

# Investigation of Strategies for Coping with Cyberbullying of University Students

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## Abstract

Individuals may commit cyberbullying actions (insult, slander, etc.) to the other party, especially by using technological communication tools (phone, blogs, etc.). It is very important to be conscious of these cyberbullying acts. Therefore, the aim of this study is to investigate the strategies of university students studying in sports sciences to cope with cyberbullying. The universe of this research consists of university students studying at the faculties of sports sciences. The sample group consists of 200 students studying at Dokuz Eylül University Necat Hepkon Faculty of Sports Sciences. Stratified random sampling, one of the random sampling methods, was used. The "Coping with Virtual Bullying Scale" developed by Koç et al., (2016) was used as a data collection tool. SPSS 28.0 program was used in the analysis of the data. Kolmogorov-Smirnov and Shapiro Wilk test was used to determine the normality of the obtained data, and Independent T-Test was used to compare the variables. In the findings; A significant difference was found between male and female students in the sub-dimensions of Cognitive Security, Help-Seeking and Information-Seeking (p0.05). The significant difference in the sub-dimensions is in favor of female students. A high level of significant difference was found among students' daily internet use in the sub-dimensions of Help Seeking and Information Seeking (p0.05). The significant difference in the sub-dimensions is in favor of students who use the internet for 5 hours or more. In the Ignoring sub-dimension, there was a significant difference according to the number of social media accounts (p0.05). The significant difference is in favor of students who have 2 or more social media accounts. In the sub-dimensions of Help Seeking, Ignoring and Information Seeking, a significant difference was found between keeping social media identity confidential (p0.05). In all dimensions where a significant difference occurred (Help Seeking 18.8±3.90, Ignoring 14.0±3.25, Information Seeking 22.7±1.00) the average was in favor of students who kept their social media accounts private. As a result; It is recommended that social and academic studies be carried out to increase awareness of cyberbullying, especially among young people.

**Keywords:** Coping, Cyberbullying, Sport sciences.

## INTRODUCTION

The cyber space created by social networking sites is a virtual environment where everyone can express their thoughts (Peker, & Ekinci, 2016). This virtual environment and technology offers great and extraordinary opportunities for people (MEB, 2022). In addition to the positive use of these technological tools, they can also have negative effects, especially on young people (Peker, & Ekinci, 2016). So much so that, thanks to technology, people can gain "privacy" and do what they cannot do in their normal lives under this umbrella of secrecy (Hinduja, & Patchin, 2008). In addition, data can be accessed more easily over the internet, and threatening content can be copied and stored for a long time thanks to technological tools (Türk, & Şenyuva, 2021). Moreover, cyberbullying is more dangerous than an ordinary experience of violence and face-to-face peer bullying.

Because in cyberbullying, even if the victims stay away from the internet and turn off their mobile phones, they cannot prevent the attacks about themselves in the electronic environment. (Mishna, Khoury-Kassabri, Gadalla, & Daciuk 2010).

According to Arıcak (2011); Cyberbullying is all of the technical or relational harming behaviors against an individual or a group, a private or a legal entity by using information and communication technologies (Arıcak, 2011). According to Belsey (2019), cyberbullying is "an online It is the continuous behavior of harming others through internet technologies" (Belsey, 2019).

Behaviors involving cyberbullying; These are behaviors such as persistent desire to call someone, copying personal conversations and sending them to others, gossiping about a person in the virtual environment, playing on the pictures of the person and sending them to other people, insulting other people in the chat room (Vandebosch, & Cleemput, 2008). The purpose of all these behaviors is to harm the other side. Because of this situation, cyberbullies create victims and these victims are deeply affected (Polat, 2022).

Tools of cyberbullying; social networking sites, instant messaging, chat rooms, blogs, telephone, forums, email, etc. are tools (Altnok, 2022). With the means by which cyberbullying can be carried out, people can be insulted with content consisting of written, visual and auditory elements that are humiliating, hurtful and subject to hostility (Kaya, 2015). These insults can have negative effects, especially on the mental health of young individuals (Yellow, 2022). In the case of raising awareness beforehand, it can be possible to increase the self-confidence and self-regulation of young people (Gül, Soygüden, & Karagöz, 2020). Therefore, the aim of this study is; The aim of this study is to investigate the strategies of university students studying in sports sciences to cope with cyberbullying.

## Materials and Methods

### Research Model

Comparison of cyberbullying strategies of university students studying in sports sciences with various variables (cognitive security, seeking help, ignoring, seeking information) and demographic information (gender, daily internet usage time, number of social media accounts, keeping social media accounts private) has been made. This research is a qualitative study and a general survey model was used.

