

FROM PEER BULLYING TO CYBER BULLYING

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ABSTRACT

In this study, the concepts of "Peer Bullying" and "Cyber Bullying", which is in the form of a literature review, is discussed. In recent years, the number of studies on peer bullying are increased, which is the most common type of aggression among students at schools. This is because, the peer bullying have psychological, social and physical consequences over the children who bully as well as those who are exposed to being bullied. In addition, the development of the educational technologies, the use of the internet and mobile devices became a part of school of their life, have also led to an increase in the number of cyberbullying cases. Today, it is seen that the peer bullying among students is becoming more intense in virtual environments, such as the internet and mobile phones.

Identifying the overlapping between bullying and cyberbullying or revealing and examining the similarities and differences of these two phenomena is one of the important research topics in this field. In this study, it is aimed to contribute to the literature by reviewing the definitions of peer bullying and cyberbullying, which are very common and important problems in most cultures, the similarities and differences between both types of bullying, and the studies conducted around the world on this subject.

Key words: bullying, peer bullying, cyberbullying.



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1. Introduction

In recent years, peer bullying, which is the most common type of aggression among students in schools, and with the development of educational technologies and becoming a part of the school life, the number of cyberbullying cases are being increased day by day and caused to have become a global problem. Since peer bullying and cyberbullying have both psychological, social and physical consequences on bullying and bullying children, the number of studies on these issues is increasing. In this research text; The word “peer bullying” is used in quotations from studies involving only students and in the comments specific to this study, and the word “bullying” is used in quotations from studies that deal with students as well as other people. In the literature, online violence is also referred to as electronic bullying, cyber bullying, internet bullying, cyber threat, cyber victimization or cyber harrassment behaviors is used as cyber bullying in this study.

Definition of peer bullying

The number of studies on peer bullying, which is the most common type of aggression among students in schools, have increased in recent years and have become one of the important research topics that researchers have focused on. Peer bullying affects negatively to the lives of both of those who perform bullying and the children who are exposed to be bullied, as well as their families, other students who witness bullying, also affects the lives of teachers and administrators negatively and leaves permanent traces. (Pişkin, 2002; Perren, S. et al., 2010; Eroğlu and Güler, 2015).

The concept of bullying is an ongoing problem from the past to present. Studies done on aggression date back to ancient times in the literature. The first systematic studies on peer bullying started with the research of Dan Olweus (Atalay, 2014).

Olweus (1993) defined bullying as the repetitive negative behavior of one or more people against someone weaker than themselves. Pişkin (2002) examined many definitions of bullying and as a result, bullying; He defined it as “a type of aggression in which one or more students intentionally and continuously disturbs weaker students and in which the victim is unable to protect himself/herself”.

1.1.Types of peer bullying

While there is a common view among researchers about when to define an aggressive behavior as bullying, it is striking that there are different approaches in distinguishing this type of behavior (Burnukara & Uçanok, 2012). Types of bullying are not limited to physical bullying. Many behaviors that harm and hurt the other person can be grouped under different groups and considered as bullying (Gökler, 2009).

Bullying always aims to harm and hurt the victim and mainly occurs or happens in three ways: direct physical bullying; direct verbal bullying and indirect bullying (Smith et al., 2008; Craig et al., 2009; Pereira, 2002, cited in Zequinão et al. 2016).

Direct physical bullying is the behavior against someone with the intention of slapping, pushing, kicking, spitting, damaging objects and physically harming the other person.

Direct verbal bullying is behavior performed with the aim of harming the other person without physical bullying, including nicknames, humiliation, teasing, threatening, bad names, racist, offensive or derogatory comments.

Indirect bullying is the behavior carried out by means of isolation and social exclusion within the social group, preventing the relationship of the victim with their peers or harming the social position of the victim through rumors, ignoring the existence of the victim or threatening others to play with the victim (Sullivan & Sullivan, 2004, cited in Ciminli, 2016; Pereira, 2002, cited in Zequinão et al. 2016).

