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RESEARCH ARTICLE / ARAŞTIRMA MAKALESİ

An Examination of University Students' Cyberbullying Experiences in terms of Gender Perception and Emotion Regulation Skills

Üniversite Öğrencilerinin Siber Zorbalık Deneyimlerinin Toplumsal Cinsiyet Algısı ve Duygu Düzenleme Becerileri Bakımından İncelenmesi

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Abstract:

This study aims to examine university students' experiences of cyberbullying in relation to gender role perceptions and emotion regulation skills. The research was conducted with data obtained from 308 university students aged 18-29 who had social media accounts. Participants were recruited through the snowball sampling method. The data collection tools were the Personal Information Form, the Cyber Victimization and Bullying Scale, the Gender Perception Scale, and the Emotion Regulation Skills Scale. The data were analyzed using SPSS 23.0, and nonparametric tests were used for data that did not meet the assumptions of normality. The findings revealed no significant relationship between cyber victimization and gender role perceptions, whereas a weak negative relationship was found between cyberbullying and gender role perceptions. Specifically, individuals with more traditional gender role perceptions displayed higher tendencies toward cyberbullying. Furthermore, a weak negative relationship was detected between cyberbullying and emotion regulation skills. Negative correlations were particularly observed between cyberbullying and sub-dimensions such as attention to emotions, bodily awareness of emotions, understanding emotions, resilience, and self-support. In contrast, no significant association was identified between cyber victimization and emotion regulation skills. The results also indicated that students not only experienced victimization but also actively engaged in bullying behaviors. Overall, the findings highlight the importance of incorporating gender equality awareness and the enhancement of emotion regulation skills into intervention programs aimed at preventing cyberbullying.

Keywords: Cyberbullying, Cyber victimization, Gender roles, Emotion regulation.

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Öz:

Bu araştırma, üniversite öğrencilerinin siber zorbalık deneyimlerini toplumsal cinsiyet algısı ve duygu düzenleme becerileri açısından incelemeyi amaçlamaktadır. Çalışma 18-29 yaş aralığında ve sosyal medya hesabı bulunan 308 üniversite öğrencisinden elde edilen verilerle gerçekleştirilmiştir. Katılımcılar kartopu örnekleme yöntemiyle belirlenmiştir. Veri toplama araçları Kişisel Bilgi Formu, Siber Mağduriyet ve Zorbalık Ölçeği, Toplumsal Cinsiyet Algısı Ölçeği ve Duygu Düzenleme Becerileri Ölçeği'dir. Veriler SPSS 23.0 ile analiz edilmiş ve normal dağılım kriterlerini karşılamayan veriler için parametrik olmayan testler tercih edilmiştir. Bulgular siber mağduriyet ile toplumsal cinsiyet algısı arasında anlamlı bir ilişki olmadığını göstermiştir. Buna karşılık, siber zorbalık ile toplumsal cinsiyet algısı arasında negatif yönde, düşük düzeyde anlamlı bir ilişki olduğu ortaya konmuştur. Bu kapsamda toplumsal cinsiyet algısı daha geleneksel olan bireylerde siber zorbalık eğilimlerinin arttığı saptanmıştır. Ayrıca siber zorbalık ile duygu düzenleme becerileri arasında negatif yönde düşük düzeyde anlamlı bir ilişki bulunmuştur. Özellikle duygulara dikkat, duyguların bedensel algısı, duyguları anlama, dayanıklılık ve özdestden alt boyutlarıyla siber zorbalık düzeyleri arasında negatif ilişkiler gözlemlenmiştir. Buna karşın, siber mağduriyet ile duygu düzenleme becerileri arasında anlamlı bir ilişki bulunmamıştır. Ayrıca sonuçlar, öğrencilerin mağdur olduklarını göstermenin yanı sıra zorbalık davranışlarına katıldıklarını da göstermektedir. Sonuçlar, siber zorbalığın önlenmesine yönelik müdahale programlarında toplumsal cinsiyet eşitliği ve duygusal düzenleme becerilerinin geliştirilmesine odaklanılmasının önemine işaret etmektedir.

Anahtar Kelimeler: Siber zorbalık, Siber mağduriyet, Toplumsal cinsiyet rolleri, Duygu düzenleme.

