

RESEARCH ARTICLE/ARAŞTIRMA MAKALESİ

Cyber bullying and victims among adolescents depending on perceived parental attitudes

Hilal Karayazi 

Forensic Psychologist, Acibadem University, Institute of Forensic Sciences, Türkiye, e-mail: hilallkarayazi@gmail.com

Abstract

Being a cyberbully and being a cyber victim is a common problem that negatively affects the lives and psychological well-being of children and young people. This situation arises with the increase in internet usage. Being a cyber bully and being a cyber victim negatively affects the psychosocial development of children and adolescents. Family environment, parental behavioral attitudes and various factors play an important role in adolescents' involvement in cyber aggression and cyber victimization.

Aim: This study aimed to examine the relationships between perceived parental attitudes (democratic, authoritarian, protective and permissive) and cyber bullying (cyber aggression-victimization) in adolescents. These relationships were investigated by taking into account demographic variables such as gender, age, grade level, and own internet usage time.

Materials and Methods: The sample of the research consists of 125 high school students between the ages of 14-18 studying at a private high school in Istanbul. Data were collected from students in the classroom using the survey method. As a data collection tool in the research; Personal Information Form, Parental Attitudes Scale and Cyberbullying Scale were used. IBM SPSS Statistic Base 25.0 was used to analyze the data collected in the study. The following analyses, respectively; descriptive, reliability, normality and Pearson Correlation were performed.

Conclusion: According to the findings of the research, it was determined that there was a positive and moderate relationship between the characteristics of parents having a permissive attitude ($r: 0.365$ $p: 0.000$) and having an authoritarian attitude and the students' exposure to cyber bullying ($r: 0.334$ $p: 0.000$). However, it was determined that there was a negative and moderate relationship ($r: -0.552$ $p: 0.000$) between parents' democratic attitudes and students' exposure to cyberbullying.

Citation/Atf: KARAYAZI, H. (2024). Cyber bullying and victims among adolescents depending on perceived parental attitudes. *Journal of Awareness*. 9(Special Issue/Özel Sayı): 67-77, <https://doi.org/10.26809/joa.2270>

Corresponding Author/ Sorumlu Yazar:
Hilal Karayazi
E-mail: hilallkarayazi@gmail.com



Bu çalışma, Creative Commons Atıf 4.0 Uluslararası Lisansı ile lisanslanmıştır.
This work is licensed under a Creative Commons Attribution 4.0 International License.

Results: According to the results of the research, students' exposure to cyberbullying behavior will increase when they are faced with authoritarian and permissive parental attitudes, and the exposure to cyberbullying behavior will decrease in children of parents whose internet usage time is controlled and who have democratic attitudes.

Keywords: Cyber Bullying, Cyber Victimization, Parental Attitude, Cyber Violence

1. INTRODUCTION

Cyberbullying is a type of behavior that usually occurs on the internet and causes psychological or emotional harm to people (Willard, 2007; Li, 2007). Such behavior can occur in different forms such as threats, insults, slander or misuse of personal information (Arıcak, 2008; Juvonen and Gross, 2008). Cyberbullying is often recurring and leaves victims feeling vulnerable. Cyber victimization refers to individuals or groups who are harmed online (Smith et al., 2008). In the research conducted by Mishnaand (2012), it was found that the prevalence of cyberbullying was 33.7% and the prevalence of cyber victimization was 49.5% worldwide. A study conducted in American schools in 2013 found that the prevalence of cyberbullying among 12–18-year-olds was 6.9%. According to a study conducted by Hinduja and Patchinand (2017), cyber bullying and victimization are a common problem among young people, according to research conducted in Turkey. In the research conducted by Evėgü et al. (2014), 6.6% of the students were exposed to cyberbullying and 6.4% were exposed to cyberbullying. In the research conducted by Erdur-Baker and Kavşut, it was revealed that cyber bullying was 28% and cyber victimization was 30%. Serin's research also reveals that 26% of people are involved in cyberbullying. The person wants to take revenge on people by easily hiding his identity, considering himself inaccessible (Lenhart, 2016), and gaining the approval, attention and respect of his friends (Dilmaç ve Aydođan, 2009). The reasons for cyberbullying include cyberbullies having problems in personal communication (Kowalski et al. , 2008), lack of warmth in family relationships, weak bond between parents

