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Bibliometric Analysis of Research on Cyberbullying

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Abstract
The aim of this study is to conduct a bibliometric analysis of domestic theses on cyberbullying in Turkey, examining current academic trends, research methodologies, and key themes related to cyberbullying. The study employs the case study model, one of the qualitative research designs. The population of the study consists of theses on cyberbullying accessible in full text via the YÖK Thesis Database. The sample includes theses published in Turkish and/or English between 2020 and December 2024 (inclusive) and available in full text on the YÖK Thesis Database. A total of 116 theses were included in the analysis. Data were collected using the Academic Publication Assesment Form, and document analysis was applied for data analysis. The results of the study indicate that the majority of these were concentrated in 2024, with a predominance of master's theses. Most of the theses were written in Turkish and were affiliated with universities such as Istanbul Gelişim, Gazi, Marmara, and Mersin. The findings also reveal that research predominantly focused on psychology, education, and sociology, employing quantitative methods and survey models. Frequently utilized tools included the Cyberbullying and Cyber Victimization Scales. Commonly explored variables were cyber victimization, empathy, academic achievement, and psychological well-being.

Keywords: Bullying, cyberbullying, psychology, education, bibliometric analysis

INTRODUCTION

Cyberbullying is a harmful form of behavior that takes place between individuals in digital environments and can create psychological and social effects, and it has emerged as an increasing problem in recent years (Yaman and Peker, 2012).

Cyberbullying is a major social problem in today's digital world. Online harassment among children and adolescents has led to a gradual increase in cases of cyberbullying. Cyberbullying is when individuals engage in harmful, threatening, or humiliating behaviors toward others in the digital environment, especially through the internet, social media platforms, and mobile devices (Akbaba and Eroğlu, 2013). Nowadays, cyberbullying has become a common problem, especially among adolescents and teens. While individuals in these age groups use the digital world extensively to build their social relationships and communicate, they can also be victims of cyberbullying. Digital platforms such as social media, instant messaging apps, and games are among the commonly used tools in carrying out cyberbullying. Bullying can manifest itself in various forms such as dissemination of personal information, insulting messages, threats, and photo/video sharing (Akca and Sayımer, 2017). The problem statement of the research; It can be expressed as "What are the academic tendencies, research methodologies and basic themes related to cyberbullying of the theses on cyberbullying in Turkey?"

Cyberbullying Definition and Types of Cyberbullying

Cyberbullying has become a major problem today with the spread of technology and the increase in digital communication tools. Cyberbullying is defined as a set of deliberate behaviors that target individuals online and disturb them psychologically, emotionally or socially (Patchin and Hinduja, 2011). Such behaviors are often carried out by perpetrators who use the advantage of anonymity and have serious effects on the victims (Arıcak, Siyahhan, and Sarıbeyoğlu, 2012).

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Unlike traditional bullying, cyberbullying draws attention with its wide reach capacity and rapid spread potential offered by digital environments.

Cyberbullying can be defined as repetitive and harmful behaviors in which victims are deliberately targeted on online platforms. This definition includes a variety of digital platforms such as social media, messaging apps, and online gaming (Jolliffe and Farrington, 2006). One of the main characteristics of cyberbullying is that victims are constantly accessible. This makes it difficult for victims to completely isolate themselves from the effects of bullying (Garnefski, Kraaij, & Spinhoven, 2001). Another characteristic of cyberbullying is anonymity. Because perpetrators carry out these behaviors by concealing their identities, victims often do not have the opportunity to confront the perpetrators (Rohner, 2004). This situation causes victims to feel more helpless. At the same time, the asymmetrical power relations of digital platforms lead to the inability to establish a balance between the victim and the perpetrator (Vranjes, Baillien, Vandebosch, & De Witte, 2018).

Name-calling and teasing are one of the most common types of cyberbullying and methods used by individuals on digital platforms to humiliate others. This type of bullying is common on social media, instant messaging apps, or forums. The bully names the targeted individual in a sarcastic way, attaching a negative label to them (Kowalski and Limber, 2007). This type of bullying can undermine the self-esteem of the victims, causing them to feel excluded (Çakmak, 2009). On social media, users become bolder when insulting or mocking each other because they are protected by anonymity (Balcı, 2022).

Harassment and threats are another important type of cyberbullying and are based on the creation of a constant threat or harassment situation over the internet. This type of bullying is especially common on social media platforms, email or instant messaging apps. The bully often repeats his threats while aiming to cause physical or emotional harm to his victim (Belsey, 2004). Harassment and intimidation can cause victims to live in a state of constant fear, which can cause psychological problems such as depression, anxiety, and loneliness (Englander, Donnerstein, Kowalski, Lin, & Party, 2017). This type of bullying, which is especially common among young people, causes victims to feel more psychologically vulnerable (Kaya and Cenkseven Önder, 2022).

Dissemination of private data is a form of bullying by sharing individuals' personal and private data without permission. This type of bullying is usually caused by cyberbullies, who expose victims' personal data on social media or other platforms. This data may include phone numbers, private photos or information about private life (Çakmak, 2009). The bully, who has access to data about the victim's private life, may disseminate this data with the aim of harming others, making the victim more vulnerable. The dissemination of private data can have serious consequences not only in terms of physical security, but also in terms of social reputation (Arıcak, Kınay, and Tanrıkulu, 2012). This type of bullying can hurt victims both psychologically and socially. Exclusion on social media is another common type of cyberbullying, and it takes the form of excluding an individual from social groups in the digital environment. By removing a particular person from social media groups, friend lists, or online communities, the bullying person or group tries to socially isolate that person (Kowalski and Limber, 2007).

