Investigation of studies and training activities on cyberbullying and cyber awareness in Türkiye

Tayfun ŞENOĞLU[*]
Science Education Department, Necmettin Erbakan University, Konya, Türkiye
ORCID: 0000-0001-6613-6486

Ahmet Naci ÇOKLAR
Science Education Department, Selçuk University, Konya, Türkiye
ORCID: 0000-0001-9210-4779

The concept of cyberbullying is frequently encountered with the widespread use of technology. It is important to raise awareness against cyberbullying, to make individuals aware of the dangers of cyberbullying and to encourage them to take protective measures or to gain awareness against the harms of cyberbullying tendencies. These issues should be frequently included in academic studies. In this study, studies on cyberbullying and awareness were examined. The aim of the research is to evaluate the studies and educational activities on cyberbullying and cyber awareness in Türkiye for people who actively use digital environments in our age where technology use is given importance. In this study, which was conducted with quantitative research method, the survey model was used. In recent years, studies and educational activities carried out by some institutions between 2015 and 2023 have been examined due to the increase in the areas of technology use and the use of online platforms, the increase in the diversity of social media platforms, and the decrease in users to young ages. The academic studies on the research topic consisted of master's and doctoral theses, and other academic studies open to access in the thesis center of the Council of Higher Education and Google Scholar databases. A total of 75 academic studies on the subject were examined in detail. At the end of the research, recommendations were made for academic studies according to the data and results obtained from the studies analyzed.

Introduction

The internet has gained an important place in our lives due to reasons such as the fact that information can be obtained faster, communication and technology use is easily accessible to everyone, access to academic and cultural needs is easier, the use of virtual social environments is increasing day by day, and it is integrated with the technology tools of the age. In the technology use that is updated every passing day, where there is constant change and development, user profiles in virtual environments and digital platforms have also decreased to young ages at the same pace, and it is seen that the increase in usage rates is even higher. Indeed,

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[*] Correspondency: tayfunsenoglu@gmail.com

technology use has become prevalent even during the preschool period, and bearing in mind that the studies conducted on this subject are still less than necessary, it indeed is important to address this issue (Sayan, 2016).

The use of technology, which has been increasing exponentially every day in the world since the 20th century, also brings with it vulnerability and dangers of varying sort. With the widespread use of technology, cyber security issues and the problems that come with these concepts have also emerged (Tunca, 2019). This issue is a point that should be paid attention to and emphasized in every field where technology and internet are used. Buçaj and Haziri (2024) also stated that the internet contains many cyber dangers as well as entertaining and useful content. The concept of bullying is explained as oppressive and aggressive behavior with meanings such as being a slave, a victim of aggression (Turkish Language Association [Türk Dil Kurumu], 2024). Based on this definition, the concept of cyberbullying is the form of bullying done in digital environments (Kaygısız, 2019). Menesini and Nocentini (2009) stated that even if cyberbullying starts as an individual action, it can spread very quickly. For this reason, it has become necessary to address and examine the issue of cyberbullying in relation to the place of the concept of technology in our lives. Studies are being conducted in the fields of education and training to raise awareness against cyberbullying and bullying in this direction.

In this study, studies and educational activities on cyberbullying and cyber awareness were examined. For this purpose, studies conducted in the past years on the subject were discussed and an evaluation was made on these studies.

Theoretical Framework

Information regarding the theoretical framework of the research is provided below.

### *Cyber*

According to Couffignal (1972), communication between machines and living beings is possible. In his 1958 book "La Cybernétique", he mentions the concept of "cybernetics" and today, the concept of "cyber", which is derived from this word, also appears in this subject. Today, the word "cyber" is generally used as a synonym for the word "informatics". While informatics is an expression used in the utilization of the environments where technology is used, information communication and access of these environments, the word cyber refers to the environment itself where electronic systems are located (Peker, 2010).