and children, and the prevalence of bullying behavior (Li, 2010). Children being cyberbullied and victimized. It is also closely related to their parents' attitudes. The relationships between culturally and ethnically different children and their parents and the behavior of parents towards their children directly and indirectly affect children's development and behavior. Similarly, family attitudes form the basis of children's attitudes and behaviors towards other people and the environment (Aksaray, 2013). Factors such as how parents treat their children, how they evaluate their children, and how their children communicate determine how children will react to cyberbullying. Looking at the research, it has been revealed that children in families that do not have a close relationship with their children are more likely to resort to psychological and physical violence, discipline that emphasizes power, aggressive behavior and bullying. Similarly, Dilmaç and Aydođan (2010), in their study examining the effects of authoritarian, democratic and protective parental attitudes on bullying, concluded that only authoritarian parental attitudes predicted bullying. Families with authoritarian parenting attitudes use methods such as physical violence or psychological intimidation to discipline their children, and they expect their children to comply with the rules they set without objecting or questioning. In their study, Makri-Botsari and Karagianni (2014) found that adolescents from authoritarian families were more likely to be bullied, and adolescents from authoritarian families were more likely to be bullied. One of the most distinctive characteristics of parents of students exposed to bullying is the deterioration of the parent-child relationship. It has been found that student bullying is more common in families

where children are treated indifferently, there is a lack of support, and communication with family members is poor. Nikiforou, Georgiou, and Stavrinides (2013) found that inappropriate attachment to parents was associated with bullying. What's more, their research found that bullies and victims had worse relationships with their parents than did the victims. Similarly, Totan and Yöndem's (2007) study found that as adolescents' relationships with their parents deepen, their likelihood of being both bullies and victims decreases. Rigby (2013) defined bullying families as insecure, avoidant attachment to the child, being unresponsive and ignoring the child's needs, having an authoritarian parenting style and expecting the child to comply with the rules, and explained it as a family with expectations. Olweus (1993) found that, unlike bullies' families, victims' families were overly intrusive and protective. According to him, overprotection of victims' families prevents young people from developing their sense of independence and self-confidence. Rigby, Slee, and Martin (2007) describe the characteristics of victim families. They found that children are overprotected and grow up under pressure, and girls are under more pressure than boys. When the relationship between parental support and cyber bullying behavior in the family is examined; Online victimization decreased as perceived social support from family increased; As cyber victimization decreases, the perception of social support from peers increases; as parental support increases, all forms of bullying decrease; It has been determined that cyber victimization decreases when family support is high, even if friend support is low in single-parent families (Soydaş, 2011). While young boys increased their satisfaction in various areas of life by perceiving increased control from their parents and reduced their involvement in cyberbullying, girls' awareness of bullying and victimization and being followed increased their satisfaction in various areas of life and reduced their cyber victimization (Soydaş, 2011).

This study aimed to examine the relationships between perceived parental attitudes (democratic, authoritarian, protective and permissive) and cyber bullying (cyber

aggression-victimization) in adolescents. These relationships were investigated by taking into account demographic variables such as gender, age, grade level, and own internet usage time.

2. METHODOLOGY

2.1. Sample

The sample of the research consists of 125 high school students between the ages of 14-18 studying at a private high school in Istanbul.

2.2. Data Collection Tools

The personal information form was prepared by the researcher by reviewing the literature in order to determine the socio-demographic characteristics, computer usage areas and social relations of the students participating in the research.

