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The Factors Affecting the Exposure of Adolescents' to Cyber Bullying

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ABSTRACT

This study was carried out with the aim of determining the opinions regarding the factors affecting cyberbullying exposure considering the gender, age and the grades that the pupils study. The study area of the research consists of 35 8th grade students studying at Alaçam Secondary School in Sakarya, Sapanca district. In this study, 8 questions were asked to determine the adolescents' exposure to cyberbullying and the factors affecting this situation. Since the interviews were applied in a computer environment, the data were recorded digitally, then they were converted into written documents and data were analyzed by means of descriptive analysis method. As a result of this research; It is observed that the leading factors affecting the cyberbullying exposure of adolescents are that they do not share this situation with the school administration or teachers in the school environment. The fact that most of the adolescents do not care about the cyberbullying situation they have suffered was indicated as an effective factor. The unconscious use of social media and online gaming sites have also been indicated as a major influence on cyberbullying. In order to prevent adolescents from being exposed to cyberbullying, it is thought that should inform their families and school administration in any incident and it is necessary to inform them about cyberbullying by the school counselling service.

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Keywords:

Cyberbullying, adolescent, overbearing, school, student

INTRODUCTION

There are some technological developments in the field of information and communication, and social changes emerge accordingly. The most important and perhaps the most used one of the developments in the field of information and communication technologies is the internet, the electronic communication network. Internet usage is increasing day by day all over the world. (Yen et al., 2007 transfer: Gençer 2011: 1). The internet environment, which is a suitable platform for adolescents to learn and have a pleasant time, is also a platform where people can share anything freely. In addition to many positive developments, the increase in internet users day by day may cause quite important but negative situations such as getting access easily to all kinds of unlimited and uncontrolled information and people (Çelen, Çelik&Seferoğlu, 2011).

With the improvement of technology, the use of mobile phones, tablets, computers and, accordingly, social media platforms are increasing among adolescents. Using these tools brings many benefits to adolescents as well as some negative situations (Özer, 2014 "Cyber bully / victims of cyberbullying experiences of middle school students"). In this context, living with technology, thinking, expressing feelings and thoughts, understanding the world, communicating with individuals and groups are the biggest changes of the new digital era. According to the "We Are Social" 2018 report, today there are 4.02 billion internet users and 3.19 billion of them are social media users. 176 million adolescents worldwide use the facebook.com social networking site. With 33 million "Instagram" users, Turkey ranks 5th in the world rankings. When the Statista (2016) records are examined from the research pages, the 24-hour online connection rate of peer adolescents is stated as 95%. It can be thought that such a large connection rate increases the possibility of adolescents being exposed to cyberbullying. When the studies in this field are also examined, it is seen that adolescents in this age range can be a cyberbully or a victim (Gibband Devereux, 2014; MacDonald and Roberts-Pittman, 2010; Whittaker and Kowalski, 2015).

In the virtual world, which is not specified in the laws, sharing of images, sound and text that adolescents do deliberately or intentionally may cause some negative situations in people's lives. In the digital world, all data is recorded and archived. However, digitalization can give people the opportunity to be just a click

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away from the world, and sometimes lead to an unrecoverable situation. Additionally, in the digital world, people may encounter a digital problem caused by the difficulty of deleting the information in the database. The situation caused by this problem in the society can even cause murder when we consider today's traditional structure (Schmidt and Cohen, 2014). For this reason, it is very important to know the terms of cyber bullying and victimhood that have become a great threat for our adolescents in the society we live in and take necessary precautions regarding these concepts.

Online platforms have an important place in students' learning lives, social connections and leisure time (Chadwick, 2014, s.11). Moreover, the internet, with the rapidly developing technology, has created a very large area for adolescents to introduce themselves (Betts, 2016, s.34). If the adolescents using the internet evaluate this situation in a positive way, it makes their lives easier (Taiwo, 2015). However, the drawbacks brought by these environments may also uncover the negative consequences of its use. Patchin and Hinduja (2006) described cyberbullying as nonadvantageous way of behavior that is done consciously and periodically by means of emails. Piotrowski (2012), on the other hand, indicated the cyberbullying as the involuntary online behavior that started by the bully with electronic tools. Akça et al. (2014) stated in their research that "Cyber Bullying" is the conscious transmission of written and visual messages including mutual hostility, intimidation, threatening, swearwords, and sexual assault through technological tools.