Cyberbullying

With the technological developments of our age, new opportunities and concepts have emerged in many fields. We can give examples of these possibilities as the increase in communication areas and the emergence of new concepts (Kaya & Cenkseven Önder, 2022) One of these concepts is the term "cyber". We see the concept of cyber in every field where technology finds a place. With the cyber world, where bad factors can be in question in every field where there are good aspects, young people can meet the concept of bullying in this field as bullies or victims. Cyberbullying, which is defined as peer bullying and generally psychological and physical attacks against peers or by peers, has given birth to cyberbullying, a subject that has been recognized in the world in recent years with technology. In recent years, bullying has emerged as an activity carried out in virtual environments using technological means (Willard, 2007). As a result of the use of technology at young ages, it is necessary to be careful and take precautions against the dangers that virtual environments may bring.

It is known that cyberbullying, like traditional bullying, causes various effects on individuals. In the research conducted by Menesini and Nocentini (2009) to measure the effects of cyberbullying, it was stated that this concept has the same purposes as the term bullying. It was concluded that the difference between cyberbullying and concepts such as social bullying and peer bullying is that it is carried out in virtual environments with digital systems. In both types of bullying, the aim is to harm the targeted person/persons or institutions. According to some authors, it has been explained that cyberbullying can be copied, repeated and reproduced over time even if a single person is targeted. In a study conducted in Thailand investigating cyberbullying awareness and perception, 2683 students from 14 schools and 4 universities in Ching Mai were included in the program. As a result of the research, it was concluded that cyberbullying can cause serious problems among young people and that bullies often resort to this method to anger the target or to get them to do what they want (Thumronglaohapun et al., 2022 Coric and Kastelan (2020) stated that the important feature that distinguishes cyberbullying from the traditional concept of bullying is that the perpetrator's bullying can be put into action at any time and at any time of the day, and that sensitivity should be shown to this issue today.
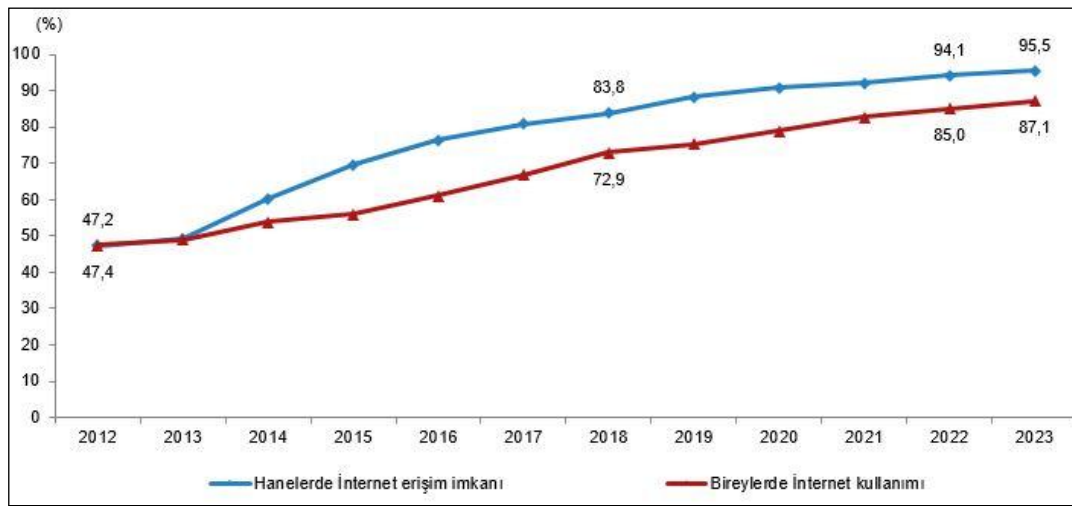
Figure 1. Household Information Technology (IT) Usage Survey (TurkStat, 2023)

Data from the Turkish Statistical Institute [Türkiye İstatistik Kurumu] (TUIK) show that Internet access in households and Internet usage by individuals have been increasing year by year (Figure 1.). When considered proportionally, in the study conducted, it was seen that while individuals in the age group of 16 to 74 were using the internet at a rate of 85% in 2022, this rate increased to 87.1% in 2023 data (TUIK, 2023). The ease of access to the Internet and the increase in individual use of the Internet has also made it closer to meeting cyberbullying. Individuals who consciously or unconsciously spend time in cyber environments are likely to meet the dangers in these environments. Children who regularly spend time on the internet almost every day use the internet for various purposes.