Image and content manipulation is one of the most sophisticated types of cyberbullying. This type of bullying is a form of intervention with the aim of damaging the reputation of individuals, especially through photo and video manipulation. By altering photos or videos of the victim, the bully may create negative content and belittle the victim by disseminating this content on online platforms (Balcı, 2022). Such manipulations can damage the victim's reputation, both online and offline, and negatively affect their relationships with their social circle. In addition, this type of bullying can have serious effects on the psychological health of the victim. These manipulations can seriously damage self-esteem, especially among adolescents (Aygün, 2016).

Effects of Cyberbullying

Cyberbullying and negative behaviors carried out through digital platforms have many negative effects on victims. These effects can have important psychological, academic and social consequences. The effects of cyberbullying on victims can often be long-lasting and permanent, negatively affecting the quality of life of individuals. One of the most obvious effects of cyberbullying is the negative consequences on the psychological health of victims. Psychological effects usually manifest themselves in the long term and negatively affect the emotional well-being of the individual. Individuals who are bullied often experience psychological problems such as anxiety, depression, and stress (Belsey, 2004; Kowalski and Limber, 2007; Çakmak, 2009). Such psychological effects can worsen the mental state of individuals and cause them to be even more isolated in social life.

Another important psychological effect in individuals who are cyberbullied is self-insecurity. These people may experience a serious decrease in their self-esteem as a result of bullying. In particular, this effect on teenagers and children is very pronounced. Lack of self-confidence can cause individuals to become more timid and introverted in social life (Arıcak, Kınay, and Tanrıkulu, 2012). Individuals may experience a sense of shame in front of the public as a result of bullying, which can damage both their social relationships and their self-confidence (Aygün, 2016).

One of the academic effects of cyberbullying is low achievement. Students who are bullied may lose interest in class due to negative experiences they have had at school. This situation can directly affect students' engagament and performance in classrooms (Kaya and Cenkseven Önder, 2022). Students have difficulty focusing on lessons due to the psychological pressures created by cyberbullying, which negatively affects their academic achievement. In addition, students who are cyberbullied may also have their relationships with their teachers disrupted, which can complicate their educational process (Balcı, 2022).

Cyberbullying can also increase school absenteeism in students. Students who are bullied may be reluctant to go to school because going to school can make them vulnerable to bullying. In the long run, this can lead to them drifting away from school and experiencing academic failure. School absenteeism can disrupt students' educational life and hinder their future success. In this context, cyberbullying not only creates individual psychological effects, but can also cause serious disruptions in the educational process (Englander et al., 2017).

The social effects of cyberbullying can profoundly affect victims' relationships with their environment. Disruptions in social interactions lead individuals to experience feelings of loneliness and exclusion. This can create significant problems both in individual relationships and in the social context. Negativity in social interactions can also affect emotional well-being in the long run (Kaya and Cenkseven Önder, 2022). Individuals who are cyberbullied can often experience social isolation. The feeling of exclusion causes them to move away from their social environment and to be alone (Çakmak, 2009). Individuals, especially in adolescence, make a great effort to interact socially and gain acceptance from the group. However, individuals who have been exposed to cyberbullying begin to lead a more isolated life by distancing themselves from their social environment (Balcı, 2022). Social isolation can worsen the psychological health of individuals, deepening problems such as depression and anxiety. Cyberbullying can have negative effects not only on individuals' social circles, but also on their close relationships. Individuals who are bullied may experience difficulties in their relationships with family members or friends. These individuals may find it difficult to share the emotional burdens of being bullied, which can make them even more isolated (Kowalski & Limber, 2007). In addition, victims of bullying may find it difficult to trust others, having trust issues. This can lead to a weakening of friendship and family relationships (Balcı, 2022).

The increase in cyberbullying draws attention in parallel with the spread of information and communication technologies. Individuals who use the cyber world for their own purposes are among the main reasons for this increase (Çelik, Çelen and Seferoğlu, 2015). Reports in countries as diverse as the United States, Canada, and the United Kingdom show that

cyberbullying has become a global problem rather than just a local or regional problem (Campbell, 2013; Li, 2008; Arıcak, 2009). Although various studies reveal differences in the perception and coping strategies of cyberbullying, they point to a general consensus on its prevalence (González-Calatayud and Prendes Espinosa, 2021). In studies conducted among adolescents, it is stated that between 20% and 50% have encountered cyberbullying at least once and the rate of cyber victimization is increasing (Tokunaga, 2010). In a study covering 63 countries, including Turkey, it was stated that cyberbullying is over 60% and cyber victimization is over 70%, and this rate has increased in the last five years (Uludaşdemir and Küçük, 2021). In a study conducted by Ybarra and Mitchell (2004), it was found that 19% of internet users between the ages of 10-17 were exposed to cyberbullying, 4% were victims, 12% were bullies, and 3% were both victims and bullies. In a study conducted by Li (2005) with seventh grade students, it was determined that 25% of the participants were cyber victims and more than half of them knew that someone else was being cyberbullied. In the research of Patchin and Hinduja (2006), 29% of the participants stated that they were cyberbullied, 11% stated that they were in the role of a bully, and 47% stated that they witnessed cyberbullying.

In another study conducted in Turkey, Erdur Baker and Kavşut (2007) revealed that 30% of individuals between the ages of 14-19 are cyber victims and 28% are bullies. In a 2006 study conducted by The National Crime Prevention Council and Harris Interactive, 43% of middle and high school students reported experiencing cyberbullying in the past year (Moessner, 2007). In a study conducted by Arıcak et al. (2012) with secondary school students, 5.9% of the participants were defined as victims, 35.7% as bullies and 23.8% as victims-bullies. Juvonen and Gross (2008), in a study conducted with individuals aged 12-17, reported that 72% of the participants had experienced cyberbullying at least once in the last year. In the study conducted by Arıcak (2009) with university students, 54.4% of the participants stated that they had experienced cyber victimization at least once in their lives, and 19.7% stated that they had experienced cyberbullying. Similarly, in a study conducted by Calvete et al. (2010) with individuals between the ages of 12-17, it was determined that 44.1% of them had experienced cyberbullying at least once. According to the research of Dilmaç and Aydoğan (2010), 56.2% of individuals in the 13-15 age group were defined as victims and 19.6% as bullies.

