Id: 1261879

Participatory Educational Research (PER)
Vol.10(4), pp. 90-110, July 2023
Available online at http://www.perjournal.com
ISSN: 2148-6123
http://dx.doi.org/10.17275/per.23.61.10.4

Determination of Cyber Victimizations According to Perceived Parental Internet Attitudes of Middle School Students

Feyza Gül Apan*
Ministry of National Education, Türkiye ORCID: 0000-0003-0591-9246

Şemseddin Gündüz
Management Information Systems, Necmettin Erbakan University, Konya, Türkiye ORCID: 0000-0003-1075-0043

Article history
Received:
08.03.2023

Received in revised form:
17.04.2023

Accepted:
19.05.2023

Key words:
parental internet attitude; cyber victimization; cyberbullying

The power and value of technology in the information age has been effective in the spread of technology and its use at younger ages. Adolescents are in the risk group in terms of the negative consequences of technology. Today, bullying that has moved to the virtual environment has brought cyber victimization. In order to examine the relationship between the parental internet attitudes of secondary school students and their cyber victimization, 684 secondary school students studying in the city center of Konya (Türkiye) participated in the research in the 2020-2021 academic year. "Cyber Victimization" and "Parental Internet Attitude" questionnaires and "Demographic Information Form" were used to collect the data. It was seen that the most perceived parental internet attitude was the authoritative one and the perceived parental internet attitude of the students who experienced the most victimization was the laissez-faire attitude. According to the participating middle school students, parental internet attitudes differ respecting gender, grade level, education level of parents and school type. It was observed that there was no difference as regards the grade point average. It was also determined that students' cyber victimization is at a low level, and cyber victimization differs according to class level and education level of mother and father. It was found out that there was no difference according to gender, grade point average and school type. In addition, it was observed that parental internet attitude has different effects on the level of cyber victimization.

Introduction

Nowadays, with the increasing developments in information processing technologies in the production, analysis, recording and sending of information, the quantitative increase of information has led to the beginning of an adventure defined as the information age or digital age. The active use of technology in many areas of life is necessary to understand the constantly evolving conditions of this age.

* Correspondency: feyzaglapan@gmail.com

Adolescents show a stronger tendency towards new technologies. This tendency puts adolescents in a dangerous position in terms of undesirable consequences because they have not yet reached psychological maturity. In the virtual world, it is possible to use information and communication tools in a way that harms people. Violent rude behaviour, which has continued from the past to the present, has been moved to the virtual environment with the ease of access to technology. This situation has caused a type of bullying called “cyberbullying” (Eroğlu, 2014). Cyberbullying creates cyber victimization. Cyber victimization is the situation where the individual is faced with cyberbullying behaviours and the individual is harmed, either concretely or abstractly (Çakır & Gökçen Kaygısız, 2020).

Parents affect their children's internet use (Brandhorst et al., 2023; Chandrima et al., 2020). Brandhorst, Renner and Barth (2022) stated that problematic internet use in adolescents is closely related to parents. Parents have certain characteristics that make them different. Among these characteristics, attitude has an important place. Parenting attitudes involve recognizing children emotionally and understanding parents' ability to manage children (Konok et al, 2020). Parental attitudes affect children's self-perceptions, personalities, and relationships with people around them (Aydoğdu & Dilekmen, 2016). Parental attitudes are important because they are the element that emerges when socialization first takes shape. These attitudes affect the emotional, cognitive, and social development of children; shapes the child's relationships with other people (Ceylan, 2017; Şanlı & Öztürk, 2015). According to Dilber (2013), parental protection, assistance and the exchange of qualified information, feelings and thoughts between the child and the parent are a force that prevents individuals from being exposed to bullying. Gómez et al. (2017) stated that parental behaviour, which is an influencing factor, should be understood correctly in order to protect adolescents from problematic internet use and risks in the virtual environment.

Cyber victimization has a very important place in academic studies. Today, whether students' cyber victimization is a determinant in terms of parents' attitudes emerges as a question waiting to be answered.

Purpose of the Research

The primary objective of this research is to investigate the relationship between middle school students' parental internet attitudes and their cyber victimization. The questions sought to be answered in the research are:

(1) How are the perceived parental internet attitudes according to middle school students?
(2) Do parental internet attitudes differ according to middle school students' individual characteristics (gender, grade level, grade point average, parental education level, school type)?
(3) What is the cyber victimization level of middle school students?
(4) Do the cyber victimization levels of students differ according to characteristics of the students (gender, grade level, grade point average, parental education level, school type)?
(5) Do middle school students' cyber victimization levels differ according to their parental internet attitudes?

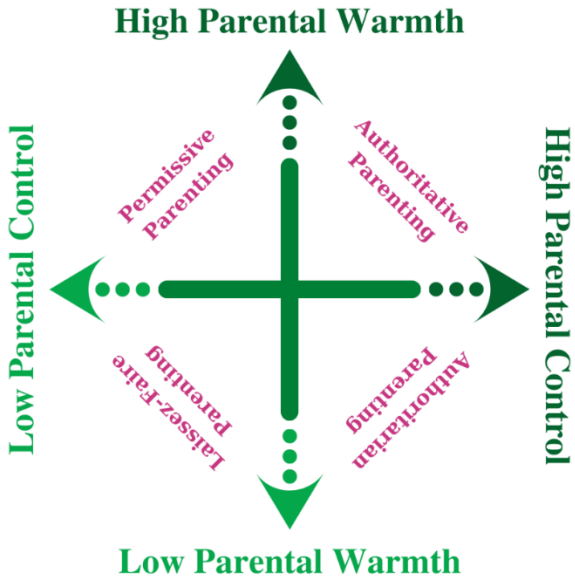
Theoretical Framework and Literature

In this section, the theoretical framework and related research on parental attitudes, parental internet attitudes, bullying, cyberbullying, and cyber victimization are presented.

Parental Attitude

Parenting is the responsibility of contributing and supporting the individual's emotional, social and educational development as well as raising the individual biologically (Yurdakul et al., 2013). Accordingly, parenting can be explained a set of activities that include many individual and special behaviours that predict children's behaviours and the consequences of these behaviours from various aspects. Parental attitude; it is the tendency of parents to have good or bad reactions to a certain person, object, environment or situation in a way that affects the social development, psychological development and personality development of children (Yavuzer, 2012). Parental control is the degree of guidance, obstructing digital behaviours or advancing codes. Parental closeness can be expressed as the level of investment and support in communication with their children. Parental internet attitude can be examined in two dimensions as "parental control" and "parental closeness" as shown in Figure 1 (Valcke et al., 2010).

Figure 1. Parental attitude in the dimensions of parental control and parental closeness (Valcke et al., 2010).