Types of cyberbullying

There are different types of cyberbullying such as violence, mimicry, abuse, defamation and blackmailing (Scheithauer, et al., 2021). These are generally explained below (Bauman, 2015; Mahbub, Pardede & Kayes, 2021; Yulia, Sergey & Alexander, 2021).

- **Violence:** Messages sent from virtual environments with slang or offensive language constitute an example of cyber violence.

- **Mimicry:** These are acts committed by a person to harm the person or group they have chosen as a target by imitating another person in virtual environments for the purpose of deception or imposition.
- **Abuse:** It is the act of harassment by concealing one's identity in order to create psychological fear or threat.
- **Defamation:** It is the fabrication of false news against a person's own value judgments and trying to make the society look at them from a different perspective.
- **Disturbing:** It is the obsessive sending of messages by one person to another person or group of people.
- **Blackmailing:** It is an act committed by threatening to spread an image, text or digital content obtained from virtual environments or created falsely on social media without the consent or knowledge of the victim.

Cyberbullying awareness

This concept is used as a concept described as the state of being aware of the bullying that people are exposed to in their social environment or peer communication in cyber environments, where they may be victimized or may encounter. Egelman and Peer (2015) stated that cyber security awareness may vary according to individual differences. They itemized these variables as demographic factors, personality traits, decision-making methods and risk-taking. They stated that a person's awareness of cyberbullying or other cyber threats can be interpreted and diversified according to these variables.

Parental supervision and knowledge are also very important in studies on cyber security awareness. In most cases, parents are not aware of the dangers their children are exposed to on harmful online platforms. This creates victimization against cybersecurity threats in children who participate in online environments unsupervised and unconsciously (Ahmad et al., 2018).

Instutions in Türkiye that provide educational activities

In addition to academic studies on cyberbullying and cyber awareness, there are also educational activities carried out by institutions due to the importance of the issue. The institutions implementing these activities are the Information and Communication Technologies Authority (BTK), the Ministry of Interior (Siberay), the Digital Transformation Office of the Presidency and the Turkish Radio and Television Corporation.

Releated Research

The study conducted by Temel (2015) aimed to determine the results of cyberbullying and victimization caused by cyberbullying among secondary school students and the awareness of teachers working in these schools. As a result of the study, it was seen that teachers and administrators generally included preventive studies against cyberbullying in schools. Çiftçi and Sakallı (2016) conducted a study to determine the relationship between cyberbullying tendencies and digital citizenship levels of classroom teacher candidates and concluded that there was a significant difference in cyberbullying tendencies when variables such as gender and grade level were examined; however, there was no significant difference according to variables such as internet use, time spent on the internet, and internet use skills. Gohal et al. (2023) have addressed the issue of evaluating the effects and prevalence of the concept of cyberbullying in terms of adolescent individuals in their research. According to the results of the online survey applied in the study conducted with 355 samples, it was concluded that the rate of participants spending more than 12 hours a day on the internet was approximately 20%,

and the rate of those who knew or encountered the concept of cyberbullying was 42.8%. Although the number of women in the participants was higher than the number of men, the rate of encountering cyberbullying was higher in men than in women. It was concluded that individuals exposed to cyberbullying had a decrease in their academic performance and some even considered taking a break from internet use for a long time. Erden, Özsaray and Deniz (2022) found that students studying in vocational high schools have higher cyberbullying tendencies than students studying in Anatolian high schools, and that cyberbullying behavior causes conflicts between students. Aygün (2016) stated that high school students who were exposed to cyberbullying were negatively affected psychologically and faced problems such as anger, depression, and anxiety. He also found that high school students who were victims of cyberbullying entered a state of loneliness and had problems socializing with their peers. In the study conducted by Turhal (2023), the effect of parents' digital environment awareness on cyberbullying was investigated, based on the idea that the concept of cyberbullying should be addressed by taking into account the relationship between parents and children. According to the results of the research, it was concluded that parents generally neglect the issue of digital awareness and that digital awareness in parents predicts the issue of screen addiction.

