

Emotional Intelligence Levels and Cyberbullying Sensibility among Turkish University Students

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ABSTRACT

The aim of this study is to investigate the emotional intelligence levels and cyberbullying sensibility among university students. The sample of this descriptive study is composed of 1,420 university students studied in 2014–2015 academic years. Data was collected by Personal Information Form, Emotional Intelligence Scale, and Cyberbullying Sensibility Scale. It was found that, 31.1% of students were exposed to cyberbullying and 49.3% of them made a complaint. A significant weak positive correlation was found between scores of Emotional Intelligence Scale and Cyberbullying Sensibility Scale ($r=0.156$; $p=0.000$), and as emotional intelligence levels increase, sensibility to cyberbullying was seen to increase. In the study, significant differences ($p<0.05$) according to students' departments were found between optimism/improving mood, expression of feelings that are sub-factors of the emotional intelligence scale, total Emotional Intelligence Scale score, and total Cyberbullying Sensibility Scale score. There were significant differences ($p<0.05$) between total EIS and CSS scores according to gender and perception of academic achievement. According to these results, as students' emotional intelligence levels increase, their sensibility to cyberbullying also increases. Sensibility to cyberbullying and emotional intelligence levels are high for students who study social science related subjects, who are females, and who perceive their academic achievement as good. It is recommended to create programs to increase students' levels of emotional intelligence and to improve their sensibility to cyberbullying.

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Keywords:

University students, emotional intelligence, cyberbullying, cyberbullying sensibility, mental health

Introduction

Technological opportunities allow quick and easy access to academic knowledge but, at the same time, their unlimited, uncontrolled, and unrestrained use has led to the problem known as cyberbullying (Tanrikulu, Kinay & Aricak, 2013). Cyberbullying is defined as repetitive use of information and communication technologies by an individual or a group for the purpose of harming other individuals (Akbulut & Eristi, 2011; Ayas & Horzum, 2011; Tanrikulu, Kinay, & Aricak, 2013). In other words, "behaviours that support deliberate, repetitive and hostile acts consisting of use of information and communication technologies such as e-mail, cell phone, pager, short message services and websites by an individual or a group with the intention of harming" (Aricak, 2009; Tanrikulu et al., 2013). Cyberbullying is a major problem in society, and occurs relatively often among students. Aricak et al. (2008) found that 36.1% of students have been exposed to cyberbullying behaviours, such as ridicule, insult, threat, or publication of pictures by others. Dilmac (2009) found that 55.3% of students were exposed to cyberbullying at least once with the purpose of threat and humiliation. Bayram and Sayli (2013) found that 30.6% of students were exposed to cyberbullying at least once with the purpose of threat and humiliation. Pinchot and Poullet (2013) also found that 21% of university students had been exposed to cyberbullying.

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Cyberbullying actions can lead to devastating consequences on the individual, they can damage emotional, social, and psychological development and negatively affect academic success (Akbulut & Eristi, 2011; Elipe, Mora-Merchán, Ortega-Ruiz, & Casas, 2015; Gezgin & Cuhadar, 2012). Cyberbullying leads to anger, enervation, unease, and hopelessness in individuals, and causes individuals to fear people and move away from technology. It also leads individuals to move away from responsibilities, to have a sense of loneliness, to have damaged self-esteem, and to develop feeling of worthlessness (Ayas & Horzum, 2011; Basturk Akca, Sayimer, Balaban Sali & Ergun Basak, 2014; Elipe et al., 2015; Tanrikulu, Kinay & Aricak, 2015). Accordingly, depression, anxiety, suicide attempts, and alcohol, tobacco, and drug use can be seen in individuals (Elipe et al., 2015; Güzeller & Tuna Gencosman, 2013; Ozden & Icellioglu, 2014; Pinchot & Poullet, 2013; Tanrikulu et al., 2015). A key element in coping with and reducing cyberbullying is to create individual and social awareness and raise sensibility about cyberbullying in young individuals, especially those that use information and communication technologies intensively (Gezgin & Cuhadar, 2012; Hanewald, 2008; Uysal, Duman, Yazici & Sahin, 2014). Cyberbullying sensibility is defined as “behaviours conducted to refrain from behaviours that may lead to exposure to bullying behaviours during the use of cyber tools, such as internet and mobile phones, to be aware of the existence of such threats, and to take measures and to be cautious about noticing stimuli that could pose a threat” (Tanrikulu et al., 2013, p. 40).