Valcke et al. (2010) explained parental attitudes for 4 ways as follows:

- The permissive attitude manifests itself in parents who do not set clear boundaries. Parents with this attitude invest in the closeness of their children, but avoid confrontation with their children, submit to their children's wishes, try to fulfil their ideas, and wishes, and do not provide much guidance.
- Laissez-faire attitude is showed by short level of check and short level of intimacy. Laissez-faire parents do not show an encouraging or constraining behaviour to children's internet use.
- Authoritative attitude is seen in parents that set understandable codes. Authoritative parents set practical rules but do not explicitly limit behaviour. Despite this, they anticipate children to be in charge of and act in a self-controlled.
- Authoritarian attitude is seen in parents who demand unquestioning compliance and set codes without clarification. Authoritarian parents persist adopting their own understandings of internet use.

Parental Internet Attitude

The fact that children spend a lot of time in digital environments has made it important for parents to supervise their children for safe internet use (Wang, Bianchi, & Raley, 2005). Parents have many roles in the family. These can be classified as material role and symbolic role. Among these roles, the material role refers to roles such as purchasing a computer and providing internet access, while the symbolic role refers to roles such as creating rules for internet use, using filter software, and controlling internet use. Parents reflect their symbolic role when talking to their children about digital environments. These roles undertaken by parents define children's attitudes towards internet use (Valckle et al., 2010). Chao, Kao, and Yu (2020) stated that there is a relationship between parental internet attitudes and problematic internet use.

Bullying

In general terms, bullying behaviour is determined as “repeated negative (unpleasant or hurtful) behaviour of one or more individuals towards a person who has difficulty in defending himself/herself”. Bullying phenomenon:

- aggressive behaviour or intentional “harm”
- performed repeatedly and over time
- it can be defined as an interpersonal relationship characterized by a real or perceived power or power imbalance (Olweus, 2010).

Bullying is defined by Roland (1989) as “long-standing physical or psychological violence perpetrated by a person or a group against an individual who is unable to defend herself/himself in the real situation” (As cited in Patchin & Hinduja, 2006).

Cyberbullying

There are many definitions for cyberbullying, which is an extension of bullying. Cyberbullying was explained by Belsey in 2003 as "the intentional, deliberate, continuous use of ICT by an individual or a group to harm another group or individual, and to implement behaviours containing bad feelings". (Ayas, Horzun, Peker, & Tanrıkulu, 2021). Similarly, Smith et al. (2008) determine cyberbullying as a hostile behaviour that an individual repeatedly, knowingly, and voluntarily engages in using technological tools against an aggrieved person or persons who are unable to defend themselves.

There are at least four characteristics that make cyberbullying theoretically different from traditional bullying and should be considered:

- Anonymity: Using a fake username to hide, such as using a one-time e-mail address.
- Power gap: It is important to have advanced computer skills (for example, to create and send computer viruses) rather than physical or socioeconomic strength as in traditional bullying.
- Repeatability: The question of what constitutes repeatability in the online world is critical. For example, if an online attacker once made a rude comment about another person, this would be considered aggression rather than cyberbullying; however, the fact that this post can be viewed and commented by countless people may mean repeatability for the victim.
- Type of aggression: There is no physical aspect in cyberbullying (Barlett, 2019).

Cyber Victimization

Bradbury, Dubow, and Domoff (2018) stated that cyber victimization has recently increased among adolescents. Moreover, cyber victimization can cause depression in individuals (Chamizo-Nieto & Rey, (2021). Parental engagement is vital for ensuring the safety of children in virtual environments (Dibenedetto & Saxena, 2022). People who are exposed to cyberbullying behaviours become cyber victims (Brown, Demaray, & Secord, 2014). Cyber victimization has been defined by Arıcak et al. (2012) expresses it as being exposed to harmful behaviours through ICT and experiencing victimization due to these behaviours.

Hilt (2013) made several suggestions for children exposed to cyberbullying:

- Direct responses or retaliation against the cyberbully should be avoided, as direct responses often reinforce the cyberbully's behaviour.
- The bully's messages should be blocked or deleted without reading.
- In case of any bullying on social media accounts, parents, school administrators or teachers should be asked for help.
- Passwords should not be shared outside of parents and should be kept confidential.
- Records of bullying incidents should be kept. This can help law enforcement intervene if bullying later turns into overt threats.

Parental Internet Attitude and/or Cyber Victimization

There are studies on cyber victimization and parental internet attitude in the literature. Easy access to information and communication technologies allows bullying through technology. This situation reveals a new concept called “cyber victimization” (Arıcak, Tanrıkulu, & Kınay, 2012).

Yıldırım (2021), in his study in which he evaluated the communication within the family in terms of social network, technological addiction and cyberbullying, stated that parents should first pay attention to their attitudes towards the internet and improve themselves. In addition, he stated that children can develop a more conscious approach to the Internet by drawing attention to the dangers of the Internet, by following the movements of children towards Internet use, spending time with children on the Internet, raising awareness, and blocking harmful websites. Akkurt (2019) found a weak-reverse relationship between internet addiction and cyber victimization in her study on 550 people. The relationship between psychological autonomy and supervision/control sub-dimension and being a virtual victim is very weak-positive; It was determined that the relationship between the attention/acceptance sub-dimension and the status of being a virtual victim was very weak-negative. As a result of the findings, it has been suggested to organize training programs on safety internet usage and the dangers they may encounter on the internet.

Çimen (2018) conducted a study on 386 middle school students. 153 students participating in the study were cyber victims, 93 were cyberbullies, and 78 were cyberbullies/victims. In addition, it has been concluded that parents' attitudes towards young people's internet use are also related to cyberbullying. The researcher suggested that the good attitudes of the parent regarding the internet use of the young people and the positive connections they will establish with the young people can prevent involvement in cyberbullying or be useful in coping with this problem. Dilmaç and Aydoğan (2010) stated that 42.4% of the students were exposed to

cyberbullying. Also, the research showed that 25.7% of the students have done cyberbullying at least once and 44.3% of them introduced themselves as someone else in the virtual world. Researchers have determined that authoritarian parenting can encourage children to be more unfeeling and aggressive towards others in their online social relationships. In the study, it has been suggested that bullies have authoritarian, aggressive and denialist parents. Parents with authoritative attitudes can direct their children to more realistic behaviours. Cyber-victims do not want to talk to their parents about this situation because they assume that they will not get permission to use the Internet. In summary, the wrong attitudes of parents cause cyber harm to children. For this reason, it is recommended that parents take a more functional approach to their children's use of the digital environments and that schools provide preventive counselling.

Zhu et al. (2021) found that cyber victimization rates ranged from 13.99% to 57.5% according to 63 references. He also suggested that aggressive communication by parents is associated with serious cyberbullying victims, while direct communication is a possible preventive item. While maintaining a stability between parental control, control and openness to communication is a preventive item against cyberbullying; This has been determined that too low parental control or excessive parental control is a risk factor. Sarıgedik (2022) stated that as a result of the study in which 104 mothers and children participated, increased internet use during the pandemic process may be a risk factor for internet addiction, increased internet addiction may increase the level of victimization, parents should be careful, but being overly restrictive during follow-up increases the risk.

