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THE EFFECTS OF SECONDARY SCHOOL STUDENTS' EXPOSURE TO CYBERBULLYING ON SCHOOL MOTIVATION

ORTAOKUL ÖĞRENCİLERİNİN SİBER ZORBALIĞA MARUZ KALMA DURUMLARININ OKUL MOTİVASYONLARINA ETKİSİ

ABSTRACT

Cyberbullying has gained a different dimension in educational institutions, especially with the development of technology and the widespread use of Information Technologies, the internet, and social media tools. From this point of view, this study aims to examine the relationship between cyberbullying among secondary school students and the problems in the school motivation and education system. In this context, the study was carried out with the survey model, which is one of the quantitative research methods, and a total of 341 students, 196 girls and 145 boys, from the Secondary School and Imam Hatip Secondary Schools selected from the Tuzla district of İstanbul participated in the study. In addition, the "Cyberbullying and Internet Aggression Screening Scale" developed by Hinduja and Patchin (2007) and adapted to Turkish by Özdemir and Akar (2011), and the "School Motivation Scale for Secondary School Students" developed by Kaynak, Özhan, and Kan (2017) were used. According to the findings obtained from the research, It has been determined that students' exposure to cyberbullying behaviors affects their school motivation.

Keywords: Cyberbullying, school motivation, secondary school students.

ÖZET

Özellikle teknolojinin gelişmesi ve bilişim teknolojileri, internet ve sosyal medya araçlarının yaygınlaşmasıyla birlikte siber zorbalığın eğitim-öğretim kurumlarında farklı bir boyut kazanmasına neden olduğu söylenebilir. Buradan hareketle bu çalışmanın amacı, siber zorbalığın ortaokul öğrencileri arasında yaşanma durumlarının okul motivasyonu ve eğitim sistemindeki sorunlarla bağlantısının irdelenmesidir. Bu bağlamda çalışma nicel araştırma yöntemlerinden tarama modeli ile gerçekleştirilmiş ve çalışmaya İstanbul'un Tuzla ilçesinden seçilen ortaokul ve İmam Hatip ortaokullarından 196 kız ve 145 erkek öğrenci olmak üzere toplam 341 öğrenci katılmıştır. Verilerin toplanmasında Hinduja ve Patchin (2007) tarafından geliştirilmiş olan ve Türkçeye Özdemir ve Akar (2011) tarafından uyarlanan "Siber Zorbalık ve İnternet Saldırganlığını Tarama Ölçeği" ve Kaynak, Özhan ve Kan (2017) tarafından geliştirilen "Ortaokul Öğrencileri İçin Okul Motivasyonu Ölçeği" kullanılmıştır. Araştırmadan elde edilen bulgulara göre; öğrencilerin siber zorbalık davranışlarına maruz kalma durumlarının onların okul motivasyonlarını etkilediği belirlenmiştir.

Anahtar Kelimeler: Siber zorbalık, okul motivasyonu, ortaokul öğrencileri.

1. INTRODUCTION

Societies have wanted to shape the individuals who formed them for centuries in line with the interests of the society for the society to continue its existence. If we consider this shaping process as socialization, Schools have always been the institutions that played the most influential role in this process. The individual becomes a part of this socialization process by enrolling in schools and believing that with the diploma he/she will receive, he/she will be accepted by the society he/she lives in. For this purpose, educational scientists are trying to make schools the most suitable learning environment (Yağan, 2020). At this point, one of the most critical factors that make the work of educators difficult is aggression. Cyber-

aggression has been added to the aggression that continues at and outside of school, in line with what today brings. This new generation of aggression is in parallel with the development of technology. This aggression or bullying that individuals experience from others in their environment causes them to suffer emotionally, socially, and psychologically (Aktepe, 2013). Along with these negativities, it is seen that there is a change in the school motivation of the individual (Long, Monoi, Harper, Knoblauch & Murphy, 2007).

The scope of the study is to determine the cyberbullying behaviors of students studying in secondary schools and the related problems and to compare them in the context of variables such as gender, class, and school type. From this point of view, the concepts of cyberbullying and school motivation are discussed.