Introduction

Modernization, enabled by technology, is reshaping social interactions by replacing traditional relationships with new social networks based on shared interests (Özgür & Özkul, 2023). This transformation changes the ways individuals communicate and interact, bringing digital platforms to the center of social life. The rapid development of digital technologies has especially led to an increase in online bullying and aggressive behaviors among children and young users; this has been recognized as a complex social problem of increasing societal importance (Çevik & Demir, 2025). Indeed, while social media networks create environments that strengthen cultural and cognitive interaction among individuals, their susceptibility to misuse also facilitates the spread of negative behaviors such as violence, harassment, hate speech, and digital bullying (Al-Turif & Al-Sanad, 2023).

Therefore, violence is not limited to physical acts; it has become a multidimensional phenomenon that affects individuals' lives through psychological, economic, and digital dimensions as well (Polat, 2017). Bullying is defined as intentional, harmful behavior—such as psychological, physical, or sexual violence—consistently directed at someone perceived as weaker (Acar, 2024). In this context, aggressive behaviors emerging on digital platforms today are called cyberbullying. Cybervictimization is defined as being targeted by harmful technical or relational behaviors directed at individuals via communication technologies, resulting in material or psychosocial harm (Arıcak, Tanrikulu & Kınay, 2012). This process can lead to negative outcomes for individuals, such as anxiety, loneliness, low self-esteem, and psychological stress (Kowalski, Giumetti, Schroeder, & Lattanner, 2014).

Cyberbullying is a phenomenon that negatively affects both the perpetrator and the victim, resulting in both physical and psychological consequences (Acar, 2024). Digital communication increases anonymity, which weakens individuals' sense of responsibility and suppresses reflective processes, leading to more impulsive behavior (Pyżalski, Plichta, Szuster & Barlińska, 2022). Due to their intense interactions with technology, young people are among the groups most at risk of experiencing cyberbullying via the internet and mobile phones (Yıldızca & Demir, 2021).

One notable aspect of cyberbullying is its relationship with gender differences. According to research findings by Cosma et al. (2022), bullying and cyberbullying behaviors among adolescents are closely related to gender inequality; boys are more likely to engage in bullying behaviors, and these differences are fueled by societal gender roles. Feminist theory emphasizes that bodies are not merely biological entities, but cultural constructs shaped by expectations and roles (Meşe, 2025). Historically, gender roles have been ascribed to women and men across societies; these roles are often adopted unconsciously and learned through other social structures (Aksoy & Yinal, 2025). In this context, gender roles can also be reproduced in online environments. In settings where masculine norms are dominant, bullying can sometimes be internalized as a means of establishing superiority or gaining acceptance. According to West and Zimmerman (1987), who argue that gender is reproduced in everyday interactions, gender is a routine accomplishment embedded in daily interaction, and individuals maintain their claim to a gender category by displaying appropriate attitudes and behaviors.

When research on gender is examined, Gönültaş's (2022) study with university students found that levels of cyberbullying and cybervictimization differed by gender, and that gender was a significant variable affecting cyberbullying behaviors. Similarly, another study with university students showed that men had higher cyberbullying scores and lower sensitivity toward cyberbullying compared to female students (Akarsu, 2022). However, in a study of adolescents by Dalmaç Polat and Bayraktar (2016), cybervictimization did not differ significantly by gender. In a study with university students, Koşar and Çakıcı (2022) also found that cyberbullying and victimization did not differ in terms of gender.

Besides shaping individuals' identities, relationships, and social positions, gender is also said to influence emotional regulation processes. Perceptions of gender roles are noted to affect the attitudes and behaviors individuals display in their relationships, and these processes can also be decisive for individuals' self-perceptions (Gülpak & Babayigit, 2024). Gender roles guide how individuals express, suppress, or transform their emotions (Brody & Hall, 2009). In this context, how emotions are experienced

and expressed is related not only to individual characteristics but also to social norms.

Emotion regulation is the process by which individuals select, experience, and control the expression of their emotions (Gross, 1998). Gross's emotion regulation model explains the methods individuals use to manage their emotions both internally and interpersonally (Gross, 1998). Emotions arise in response to certain environmental situations and triggers. Individuals can shape their emotions by reappraising events or regulating their behavioral responses to the emotions that arise (Gross & Muñoz, 1995). John and Gross (2004) stated that cognitive reappraisal is associated with positive psychosocial functioning, whereas suppression is linked to lower life satisfaction, lack of social support, and potential depressive symptoms. The emotion regulation strategies individuals prefer when faced with emotional challenges play an important role in understanding their behaviors in online interactions and in developing appropriate interventions.

