

DETERMINATION OF TALENTED / GIFTED STUDENTS CYBER VICTIMIZATION

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ABSTRACT

Rapid changes and developments in technology can bring positive results as well as negative consequences. One of them is a cyber victimization. In this study; To study the cases of cyber victimization of gifted students. The working group of the study is gifted students in Sakarya in the academic year 2016/2017. In addition to the demographic information of the students, data collected with "Ciber Victimization" scale were analyzed by SPSS program. Frequency, percentage, Mann Whitney U, Kruskal Wallis H, Kay-Kare test and statistical techniques were used in the analysis of collected data. The results of the research; To determine the cyber victimization that students are exposed to and to take necessary measures in this regard, It is thought to contribute to the related literature.

Key words: gifted, talented, cyber victimization

INTRODUCTION

Rapid development and widespread use in the field of technology has led to the realization of bullying using technology. Serin (2012) notes that the abusive use of information and communication technologies has led to the emergence of bullying, known as cyber bullying, among the types of bullying that occur among students in schools.

Arıcak (2011) defined cybercrime as the whole of technical or relational damaging behaviors against persons, private or legal persons, using information and communication technologies. The rapid spread of mobile communication tools along with evolving technology and the ease of social sharing brought by Web 2.0 technologies are leading people to tend to share their personal knowledge and thoughts. Especially the use of social networks which spread rapidly among the adolescents and spreading the personal information in an uncontrolled manner increases the negative behavior of the adolescents (Arıcak et al., 2012). Çetinkaya (2010) states that the virtual environments that emerged with the development of technology have become indispensable parts of human life, that individuals can hide their identities and that they are in harmful behavior. Çetin et al. (2012) in electronic vehicles to reach unlimited number of people It is more difficult to control the cyber bullying because of the presence of the witness and many people witnessed that the suffering experienced by the victim increases.

Hidden numbered calls, spam e-mails sent with confidential identification, voice, images and texts spread by e-mail or text messages to smear a person or group with insults and threats, virus e-mails, the images to send to other people, to remove rumors about other people, gossiping, threatening, insulting, all this has led to the definition under cyberbullying of harmful actions (Arıcak 2009, Peker, 2013). Arıcak et al. (2013) describe the three different groups of victims (victims), cyber bullies (bullies) and potential victims exposed to cyber bullying. Private (2013) states that individuals exposed to cyber bullying behaviors are considered cyber victims. Arıcak, Tanrikulu and Kınay (2012) are also exposed to cyber victimization, information and communication technologies through an individual or a group, a private or legal person, a technical or relational way of harmful behavior, it is defined as a state.

Purpose of the research:

The purpose of this study is to identify the views of gifted and talented students regarding the cases of victimization of cyber and to contribute to other work to be done in this regard.

METHOD

In this section, information about the researcher's model, study group, data collection tool, data collection and analysis will be given.

Model of Research

Survey screening model was applied. The main purpose of screening research is to describe the situation as it exists. Everything that is subject to research is tried to be defined as if it is within its own conditions (Karasar,

2005). The students' demographic information constitutes the screening section for the views on the cases of cyber victimization.

Working Group

The study group of the study is composed of outstanding gifted students in Sakarya. The socio-demographic information of the students in the study group is shown in Table1.

Table 1: Socio-Demographic Information of Students in the Study Group

		Frequency	%
Gender	Female	14	21,2
	Male	52	78,8
	Total	66	100
Age	7 years	14	21,2
	8 years	20	30,3
	9 years	9	25
	10 years	10	7
	Total	66	100
Which device do you mostly prefer to use the Internet?	Computer	32	48,5
	Telephone	7	10,6
	Tablet	27	40,9
	Other	-	-
	Total	66	100
What is your average weekly use of the Internet?	Less than 5 hours	58	87,9
	5-10 hours	8	12,1
	11-20 hours	-	-
	21 hours and over	-	-
	Total	66	100
How often do you hide your identity on Internet events (such as Facebook, chat, games) Or are you involved with a different identity than your actual identity?	Never	34	51,5
	Rarely	6	9,1
	Sometimes	6	9,1
	Mostly	20	30,3
	Total	66	100
How often do you use social networks (Facebook, Twitter, Instagram, etc.)?	Never	53	80,3
	Rarely	-	-
	Sometimes	7	10,6
	Mostly	6	9,1
	Total	66	100
Cyber-bullying came to me in my life.	Never	53	80,3
	Once	7	10,6
	Once or twice	-	-
	Many times	-	-
	Too many times	6	9,1
	Total	66	100
I've been bullied to others.	Never	60	90,9
	Once	-	-
	Once or twice	-	-
	Many times	6	9,1
	Too many times	-	-
	Total	66	100

According to Table 1, 21.2% of the respondents were female and 78.8% were male students. 21.2% of the students are 7 years old, 30.3% are 8 years old, 25% are 9 years old and 7% are 10 years old. When the devices preferred by the students participating in the research are examined, it is seen that 48.5% of them are using computers, 10.6%

are telephones and 40.9% are tablets. 87.9% of the students stated that they use the internet less than 5 hours a week and 12,1% 5-10 hours a week.

