Cyberbullying and Victimization Status of Secondary School Students: Change in 10 Years

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Abstract: By making people's lives easier, the information and communication technologies are widely used and become indispensible part of our lives. When used for other purposes, like harming others, these technologies can negatively affect people. One of the events that occur as a result of the misuse of information and communication technologies is cyberbullying which occurs as a result of using these technologies to harm others, has become an important problem in today's schools. In this context, we aim to determine how the results of a study conducted ten years ago differ from the results of a study conducted ten years later in the same region today. According to the findings of current study, 25.2% of those exposed to cyberbullying incidents were boys, while this rate was 17.9% for girls. In the study conducted ten years ago, it was determined that 21.1% of male students and 16.2% of female students were exposed to cyberbullying incidents. While the rate of cyberbullying was 48 (11.6%) ten years ago, this rate was 51 (12.2%) ten years later, now. In addition, while cyberbullying was done more by boys in the study ten years ago, it was seen that these days' girls are more likely to being cyberbully. Morover 8th grade students were more exposed to cyber bullying ten years ago, in our time 7th grade students were more exposed to cyber bullying. Lastly, the rate of those who witnessed cyber bullying incidents

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in the study ten years ago was 37.5% (155), the rate of those who witnessed such incidents in this study was 48.2% (201).

Key words: Cyberbully, Cybervictim, Secondary School Student.

Introduction

Information and communication technologies are becoming more important in people's lives day by day. Especially the pandemic process shows this fact once again. During the period when people were unable to leave their homes, many activities, especially education, were carried out using information and communication technologies. Despite the many benefits it provides to people, it is seen that information and communication technologies, especially by young people, are also used for purposes other than their intended purpose, like using them to harm others. Actions taken to harm others outside of their intended purpose are referred to as cyberbullying. Different researchers define cyberbullying in different ways. Generally, cyberbullying is defined as intentional and repeated actions to harm others by using information and communication technologies (computers, mobile phones and other electronic devices) (Patchin & Hinduja, 2015). Mason (2008) also defined cyberbullying as "the use of information and communication technologies by one or more individuals to intentionally and repeatedly harass or threaten another individual or group, and to send or post disturbing images and texts in a disturbing way". Cyberbullying includes spreading rumors in the digital environment, excluding people from digital groups, impersonating someone, making negative comments about someone, and having negative conversations with someone (OECD, 2017). Taking revenge or intentionally embarrassing the victim by posting photos or videos of someone in a virtual environment without their consent are also among the cyberbullying behaviors (Myers & Cowie, 2019). When the definitions of cyberbullying are examined, it is seen that different researchers define cyberbullying according to different perspectives. Based on these definitions, cyberbullying can be defined as the intentional and continuous use of information technologies such as the internet or mobile phones by one or more people to harm the victim/s (Horzum & Ayas, 2011).

Studies on cyberbullying reveal that these incidents are an important problem in schools. Such as, Garaigordobil (2015), in a study with adolescents aged 15-18, found that 30.2% of adolescents were cyberbullied, 15.5% were cyber bullies and 65.1% were witnessed cyberbullying incidents. Vieno et al. (2015), in a study conducted with secondary school students in Italy, found that 11.8% of students were exposed to cyberbullying, 8.7% of students were exposed to cyberbullying occasionally and 3.1% were exposed to cyberbullying frequently. In the study conducted by Smahel et al. (2020), 14% of the students participating in the study stated that they were victimized by cyberbullying every month, while 86% stated that they were never exposed to cyberbullying. In the study conducted by Zhu et al. (2021), it was estimated that the rates of exposure to cyberbullying ranged between 14% and 58%, while the rates of committing crimes in the virtual environment ranged between 6% and 43.6%. Based on these findings we can conclude that cyberbullying is a important problem and its rate high.