Parental Attitude Scale: Parental Attitude Scale (PAS) was developed by Lamborn, Maunts, Steinberg and Dornbush (1991). The scale includes three dimensions called acceptance/interest, control/monitoring and psychological autonomy. Admission/care aspect; The Control dimension includes statements measuring the extent to which children perceive their parents as loving, caring, and caring, the Control/Monitoring dimension includes statements measuring the extent to which children perceive their parents as human, controlling, and controlling, and the Psychological Autonomy dimension. It measures the extent to which perceived democratic attitudes are implemented and the extent to which children's expression of their individuality is encouraged. The four parental attitudes differ from the scale by the intersection of the acceptance/participation and control/monitoring dimensions. Accordingly, it is seen that the parents of the participants who score above the average in the acceptance/participation and control/control dimensions are democratic, the parents who score low are negligent, the parents of the participants who score below the average in the acceptance/participation dimension, and the parents of the participants who score above the average in the acceptance/participation dimension. control/control dimensions. People who score below

average on the control/control dimension are authoritarian, and people who score below average on the acceptance/participation dimension are authoritarian. Parents who scored above and below average on the control/monitoring dimension were considered permissive. Separate validity and reliability studies were conducted with primary school, secondary school and university students. Test-retest reliability coefficients and Cronbach Alpha internal consistency coefficients of the scale measuring parents' attitudes towards high school students: 0.82 and 0.70 for the acceptance/participation scale, 0.88 and 0.69 for the control/monitoring scale; It was found to be 0.76 and 0.66 for the psychological autonomy scale (95). In the study, Cronbach's alpha coefficient for AABTS subscales; The psychological autonomy sub-dimension was found to be .65, the acceptance/participation sub-dimension was .71, and the control/monitoring sub-dimension was .73. Ölçeğin Türkçe uyarlaması, geçerlik güvenirlik çalışması kaynak gösterilmemiştir.

Cyberbullying Scale: Stewart, Drescher, Maack, Ebesutani, and Young (2014) developed a scale to measure cyberbullying. Although the scale consists of a total of 16 questions, 16 of the 14 questions are Likert type and the remaining 2 questions are multiple choice. The first of the multiple choice questions asked participants via email, text, video, etc. He asks if they can send it. When asked if they have bullied others through any platforms, another question asks if they have been bullied through specific platforms. Participants respond to Likert-type questions with "never, almost never, sometimes, almost always, always." The content of the questions asked to the participants includes whether they have been subjected to visual or written harassment in the virtual environment, whether their personal information has been shared without their consent and knowledge, whether they have been exposed to feelings such as exclusion, humiliation and threat. The validity and reliability study of the scale was conducted by the same researchers. , the first 2 questions of the scale were kept separately. The reliability of the SZÖ scale reported by the researchers who developed it is 0.95. The

validity study of the scale was conducted by Küçük et al. (2017). Kaynakçada göremedim... In this study, the 14-question scale of SZÖ was used as a 13-question scale, and as a result of the internal consistency and total reliability analysis, the only question that did not give a composite score received a reliability coefficient of 0.89.

2.3. Operation

Data were collected from students in the classroom using the survey method. As a data collection tool in the research; Personal Information Form, Parental Attitudes Scale and Cyber Aggression Scale were used. IBM SPSS Statistic Base 25.0 was used to analyze the data collected in the study. The following analyses, respectively; descriptive, reliability, normality and Pearson Correlation were performed.

3. FINDINGS

The participants of the research consist of 125 students attending a private educational institution in Ataşehir, Istanbul, in the 2022-2023 academic year. Sociodemographic characteristics of the participants are included in Table 1.

Table 1. Socio-Demographic Variables

		N	%
Gender	Woman	53	42,4%
	Man	72	57,6%
Class	9.Class	26	20,8%
	10. Class	24	19,2%
	11. Class	34	27,2%
	12. Class	41	32,8%
Ages	14-15 Age	27	21,6%
	16-17 Age	63	50,4%
	18 Age	35	28,0%
Parental Partnership Status	Together	117	93,6%
	Divorce	7	5,6%
	The Father Is Not Alive	1	0,8%
Total		125	100

Table 2 includes descriptive characteristics of students' internet use, such as the number of computers at home, daily internet usage time, whether they have their own computer, mobile phone or tablet, and whether they have an internet connection at home. 65.6% of the participants (82 students) have 1 computer at home, and 59.2% (74 students) can use their own computer. The rate of participants who have their own mobile phone is 79.2% and the rate of participants who have their own tablet is 13.6%. The rate of participants with a personal internet connection is 91.2%. Family control over participants' internet use was distributed as 55.2% (69 students) no, 44.8% (56 students) yes. Internet stay duration of participants; 36.8% (46 students) were reported as 3-4 Hours, 34.4% (43 students) were reported as 1-2 Hours and 28.8% (36 students) were reported as 5 Hours or more. Participants according to the types of media they use; They are distributed as 73,2% (90 students) whatsapp, 24,4% (30 students) instangram, 2,4% (5students) e-posta.