Many studies define cyberbullying as the type of traditional bullying that differentiates with the advancement of technology. When analysing the research on cyberbullying, traditional bullying, duration of internet use and interpersonal relationships are prominent predictors of bullying. In addition, another predictor of cyberbullying was cyber victimization. Studies on cyber victimization show that, as in studies on cyberbullying, a rise in times of internet use increases the experience of cyber victimization.

Method

Relational survey model was used. In this model, it is used to determine the relationship between at least two variables and the measures of this relationship (Creswell, 2003).

Participants

The participants consist of 684 volunteer 5^{th} - 8^{th} grade students in 2021.The data obtained with scale applied to the sample group of the research. Participant characteristics are given in Table 1.

Table 1. Student demographic profile (N=684).

Property	Categories	n	%
Gender	Female	379	55,4
	Male	305	44,6
Grade Level	5th	136	19,9
	6th	126	18,4
	7th	80	11,7
	8th	342	50,0
Grade Average	0 – 49,99 Point	7	1,0
	50 – 59,99 Point	17	2,5
	60 – 69,99 Point	31	4,5
	70 – 84,99 Point	151	22,1
	85 – 100 Point	478	69,99

According to the personal information of 684 students studying at middle schools in Table 1, 379 (55.4%) of the students are girls and 305 (44.6%) are boys. 136 (19.9%) 5th Grade, 126 (18.4%) 6th Grade, 80 (11.7%) 7th Grade, 342 (50.0%) 8 He is a grade student. 7 of the students (1.0%) have a grade point average of 0-49.99 points, 17 (2.5%) have a grade point average of 50-59.99 points, 31 (4.5%) have a grade point average of 60-69, 99 points, 151 (22.1%) have 70-84.99 points, 478 (69.99%) have 85-100 points.

Data Collection Tools and/or Techniques

The students who volunteered for the study were asked to fill out the 'Demographic Information Form,' followed by the administration of the 'Cyber Victimization' and 'Parental Internet Attitude' questionnaires.

- "Personal Information Form": It is aimed at getting to know the students participating in the research better. This form prepared by the researchers, there are questions such as gender, grade level, grade point average, mothers and fathers' education levels.
- "Cyber Victimization Scale": This scale developed by Arıcak, Tanrıkulu and Kınay (2012). It can be used to identify students who are submitted to cyberbullying and to determine the ways in which they are victimized. The scale consists of a total of 24 items and each item is marked as "Yes" or "No" Scores on the scale fall within the range of 24 to 48. A high score indicates that cyber victimization is high. In this research, the scale demonstrated a reliability coefficient of .89.
- "Parental Internet Attitude Scale": This scale developed by van Rooij and van den Eijden (2007) to determine parents' attitudes towards internet use was adapted into Turkish by Ayas and Horzum (2013). The scale consists of 25 items. In the scale, a 2x2 structure is formed as low/high parental control and low/high parental closeness. As a result of the scale, Laissez-faire, Authoritarian, Permissive and Authoritative attitudes are determined. In this research, the scale demonstrated a reliability coefficient of .95.

Data Collection

The scales applied online and face-to-face during the gradual transition to normal life during the pandemic period. The link of the "Demographic Information Form", "Cyber Victimization" and "Parental Internet Attitude" scales created on Google Forms was sent to

middle school students via messaging applications, and volunteer students were asked to participate. Data were collected from students who voluntarily participated in the surveys. In addition, data were collected printed questionnaire form with volunteer students who could not be reached through messaging applications.

Analysis of Data

All analysis results were tested according to the level of significance at the p=.05 level. In order to determine the statistical methods to be used in examining the research problems, the Kolmogorov-Smirnov (K-S) Test was used to test whether the scores obtained from the Cyber Victimization Scale showed a normal distribution. Kolmogorov-Smirnov is the test used to examine the conformity of the scores to normality if the group size is greater than 50 (Büyüköztürk, 2020). As a result of the test, it shows that the scores related to cyber victimization do not have a normal distribution ($p<.05$). Since the significance value of both Kolmogorov-Smirnov test was less than .05, skewness and kurtosis values were examined. Tabachnick and Fidell (2013) said that skewness and kurtosis coefficients should be between -1.5 and +1.5 for parametric tests. Since the skewness value of the cyber victimization scale was 2.35 and the kurtosis value was 5.69, it was decided that the data displayed non-normal distribution and that non-parametric tests should be used.

The study analysed the significance of the difference between parental internet attitudes and individual characteristics of middle school students using the chi-square test method. The chi-square test is used to test whether there is a significant relationship between two classified (categorical) variables (Büyüköztürk, 2020).

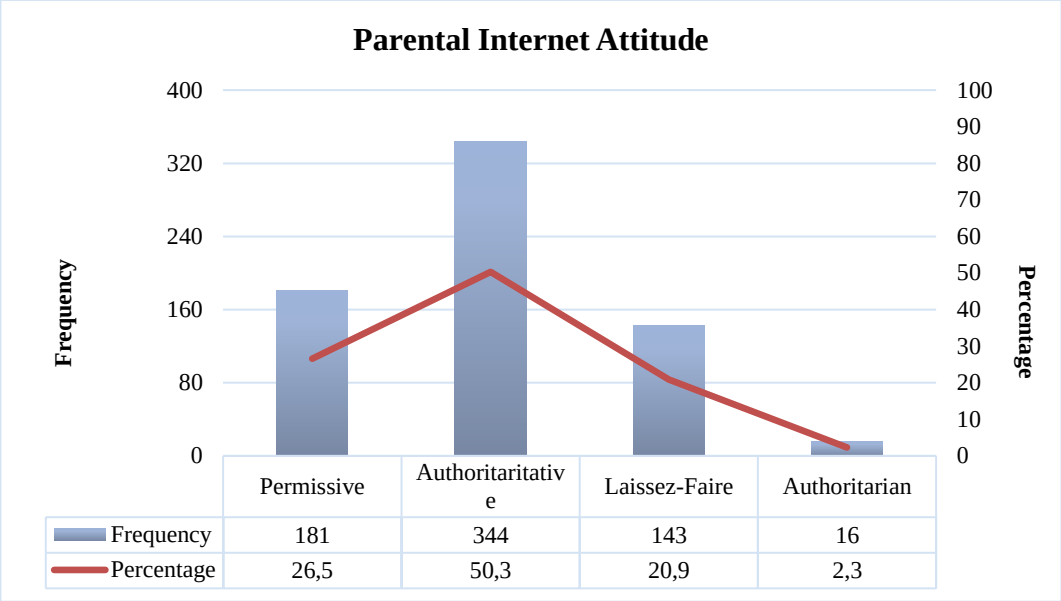
Findings

The data were analysed and presented through tables.