Gender roles can influence the way individuals experience and express emotions, thereby indirectly shaping emotion regulation processes. This process can be reflected in individuals' interactions in online environments, potentially leading to aggressive or defensive behaviors. Therefore, considering both gender perception and emotion regulation skills together allows for a more holistic evaluation of cyberbullying behaviors. In the study conducted by Türk et al. (2023), it was found that gender perception is significantly related to the tendency towards violence. Thus, it is important to evaluate cyberbullying behaviors within the interaction of social norms and emotional regulation processes.

Recent studies show that cyberbullying behaviors are closely related not only to cognitive processes but also to emotion regulation skills. In a study conducted by Kıran, Kalyon, and Koca (2025) with high school students, a significant relationship was found between cyberbullying and dimensions of emotional intelligence such as subjective well-being, self-control, and emotionality. In other words, young people who can control their emotions and have high levels of empathy and self-control are less likely to engage in cyberbullying. Similarly, in their research with adolescents in Turkey, Gül et al. (2018) found that difficulties in emotion regulation are associated with cyberbullying behaviors and that problems in emotion regulation are an important variable that increases the risk of cyberbullying.

The findings suggest that the phenomenon of cyberbullying is closely related to gender roles and individuals' emotional regulation skills. In this context, the aim of this study is to examine the relationships between the perpetration and victimization levels of cyberbullying and gender perception and emotion regulation skills among university students.

In the study, both the perpetration and victimization dimensions of cyberbullying were addressed separately, aiming to reveal the connection between young adults' experiences in online environments and variables related to psychosocial and clinical psychology. This approach includes not only the social dimension but also variables relevant to clinical psychology, contributing to a more comprehensive understanding of cyberbullying behaviors among university students by jointly considering social and emotional determinants. Evaluating the perpetration and victimization aspects of cyberbullying simultaneously

provides a holistic perspective on the manifestation of cyberbullying among university students and aims to contribute to the literature.

Within this scope, the research questions are as follows:

What are the frequencies of cyberbullying perpetration and victimization among university students?

Is the level of cyberbullying victimization related to gender perception and emotion regulation skills?

The hypotheses of the study are as follows:

H1: There is a significant relationship between gender perception and cyberbullying behavior.

H2: There is a significant relationship between emotion regulation skills and cyberbullying behavior.

H3: There are significant relationships between the subdimensions of emotion regulation skills and cyberbullying behavior.

Materials and Methods

This study employed the cross-sectional correlational survey model, a quantitative research design. The purpose of using the cross-sectional correlational survey model in this research is to examine relationships among variables within a single time frame. Ethical approval for the study was obtained from the Ethics Committee of Istanbul Esenyurt University Rectorate on 23.10.2025, with decision number 2025/08.

Sample

The participants comprised 308 university students aged 18-29 with social media accounts. This age range was chosen because the Ministry of Youth and Sports of the Republic of Turkey (2012) defines youth in the country as up to age 29, and the vast majority of university students fall within this group. The study used the snowball sampling method. Snowball sampling is a technique that starts with a limited number of participants and expands the sample as these participants recommend others, much like a snowball rolling and growing (Altındış & Ergin, 2018).

The sample size was determined using an a priori power analysis with G*Power 3.1. Since the main hypotheses of the research examine relationships between variables, the analysis was conducted using the two-tailed "Correlation: Bivariate normal model" option in the Exact test family. Assuming a medium effect size ($r=0.30$), significance level $\alpha=0.05$, and power of 0.80, the minimum required sample size was calculated as $n=84$. In this study, data were collected from 308 participants, which exceeds the required minimum sample size.

Data Collection Tools

The research data were collected using a personal information form and the following scales: the Cyber Victimization and Bullying Scale (Çetin, Yaman & Peker, 2011), the Gender Perception Scale (Altınova & Duyan, 2013), and the Emotion Regulation Skills Scale (Vatan & Oruçlar Kahya, 2018).

Gender Perception Scale: This is a 25-item, 5-point Likert-type scale that measures individuals' beliefs about expectations regarding femininity and masculinity. In the original study, Cronbach's alpha was 0.87 (Altınova & Duyan, 2013). In the current study, Cronbach's alpha was 0.90, indicating very high reliability (Özdamar, 2017).

Cyber Victimization and Bullying Scale: This is a 5-point Likert-type scale comprising two parallel forms, each with 22 items, measuring experiences of both cyber victimization and cyberbullying. In the original scale development study, the Cronbach's alpha coefficients for cyber victimization and cyberbullying were both 0.89 (Çetin et al., 2011). In this study, Cronbach's alpha coefficients were 0.94 for cyber victimization and 0.91 for cyberbullying, indicating very high reliability (Özdamar, 2017).