Özdemir and Akar (2011) stated that 14% of the participants were cyber victims and 10% were cyber bullies in their study with high school students. In the study conducted by Eroğlu and Peker (2015) with high school students, it was concluded that 7% of the participants were victims, 9% were bullies and 72.2% were both victims and bullies. As a result of the meta-analysis in which Hamm et al. (2015) examined thirty-four different studies, it was stated that the prevalence rate of cyberbullying ranged from 11% to 42.6%, with an average of 23%. In the study conducted by Tezer (2017) with university students, it was stated that approximately half of the participants were exposed to cyberbullying. In their study, Topçu and Erdur Baker (2016) stated that cyber victimization rates are generally higher than cyberbully rates. It has been stated that this may be related to the fact that individuals do not want to admit that they are cyberbullying. In addition, it has been emphasized that studies on cyberbullying focus more on the roles of victims and bullies, but there are few studies examining the role of cyber bystanders, and this role has become the focus of research in recent years (Türk and Şenyuva, 2021).

This research presents a comprehensive bibliometric analysis of academic studies on cyberbullying in Turkey, revealing important gaps and trends in the literature. Unlike the individual studies in the literature, this study aims to present a general perspective by bringing together all theses in Turkey. In particular, by identifying which research methods and themes stand out in the fight against cyberbullying, suggestions were made that will guide future research in this area. Another unique aspect of the study is that such analyses contribute to the development of policies and training programs related to cyberbullying.

Purpose of the Research

The main purpose of this research is to examine the current academic trends, research methodologies and basic themes related to cyberbullying by conducting a bibliometric analysis of domestic theses on cyberbullying in Turkey. The sub-objectives of the research are;

- What is the distribution of theses on Cyberbullying in Turkey according to the year they were publish?
- What is the distribution of theses on Cyberbullying in Turkey according to the type of thesis?
- What is the distribution of the publication language of the theses on Cyberbullying in Turkey?
- What is the distribution of theses on Cyberbullying in Turkey according to universities?
- What is the distribution of theses on Cyberbullying in Turkey according to their basic disciplines?
- What is the distribution of theses on Cyberbullying in Turkey according to the method?
- What is the distribution of theses on Cyberbullying in Turkey according to the research model?
- What is the distribution of theses on Cyberbullying in Turkey according to data collection tools?
- What is the distribution of the theses on Cyberbullying in Turkey for the subjects they work with?

METHOD

In this section, the method used in the research, the model of the research, the universe and databases of the study, the data collection tool used, the data collection process, and how the data were analyzed were explained.

Model of the Research

This study was designed with qualitative research method. Qualitative research is a research method used to obtain information or to develop new perspectives on a situation in which information is not fully known or when it is difficult to evaluate with quantitative measurements (Strauss and Corbin, 2007). In this study, the theses made in the field of *Cyberbullying* carried out in Turkey until December 2024 were examined. In the study, the case study model, which is one of the qualitative research models, was used. McMillan (2000) defines a case study as a method in which one or more events, environments, programs, social groups, or other interconnected systems are examined in depth.

Case study refers to an in-depth process of analysis and identification on a finite system; this definition emphasizes the features that distinguish the case study from other qualitative research designs (Merriam, 2009, p. 40). Yin (2009), on the other hand, defined case study as 'a method that investigates a current event or phenomenon in its own real-life environment' in the context of the research process. Research; It aims to integrate the results of different researches in the existing literature and to present a general perspective. In this context, the case study in the research was conducted as follows (Yıldırım and Şimşek, 2008):

(i) *Creation of Research Questions:* Research questions help the researcher determine what data to collect from relevant research and how to implement analysis strategies.

(ii) *Data Collection and Selection: It is* important to choose research that covers the situation covered in the case study, examines the facts and is suitable for the purpose. This selection should be based on certain criteria (e.g., databases, various types of research, specific publication date, sample group, and subject limitation, etc.). The data to be extracted from the selected studies are combined and prepared for analysis.

(iii) *Data Analysis:* It is the reporting process of the selected studies using appropriate analysis methods. At this stage, appropriate analyzes are reported in tables and graphs on the basis of research questions.

(iv) Interpretation of Results: The results of the case study are studies in which a general framework is created about the situation, a perspective is gained and an in-depth analysis is made on a limited system. Researchers interpret these results and make a general evaluation.

Universe and Sample of the Research

The universe of the study; These are theses in the field of cyberbullying, the full text of which can be accessed in the YÖK Thesis database. Since Altunok, Kargı, and Baltacı (2021) examined postgraduate theses related to cyberbullying in the YÖK Thesis database between 2010 and 2020 in their study, the period between 2020 and 2024 was taken as the basis in this research. The sample of your study is; These are the researches published in Turkish and/or English until December 2020 and 2024 (including these years) in the YÖK Thesis database and whose full text is presented. In this context, a total of 116 theses were included in the research.

Data Collection Techniques

Screening Strategy and Inclusion/Exclusion Criteria

(i) The scanning process in the databases was done on 30.11.2024.
(ii) The term "Siber" Zorbalık" was scanned in the titles and keywords for Turkish publications as a keyword in the databases. For English-language publications; The term "Cyber Bullying" has been scanned in titles and keywords.
(iii) As a result of the relevant literature review in the research; The variables of author, year of publication, thesis title, university where the thesis was conducted, publication language, thesis type, subject, method, model and data collection tool were determined in accordance with the purpose and these data were withdrawn from the researches.
(iv) In the research, each research was numbered using the Academic Publication Evaluation Form and the researches were not specified; It was withdrawn from the research for the reporting process as a bibliography in APA 6 style.