### Study Group of the Research

The universe of this research consists of university students studying at the faculties of sports sciences. The sample group consists of 200 students studying at Dokuz Eylül University Necat Hepkon Faculty of Sports Sciences. In addition, stratified random sampling, one of the random sampling methods, was used in the study.

### Data Collection Tool

The scale of "Coping with Virtual Bullying" developed by Koç et al., (2016) consists of 19 items and 4 dimensions. The scale is a Likert-type scale organized as "strongly disagree", "disagree", "undecided", "agree" and "strongly agree". In the scale, which can be scored between 1 and 5 points, "I strongly disagree" corresponds to 1 point and "strongly agree" corresponds to 5 points. The first 7 items of the 4-dimension scale were determined as "enhancing cognitive security and privacy", the second dimension consisting of 5 items was "help seeking", the third dimension consisting of 5 items was "avoidance and ignoring", and the last two items were "information seeking".

### Analysis of Data

SPSS 28.0 program was used in the analysis of the data. Kolmogorov-Smirnov and Shapiro Wilk test was used to determine the normality of the obtained data, and Independent T-Test was used to compare the variables. In the comparison of all variables, the level of significance was determined as 0.05

## Results

Table 1. Comparison of strategies for coping with cyberbullying of university students studying in sport sciences by gender

Subvariables	Gender	N	Mean±Std	f	t	df	p
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<b>Cognitive Security</b>	Male	84	26,8±4,73	2,180	2,543	198	<b>0,012</b>
	Female	116	25,0±5,07				
<b>Help Seeking</b>	Male	84	18,8±3,71	5,827	3,723	194,9	<b>0,001*</b>
	Female	116	16,6±4,54				
<b>Ignoring</b>	Male	84	13,0±3,84	3,373	0,797	198	0,426
	Female	116	12,6±3,21				
<b>Information Seeking</b>	Male	84	22,6±1,06	8,801	3,237	197,3	<b>0,001*</b>
	Female	116	22,1±1,39				

Table 1 shows the comparison of the sub-variables of coping with cyberbullying of university students studying in sports sciences by gender. According to the table in question; There was no significant difference between male and female students in the sub-dimension of Ignoring ( $p>0.05$ ). However, a significant difference was found between male and female students in the sub-dimensions of Cognitive Security, Help-Seeking and Information-Seeking ( $p<0.05$ ). The significant difference in Help Seeking and Information Seeking sub-dimensions is high. It is seen that the significant difference in the sub-dimensions of Cognitive Security (26.8±4.73), Help Seeking (18.8±3.71) and Information Seeking (22.6±1.069) is in favor of female students.

Table 2. Comparison of strategies for coping with cyberbullying of university students studying in sports sciences by daily internet use

Subvariables	Daily Internet Usage	N	Mean±Std	f	t	df	p
<b>Cognitive Security</b>	4 Hours and less	107	25,2±5,11	1,758	-1,629	198	0,105
	5 hours or more	93	26,4±4,81				
<b>Help Seeking</b>	4 Hours and less	107	16,2±4,34	2,251	-4,976	198	<b>0,001*</b>
	5 hours or more	93	19,1±3,81				
<b>Ignoring</b>	4 Hours and less	107	12,5±3,77	1,229	-1,461	198	0,146
	5 hours or more	93	13,2±3,11				
<b>Information Seeking</b>	4 Hours and less	107	22,1±1,39	6,562	-2,174	197	<b>0,031</b>
	5 hours or more	93	22,5±1,13				

Table 2 shows the comparison of the sub-variables of coping strategies with cyberbullying of university students studying in sports sciences according to their daily internet usage time. According to the table aforementioned; In the sub-dimensions of Cognitive Security and Ignoring, there was no significant difference between daily internet usage times (4 hours and less, 5 hours and above) ( $p>0.05$ ). However, a high level of significant difference was found between daily internet use in Help Seeking and Information Seeking sub-dimensions ( $p<0.05$ ). It is seen that the said significant difference is in favor of students who use the internet for 5 hours or more in both Help Seeking (19.1±3.81) and Information Seeking (22.5±1.13) sub-dimensions.