1.1. Cyber Bullying

Belsey, a Canadian educator, used the concept of cyberbullying, which entered our lives much more recently than the traditional concept of bullying, for the first time in 2004. Belsey (2008) defines cyberbullying as "an individual or group's malicious and repetitive use of information and communication technologies to threaten others." Cyberbullying has a larger impact area than traditional bullying; Cyberbullies can harm others at any time of the day, especially with a secret identity and whenever and however they want (Willard, 2007). In addition to these, in the case of traditional bullying, while the persecutor and the persecuted individual are in the same environment, there is a mystery in cyberbullying. This causes the tormenting individual to be even more encouraged (Korkmaz, 2013). These two types of bullying, which show similarities as the main result – the student does not want to come to school – differ from each other in terms of their appearance and basic characteristics.

School Bullying	Cyber Bullying
The identity of the person who is bullying is evident.	You can store the identity of the cyberbully.
More is seen in schools and classrooms.	Cyberbullying, the purpose of communication, is one of the tools from anywhere you can reach.
There is a power imbalance between the parties.	The cyberbully, according to the victim, can use the computer better.
This is done by a person or a small group.	Cyberbullying is a large group of his actions that can lead to.
It is carried out directly in physical and verbal ways.	Cyberbullying, instant messaging, Facebook, using communication tools such as mobile phones, and trying to reach the goal.

Source: Yaman, Eroglu, and Peker (2011) are adapted.

In the context of traditional bullying conceptualization, it is possible to define cyberbullying as "the intentional aggressive behavior of one or more people, using electronic communication tools, for a certain period and continuously, against someone unable to defend himself" (Smith et al., 2008). Compared to traditional school bullying, cyberbullying is also more diverse in terms of media, such as instant messaging, telephone, chat rooms, e-mails, social networking sites, blogs, forums, and websites. Since it is very difficult or even impossible for any institution to establish a full control mechanism in some or all of these areas, cyberbullying is an educational system that needs to be taken as soon as possible in terms of the damage it causes to the students who are exposed to it and has much more destructive effects than traditional school bullying with this dimension. It is a problem.

Psychological Effects	Social Effects	Academic Effects
Sadness	The fall of self-respect	Don't be afraid to go to school
Stress and a busy life	Conflict in peer relationships	Problems in learning
Yourself feeling worthless	To trust others	Truancy
Don't be ashamed of being found out information about self	Difficulty in establishing a friendship relationship life	The fall of the success of the course

Source: Yaman, Eroglu, and Peker (2011) are adapted.

As can be seen, cyberbullying causes great psychological, social, and academic damage to the individuals who are exposed to it. One of the biggest dangers of cyberbullying for society and the education system is that the legal regulations in this area, where it is difficult to identify the perpetrators, are also very inadequate. "Cyber-Tipline" was established in 1998 to monitor objectionable content on the internet in the USA, the country where the internet and thus cyberbullying spread first and fastest. Then, in 2001, the "Children's Protection Law on the Internet" was enacted. In the EU, the "Council of Europe Convention on Cybercrime" was signed and put into effect in 2001. When we come to our country, we see that the legal regulations in this area need to be revised. In our country, where there is no criminal law per se related to cyberbullying, a law numbered 5651 was enacted only in 2007 regarding the regulation of publications on the internet.

Considering the rapid spread of both traditional school bullying and cyberbullying among students and the destruction on students despite the measures being taken, many parents no longer want to send their children to school and feel the need to seek alternative ways for their education (Alper, Canpolat, & Kızılışıkoğlu, 2021). It should not come as a surprise that parents of students are looking for this in an environment where we frequently come across news of mass murder in schools, especially in the United States. In any case, expecting students to be successful both socially and academically in an environment where they do not feel safe is, to say the least, delusional (Yağan, 2020). In this respect, the school system, which cannot guarantee that student safety can be ensured in schools, prompts the parents of the students to apply their children to home school education practices. Considering the studies revealing that 27% of school students are exposed to cyberbullying, it is clear that not only the parents of the students but also the schools, which are social institutions, and the state and education administrators, who are the authorities that design these institutions, should develop different perspectives, especially the root of this problem. They need to start thinking seriously about the causes and how to solve them.