Table 2. Internet use Features of Students

		n	%
Number of Computers in the House	None	24	19,2
	1	82	65,6
	2+	19	15,2
Internet Usage Times	1-2 Hours	43	34,4
	3-4 Hours	46	36,8
	5 Hours and Above	36	28,8
having/not having a pc	No	74	59,2
	Yes	51	40,8
having/not having a mobile phone	No	26	20,8
	Yes	99	79,2
having/not having a tablet	No	108	86,4
	Yes	17	13,6
internet connection at home	No	11	8,8
	Yes	114	91,2
family control	No	69	55,2
	Yes	56	44,8
Device Connecting to the Internet	Mobile phone	104	83,2
	Tablet and pc	21	16,8
Media Type Used	Whatsapp	90	73,2
	Instagram	30	24,4
	E-Posta	5	2,4
Total		125	100

Table 3 examines the differences in the participants' parental attitudes and cyber bullying scores according to their gender. In the study, the distribution of parental attitudes and cyber bullying levels according to gender was examined with a t-test, and it was determined that only democratic parental attitudes differed according to gender and that the parents of female students had a higher level of democratic parental attitudes than the parents of male students (p .024). No relationship was found between the cyberbullying exposure levels of female students and the gender of the students.

Table 3. Distribution of Students' Cyberbullying Scores and Parental Attitudes By Students' Gender

Parental Attitudes	Gender	N	Average	t	df	p.
democratic attitude	Man	53	60.7	-	12	0,02
	Woman	72	64.3	2,286	3	4
authoritarian attitude	Man	53	28.3	-	12	0,92
	Woman	72	28.4	0,096	3	4
protective attitude	Man	53	31.9	-	12	0,92
	Woman	72	32.7	1,028	3	4
permissive attitude	Man	53	25.7	0,26	12	0,30
	Woman	72	25.4	1	3	6
cyber bullying	Man	53	12.4	0,87	12	0,38
	Woman	72	11.2	3	3	4

In the research, the total cyber bullying scores of the participants were determined according to the status of having their own computer, having a mobile phone, having a tablet, having internet access, having family control over internet access, parent's profession, parent's education level, parent's income level, type of media used and the type of media used. One-way analysis based on device variables is given in Table 4. Participants who have their own computers have a higher level of exposure to cyberbullying than those who do not have their own computers ($p = 0.005$). Participants who have their own mobile phone have a higher level of exposure to cyberbullying than those who do not have their own mobile phone ($p = 0.003$). Participants who have internet access have a higher level of exposure to cyberbullying than those who do not have internet access ($p=0.042$). Participants who use e-mail have a higher level of exposure to cyberbullying. It was determined that the exposure levels of the participants using other media types (Whatsapp, Instagram) were higher ($p.= 0.000$). It was determined that the cyberbullying levels of the participants using mobile phones were higher ($p.=0.003$) than the participants using tablets and computers.

Table 4. One-Way Analyzes Between Participants' Cyberbullying Scores and Categorical Independent Variables

	having/not having a pc	N	Average	ss	T	df	P.
Siber zorbalik	No	74	101.486	728.045	0.84634	123	0,005
	Yes	51	14	761.840			
	having/not having a mobile phone	Number	Average	ss	T	df	P.
	No	26	78.462	644.790	-3,001	123	0,003
	Yes	99	127.374	761.790			
	having/not having a tablet	Number	Average	ss	T	df	P.
	No	108	121.389	765.794	1.556	123	0.122
	Yes	17	90.588	709.287			
	Device Connecting to the Internet	Number	Average	ss	T	df	P.
	No	11	72.727	569.370	-2,05	123	0,042
	Yes	114	121.491	767.507			
	family control	Number	Average	ss	T	df	P.
No	69	121.449	723.406	0,69	123	0,492	
Yes	56	111.964	812.721				

One-way relationships between cyberbullying total scores and the time spent on the internet and the student's age variables were examined with correlation analysis TABLE 5. As a result of the correlation analysis between cyberbullying total scores and internet usage time, there is a positive and moderate relationship between cyberbullying total scores and time spent on the internet. is ($r= 0.451$; $p= 0.000$); A very weak positive relationship was found between cyberbullying scores and the student's age.