The appearance of bullying in the educational environment is one of the critical problems in schools. Bullying will cause negative consequences in the cognitive, emotional and social development processes of adolescents, and undesirable experiences that may occur in these processes may cause adolescents to experience some undesirable problems in the future (Bilgiç, 2007). Cyber bullying is also described as a new type of bullying, and it can be seen quite a lot in literature in recent years. Cyberbullying differs from the concepts such as violence, aggression and traditional bullying because it is a way of communication established with the individual without physical contact (Manap, 2012).

Cyber bullying victims emerging as a result of risky internet use negatively affect society in various ways. Some of the researchers indicated that being exposed to cyberbullying has caused many mental problems in adolescents. It has been observed that adolescents experience social communication problems and problems in adapting to the circle of friends. In addition, it decreases self-esteem and self-perception, and adolescents experience loneliness, helplessness and fear. Moreover, some psychological problems such as unhappiness, anger and sadness, depression, lack of self-defense and frustration can be seen in adolescents who are exposed to cyberbullying (Hinduja and Patchin, 2006:162-163). In our life, using internet have been playing an important role for adolescents to reach information and sustain their virtual activities. Applying the developments happening in virtual world at the schools and the simplification of access to information have added a new approach to the work and processes in schools. The ease of accessing the internet in schools, the increase of social media providing internet services and the widespread access to wi-fi connections make it quite simple for adolescents to access the internet without any difference in their economic conditions (Burnukara, 2009).

Online connection concept is an endless concept that includes all communication tools. The internet, which entered the lives of people suddenly, has been rapidly updated and has become an indispensable part of our lives. This has become more important for adolescents. The fact that adolescents follow and use technology more closely has enabled them to be more effective than their parents and teachers about internet use and to benefit from the opportunities provided by the Internet (Gündoğdu, 2006). According to Munro (2002), the cyber bully can easily hide his identity by using the opportunities of the internet and prevent others to understand his feelings and thoughts by hiding his physical image and facial expression from the person or persons facing him. Cyber bullying is not limited to communication among adolescents. Today, it is very common in text messages, e-mail, blogging, online games and social media (Morrison, 2015). Cyber bullying involves victim / harassment, humiliation, kidding, nicknaming or social exclusion of the individual or community through today's Technologies (Franks et al, 2013). With the development of social media platforms, adolescents can use their mobile phones and the Internet to threaten, harass and humiliate their

friends (Autry, 2013). The starting point of cyber bullying is the developments in the internet and social media. The beginning of this type of bullying is out of schools, but it is experienced at schools (Li, 2007; Patchin and Hinduja, 2006).

The importance of studies on cyber bullying has become more and more important in the related literature. Studies have showed that there are some alarming situations caused from adolescents' cyberbullying behaviors. These situations include suicidal behavior, mental disorders, academic failure, social and behavioral disorders, and drug using (Arslan & Yeşilyurt, 2019; Hinduja and Patchin, 2011; Slonje and Smith, 2008).

As it can be understood from the literature, adolescents frequently experience cyber bullying and victims experience emotional, social, academic and psychological problems. In order to avoid cyber bullying, school counseling services should give seminars to adolescents at schools, post banners should take place on student boards, and some kind of activities related to this subject should be done to create awareness. In addition, it is understood that the parents are required to be informed about the issue by school counseling services, to think about the results of the behaviors of cyber bullies and to learn the appropriate methods of coping when victims are exposed to such events. Using real life situations as a base is considered to be necessary in order to prevent cyber bullying behaviors. Dramatization of the real-life experiences will be helpful in influencing the students. Preparing short films about cyber bullying based on case studies will help students learn about cyber bullying, raise their awareness, improve their empathy skills, and learn appropriate methods to cope with cyber bullying. It is understood that the activities and games prepared by using real life situations can meet the need to apply cyber bullying or reduce their level of suffering, increase their awareness against cyber bullying, improve their empathy skills and teach strategies to deal with cyber bullying.