1.2. School Motivation

In its most general definition, motivation can be expressed as "the power that causes an individual to act and act" (Akbaba & Eroğlu, 2013). On the other hand, when this concept is considered school motivation for individuals or students who are studying, it can be said that "students comply with school rules, attend school, fulfill their school-related responsibilities and express the power that is the source of all these" (Kaynak et al., 2017).

It would be appropriate to talk about academic motivation as well as school motivation. Academic motivation (Long et al., 2007), which is defined as students' participation, enjoyment of learning, and general interests, is an important factor in success. Many international studies have shown that academic motivation increases success (Eccles, Wong & Peck, 2006; Ratelle, Guay, Vallerand, Larose & Sénécal, 2007). Many factors can affect student motivation in schools. However, the relationship between motivation and academic achievement has been the subject of many studies in the field (Berger & Hanze, 2009; Brackney & Karabenick, 1995; Fortier & Vallerand, 1995; Lamb, 2010). In addition to the effect of academic success on school motivation, students' beliefs in their cognitive abilities also have an important place. One of the most important negative phenomena affecting school motivation is considered as bullying (and cyberbullying).

Aktürk (2015) concluded that the sample group was selected from high school students and the participants had high cyberbullying sensitivity. In the study, it was determined that female students have more cyberbullying sensitivity than male students. In addition, a positive relationship was found between academic achievement and cyberbullying sensitivity in the study. Another study, it was aimed to measure the relationship between the human values of students and their cyberbullying and cyberbullying sensitivities in a study conducted with secondary school students. In the research in which 173 middle school students participated, the human values model; includes tolerance, honesty, respect, peacefulness, friendship, and responsibility sub-variables.

As a result of the research, while the most effective variable on cyberbullying sensitivity was respected, this variable was followed by the variables of being peaceful, friendship, and responsibility. Researchers have stated that the increase in the values of being respectful, peaceful, friendly, and responsible can contribute positively to cyberbullying sensitivity (Dilmaç, Yurt, Aydın & Kaşaracı, 2016).

Similar to the previous research, in the study conducted with secondary school students, it was determined that 311 students participated in the research and that the students did not have sufficient knowledge and awareness about cyberbullying (Şentürk & Bayat, 2016).

In addition, it was stated by the researchers that although the mean sensitivity of female students was higher than that of male students, the gender factor did not affect cyberbullying sensitivity. When we look at the cyberbullying tools preferred by the bullies after the bullying behaviors and the cyberbullying environments where the victims are exposed to the bullying behavior, online bullying is more common in some online environments. In the study of Kopecký (2014), SMS (49.3%), social networks (39.35%), chat rooms (18.06%), e-mail (11.61%), blogs and websites (3.23%) were determined as the platforms where verbal attacks were carried out most frequently.

In addition to these studies, when we look at the current studies, especially the studies on cyberbullying (Arıcak, 2009; Baker Erdur & Kavşut, 2007; Çetin, Eroğlu, Peker, Akbaba & Pepsöy, 2012; Özdemir & Akar, 2011; Yaman & Peker, 2012) as well as Internet addiction (Ayas, 2012; Bilge, 2012; Ekşi, 2012).

The following conclusions can be drawn from the cyberbullying studies that are directly related to the subject; It has been concluded that students studying in primary school (primary and secondary school) are exposed to cyberbullying (Arıcak, 2009; Ayas & Horzum, 2012; Baker Erdur & Kavşut, 2007; Deniz & Çalışgan, 2015). These results can be interpreted as cyberbullying is quite common and, unfortunately, increasing day by day.