Table 5. One-Way Analyzes Between Participants' Cyberbullying Scores and Continuous Determinant Variables

		Cyber Bullying Total Score	Internet Usage Time	Student's age
Cyber Bullying Total Score	Correlation coefficient	1	.451	.072
	P.		.000	.426
Internet Usage Time	Correlation coefficient		1	.211
	P.			.019
Student's age	Correlation coefficient			1
	P.			

Descriptive correlation analyzes showing the relationships between the participants' Cyberbullying scores, which is the dependent variable of the research, and their Parental Attitudes scores, which is the main independent variable of the research, are presented in Table 6. As a result of examining the relationships between parental attitudes and cyberbullying by correlation analysis, the highest correlation between cyberbullying total scores and It was determined that the relationship was between democratic attitude and that this relationship was negative and at a medium level ($r: -0.552$; $p=0.00$). There is a moderate and positive relationship between cyberbullying total scores and authoritarian attitude ($r: 0.334$; $p=0.00$), and a moderate and positive relationship between cyberbullying total scores and permissive parental attitude ($r: 0.365$; $p=0.00$) relationship was determined.

Table 6. Relationships Between Cyberbullying and Parental Attitudes

		Democratic Attitude	Authoritarian Attitude	Protective Attitude	Permissive Attitude	Cyber Bullying	sz1	SZZ
Democratic Attitude	Correlation coefficient	1	.493%	.203*	%.397**	%.552**		-.664**
	P.		.000	.023	.000	.000	1000	.000
Authoritarian Attitude	Correlation coefficient		1	.216	.650*	.334	.397**	.448*
	P.			.016	.000	.000	0	.000
Protective Attitude	Correlation coefficient			1	.003	-.076	-.159	57%
	P.				.975	.398	.076	.531
Permissive Attitude	Correlation coefficient				1	.365	.465**	.492*
	P.					.000	.000	.000
Cyber Bullying Total	Correlation coefficient					1	.678**	.576*
	P.						6000	.000
SZ1	Correlation coefficient						1	.805*
	P.							.000
SZZ	Correlation coefficient							1
	P.							

4. DISCUSSION

In the study, it was determined that there was no difference between students' gender exposure levels and their exposure to cyberbullying. When studies on this subject are examined, it is revealed that the rate of exposure to cyberbullying does not differ between male and female students, as in this study (Burnukara, 2009; Peker et al., 2012; Williams et al., 2007). Contrary to the results of this study, girls are more vulnerable to cyberbullying than boys. There are also studies that reach the same conclusion (Campfield, 2008; Çiftçi, 2018; Kowalski and Limber, 2007). In addition to the levels of exposure to cyberbullying, the study

examined the distribution of parenting attitudes by gender and found that only democratic parenting attitudes differed by gender and that the parents of female students had higher levels of democratic parenting than the parents of male students. Research has shown that parenting attitudes have a significant impact on people's lives (Aka, 2011; Gross, 2014). Similar to the results of this study, Aka (2011) stated that parents with warm parenting attitudes attach importance to understanding their children's emotions. Suveg, Zeman, Flannery-Schroeder, and Cassano (2005) also found in their study that parents who suppress their emotions do not encourage their children to express their emotions. According to Gross (2014), children of parents who do not express their emotions may believe that emotional expression is unreliable. Similar to this study, many studies (Aydoğdu and Dilekmen, 2016; Bornstein and Zlotnik, 2008; Şanlı, 2007; Yavuzer, 2000) have revealed that mothers display more democratic attitudes than fathers. Although research shows that parents of female students have a democratic attitude, it is believed that parents of male students should also have this attitude. This study revealed that children from families with democratic parental attitudes were less exposed to cyberbullying. In their study, Yıldız and Erci (2011) found that democratic parental attitudes reduced the child's use of violence in forming positive behaviors and encountering problems. Kaplan et al. (2018) found in their study that democratic parenting attitudes play a protective role on young people's problematic behaviors. People with democratic parenting attitudes generally experience fewer problems (Sümer Gündoğdu Aktürk and Helvacı, 2010). As a result of this research, it was revealed that children from families with authoritarian and permissive parenting were more exposed to cyberbullying. Individuals with protective and authoritarian parenting attitudes do not pay much attention to their children and even ignore their children's needs (Yavuzer, 2005). In a tolerant family, parents give children too much freedom and this attitude causes the child to focus more on problems (Önder and Yılmaz, 2012). The findings of the research show that the media, the time spent on the internet and the democratic attitude