Situation of the Problem

What are the factors affecting the exposure of adolescents to cyberbullying?

Aim of the Study

The aims of the research are to investigate the factors affecting the adolescents' exposure to cyberbullying and to get students' opinions to reveal the exposure of adolescents to cyberbullying.

Subproblems

- 1- What kind of cyberbullying did you experience?
- 2- Who would you tell if you are exposed to cyberbullying?
- 3- How do you feel when you are exposed to cyber bullying?
- 4- Do you know your legal rights about cyberbullying?
- 5- On which platforms are you most exposed to cyberbullying?
- 6- What are the cyberbullying awareness levels of adolescents in your opinion?
- 7- Did you get help from the school administration or your teachers when you were exposed to cyberbullying?
- 8- How did they react when you shared with your family that you were exposed to cyber bullying?

Importance Of The Research

Today, in line with the rapid developments in the field of technology that enables access to information and formation of information and the living standards we maintain, the use of these technologies is increasing day by day (Erbiçer, 2017 p.8). As these new technologies came into use by adolescents at schools, it increased communication among adolescents and enabled group learning as well. Studies on this subject area has shown that the use of the internet in the educational environment will be more effective on learning. Accordingly, the use of technological materials in the educational environment has brought some negative results. The most distinctive one of these results is cyberbullying behaviors, which has been increasing significantly in educational environments (Li, 2007a p.1778). Cyberbullying has taken its place in the literature as a new form of violence that includes consciously upsetting or hurting the other person by using tools or environments that are allowed by the internet connection. Generally, bullying behaviors known as peer bullying that adolescents show against each other at schools can be controlled by school administration

or school counseling service in the school environment. However, cyberbullying has brought the negative situations and victimhood out of the school and turned into a behavior that can occur at any time during the day. Reflection of bullying outside of the school in this way causes it to be maintained continuously and independently of the place and time (BaştürkAkça and Sayımer, 2017 p.2-3). As adolescents use internet and social networks more, they can make cyber bullying or be exposed to cyber bullying. Adolescents exposed to cyber bullying can be affected negatively by this situation. Although individuals who make cyberbullying are not aware of the importance of the event and think that their behaviors do not harm the victims, victims who are exposed to cyber bullying can end their lives because of being affected by this negative situation (Ayas and Horzum, 2014 p.22). As a matter of fact, (Price and Dalgleish (2010 p.55), when we look at the studies on cyberbullying, various factors thought to be related to this concept have been analyzed such as shyness, psychological problems, focus of control, parental attitudes, childhood traumas, problem solving skills, friendship relations and self-esteem (Evegü, 2014; Schneider et al., 2012; Makri-Botsari and Karagianni, 2014; Carson, 2014; Bayram, 2017; Taştekin, 2016). Türk and Hamamcı (2016) showed that anger control programs based on cognitive behavioral theory were effective in reducing anger levels in adolescents. As a result, an increasing awareness and sensitivity has been created in the world and in our country against the bullying events in schools. The reason for this situation can be shown as the technological developments and the increase in the use of communication tools (Çınkır and Kepenekçi, 2002 p.238). Improvements in the Internet technology and the widespread use of social media, especially by adolescents, have created cyber bullies and, accordingly, cyber bullying victims. For these reasons, the most important reason of this study is to reveal the relationship between cyberbullying - victimhood and different factors, Also, the increase in cyber bullying among adolescents and the rise of victims in parallel with the increase in technology use are the other reasons of this study. Accordingly, it is thought that revealing the relationship between psychological needs - resilience and cyberbullying in terms of both victims and bullies will make a distinctive contribution to the awareness of cyberbullying and to fight against cyberbullying. As a matter of fact, since understanding cyberbullying better will contribute to school-based prevention studies, it is thought that the data gained from this study can be very important for the people studying on this field.

Premise

It was assumed that the students interviewed for this study answered the interview questions sincerely.

Restrictions

This study is limited to 35 middle school 8th grade students and interview questions answered during face to face meetings regarding the factors affecting the cyberbullying exposure of senior students studying in secondary schools.