Findings Regarding Perceived Parental Internet Attitudes According to Middle School Students

The frequency values, percentage values and distributions of middle school students' responses to the Parental Internet Attitude Scale are given in Graph 1.

Graph 1. Distribution chart of parental internet attitude scale.



When Graph 1 is examined, the data obtained from the scale shows that the highest parental internet attitude about internet use is the authoritative parent attitude with 344 people (50.3%); It is seen that this is followed by the permissive parent attitude with 181 people (26.5%) and the laissez-faire parent attitude with 143 people (20.9%). The lowest parental internet attitude is seen as authoritarian parent attitude with 16 (2.3%).

Findings Related to the Differentiation of Parental internet Attitudes According to Individual Characteristics

In this section, findings regarding the differentiation of parental internet attitudes according to the related variables are given.

Differentiation of Parental internet Attitudes in Terms of "Gender"

Chi-Square Test was applied for examine whether the perceived parental internet attitudes of participants differ according to the gender of the students. Test results are given in Table 2.

Table 2. Parental internet attitudes by gender.

		ATTITUDE									
		Permissive*		Authoritative*		Laissez-Faire*		Authoritarian		Sum	
		f	%	*f*	%	*f*	%	*f*	%	*f*	%
Gender	**Female**	108	28,5	204	53,8	58	15,3	9	2,4	379	100,0
	Male	73	23,9	140	45,9	85	27,9	7	2,3	305	100,0
Total		181	26,5	344	50,3	143	20,9	16	2,3	684	100,0

X^2=16,20; p<,01

There is a marked disparity between the gender of middle school students and their perceived parental internet attitudes (X^2(n=684)=16.20; p<.01). When the data are analysed, it is understood that while the rate of female students who have a permissive, authoritative and authoritarian parent internet attitude is higher than the rate of male students, this situation is just the opposite of the laissez-faire parent internet attitude. In addition, it is seen that the highest

rate difference (12.6%) between female and male students is in the laissez-faire parent internet attitude.

When the parental internet attitudes of middle school students by gender were examined, it was 53.8% for female students; the dominant parent internet attitude is authoritative with a rate of 45.9% among male students; 2.4% for female students; It is seen that the least perceived parental internet attitude among male students is the authoritarian attitude with a rate of 2.3%. While the rate of female students who have a permissive, authoritative and authoritarian parental internet attitude is higher than the rate of male students, it is seen that this situation is just the opposite for the laissez-faire parental internet attitude. In addition, it is seen that the highest rate difference (12.6%) between female and male students is in the laissez-faire parental internet attitude.

Differentiation of Parental internet Attitudes in Terms of "Grade Level"

Chi-Square Test was applied for two variables in order to examine whether the perceived parental internet attitudes of middle school students differ according to the grade levels of the participants. The test results are given in Table 3.

Table 3. Parental internet attitudes by grade level.

		ATTITUDE									
		Permissive*		**Authoritative***		**Laissez-Faire**		**Authoritarian**		**Sum**	
		f	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
Grade Level	**5th Grade**	16	11,8	108	79,4	9	6,6	3	2,2	136	100,0
	6th Grade	24	19,0	80	63,5	20	15,9	2	1,6	126	100,0
	7th Grade	17	21,3	50	62,5	10	12,5	3	3,8	80	100,0
	8th Grade	124	36,3	106	31,0	104	30,4	8	2,3	342	100,0
Total		181	26,5	344	50,3	143	20,9	16	2,3	684	100,0

X^2=115,21; p<,01

There is a marked disparity between the grade levels of participants and their perceived parental internet attitudes. (X^2(n=684)=115,21; p<.01). The data show that as the grade level increases, the perceived permissive parent internet attitude rate increases and the authoritative parent internet attitude rate decreases.
Through the analysis of the data, it was observed that the lowest rate of authoritative parental attitude towards the Internet is found among students in grade 8 (31.0%). It can be observed that the rate of perceived authoritative parental internet attitudes decreases as the grade level increases.

Differentiation of Parental internet Attitudes in Terms of "Grade Average"

Chi-Square Test was applied for two variables in order to examine whether the perceived parental internet attitudes of participants differ according to the grade averages of the students. The test results are given in Table 4.

Table 4. Grade point average of parental internet attitudes.

		ATTITUDE									
		Permissive		**Authoritative**		**Laissez-Faire**		**Authoritarian**		**Sum**	
		f	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
Grade Average	**0–69,99**	13	23,6	29	52,7	12	21,8	1	1,8	55	100
	70–84,99	38	25,2	72	47,7	36	23,8	5	3,3	151	100
	85–100	130	27,2	243	50,8	95	19,9	10	2,1	478	100
Total		181	26,5	344	50,3	143	20,9	16	2,3	684	100

X^2=2,343; ***p***=,886

There is negligible difference between middle school students' grade point averages and perceived parental internet attitudes (X^2(n=684)=2,343; p>.05). The data analysed shows that as the grade point average increases, the perceived permissive parent internet attitude rate increases.

Differentiation of Parental internet Attitudes in Terms of "Mother Education Level"

Chi-Square Test was applied for two variables in order to examine whether the perceived parental internet attitudes of middle school students differ according to the students' maternal education levels. The results are given in Table 5.

Table 5. Parental internet attitudes according to mother's education level.

		ATTITUDE									
		Permissive*		**Authoritative**		**Laissez-Faire**		**Authoritarian**		**Sum**	
		f	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
Mother's Level of Education	**Primary**	85	24,6	194	56,2	58	16,8	8	2,3	345	100,0
	High	50	25,4	87	44,2	52	26,4	8	4,1	197	100,0
	University	46	32,4	63	44,4	33	23,2	0	0,0	142	100,0
Total		181	26,5	344	50,3	143	20,9	16	2,3	684	100,0

X^2=19,088; ***p***=,004

There is a marked disparity between middle school students' maternal education levels and perceived parent internet attitudes (X^2(n=684)=19,088; p<.05). The data analysed shows that as the education level of the mother increases, the perceived permissive parent internet attitude rate increases. University graduate mothers show more permissive parent internet attitude, and primary school graduate mothers show more authoritative parental internet attitude.

Differentiation of Parental internet Attitudes in Terms of "Father Education Level"

Chi-Square Test was applied for two variables in order to examine whether the perceived parental internet attitudes of middle school students differ according to the students' father education levels. The results are given in Table 6.

Table 6. Parental internet attitudes according to father's education level.