model of the parents have a 42.2% effect on cyber bullying. It was concluded that it has . Research has shown that democratic parental attitudes are effective in cyber bullying (Aydoğdu and Dilekmen, 2016; Bornstein and Zlotnik, 2008; Kaplan and Ak, 2018). In their study, Cassidy-Bushrow et al. (2015) found that the time spent on the internet restricts people's social lives and leads to negative and violent thoughts. Research has shown that people who spend a long time on the internet increase their cyberbullying levels (Caplan, 2006; Cao, Sun, Wan, Hao, Tao, 2011; Davis, 2001). According to the research findings, no relationship was found between the parents' relationship status (married, other) and their exposure to cyberbullying. Similar to this study, Sengupta and Chaudhuri (2011) found that parents' marital status did not affect the levels of cyber bullying and victimization. Contrary to this study, Låftman, Modin, and Östberg (2013) found in their study that children whose parents do not live together are more likely to be cyber victims. According to the results of the research, it was revealed that cyberbullying was higher among mobile phone users than tablet or computer users. In their study, Pekşen Süslü and Oktay (2018) and Serin (2013) found that, unlike this study, there was no significant difference in the results of cyber bullying and cyber harm among high school students according to whether they own a computer, mobile phone or tablet. The study concluded that there was a positive and moderate relationship between overall cyberbullying outcomes and time spent online. When the literature is examined, it is seen that this observation is supported by many studies (Burnukara, 2009; Erdur-Baker, 2010; Hinduja and Patchin, 2011; Özbay, 2013; Serin, 2013; Smith et al., 2008; Walrave). ; and Varis, 2011). Similar to Sticca, Ruggieri, Alsaker, and Perren (2013), in a study by Ybarra and Mitchell (2004), it was found that young people who use the internet for 3 hours or more a day are 2.5 times more likely to be cyberbullies or experience victimization. Frequency of internet use increases cyberbullying and cyber victimization (Baştürk, Akça and Numbermer, 2017; Hinduja and Patchin, 2008; Juvonen and Gross, 2008). Within the scope of the results obtained in this research, it was revealed that those who have

access to the internet are exposed to higher levels of cyberbullying than those who do not have access to the internet.

5. RESULTS

The study found no significant relationship between cybercrime situations and gender, age, parental relationship and parental control. There is a positive and moderate relationship between cyber communication and time spent online, participants who use e-mail are more exposed to cyberbullying than participants who use other media (Whatsapp, Instagram), participants who use mobile phones are more exposed to cyberbullying than tablets and tablets. It was observed that they remained and it was concluded that they were larger than computers. According to the results obtained in the research, it was concluded that participants who used e-mail were exposed to cyberbullying more than other participants. As a result of the research, it was determined that the tolerant and authoritarian attitude of parents and the exposure of students to cyberbullying were at a positive and moderate level. However, a negative and moderate relationship was found between parents' democratic attitudes and students' exposure to cyberbullying. This result shows that cyberbullying increases more when students are exposed to authoritarian and permissive parenting, while cyberbullying decreases further for children of democratic parents. It was concluded that the majority of the participants in the study had a computer at home, had their own mobile phone, did not have a tablet, had an internet connection, and that the students used the internet for 3-4 hours. As can be seen from the research results, students' possession of technical tools and the internet affects their cyber victimization and cyber bullying. Another finding is that cyberbullying behavior varies depending on the duration of internet use. Similarly, it was determined that the level of cyberbullying was higher in students who used the internet for 5 hours or more than in students who used the internet for 1-2 hours and 3-4 hours. It has been revealed that in the 21st century, the use of various communication tools, as well as the internet and social

networks, increases cyberbullying. According to the research findings, in order to ensure that individuals can use these tools when they need, teachers and families should be role models and family supervision should be supervised with democratic attitudes without reaching the level of authoritarianism. In order to reduce the impact of cyberbullying, social activities should be increased in the social environment in which individuals live. First of all, researchers should inform families and teachers about the reasons for online use.