Emotion Regulation Skills Scale: This is a 27-item, 5-point Likert-type scale developed to assess emotion regulation abilities. It includes subscales such as attention to emotions, bodily awareness of emotions, clarity about emotions, understanding emotions, acceptance of emotions, resilience, coping with unwanted emotions, preparation, and modification. In the Turkish adaptation of the scale, the Cronbach's alpha coefficient was calculated as 0.89 (Vatan & Oruçlular Kahya, 2018). In this research, Cronbach's alpha was 0.90, indicating a very high level of reliability (Özdamar, 2017).

Procedure

Ethical Committee approval was obtained before conducting the study. Participants were informed about the purpose of the research, and voluntary participation was ensured. Data collection began with a group of university students, and the sample was expanded as these students invited other participants with similar characteristics to join the study.

Analysis

The analyses were conducted using SPSS 23.0. Frequency analysis and descriptive statistics were used to summarize the data's general characteristics. The normality of the data distribution was assessed using skewness and kurtosis

values. Values between -1.5 and +1.5 were considered indicative of a normal distribution (Tabachnick & Fidell, 2015). Since the total scores for Cyber Victimization (skewness: 1.73, kurtosis: 2.64) and Cyberbullying (skewness: 2.39, kurtosis: 2.26) were not normally distributed, non-parametric tests were used. The Spearman Rank-Order Correlation analysis was employed to assess relationships among variables. Correlation coefficients were interpreted as low from 0.10 to 0.29, moderate from 0.30 to 0.49, and high from 0.50 onward (Cohen, 1988). The reliability of the data collection instruments in this study was assessed using Cronbach's alpha coefficients.

Findings

The demographic information and internet usage characteristics of the study participants are presented in Table 1. The average age of the participants was 21.31 years (range: 18-29 years, SD = 2.53). The vast majority of participants were female students, constituting 79.5% (n=245), while male students accounted for 20.5% (n=63). More than half of the participants were single (n=181, 58.8%), while the rest were in a relationship (n=109, 35.4%), engaged (n=109, 35.4%), or married (n=10, 3.2%). When daily internet usage times were examined, most students spent more than 3 hours online per day.

Specifically, 40.9% of participants reported using the internet for 3-4 hours a day (n=126), 35.4% for 5-6 hours a day (n=109), and 16.2% for 7 hours or more a day (n=50).

Regarding the purposes of internet use, the most common reason was communication and socializing (n=109, 35.4%), followed by watching movies or videos or listening to music (n=100, 32.5%).

Table 1. Demographic Information and Internet Usage Characteristics

Variable		n	%
Gender	Female	245	79.5
	Male	63	20.5
Marital Status	Single	181	58.8
	In a relationship (dating, engaged, etc.)	109	35.4
	Married	10	3.2
	Separated/Divorced	8	2.6
Daily Internet Usage Frequency	Less than 1 hour	2	0.6
	1-2 hours	21	6.8
	3-4 hours	126	40.9
	5-6 hours	109	35.4
	7 hours or more	50	16.2
Purpose of Using the Internet or Social Networks	Communication, socializing	109	35.4
	Watching movies, videos, or listening to music	100	32.5
	Following content, videos, photos, etc.	44	14.3
	Sharing content, videos, photos, etc.	21	6.8
	Research/education	23	7.5
Previous experience of violence in a romantic relationship	Yes	69	22.4
	No	239	77.6
Previous perpetration of violence in a romantic relationship	Yes	33	10.7
	No	275	89.3

Participants were also asked whether they had ever perpetrated or experienced violence in a romantic relationship. The proportion of those who reported experiencing physical, psychological, economic, or sexual violence in a romantic relationship was 22.4% (n=69), while the proportion of those who reported perpetrating violence was 10.7% (n=33).

For Research Question 1, responses to the Cyber Victimization and Bullying Scale were examined to

determine the frequency of experiencing and perpetrating cyberbullying, categorized as rarely, sometimes, often, or always. The results are presented in Table 2. It was observed that the most frequently experienced behavior was receiving messages containing swearing/insults on the internet (n=107, 34.7%), and the most frequently perpetrated behavior was hiding one's identity online (n=142, 46.1%). The findings indicate that participants experience both cyber victimization and cyberbullying behaviors at certain levels.

