GENÇLER ARASINDA SANAL TEHLIKE OLARAK SIBER ZORBALIK

CYBERBULLYING AS A VIRTUAL THREAT AMONG YOUTH

ВИРТУАЛЬНАЯ ОПАСНОСТЬ СРЕДИ МОЛОДЁЖИ - КИБЕРБУЛЛИНГ

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Öz

Birçok gencin hayatını olumsuz yönde etkileyen siber zorbalık, en basit tanımıyla dijital teknoloji (internet, bilgisayar, tablet, cep telefonu) kullanılarak sosyal medya (Instagram, Messenger, Facebook, Photobucket, Twitter, Linkedin, WhatsApp, Tumblr) aracılığıyla birisinin bir başkasına sanal olarak zorba davranışlarda bulunması demektir. Siber zorbalık yapan kişinin genel olarak amacı mesaj atarak karşısındaki kişiyi küçük düşürme, kıskandırma, korkutma, tehdit, taciz etme, moralini bozma, alay etme ya da aşağılama olarak sıralanabilir. Sonuçlarının farkında olarak ya da olmayarak yapılan siber zorbalık sağlık problemlerine yol açmaktadır. Arkadaşları tarafından siber zorbalığa uğrayan kişi, intihara kadar giden sonuçlarının yanında anksiyete bozukluğu, kaygı, güven eksikliği ya da depresyon gibi davranış bozuklukları yaşayabilmektedir. Siber zorbalığa uğrayan kişinin okul, aile ve arkadaş çevresi etkileyen bu durum okul yönetimi, sağlık kuruluşları ve veliler tarafından önemli bir konu olarak ele alınmalı ve konu hakkında gençler bilinçlendirilmelidir. Özellikle konunun hassasiyetini ve gençleri sosyal ve psikolojik olarak nasıl ve ne şekilde etki ettiği ile ilgili olarak ailelere, öğrencilere ve öğretmenlere, konunun uzmanlarının katıldığı konferanslar verilmesi, afişler asılması, broşürler ve kitapçıklar dağıtılması ve medyada programlar yapılması son derece önemlidir. Siber zorbalıkla ilgili Amerika ve Avrupa ülkelerinde ciddi bilimsel çalışmalar yapılırken Türkiye'de konuya yeteri kadar önem verilmediği görülmektedir. Türkiye'de yapılan çalışmalara bakıldığında konuyu sadece eğitimcilerin ele aldığı görülmektedir. Ancak, siber zorbalık sosyoloji, psikoloji, iletişim ve eğitim bilimleri gibi disiplinlerarası bilimsel bir çalışmayı zorunlu kılmaktadır. Çalışmada, bilinçli ya da bilinçsiz olarak yapılan siber zorbalığın önemine, ne kadar ciddi bir sorun olduğuna ve çeşitlerine meta analizi yöntemi ile yapılan araştırmalardan örnek verilerek anlatılmaya çalışılmıştır.

Anahtar Kelimeler: Siber Zorbalık, Sanal Tehdit, Gençler, Yetkililer, Disiplinlerarası Çalışma

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Abstract

Cyberbullying, which adversely affects the lives of many young people, means that someone virtually bully others who uses digital technology (internet, computer, tablet, mobile phone) through social media (Instagram, Messenger, Facebook, Photobucket, Twitter, Linkedin, WhatsApp, Tumblr). The general purpose of cyberbullying is humiliating, harassing, mocking, moralizing, threatening, abusing through text messages. Cyberbullying with or without awareness of its consequences leads to health problems. The person who suffers from cyberbullying by his friends may experience behavioral disorders such as anxiety disorder, decreased self-esteem or depression in addition to the consequences of suicide. This situation which affects the school, family and friend relationship of the cyberbullied person should be considered as an important issue by the school management, health institutions and parents and young people should be warned about the subject. In particular, it is very important for families, students and teachers to give conferences, to hang posters, to distribute brochures and booklets, and to make programs in the media about how and to what extent it affects the social and psychological aspects of the issue. While serious studies are carried out in American and European countries regarding cyberbullying, Turkey is seen not given enough attention to the issue. Referring to the studies addressed in Turkey, it is seen that only educator tackle the issue. However, cyberbullying requires an interdisciplinary scientific study such as sociology, psychology, communication and educational sciences. In this study, it has been tried to explain the importance of cyberbullying, which is done consciously or unconsciously, by giving an example from the researches with meta-analysis method about the serious problem and its types.