Table 3. Comparison of strategies for coping with cyberbullying of university students studying in sports sciences by number of social media accounts

Subvariables	The Number of Social Media Accounts	N	Mean±Std	f	t	df	p
Cognitive Security	1 and Less	109	25,2±5,61	6,946	-1,786	194,5	0,076
	2 and More	91	26,4±4,08				
Help Seeking	1 and Less	109	17,1±4,91	15,768	-1,491	193,4	0,138
	2 and More	91	18,0±3,50				
Ignoring	1 and Less	109	12,3±3,68	2,797	-2,284	198	<b>0,023</b>
	2 and More	91	13,4±3,15				
Information Seeking	1 and Less	109	22,3±1,53	52,133	-0,463	182,8	0,644
	2 and More	91	22,3±0,94				

Table 3 shows the comparison of the sub-variables of coping with cyberbullying of university students studying in sports sciences according to the number of social media accounts. According to the table in question; No significant difference was found in the sub-dimensions of Cognitive Security, Help Seeking and Information Seeking according to the number of social media accounts ( $p>0.05$ ). However, there was a significant difference in the Ignoring sub-dimension ( $p<0.05$ ). It is seen that the significant difference in the Ignoring sub-dimension is in favor of students who have 2 or more (13.4±3.15) social media accounts.

Table 4. Comparison of the strategies of coping with cyberbullying of university students studying in sports sciences by keeping their social media identity private

Subvariables	Keeping Social Media Identity Private	N	Mean±Std	f	t	df	p
Cognitive Security	Yes	68	25,9±5,26	0,006	0,315	198	0,753
	No	132	25,7±4,87				
Help Seeking	Yes	68	18,8±3,90	1,271	2,989	198	<b>0,003</b>
	No	132	16,9±4,42				
Ignoring	Yes	68	14,0±3,25	0,386	3,652	198	<b>0,001*</b>
	No	132	12,2±3,45				
Information Seeking	Yes	68	22,7±1,00	13,806	3,367	175,7	<b>0,001*</b>
	No	132	22,1±1,38				

Table 4 shows the comparison of the strategy sub-variables of coping with cyberbullying of university students studying in sports sciences according to the status of keeping their social media identity private. According to the table aforementioned; In the Cognitive Security sub-dimension, no significant difference was found between keeping social media identity private ( $p>0.05$ ). However, there was a significant difference in the sub-dimensions of Help Seeking, Ignoring and Information Seeking ( $p<0.05$ ). The significant difference in the sub-dimensions of Ignoring and Information Seeking is high. In addition, in all dimensions in which a significant difference occurs (Help Seeking 18.8±3.90, Ignoring 14.0±3.25, Information Seeking 22.7±1.00), it is seen that the average is in favor of students who keep their social media accounts private.

Table 5. Comparison of Cyberbullying Coping Strategies of University Students Studying in Sport Sciences by Mother's Educational Status

Subvariables	Mother's Educational Status	N	Mean±Std	f	t	df	p
Cognitive Security	Middle School and Lower	101	25,1±5,04		-2,063	198	<b>0,040</b>

	High School and Higher	99	26,5±4,87	0,047			
<b>Help Seeking</b>	Middle School and Lower	101	17,5±4,54	0,240	-0,149	198	0,882
	High School and Higher	99	17,6±4,14				
<b>Ignoring</b>	Middle School and Lower	101	12,9±3,40	0,422	-0,149	198	0,882
	High School and Higher	99	12,7±3,59				
<b>Information Seeking</b>	Middle School and Lower	101	22,2±1,39	3,907	-0,584	194,0	0,560
	High School and Higher	99	22,3±1,18				

Table 5 shows the comparison of the sub-variables of coping strategies with cyberbullying of university students studying in sports sciences according to their mother's education level. According to the table in question; No significant difference was found in the sub-dimensions of Seeking Help, Ignoring, and Information Seeking according to the educational status of the mother ( $p>0.05$ ). However, there is a significant difference between maternal education levels in the Cognitive Security sub-dimension ( $p0.05$ ). It is seen that the significant difference in the Cognitive Security sub-dimension is in favor of the mother with a high school and higher ( $26.5\pm4.87$ ) education level compared to the mother with a middle school and lower ( $25.1\pm5.04$ ) education level.

Table 6. Comparison of Strategies for Coping with Cyberbullying of University Students Studying in Sports Sciences by Father's Educational Status

Subvariables	Father's Educational Status	N	Mean±Std	f	t	df	p
<b>Cognitive Security</b>	Middle School and Lower	110	24,8±5,38	0,721	-3,097	198	<b>0,002</b>
	High School and Higher	90	27,0±4,21				
<b>Help Seeking</b>	Middle School and Lower	110	17,6±4,33	0,347	0,369	198	0,712
	High School and Higher	90	17,4±4,36				
<b>Ignoring</b>	Middle School and Lower	110	12,9±3,42	1,080	0,553	198	0,581
	High School and Higher	90	12,6±3,58				
<b>Information Seeking</b>	Middle School and Lower	110	22,4±1,35	2,338	1,499	198	0,135
	High School and Higher	90	22,1±1,20				