Since schools were closed during the pandemic period, tranfering education to the virtual environment due to the closure of schools, students started to use information and communication technologies more and more which may have caused cyberbullying incidents to increase. Although there is no evidence that there is an increase in some cyberbullying incidents (Schunk et al., 2022) during this period, some studies show that cyberbullying incidents have increased (Patchin, 2021). When the studies conducted in Turkey are examined, it was revealed that cyberbullying incidents are a very common problem. When findings of the related studies examined, Baştürk et al. (2015) conducted a study with 7th and 8th grade students and found that 9.5% of the students were cyber victims, 7% were cyber bullies and 7.5% were both cyber victims and cyber bullies. Topçu and Erdur-Baker (2016) conducted a study with 1369 high school students and found that 24.5% of the participants were exposed to cyberbullying. In another study, it was observed that 18.6% of the students were exposed to cyberbullying and 11.6% exhibited cyberbullying behaviors (Ayas & Horzum, 2012). Similarly, in a study conducted by Ayas (2011) with high school students, it was determined that 17.4% of the students were exposed to cyberbullying and 15.5% engaged in cyberbullying.

Gender is a variable that frequently studied in relation to cyberbullying. While some studies show that girls are exposed to cyberbullying more than boys (Bevilacqua et al., 2017; Cross et al., 2015; Kowlaski & Limber, 2007; Mishna et al., 2012; Sourander et al., 2010), some studies show that male students are more cyberbullied and exposed to cyberbullying (Ayas, 2011; Ayas & Horzum, 2012; Calvete et al, 2010; Camphell et al., 2013; Mishna et al., 2012). In addition, some studies indicate that there is no significant difference in terms of gender (Balakrishnan, 2015; Fletcher et al., 2014; Hinduja & Patchin, 2008; Mishna et al., 2012).

Grade level is another variable that examined in cyberbullying incidents. Kowalski et al. (2012) state that cyberbullying incidents are common among middle school students. Williams and Guerra (2007) found that cyberbullying started to increase in the fifth grade and reached its highest level in the eighth grade. Similarly, Ayas and Horzum (2012) stated that cyberbullying is most common among eighth grade students, while being exposed to cyberbullying is more common among sixth grade students. Peker (2015) also found that seventh grade students were more likely to be involved in cyberbullying incidents than sixth and eighth graders.

As aforementioned cyberbullying incidents take place by using information and communication technologies. However, it is seen that those who commit these acts exhibit cyberbullying acts by using different applications of these technological tools. In a study conducted by Kowalski and Limber (2007) with secondary school students, it was determined that 58.4% of cyberbullying incidents were carried out via msn, 20.5% via chat rooms, and 19.1% via e-mail. In addition, in this study, it is seen that the applications used in cyberbullying incidents differ. For example, while 8th grade students are generally exposed to cyberbullying incidents via msn compared to 6th and 7th grade students, similarly, it is seen that 8th grade students are exposed to cyberbullying via text messaging more than 6th grade students; 6th grade students are exposed to cyberbullying via msn less than 7th and 8th grade students. In Li's (2006) study, 9% of the participants stated that they cyberbullied via e-mail and 36.4% stated that they cyberbullied in chat rooms. Smith et al. (2006) reported that 5.3% of the participants were exposed to cyberbullying via messaging and 4.3% were exposed to cyberbullying via telephone. In a study conducted by Semerci (2017), it was determined that

while the rate of cyberbullying using cell phone text messages was 11.9%, the rate of those who were exposed to cyberbullying with the same method was 41.3%.

Being exposed to cyberbullying causes individuals to experience many negative emotions. In a study conducted by Mark and Ratliffe (2011), it was determined that students exposed to cyberbullying experienced negative emotions such as anger (49%), embarrassment (44%) and fear (20%). Hinduja and Patchin (2008) also found that 34% of those exposed to cyberbullying felt angry and 22% felt sad. As these findings indicated it can be concluded that, having cyberbullying incidents causes individuals to be negatively affected psychologically. As Spears et al. (2015) stated that cyberbullying incidents seriously affect the mental health of individuals. In Turkey context, Batmaz and Ayas (2013) found a positive correlation between the level of cyberbullying and psychological symptoms such as anger hostility, depression, interpersonal sensitivity and psychoticism.