Keywords: Cyberbullying, Virtual Threat, Youth, Authorities, Interdisciplinary Study

АННОТАЦИЯ

Кибербуллинг(кибериздевательство) негативно влияющее на жизнь многих молодых людей, распространяется через цифровые технологии (интернет, компьютер, планшет, мобильный телефон) и социальные сети (Instagram, Messenger, Facebook, Photobucket, Twitter, Linkedin, WhatsApp, Tumblr). Цель кибербуллинга состоит в унижении, запугивании, угрожении, подавлении, насмешки человека. Кибербуллинг с осознанием его последствий или без него, ведет к проблемам со здоровьем. Страдающие от кибербуллинга со стороны своих друзей, могут столкнуться с разными расстройствами в поведении, такими как тревожное расстройство, беспокойство, неуверенность в себе. Такая депрессия иногда приводит к такой тяжёлой последствии, как самоубийство. Сложивша ситуация затрагивает школу, семью и друзей киберзапуганного человека. Она должна рассматриваться администрацией школы, медицинскими учреждениями и родителями, как важная проблема. Сама молодежь должна быть информирована по поводу этого вопроса. В частности, с целью ознакомления семей, моложёжи и преподавателей с последствиями кибербуллинга очень важно проводить конференции с участием специалистов по вышеуказанной проблеме, вывешивать плакаты, распространять брошюры и буклеты, а также осуществлять программы в средствах массовой информации по поводу того, как и каким образом эта проблема затрагивается в социальном и психологическом плане. В Соединенных Штатах и странах Европы по проблемам кибербуллинга ведутся серьезные научные исследования. К сожалению, В Турции не было уделено достаточног внимания к этой проблемме. Ссылаясь на исследования в Турции, было установлено, что проблемами кибербуллинга занимаются только единственные воспитатели. Тем не менее, кибербуллинг требует междисциплинарных научных

исследований, таких как социология, психология, коммуникация и педагогические науки. В нижеследующем исследовании была предпринята попытка объяснить важность кибербуллинга, которое совершается сознательно или неосознательно. А также, указывается на серьезность проблемы, его типов. Исследование было выполненено на основе методов метаанализа.

Ключевые слова: кибербуллинг, виртуальная угроза, молодежь, чиновники, междисциплинарное исследование.

Introduction

With the development of technology, it is much easier for large groups of people to view information in a very short time. Social networking websites (Facebook, Twitter, Instagram, Skype, online gaming, WhatsApp etc.) are increasingly being used by people as a key way of communicating with each other and building relationships or making new friends online. On the other side, technological development has positive and negative sides that vary according to the purpose of its usage. For example, traditional bullying has taken on a virtual dimension by moving into virtual aura. Therefore, violence is also changing and becoming virtual. The number of people exposed to cyberbullying, which is part of virtual violence, is increasing day by day.

Cyberbullying refers to bullying which is carried out using the internet, mobile phone or other technological devices. It means that cyberbullying can take place anywhere that people have the use of technology and internet access. However, there are many researches justifying that cyberbullying is increasing among young people particularly middle and high school students. If a child uses social media, there is a strong possibility he/she has been exposed to cyberbullying. It is known that cyberbullying can lead to psychological disorder in young people and may result in suicide. Harmful messages, sharing private messages or images are sent or posted online by young people, could hurt another person. However, students are unaware of the effects of their actions.

Academically there are very few studies on cyberbullying in Turkey. Field studies carried out in Turkey remains limited to certain provinces. On the other side, Ministry of Education engaged in preventive work on cyberbullying in schools. The brochures which was prepared by the Ministry of Education, is one of the examples of conscious efforts that can be accessed via internet. It is about cyberbulling and punishment for cyber crimes. In this work we tried to explain what is cyberbullying and what kind of researches are done in literature.