Reasons for not including the research study in the context of the case study:
(i) Not available in relevant databases
(ii) The full text is not accessible
(iii) Not focusing on Cyberbullying

It can be specified in the form of.

All researches were scanned from the relevant databases within the scope of keywords in order to determine the researches suitable for the analysis. Among the studies whose full texts can be accessed, 210 studies were included in the study pool. Of the studies examined, 85 studies that were in (title page and key words) duplication/overlap status were excluded from the scope. In the second stage, the remaining 125 studies were examined in depth, and 6 of these studies were removed from the pool on the grounds that they were not suitable for the study due to unrelated topics (For example including keywords *cyberbullying* but topic about *social media addiction)*. As a result of the title and abstract elimination, the remaining 116 studies were transferred to the Mendeley Program for evaluation as they were suitable for the purpose.

Analysis of Data

In the study, document analysis was used in the analysis of the data. Docs; journals, biographies and autobiographies, technical documents, field notes, diaries, official records, papers, reports or statistics, primary or secondary sources, historical events or chronologies, projects, plans, letters, photographs, books, articles (Cohen, Manion & Morrison, 2007). It is known that documents are important sources of information about the relevant field and researchers generally work on these written documents in qualitative research (Wallwn and Fraenkel, 2000).

In the study, document analysis was carried out in two stages. These;

(i) The theses in the study group were obtained from the thesis databases of YÖK and transferred to the computer environment in pdf format. In the study, Mendeley Reference Manager, Excell, and SPSS Statistics 26 programs were used in the collection, classification and presentation of the data.

(ii) In the second stage, the analyzes of the studies transferred to the computer environment in the order of code numbers were made through the Academic Publication Evaluation Form developed within the scope of the research. The data obtained within the scope of the research were analyzed using categorical analysis and frequency analysis techniques, which are among the types of content analysis associated with the qualitative research method. In the process of data analysis in qualitative research, the first technique used is frequency analysis, which involves an approach that focuses on counting the frequencies of message elements. In this type of analysis, countable units are determined and the analysis indicators are expressed in the type of frequency. Frequency analysis reveals in a simple way the frequency of quantitative appearance of recording units. During the analysis of the material, it was intended to count the message elements according to the frequency of a particular element, and these counts were expressed by the frequency type. This approach provides an understanding of how often a particular item occurs and the intensity and importance of that element in the context of analysis. As a result of frequency analysis, items can be ranked in order of importance and classified based on their frequency (Köhler and Stemmler, 1997). Categorical analysis, on the other hand, generally refers to the division of a particular message into units and then the grouping of these units into categories according to predetermined criteria (Tavşancıl and Aslan, 2001). In the study, the type, pattern, distribution of publications in the study group by countries and universities, distribution according to databases, education level and branch distribution of teachers were presented in the form of categories and themes.

Validity and Reliability of the Research

Validity in qualitative research means that the researcher observes the phenomenon in its true form and as impartially as possible. In addition, the process by which the researcher obtains the data, the explanation of how he reached the results, and the detailed reporting of the collected data are also important criteria of validity (Yıldırım and Şimşek, 2008).

In qualitative research, validity is handled in two ways: internal and external validity. Internal validity can be stated as the adequacy of the research process in revealing the truth under consideration. It is related. For this reason, the researcher is expected to be consistent both in the data collection process and in the analysis and interpretation processes of the data (Büyüköztürk et al., 2008). In this study, detailed definitions were made in the findings section in order to ensure internal validity, the information about the situation subject to the research was revealed with objective data, and then interpretation was made. The consistency between the data has been tried to be achieved by taking into account the internal homogeneity and external heterogeneity criteria. In other words, the similarities and differences are clearly revealed.

External validity can be expressed as the generalizability of research results. If the results of the research can be repeated to similar environments and situations, it can be said that the external validity of the research has been ensured. In this study, the withdrawal of publications from databases is explained in detail and the raw data obtained are presented in addition. It is defined in detail at a level that can be compared with different databases.

Reliability; a clear and detailed description of the research process and data, i.e. in a way that allows another researcher to evaluate them; in short, it is related to the reproducibility of research results (Yıldırım and Şimşek, 2008). In this context, the analysis of the data was carried out by two experts and the formula developed by Miles and Huberman (1994) was used for the reliability calculation of the study.

Reliability = Consensus / (Consensus + Disagreement)

In the calculation made according to the reliability formula, the reliability of the research was found to be 82%. Reliability calculations above 70% show that the research is reliable. According to the result obtained, it can be said that the research is reliable.

RESULTS

Findings for the First Sub-Research Question

The findings regarding the distribution of the researches in the first sub-research question of the research by years are presented in Table 1.

Table 1. Distribution of the Studies Included in the Research by Years

Variable	Year	Number (n)	Percentage (%)
Year Distribution	2024	29	25,00
	2023	23	19,83
	2022	27	23,28
	2021	20	17,24
	2020	17	14,66
	Total	116	100

Regarding the first sub-question of the research, the distribution of the studies examined by years is presented in Table 1. According to the data obtained, the year with the highest contribution to the studies was 2024 with a rate of 25%. This is followed by 2022 with 23.28%, 2023 with 19.83%, 2021 with 17.24% and 2020 with 14.66%. This distribution, in which a total of 116 studies were examined, shows that the research subject has attracted great attention, especially in recent years. The graph for the distribution of their studies by year is presented in Figure 2.