51.5% of the students who participated in the study never, 9.1% rarely, 9.1% occasionally, 30.3% mostly stated that they hid their identities on internet or use a different identity. 80.3% of the students stated that they never used social networks (facebook, twitter, instagram etc.), 10.6% occasionally use 9.1% mostly. 80.3% of the students stated that they never had cyber bullying, and 10.6% stated that they were exposed once. 90.9% stated that they never made cyber bullying, and 9.1% stated that they did it many times.

Data Collection Tool

In order to collect data in the survey, "Ciber Victimization Scale" developed by Arıcak, Tanrikulu and Kinay (2012) was applied in order to determine the students' victim status. The scale consists of 24 items and is answered on a scale of 2 (No, Yes). "No" is evaluated as one point, and "Yes" response is evaluated as two points. Thus, the lowest score that can be taken from the scale is 24 and the highest score is 48. The increase in the scores indicates the high level of being victimization. In order to obtain the demographic information of the students in the study group participated in the research, the information form developed by the researchers was used.

Data Collection and Analysis

The data obtained by means of quantitative data collection in the study were analyzed using SPSS 16.0 (Statistical Package for Social Sciences) statistical program and the significance level was accepted as 0.05 in all the analyzes made in the research. The frequency, percentage, Mann Whitney U, Kruskal Wallis H, Kay-Square test and statistical techniques were used in the examination of the quantitative data.

RESULTS

Table 2. Descriptive Statistics of the Cyber Victimization Scale

Scale	Item number	Min \ Max Score to be taken	\bar{X}
Cyber Victimization Scale	24	24-48	24,56

The average score of the Siberian victimization scale was measured as 24.56. The lowest score that can be taken from the scale is 24 and the highest score is 48. It can be said that those who participated in the study had a "very low" level of cyber victimization points.

Table 3. Comparison by Gender of Cyber Victimization Level

Gender	N	\bar{X}	U	p
Female	14	27,21	276,00	,09
Male	52	35,19		

*p<0,05

When the results of Mann Whitney U test are examined in Table 3, the average of male students is 35,19 and the average of female students is 27,21. There was no significant difference between male and female students (U = 276.00; p> 0.05).

Table 4. Age Variable comparison with Cyber Victimization Level

Age	N	Average Rank	sd	X ²	p
7 years	14	29,32	3	26,81	,00
8 years	20	27,42			
9 years	25	32,74			
10 years	7	61,93			

*p<0,05

When the results of the Kruskal Wallis H test are examined in Table 4, the mean scores of the cyber victimization scale of the participants were significantly different according to age ($X^2 = 26,81$; $p < 0,05$). While the students who are in the age group of 10 and 9 are higher than the other age groups, the students who are in the age group of 10 have the highest level of cyber victimization.

Table 5. Cyber Victimization in Internet use with Level Preferred Device Comparison

	N	Average Rank	sd	X^2	p
Computer	32	40,05			
Telephone	7	27,21	2	10,72	,00
Tablet	27	27,37			
Other	-	-			

* $p < 0,05$

When the results of the Kruskal Wallis H test were examined in Table 5, it was found that the mean scores of the cyber victimization scales of the participants were significantly different ($X^2 = 10,72$; $p < 0,05$) compared to the device used in internet use. It can be said that the students who use computers have the highest levels of cyber victimization followed by those who use tablets.

Table 6. Comparison of Cyber Victimization Level with Weekly Average Internet Usage Time

	N	Average Rank	sd	X^2	p
Less than 5 hours	58	33,93			
5-10 hours	-	-	1	,358	,54
11-20 hours	-	-			
21 hours and over	8	30,38			

* $p < 0,05$

When the results of Kruskal Wallis H test are examined in Table 6, it was found that there was no significant difference ($X^2 = ,358$; $p > 0,05$) in relation to the relationship between cyber victimization scale scores and internet use time of the participants.