Pişkin (2005) discusses the types of bullying in five categories. These are; physical bullying, verbal bullying, exclusion-isolation, spreading rumors and damaging the individual's property and possessions (for example, tearing the child's books and notebooks, tearing them apart, etc.). Later, Pişkin and Ayas (2007) added the dimension of sexual bullying in addition to the five dimensions listed above as a result of their studies on adolescents.

Technological developments in recent years and the fact that people live together with technology have brought along a different type of bullying called "cyber bullying" (Akbaba & Eroğlu, 2013; Kavuk & Keser, 2016). In addition to these types of bullying, racial bullying-racial

bullying types are also defined for ethnic origin, race and immigrants (Scherr & Larson, 2009; Topalova, 2012;).

1.2.The prevalence of peer bullying

Although the findings from studies examining the incidence of peer bullying have shown different results, it shows that bullying is seriously high in almost every country. The results of studies investigating the prevalence of peer bullying and victimization show that the rate of students who bully varies between 2% and 72%, and the rate of students who are victims of bullying varies between 2.6% and 84% (Perren et al. 2010; Pişkin, 2010; Stavrinides et al. 2010; Topalova, 2012; Isolani et al. 2013; Gümüşler- Başaran, 2014; Sismani-Papacosta et al. 2014; Malta et al. 2015; Hesapçıoğlu ve Yeşilova, 2015; Rao et al. 2019; Gökkaya and Sütçü, 2018; Doğan Çevirgen, 2018; Özada, 2018; Hакова, 2018; Nazır, 2018; Iziğır, 2019; Gökkaya and Tekinsav Sütçü, 2020; Gür et al. 2020; Shahrour et al. 2020).

Some studies on the incidence of peer bullying reached as a result of the literature review are included in chronological order. Pişkin (2010), in his study with 1154 students attending primary school, found that 35.1% of the students were "victims", 30.2% were "bullies", and 6.2% were "both bullies and victims". In a study conducted by Stavrinides et al. (2010) in Southern Cyprus, it was determined that only 5.4% of the students were bullies and 7.4% were the victims. In a comprehensive study conducted on approximately 45,000 high school students aged between 15 and 18, studying in 78 state and 22 private high schools in the USA, it was determined that approximately 50% of the students were bullied and 47% of them were subject to one of the types of bullying (Josephson Institute, 2010; cited by Ayas and Pişkin, 2011). Topalova (2012), in her study on 155 primary school 7th and 8th grade students in North Macedonia, determined that 50.32% and 1.94% of the students stated that there was peer bullying in their schools, and 41.29% and 0.65% of the students stated that they had engaged in bullying acts. In another study conducted in Southern Cyprus by Sismani-Papacosta et al. (2014), it was found that 17% of the students were victims and 7.7% were bullies. In a study conducted by Gümüşler-Başaran (2014) with 917 students to determine the type and prevalence of peer bullying in high schools, it was found that total bullying was 72.6% and total victimization was 84.3% in

all students. In a study they conducted with high school students, Hesapcıoğlu and Yeşilova (2015) stated that 24% of 1373 students were bullied and 29.3% of them were bullies. Another study conducted with a total of 1003 students from the Kashmir region of India revealed that approximately 25.8 percent of the students were exposed to verbal bullying, which is the most common type of bullying, in the past month (Nazir, 2018). In another study conducted with 1112 (540 female, 572 male) students attending between 6th and 12th grades, it was determined that 7.7% of the students were victims of bullying and 4.3% were bullies (Doğan Çevirgen, 2018). When the findings of the research he conducted with 827 Palestinian students in Hanani (2018) were examined, 25.8% of all students stated that they were victims, 14% were bullied, 15.7% were both bullied and victimized, 44.5% neither bullied nor It was determined that they were bullied. It was determined that 16.2% of them were bullying. In the study conducted by Iziğir (2019) with 3220 high school students, it was determined that 22.5% of them were exposed to bullying and 16.2% of them were performing bullying. Gökkaya and Tekinsav (2018) investigated the prevalence of peer bullying among secondary school students. It was determined that 2.8% of them were the bullies whereas 34.9% were the victims, 27.0% were the bullies-victims and 35.3% were the spectators.