Method

In this study, "a semi-structured interview technique was used. This technique is defined as (Yıldırım&Şimşek, 2008) the research in which qualitative data collection methods such as observation, interview, document analysis are used, and where a qualitative process is pursued to reveal perceptions and events in a realistic and holistic way"

In this study, an interview form was developed in order to determine the opinions of adolescents regarding the factors affecting cyberbullying exposure by taking into consideration the gender, age and their grades. And its final form was given in line with expert opinions.

Eight open-ended questions were included in the interview form. Through this study, adolescents' opinions about cyberbullying, the problems they experienced and their search for a solution were tried to be determined.

Study Group

In this study, the study group was determined by an easily accessible sampling method.

In this method, the researcher chooses a situation that is close and easily accessible and adds speed and practicality to the research (Yıldırım&Şimşek, 2008).

In this study, 35 middle school 8th grade students studying at SapancaAlaçam Secondary School in Sakarya province constitute the working group of the research.

The study group constitutes of 14 girls and 21 boys. The average age of the students was calculated as 13.6.

Data Collection Tool

In this study, interview forms were used as data collection tool. During the preparation phase of the interview questions, 8 open-ended questions that would best express the relevant sub-problems were prepared and written on the interview form. Open-ended research questions "provide the researcher with an flexible and open-ended approach to the subject that he wants to examine" (Yıldırım&Şimşek, 2008).

The interviews were held on the dates and times determined according to the students' school hours. The interviews were written and recorded on the computer in order to avoid loss of data. During the interview, the students answered all 8 questions expressed and said their opinions.

Data Analyses

The data gained from the interviews were analyzed by descriptive analysis method. Descriptive analysis consists of four stages as creating a framework for descriptive analysis, processing data according to the thematic framework, defining findings and interpreting the findings (Yıldırım&Şimşek, 2008).

The thematic framework was determined by the researchers for the analysis of the data. In this context, the data were first coded by each researcher. Then, common coding was made in common themes with the researchers' common views by comparing the data gathered.

The written texts formed as a result of the interviews were examined again and again, the data suitable for the purpose of the research were coded, and the themes, explaining the coded data at a general level, were determined.

The findings are arranged in tables. The interviewed students are coded starting from S1 to S35. In the interpretation of the findings, direct quotations from the views of the students were included.

FINDINGS

In this section, findings obtained as a result of the research are included.

Adolescents' Views On Factors Affecting Their Cyber Bullying Exposure

Adolescents' views on factors affecting their cyber bullying exposure, regarding their gender, age and classes, are shown in tables below.

Adolescents' views on cyber bullying exposure are presented in table 2.

Table 2. Adolescents' views on factors affecting cyber bullying exposure.

Theme (Categories)	Codes	n	%
Exposure to cyberbullying	Swearing and insulting (S16,S18,S20,S21,S23,S24,S25,S26 S28,S30,S32,S33,S34,S35)	14	40
	Receiving messages (S4,S5,S8,S10,S12,S13,S14,S15,S19,S25)	10	28,5
	Photo (S1,S2,S5,S9,S13,S28,)	6	17
	Image sharing (S3,S5,S9)	3	8,5
	Feedback (S17,S22,S27)	3	8,5
	Negative comment (S2,S29)	2	5,7
	Video(S3,S7)	2	5,7
	Being called (S11)	1	2,8
	Being stolen of the account (S24)	1	2,8
	Threatening (S31)	1	2,8
	Racism (S35)	1	2,8

When table 2 is analyzed, it is seen that the opinions of adolescents regarding cyber bullying are mostly in the form of Swearing and insulting at 40 percentage (% 40). The other opinions include respectively; % 28,5 receiving messages, % 17 photo, % 8,5 image sharing, 8,5 feedback, % 5,7 negative comment, % 5,7 video, % 2,8 being called, % 2,8 being stolen of the account, %2,8 threatening and % 2,8 racism. One – to – one quotations taken from the opinions of the students are presented below.

“ I used to play online games and I was usually exposed to swearing.” (S16)

“ I received inappropriate messages from an account I don't know. I was exposed to swearing in online games.” (S25)

“ Someone I have never known wrote profanity about a photo I uploaded my instagram account.” (S28)

“ Pictures were shared from my account without my knowledge.” (S9)

“My friends shared messages about my other friends from my account.” (S22)

Adolescents' views on sharing the cyber bullying exposure situation are presented in table 3.