Firstly, in this research, the definition of the cyberbullying concept opens up what is the problem, what is the difference between traditional bullying and cyberbullying, and what are the responsibilities of all actors (children, parents, teachers, school counselor, media, public institutions and child rights activist groups) at the social level. In the 2000s, the evolution of mobile and network-connected devices into our privacy (gatekeeper) has changed our criminal perceptions. The use of mobile technology, which began before puberty, facilitates the sharing of content that can be transformed into annoying, humiliating, frightening, threatening, crime and suicide. For this reason, the use of technology is becoming the most worrying dimension in the society because of the fact that the messages can be quickly transmitted to a large audience without being explicitly sent by (Juvonen and Gross, 2008).

In this research conducted with comparative literature research, the results of the variables in different studies were categorized that are thought to be the effects of cyberbullying among adolescent children. In the study, meta-analysis is used as the method of the study. It combines the results of multiple studies on a specific subject, which are

conducted independently, and making statistical analysis of the findings of the research (Shelby and Vaske, 2008, p. 96). The variables related to cyberbullying in the literature were examined and the results of the study were categorized. The results of research on cyberbullying, published on selected electronic databases (EbscoHost-Psychology and Behavioral Science Collection and Directory of Open Access Journals) made between 2005 and 2015, have been reached and included in the research universe. A total of 455 articles related to cyberbullying key words in EbscoHost were found in the indexes, and a total of 102 articles were found in the DOAJ. It was determined that 228 of the articles in EbscoHost and 92 of the articles in the DOAJ were published between 2005-2012 as the limit of the research. After reducing the scanned articles from both indexes, for each of the 10 studies reached in full texts, appropriate category tables were prepared.

Definition of The Cyberbullying

Traditional bullying is described as aggressive, disturbing, deliberate, repetitive action or behavior by one person or a group against any person or group of people (Olweus, 1978; Rigby, 1997). Traditional bullying relates with power differential and mostly carried out repeatedly by powerful person or a group (Olweus, 1999). Bullying action has physical and verbal aggression forms. Physical aggression types are beating, kicking, spitting, pushing, forcing someone to take his/her goods. Verbal aggression types are scolding, mocking, threatening, name calling, making fun of others or annoying (Hawker and Boulton, 2000). Defined as two-dimensional and face-to-face situation, bullying has gained a virtual dimension with the development of digital technologies which is called cyberbullying.

Many people spent an important part of time socializing with others online. For example, email, online gaming, online dating, chat rooms, blogs, Facebook, Skype, Instagram, Messenger, WhatsApp, Facetime and Twitter are some social networks that helps people to interact with others via internet. However, sometimes online bullying incidents occurs in such a social environment (Stop Online Abuse, 2018). It can be said that this development of new technologies creates some cyber behaviours.

Cyberbullying; deliberately, humiliating, harassing, mocking, moralizing, threatening, abusing one or more people by sending text messages to the other people through internet, mobile phones, tablets, by software such as Facebook, Twitter, Instagram, WhatsApp and Tumblr. Such messages sent at regular intervals or continuously are deliberately intended to cause social and psychological harm to the other people (Patchin and Hinduja, 2006, 2008; Department for Children, Schools and Families DCSF, 2007; Lenhart, 2018; Dehue, Bolman and Völlink, 2008; Stop Online Abuse, 2018). Lists of examples of online harassment or abuse are (Stop Online Abuse, 2018; Norton Cyberbullying Guide, 2018);

Trolling: Cyberbullies often tries to get a response by provoking a victim online. So, trolling happens when a person deliberately posts offensive mesaages online in an attempt to hurt someone. Mostly these trolling attacks are personal. A person who undertakes this sort of behaviour is called a troll.

Dissing: It occurs when one of the victim's friends posts personal information or photos online to ruin the victim's reputation or friendships with others.

Fraping: A cyberbully can easily impersonate a victim on social media by creating a duplicate account.