		ATTITUDE

		Permissive		Authoritative		Laissez-Faire		Authoritarian*		Sum	
		f	%	*f*	%	*f*	%	*f*	%	*F*	%
Father's Level of Education	**Primary**	58	24,9	131	56,2	41	17,6	3	1,3	233	100,0
	High	64	30,0	94	44,1	49	23,0	6	2,8	213	100,0
	University	59	24,8	119	50,0	53	22,3	7	2,9	238	100,0
Total		181	26,5	344	50,3	143	20,9	16	2,3	684	100,0

X^2=8,303; *p*=,217

There is negligible difference between middle school students' father education levels and perceived parental internet attitudes (X^2(n=684)=8,303; p>.05). This finding shows that the father education level variable has similar effects on the parental internet attitudes of middle school students.

Differentiation of Parental internet Attitudes in Terms of "School Type"

Chi-Square Test was applied for two variables in order to examine whether the perceived parental internet attitudes of middle school students differ according to the students' father education levels. The results are given in Table 7.

Table 7. Parental internet attitudes according to school type

		ATTITUDE									
		Permissive		Authoritative		Laissez-Faire		Authoritarian		Sum	
		f	%	*f*	%	*f*	%	*f*	%	*f*	%
School Type	**Middle School**	169	26,7	320	50,5	135	21,3	10	1,6	634	100,0
	İmam Hatip Middle School	12	24,0	24	48,0	8	16,0	6	12,0	50	100,0
Total		181	26,5	344	50,3	143	20,9	16	2,3	684	100,0

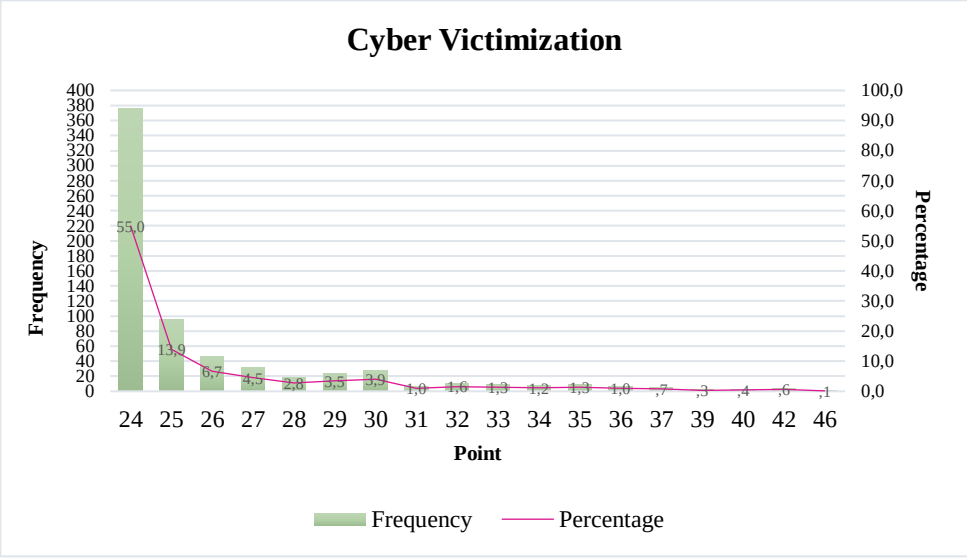
X^2=22,32; *p*<,01

There is a marked disparity between school type and perceived parental internet attitudes (X^2(n=684)= 22.32; p<.01).. Authoritarian parental internet attitude was determined as the attitude with the highest rate difference according to school type. When the data is examined, it is seen that students studying at "imam hatip" secondary school are more exposed to authoritarian parental internet attitudes.

Findings Regarding the Cyber Victimization Levels of Middle School Students

The frequency values, percentage values and distributions of participants' responses to the Cyber Victimization Scale are given in Graph 2.

Graph 2. Distribution of the scores of the Cyber Victimization Scale



Graph 2 shows the distribution of students' cyber victimization scores. Considering the responses of middle school students to the scale, it was seen that the perception of victimization was low for all items. The fact that there are at least 19 yes answers in all of the items can be interpreted as cyber victimization, albeit partially. 55% of the participating got the lowest score that can be obtained from the scale. This mean that cyber victimization is at a low level. Statistical findings regarding the cyber victimization status of middle school students are showed in Table 8.

Table 8. Cyber victimization status of middle school students.

	Min.	Max.	SD	Average	Mod	Median	Lowest Score Possible	Highest Possible Score
Cyber Victimization	24	46	3,478	25,98	24	24	24	48

The standard deviation value for the cyber victimization scores of middle school students given in Table 8 is 3,478; mean value 25.98; mode and median value were determined as 24. If the mode and median value is equal to the minimum score that can be gotten from the cyber victimization measure, but the average is higher than this score, it can be interpreted that the victimization levels are experienced even if they are low.

Findings Regarding the Differentiation of Cyber Victimization Levels According to Individual Characteristics

In this section, findings regarding the differentiation of cyber victimization levels according to related variables are given.

Differentiation of Cyber Victimization Levels in Terms of "Gender"

In this study, Mann-Whitney U was used to examine whether the cyber victimization levels of participants differ according to the gender of the students. Test results are given in Table 9.

Table 9. Results of cyber victimization levels by gender.

Gender	N	Rank A.	Rank T.	U	P
Female	379	335,74	127246,50	55236,500	,274
Male	305	350,90	107023,50		

There is negligible difference according to gender in terms of cyber victimization levels of middle school students participating in the research (U=55236,500; p>,05). The gender variable is not effective on middle school students' cyber victimization. (Average Rank $_{(Female)}$=335,74; Average Rank $_{(Male)}$=350,90).

Differentiation of Cyber Victimization Levels in Terms of "Grade Level"

Kruskal-Wallis H was applied to analyse whether the cyber victimization levels of participants differ according to the grade level of the students. The test results are given in Table 10.

Table 10. Results of cyber victimization levels by grade level.

Grade Level	N	Rank Average	df	X^2	P
5	136	259,79	3	74,927	,000
6	126	285,93			
7	80	331,27			
8	342	398,86			

Considering the mean ranks according to the grade levels, the level of victimization of the students increases as the grade level increases in middle schools. The scores of middle school students from the cyber victimization scale differ according to the grade level, X^2(df=3, N=684)=74,927; p<.05. A multiple comparison test was applied to conclude between which grade levels this difference was. Results showed that the difference in cyber victimization scores between the 5th grade and the 7th grade level and between the 8th grade and all grade levels was statistically significant.

Differentiation of Cyber Victimization Levels in Terms of "Grade Average"

Kruskal-Wallis H was applied to examine whether the cyber victimization levels of participants differ according to the students' grade point averages. The test results are given in Table 11.

Table 11. The grade point average of the cyber victimization levels.

Grade Average	**N**	**Rank average**	**df**	**X^2**	**p**
0-49,99 Point	7	222,14	4	5,206	,267
50-59,99 Point	17	367,35			
60-69,99 Point	31	337,18			
70-84,99 Point	151	360,15			
85–100 Point	478	338,15			

The scores of participants from the scale do not differ according to their grade point averages (X^2=5.206; p>.05). This finding shows that the GPA variable has similar effects on middle school students' cyber victimization scores.