Since cyberbullying incidents are carried out using information and communication technologies, it should not be considered as an event that occurs only in and around schools like traditional bullying. In Burnukara's (2009) study with adolescents, most of the adolescents stated that they were involved in cyberbullying incidents both at school and out of school. In the study conducted by Smith et al. (2008), it was determined that the rate of cyberbullying incidents outside the school was 11.1%, the rate of cyberbullying incidents within the school was 3.4%, and the rate of these incidents both at school and outside the school was 2.6%. All in all, when the studies on cyberbullying incidents are examined, it is seen that it is an important problem and there is need to examine the effect of time on cyberbullying. Thus, in the current study, we aimed to examine the difference between our study conducted in 2012 and 10 years later now in the same region. By comparing our findings we could determine the effect of (passing) time on cyberbullying.

Methods

Research Model

The research was conducted according to the cross-sectional survey design, one of the survey models. In this design, data from the participants were measured instantaneously at one time.

Study Group

The study group consisted of 417 students attending three different primary schools in Trabzon city center. Of the students participating in the study, 218 (52.3%) were boys and 195 (46.8%) were girls. 4 students did not specify their gender. In addition, 137 (32.9%) of the students were 6th graders, 138 (33.1%) were 7th graders and 142 (34.1%) were 8th graders.

Instrument

In the study, the "Cyber Bully/Victim Questionnaire" developed by Ayas and Horzum (2012) was used to determine the cyberbully and victimization status of students. The questionnaire was developed for middle school students. The questionnaire consists of three sections: cyber victim, bully and witness. In the victim part of the questionnaire, there are questions such as "Have you been cyberbullied?", "What was the gender of the person who cyberbullied you?", "Which technological channel were you exposed to cyberbullying?", "Who cyberbullied you?", "Where were you cyberbullied?", "How did you end the cyberbullying?", "How did you feel when you were cyberbullied?" and "Who did you tell when you were cyberbullied?". In the cyberbully section, the questions "Have you cyberbullied?", "What was the gender of the person you cyberbullied?", "Which technological channels did you use to cyberbully?" and "How did you feel after cyberbullying?" were included. In addition, in the third section, questions about thoughts about cyberbullying such as "Have you witnessed someone being cyberbullied?", "If there are cyberbullying incidents at school, would the school staff be aware of these incidents?", "If the school staff is aware of these incidents, would they try to stop them?", "What do you think about cyberbullying?" and "What are your feelings about bullies who cyberbully?" were included. A section containing demographic information

of the students was also included in this questionnaire. In this section, questions about the gender of the students and their grades were included.

Data Collection and Analysis

The data were obtained through face-to-face questionnaires. The collected data were entered into the SPSS 21.0 package program and analyzed. Percentage, frequency and chi-square test were used in the analysis. In the chi-square tests, Fisher's Exact Test was taken as the basis for the analysis with a 2x2 degree of freedom of 1 and Yates Correction was made. Statistics were based on .05 significance level.

Results

Within the scope of the study, middle school students were first asked whether they were victims of cyberbullying incidents. Of the students, 90 (21.6%) stated that they were cyber victimized and 327 (78.4%) stated that they were not cyber victimized. The relationship between the cyber victimization of the participants of the study and the class and gender variables was examined through the chi-square test. The test results are presented in Table 1.

Table 1. Chi-square test table for the relationship between the cyber victimization status of the participants according to their gender

Gender		Victim	Not victim	χ^2	p.
Female	N	35	160		
	%	17.9	82.1		
				3.20	.094
Male	N	55	163		
	%	25.2	74.8		

Table 1 shows that 55 (25.2%) of the boys and 35 (17.9%) of the girls were cyber victimized. In this respect, cyber victimization was found to be higher among males. But statistically, there was no significant relationship between gender and cyber victimization

($\chi 2(1)= 3.20$, p>.05). Secondly, the results of the chi-square test for the relationship between class and cyber victimization are presented in Table 2.

Table 2. Chi-square test table for the relationship between grade and cyber victimization

Grade		Victim	Not victim	χ^2	p.
6	N	29	108		
	%	21.2	78.8		
7	N	35	103	2.08	.354
	%	25.4	74.6		
8	N	26	116		
	%	18.3	81.7		

Table 2 shows that 29 (21.2%) sixth graders, 35 (25.4%) seventh graders, and 26 (18.3%) eighth graders were cyber victimized. These finding reveals that the rate of cyber victimization is highest in seventh grades and lowest in eighth grades. But statistically,there was no significant relationship between grade and cyber victimization ($\chi 2(2)= 2.08$, p>.05).