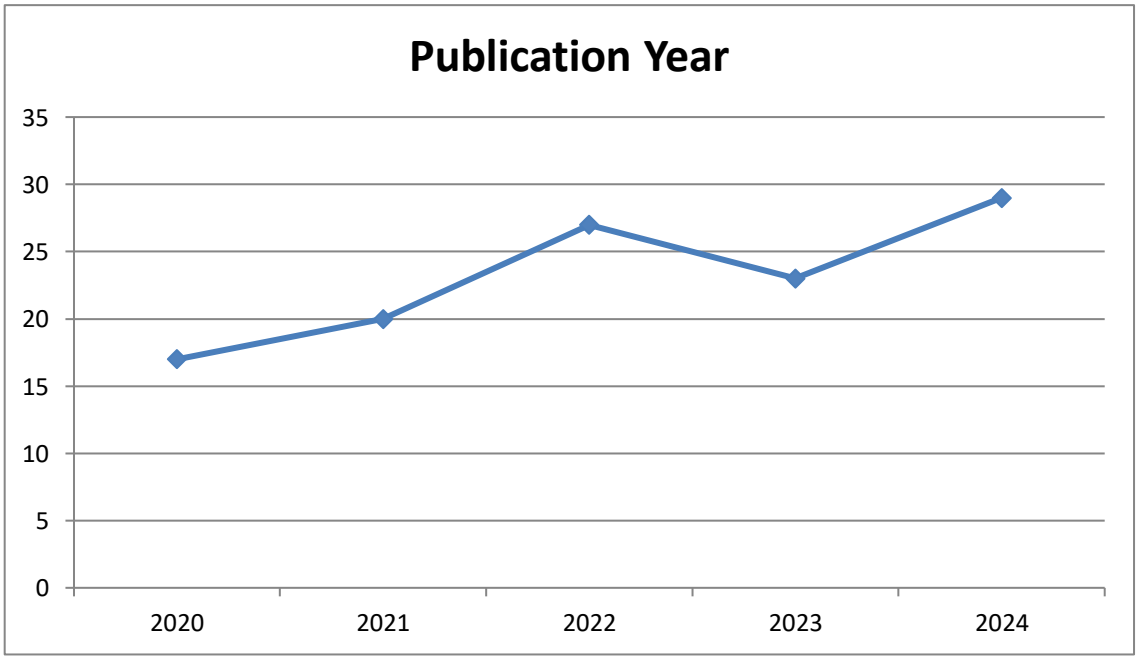

Figure 2. Total Number of Publications Including Domestic and International Issues by Years

As can be seen in Figure 2, the continuous increase of theses on the basis of total number paused in 2023 and continued to increase in 2024. This number has reached the highest level in 2024.

Findings for the Second Sub-Research Question

The findings regarding the distribution of the researches in the second sub-research question of the research according to the type of publication are presented in Table 2.

Table 2. Distribution of Theses Included in the Research by Types

Variable	Thesis Type	Number (n)	Percentage (%)
Research Type	Master	100	86,21
	PhD	10	8,62
	Specialization in Medicine	6	5,17
Total		116	100,00

For the second sub-question of the research, the findings regarding the types of theses included in the research are presented in Table 2. According to the data, the highest contribution to the studies comes from master's theses with a rate of 86.21%. While doctoral theses ranked second with a rate of 8.62%, the rate of specialization theses in medicine was determined as 5.17%. These findings, in which a total of 116 theses were examined, show that master's theses have a predominant place in the research field.

Findings on the Third Sub-Research Question

The findings regarding the distribution of the researches in the third sub-research question of the research according to the publication language are presented in Table 3.

Table 3. Distribution of the Theses Included in the Research According to the Language of Publication

Variable	Publication language	Number (n)	%
Publication Language	Turkish	110	94,83
	English	6	5,17
Total		116	100

According to Table 3; It is seen that most of the theses included in the study (94.83%) were published in Turkish and only 5.17% were prepared in English. This finding shows that theses prepared in Turkish are common.

Findings on the Fourth Sub-Research Question

The findings regarding the distribution of the theses according to the universities where they were carried out are presented in Table 4.

Table 4. Distribution of Theses Included in the Research by Universities

Variable	Universities	Number (n)	%
Universities where theses are published	Istanbul Gelişim University	11	9,48
	Gazi University	9	7,76
	Marmara University	6	5,17
	Mersin University	6	5,17
	Atatürk University	5	4,31
	Ankara University	5	4,31
	Üsküdar University	4	3,45
	Haliç University	4	3,45
	Gaziantep University	4	3,45
	Süleyman Demirel University	2	1,72
	Ondokuz Mayıs University	2	1,72
	University of Health Sciences	2	1,72
	Manisa Celal Bayar University	2	1,72
	Bahçeşehir University	2	1,72
	Others (Universities represented by a single thesis)	52	44,83
Total		106	100

According to Table 4; When the distributions of the universities where the theses are carried out are examined, it is seen that Istanbul Gelisim University has the highest rate with 9.48%. Gazi University ranks second with a rate of 7.76%. Marmara University and Mersin University rank third with a rate of 5.17%. Atatürk University and Ankara University follow with a rate of 4.31%, while Üsküdar University, Haliç University and Gaziantep University are represented with a rate of 3.45%. Süleyman Demirel University, Ondokuz Mayıs University, Health Sciences University, Manisa Celal Bayar University and Bahçeşehir University are located at a rate of 1.72%. Other universities represented by a single thesis have an important place with a total rate of 44.83%. In general, it is seen that the distribution of theses is spread over a wide range of universities and certain universities are more active in this field.

Findings on the Fifth Sub-Research Question

The data for the distribution of the relevant theses according to the subjects in which they were published are presented in Table 5.