Table 3. The opinions of adolescents' on sharing the cyber bullying exposure.

Theme (Categories)	Codes	n	%
Sharing the cyber bullying	Family (S1,S3,S5,S6,S7,S11,S12,S13,S14,S15,S17,S19 S22,S24,S27,S30,S31,S33,S34)	19	54,2
	Friend (S2,S4,S8,S10,S15,S18,S23,S25,S27,S28,S33)	11	31,4
	I don't share (S9,S16,S20,S21,S26,S32,S35)	7	20
	Online support (S29)	1	2,8

When table 3 is analyzed, it is seen that the opinions of adolescents regarding sharing the situation of cyber bullying exposure are mostly family at 54,2 percentage (% 54,2). The other opinions include respectively; % 31,4 friend, % 20 I don't share and % 2,8 online support. One – to – one quotations taken from the opinions of the students are presented below.

“ I share with my family and friends.” (S15)

“ I share with my friends.” (S23)

“ I share nobody, block the bully and definitely, I don't keep in touch. (S35)

“ I complain in the supporting department of online games, in this way I prevent it from commenting.” (S29)

Adolescents' views on how they feel in the case of cyber bullying exposure are presented in table 4.

Table 4. The opinions of adolescents' on how they feel in the case of cyber bullying exposure.

Theme (Categories)	Codes	n	%
Feelings of cyber bullying exposure	I feel unhappy (S3,S9,S10,S11,S12,S13,S15,S16,S17,S18, S19,S20,S21,S22,S26,S28,S29,S30,S35)	19	54,2
	I feel normal (S1,S23,S24,S25,S27,S31,S32)	7	20
	I feel sad (S14,S12,S30,S33,S34)	5	14,2
	I get angry (S2,S5,S29,S35)	4	11,4
	I feel ashamed (S4,S34)	2	5,7
	I'm afraid (S4,S8)	2	5,7
	I feel indecisive (S6)	1	2,8
	I feel helpless (S7)	1	2,8

When table 4 is analyzed, it is seen that the opinions of adolescents regarding how they feel in case of cyber bullying exposure are mostly in the form of feeling unhappy at 54,2 percentage (% 54,2). The other opinions include respectively; % 20 normal, % 14,2 sad, % 11,4 angry, % 5,7 ashamed, % 5,7 afraid, % 2,8 indecisive and % 2,8 helpless. One – to – one quotations taken from the opinions of the students are presented below.

"I feel very unhappy and helpless." (S3)

"I don't care too much because I continue my normal life since they are people I do not know." (S24)

"If I'm exposed to cyber bullying, I feel sad but I try not to lower my motivation." (S14)

"I feel bad, get very angry and have an ambition." (S29)

"I'm ashamed and afraid." (S4)

Adolescents' opinions regarding whether they know their legal rights about cyber bullying or not are presented in table 5.

Table 5. The opinions of adolescents' about cyber bullying regarding whether they know their legal rights or not.

Theme (Categories)	Codes	n	%
The case of cyber bullying legal rights	I don't know (S3,S4,S7,S8,S10,S13,S14,S16,S17, S18,S20,S21,S23,S25,S26,S28,S29,S30,S33,S35)	19	54,2
	I know (S1,S2,S5,S9,S11,S12,S15,S24,S31, S32,S34)	11	31,4
	I know a little (S6,S19,S22,S27,S28,S33)	6	17,1

When table 5 is analyzed, it is seen that adolescents' opinions regarding whether they know their legal rights about cyber bullying are mostly in the form of I don't know at 54,2 percentage (% 54,2). The other opinions include respectively; % 31,4 I know and % 17,1 I know a little. One – to – one quotations taken from the opinions of the students are presented below.

"No, I don't know I have such a legal right." (S14)

"Yes, I know." (S1)

"Not much, I just know I can complain." (S22)

Adolescents' opinions on the environments they are exposed to cyber bullying are presented in table 6.

Table 6. Adolescents' opinions on the environments they are exposed to cyber bullying.