Problem Statement

People have integrated technology into every aspect of life, using it effectively. Economy, art, education, culture and many other areas are supported by technology, and even studies are progressing with a focus on technology. In cases where users see technological devices such as computers, mobile phones, tablets, and game consoles as a part of their lives, it is important to raise awareness about the risks that these devices may bring. The widespread use of technological devices has brought about the concept of cybersecurity and the problems of this concept (Tunca, 2019). As a result of negligence and mistakes on the security side, the concepts of cyberbullying and cybervictimization will come to the fore in studies. Users may experience psychological and physiological negativities due to the cyberbullying they are exposed to as a result of negligence and mistakes in internet use (Willard, 2006). In order not to encounter such problems and to prevent victimization with educational activities carried out as a precaution, it has become necessary to address issues regarding cyberbullying and raising awareness against this bullying in the field of education. In this study, research was conducted on the studies and educational activities conducted in Turkey on cyberbullying and cyber awareness issues and how they contribute to the field and which factors are focused on in these studies.

The Aim of Study

The aim of this study is to evaluate the studies and educational activities on cyberbullying and cyber awareness in Turkey for people who actively use digital environments.

In this study, the studies between 2015 and 2023 were examined, considering the increase in the use of online platforms, the increase in the diversity of social media platforms in these years, and the decrease in user profiles down to young ages.

In this context, answers to the following sub-objectives were sought:

- What are the dates of the educational activities on cyberbullying and cyber awareness?
- What research model do the related educational activities have ?
- What is the population, sample or participant group distribution of the related educational activities?

- What were the data collection tools employed in the educational activities with research dimensions?
- How is the distribution of data analysis methods and techniques used in research-based educational activities?
- In which categories can the findings and results obtained from the studies be combined?
- In which categories can the recommendations made in the studies be combined?

The studies were analyzed and evaluated based on these sub-objectives determined in the research.

Importance of the Research

Virtual environments can be considered as platforms where there are risks as well as benefits. These environments can be exemplified as social media accounts, mobile banking transactions, digital games, forum pages, interactive web pages. Victimization from digital platforms is considered as a possible danger and it is an important issue to create cyberbullying awareness especially for students and other users. It has been observed that cyberbullying, as well as peer bullying, causes negative effects on those who are victimized, and that students who are victims of cyberbullying enter a psychology of unhappiness in school environments (Kocaşahan, 2012). According to Erdoğan (2015), providing the most benefit in the use of technology and conducting preventive studies against cyber dangers (such as bullying, victimization) stand out as an important issue. Awareness-raising programs about cyberbullying should be organized in educational institutions, families and society and information should be shared on this issue continuously. These issues should also be included in academic studies. In this way, it can be ensured that everyone is safe in the digital environment and can be protected from the effects of cyberbullying. The widespread use of technology in education has led to the need to give importance to this issue.

When the studies are examined, it can be said that the issues of cyberbullying and victimization are examined according to different variables and similar results are obtained, cyberbullying has become widespread and known, attention is drawn to the fact that cyberbullying can be seen as a threat in the use of technology, and awareness studies on cyberbullying are deemed necessary in most studies.

Method

In this section, the model to be used in the research, data collection tools and techniques, and data analysis sections are included.

Research Model

In this study, in which studies on cyberbullying and cyberbullying awareness were examined, the survey model of quantitative research method was used. Cooper (1988) emphasized the importance of organizing knowledge synthesis and emphasized that literature reviews should be classified. The studies included in the research were examined with the screening model. This model is defined as examining and explaining existing studies and presenting them (Sönmez and Alacapınar, 2019). For this purpose, academic activities and educational studies that have already been conducted were examined in detail. The studies on the subject were examined in accordance with the sub-objectives determined and explanations were given.