Cyber-abuse: Cyber-abuse is a kind of abusive behavior that happens online.

Doxxing: Doxxing is the publishing online of private information about someone. This information has been hacked from someone's personal online accounts.

Trickery: He or she pretends to be a friend of the victim and then posts the secrets after gaining information about the victim.

Cyber-stalking is a pattern of online behavior that is the long-term, intrusive and persistent pursuit of one person by another, making the victim feel frightened and distressed.

Homophobic/ biphobic/ transphobic bullying and harassment: Bullying someone because of their sexual orientation or gender identity.

Online abuse: Online abuse is any abusive behaviour that happens via technological devices.

Some argue that online bullying among school children is more common than confronting bullying, because after school they can follow a child from home and from one school to another (Strickland and Dent, 2017). Online harassment and bullying can be in various forms and can affect children and adults (Strickland and Dent, 2017). The National Society for the Prevention of Cruelty to Children (NSPCC, 2018) says that cyberbullying is an increasingly common among children and lists similar examples of what constitutes online abuse:

Sending threatening or abusive text messages

Creating and sharing embarrassing images or videos

Excluding children from online games, activities or friendship groups

Setting up hate sites or groups about a particular child

Encouraging young people to self-harm

Voting for or against someone in an abusive poll

Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name

Sending explicit messages, also known as sexting

Pressuring children into sending sexual images or engaging in sexual conversations.

Table 1. Definition of the Cyberbullying

Study	Definitions of the cyberbullying
Patchin and Hinduja, 2006	Cyberbullying is a traumatic experience that can lead to physical, cognitive, emotional and social consequences in a negative sense
Li, 2006	Cyberbullying is all the deliberate and repetitive harmful behavior against an individual or group through computer, mobile phone and other communication technologies
Hinduja and Patchin, 2008	For an action to be defined as bullying, behavior must be designed in advance to be performed, continuity of behavior in the same way, behavior is harmful or painful to others, and all are done by computer, mobile phone or other electronic means.
Smith, Mahdavi, Carvalho, Fisher, Russell and Tippett, 2008	Violent behaviors that an individual or community uses to harm others by using technology

Table 1 indicated the definitions of cyberbullying. It may be concluded that four main types can be identified about cyberbullying behaviour. There are written-verbal behaviours (phone calls, text messages, e-mails, instant messaging, chats, blogs, social networking communities, websites), visual behaviours (posting, sending or sharing compromising pictures and videos through mobile phone or internet), exclusion (purposefully excluding someone from an online group) and impersonation (stealing and revealing personal information, using another person's name and account) (Nocentini et al., 2010, p. 130).

Signs of Being Cyberbullied

Exposure to physical or psychological bullying, can negatively affect the physical and mental health of a person, their educational success, their trust in others, and their relationships (Cowie, 2013). Physical violence and suicide are consequences of cyberbullying (Willard, 2006). Therefore, cyberbullying, like all bullying, should be taken very seriously. Parents must be very carefull specially who have children between 11-16 ages. This age group stands out as the most exposed to cyberbullying according to the data collected from EU Member States (Pozza et al., 2016). Similarly, due to EU Kids Online report (2014) cyberbullying increased among children aged 11-16 from 7% in 2010 to 12 % in 2014.

There are many researches justify the cyberbullying among young people as it shows in Table 2 and Table 3. For example, a research among the secondary school students in New Zealand found that 7.9% of boys and 13.8% of girls received nasty text messages and 6.9% of boys and 7.0% of girls did this to others (Marsh et al., 2009). Middle school students in the U.S. were asked about experiences of online harassment over the last 30 days. Some 22% had cyberbullied 29% had been cyberbullied twice or more times (Hinduja and Patchin, 2010)