Table 2. *Frequency of Cyber Victimization and Bullying Behaviors*

Behavior	Victimization		Bullying	
	n	%	n	%
Spreading rumors online	54	17.5	30	9.6
Giving offensive nicknames online	77	25.0	47	15.3
Using insulting symbols online	86	27.9	54	17.5
Mocking online	105	34.1	101	32.8
Mocking shared information online	72	23.4	134	43.5
Writing ugly comments on news articles online	49	15.9	44	14.3
Using degrading expressions online	79	25.6	50	16.2
Using someone else's identity online	72	23.4	27	8.8
Hiding one's identity online	90	29.2	142	46.1
Accessing others' pages without permission online	65	21.1	46	14.9
Password hacking online	83	26.9	22	7.1
Sending infected files/programs online	71	23.1	15	4.9
Showing videos without permission online	48	15.6	19	6.2
Publishing photos without permission online	45	14.6	19	6.2
Editing photos online to ridicule	36	11.7	22	7.1
Forcing sexual conversations online	76	24.7	17	5.5
Using sexual symbols in online chats	70	22.7	35	11.4
Sharing sexually explicit images online	51	16.6	18	5.8
Sending messages with swearing/insults online	107	34.7	78	25.3
Using the internet as a tool for defamation	43	14.0	23	7.5
Using the internet for propaganda for personal interests	48	15.6	26	8.4
Using the internet for fraud	87	28.2	17	5.5

To understand the relationships between cyber victimization, cyberbullying, and perceptions of gender roles, the Spearman Rank-Order Correlation test was applied. The results showed that there was no significant relationship between cyber victimization and perceptions

of gender roles ($p>0.05$), while a low-level, significant negative relationship was observed between cyberbullying and perceptions of gender roles. The details of the analysis are presented in Table 3.

Table 3. Examination of the Relationships Between Cyber Victimization and Bullying and Social Gender Role Perceptions

	Gender Perception
Cyberbullying	-0.19**
Cyber victimization	-0.07

* $p<0.05$, ** $p<0.01$, *** $p<0.001$

The relationships between cyber victimization, cyberbullying, and emotion regulation skills were also examined using the Spearman Rank-Order Correlation test. The results showed that there was no significant relationship between cyber victimization and emotion regulation skills ($p>0.05$), while a low-level, significant negative relationship was observed between cyberbullying and emotion regulation skills ($p<0.01$). When examining the relationships between the subdimensions of emotion regulation skills and cyber victimization and bullying, no

significant relationships were found between any subdimension and cyber victimization ($p>0.05$). However, low-level, significant negative relationships were found between cyberbullying perpetration and the subdimensions of attention to emotions, bodily awareness of emotions, understanding emotions, resilience, and self-support ($p<0.05$). These findings indicate that as emotion regulation skills increase, cyberbullying behaviors tend to decrease. The details of the analysis are presented in Table 4.

Table 4. Examination of the Relationships Between Cyberbullying and Victimization and Emotion Regulation Skills

	Cyber Victimization	Cyberbullying
Emotion Regulation Skills	-0.002	-0.12*
Attention to Emotions	0.02	-0.12*
Bodily Awareness of Emotions	-0.01	-0.13*
Clarity about Emotions	-0.002	-0.11
Understanding Emotions	0.003	-0.12*
Acceptance of Emotions	-0.006	0.09
Resilience	-0.007	-0.12*
Preparation	0.013	-0.09
Self-Support	-0.04	-0.11*
Modification	0.01	-0.11

* $p<0.05$, ** $p<0.01$, *** $p<0.001$

Discussion

This study examined the relationships between university students' experiences of cyberbullying and cyber victimization and their perceptions of gender roles and emotion regulation skills. The findings show that university students participating in the study experienced both cyber victimization and cyberbullying behaviors. This finding is consistent with the literature. In Gönültaş's (2022) study, it was found that 57% of university students engaged in cyberbullying and 68% experienced cyber victimization. In the study by Dursun et al. (2020), it was also reported that 41.8% of participants had experienced cyberbullying at least once in the past six months. The prominence of behaviors such as sending insulting messages, mocking, and hiding one's identity demonstrates that aggression and displays of power can be significant forms of interaction in online environments. Hiding one's identity is considered one of the most

distinctive features separating cyberbullying from traditional bullying, enabling the bully to engage in harmful behaviors without directly observing the victim's reaction (Dursun et al., 2020).

This finding is also supported by Wu et al.'s (2025) three-wave longitudinal study, which showed that cyber victimization predicts cyberbullying behavior over time, with loneliness serving as a partial mediator in this relationship. This indicates that negative emotions following victimization can turn into aggressive behaviors.