Population and Sampling

The sample of the study was formed by taking a total of 75 theses from among the theses written in Turkish language on Education and Training between 2015 and 2023 on the subjects of cyberbullying and cyberbullying awareness, which were selected using the purposive sampling method, which are open to access in the National Thesis Center database of Yükseköğretim Kurulu – (YÖK) [the Council of Higher Education] and Google Scholar (Google Scholar) database.

The following criteria were determined for the studies to be included in the research.
• Cyberbullying and/or cyber awareness were accepted as keywords. In this context, around 4000 studies were accessed. However, since most studies were outside of social sciences, limitations were also made according to the following criteria.
• Theses made between 2015-2023,
• Theses with full text accessible from the YÖK database or Google Scholar,
• Theses made on the subject of "Education and Training" were included in the research.
As a result of these criteria, 75 postgraduate theses were accessed and examined.

Data Collection Tool and Data Collection

As a data collection tool in the study, "Form for Determining the Studies and Educational Activities on Cyberbullying and Awareness (Study Survey Form)" was created. In this form, 75 theses included in the study were examined and processed into the form. While creating the form, the sub-objectives of the research were taken into consideration. In this context, items were written for the categorical classification of the model of the educational activity examined in the form, the research population, sample or participant information, data collection tool, data analysis method, findings obtained and suggestions made. According to these items, descriptions were made, and the analyzed studies were interpreted.

Data Analysis

After the studies included in the research were entered into the study form, percentage calculation was made in Microsoft Office Excel program, and the interpretation part was started. Descriptive statistics such as percentage (%) and frequency (N) were used to analyze descriptive data (Büyüköztürk, 2021).

Content analysis is used to systematically examine the information contained in data types and to reveal meaningful patterns (Balcı, 2022). Content analysis was used to categorize the results of the analysis and the suggestions made, and the results were presented in the form of descriptive statistics. Explanations for the findings obtained were included in the discussion and conclusion section and suggestions were made for the conclusions drawn. In order to ensure the validity and reliability of the entire process, the data were analyzed by two researchers.

Findings

In line with the research objectives, the findings obtained from the research are given under headings.

The Distribution of the studies according to years

The number of master's and doctoral theses written in Turkish on "Education and Training" in 2015-2023, which were searched by applying to the National Thesis Center

database of the Presidency of the Council of Higher Education (https://tez.yok.gov.tr/UlusalTezMerkezi/ Access date: 24/07/2023) and filtered separately with the keywords "cyberbullying" and "cyber security awareness", and the number of master's and doctoral theses written in Turkish on "Education and Training" and the graph of these numbers according to years are given in the table below.

Table 1. Number of studies in the National Thesis Center database between 2015-2023

	2015	2016	2017	2018	2019	2020	2021	2022	2023	Total
Cyberbullying	8	11	8	4	14	4	6	8	1	64
Cyberbullying awareness	-	-	-	-	1	-	-	1	1	3
Total	8	11	8	4	15	4	6	9	2	67

Considering the studies on "Education and Training" related to cyberbullying, a total of 67 studies were examined in the years included in the research. Among these years, it was observed that there were 15 academic studies (master's and doctoral thesis) in 2019.

Table 2 shows the frequency and percentage distributions of the studies scanned from the National Thesis Center database of the Council of Higher Education according to the years. Frequency (N) and percentage (%) calculations were obtained using Microsoft Excel spreadsheet program. The number of studies according to years was tabulated and the percentage distribution of the data was calculated with the total percentage formula.

Table 2. Studies in the National Thesis Center database between 2015-2023

Year	Frequency (N)	% (Percent)
2015	8	11,94
2016	11	16,42
2017	8	11,94
2018	4	5,97
2019	15	22,39
2020	4	5,97
2021	6	8,96
2022	9	13,43
2023	2	2,99

The year 2019 (N=15), in which the highest number of studies were conducted, accounted for 22.39% of the total number of studies (Table 2). According to the examinations, it was seen that there were more studies in 2019 than in other years according to the filtering criteria. This was followed by 2016 (N=11) with 16.42% and 2022 (N=9) with 13.43%.

A total of 71 studies on cyberbullying and 4 studies on cyber awareness were examined in the research conducted according to the search filters in the National Thesis Center of the Council of Higher Education (YÖK) and Google Scholar databases.