When 90 students who were cyber victimized were asked about the gender of the cyber bully, 21 (23.3%) stated that the cyber bully was a girl, 40 (44.4%) were a boy and 29 (32.3%) were exposed to bullying behavior by both genders. When bullies of male cyber-victims examined, it is seen that 22 of them are male (40%), 16 (29.1%) are female and 17 (30.9%) are from both genders. In the light of these findings, it is seen that more boys are cyberbullied by boys. It was also determined that 18 (51.4%) of the girl cyber victims were cyberbullied by boys, 12 (23.3%) by both genders and 5 by girls. These findings reveal that girls are more often exposed to cyberbullying by boys.

When the 90 students who stated that they were cyber victimized in the study were asked which technological channels were used for cyberbullying, 58.9% stated that they were cyberbullied using social networks and media, 53.3% using chat environments, 33.3% using mobile/smart phones, 21.1% using websites, and 14.4% using e-mail and forums. When these students were asked who cyberbullied them, 40% stated that they did not know who did it,

32.2% stated that one or more students from their own school, 24.4% stated that one or more students from another school and 20% stated that an adult cyberbullied them.

Again, when cyber victimized students were asked where they were cyberbullied, 48.9% stated that they were cyberbullied at home, 23.3% in the classroom, 16.7% in any part of the school, 10% in an internet café and 1.1% elsewhere. When these students were asked how they stopped cyberbullying, 60% of them stated that they stopped cyberbullying with their own efforts, 16.7% with the help of their family, 13.3% with the help of their friends, 12.2% with the help of their teachers, and 11.1% stated that they were still exposed to cyberbullying.

When cyber victimized students were asked how they felt when they were bullied, 55.6% said they felt angry, 42.2% said they felt demoralized and restless, 34.4% said they felt sad, 21.1% said they felt insecure, 21.1% said they felt worthless, 20% said they felt scared and anxious, 12.2% said they felt ashamed, 12.2% said they wanted to go to another school, 10% said they felt pain and 10% said they wanted to quit school. When the students who were subjected to cyberbullying were asked to whom they told this incident, 52.2% stated that they told their friends, 28.9% told their parents, 23.3% did not tell anyone, 18.9% told their brother or sister, 7.8% told their class or guidance counselor, 3.3% told someone else and 3.3% told their principal or vice principal.

The participants were then asked whether they were cyberbullying or not. Of the students, 51 (12.2%) stated that they were cyberbullying, while 366 (87.8%) stated that they were not cyberbullying. The chi-square test was used to determine whether there was a relationship between the cyberbullying status of the students and their gender and grade, and the results are presented in Table 3.

Table 3. Chi-square test table for the relationship between students' gender and cyberbullying

Gender		Bully	Not bully	χ^2	p.
Female	N	26	169		
	%	13.3	86.7	0.33	.565
Male	N	25	193		
	%	11.5	88.5		

* p <. 05

When Table 3 is examined; 25 (11.5%) of the male students and 26 (13.3%) of the female students that they cyberbullied. When the table is analyzed, it is seen that there is no significant relationship between gender and cyberbullying ($\chi2(1)= 0.33$, p>.05). The results of the chi-squared test for the relationship between their grade levels and whether they engage in cyberbullying are given in Table 4.

Table 4. Chi-squared test table for the relationship between students' grade levels and cyberbullying

Grade		Bully	Not bully	χ^2	p.
6	N	20	117		
	%	14.6	85.4		
7	N	19	119	2.91	.233
	%	13.8	86.2		
8	N	12	130		
	%	8.5	91.5		

* p <. 05

Twenty of the 6th grade students (14.6%), 19 of the 7th grade students (13.8%) and 12 of the 8th grade students (8.5%) stated that they cyberbullied. When the table is analyzed, it is seen that there is no significant relationship between grade levels and cyberbullying ($\chi 2(2)= 2.91$, p>.05).

When students who were cyberbullies were asked about the gender of the person they bullied, 16 (31.4%) stated that they bullied girls, 13 (25.5%) stated that they bullied boys, and 22 (43.1%) stated that they bullied both genders. When the students were asked which channels they used for cyberbullying, 29.7% stated that they used chat environments, 31.3% used cell phones, 12.5% used e-mail and forums, and 26.5% used websites.