Table 6 shows the comparison of the sub-variables of coping with cyberbullying of university students studying in sports sciences according to their father's education level. According to the table in question; No significant difference was found in the sub-dimensions of Seeking Help, Ignoring, and Information Seeking according to the educational status of the father ( $p>0.05$ ). However, in the Cognitive Security sub-dimension, there is a significant difference between father's education levels ( $p0.05$ ). It is seen that the significant difference in the Cognitive Security sub-dimension is in favor of the mother with a high school and higher ( $27.0\pm4.21$ ) education level compared to the mother with secondary school and lower ( $24.8\pm5.38$ ).

## Discussion

The rapid development of technology and its position in directing life have affected almost every individual positively or negatively. Especially social networking sites, phone, e-mail, etc. through means, persistent calling, insulting and spreading gossip, etc. In these situations, it can be stated that cyberbullying action is carried out against the other party. It is very important to be conscious in the face of such negativities. Therefore, in this study; it is aimed to investigate the strategies of university students studying in sports sciences to cope with cyberbullying.

In the studies conducted by Yurdakul (2020) and Kavuk (2016), it was stated that the cyberbullying awareness levels of female teachers are higher than that of males. In the study conducted by Kert and Şahiner (2016), it was stated that the awareness levels of female students about cyberbullying were higher than male students. In this study, it was determined that female students had a higher awareness average than male students. The results of the related studies carried out with the obtained result contain similarity.

In the study conducted by Moallem (2018), it was stated that most of the university students are followed while using the internet and their data is not safe even in university systems, yet they are not aware of how to protect their data. In the study conducted by Bulut (2018), it was stated that there was no statistically significant difference between the cyberbullying awareness scores according to the computer/internet usage time of the students. In the study conducted by Eroğlu et al., (2015), it was stated that the computer/internet usage duration of the students is not a factor affecting the cyberbullying awareness levels. In the study conducted by Gezgin and Çuhadar (2012), in which students' sensitivities about cyberbullying were examined, it was stated that the frequency of internet use did not make a significant difference. In this research; In the sub-dimensions of Cognitive Security and Ignoring, there was no significant difference between daily internet usage times (4 hours and less, 5 hours and above) ( $p>0.05$ ). However, a high level of significant difference was found between daily internet use in Help Seeking and Information Seeking sub-dimensions ( $p<0.05$ ). This significant difference is in favor of students who use the internet for 5 hours or more in both Help Seeking ( $19.1\pm 3.81$ ) and Information Seeking ( $22.5\pm 1.13$ ) sub-dimensions.

The most common virtual environments where cyberbullying is experienced are social media and mobile phones (Aydın, 2016). So much so that when the studies in which the situation of coping with cyberbullying is compared according to the number of social media accounts are examined; In the study conducted by Yıldırım (2021), it was stated that there was no significant difference in the cyberbullying awareness of physical education and sports teachers according to the status of having a social media account. In addition, in the study conducted by Aydın (2021), it was stated that the cyberbullying awareness levels of teacher candidates did not differ significantly according to the number of social media accounts. In this study; No significant difference was found in the sub-dimensions of Cognitive Security, Help Seeking and Information Seeking according to the number of social media accounts ( $p>0.05$ ). However, there was a significant difference in the Ignoring sub-dimension ( $p<0.05$ ). It is seen that the significant difference in the Ignoring sub-dimension is in favor of students who have 2 or more ( $13.4\pm 3.15$ ) social media accounts.

When the studies on the comparison of the awareness of coping with cyberbullying according to the education level of the Mother and Father are examined; In the studies conducted by Özer, (2016), Tetik, (2019) and Bayram, (2017), it was stated that there was no significant difference between the education level of the parents and the awareness of coping with cyberbullying. In this study; No significant difference was found in the sub-dimensions of Seeking Help, Ignoring, and Seeking Information according to the education level of the parents ( $p>0.05$ ). However, in the Cognitive Security sub-dimension, there is a significant difference between the education levels of the parents ( $p<0.05$ ). It was determined that the significant difference in the Cognitive Security sub-dimension was in favor of the mother and father with a high school or higher education level compared to the mother and father with a secondary education level and below. As a result; Technological developments brought by the age provide convenience in communicating with individuals. Therefore, there is a high probability of being bullied in the virtual environment. It is important to carry out more information, education and academic studies in order to improve the cyberbullying awareness of individuals, especially young people.

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