It is important to for individuals to have high emotional intelligence to enable them to be aware of their problems, to cope with stress, and to solve their problems successfully. Emotional intelligence is the ability to cope with environmental pressures and demands effectively, to have healthy communication with people, to overcome problems by adapting quickly to unexpected events, and to be more successful at fulfilling environmental requirements (Tetik & Acikgoz, 2013). Emotional intelligence was used by Salovey and Mayer in the first half of the 1990s and popularised by Goleman. Goleman’s emotional intelligence model consists of being aware of one’s feelings/self-knowledge, managing emotions, motivating oneself, empathy, and social skills dimensions. On the other hand, Salovey and Mayer determined that four dimensions are sufficient for measuring emotional intelligence, which are recognising, using, understanding, and regulating emotions (Ancel, Acikgoz & Yavas Ayhan, 2015). Those who have high emotional intelligence know themselves and others, see their errors, evaluate values and goals realistically, are aware of their requirements, are aware of their strengths and weaknesses, manage to control their emotions, and establish effective relationships (Tetik & Acikgoz, 2013). These people become more advantageous, happy, and productive, both in their private and professional lives (Yilmaz Karabulutlu, Yilmaz & Yurttas, 2011). Emotional intelligence is an important factor in individuals’ interpersonal relationships, in developing a positive point of view on life, and in increasing life quality and skills (Marzuki et al., 2012; Yilmaz, Hamarta, Aslan & Deniz, 2013). Emotional intelligence allows individuals to recognise their own emotions and others’ emotions, and allows them to give appropriate responses by reflecting information about their emotions effectively in their daily and professional lives (Deniz & Yilmaz, 2006; Yilmaz et al., 2013). It has been reported that individuals who have high emotional intelligence also have higher skills at overcoming problems (Tetik & Acikgoz, 2013; Ugoji, 2012; Yilmaz Karabulutlu et al., 2011). In this context, having high emotional intelligence will help university students to protect themselves effectively against cyberbullying, both during their studying process and in their later lives. When studies carried out in our country and in abroad were examined (Deniz & Yilmaz, 2006; Gezgin & Cuhadar, 2012; Hamissi, Babaie, Hosseini & Babaie, 2013; Marzuki et al., 2012; Ugoji, 2012), although there are some studies that examine cyberbullying sensibility and emotional intelligence levels, there are no studies that examine the relationship between them. The aim of the study is to examine the emotional intelligence levels and cyberbullying sensibility among university students. Therefore, this study seeks the answers to the following questions:

1. Do university students expose themselves to cyberbullying?
2. What are university students’ emotional intelligence levels and cyberbullying sensibility levels?
3. Is there a significant relationship between university students’ emotional intelligence levels and their cyberbullying sensibility?
4. Are there any significant differences between emotional intelligence levels and cyberbullying sensibility university students’ according to some variables?

Method

A descriptive study was conducted between December 2014–February 2015. In total, 25,413 students studying at faculties and graduate schools of a state university located in Central Anatolia made up the scope of this research. Cyberbullying sensibility prevalence was taken as 50% in university students, and 1,420 students, selected by using a 99% confidence interval and 3 degrees of freedom, created the sample of the study.

The average age of students is 20.80 ± 2.01 (min: 17, max: 38), 50.8% are between 17–20 years old. With regards to the subjects that the students specialise in, 40.6% study social sciences (Economic and Administrative Sciences, Literature, Education, Communication, Fine Arts), 30.0% of them study physical sciences (Engineering, Science, and Technology), and 29.4% of them study health sciences (Health Sciences, Medicine, and Health Services). With regards to demographic variables, 58.9% of students are female, 43.3% of them have 4 or more siblings, 35.6% of them are first child of the family. It has been found that 59.7% of participants lived in the city centre before they start to take education, 81.6% of them have small families, 64.4% of their mothers and 49.0% of their fathers had only primary education, 92.7% of their mothers do not work, 63.9% of their fathers work. It was also found that 47.5% of students stated that they manage their own income and expenses, 61.4% of them stated that their academic achievement was good, 62.5% of them stated that their health situation is good, and 80.7% of them stated that they do not smoke.

Data Collection Tools

Personal information form. This form, which researchers prepared by scanning the literature, consisted of 22 questions relating to students' socio-demographic characteristics, such as age, gender, marital status, department of education, and class (Göçet, 2006; Tanrikulu et al., 2013; Uysal et al., 2014).