When cyberbullying students were asked how they felt when they bullied, 4.9% of the students said they were very happy, 34.5% said that the people they bullied deserved it, 9.9% said they had a lot of fun, 6.2% said they were afraid that they would try to take revenge on them, 17. 3% felt nothing, 6.2% were afraid that they would tell their teachers or parents, 6.2% felt pity for the person they bullied, 8.6% felt bad, and 6.2% felt other things.

When the students were asked whether they were witnesses of cyberbullying, 201 students (48.2%) stated that they were witnesses, while 216 (51.8%) stated that they were not witnesses. When the students were asked whether the school staff were aware of cyberbullying, 99 (27.3%) of the students stated that the school staff were aware of cyberbullying, 55 (15.2%) stated that the school staff were not aware of cyberbullying, and 263 (63.1%) did not know whether the school staff were aware of cyberbullying.

When students were asked if school staff would try to stop cyberbullying if they knew about it, 187 (44.9%) said yes, 55 (13.2%) said no and 175 (41.9%) did not know. In addition, when the students were asked what they thought about cyberbullying, 185 (44.4%) stated that it was a very bad thing, 185 (44.4%) stated that it was an unpleasant thing and 51 (12.2%) stated that it was not a very important thing. In addition, when students were asked about their feelings towards bullies, 15 (3.6%) stated that they liked bullies because they were strong, 51 (12.2%) stated that they were afraid of bullies, 195 (46.8%) stated that they would not make friends with bullies, 219 (52.5%) stated that they did not like bullies and 103 (24.7%) stated that they did not feel anything.

In the study, the relationship between the data collected 10 years ago and the new data on cyber victimization was examined with the chi-square test and the results are reported in Table 5.

Table 5. Table of the relationship between the data collected 10 years ago and the new data on cyber victimization

Data Collection Year		Victim	Not Victim	χ^2	p.
2012	N	77	336		
	%	18.6	81.4	1.12	.300
2022	N	90	327		
	%	21.6	78.4		

When Table 5 is examined, it is seen that there were 77 (18.6%) victims in the data 10 years ago and 90 (21.6%) cyber victims in the data afterwards. In this respect, it was found that cyber victimization increased in number and percentage within 10 years. However, there was no significant relationship between the data collection time and cyber victimization ($\chi2(1)=$ 1.12, p>.05). The relationship between the data collected 10 years ago and the new data between being a cyberbully was analyzed with the chi-square test and the results are reported in Table 6.

Table 6. Table of the relationship between the data collected 10 years ago and the new data on being a cyberbully

Data Collection Year		Bully	Not Bully	χ^2	p.
2012	N	48	365		
	%	11.6	88.4	0.07	.831
2022	N	51	366		
	%	12.2	87.8		

When Table 6 is analyzed, it is seen that there were 48 (11.6%) bullies in the data 10 years ago and 51 (12.2%) cyberbullies in the data afterwards. In this respect, it was found that cyberbullying increased in number and percentage within 10 years. It was observed that there was no significant relationship between the data collection time and being a cyberbully ($\chi2(1)=$ 0.07, p>.05). In the study, the relationship between the data collected 10 years ago and the new

data between being a cyber witness was examined with the chi-square test and the results are reported in Table 7.

Table 7. Table of the relationship between the data collected 10 years ago and the new data in terms of being a cyber witness

Data Collection Year		Witness	Not witness	χ^2	p.
2012	N	155	258		
	%	37.5	62.5		
				9.65	.002
2022	N	201	216		
	%	48.2	51.8		

When Table 7 is analyzed, it is seen that there were 155 (37.5%) cyber witnesses in the data 10 years ago and 201 (48.2%) cyber witnesses in the subsequent data. In this respect, it was found that cyber witnessing increased in number and percentage within 10 years. It was observed that there was a significant relationship between the data collection time and being a cyberwitness ($\chi2(1)= 9.65$, $p<.05$). This reveals that the increase is significant.