Theme (Categories)	Codes	n	%
Environments exposed to cyber bullying	Social Media (S1,S2,S3,S4,S5,S6,S7,S8,S9,S10 S11,S12,S13,S14,S15,S17,S19,S21,S22,S23,S24 S25,S28,S30,S32)	25	71,4
	Online Games (S16,S18,S21,S23,S24,S25,S26 S27,S29,S31,S32,S33,S35)	13	37,1
	Web Sites (S16,S20,S32,S34)	4	11,4
	WhatsApp (S8,S12,S13)	3	8,5
	Youtube (S18,S35)	2	5,7
	Video recording(S3)	1	2,8

When table 6 is analyzed, it is seen that adolescents' views on the environments they are exposed to cyber bullying are mostly in the form of social media at 71,4 percentage (% 71,4). The other opinions include respectively; % 37,1 online games, % 11,4 web sites, % 8,5 whatsapp, %5,7 youtube and % 2,8 video recording. One – to – one quotations taken from the opinions of the students are presented below.

" Social media and video recording." (S3)

" Online games and websites." (S6)

" Internet environment, games and social media." (S32)

" WhatsApp and social media platforms." (S8)

"WhatsApp and social media accounts." (S12)

Adolescents' views on cyber bullying awareness from their own eyes are presented in table 7.

Table 7. The views of adolescents' on cyber bullying awareness situation from their own eyes.

Theme (Categories)	Codes	n	%
The case of cyber bullying awareness	He / She disregards (S1,S2,S3,S5,S6,S8,S9,S10,S11 S12,S13,S19,S20,S21,S22,S23,S30,S34,S35)	19	54,2
	He / She is aware(S1,S2,S4,S7,S8,S9,S10,S11,S12,S13, S21,S22,S23,S25,S32,S33,S34)	17	48,5
	He / She is not aware (S3,S14,S15,S16,S17,S18,S24, S26,S28,S31)	10	28,5
	He / She responds(S27,S29)	2	5,7

When table 7 is analyzed, it is seen that adolescents views on cyber bullying awareness status from their own eyes are mostly he / she disregards at 54,2 percentage (% 54,2). The other opinions include respectively; % 48,5 he / she is aware, % 28,5 he / she is not aware and % 5,7 he / she responds. One – to – one quotations taken from the opinions of the students are presented below.

" I think my friends are aware but most of them welcome like a normal situation." (S1)

" They know but never care." (S11)

" Since people face too much bullying, they disregards anymore." (S6)

" Generally, my friends respond to bullying they are exposed in the some way." (S27)

"My friends meet normal the situations of cyber bullying. I haven't seen any of my friends feel sad or cry, thinking they were exposed to cyber bullying!" (S35)

Adolescents' views on getting school administration or teacher support in cases of cyber bullying exposure are presented in table 8.

Table 8. Adolescents' views on getting school administration or teacher support in cases of cyber bullying exposure.

Theme (Categories)	Codes	n	%
Did you get school administration or teacher support in case of bullying?	I didn't get (S1,S2,S4,S5,S6,S7,S8,S9,S10,S11,S12,S13,S14,S15,S16,S17,S18,S19,S20,S21,S22,S23,S24,S25,S26,S27,S28,S29,S30,S31,S33,S34,S35)	33	94,2
	I got(S3,S32)	2	5,7

When table 8 is analyzed, it is seen that adolescents views on getting school administration or teacher support in cases of cyber bullying exposure are in the form I didn't get at % 94,2 and I got at % 5,7. One – to – one quotations taken from the opinions of the students are presented below.

"I didn't get but I don't see any inconvenience to get." (S19)

"Yes, I got." (S32)

"I didn't consult to this kind of help when I was exposed to cyber bullying." (S35)

Adolescents' views on the approach of their families in cases of cyber bullying exposure are presented in table 9.

Table 9. The opinions of adolescents' on the approach of their families in cases of cyber bullying exposure.