Differentiation of Cyber Victimization Levels in Terms of "Mother Education Level"

Kruskal-Wallis H was applied to examine whether the cyber victimization levels of participants differ according to the students' maternal education level. The test results are given in Table 12.

Table 12. Results of cyber victimization levels according to maternal education level.

Mother's Education	N	Rank Average	df	X^2	p
Primary	208	296,20	3	26,765	,000
Middle	137	330,19			
High School	197	368,79			
University	142	385,72			

Considering the mean ranks the mother's education level increases, cyber victimization increases in middle school students. The scores of middle school students from the cyber victimization scale differ according to their mother's education level. (X^2=26,765; p<.05). A multiple comparison test was applied to determine between which mother's education levels this difference was. There is a marked disparity between the victimization scores of the students whose mother's education level is primary school and those whose mother's education level is high school, and students whose mother's education level is primary school and students whose mother's education level is university.

Differentiation of Cyber Victimization Levels in Terms of "Father Education Level"

Kruskal-Wallis H was applied to examine whether the cyber victimization levels of middle school students differ according to the students' father education level. The test results are given in Table 13.

Table 13. Results of cyber victimization levels according to father's education level.

Father's Education	N	Rank Average	df	X^2	p
Primary	130	296,09	3	14,314	,005
Middle	103	355,17			
High	213	335,88			
University	238	368,30			

The scores of middle school students from the cyber victimization scale differ according to their father's education level (X^2=26,765; p<.05). This finding shows that father's education level has different effects on middle school students' cyber victimization scores. A multiple comparison test was applied to determine between which father's education levels this difference was. The test results showed that it is a significant difference between the victimization scores of students whose father education level is primary school and students whose father education level is university.

Differentiation of Cyber Victimization Levels in Terms of "School Type"

Mann-Whitney U was applied to examine whether the cyber victimization levels of middle school students differ according to the type of school the students attend. The test results are given in Table 14.

Table 14. Results of cyber victimization levels by school type.

School Type	N	Rank Average	Rank Total	U	P

Middle School	634	340,47	215859,00	14564,000	,298
İmam Hatip Middle School	50	368,22	18411,00		

The scores of the middle school students participating in the research from the cyber victimization scale do not differ according to the type of school they study (U=14564,000; p>.05). This finding shows that the school type variable is not effective on middle school students' cyber victimization.

The Difference Between Cyber Victimization Levels of Middle School Students and Their Parental Internet Attitudes

Kruskal-Wallis H was applied to examine whether the cyber victimization levels of middle school students differ according to their internet parent attitudes. The test results are given in Table 15.

Table 15. Result of cyber victimization levels according to internet parent attitudes.

Parental Internet Styles	**N**	**Rank Average**	**df**	**X^2**	**p**
Permissive	181	379,80	3	54,133	,000
Authoritative	344	293,08			
Laissez-Faire	143	408,48			
Authoritarian	16	393,28			

Considering the mean rank given in Table 15, the perceived parental internet attitude of the middle school students who experienced the most victimization was the laissez-faire attitude; perceived parental internet attitude of middle school students who experienced the least victimization was determined as authoritative attitude. The scores of middle school students from the cyber victimization scale differ according to their parental internet attitudes (X^2=54.133; p<.05). In order to determine between which parental internet attitudes this difference is, multiple comparison test was applied. There is a marked disparity between the cyber victimization scores of students whose perceived parental internet attitude is authoritative and students whose perceived parental internet attitude is permissive. Similarly, there is a marked disparity between the cyber victimization scores of students whose perceived parental internet attitude is authoritative and students whose perceived parental internet attitude is laissez-faire.

Discussion and Conclusion

Discussion and conclusions about the relationship between participants' parental internet attitude and cyber victimization are given.

According to the data obtained from the scale, the highest perceived parental internet attitude about children's internet use is authoritative attitude, and the lowest perceived parental internet attitude is authoritarian. This finding is similar to the studies in the literature. Similarly, Valcke et al. (2010) found in their study that the most parenting style was authoritarian parental internet attitude. Günaydın (2021) in the study with 5916 students, concluded that the lowest perceived internet parenting style by adolescents was the authoritarian attitude with a rate of %5,19 but the highest internet parenting style perceived by adolescents is negligent with a rate of %42,89. Perceived parent internet attitudes of middle school students differ according to gender. Perceived parental internet attitude of female students is more permissive, authoritative, and

authoritarian than male students, while laissez-faire attitude is less than male students. Similarly, Aunola et al. (2000) concluded that there are different approaches to girls and boys in their study. The perceived parental internet attitude of middle school students differs according to their grade levels. As the class level increases, the rate of permissive parent internet attitudes increases, while the rate of authoritative parent attitudes decreases. There is no significant difference between middle school students' grade point averages and perceived parental internet attitude. There is a marked disparity between the mother and father education levels of middle school students and their perceived parental internet attitudes. This finding is similar to the studies in the literature. Similarly, Valcke et al. (2010) stated in their study that parental internet attitude differs according to the education level of the parents. As the mother's education level increases, the perceived permissive parent internet attitude rate increases, while the perceived authoritarian parent internet attitude rate increases as the father's education level increases. There are studies stating that parental mediation differs according to the educational status of the parents (Durak, 2019) or not (Dulkadir Yaman, 2019). Perceived parent internet attitudes of middle school students differ according to school type. Perceived permissive, authoritative, laissez-faire parental internet attitude among middle school students is higher than that of imam hatip middle school students, while authoritarian attitude is less than that of imam hatip middle school students.

According to the responses of middle school students to the items in the Cyber Victimization Scale, most students were not cyber victimized, and cyber victimization was experienced at a low level. Cyber victimization levels of middle school students participating in the research do not differ according to gender. In the literature, there are studies that support this finding (Yorulmaz & Karadeniz, 2021; Guhn et al., 2013; Peker et al., 2012) and studies that do not support it (Lozano-Blasco, Quilez-Robres, & Latorre-Cosculluela, 2023; Kousha, 2022; Perasso & Barone, 2021; Sidera, Serrat, & Rostan, 2021; Serin, 2012; Çiftçi, 2018).The gender is not effectual in the cyber victimization of middle school students. It can be stated that the level of victimization of students increases as the grade level increases. Metli (2017) concluded that 8th grade students are more cyber victims than 6th grade students. It is thought that the cause for the increase in the level of victimization as the grade level of the students increases is the increase in the skills of the students in using technology. The cyber victimization levels of the middle school students participating in the research do not differ according to their grade point average. The levels of grief show a significant difference according to the education level of the mother and father. As the education level of the parents increases, the cyber victimization of middle school students increases. Yorulmaz and Karadeniz (2021) found that students whose parents are high school graduates experience more cyber victimization than students whose parents are undergraduate graduates, and students whose parents are middle school graduates experience more cyber victimization than students whose parents are high school graduates. Since it is thought that the mother is more involved in the business life with the increase in the education level of the mother, it is thought that the communication rate of working mothers with their children decreases, therefore, it may be insufficient to realize the potential dangers created by online contact, and this situation may increase the rate of cyber victimization. The fact that the children of educated mothers are more cyber victims may have resulted from the permissive parental internet attitude, as revealed in the findings of the study. The cyber victimization levels of middle school students did not differ according to the type of school. This finding shows that the school type variable is not effective on middle school students' cyber victimization. When the studies on the relationship between cyber victimization and school type are examined in the literature, there are studies with different results. Ayas and Horzum (2013) found in their study with middle school students those students studying at Anatolian high schools, which were selected by examination, stated that they were exposed to

more sexual bullying behaviours in the virtual environment compared to students studying at industrial vocational high schools.