Emotional intelligence scale (EIS). Originally developed by Schutte et al. (1998), the scale's adaptation to Turkish was done by Göçet (2006). EIS consists of 41 items, of which 20 of them were positive and 21 negative. The scale is composed of 3 factors: Optimism/improving mood (items 2, 5, 7, 9, 11, 12, 15, 18, 19, 21, 27, 29, 30, 32, 33, 37, 38), exploitation of feelings (items 4, 10, 20, 23, 25, 34), and expression of feelings (items 1, 6, 8, 17, 22, 24, 26, 28, 31, 35, 36, 39, 40, 41). The scale measures these three factors and emotional intelligence in general. The scale has a Likert type rating system, ranging from 1–5 ((1) strongly disagree, (2) disagree, (3) undecided, (4) agree, and (5) strongly agree). High scores from the scale indicates high emotional intelligence. Items 3, 13, 14, and 16, which did not contribute any of these three subdimensions, were not included in the adapted scale. The Turkish version of the scale's Cronbach Alpha co-efficiency of the internal consistency was .81 for the whole, .77 for optimism/improving mood factor, .73 for expression of feelings, and .54 for exploitation of feelings (Göçet, 2006). In our study, Cronbach's alpha coefficient was .88 for the whole scale, .89 for optimism/improving mood factor, .75 for expression of feelings, and .68 for exploitation of feelings.

Cyberbullying sensibility scale (CSC). The scale was developed by Tanrikulu et al. (2013) to measure cyberbullying susceptibility. The validity and reliability study was conducted with 663 high school students in Istanbul. In the scale, designed as fifteen items, one item was removed to provide one dimensionality after the first application. In the second analysis, which was repeated by increasing the sample size, an item with insufficient load value was removed from the scale and the scale was finalised. Composed of 13 items and a single factor, the scale explains 46.658% of the total variation. Scale has "yes", "sometimes", and "no" options. The scale is scored as follows: No=1, Sometimes=2, and Yes=3. The lowest score that can be obtained from the scale is 13 and the highest score is 39. A high total score indicates high cyberbullying sensibility. Co-efficiency of the internal consistency of the scale were .83 and .90, split half test reliability co-efficiency were .75 and .84, and Cronbach's alfa co-efficiency, which was calculated for the whole scale, was .79 (Tanrikulu et al., 2013). In our study, Cronbach alfa co-efficiency was determined as .82. The emotional intelligence scale and cyberbullying sensibility scale scores are dependent variables of the study. The independent variables of the study are the demographic characteristics, such as departments, age, class, gender, and perceived academic achievement.

Procedure

Before the application, a face-to-face meeting was conducted with students, they were informed about the subject and purpose of the research, and they were asked to read an informed consent form. Students

were informed that it is their own decision to participate in the study, that they should not write their names on the form, that the information obtained from the study will not be used for any other study, and that their personal details will remain confidential. Questionnaires were distributed to students who agreed to participate in the study, and it took about 10–15 minutes to fill out the forms. Data were collected when students were in theoretical lectures, in classrooms, and at other times when they were available. Forms filled out in classrooms were handed over to researchers by class representatives.

Data Analysis

The data obtained from the study were analysed using SPSS 14 software. Frequency tables were used for the determination of students' cyberbullying related thoughts (Table 1). The average, standard deviation, minimum, and maximum values for the scales are presented (Table 2). In order to determine the relationship between scale scores, Pearson correlation analysis was used (Table 3). Variance analysis and t tests were used in the comparison of students' answers for Emotional Intelligence Scale and Cyberbullying Sensibility Scale according to some variables (Table 4). The significance level was taken as $p < 0.05$.

Ethical Principles

Before starting the research, written permission was taken from educational institutions in which research would be conducted and ethical approval was taken from non-interventional Clinical Research Ethics Board (decision number: 2014-12/05). The study was conducted in accordance with the Declaration of Helsinki.