1.4. Cyberbullying

It has been seen that the development of educational technologies, the use of the internet and mobile devices has become a part of school life, and the peer bullying among students is being experienced increasingly in the virtual environments such as the internet and mobile phones. Although bullying is not a new phenomenon, this bullying behavior, which can be carried out independently of time and place, has taken a new form and the concept of "Cyberbullying" has been added as a new dimension to the studies on bullying. Cyber bullying, which is called as the dark side of technology, is also mentioned in the literature with names such as online bullying, digital bullying, electronic bullying and internet bullying (Kowalksi & Limber, 2007).

Cyberbullying is defined as a type of bullying that includes intentional and hostile behavior by an individual or group using information and communication technologies to harm others through digital communication means such as e-mail, text message or mobile phone

(Patchin & Hinduja, 2006; Akt. Inselöz and Uçanok, 2013; Ybarra and Mitchell, 2004; Li, 2007; Smith, Mandhavi et al. 2008; Özdemir and Akar, 2011). As the use of technology in schools increases, students' access to technology will be faster and easier, and it is inevitable that cyberbullying will become widespread day by day and new ways of bullying will be provided (Raskauskas & Stoltz, 2007; Yılmaz, 2011). In addition to negatively affecting the academic performance of people who are exposed to cyberbullying events, psychological effects such as depression, loneliness, low socialization, low self-esteem, social anxiety, negative self-perception, sadness, anger, fear, anxiety, paranoia and suicidal thoughts have been observed (Korkut 2004; Kowalksi & Limber, 2007; Schneider et al., 2012.; Batmaz & Ayas, 2013; Akbıyık & Kestel, 2016; Kağan & Ciminli, 2016; Peker, Eroğlu & Ada, 2016; Hinduja & Patchin, 2018; Mikhaylovsky et al. 2019; Akgül, 2020; García, et al. 2020; Núñez et al. 2021).

1.5.Types of cyberbullying:

There are many behaviors that can be considered as cyberbullying and the different types that can be considered as cyberbullying can be grouped as follows: (Willard, 2007; Akça ve Sayımer, 2017).

1.5.1. Flaming: Usually is used aggressive, angry, rude and plain language; They are discussions such as insulting and sometimes threatening. Flares often occur in the public communication environments such as discussion groups, chat rooms, or games.

1.5.2. Harassment: It is the repeated sending of offensive, offensive and hurtful messages to a targeted person. These offensive messages are usually sent using personal communication channels such as e-mail and instant messaging.

1.5.3. Denigration: It is the sharing of harmful, untrue and cruel words about a targeted person. These conversations and messaging usually take place online. In scribbling behaviors, messages are generally aimed at reaching others.

1.5.4.Impersonation: By impersonating the cyberbully's target, posts the content that will make her/him look bad by pretending to be her/him or harm her friendship relations.

1.5.6. Outing and Trickery: Disclosure refers to the public posting or posting of private or embarrassing information, secrets, or images of an individual. In deception, the cyberbully can learn their secrets and share it with others, or threaten to share it, by making the target believe that there is a sincere communication between them.

1.5.7. Exclusion: Exclusion can occur in the form of intentionally removing or not including the target person from the group, in the online gaming environment, group blogs or any other password protected environment.

1.5.8. Persistent Cyberstalking: The persistent sent of messages that threatens to harm a targeted person, are offensive, intimidating, or are extremely offensive or intended to extort money. The virtual stalker may try to tarnish the victim's reputation and disrupt friendship relations.

1.6. The prevalence of cyberbullying

Although the findings obtained from studies examining the incidence of cyberbullying have shown different results, it shows that cyberbullying is seriously high in almost every society. The results of studies investigating the prevalence of cyberbullying show that the rate of students who engage in cyberbullying varies between 2% and 59.4%, and the rate of students exposed to cyberbullying varies between 2.6% and 63.6% (Kowalski & Limber, 2007; Arıca et al. 2008; Özdemir et al. Akar, 2011; Kocahasan, 2012; Schneider et al. 2012; Eroğlu et al. 2015; Peker et al. 2016; Lee and Shin, 2017; Uluçay and Melek, 2017; Taştekin and Bayhan 2018; Matos et al. 2018; Doğan Çevirgen, 2018; Başak & Baştürk, 2019; Işığır, 2019; Mikhaylovsky et al., 2019; Sarı & Seferoğlu, 2019; Kaygısız, Çakır, 2020; Tuğ Karoğlu & Çılğın, 2020 ; Zhang, Han and Ba, 2020; Özer, Şad, 2021; Gómez-León, 2021). As a result of the literature review, some studies on the incidence of cyberbullying are given in chronological order.