Table 5. Distribution of the Theses Included in the Research According to the Basic Disciplines

Variable	Topic	Number (n)	%
Distribution of theses according to their main disciplines	Psychology	48	50.00
	Education and Training	20	17.24
	Sociology	8	6.90
	Communication Sciences	7	6.03
	Nursing	6	5.17
	Science and Technology	5	4.31
	Computer Engineering and Computer Science and Control	4	3.45
	Journalism	3	2.59
	Child Health and Diseases	3	2.59
	Sports	2	1.72
	Forensic Medicine	2	1.72
	Psychiatry	2	1.72
	Social Services	1	0.86
	Public Relations	1	0.86
	Labour Economics and Industrial Relations	1	0.86
	Business Administration	1	0.86
	Political Science	1	0.86
	Fine Arts	1	0.86
Total		**116**	**100**

The distributions of the main disciplines in which the relevant theses are published are presented in Table 4.5. Half (50.00%) of the theses examined are studies in the field of psychology. This is followed by theses in the field of education and training with 17.24%. Sociology (6.90%), communication sciences (6.03%) and nursing (5.17%) also have an important place. Theses in the fields of science and technology (4.31%) and computer engineering sciences-computer and control (3.45%) have relatively lower rates. Other subjects include journalism (2.59%), pediatrics (2.59%), sports (1.72%), forensic medicine (1.72%) and psychiatry (1.72%). Fields such as social services, public relations, labor economics and industrial relations, business, political sciences and fine arts were represented at 0.86% each.

Findings on the Sixth Sub-Research Question

The data for the distribution of the relevant theses according to the method are presented in Table 6.

Table 6. Distribution of the Studies Included in the Research According to Method Trends

Variable	Methods	Number (n)	%
Research Method Trend	Quantitative	81	69.8
	Qualitative	25	21.6
	Mixed Methods	10	8.6
Total		116	100

According to the data in Table 6, the findings regarding the method trends of the studies included in the study are presented in Table 4.6. According to the data, it was determined that 69.8% of the 116 studies were carried out by quantitative method, 21.6% by qualitative method and 8.6% by mixed method. This shows that the vast majority of research is focused on quantitative method.

Findings on the Seventh Sub-Research Question

The data for the distribution of the relevant theses according to the research model are presented in Table 7.

Table 7. Distribution of Theses Included in the Research According to Research Desing Trends

Variable	**Designs**	**Number (n)**	**%**
Research Design	Descriptive	82	70.69
Distributions of Theses	Phenomenology	12	10.34
	Experimental	8	6.90
	Semi-Experimental	5	4.31
	Case Study	5	4.31
	Meta-synthesis	4	3.45
Sum		116	100

In Table 7, according to the design trends of the studies included in the research, the most frequently used research design was the *Descriptive* studies constituted 70.69% (n=50) of the total theses. This is followed by the phenomenology (10.34%, n=12), experimental (6.90%, n=8), Semi-Experimental (4.31%, n=5), case study (4.31%, n=5) and meta-synthesis (3.45%, n=4).

Findings on the Eighth Sub-Research Question

The distribution according to the types of data collection tools used in the research is presented in Table 8.

Table 8. Distribution according to the types of data collection tools used in the studies included in the research

Data Collection Tools	**n**	**%**	**Developer**
Cyberbullying Scale	22	35,48	Patchin and Hinduja (2011)
Cyber Victimization Scale	18	29,03	Arıcak, Siyahhan, and Sarıbeyoğlu (2012)
Empathy Scale (Basic Empathy Scale)	12	19,35	Jolliffe and Farrington (2006)
Cyber Gossip Scale	10	16,13	Vranjes, Baillien, Vandebosch, and De Witte (2018)

When the distribution of data collection tools used in the research is examined according to their types, it is seen that the most preferred tool is the Cyberbullying Scale (35.48%). This scale has

been used to assess cyberbullying behaviors and has been widely included in studies (Patchin and Hinduja, 2011). This is followed by the Cyber Victimization Scale (29.03%) and the Empathy Scale (Basic Empathy Scale) (19.35%). The Cyber Gossip Scale (9.62%) was preferred to evaluate gossip behaviors among individuals, especially in online communication (Vranjes, Baillien, Vandebosch, & De Witte, 2018).

Findings on the Ninth Sub-Research Question

The distribution of other variables related to cyberbullying in the theses is presented in Table 9.

Table 9. Distribution for Other Variables

Variable	Other variable	Number (n)	%
Distribution for other variables	Cyber Victimization	24	20,69
	Empathy	12	10,34
	Academic Achievement	9	7,76
	Well-Being	9	7,76
	Parental Acceptance and Rejection	6	5,17
	Cognitive Distortions	6	5,17
	Use of Social Media	6	5,17
	Psychological Resilience	6	5,17
	Emotional Regulation	6	5,17
	Gender Perception	6	5,17
	Cyber Gossip	3	2,59
	Connecting to a School	3	2,59
	Technology Addiction	3	2,59
	Peer Bullying	3	2,59
	Cognitive Flexibility	3	2,59
	Loneliness	3	2,59
	Social Support	3	2,59
Sum		31	100

According to Table 9 data, it is seen that the other most frequently examined variable is cyber victimization. This variable, which was discussed in a total of 24 theses (20.69%), came to the fore in studies aimed at revealing the relationship between cyberbullying and victimization. The second variable most commonly associated with cyberbullying is empathy. Empathy, which is included in a total of 12 theses (10.34%), was examined to understand the effect of cyberbullying behaviors on empathy levels or how empathy levels affect cyberbullying tendencies.

Academic achievement and well-being ranked third, with 9 theses each (7.76%). These variables have been the subject of studies to understand the effects of cyberbullying on individuals' academic performance and psychological well-being. In addition, variables such as parental acceptance and rejection, cognitive distortions, social media use, psychological resilience, emotional regulation and gender perception have an important place in 6 theses (5.17%). These variables were discussed to reveal the effects of cyberbullying in the context of family relationships, individual psychological processes, social media habits and gender.

Less frequently examined variables include cyber gossip, school attachment, technology addiction, peer bullying, cognitive flexibility, loneliness, and social support. Each of these variables was discussed in 3 theses (2.59%) and was associated with cyberbullying at a lower level. As a result, cyberbullying was handled in a multidimensional way with both individual psychological variables (e.g., empathy, well-being, cognitive distortions) and environmental and social variables (e.g., parental acceptance and rejection, social media use, gender perception). This situation reveals that cyberbullying is examined in a wide range and has a wide range of effects.