Examination of related educational activities in terms of research models

Another issue examined within the scope of the research was to determine how the studies were distributed as a model. The results obtained within this scope are given in Table 3.

Table 3. Research models used in the studies

Research Models		Toplam
Cyberbullying	Quantitive – General scanning	20
	Quantitive – Experimental	5
	Quantitive, Decriptive Relational Scanning	21
	Quantitive – Relational and causal comparison	1
	Quantitive – Descriptive and cross-sectional	1
	Qualitative	11
	Mixed method	13
Cyberbullying awareness	Quantitive – General scanning	2
	Quantitive – Causal comparison	1
Total		75

When the research studies were analyzed, it was examined which research model was used in the studies. Looking at Table 3, it was seen that descriptive and survey models were generally used in quantitative research method in academic studies on cyberbullying and cyber awareness.

Population, sample or participant group distributions of relevant training activities

In the academic studies examined, the sub-objectives of the research were taken into consideration and the sampling method, if any, and how the population, sample or participant group distributions were determined were examined (Table 4).

Table 4. Population, sample and participant groups of the thesis (N=75)

		Cyber Bullying	Cyber Awareness	Total
Sampling Method (If Any)	Simple Random Sampling	51		51
	Purposive Sampling	2		2
	Stratified Sampling	4		4
	Cluster Sampling	1		1
	Repeat Random	1		1
	Convenience Sampling	4		4
	Systematic Sampling	1		1
	Easily accessible	1		1
		Cyber Bullying	**Cyber Awareness**	**Total**
Sampling Size	Less than 10	-		0
	10- 50	3	1	6
	51- 200	4		4
	201- 500	32	1	33
	More than 500	20	2	22
Theoretical		10		10

When Table 4 is examined, simple random sampling was used in 51 studies among the studies included in the research. When examined according to sample numbers, the number of studies with a sample size between 201 and 500 is higher. However, the number of studies with more than 500 samples is also high when looking at Table 4.

Data collection tools and data analysis methods used in research studies

When the studies analyzed in the research were examined, it was seen that questionnaires, scales, interview forms and information forms were used as data collection tools (Table 5).

Table 5. Types of data collection tools

	Questionnaire	Scale	Interview form	Information Form
Cyber Bullying	7	55	7	47
Cyber Awareness	-	3	-	2
Total	**7**	**58**	**7**	**49**

When the collected data were examined, it was seen that 7 studies used uestionnaires as data collection tools among the studies on cyberbullying (Table 5). It was seen that scale type was used as a data collection tool in 58 studies including cyberbullying and cyber awareness issues included in the study. It was observed that 49 studies used information forms, and 7 studies used interview forms as data collection tools.

Another sub-objective of the research is to examine the data analysis methods and techniques used in the studies with research dimensions. According to the collected data, descriptive statistics, content analysis, tests for relationship and difference were used as analysis methods.

While these methods can be used individually, in some studies they were also used together in order to analyze and interpret the subject examined in different dimensions. Descriptive statistics were mostly used in data analysis. Secondly, it was observed that tests for differences were used.

Categorization of the findings and results obtained from the research

The high level of cyberbullying and gender concepts in the studies that are assumed to be combined into categories can be interpreted in the way that these categories have a significant effect on the subject of cyberbullying. That is to say, in the studies examined, it was concluded that cyberbullying is affected by, emerges with/from, increases and varies according to bullying level and gender variables.

In the academic studies on cyberbullying, authors have conducted studies to measure the level of cyberbullying in their studies on this subject. In quantitatively researched subjects, the gender variable was analyzed in almost every study and the effects of gender on cyberbullying were examined.

In the academic studies analyzed, it can be said that the variable of internet use also affects the findings and conclusions in most of the studies. When the studies categorized under the title of internet use are examined, researchers generally included internet use in scales, questionnaires and forms during the data collection and analysis stages. It was seen that many issues such as the correct and reliable use of the Internet, parental control in Internet use, and the purposes of Internet use were examined in the studies.