In addition to what all these studies show, it is known that bullying in schools is related to the school climate, and this concept is gaining importance. Hoy, Smith, and Sweetland (2002) define a positive school climate as a healthy organization and institution where there is positive mutual communication between teachers, students, administrators, and other employees in the school, and positive developmental results are expected for all parties. Therefore, for success, school administrators must establish this positive school climate and, more importantly, ensure the continuity of the established positive school climate. At this point, the biggest problem faced by education administrators is the phenomenon of bullying. Conflict is inevitable wherever human beings exist. However, this conflict situation sometimes becomes uncontrollable and causes students, who are the reason for the existence of schools, to become afraid of coming to school. This is considered school bullying, and cyberbullying is increasing day by day with the use of technology in every aspect of people's lives. The effects of bullying can be individual or social. In addition to this, both traditional schools' bullying and cyberbullying are spreading rapidly, especially among students, and despite the measures being taken, their effects on students are increasing, and both students and families are experiencing major problems. This study, considering these negative experiences of the students, it was tried to reveal the connection between the situations of cyberbullying among secondary school students, the school motivation, and the problems in the education system. From this point of view, in this study, the aforementioned cyberbullying and its effect on school motivation are discussed in general terms.

In line with this main purpose of the research, answers to the following questions were sought:

- I. Do the opinions about cyberbullying differ according to the gender of the students?
- II. Does cyberbullying differ according to the grade level of the students?
- III. Does cyberbullying differ according to the type of school students attend?
- IV. Is there a significant relationship between cyberbullying and school motivation?
- V. Is there a significant relationship between cyberbullying and problems in the education system?

2. METHOD

This study aims to examine the relationship between cyberbullying among secondary school students and school motivation and problems in the education system. For this purpose, the relationship between the occurrence of bullying depending on various variables was tried to be determined in the research. In this context, under the title of research method, respectively, the research model, the universe and sample of the research, data collection tools, and data analysis are included.

2.1. Research Model

The study was carried out with the relational survey model, one of the quantitative research methods. Scan models; are studies that aim to describe a situation that exists in the past or present. The group, event, or object included in the study is tried to be explained in its current conditions (Karasar, 2018). In the relational survey model, on the other hand, the covariance of the variables studied, and the direction of the

change in case of any change is tried to be understood. The relational model, which is also called the correlation-type relational model, is used in multivariate studies (Karasar, 2018).

2.2. Universe and sample of the study

The study group of the research consists of 341 students who are studying at different Imam Hatip Secondary Schools and Secondary Schools in the Tuzla district of Istanbul in the 2022-2023 academic year and volunteer to participate in the research. The schools where the study was conducted were determined by the researcher by random method. In the study, attention was paid to ensuring that the numbers of male and female students were equal or close to each other.

2.3. Data Collection Tools

In the study, two separate data tools, "Cyberbullying and Internet Aggression Screening Scale" and "School Motivation Scale for Secondary School Students," were used.

2.3.1. Cyberbullying and Internet Aggression Screening Scale

The data obtained within the scope of the study were collected through the "Cyberbullying and Internet Aggression Screening Scale" developed by Hinduja and Patchin (2007) and adapted to Turkish previously. The scale in question was used by obtaining necessary permissions as it was suitable for the purpose and content of the research. Cyberbullying and Internet Aggression Screening Scale; It consists of two separate subscales consisting of a total of eighteen items: "Being a Victim of Cyberbullying" and "Being a Cyberbully." High scores obtained from the scale show the situation of being a victim/victim of cyberbullying and being a cyberbully more intensely. For the validity and reliability studies of the scales, it was carried out by applying them to 60 students studying in two imam hatip secondary schools and secondary schools where the research was conducted.

2.3.2. School Motivation Scale for Secondary School Students

Secondly, the "School Motivation Scale for Secondary School Students" developed by Kaynak, Özhan, and Kan (2017) was used in the study. This scale consists of 14 items and 3 sub-dimensions. Items were arranged for the dimensions of Goal, Performance, and School Engagement, and three of these items were reverse-scored. As the scores obtained from the scale increase, the school motivation level of the student also increases. As in the other scale, validity and reliability studies were carried out by the researchers on this scale.

2.4. Data Analysis

The study was carried out after obtaining the necessary permissions in secondary schools and imam hatip secondary schools as planned in the Tuzla district of Istanbul. After starting the study, the data collected within the scope of the research were analyzed using descriptive statistical techniques via the SPSS 22 package program.

Before proceeding to the findings, the descriptive, skewness, kurtosis, and Cronbach Alpha reliability values of the scales used in the study were calculated. The results of these values are given in Table 1.