Discussion and Conclusion

In the current study, we aimed to examine the difference between our study conducted in 2012 and 10 years later now in the same region. By comparing our findings we could determine the effect of (passing) time on cyberbullying. Cyberbullying incidents are considered as a negative behavior that occurs as a result of using information and communication technologies for the purpose of harming others. Those who commit such acts are considered as cyber bullies and those who are exposed to these acts are considered as cyber victims. In this study, 25.2% of those exposed to cyberbullying incidents were boys, while this rate was 17.9% for girls. In the study conducted ten years ago, it was determined that 21.1% of male students and 16.2% of female students were exposed to cyberbullying incidents. These findings showed that there has been a 4% increase in the victimization of male students,

whereas this rate has increased by 1.7% among female students. During the 10-year period, it is thought that the developments in technology and the ease access to these technological tools may have been effective in such a result. In addition, the fact that the level of cyberbullying awareness ten years ago was not as high as it is today. . When the literature is examined, it is revealed that there are studies showing that males are more victimized. For example, in the study conducted by Kavuk (2011), it was revealed that boys are victimized more than girls. Peker (2015) also revealed in his study that male students were exposed to cyberbullying more than female students. Negativity and conflicts between individuals in social life can continue in the virtual environment. Considering that male students experience more problems and conflicts in social life than female students, this may have had an effect on these individuals being exposed to more cyberbullying incidents in the virtual environment.

Although there is no significant difference between exposure to cyberbullying and grade level, it is seen that 7th grade students are exposed to cyberbullying incidents more than 6th and 8th grade students. In the study conducted ten years ago, it was observed that 8th grade students were exposed to cyberbullying incidents more than 6th and 7th grade students. Likewise, it is seen that students attending 6th and 7th grades are more likely to engage in cyberbullying than students attending 8th grade. This finding is consistent with the findings of Peker (2015). In the study conducted by Salı et al. (2015), it was reported that 8th grade students were exposed to cyberbullying more than 7th grade students. Williams and Guerra (2007) also found that cyberbullying started to increase with the fifth grade and reached its highest level in the eighth grade. these findings indicated that there are different results related to the grade level and its link with cyberbullying. It is also seen that there is a difference between the study conducted ten years ago and present study. Considering the level of having and using technology ten years ago, it can be thought that 8th grade students are more advantageous than 6th and 7th grade students in terms of having and using this technology. Therefore, the fact that more victimization was experienced among 8th grade students in the study ten years ago may be due to this reason. In addition, today, as families attribute more importance to the LGS (high school transition system which 8th grade must attend for going to high schools) exam which 8th grade students are preparing for, may causes less negativity

and conflicts between friends, so it can be thought that this factor affects the fact that such incidents are less common in 8th grades than in 7th grades these days.

In our study, students stated that they were mostly exposed to cyberbullying using social networks and media, chat environments, mobile/smart phones, websites and e-mail and forums. In the study conducted ten years ago, it is seen that students were exposed to cyberbullying incidents using msn and chat rooms, cell phones, e-mail and websites and forums. These findings are consistent with the findings of Accordino and Accordino's, (2011), Ackers's (2012), and Whittaker and Kowalski's, (2015). It is thought that cyberbullying incidents are more common on these platforms because social media tools provide opportunities to acquire different identities and to perform unwanted behaviors to others through these different identities, and accordingly, individuals may be exposed to more cyberbullying incidents on these platforms. It is seen that those who spend more than 3 hours a day on social media tools are involved in cyberbullying incidents (Eroğlu et al., 2015). Naturally, the fact that young individuals today spend a lot of time on social media tools which may increase the likelihood of being exposed to unwanted negative behaviors on these platforms. For this reason, it is seen that social media tools have become platforms where cyberbullying acts are both widely practiced and exposed.

In the present study, students also stated that they were most exposed to cyberbullying incidents at home, and then in the classroom, in any part of the school, and in internet cafes respectively. This finding is consistent with the findings of Dehue et al.'s (2008) and Fight Crime's (2006 studies. In the study conducted ten years ago, it was observed that students were mostly exposed to cyberbullying incidents at home. Considering that the use of these information and communication technological tools by students at school is not as easy as using them at home, it may be related to the fact that individuals are more exposed to such incidents at home. Furthermore there is no limit to the use of such tools at home may also be effective in this. For this reason, it is seen that parents need to pay more attention to the purpose for which their children use these technological tools at home.