Theme (Categories)	Codes	n	%
Family approach in case of cyber bullying	Understanding (S1,S3,S5,S7,S8,S9,S11,S12,S13,S14,S17,S19,S22,S26,S30,S34)	16	45,7
	I didn't share (S2,S4,S10,S16,S18,S20,S21,S23,S25,S27,S29,S31,S35)	13	37,1
	Stimulating (S6,S15,S28,S32,S33,)	5	14,2
	Reckless (S24)	1	2,8

When table 9 is analyzed, it is seen that adolescents' views on the approach of their families in cases of cyber bullying exposure are mostly in the form of understanding at 45,7 percentage (% 45,7). The other opinions include respectively; % 37,1 I didn't share, % 14,2 stimulating and % 2,8 reckless. One – to – one quotations taken from the opinions of the students are presented below.

"Their approach to me was very positive." (S1)

"I didn't share with my family. But, if I did, they would probably forbid me to use social media." (S16)

"I told the message that come to me to my mum, she told me to block it and warned the opponent by sending a message from her own account." (S6)

"I just told my older brother, and he laughed at." (S24)

The results obtained in our study to determine the factors affecting adolescent's cyber bullying exposure are stated below.

RESULT AND DISCUSSION

The results obtained in the research conducted for examining the opinions of adolescent's on factors affecting their cyber bullying exposure based on age, gender and education grades they study at can be summarized as follows.

1. Adolescent's view on cyber bullying exposure have been "swearing and insulting" by % 40, "receiving message" by % 28,5, "photo" by % 17, "image sharing" by % 8,5, "feedback" by % 8,5, "negative comment" by % 5,7, "video" by % 5,7, "being called" by % 2,8, "being stolen of the account" by % 2,8, "threatening" by % 2,8 and "racism" by % 2,8.
2. Adolescent's view on sharing cyber bullying exposure have been "family" by % 54,2, "friend" by % 31,4, "I don't share" by % 20 and "online support" by % 2,8.
3. Adolescent's view on how they feel in the case of cyber bullying exposure have been "unhappy" by % 54,2, "normal" by % 20, "sad" by % 14,2, "angry" by % 11,4, "ashamed" by % 5,7, "afraid" by % 5,7, "indecisive" by % 2,8 and "helpless" by % 2,8.
4. Adolescent's view on whether they know their legal rights about cyber bullying or not have been "I don't know" by % 54,2, "I know" by % 31,4 and "I know a little" by % 17,1.
5. Adolescent's view on the environments they are exposed to cyber bullying have been "social media" by % 71,4, "online games" by % 37,1, "websites" by % 11,4, "whatsapp" by % 8,5, "youtube" by % 5,7 and "video recording" by % 2,8.
6. Adolescent's view on cyber bullying awareness from their own eyes have been "he/she disregards" by % 54,2, "he/she is aware" by % 48,5, "he/she is not aware" by % 28,5 and "he/she responds" by % 5,7.
7. Adolescent's view on getting school administration or teacher support in cases of cyber bullying exposure have been "I didn't get" by % 94,2 and "I got" by % 5,7.
8. Adolescent's view on the approach of their families in cases of cyber bullying exposure have been "understanding" by % 45,7, "I didn't share" by % 37,1, "stimulating" by % 14,2 and "reckless" by % 2,8.

According to the results of the research, it has been seen that the main factor affecting the cyber bullying exposure of adolescent's was their not sharing it with the administration or their teachers in the school environment. Also, the fact that most of the adolescents do not care about the bullying situations they face has been seen as an effective factor. The unconscious use of social media and online game sites have also been an effective factor in cyber bullying exposure. It is thought that it is necessary for adolescent's to notify their family and school administration about any incidents experienced and to be informed again by the school guidance service about bullying in order not to be exposed to cyber bullying. When studies on adolescent's exposure to cyber bullying are examined, says that if adolescent's are exposed to cyber bullying they will mostly be in a negative situation such as anxiety and sadness according to BaştürAkça, Sayımer, Ergül (2015). And this supports the research. According to Ünver and Koç (2017). It is seen that there are more students who do not share their situations of cyber bullying exposure in the internet environment (web sites etc.) with their parents than the ones who share. In the researches of Altındağ (2010), it is seen that the number of adolescent's who tell the web pages they visit to their parents is less than the number of adolescent's who do not. It was determined that these views don't support the research. According to the research, when adolescent's are exposed to cyber bullying, they talk to their parents first. According to these findings, adolescent's who talk to their parents are exposed to cyber bullying less than the ones who do not talk it is seen that adolescent's share the situations of bullying with their friends and teachers after their parents. In a research made by Patchin and Hinduja (2006), the results of adolescent's first getting support from their parents when they are exposed to cyber bullying coincide with the findings of our study. According to the results of the research, it is seen that adolescent's are exposed to cyber bullying most when