The analysis results addressing Research Question 2 indicate no significant relationship between cyber victimization and either gender perception or emotion regulation skills. This finding suggests that cyber victimization is too complex to be explained solely by individual psychological characteristics or gender

perception. Indeed, the experience of victimization can be shaped by the interaction of many variables, such as intensity of online platform use, social network structure, anonymity, digital literacy, transfer of interpersonal conflicts to online environments, and other contextual risk factors. This result is consistent with similar findings reported in the studies of Dalmaç Polat & Bayraktar (2016) and Koşar & Çakıcı (2022), and indicates that gender and emotion regulation variables alone may be insufficient to explain the experience of cyber victimization. In other words, the emergence of victimization may be due more to the nature of the environment and interaction than to the victim's characteristics.

One of the important findings of this research is the relationship between gender perception and cyberbullying. According to the results, participants with a more traditional perception of gender roles showed a slightly higher tendency toward cyberbullying. Indeed, Aksoy & Yinal (2025) noted that gender roles encompass the

behavioral patterns and expectations that society assigns to a particular gender. Gülpak & Babayigit (2024) also stated that perceptions of gender roles can shape individuals' approaches in relationships and may have positive or negative effects on self-development. Recent findings showing the relationship between gender perception and tendency toward violence also support the evaluation of online aggressive behaviors in the context of social norms (Türk, Çevik & Kaya, 2023). In this context, Hypothesis 1 was supported. This finding is consistent with the literature and supports the idea that traditional attitudes toward gender roles increase online aggressive behaviors (Akarsu, 2022).

The identification of a low-level, significant negative relationship between cyberbullying and emotion regulation skills suggests that lower emotion regulation skills are more associated with cyberbullying perpetration. Thus, Hypothesis 2 was supported. Similarly, recent studies with adolescent samples that demonstrate the relationships between emotional processes and cyberbullying support the theoretical understanding of the connection between emotion regulation and cyberbullying (Kıran, Kalyon & Koca, 2025). Furthermore, low-level negative relationships were observed between cyberbullying and the subdimensions of attention to emotions, bodily awareness of emotions, understanding emotions, resilience, and self-support, supporting Hypothesis 3. These results are consistent with the literature (John & Gross, 2004) and, as emphasized in Gross's (1998) process model, show that individuals who cannot regulate their emotions appropriately may be more prone to impulsive and aggressive behaviors.

The fact that the findings reveal only low-level relationships indicates the importance of considering multiple risk and protective factors together, rather than explaining cyberbullying with a single variable. Contextual characteristics such as anonymity in online environments, social network dynamics, and digital literacy may interact with individual attitudes and emotion regulation skills, potentially influencing bullying

behaviors (Cosma et al., 2022; Pyżalski, Plichta, Szuster & Barlińska, 2022; Çevik & Demir, 2025).

Limitations

This study has several limitations. Since the research was conducted using a cross-sectional design, it can identify relationships between variables but cannot make causal inferences. Because the data were collected through self-report scales, social desirability bias, recall bias, and participants' tendency to respond based on their own evaluations may have influenced the findings. Additionally, the use of snowball sampling may have led participants to join the study through similar social networks, potentially introducing selection bias and limiting the generalizability of the findings. The fact that the participants were limited to university students also makes it difficult to generalize the findings to different age groups and sociocultural contexts.

Conclusion and Recommendations

This study highlights the importance of addressing cyberbullying experiences among university students in the context of gender perception and emotion regulation skills. The findings support the view that cyberbullying should be evaluated alongside psychosocial variables.

From a practical perspective, it may be beneficial to include content that strengthens emotion regulation skills and supports gender awareness in preventive programs for university students. It is recommended that psychological counseling, guidance, and student support units within universities develop structured psychoeducational programs in this area.

Future research could enhance the depth and generalizability of the findings by using longitudinal designs, probability sampling methods, including diverse participant groups, and corroborating self-report data with other data sources.

Declarations

Ethical Approval and Consent to Participate: Ethical approval for the implementation of the research was obtained from the Ethics Committee of Istanbul Esenyurt University Rectorate (Ethics Committee Approval dated 23.10.2025, decision number 2025/08).

Consent for Publication

Not applicable.

Availability of Data and Materials

Not applicable.

Conflict of Interest

The authors declare no conflict of interest.

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All authors contributed to writing the introduction, methods, and discussion sections of the article, as well as the summary and abstract. ŞAY and FSÖM jointly contributed to data collection and analysis. All authors have read and approved the final version of the manuscript.

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