6. SUGGESTION

It is important for parents to communicate with their children about cyberbullying and make them feel safe. In this way, children will be able to share their negative experiences comfortably. Educating children about cyberbullying will help them understand the dangers. Teaching children empathy and respect will help them strengthen their relationships with their friends.

REFERENCES

- AKA B.T. (2011). Perceived Parenting Styles, Emotion Recognition, And Emotion Regulation In Relation To Psychological Wellbeing: Symptoms Of Depression, Obsessive-Compulsive Disorder, And Social Anxiety. Unpublished Doctoral Thesis. Ankara: Middle East Technical University.
- AKSARAY, G. (2013). Family Psychology and Education. <http://docplayer.biz.tr/2453136-Aile-sosyalsi-ve-e-gitimi.html>
- ARICAK, T., NAKİTHAN, S., UZUNHASANOĞLU, A., SARIBEYOĞLU, S., ÇIPLAK, S., YILMAZ, N. & MEMMEDOV, C. (2008). Cyberbullying Among Turkish Adolescents. *CyberPsychology; Behavior*, 11(3), 253-261.
- BURNUKARA, P. (2009). *A Descriptive Examination of Traditional and Virtual Peer Bullying in Primary and Middle Adolescence*. Master's Thesis, Hacettepe University, Ankara.
- CAMPFIELD, D. C. (2008). Cyber Bullying And Victimization: Psychosocial Characteristics Of Bullies, Victims, And Bully/Victims. Doctoral Thesis, The Uni-

versity of Montana, Montana.

ÇİFTÇİ, H. (2018). Comparison of Cyberbullying Behaviors and Cyber Victimization Levels. *Anemon Muş Alparslan University Journal of Social Sciences*, 6(6) 887-897.

DİLMAÇ, B. & AYDOĞAN, D. (2010). Values as a Predictor of Cyberbullying Among Secondary School Students. *International Journal of Social Sciences*, 5(3), 185- 188.

ERDUR-BAKER, Ö. & KAVŞUT, F. (2007). The New Face of Peer Bullying: Cyber Bullying. *Eurasian Journal of Educational Research*, 27, 31-42.

ERSİN, B. (2010). The Relationship Between High School Students' Crime Tendencies and Their Parents' Attitudes: Beyoğlu Example, Beykent University Social Sciences Institute, Master's Thesis, Istanbul.

EVEGÜ, E. (2014). Examination of Cyberbullying in Adolescents in Terms of Shyness and Some Demographic Variables. Unpublished Master's Thesis. İnönü University Institute of Educational Sciences, Malatya.

GROSS, J. J. (2014). *Handbook of Emotion Regulation* (2nd ed.). New York, NY: Guilford.

HANIMOĞLU, E., Examination of the Relationship Between Test Anxiety, University, *Journal of Social Sciences Institute*, 1304- 8880, 2010.

JUVONEN, J. & GROSS, E. F. (2008). Extending The School Grounds? Bullying Experiences in Cyberspace. *Journal of School Health*, 78(9), 496-505.

KOWALSKI, R. & LİMBER, S. (2007). Students' Perspectives on Cyber Bullying. *Journal of Adolescent Health*, 41, 59-60.

KOWALSKI, M.R., LIMBER, S.P. & AGATSTON, P.W (2008). *Cyber Bullying In The Digital Age*. Boston: Blackwell Publishing LT.

KULAKSIZOĞLU, A.(2014), *Adolescence Psychology*, 975-14-0682-X, Remzi Kitabevi, İstanbul.