In 2013/14, 5,335 young people aged 11, 13, and 15 years participated in the survey in England; young people were asked how often they had experienced two forms of cyberbullying in the past two months. Overall, 17.9% of young people reported they had experienced some form of cyberbullying in the past two months. Receiving mean messages (including text, instant message, email) was slightly more common than being cyberbullied through images: 12.7% compared with 10%. Among those who were cyberbullied, the majority reported they were targeted by only one form, either messages (44.9%) or pictures (30.2%), with 24.9% experiencing both forms of cyberbullying (Public Health England, 2014). In spain, Calvete et al. (2010) surveyed 12 to 17-year-old Spanish adolescents. The most frequently one is deliberately excluding someone from an online group (18.1% sometimes, 2.1% often) and writing embarrassing jokes, rumors, gossip, or comments about a classmate on the internet (18.3% sometimes, 1.8% often). Briefly, Table 2. Below shows the prevalence of cyberbullying.

Table 2. Prevalence of Cyberbullying

Study	Findings
Patchin and Hinduja, 2006	29% of the participants stated that they were disturbed on the internet, they were annoyed, they were annoyed with their nicknames, they received unpleasant messages with sexual content and personal information was stolen and shared with others. 11% of the participants said that they also cyberbullied others.
Li, 2006	25% of respondents said that they were suffering from cyberbullying and nearly half of them recognized who cyberbully them. 15% of the participants said that he also cyberbullied others.
Dehue, Bolman and Völlink, 2008	22 % of the respondents said they had suffered from cyberbullying and nearly half of them recognized who cyberbully them. 16% of participants mentioned that they cyberbully others via internet or mobile phone; they cyberbully others when they at home and occasionally while they are with their friends.

Table 3. Age and Sex in Cyberbullying

Study	Findings
Patchin and Hinduja, 2006	There is no difference between sex and age groups in cyberbullying behavior.
Kowalski and Limber, 2007	In study, 5% of males and 4% of females were found to be bully, 7% of males and 15% of females were victims, 4% of males and 10% of females were both bully and victim. It is stated that as age progresses, participation in social communication sites increases and the probability of encountering cyberbullying increases.
Lindfors, Kaltiala-Heino and Rimpelä, 2012	Girls are exposed to cyberbullying at a higher rate than male students. 11% of the girls are victims and 9% are bully. Males, constitute 10% of the group.

There are some signs that a child may be cyberbullied as Table 4 demonstrates. Parents must look for these subtle signs. For instance, they appear nervous when text messages arrive and never want to be online. They also delete social media accounts. If this cyberbullying comes from school friends, they may avoid going to school or change in friendship groups. They want to stay at home that they feel safer and spend more time with family instead of friends. Their excuses may be headaches, stomach-aches, weight loss or gain, generally feeling ill. Their mood also may change, for example being upset, angry, frustrated, teary or rebellious. This annoying situation leads to lowering marks (McLean, 2013; Norton Cyberbullying Guide, 2018).

Table 4. Psychological Consequences of Cyberbullying

Study	Findings
Patchin and Hinduja, 2006	It is observed that approximately 60% of victims of cyberbullying reflect the negative consequences of behavior on the internet at home and at school.
Juvonen and Gross, 2008	The cyberbullying experience causes anxiety, decreased self-esteem, and bullying others.
Lindfors, Kaltiala-Heino and Rimpelä, 2012	2% of the participants were exposed to severe and destructive cyberbullying; The tragedy that is caused by bullying is exposed by direct exposure and witnessing a friend's victimization.

It could be conluded that cyberbullying is intentional and abusive. Due to the nature of cyberbullying, it is very difficult to identify the intention of this behaviour (Menesini and Nocentini, 2009). Kids do not even know when they are doing it, or where the line is on, what is right or wrong. When they are the victims of cyberbullying, they think they are the only victim, not part of a larger problem (Norton Cyberbullying Guide, 2018). It can be sent as a joke from sender to receiver, but the sender cannot see the effect of the message on the receiver due to the distance that technology allows in communication means. So, students are unaware of the effects of their actions (Department for Children, Schools and Families DCSF, 2007).