When the students who were subjected to cyberbullying were asked how they felt after the incident, they stated that they felt angry, demoralized and restless, upset, did not feel safe,

felt worthless, were afraid and anxious, were embarrassed, wanted to go to another school, felt pain and wanted to quit school. This finding is consistent with the findings of related studies (Ayas, 2011; Beran & Li, 2005; Türkileri İnselöz & Uçanok, 2013). Based on our and related studies' findings we certainly conclude that individuals who are exposed to cyberbullying are negatively affected by it. Sometimes, individuals do not know how to cope with the experienced negativity may cause such negative emotions to be experienced more intensely.

When the individuals who were exposed to cyberbullying incidents were examined with whom they shared this negative event, they stated that they told their friends first, then their parents, brother or sister, class or guidance counselor, respectively. However, it is seen that most of the participants in the study stated that they could not tell anyone about these incidents. This finding is consistent with the findings of conducted studies (Cassidy et al., 2009; Slonje & Smith, 2008). Although the majority of those who were exposed to cyberbullying in the study conducted ten years ago stated that they could not tell anyone about this situation, it is seen that the majority of the participants in the present study stated that they told their friends about this incident. This may arose from the fact that peer relations are important during adolescence period compared to other individuals. Although there was a problem in sharing this problem ten years ago, is seen that today individuals can share it more easily with increasing awareness which is important in solving the problem. Both in year years ago study and present study the cyberbullying incidents rarely shared with classroom teachers and psychological counselors. In this respect, there is a need for psychological counselors and classroom teachers to both inform and encourage students to share their experiences as an intervention and preventation strategy.

When the status of cyberbullying was analyzed in the study, 11.5% of the male students and 13.3% of the female students who participated in the study stated that they cyberbullied. This finding is consistent with the findings of Hinduja and Patchin's (2010) and Pornari and Wood's (2010) studies. In the study conducted ten years ago, when these rates were examined, it was seen that 15.3% of male students and 7.8% of female students stated that they cyberbullied. Although boys who could not have information and communication tools ten

years ago could access these opportunities in internet cafes, the fact that girls could not easily go to internet cafes may have been effective in such a result. However, today, especially with the pandemic, it has become almost mandatory to have information and communication technologies, as many transactions have become possible with these tools. For this reason, female students have easy access to information and communication technologies which may have been effective in cyberbullying incidents more than male students.

When the rates of cyberbullying and cyber victimization of students ten years ago and today are examined, it is seen that there is an increase in the rates, although there is no statistical difference. The increase in cyberbullying incidents over time has also been effective in increasing the number of students who witnessed such incidents. Today, it is thought that the ease of access to information and communication technologies and the increase in the time spent in information and communication technologies may also be effective in the level of cyberbullying and cyber victimization of individuals. As Peker and Eroğlu (2010) determined in their study that the levels of cyberbullying and victimization increased with the increase in the time individuals spent on the internet. Today, it is seen that information and communication technologies have become an integral part of individuals' lives. Considering that they spend most of their time on these technological tools and especially on the internet and social media platforms, it can be seen as why such incidents increase. Considering this situation, there is a need to raise awareness of individuals to use these information and communication technologies in line with their purpose and to increase the level of awareness of such negativities that may occur.

Considering that students use social media very widely today, they should be made aware of the need to use these channels safely and effectively. Students should be made aware of the need to report such incidents to adults when they are exposed to such incidents in any way or when they witness friends who are exposed to such incidents. Especially considering that young people tell their friends about such incidents, there is a need to raise students' awareness about peer counseling. Providing the necessary support for students to cope with such incidents by school psychological counselors will be effective in reducing the negativities that such incidents may cause in individuals.

As a result of the research, it is seen that cyberbullying incidents have increased over time in parallel with technological developments. For this reason, it is necessary to increase the awareness levels of both families and students who will take part in such incidents regarding cyberbullying. In order to increase the level of knowledge of psychological counselors, who will lead the way in raising awareness levels in schools, courses on these issues can be included in the program during the undergraduate period. In-service trainings can also be given to psychological counselors/guidance counselors who are currently practicing their profession and do not have the necessary knowledge and skills on these issues.

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