yanıtlayınız. Size uyan seçeneği daire içine alarak belirtiniz.	Hiç bir zaman	Çok seyrek	Bazen	Sık sık	Her zaman
15) Senin için önemli olan şeyleri annenle ne sıklıkla paylaşırsın?	1	2	3	4	5
16) Önemli kişisel kararlarını alırken annenle ne sıklıkta konuşursun?	1	2	3	4	5
17) Okuldaki sorunlarını annenle ne sıklıkla konuşursun?	1	2	3	4	5
18) Gelecekte yapmak istediğin mesleğinle ilgili planlarını annenle ne sıklıkta konuşursun?	1	2	3	4	5
19) Öğretmenleriyle aranın nasıl olduğunu annenle ne sıklıkla konuşursun?	1	2	3	4	5
20) Annenle ne sıklıkta anlaşmazlık yaşarsın ya da tartışırsın?	1	2	3	4	5
21) Annen seni çok kızdırdığında ne sıklıkta onunla konuşmazsın?	1	2	3	4	5
22) Annene ne sıklıkta kızgınlık hissedersin?	1	2	3	4	5
23) Annen arkadaşlarını ne sıklıkla onaylar?	1	2	3	4	5
24) Annen arkadaşlarıyla dışarı çıkmanı ne sıklıkla destekler?	1	2	3	4	5
25) Annen biriyle çıkmanı (kız/erkek) arkadaşlığını onaylar mı?	1	2	3	4	5

Appendix F: Peer Pressure, Conformity and Popularity Scales

Aşağıdaki ifadeleri dikkatlice okuyunuz ve her bir durumun sizin için ne kadar uygun olduğunu düşünerek yanıtlayınız. Size uyan seçeneği daire içine alarak belirtiniz.

	Hiç uygun değil	Uygun değil	Biraz uygun	Uygun	Çok uygun
1-)Normalde yapmayacağım bir şey olsa bile beni popüler yapacak şeyler yaptım.	1	2	3	4	5
2-)Başkalarının düşünceleri yüzünden bazı arkadaşlarımı ihmal ettim.	1	2	3	4	5
3-)Bazen daha popüler olmak için başkalarını göz ardı ettim.	1	2	3	4	5
4-) "Ezik" biri gibi görünmemek için hemen hemen her şeyi yaparım.	1	2	3	4	5
5-)İnsanların benim popüler olduğumu düşünmeleri önemlidir.	1	2	3	4	5
6-)Bazen yalnızca popüler oldukları için insanlarla dışarıya çıktım.	1	2	3	4	5
7-) Bir şeyler satın aldım çünkü "moda" olan şeylerdirler.	1	2	3	4	5
8-)Bazen, daha popüler olmak için giyim tarzımı değiştirebilirim.	1	2	3	4	5
9-) Yalnızca başkaları onları sevdiği için bazı insanlarla arkadaşlık yapabilirim.	1	2	3	4	5
10-) Yalnızca kalabalığın bir parçası olmak için partilere gittim.	1	2	3	4	5

11-) Genellikle okulda insanlarla popüler olmak için bir şeyler yaparım.	1	2	3	4	5
12-) Bazen, bazı insanlarla takılırimi ve böylece diğerleri popüler olmadığımı düşünemez.	1	2	3	4	5

Appendix G: Department's Ethic and Research Committee Approval Letter



**Doğu Akdeniz
Üniversitesi**
"Okullardan Karriere İçin"

**Eastern
Mediterranean
University**
"For Your International Career"

Eastern Mediterranean University
Department of Psychology
Faculty of Education
41100 Gaziantep, Turkey
Phone: +90 342 225 42 00
Fax: +90 342 225 42 01

Etik Kurulu / Ethics Committee

Sayı: ETK00-2016-0207

14.12.2016

Sayın Seren Uğur
Psikoloji Bölümü
Yüksek Lisans Öğrencisi

Doğu Akdeniz Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun **05.12.2016** tarih ve **2016/35-02** sayılı kararı doğrultusunda, "*The Role of Perceived Popularity, Loneliness, Friendship Quality and Parental Relations on Adolescents' Bullying Behavior*" konulu tez çalışmanızı, Doç. Dr. Fatih Bayraktar'ın danışmanlığında araştırmanız Bilimsel ve Araştırma Etiği açısından uygun bulunmuştur.

Bilginize rica ederim.



Doç. Dr. Şükrü Tüzmen
Etik Kurulu Başkanı

Appendix H: Ministry Education Approval



KUZEY KIBRIS TÜRK CUMHURİYETİ MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI GENEL ORTA ÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı: GOÖ.0.00.35-A/16/17- 30

05.01.2017

Sayın Seren Uğur,

İlgi: 03.01.2017 tarihli başvurunuz.

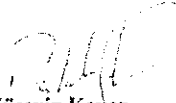
Talim ve Terbiye Dairesi Müdürlüğü'nün TTD.0.00.03-12-17/19 sayı ve 05.01.2017 tarihli yazısı uyarınca ilgi başvurunuz incelenmiş olup, yapılan inceleme sonucunda "The Role of Loneliness Perceived Popularity Friendship Quality and Parental Relations on Adolescents Bullying Behavior" konulu çalışmanız ve ekinde sunulan anket soruları neticesinde;

- Katılımcı olarak yer alacakların tamamen gizlilik ve gönüllülük ilkelerine dayalı olarak belirlenmesi,
- Okul idaresi ve katılımcıların, çalışmanın amacı ve uygulama süreçleri hakkında detaylı bir biçimde bilgilendirilmesi,
- Araştırmanın tüm süreçlerindeki uygulamaların okulda görevli Psikolojik Danışman ve Rehber Öğretmen kontrol ve gözetiminde gerçekleştirilmesi ve katılımcıların anket sorularına verdiği yanıtların diğer öğrenci ve katılımcılar tarafından görülmemesi konusunda hassasiyet gösterilmesi,
- Uygulama için gerekli etik ilkeler yazılı olarak okul yöneticileri ve ailelere iletilmesi ve yazılı izinlerinin alınması,
- Araştırma sonuçlarına ilişkin geri bildirimlerin; araştırma etik ilkelerine uygun olarak katılımcıları ve ailelerini etkilemeyecek biçimde sadece istatistikî veri bağlamında kullanılması,

hususlarının yerine getirilmesi koşulu ile uygun görülmüştür. Gerçekleştirilecek çalışmanın uygulanmadan önce çalışmaya katılacak olanların bağlı bulunduğu okul müdürlüğüyle istişarede bulunulup, çalışmanın hangi okulda ne zaman uygulanacağı birlikte saptanmalıdır.

Çalışmayı uyguladıktan sonra sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırılması gerekmektedir.

Bilgilerinize saygı ile rica ederim.


Hüseyin Kavaz
(Müdür)

MH/PC

Tel (90) (392) 228 3136 – 228 8187
Fax (90) (392) 227 8639
E-mail meb@mebnet.net

Lefkoşa-KIBRIS