they use social media. These findings coincide with the results of the study conducted in our country by Özdemir and Akar (2011). It is determined that adolescent's are cyber bullying or cyberbully mostly on the platforms such as facebook, twitter and instagram. The reason for this citation is that these social media environments are considered as a social area where adolescent's meet, send and receive messages, and share pictures with each other. With the examinations made, it has been stated that adolescent's use the internet and social media with a rising graphic day by day (Akkoyunlu and Yılmaz, 2005; Çiçek and Demirel, 2010) and most of them become addicted (Wang and others, 2011). This is in the direction of supporting research. According to the results of the research, it has been seen that adolescent's are exposed to swear and insult mostly as cyber bullying. According to Serin (2012), it is stated that cyber bullying among the adolescent's is mostly bullying by saying things that they can not tell each other face to face through social media or by message, not acting like themselves and expressing unreal situations. It is determined as the highest rate (% 40) of swearing and insult as the situation in which adolescent's are exposed to cyber bullying. It has been seen that this situation is in the direction of supporting the research.

According to the results of the research, it is seen that most of adolescent's do not get any support from school administration or teacher. Many studies have been conducted on the effects of school administration, class guidance teacher and school guidance service in preventing cyber bullying situations. Aksaray (2011) states that guidance counsellars should undertake pioneer tasks. It is reported that it is crucial that guidance counselors will be able to do activities of awareness, prevention and intervention of bullying with students, teachers and parents in being affected by the situation of cyber bullying (Diamonduros, 2008; Mason, 2008; Willard, 2007; Worthen, 2007). As a result, the findings of the research are similar to those of other studies. However, it is thought that differences occur because of adolescent's responses without being aware of them sufficiently.

SUGGESTIONS

It is thought that it will be affective to prepare and present informative activities about cyber bullying intended for administrators, school guidance service, teachers, students, and families related to cyber bullying situations, the reason of these situations, their conclusions, problems adolescents' encounter, and solution suggestions for these problems. Raising awareness of these people about cyber bullying with these activities can be helpful for preventing adolescents' cyber bullying exposure.

It is possible to propose for reducing adverse rates of the factors affecting adolescents' cyber bullying exposure situations. Today, internet use is important and essential in terms of getting information rapidly, making research and following the developing world. In this respect, it would be appropriate to control adolescents' with school and family cooperation in order to make them use the internet consciously. In schools, students can be made conscious, seminars can be given, posters can be hanged and awareness can be raised by dramatizing by school guidance service. Also, not only students but also parents can be trained in schools about using the internet and social media consciously. It is thought that parents should be a role model for their children by paying more attention to this issue, as well as especially the use of mobile phones, tablets and computers which are given to the hands of young children should be in a controlled way. Parents should guide their children on how to use the internet and their social media accounts by taking into account the development of adolescents' limit and control them frequently.

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INTERVIEW FORM

Dear student;

This study has been prepared for the research entitled “ *The examination of the factors affecting adolescents' cyber bullying exposure considering their genders, ages, the classes they study in*” as a Master's study in the Education Programs and Education Department of Sakarya University Education Sciences Institute. The information obtained from the study will be used only for scientific purposes and will not be shared with third parties.

Gender:

Age:

Grade:

ON	INTERVIEWS QUESTIONS
1	What kind of cyber bullying did you encounter?
2	Who do you share the cyber bullying situation you are exposed with?
3	How do you feel in the situation of cyber bullying exposure?
4	Do you know your legal rights about cyber bullying?
5	In which environments are you exposed to cyber bullying most?
6	What are the cyber bullying awareness of adolescents' through your eyes?
7	Did you get any support from school administration or your teachers when you are exposed to cyber bullying?
8	How did they approach you when you shared your cyber bullying exposure with your family?