Table 1. Means, Standard Deviations, Minimum, Maximum, Skewness, Kurtosis, and Confidence Coefficients of the Scales

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min.</i>	<i>Max.</i>	<i>Skewness</i>	<i>Kurtosis</i>	<i>Cronbach Alpha a</i>
Cyber Bullying	341	1.07	.161	1.00	2.19	3.47	14.90	.770
School Motivation	341	4.10	.580	1.86	5.00	.726	.801	.863

When Table 1 is examined, it is seen that the data show normal distribution (skewness and kurtosis) and are reliable. In addition, it is seen that the mean of school motivation ($M=4.10$) is higher than cyberbullying ($M=1.07$). In all analysis results, the level of significance was taken as $p<.05$.

3. RESULTS

The t-test for comparing the means of the paired groups for the relationship between the occurrence of cyberbullying among secondary school students and the problems in the school motivation and education system according to some demographic characteristics, ANOVA for the comparison of the mean of more than two groups, correlation and independent variable (cyberbullying) to determine whether there is a

relationship between the two variables predicted the dependent variable (school motivation), regression analyzes were performed. In addition, the data were analyzed by performing parametric tests.

Table 2. Descriptive Statistics of Students' Demographic Characteristics

Demographic Variables (N:341)	N	%
Cinsiyet		
Female	196	57,5
Male	145	42,5
Type of School		
Secondary School	286	83,9
Imam Hatip Secondary School	55	16,1
Snif		
5. Class	17	5,0
6. Class	19	5,6
7. Class	145	42,5
8. Class	160	46,9
Toplam	341	100

As can be seen in Table 2, which includes the demographic characteristics of the students, while the number of male students and the number of female students is approximately the same, there is a noticeable difference between the number of secondary schools and imam hatip secondary schools. Similarly, it is seen that the students studying in the 7th and 8th grades constitute the majority, while participation is much less in the 5th and 6th grades.

Table 3. Cyberbullying Scale, The Scores of The Students According to Gender t-test Results

Değişkenler	Groups	N	M	Ss	t-test		
					t	Sd	p
Cyber Bullying	Female	196	1.08	.175	1.153	341	.125
	Male	145	1.06	.138			

According to the findings in Table 3, students' thoughts on cyberbullying behaviors do not show a significant difference according to their gender ($p > .01$). In addition, another point that these data show is that the opinions of both female and male students about cyberbullying behaviors are very close to each other.

Table 4 shows the results of the independent groups t-test, which was conducted to determine whether the opinions of students about school motivation in this study, which examined the relationship between cyberbullying and school motivation, show a significant difference according to their gender.

Table 4. School Motivation Scale Scores of Students ' Gender, According to t-test Results

Variables	Groups	N	M	Ss	t-test		
					t	Sd	p
School Motivation	Female	196	4.17	0.57	2.739	341	.006
	Male	145	4.00	0.57			

When the data in Table 4 is examined, students' thoughts on school motivation show a significant difference according to their gender ($p < .01$). According to this, It is seen that female students' thoughts on school motivation ($M=4.17$) are more positive than male students' thoughts on school motivation ($M=4.00$).

Table 5 shows the results of the t-test analysis conducted to determine whether students' thoughts on cyberbullying behaviors regarding the relationship between cyberbullying and school motivation differ according to school type.

Table 5. Cyberbullying and The Scales of The Scores of The Students According to The Type of School Motivation t-test Results

Variables	Groups	N	M	Ss	t-test		
					t	Sd	p
Cyber Bullying	Secondary School	286	1.08	.17	1.86	339	.006
	Imam Hatip S.	55	1.04	.09			
School Motivation	Ortaokul	286	4.07	.56	2.54	339	.639
	Imam Hatip S.	55	4.28	.61			

When the data in Table 5 is examined; first of all, it is seen that students' thoughts about cyberbullying behaviors in the context of school type variable show a significant difference ($p < .01$). Starting from here; It has been determined that the average of the thoughts of the students studying in secondary schools about

cyberbullying is higher. On the other hand, it was revealed that there was no significant difference in students' thoughts about school motivation depending on the school type variable ($p > .01$).

The results of the one-way analysis of variance (ANOVA) conducted to determine whether students' thoughts on cyberbullying behaviors differ significantly according to the class variable are given in Table 6.

