

# **SAMPLE ARTICLE MAIN DOCUMENT**

## **The Relationship between Adolescents' Levels of Hopelessness and Cyberbullying: The Role of Values**

### **Abstract**

The purpose of this research is to present the relationship of teenagers' values with their levels of cyberbullying and hopelessness, as well as to test the created model in terms of these relations. This research analyzes the predictive relationships among adolescents' values, cyberbullying, and hopelessness through the program AMOS 19 in accordance with the structural equation model. Structural equation modeling is a statistical approach that reveals causative and reciprocal relationships between observed and latent variables. The research's study group has been selected among teenage students in five different schools in Istanbul, one vocational school and four high schools, during the 2015-2016 academic year using the random sampling method. Of the students, 525 are female and 369 are male. The most important independent variable affecting cyberbullying in the model mentioned above is values. The most important independent variable seen in the model affecting hopelessness is also values. Additionally, the second most important variable affecting hopelessness according to the tested model is the level of expected cyberbullying.

### **Keywords**

Values • Cyberbullying • Hopelessness • Adolescent • Structural equation model

Scientific and technological developments don't just facilitate peoples' daily lives; sometimes it can also result in unwanted consequences. With adolescents' frequent and sometimes unsupervised use of technological devices, the virtual environment can become dangerous for teens (Soydaş, 2011). These tools, which are used for communication purposes, can also be used for malicious purposes such as harassing, disturbing, threatening, or humiliating others (Çivilidağ & Cooper, 2013).

### **Method**

#### **Research Model**

The purpose of the research is to present the relationship among teenagers' values, cyberbullying, and hopelessness, as well as to test the created model in terms of these relations.

## Study Group

The research's study group has been selected among teenagers attending five different schools (one vocational school and four high schools in Istanbul) during the 2015-2016 academic year. Of the students, 525 are female and 369 are male. Thirty-six students are 15 year-olds, 348 students are 16-year-olds, 291 students are 17-year-olds, 201 students are 18-year-olds, and 18 students are 19 year-olds.

## Measurement Tools

**Human Values Scale.** The Human Values Scale (HVS) was developed by Dilmaç (2007) for determining adolescents' values. The scale measures the human-values process through 42 items under the following six sub-dimensions: responsibility, friendship, peacefulness, respect, tolerance, and honesty. This scale is a 5-point Likert-type scale that can be conducted individually or on groups. Higher or lower scores indicate higher or lower human values, respectively. Alpha internal consistency coefficients have been calculated as .73 for responsibility, .69 for friendship, .65 for peacefulness, .67 for respect, .69 for honesty, .70 for tolerance, and .92 for the entire scale. Reliability factors have been calculated as .73 for responsibility, .91 for friendship, .80 for peacefulness, .88 for respect, .75 for honesty, .79 for tolerance, and .87 for the entire scale.

## Data Analysis

This research analyzes the predictor relationship among adolescents' values and levels of cyberbullying and hopelessness using the program, AMOS 19, in accordance with structural equation modeling. Structural equation modeling is a statistical approach that reveals causative and reciprocal relationships between observed and latent variables (Shumacker & Lomax, 2004). The model proposed in this study relating to the relationships among subjective cyberbullying, despair, and values is presented in Figure 1.

## Findings

The model's final form ( $\chi^2 = 61.488$ ,  $df = 30$ ,  $p < .001$ ) has six exogenous (responsibility, friendship, peacefulness, respect, honesty, and tolerance) and two endogenous (cyber bullying and hopelessness) sets of data. Each path shown in the model is found to be statistically meaningful. The Bentler-Bonett normed-fit index (NFI), the Tucker-Lewis coefficient-fit index (TLI), and other fit indexes show that the model is rather well-fit (see Table 1). Each two-way correlation between the model's endogenous data sets has a high value and is statistically meaningful. This is also affected by the correlation of values from the study's sub-dimensions from the HVS.

Table 1  
*Statistical Values Related to the Structural Equation Model's Fit Index*

Measure	Good fit	Acceptable fit	Fit Index Values of the Model
$(\chi^2/SD)$	$\leq 3$	$\leq 4-5$	2.05
RMSEA	$\leq 0.05$	0.06-0.08	0.34
SRMR	$\leq 0.05$	0.06-0.08	0.29
NFI	$\geq 0.95$	0.94-0.90	0.96
CFI	$\geq 0.97$	$\geq 0.95$	0.98
GFI	$\geq 0.90$	0.89-0.85	0.99
AGFI	$\geq 0.90$	0.89-0.85	0.99
TLI	$\geq 0.95$	0.94-0.90	0.97

## **Discussion**

This section discusses and interprets the findings obtained by investigating the predictor relationships between the values of adolescents who formed the research's study group with their levels of cyberbullying and hopelessness. According to the obtained findings, a negative linear relationship exists between adolescents' values and their level of cyberbullying. These findings reveal that adolescents' level of cyberbullying decreases as their values increase. Although cyberbullying, which is defined as the malicious and repetitive use of technological tools in order to hurt other individuals ([Li, 2006](#)), is a new concept, studies on the subject indicate it is a very common problem in Turkey ([Arıcak, 2009](#); [Dilmaç, 2009](#); [Erdur-Baker & Kavşut, 2007](#)). Studies on cyberbullying are important in order for young individuals to become aware of the concept of cyberbullying, acquire coping skills, and use technology in a healthier manner so as to decrease cyberbullying ([Arıcak et al.,](#)

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