Findings

Table 1. Some characteristics of students' and their thoughts on cyberbullying

Characteristics		Number	Percentage
Study scheme	Every day regularly	138	9.7
	Once a week intensely	206	14.5
	Before exams	944	66.5
	Not studying	132	9.3
Feeling lonely	Always	131	9.2
	Never	305	21.5
	Sometimes	984	69.3
Decision making	Making decision independently	494	34.8
	Make decisions by consulting with parents	909	64.0
	Family make decisions	17	1.2
Self-confidence	Always	980	69.0
	Never	26	1.8
	Sometimes	414	29.2
Exposing to cyberbullying	Yes	442	31.1
	No	978	68.9
What students do against cyberbullying (n=442)	Did nothing	73	16.5
	Shut down the device (internet, mobile phone etc.)	73	16.5
	Changed IP address	28	6.3
	Made a complaint	218	49.3
	Other	50	11.4

In total, 66.5% of students stated that they study their classes before exams, 69.3% of them sometimes feel lonely, 64.0% of them make decisions by consulting their parents, 69.0% of them have constant self-confidence, 31.1% of them were exposed to cyberbullying, 49.3% of them made a complaint, 16.5% of them did nothing about it and closed the tool they were using, and 6.3% of them stated that they changed the IP address (Table 1).

Results Related Students' Emotional Intelligence and Cyberbullying Sensibility

Table 2. Students’ emotional intelligence and cyberbullying sensibility scores

Scales	Min-Max	X±SD
Optimism/improving mood	19–85* (17-85)**	63.58±11.00
Exploitation of feelings	7–30* (6-30)**	20.79±4.33
Expression of feelings	18–70*(14-70)**	48.59±7.72
Total EIS	52-179*(37-185)**	132.97±18.12
CSS	13–39*(13-39)**	33.67±4.62

*Minimum and maximum scores students’ get from scale

**Scale’s minimum and maximum scores

From the sub-factors of the Emotional Intelligence Scale, the average score for optimism/improving mood is 63.58±11.00 (min:19; max:85), exploitation of emotions is 20.79±4.33 (min:7; max:30), expression of feelings is 48.59±7.72 (min:18; max:70), total Emotional Intelligence Scale is 132.97±18.12 (min:52; max:179), and total Cyberbullying Sensibility Scale is 33.67±4.62 (min:13; max:39) (Table 2).

Table 3. The relation between students’ emotional intelligence and cyberbullying sensibility

	EIS			
	Optimism/ improving mood	Exploitation of feelings	Expression of feelings	Total EIS
CSS	r=0.151 p=0.000*	r=0.124 p=0.000*	r=0.082 p=0.002*	r=0.156 p=0.000*

*p<0.05

A significant weak positive correlation was found between total Cyberbullying Sensibility Scale scores, optimism/improving mood (r=0.151; p=0.000), exploitation of emotions(r=0.124; p=0.000), and expression of feelings (r=0.156; p=0.002), which are sub-factors of emotional intelligence scale and total Emotional Intelligence Scale scores. As students' emotional intelligence levels increase, their sensibility to cyberbullying also increases (Table 3).

Table 4. Emotional intelligence and cyberbullying sensibility scores of students according to some variables

	CSS	EIS			
		Optimism/ improving mood	Exploitation of feelings	Expression of feelings	Total EIS
	X±S	X±S	X±S	X±S	X±S
Departments					
Health sciences (n=418)	33.47±4.72	62.35±10.94	21.01±4.19	47.85±7.37	131.23±17.17
Physical sciences (n=426)	33.14±4.85	63.34±11.28	20.38±4.35	48.51±8.18	132.23±19.28
Social sciences (n=576)	34.21±4.32	64.64±10.74	20.94±4.41	49.18±7.59	134.77±17.77
F**	F=7.239	F=5.422	F=2.812	F=3.615	F=5.168
P	p=0.001*	p=0.005*	p=0.060	p=0.027*	p=0.006*
Gender					
Female (n=837)	34.41±4.28	64.90±9.99	21.39±4.15	48.83±7.38	135.13±16.68
Male (583)	32.61±4.88	61.67±12.06	19.93±4.45	48.24±8.19	129.86±19.60
t***	t=7.349	t=5.499	t=6.292	t=1.404	t=5.443
p	p=0.000*	p=0.000*	p=0.000*	p=0.161	p=0.000*
Perception of academic achievement					
Good (872)	33.96±4.36	64.57±11.02	20.77±4.32	49.25±7.79	134.46±18.13
Middle (476)	33.36±4.82	62.30±10.76	20.78±4.35	47.49±7.59	130.59±17.98
Bad (72)	32.29±5.88	59.93±10.74	21.11±4.40	47.81±6.99	128.86±16.70
F**	F=5.974	F=10.895	F=0.205	F=8.491	F=9.633
P	p=0.003*	p=0.000*	p=0.815	p=0.000*	p=0.000*