When the use of technology and opportunities are evaluated, the studies examined presented the opinions that individuals who have technological opportunities may have the potential risk of cyberbullying or to be the victims of cyberbullying. However, in the studies conducted in schools, class level was also selected among the variables included in the study environments. In these studies, the relationships between class level and cyberbullying were examined.

In terms of school level, it has been observed that the school level has an effect on cyberbullying, and the facilities and education levels of the schools where individuals study can be associated with the concept of cyberbullying.

When the findings and results are evaluated, it is seen that parental education levels are also effective in relation to cyberbullying as a variable included in most studies. There have been studies indicating that education levels are also effective in cyberbullying.

Conclusion and Suggestions

In the research, it was seen that cyberbullying and cyber awareness studies were mostly conducted in the survey model. According to Erdoğan (2007), in quantitative research, phenomena are kept separate from the surrounding factors, objectified, measured and evaluated as observable. In this way, it is assumed that the results can be defined and explained through quantification. In descriptive research, there is no control of the phenomena included in the research. In the academic studies examined, we can conclude that the fact that quantitative research is mostly used in this method is due to the fact that measurement and observation are used to reach numerical results in this method and the facts are taken into the research as they are. However, Kandel (2020) stated that qualitative research is more functional in obtaining in-depth results. The necessity of in-depth research with qualitative methods can also be emphasized.

According to the findings obtained from the studies examined, it can be said that it is among the needs to emphasize the issue of cyberbullying and to include cyberbullying awareness, which is stated as cyber awareness in the study, more frequently in studies on education and training. Especially in educational institutions, the importance of cyber awareness should be emphasized, and studies should be carried out in this context. Da Veiga, Lock, and Renaud (2022) stated that cyber awareness is an important issue for both institutions and individuals and the steps to be taken to raise awareness are important. When the studies on cyberbullying and cyber awareness are examined in general, it can be combined in categories such as conducting educational studies that will raise awareness of the concept of cyberbullying, including studies with different approaches according to class levels, diversifying the studies according to gender and individual use of technology, and parental control of social media use until a certain time. Hart, Margheri, Paci, and Sassone (2020) stated that one of the most important steps to be taken in preventing cyberbullying and cyberbullying is education and that it is important to gain experience in this direction. Awang et al. (2024) emphasized the importance of parental supervision regarding cyber awareness and stated that families should be made aware of this issue.

When the studies on cyberbullying and cyber awareness are examined in general, it can be combined in categories such as conducting educational studies that will raise awareness of the concept of cyberbullying, including studies with different approaches according to class levels, diversifying the studies to be conducted according to gender and individual use of technology, and parental control of social media use until a certain time. It is seen that the studies focused on similar issues and similar results were obtained (Tisma and Andric, 2021; Rahman, Sairi, Zizi and Khalid, 2020; Kortjan and Von Solms, 2014). Tasevski (2016) stated that cyber security and awareness are among the important IT issues of today and that it is important to raise awareness on this issue at all levels of education.

According to the data obtained from the line of research, most of the academic studies examined in different variables and working environments in similar dimensions. According to the

information and analysis obtained from the research, the following suggestions are given for the studies to be conducted on cyberbullying and cyber awareness.

- Cyberbullying and cyber awareness issues can be addressed in terms of cyberbullying and awareness by focusing on every area where technology is used in education and training and following the changing technologies.
- Studies can be directed by taking into account individual and social changes/differences and differences in technological possibilities.
- The population, sample or the participants of the studies can be selected from places where the research topic is on the agenda and where there is a need (such as schools with student profiles prone to cyberbullying or an institution where there is a need for cyberbullying awareness).

Note

This study was produced from the master's thesis of the same title by the first author under the supervision of the second author.

Conflict of Interest

There are no conflicts of interest regarding the publication of this article.

Informed Consent

Participants were informed about the study's objectives, procedures, and potential risks. They were informed that participation was voluntary and that they could withdraw from the study at any point if they felt reluctant without any consequences. All personal information was anonymized to protect participants' confidentiality.

Data Availability

The data are not publicly available due to privacy or ethical restrictions.

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