The cyber victimization of middle school students participating in the research differs according to their parent internet attitudes. In the study, the perceived parental internet attitude of the middle school students who experienced the most victimization was laissez-faire attitude; Perceived parental internet attitude of middle school students who experienced the least victimization was determined as authoritative attitude. Olutürk (2019), conducted a study with 815 secondary school students and determined that students with a democratic internet family attitude had the lowest level of exposure to cyberbullying. Supervision and control of children by parents and schools is necessary for adolescents not to become cyber victims and to raise awareness about bullying (Bae, 2021). The authoritative attitude in which the communication channels between parents and their children are always open (Yavuzer, 2012) is thought to be the right parental internet attitude to be adopted.

This study was carried out within the framework of some limitations. In the research, secondary school students' parental internet attitudes and cyber victimization evaluations were revealed, analysed and interpreted based on their individual perceptions. Qualitative research can be done by collecting data with interview and observation techniques in order to access more in-depth findings on perceptions and experiences. Within the scope of the research, data were collected only from secondary school students in Konya, Turkey in the 2020-2021 academic year.

Recommendations

Having information about the internet and having knowledge about the possible dangers to be encountered on the internet will create awareness about the internet and reduce victimization. In this context, students should be made aware, and awareness should be created. In addition, parents should be made aware of the dangers that may come from the internet and awareness should be raised.

Parents do not want to share their children's personal information, such as home/workplace/school address, bank card, who or how many people are in the house they live in, with people they do not know online, without realizing that it may pose a threat to them or their family. should warn of the dangers it may pose. Parents should use filtering programs to protect their children from possible risks of the internet.

Data collection from secondary school students studying in other provinces and countries may contribute to the generalization of the findings. Research can be designed to determine parental internet attitudes of secondary school students with high levels of cyber victimization.

References

Akkurt K. (2019). *Determination of relation between internet addiction, cyber bullying, cyber victimization and parent attitudes in 9th class students*. Master thesis, Nevşehir Hacı Bektaş Veli University Institute of Science, Nevşehir.

Arıcak, O. T., Tanrıkulu, T. & Kınay, H. (2012). Initial psychometric findings of cyber victimization scale. *Mediterranean Journal of Educational Research* (11), 1-6.

Aunola, K., Stattin, H. & Nurmi, J. E. (2000). Parenting styles and adolescents' achievement strategies. *Journal of Adolescence, 23*(2), 205-222. doi:10.1006/jado.2000.0308

Ayas, T. & Horzum, M. B. (2013). Internet addiction and internet parental style of primary school students. *Turkish Psychological Counseling and Guidance Journal, 4*(39), 46-57.

Ayas, T., Horzun, M.B., Peker, A., & Tanrıkulu , İ. (2021). Siber zorbalik rehber öğretmen / psikolojik danişman kitapçığı [Cyber bullying, guidance teacher / Psychological Advisor, Booklet], Ankara.

Aydoğdu, F. & Dilekmen, M. (2016). The evaluation of parents' attitudes in terms of different variables. *Journal of Bayburt Faculty of Education, 11*(2), 570-585.

Bae, S. M. (2021). The relationship between exposure to risky online content, cyber victimization, perception of cyberbullying, and cyberbullying offending in Korean adolescents. *Children and Youth Services Review*, 123, 105946.

Barlett, C. P. (2019). Predicting cyberbullying: Research, theory, and intervention. Academic Press.

Bradbury, S.L., Dubow, E.F., & Domoff (2018). How do adolescents learn cyber-victimization coping skills? An examination of parent and peer coping socialization, *Journal of Youth and Adolescence*, 47(9), 1866-1879. Doi: 10.1007/s10964-018-0812-y

Brandhorst, I., Petersen, K.U., Hanke, S., Batra, A., Renner, T., & Barth, G.M. (2023). Training for parents of adolescents with gaming disorder a pilot study. *Sucht-Zeitschrift Fur Wissenschaft Und Praxis,* 68(6), 335-343. Doi: 10.1024/0939-5911/a000790

Brandhorst, I., Renner, T., & Barth, G.M. (2022). Parental factors in internet and computer game addiction in adolescence: An overview. *Zeitschrift Fur Kinder-Und Jugendpsychiatrie Und Psychotherapie,* 50(1), 37-50. Doi: 10.1024/1422-4917/a000817

Brown, C. F., Demaray, M. K. & Secord, S. M. (2014). Cyber victimization in middle school and relations to social emotional outcomes. *Computers in human behaviour,* 35, 12-21. https://doi.org/10.1016/j.chb.2014.02.014

Büyüköztürk, Ş. (2020). Sosyal Bilimler Veri Analizi El Kitabı [Manual of Data Analysis for Social Sciences]. Ankara: Pegem Publishing.

Chao, C.M., Kao, K.Y., & Yu, T.K. (2020). Reactions to problematic internet use among adolescents: Inappropriate physical and mental health perspectives. *Frontiers in Psychology*, 11, https://doi.org/10.3389/fpsyg.2020.01782.

Chandrima, R.M., Kircaburun, K., Kabir, H., Riaz, B.K. Kuss, D.J., & Griffiths, M.D. (2020). Adolescent problematic internet use and parental mediation: A Bangladeshi structured interview study. *Addictive Behaviors Reports*, 12

Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed methods approaches (2. bs.). Thousand Oaks, CA: Sage

Çakır, Ö., Gezgin, D. M. & Ayas, T. (2016). The analysis of the relationship between being a cyberbully and cybervictim among adolescents in terms of different variables. *International Journal of Progressive Education, 12*(3), 134-154.

Ceylan, Ö. (2017). *The relationship between parent's attitudes and the child's socialization process: preschool example*. Master Thesis, İstanbul Gelişim University Social Sciences Institute, İstanbul.