The Role of Parents and Communication Skills

Mostly children are unwilling to share cyberbullying cases that they face. Firstly, as a parent your children must know that you are always there for them if they are being cyberbullied. It is one of the things families should do to find out where and why it started. For this, good communication skills are essential to solve the problem. In its simplest definition, communication is a mutual exchange of information aimed at one purpose. This information represents a process in which the emotions, ideas, opinions and thoughts are

transmitted (Keyton, 2011). In order for communication to take place, there must be four basic elements, including sender, receiver, channel and message. In this process a sender speaks or sends a message, and a receiver listens the message. The message is transmitted in visual (non-verbal, written), auditory (verbal) or sensual (touch, body language). A channel is a communication medium through which a message is transmitted. Telephone, radio, television, newspaper, magazine, book, etc. mass media are the means by which messages are sent. These are also called intermediary communication. Feedback is important in order to find out where the expected result of the initiated communicative action is taken and to determine the path to follow in the subsequent communicative process (Fiske, 2003, p. 24; Güngör, 2016, p. 46). If the sender and receiver have the same meaning to the message, bidirectional communication will occur. The main objective of bidirectional communication is based on mutual acceptance, understanding and meaning.

It may be useful for the family to work with other parents and teachers in the school to identify common solutions, communication skills and what might be done to improve the situation. School welfare staff, GP, a counsellor or adolescent psychologist are the best examples to communicate with the children. Parents have the ability to prevent the vast majority of online bullying (McLean, 2013). But, "the best tack parents can take when their child is cyberbullied is to make sure they feel safe and secure" (Hinduja and Patchin, 2014). Honesty is a basic part of a functional parent-child relationship (Hinduja and Patchin, 2014).

On the other side, if a parent discovers that their child is cyberbullying others, they should first communicate how that behavior inflicts harm, causes pain and it is criminal as well. Parents must remember that kids are sometimes lack empathy and make mistakes (Hinduja and Patchin, 2014). As a parent acknowledge that they may be feeling guilty or awful about their behaviour and discuss ways they can rectify the situation. Work together to improve the situation by offering an apology to the victim. Parents should ask their child to imagine if he/she was the victim how would feel (McLean, 2013).

An Assesment From Existing Researches on Cyberbullying in Turkey

It is possible to say that the issue of cyberbullying in Turkey is neglected in the communication sciences, which is mostly taken from the perspective of educational sciences. Also, field studies about cyberbullying carried out in Turkey remains limited to certain provinces, there seems to be no study covering the entire country. One of comprehensive studies on cyberbullying in Turkey with the support of TUBITAK (The Scientific and Technological Research Council of Turkey) done by Akça who has the executive field work. The study was conducted with 7th and 8th grade students in the highest population of the seven different geographical regions (Ankara, İstanbul, İzmir, Adana, Samsun, Gaziantep and Van). However, it seems that children and young people need broader sampled studies to include issues such as social networking, digital games and the use of different media such as Youtube, digital technology usage competencies (Akça and Sayımer, 2017). Another research carried by Eroğlu and his collegues (2015) proved that 160 adolescents between age 14 and 18, involved in cyberbullying approximately 83% (8.7% only cyber victims, 6.9% only cyberbullies and 67% 5 bullied/victim).

According to another research in Turkey carried by Erden (2017), in the study he aimed to reveal the idea of school administrators about kinds of cyberbulling and how often it happens, preventing ways of cyberbullying and negative consequences of it in their schools. Population of the research includes 1236 school administrators such as school directors, head assistants and assistant of directors. They all work at public high schools in different places in Ankara. According to the study, using cell phones by students increases cyberbullying

behaviours. Cursing is the most prefered type of cyberbullying behaviour. Due to the school administrators' voices, students should be warned about the negative consequences of cyberbullying.