CONCLUSION and DISCUSSION

The main purpose of this research is to make a bibliometric analysis of domestic theses on cyberbullying in Turkey and to reveal current academic trends, research methodologies and basic themes related to cyberbullying. Regarding the first sub-question of the research, the evaluation of the distribution by years shows that the issue of cyberbullying is receiving increasing attention in the academic literature. The intensification of studies in this field, especially in 2024, can be associated with both the rapid development of technology and the effects of these developments on individuals becoming more visible. As the prevalence of the use of technology increases, problems such as cyberbullying attract more attention and this paves the way for the intensification of academic interest. Arıcak (2009) and Tokunaga (2010) also emphasized that cyberbullying is a natural result of digital environments and supported the importance of studies in this field. It is seen that the studies carried out in 2022, 2023 and 2021 also made significant contributions. These years coincide with a period when online interactions are intensified and individuals spend more time with digital environments, especially with the effect of the pandemic period. Increased interaction on digital platforms with the pandemic has led to more frequent negative behaviors such as cyberbullying and has contributed to the increase in academic studies on this subject (Ybarra and Mitchell, 2004).

The analysis of thesis types for the second sub-question of the research reveals that master's theses are concentrated in this field. The fact that master's theses are at the forefront can be explained by the fact that the research area is relatively new. The fact that a dynamic and topical topic such as cyberbullying is underrepresented at the doctoral level is perhaps due to the limited treatment of the topic due to the extensive theoretical framework and long-term data requirements. Eğri (2022) have stated that such fields are initially addressed at the higher master's level. This finding is also consistent with the studies conducted by Altunok et al. (2021) and Canan Güngören et al. (2018).

Linguistic evaluations reveal that the theses were largely written in Turkish. The fact that academic studies in Turkey are mostly conducted in a local context and in Turkish can be explained by the researchers' efforts to create a more linguistically accessible academic environment. However, the low rate of dissertations in English also shows that integration into the international academic community is limited. Özdemir and Akar (2011) and Eroğlu and Peker (2015) emphasize that a global problem such as cyberbullying needs to be addressed more at the international level.

The wide range of universities where the theses are carried out shows that the subject is handled by different academic institutions. The fact that institutions such as Istanbul Gelisim University, Gazi University, Marmara University and Mersin University are at the forefront in this field can be considered as a reflection of the interest of these universities in technological issues. The findings of the research clearly reveal that the issue of cyberbullying is a current and interesting area. However, the fact that the studies focus heavily on recent years is due to the rapid change in technology. Calvete et al. (2010) stated that understanding how digital technologies affect individuals' social behavior has led to a continuous increase in academic interest. The prevalence of theses written in Turkish has developed in accordance with the local context and the language policy of the education system in Turkey. However, this situation brings with it a limitation such as the fact that the issue is not adequately represented at the international level. The production of more studies in English can increase the contribution of research in Turkey to the global academic field.

The fact that the research has limited contribution in terms of doctoral dissertations may reflect the lack of theoretical and long-term research in this area. Conducting more studies at the doctoral level may enable the issue of cyberbullying to be addressed more comprehensively (Uludaşdemir and Küçük, 2021). The increase in studies conducted in recent years can be attributed to a greater awareness of the impact of technological changes on individuals. The increase in digital interactions, especially during the pandemic period, has accelerated the studies in this field. This has been highlighted by Ybarra and Mitchell (2004) in terms of understanding how online environments affect the psychosocial dynamics of individuals. The

diversity of universities in which the theses are carried out shows that academic interest in this field is spread to a wide audience. However, the greater representation of certain universities indicates that these institutions have a strong academic infrastructure in the field of cyberbullying.

The distribution of the examined theses according to the main disciplines presents a picture in which the weight in the field of psychology is clearly visible. The heavy representation of the discipline of psychology in research can be attributed to the important contributions that this field makes to understanding the behavioral and cognitive processes of individuals (Englander et al. 2017). The fact that psychology offers theoretical frameworks and applied approaches to understanding the experiences of individuals in the digital environment explains the dominance of this field in studies. In addition, the complex nature of issues such as cyberbullying and digital behavior, which often require psychological analysis, supports this preference (Kowalski & Limber, 2007). The fact that 17.24% of the studies in the field of education and training are involved shows that this discipline plays an important role in understanding the digital literacy and online behavior of young individuals. Increasing the awareness of educators on cyberbullying, digital behavior, and positive use of technology emphasizes the importance of studies in this field (Kaya & Cenkseven Önder, 2022). However, the low representation of disciplines such as sociology, communication sciences and nursing suggests that the interdisciplinary potential of these subjects has not been fully utilized.

The underrepresentation of science and technology and computer engineering is a surprising finding. Considering that technological developments in the digital world shape individuals' online experiences, it is understood that more research is needed in these areas (Belsey, 2004). The inclusion of disciplines that can analyze the effects of technology on human behavior in such studies offers an important opportunity for future research. On the other hand, low contributions in disciplines such as journalism, pediatrics, sports, forensic medicine and psychiatry reveal that the dimensions of these fields related to digital behaviors are not adequately addressed. For example, issues such as media literacy and online content production need to be further researched within the discipline of journalism (Çakmak, 2009). Likewise, there is an increasing need for studies in the field of child health and diseases that address the effects of digital environments on children (Arıcak, Kınay & Tanrıkulu, 2012).