Table 7. Results of Kay-Square Test Regarding Identity Hiding Situations in the Internet Environment (Facebook, Chat, Game, etc.) by Gender of Students

Gender	Identity Hiding Situations in the Internet Environment (such as Facebook, chat, gaming)			
	Never	Rarely	Sometimes	Mostly
Male	7 %50	-	-	7 %50
Female	27 %51,9	6 %11,5	6 %11,5	13 %25

$X^2=5,51$ $sd=3$ $P=,138$

According to Table 7, when the results of the Kay-Square test regarding the hiding of the identities of the students in the internet environment (such as facebook, chat, game) are examined according to gender ($p > ,005$), it can be said that there is no significant difference.

Table 8. Results of the Kay-Square Test Regarding the Use of Students' Gender-Based Social Networks (Facebook, Twitter, Instagram, etc.)

Gender	Social Networks (Facebook, Twitter, Instagram, etc.) Usage Situations			
	Never	Rarely	Sometimes	Mostly
Female	14 %100	-	-	-
Male	39 %75	7 %13,5	6 %9,1	

$X^2=4,35$ $sd=2$ $P=,113$

According to Table 8; It can be said that there is no meaningful difference when the results of Kay-Square test regarding the use of social networks (facebook, twitter, instagram etc.) of the students according to their genders are examined ($p > .005$).

Table 9. Regarding cyber victimization status of students by gender Chi-Square Test Results

Gender	Cyber Victimization Status				
	Never	Once	Once or twice	Many times	Too many times
Female	14 %100	-	-	-	-
Male	39 %75	7 %13,5	-	-	6 %9,1

$X^2=4,35$ $sd=2$ $P=,113$

According to Table 9, when the results of Kay-Square test on the status of victims of cyber in relation to the gender of the students are examined ($p > .005$), it can be said that there is no significant difference.

Table 10. Results of Kay-Square Test Regarding Cyber Bullying Situations of Others According to Their Gender

Gender	Cyber Bullying Situations				
	Never	Once	Once or twice	Many times	Too many times
Female	14 %100	-	-	-	-
Male	46 %88,5	-	-	6 %11,5	-

$X^2=1,77$ $sd=1$ $P=,183$

According to Table 10; It can be said that there is not a significant difference when the results of Kay-Square test ($p > .005$) regarding the cases of students cyber bullying others according to their genders are examined.

CONCLUSIONS

In this study, the cases of cyber victimization of gifted / talented students were examined. A total of 66 students, 14 female and 52 male, participated in the research. 14 of the students are 7 years old, 20 are 8 years old, 9 are 9 years old and 10 are 10 years old. It is observed that most students prefer to use the computer and the tablet after entering the internet. When the average weekly internet use period was examined, they stated that they entered less than 5 hours. In this case, it can be said that students use internet in a controlled way.

Most of the students stated that they do not hide their identities in internet events (such as facebook, chat, play). Most of the gifted / talented students stated that they did not use social networks (facebook, twitter, instagram etc.). In addition, most of the students stated that they did not live cyber bullying and they did not do cyber bullying.

According to the obtained data, it can be said that gifted/talented students do not have cyber bullying and cyber victimization because their internet usage time is low and they use limited social networks. According to the average of the data obtained by the cyber victimization scale, it can be said that the most gifted / gifted students participating in the study are at a very low level of the cyber victimization status. It is seen that Dalmaz (2014) has a very low level of victimization of cyber in the last study with university students.

There was no difference between male and female students as a result of sex comparison of cyber victimization level. There are researches that show that there are no differences between male and female students as well as research on girls being exposed to cyber victimization (Dilmaç, 2009; Akbulut vd., 2010; Peker vd., 2012; Özel, 2013; Dalmaz, 2014; Alkan vd, 2016). As a result of comparing the level of cyber victimization with age variation, it can be said that the age of cyber victimization increases as the age increases. The cyber victimization status is at most 10 years old, then 9 years old and it is 8 and 7 years old. Compared to the cyber victimization level and the devices that are preferred for internet use, it is seen that most computers use the tablet afterwards.

Students also not a significant difference compared to the average weekly duration of use Internet with cyber victimization levels seen less than 5 hours per week they use the internet. There was no significant difference regarding the use of social networks (facebook, twitter, instagram, etc.) according to the gender of the students, as there was no meaningful difference regarding the status of students hiding their identities on internet based events (such as facebook, chat, game). It can also be said that there is no meaningful difference between the sexes of the students regarding the cases of cyber victimization and there is no significant difference regarding the cases of cyber bullying according to their sex.

RECOMMENDATIONS

- Students, families and teachers can be informed about cyber victimization and cyber bullying.
- Students may be informed that they should not be able to hide from the teachers and their parents the situation of victimization of the cybercrime they may encounter.
- Teachers and parents can be told that victims of cybercrime can affect the social life, academic achievement and psychology of students.
- Siberia can be brought to a more deterrent situation with bullying laws.

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