*p<0.05

** Variance analysis

***T tests

According to students' departments, significant differences ($p < 0.05$) were found between optimism/improving mood and expression of feelings, which are sub-factors of the emotional intelligence scale, total Emotional Intelligence Scale, and total Cyberbullying Sensibility Scale, however, it was found that there is no significant difference ($p > 0.05$) in exploitation of emotions. Optimism/improving mood, expression of feelings, which are sub-factors of the emotional intelligence scale, total Cyberbullying Sensibility Scale and total Emotional Intelligence Scale scores were found to be higher among students who study in social sciences related departments than among those who study in health and science related departments.

There was a significant difference between cyberbullying sensibility scale scores according to gender ($p < 0.05$). Cyberbullying sensibility of female students is higher. There was a significant difference ($p < 0.05$) between optimism/improving mood, expression of feelings and total emotional intelligence scale scores according to perception of academic achievement. Those who perceive their academic achievement as good have higher optimism/improving mood, expression of feelings, and total emotional intelligence levels (Table 4). There was no significant difference between cyberbullying sensibility scale, total emotional intelligence scale, and its subfactors according to age, place of residence before university, family type, education and work status of mother and father, perception of income level, health status, and smoking ($p > 0.05$).

Discussion and Conclusions

The rapid development of technology and the proliferation of technological opportunities in recent years has led to deviation from their aim, and these tools have started to be used to harm others. This situation poses a problem known as cyberbullying. Increasing the levels of cyberbullying sensibility among individuals who use information and communication technologies intensively is an important factor in preventing cyberbullying. Having high cyberbullying sensibility is important for preventing new victims of cyberbullying and for decreasing its negative influences. To ensure this, having high emotional intelligence is essential.

In this research, 31.1% of students stated that they exposed to cyberbullying. In studies carried out with university students in our country, similar results were observed, with the rate being 30.6% in Bayram and Sayli's (2013) study and 55.3% in Dilmac's (2009) study. Faucher, Jackson, and Cassidy (2014) revealed that the rate of students' exposure to cyberbullying for one year is 24.1% and Elipe et al. (2015) found that more than half of university students (54%) had been exposed to cyberbullying in the last two months. In our study, nearly half of the students stated that they made a complaint when they were faced with cyberbullying, and a small number of them stated that they did nothing and shut down the tool. Bayram and Sayli's (2013) study revealed that 18.5% of students called the police and 36.6% of students stayed offline to get away from cyberbullying.

In the study, it was found that university students have high levels of cyberbullying sensibility. Accordingly, students are aware of cyberbullying behaviours they may face, they can attempt to protect themselves against such actions, and they are aware that internet and virtual environments may include risks and dangers. The findings are consistent with findings from other studies (Akturk, 2015; Ayas & Horzum, 2011; Gezgin & Cuhadar, 2012; Ozgur, 2015; Uysal et al., 2014; Yenilmez & Seferoglu, 2013; Yilmaz, 2010).

In the study, university students' emotional intelligence score averages were found to be high. Consistent with our study, Tetik and Acikgoz (2013) found that university students have high emotional intelligence. In contrast to our study, Unsar, Yildiz Findik, Kurt Sadirli, Erol, and Unsar (2009) found that students have moderate emotional intelligence, Yilmaz Karabulutlu et al. (2011) found it to be slightly above the average, and Tambag, Kaykunoglu, Gunduz, and Demir (2014) found it to be below the average. Unlike our study, Marzuki et al. (2012) found students' emotional intelligence levels to be low, in his study carried out with 3,101 students from 10 universities. These differences are thought to be due to the differences in residence areas and departments of education.

As students' emotional intelligence levels increase, their cyberbullying sensibility also increases. Emotional intelligence is understood in terms of a person's knowing, understanding, and managing their own feelings, understanding the feelings of others, and building effective relationships with them (Tetik & Acikgoz, 2013). Emotional intelligence is correlated with understanding yourself and others, being able to

establish better relationships, being in harmony with the environment, and shaping communication with others in one's environment based on common sense (Tambag et al., 2014). Those who have high emotional intelligence levels feel good about themselves, establish good relationship with others, enjoy their lives, are successful in their academic and private life, and have leadership, innovativeness, and effective management skills (Unsar et al., 2009). In this context, as a result of the high emotional intelligence, students can protect themselves from the harmful environment of the internet, by easily noticing harmful actions and taking precautions. Hamissi et al. (2013) examined the relationship between internet addiction and emotional intelligence with 201 university students and found a significant negative relationship at a moderate level. As a result of high emotional intelligence, internet addiction can be taken under control. In their study with 397 undergraduate students, Ojedokun and Idemudia (2013) found a significant negative relationship between cyberbullying and emotional intelligence. Although there are studies about cyberbullying sensibility and emotional intelligence, studies that examine the relationship between them could not be found.