The fact that the vast majority of the methods used in research are based on quantitative approaches clearly reflects the preferred scientific methodology in this field. The use of quantitative methods at a rate of 69.8% reflects the belief in the reliability of numerical data in data collection and analysis processes (Balcı, 2022). However, the use of qualitative methods and mixed approaches to a more limited extent shows that the in-depth analyses provided by these methods are not sufficiently utilized. The use of qualitative methods at a rate of only 21.6% indicates the lack of research aimed at understanding the experiences and perceptions of individuals in depth. Qualitative studies can be an effective method for revealing the contextual meanings of individuals' experiences online. In particular, the fact that mixed methods are preferred at a rate of only 8.6% suggests that the integration of interdisciplinary approaches and different methodologies is not sufficiently achieved (Kaya & Cenkseven Önder, 2022). The fact that the most commonly used model in research is the scanning method shows that this model is widely used as a wide data collection tool. The use of the survey model at a rate of 43.10% indicates a tendency to analyze general trends and large samples (Aygün, 2016). However, the fact that descriptive methods ranked second with a rate of 27.59% emphasizes the need for contextual analysis in studies. The fact that models such as phenomenology, experimental, case study and meta-synthesis are less preferred shows that the in-depth analysis potential offered by these methods is not sufficiently utilized (Arıcak, Kınay & Tanrıkulu, 2012). In particular, meta-synthesis methods can offer a more holistic perspective by combining the results of different researches, and the more frequent use of these methods should be encouraged. Future studies have the potential to make more comprehensive analyses by integrating the perspectives of different disciplines. In this context, increasing the use of methods such as phenomenology

and meta-synthesis will provide an opportunity for in-depth analyses. In addition, the promotion of interdisciplinary research can lead to a more comprehensive treatment of issues such as digital behavior and cyberbullying (Kowalski & Limber, 2007).

It reveals that research shows a significant concentration on cyberbullying and related concepts. First, the variety of data collection tools is remarkable. The fact that the Cyberbullying Scale is the most commonly used tool reflects the widespread concerns in this area. Cyberbullying has become an increasing social problem in recent years with the effect of digitalization and has been one of the main themes guiding research. Research conducted by Kepenekçi and Çınkır (2003) has also revealed that the dynamics of bullying among students have become more complex in the digital environment and this situation has negative effects on students. In this context, the scales used to evaluate cyberbullying show that research aims to better understand this problem. The frequent use of the Cyber Victimization Scale and the Basic Empathy Scale indicates that the relationship between victimization and empathy levels and cyberbullying should be investigated. The victimization experienced by bullied individuals can deeply affect their psychological and social development. A study by Kocaşahan (2012) shows that cyberbullying has emotional and cognitive effects on students, and their lack of empathy can reinforce such behaviors. For this reason, research on empathy development emphasizes the need to strengthen strategies and empathic responses to cyberbullying. The fact that cyber victimization is the most frequently examined variable with cyberbullying shows that the deep effects of this phenomenon on individuals dominate the research field. In various studies, it has been determined that the academic success of individuals who are cyberbullied decreases and their psychological well-being is negatively affected. This shows that cyberbullying leads to a great deterioration not only in social relationships but also in academic achievement. Arıcak, Kınay and Tanrıkulu (2012) emphasize that there is a strong relationship between cyberbullying and low academic achievement and that this relationship should be resolved.

The impact of empathy levels on cyberbullying is one of the other important findings in this area. Empathic individuals are known to prefer to help others rather than harm them. Increasing empathy training can be an effective method to reduce cyberbullying rates. Kaya and Cenkseven-Önder (2022) state that empathy levels are an important factor in preventing cyberbullying and that studies on this subject can contribute to the development of effective strategies for the prevention of cyberbullying. Social media use stands out as a major risk factor for cyberbullying. Today, social media has become the main platform where young people interact, and the bullying cases that take place here have spread rapidly and become a major social problem. This situation has increased the studies investigating the relationship between social media use and cyberbullying. Belsey (2004) emphasizes that bullying on social media platforms can be much more harmful, as bullying on social media platforms can reach wider audiences. In addition, the frequently featured words in the word cloud analysis, such as "cyber," "bullying," "internet," "digital," "addiction," "social," and "loneliness," reflect major themes associated with cyberbullying. These words show that bullying in the digital world and its psychological effects on individuals are investigated. In addition, themes such as loneliness and addiction also show that there is a growing body of research aimed at understanding the emotional and social dimensions of cyberbullying.

In the light of these results, the following suggestions can be offered to researchers and practitioners working in the field of cyberbullying.

- Studies can be carried out to diversify the scales used in the evaluation of cyberbullying behaviors and to adapt these scales to different age groups and cultural contexts.
- Qualitative research methods can be used to understand the relationship between cyber victimization and empathy in more depth.
- In studies examining the effects of family dynamics on cyberbullying, tools such as the parental acceptance and rejection scale can be used more.

- By focusing on less-studied variables such as online gossip, loneliness, and social support, new dimensions associated with cyberbullying can be introduced.
- The long-term effects of individual outcomes, such as academic achievement and psychological well-being, on cyberbullying can be monitored.
- Empathy development programs can be implemented to reduce cyberbullying behaviors and the effects of these programs can be evaluated.
- Educational programs to prevent cyberbullying among children and young people can be supplemented by school-based initiatives.
- The effects of social media usage habits on cyberbullying can be discussed in more detail.
- Efforts to increase self-efficacy in online technologies can contribute to individuals becoming more resilient to cyberbullying.
- The effect of gender perception on cyberbullying can be examined on wider audiences and awareness studies can be carried out.
- Comparative studies can be conducted in different age groups to understand the relationship between cyberbullying and cognitive distortions.
- By addressing the relationship between school attachment levels and cyberbullying, policies can be developed to increase student engagement in schools.
- The interaction between technology addiction and cyberbullying can be examined through more extensive research and limitations on technology use can be proposed.
- Cross-cultural comparative studies can be carried out to understand the effects of variables associated with cyberbullying on different cultures.
- The effectiveness of the methods used in the fight against cyberbullying can be regularly evaluated and improved, enabling practitioners to offer more effective solutions in this regard.

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