Özdemir and Akar (2011) found that in a study conducted with 336 students, 14% of the participants were exposed to cyberbullying in the last month, and 10% of them cyberbullying others. Schneider et al. (2012), in a study conducted with 20406 high school students, it was determined that a total of 15.8% of the students had been cyberbullied in the last 12 months. The study conducted by Peker (2013) revealed that 46% of secondary school students showed cyberbullying behavior and 65% of

them were exposed to cyberbullying behavior (Cited by Uluçay & Melek, 2017). In the study conducted by Doğan Çevirgen (2018), with 1112 students, it was determined that 5% of the students were victims of cyberbullying, 2% were bullies, 5% were bullies/victims, and 88% were non-interfering. Matos et al. (2018), in a study of 3525 students in 23 Portuguese schools, showed that 7.6% of students were cyber victims and 3.9% had cyberbullied others at least once in the past year. 7-12 in 24 middle schools and 24 high schools across South Korea by Lee and Shin (2017). In the study examining the prevalence of cyberbullying among 4000 adolescents studying in their classrooms, it was determined that 34% of the students were involved in cyberbullying, and 6.3% of them were bullies and 14.6% were victims.

2. Similar and different aspects of peer bullying and cyberbullying

It is one of the important research topics in this field to determine the overlap between the peer bullying and the cyberbullying or to reveal the similarities and differences of these two phenomena. Today, most of the children develop and maintain their social relations through electronic-based communication tools, so it is emphasized that there is a significant connection between the school and the internet environment. They (the children) spend most of the day at school with his friends, and the same communication continues on the internet when they come home. For this reason, such communications that occur in the internet environment, most researchers support the view that bullying, which consists of the situations and behaviors experienced, is not appropriate to position cyberbullying separately from peer bullying (Burnukara & Uçanok, 2012).

In the studies reached as a result of the literature review there are many similarities between peer bullying and cyber bullying (Doğan Çevirgen, 2018; Kocahasan, 2012; Burnukara & Uçanok, 2012; Schneider et al., 2012; Katzer et al., 2009; Topçu, 2008; Dehue, Bolman & Wollink, 2008; Juvonen & Gross, 2008; Smith et al., 2008; Li, 2007; Ybarra, Diener-West, & Leaf, 2007). There are many similarities between peer bullying and cyberbullying Although at different rates, it has been determined that there are significant relationships between these two types of bullying,

Researchers used the criteria they used in traditional bullying to define cyberbullying. As with peer bullying, the most important features of cyberbullying are malicious intentional violence, repetition and power imbalance. In cyberbullying, as in peer bullying, there are malicious bullies who like to harm other people directly or indirectly, openly or secretly, or who gain profit (Patchin and Hinduja ,2006; cited in İnelöz and Uçanok, 2013).

2. Implications

Within the scope of this research, the literature was examined on peer bullying and cyber bullying and the information obtained was compiled. Precautions to be taken about peer bullying and cyberbullying and creating environments that will improve communication skills for educators and education administrators, students who play a primary role in responding to bullying, it may be appropriate to give due importance to psychological counseling and guidance activities and to raise awareness of the families of students who are both bullies and victims. Informing parents about bullying and cyberbullying and strengthening their supervisory functions can be a useful step in preventing peer bullying and cyberbullying. In this context, it is among the issues that are frequently emphasized in the studies that education, seminar and guidance services should be provided to both students, teachers and parents among preventive activities. It is important to work to intervene against peer bullying and cyberbullying, to reduce the types of bullying, to recognize the concept of bullying and cyberbullying, and to gain coping skills.

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