Table 6. The Anova Results of Students According to The Class of Scale Scores Cyber Bullying

Class	N	M	Ss	Source Of Variance	KT	Sd	KO	F	p
5. Class	17	1.04	.076	Between Groups	.140	3	.047		
6. Class	19	1.02	.052	In-Group	8.681	337	.026		
7. Class	145	1.07	.197	Total	8.821	340		1.817	.144
8. Class	160	1.09	.134						
Total	341	1.07	.161						

When the data obtained in Table 6 is examined, it is seen that students' thoughts about cyberbullying behaviors do not show a significant difference according to the grade levels of the schools they study ($F=1.187$; $p > .001$).

The results of the one-way analysis of variance (ANOVA) conducted to determine whether students' thoughts on school motivation differ significantly according to the class variable are given in Table 7.

Table 7. School Motivation Scale Scores According to ANOVA Results of Students in The Cass

Class	N	M	Ss	Source Of Variance	KT	Sd	KO	F	p
5. Class	17	4.60	.489	Between Groups	6.434	3	2.145		
6. Class	19	4.35	.481	In-Group	107.949	337	.320		
7. Class	145	4.10	.604	Total	114.383	340		6.696	.000
8. Class	160	4.02	.545						
Total	341	4.10	.580						

When the data obtained in Table 7 is examined, it is seen that students' thoughts on school motivation show a significant difference according to the grade levels in the schools they study ($F=6.696$; $p < .001$). In other words, it was determined that there were differences in students' thoughts about school motivation depending on the class variable. From this point of view, it can be said that the students studying in the 5th and 6th grades have more positive views on school motivation than the other students in the 7th and 8th grades.

The results of the correlation analysis conducted to determine the relationship between students' thoughts about cyberbullying behaviors and their school motivation levels are given in Table 8.

Table 8. Cyber Bullying Results of Correlation Analysis Between Levels of School Motivation Thoughts of Students with Behavior

	Cyber Bullying	- School Motivation	Total
Cyber Bullying Behaviors	r	.1	341
School Motivation	r	-.148**	341
Total	r	341	341

According to the correlation analysis given in Table 8, It is seen that there is a moderate and negative relationship between students' cyberbullying behaviors and their thoughts on school motivation ($N=341$; $r = -.148$).

The analysis results of the regression analysis conducted to determine the relationship between students' thoughts about cyberbullying behaviors and their school motivation levels are given in Table 9.

Table 9. School Students Cyber Bullying Behavior Yordayip Results of Regression Analysis Predicting Whether The Level of Motivation in The Relationship

The Argument	Dependent Variable	B	Std. Error	(β)	t	p	R	R ²	F	p
Hard	School Motivation	4.68	.211		22.20	.000				
Cyber Bullying		.534	.193	-.148	2.762	.006	.148	.022	7.626	.006

When the data seen in Table 9 are examined, It is seen that cyberbullying behaviors significantly predict students' school motivation levels ($r^2 = .022$; $p < .001$). In other words, cyberbullying behaviors explain approximately 10% of the total variance in students' school motivation levels ($\beta = -.148$; $r = .148$; $r^2 = .180$;

$F=7.626$; $p<.001$). At the same time, students' thoughts on cyberbullying behaviors negatively affect school motivation.

4. DISCUSSION, CONCLUSION, and RECOMMENDATIONS

First of all, it was concluded that there was no significant difference between the thoughts of students studying in different types of secondary schools about cyberbullying behaviors. It can be said that this result is in parallel with the results of many studies conducted in the field (Patchin & Hinduja, 2006; Williams & Guerra, 2007; Topçu, Erdur-Baker & Çapa-Aydın, 2008; Arıca, 2009; Türk & Gürkan, 2019; Zorlu, 2023). However, in studies conducted in the field, bullying (or cyberbullying) is generally handled depending on the gender variable, and accordingly, it is seen that male students have more bullying behaviors or tendencies (Boulton & Underwood, 1992; Ahmad & Smith, 1994; Li, 2007; Topçu et al., 2008; Satan, 2010; Serin, 2012; İskender, 2013; Pekşen Süslü & Oktay, 2018). In addition, it can be mentioned that there are studies with different results (Keith & Martin, 2005). On the other hand, in many studies on cyberbullying awareness, it has been determined that female participants have more awareness than men (Gezgin & Çuhadar, 2012; Horzum & Ayas, 2013; Aktan & Çakmak, 2015; Ata & Adnan, 2016; Dikmen & Çağlar, 2017; Pınar, Cesur, Koca, Sayın & Sancak, 2017; Odacı & Çelik, 2018; Köprü & Duman, 2019; Peker, 2019; Gelmez, 2020; Hendekçi & Kadiroğlu, 2020).