Chamizo-Nieto, M.T., & Rey, L. (2021). Cybervictimisation and depressive symptoms among adolescents: A moderated mediation model. *Current Psychology*, Doi: 10.1007/s12144-021-02416-w

Çiftçi, H. (2018). Comparison of students' cyber victimization rates. *Gümüşhane University e-Journal of Faculty of Communication, 6*(2), 1536-1567.

Çimen, İ. D. (2018). Cyberbullying in adolescents, the effect of internetparenting styles and family functioning. *Anatolian Journal of Psychiatry, 19*(4), 397-404.

Dibenedetto, S., & Saxena, D. (2022). Safety of minors on social media websites: Italian parent perceptions and mitigation. *International Journal of Adult Education and Technology-IJAET,* 13(1), Doi: 10.4018/IJAET.296396

Dilber, Y. (2013). *Analyzing the cyber bullying and victimization among adolescents in the framework of shame/guilt and revenge (Bursa province example)*. Master thesis, Yeditepe University Social Sciences Institute, İstanbul.

Dilmaç, B. & Aydoğan, D. (2010). Parental attitudes as a predictor of cyber bullying among primary school children. *International Journal of Psychological and Brain Sciences, 2*(4), 227-231.

Dulkadir Yaman, N. (2019). *Exploring parental mediation of internet use through children's viewpoints*. Doctoral thesis, Anadolu University Institute of Educational Sciences, Eskişehir.

Durak, A. (2019). *Investigation of parental mediation according to some variables*. Master thesis, Bartın University, Institute of Education Sciences, Bartın.

Eroğlu, Y. (2014). *Holistic model determining risk factors which predict cyber bullying and victimization in adolescents*. Doctoral thesis, Uludağ University Institute of Education Sciences, Bursa.

Gómez, P., Harris, S., Barreiro, C. Manuel, I. F., & Boubeta, A. R. (2017). Profiles of Internet use and parental involvement, and rates of online risks and problematic Internet use among Spanish adolescents. *Computers in Human Behavior,* 75(5), 826-833. doi:10.1016/j.chb.2017.06.027

Guhn, M., Schonert-Reichl, K. A., Gadermann, A. M., Hymel, S., & Hertzman, C. (2013). A population study of victimization, relationships, and well-being in middle childhood. *Journal of Happiness Studies,* 14(5), 1529–1541. Doi: 10.1007/s10902-012-9393-8

Günaydın, N., Kaşko Arıcı, Y., Kutlu, F. Y., & Yancar Demir, E. (2022). The relationship between problematic internet use in adolescents and emotion regulation difficulty and family Internet attitude. *Journal of Community Psychology,* 50, 1135–1154. https://doi.org/10.1002/jcop.22708

Hilt, R. J. (2013). Cyber bullying: What's a parent to do?. *Pediatric annals, 42*(12), 481-481.

Konok, V., Bunford, N., & Miklósi, Á. (2020). Associations between child mobile use and digital parenting style in Hungarian families. *Journal of Children and Media,* 14(1), 91-109.

Kousha, M., Pour, M. H., Dehbozorgi, S., & Farid, M. (2022). Evaluation of bullying and cyber victimization in adolescents. *Journal of Current Oncology and Medical Sciences*, 2(4), 308-315.

Lozano-Blasco, R., Quilez-Robres, A., & Latorre-Cosculluela, C. (2023). Sex, age and cyber-victimization: A meta-analysis. *Computers in Human Behavior,* 139, Doi: 10.1016/j.chb.2022.107491

Metli, G. (2017). *The investigation of the relationship between cyberbullying, cyber victimisation and human values of the secondary school students*. Master Thesis, İstanbul Sabahattin Zaim University Social Sciences Institute, İstanbul.

Olutürk, N. Ş. (2019). *Investigation of cyber bullying and victimization in secondary school students in terms of internet family style and other variables*. Master thesis, Sakarya University, Sakarya.

Olweus, D. (2010). Bullying in schools: Facts and intervention. *Kriminalistik, 64*(6), 351-61.

Patchin, J. W. & Hinduja, S. (2006). Bullies move beyond the school yard: A preliminary look at cyber bullying. *Youth Violence and Juvenile Justice, 4*(2), 148-169.

Peker, A., Yüksel E. & Çitemel N. (2012). Relationship of submissive behavior and cyberbullying/cybervictimization: The mediation role of gender. *International Journal of Human Sciences, 9*(1), 205-221.

Perasso, G., & Barone, L. (2021). Factors associated with girls' cyber-victimization. A study on health behaviour in school-aged children data from Lombardy. *Psicologia Clinica Dello Sviluppo*, 25(1), 31-50. Doi: 10.1449/98297

Şanlı, D. & Öztürk, C. (2015). Contraceptive Methods, Pregnancy and Breastfeeding After Organ Transplantation. *E-Journal of Dokuz Eylül University Nursing Faculty, 8*(4), 240-246.

Sarıgedik E. (2022) The investigation of internet addiction, cyber victimization levels and perception of parental monitoring in children during the COVID-19 pandemic. *Value in Health Science, 12*(1), 65-72.

Serin, H. (2012). *Cyberbullying / cyber victimization experiences in adolescents and opinions of teachers and educational administrators on these behaviors*. Doctoral thesis. İstanbul University Social Sciences Institute. İstanbul.

Sidera, F., Serrat, E., & Rostan, C. (2021). Effects of cybervictimization on the mental health of primary school students. *Frontiers in Public Health,* 9, Doi: 10.3389/fpubh.2021.588209

Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S. & Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*, 49, 376-385. doi:10.1111/j.1469-7610.2007.01846.x

Tabachnick, B. G. & Fidell, L. S. (2013). Using multivariate statistics (6. bs.) Boston: Pearson.

Valcke, M., Bonte, S., De Wever, B. & Rots, I. (2010). Internet parenting styles and the impact on Internet use of primary school children. *Computers and Education*, 55, 454-464.

Wang, R., Bianchi, S. M., & Raley, S. B. (2005). Teenagers' Internet use and family rules: A research note. *Journal of Marriage and Family, 67*(5), 1249-1258.

Yavuzer, H. (2012). Çocuk Psikolojisi [Child Psychology]. İstanbul: Remzi Bookstore.

Yorulmaz, D. S. & Karadeniz, H. (2021). Determining the cyber-bully and cyber-victim statuses of secondary school students *Journal of Public Health Nursing, 3*(3), 154-170. doi: 10.54061/jphn.978254.

Yurdakul, K. I., Dönmez, O., Altınok, A. & Odabaşı, H. F. (2013). Digital Parenting and Changing Roles. *Gaziantep University Journal of Social Sciences, 12*(4), 883-896.

Zhu C, Huang S, Evans R. a& Zhang W. (2021). Cyberbullying Among Adolescents and Children: A Comprehensive Review of the Global Situation, Risk Factors, and Preventive Measures. Frontiers in Public Health 9:634909. doi:10.3389/fpubh.2021.634909References