Cyberbullying sensibility scores of students' who study in social sciences related departments are higher than from sub-factors of Emotional intelligence scale's optimism/improving mood, expression of feelings and total emotional intelligence scores of students' who study in health and science related departments. Subjects studied in social science related departments include Economics and Administrative Sciences, Literature, Education, Communication, and Fine Arts. Emotional intelligence is influenced not only by student's personal characteristics but also environmental factors (Soylemezoglu, Doruk & Yazgan Gulseren, 2014). Accordingly, students studying social science related subjects have sufficient information, communication, and skills because of environmental factors, education system, education styles, and learning environment, and this explains why their awareness and emotional intelligence levels are higher. Students in social science related subjects are thought to develop skills of understanding and realising their feelings by exhibiting their skills in literature, art, and music. This finding can be explained, as students that study social science related subjects are more creative and have more skills in developing their feelings, whereas students that study other fields are directed to develop their minds and skills and raise their academic success rather than developing their feelings. The fact that the number of students studying in social sciences areas (40.6%) in our research is higher than the number of students in other areas may have affected this significance. Erdogdu (2008) found that students' emotional intelligence differs according to departments, and students studying at a Fine Arts Faculty have higher emotional intelligence scores than students studying in other faculties. Sánchez-Ruiz, Pérez-González, and Petridez (2010) found that social sciences and fine arts departments have higher scores than technical departments with regards to sensuality. Moreover, Yelkikalan et al. (2012) found significant differences in emotional intelligence between students in different faculties.

In our study, cyberbullying sensibility and emotional intelligence levels of female students are higher than male students. It is thought that because of social values and characteristics laid on women in Turkish society, emotional intelligence of female students is high, and their sensibility is high in protecting against negative behaviour related to cyberbullying. Similar to our research, there are some studies in the literature which show that the cyberbullying sensibility and emotional intelligence levels of female students are high (Akgun & Topal, 2015; Akturk, 2015; Erdogdu, 2008; Gezgin & Cuhadar, 2012; Gocet, 2006; Sánchez-Ruiz et al., 2010). In another study, unlike our research findings, it was found that there was no significant difference in cyberbullying sensibility in university students according to gender (Uysal, et al., 2014). In another study, male students' emotional intelligence levels were found to be statistically significantly higher than female students (Tambag, et al., 2014). The fact that these findings are different from our findings can be explained by the fact that the sample groups are different.

In our study, students who perceive their academic achievement to be good have high cyberbullying sensibility and emotional intelligence levels. As the success of the students in their academic life increases their self-esteem, makes them feel valuable, makes them feel like they belong to a group, and makes them feel good psychologically, it is thought to increase emotional intelligence levels and cyberbullying sensibility. In addition, success may also have contributed to the increased awareness of cyberbullying by improving the student's harmonious behaviour and positive lifestyle in order to help the individual to establish positive relationships and to cope with their problems more effectively. Some research results show

a relationship between emotional intelligence and academic achievement (Baba, 2012; Mammadov & Keser, 2016; Mohzan, Hassan & Halil, 2013; Kavcar, 2011; Yelkikalan et al., 2012). This finding is consistent with the findings of our study.

The results of this study suggest that students have high levels of cyberbullying sensibility and emotional intelligence. As students' emotional intelligence levels increase, their cyberbullying sensibility also increases. Cyberbullying sensibility and emotional intelligence levels are particularly high among students who study in social sciences related departments, among females, and among those who perceive their academic achievement to be good. Emotional intelligence is a concept that includes learnable and improvable capabilities. For this reason, psychological counselling and personal guidance, creation of positive class environments, creation of programs such as seminars and conferences that will increase emotional intelligence and cyberbullying sensibility, and elective courses related to these issues are recommended. Furthermore, studies are recommended in which cyberbullying sensibility and emotional intelligence are evaluated and the relationship between them is examined with different sample groups.

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