GÖKÇEDAĞ S. (2001), Mothers on the School Success and Anxiety Level of High School Students Determining and Comparing the Effects of Father's Attitudes, Dokuz Eylül University Institute of Educational Sciences", Master's Thesis, İzmir.

LENHART, A. (2010). Cyberbullying: What The Research is Telling Us. <http://www.pewinternet.org/Presentations/2010/May/Cyberbullying-2010.aspx>.

Lİ, Q. (2007). New Bottle Old Wine: A Research Cyberbullying in Schools. *Computers in Human Behavior*, 23, 1777-1791.

MAKRI-BOTSARI, E. & KARAGIANNI, G. (2014). Cyberbullying in Greek Adolescents: The Role of Parents.

Procedia - Social and Behavioral Sciences, 116, 3241-3253.

MISHNA, F., KHOURY-KASSABRI, M., GADALLA, T. & DACIUK, J. (2012). Risk Factors For Involvement in Cyber Bullying: Victims, Bullies And Bully-Victims. *Children and Youth Services Review*, 34, 63-70.

MOAZEDIAN, A., TAQAVI, S.A., HOSSEINIALMADANI, S.A., MOHAMMADYFAR, M.A., & SABETIMANI, M. (2014). Parenting style and Internet addiction, *Journal of Life Science and Biomedicine*, 4(1), 9-14.

NIKIFOROU, M., GEORGIU, S. N., & STRAVRINIDES, P. (2013). Attachment To Parents And Peers as a Parameter of Bullying And Victimization. *Journal of Criminology*, 1, 1-9.

OLWEUS, D. (1993). *Bullying at School: What We Know And What We Can Do*. Londra ve New York: Routledge.

ÖRGÜN, K.S. (2000). The Relationship Between Parents' Attitudes and 8th Grade Students' Self-Esteem and Assertiveness, Marmara University Educational Sciences Master's Thesis, Istanbul,

ÖZGÜVEN, İ. E. (2001). *Communication and life in the family*, 9759562251, PDREM Publications.

PEKER, A., EROĞLU, Y. & EMEL, N. (2012). Examination of the Mediation of Gender in the Relationship Between Submissive Behaviors and Cyberbullying and Cyber Victimization. *International Journal of Human Sciences*, (9) 1, 205-221.

RIGBY, K. (2013). Bullying in Schools And its Relation to Parenting And Family Life. *Family Matters*, 92, 61.

SEZER, Ö., (2010). The Relationship between Adolescents' Self-Perceptions and Parental Attitudes and Some Factors, *Yüzüncü Yıl University Faculty of Education Journal*, 7(1), 1-19.

SMITH, P. K., MAHDAVI, J., CARVALHO, M., FISHER, S., RUSSELL, S. & TIPPETT, N. (2008). Cyberbullying: Its Nature And Impact in Secondary School Pupils. *Journal of Child Psychology and Psychiatry*, 49(4), 376-385.

SOYDAŞ, D.K. (2011). Examination of the Relationship Between Parental Monitoring, Cyberbullying and Life Satisfaction in Adolescents by Gender. Master's Thesis, Hacettepe University Social Sciences Institute, Ankara.

TOTAN, T. & YÖNDEM (2007). Examination of Bullying in Adolescents in Terms of Mother, Father and Peer Relationships. *Aegean Education Journal*, 8(2), 53-68.

WALTON, A. & FLOURİ, E. (2009). Contextual Risk, Maternal Parenting and Adolescent Externalizing Behavior Problems: The Role of Emotion Regulation, *Child: Care, Health and Development*, 36 (2), 275-284.

WILLARD, N. E. (2007). *Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats and Distress*. Research Press.

WILLIAMS, K. R. & GUERRA, N. G. (2007). Prevalence And Predictors Of İnternet Bullying. *Journal of Adolescent Health*, 41(6), 14-21.

YAVUZER, H. (2006). *Parent-Father School*, 9751418159, Remzi Kitabevi, Istanbul

YILMAZ, A. (2000). Reliability and Validity Study of the Parenting Attitude Scale. *Child and Youth Mental Health*, 7(3), 160-172.

YÖRÜKOĞLU, A. (1997). *Family and Child in the Changing Society*, 9754470170. Özgür Yayınları, Ankara.