Ministry of Education in Turkey also showed its sensitivity on cyberbulling and prepared brochure about it. Brochure is about punishment for cyber crimes. The penalty to be imposed after the arrest is determined according to section 10 of the Turkish Penal Code, which is reserved for cyber crimes. According to this, it is about 1-year punishment to steal passwords of someone else's MSN, Facebook, Twitter, or electronic mail account, or to create fraudulent profiles using unauthorized personal information, hacking the web site to make it inoperable from 1 year to 5-year punisment, forgery and crimes committed in this way have a penalty of up to 8 years from 4 years. The brochure is also showing how victims of cyber crime should follow a path. The victim must firstly report the situation to the public prosecutor office. Besides, victim can instantly call 155 Police Emergency Lines. Again, a message can be sent to the email address 155@iem.gov.tr. Each province can complain personally by calling the department's Cyber Crimes and Systems Branch Office.

The "Do not be cyberbully" trainer training against the cyberbullying, which is organized by the Istanbul National Directorate of Education and supported by Samsung Electronics and the Information Technologies and Communication Authority (BTK), brought together trainers' trainers from 32 different provinces. Istanbul National Directorate of Education declared December 13th "Do not be cyberbully". Everyone shared the logo of that cyberbullying that day. With this activity, Istanbul National Directorate of Education tried to raise awareness about it. They also have a campaign film that young people can reach more. We show that campaign at the cinema (MEB, 2018a).

Cyber Safety and Social Media Workshop has been done by Istanbul Provincial Natonal Education Directorate. In the report on the correct use of "Ciber Safety and Social Media", which was held on 17-18 February 2018, it has been underlined the importance of the "Cyber Security and Social Media" in modules. In addition, it was stated that an elective course on "Cyber Security" module will be at the high school level, the Cyber Security Department at Vocational and Technical Anatolian High Schools will be opened, and the Thematic Cyber Safety High School should be opened in the future (MEB, 2018b).

Information and Communication Technologies Authority (ICTA) in Turkey also states its sensitivity about cyberbullying. With its "Cyberbullying Awareness Project" at every school and every work they care about this issue. Information and Communication Technologies Authority states that, since 2010, they give training and seminars to students and parents on safe and effective use of the internet in many provincesin Turkey. One of the most important topics in education and seminars of ICTA is the struggle with bullying and cyberbullying. Experts of ICTA gave seminars on cyberbullying to more than sixty thousand in different cities. It also published brochures and educational materials about the issue. The internet help center of ICTA will serve on interne web site and cyberbullying will be one of the top main titles of the web portal (BTK, 2017).

Conclusion

Cyberbullying is an emerging problem among young people where countries technologically advanced. Besides facilitate information flow and communication, unconscious use of internet harm to people such as cyberbullying. Exposure to psychological bullying through internet, can negatively affect the physical and mental health of young people. With the increase of cyberbullying cases the number of studies and researches also increased. Cyberbullying is becoming a matter of interest for both academicians and policy makers in this framework. Studies proved that children specially age between 10-18 around

the world are victims of cyberbulling. In this research conducted with comparative literature research, the results of the variables in different studies were categorized such as definition of the cyberbullying prevalence of cyberbullying age and sex in cyberbullying psychological consequences of cyberbullying.

Considering the speed of development of digital technologies and diversity of content about cyberbullying in Turkey, it is critical to notice the importance of the issue. When we look at the works on cyberbullying in Turkey, Ministry of Education and Information and Communication Technologies Authority in Turkey are the first ones trying to pay attention to cyberbullying and engaged in preventive work on it. Both the institutions give seminars and training to students, teachers, school administrators and parents in different cities on cyberbullying and its effects. For example, they started projects such as "Cyber Security and Use of Social Media Workshop" and "Cyberbullying Awareness Project" with the help of academicians and expers to create awarness about the issue. They were mainly about on students' unconscious use of the internet and their reflection on their school life, health problems that it creates, its effects to school success and family relations.

It is concluded that there are very few studies on cyberbullying in Turkey. Field studies carried out in Turkey remains limited to certain provinces, it is seen that there is no field work covering the whole country. Also, interdisciplinary filed work is necessary for the issue. For example, academicians and experts from different filed such as psychology, communication, pedagog and behavioral sciences should work together to find solutions on cyberbullying. More research must be done on cyberbullying among young Turkish people to discover the reasons, consequences and physical, social and mental effects of it. Besides, more research must be done to explore the experiences of children and parents on this subject.

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