One of the remarkable results is that female students' thoughts regarding school motivation are more positive than male students' thoughts. Similarly, studies show that female students have higher levels of motivation toward school (Rusillo & Arias, 2004; Alşan, 2009). In addition, in individuals exposed to cyberbullying, Problems such as loss of motivation toward class/school, academic failure, and not attending school (Beran & Li, 2005) are seen.

On the other hand, it was determined that students' thoughts on cyberbullying behaviors in the context of the school-type variable showed a significant difference, but there was no difference in school motivation when the same variable was taken into account. It is a remarkable result that the average thoughts of students studying in secondary schools about cyberbullying are higher. Studies on bullying or cyberbullying show that female students are bullied more (Satan, 2010; Ümmetler İlhan, 2016). In the context of the school type variable, it was determined that the student's thoughts on cyberbullying behaviors were in the same direction according to the class variable, as well as their thoughts on school motivation. In other words, it has been revealed that there are differences in students' thoughts about school motivation depending on the class variable. It can be said that especially students studying in lower grades (5th and 6th grades) have more positive views on school motivation than other students (compared to students studying in 7th and 8th grades). It can be said that this result depends on many factors; age, adolescence, socio-economic status, etc. It has been determined in many studies that the cyberbullying levels of students studying in higher grades increase compared to those studying in lower grades (Kowalski & Limber, 2007; Ayas & Horzum, 2011; Türk & Gürkan, 2019).

It is seen that the student's thoughts on cyberbullying behaviors do not show a significant difference according to the grade levels in the schools where they study. However, in many studies conducted in the field, it has been observed that bullying increases as the grade level increases, and being in a public or private school similarly affects the result (Bentley & Li, 1995; Nansel et al., 2001; Kapçı, 2004; Satan, 2010).

It has been determined that there is a moderate and negative relationship between students' positive feelings towards school or school motivation and their thoughts on cyberbullying behaviors. Although different results have been obtained in many similar studies, it is known that students with low school motivation (this can also be understood as a low academic achievement) have higher cyberbullying behaviors, similar to the result obtained in this study. Some studies express the opposite of this result (Türk & Gürkan, 2019).

It is seen that cyberbullying behaviors significantly predict students' school motivation levels. Put differently, it can be said that the thoughts and behaviors about bullying or cyberbullying are related to the level of school motivation. This situation shows itself in studies dealing with students' school motivation or academic success and bullying, and it is seen that similar results have been achieved (Beran & Li, 2005; Ybarra, Diener-West & Leaf, 2007; Raskauskas & Stoltz, 2007; Akbıyık & Kestel, 2016; Türk & Gürkan, 2019).

This study, which deals with the subject of bullying, is thought to have an important place in terms of revealing the situation of bullying (also cyberbullying) among secondary school students. At the same time, depending on the data obtained, it was examined whether there was any relationship between the problems in the education system and school motivation. It is thought that such studies will be of great importance in terms of minimizing the bullying and cyberbullying situations that have increased in recent years, especially in schools, and the problems that arise due to them. In addition to these, research, teacher pieces training, and internet-oriented pieces of training can be provided. In addition, by revealing the facts that negatively affect students' school motivation, problems that may arise with increasing academic success can be prevented.

In addition, depending on the data obtained in line with the purpose of the study, both the problems in the education system and the bullying in particular, the Ministry of National Education and educational institutions at all levels under the Ministry of National Education should focus on the learning areas of the students, take precautions and raise awareness to fight against bullying effectively. It can be said to be a guide.

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