

**THE EFFECT OF BULLYING MANAGEMENT TRAINING ON BULLYING
BEHAVIOURS OF ELEMENTARY SCHOOL STUDENTS**

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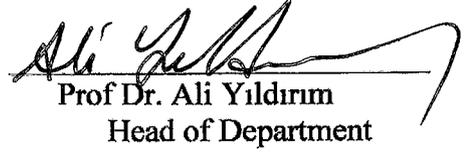
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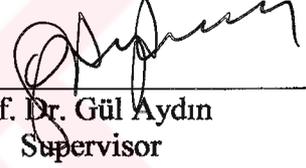
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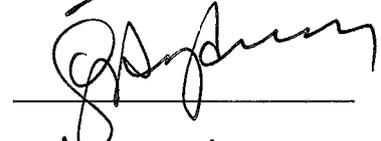
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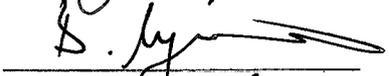
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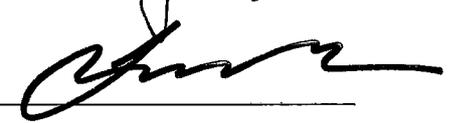
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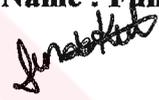
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ABSTRACT

THE EFFECT OF BULLYING MANAGEMENT TRAINING ON BULLYING BEHAVIOURS OF ELEMENTARY SCHOOL STUDENTS

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The present study consists of two phases. The first phase includes the development of the Turkish Bully Scale to identify bully, victim and bully/victim groups and to describe the incidence of bullying among the elementary school students. The second phase of the study evaluates the effect of the Bullying Management Training Program on reducing bullying behaviours of bully/victim elementary school students.

In the development of the Bully Scale a pilot (N=453, sixth grade students) and a main study (N=519, sixth grade students) were conducted to examine the validity evidence and the reliability estimates. Exploratory and Confirmatory Factor Analyses were used to analyse the validity evidence and the reliability of the Bully Scale, which is used for the selection of the subjects.

In the second phase of the study, an experimental 3 x 2 design with one training and two control groups was used to investigate the effectiveness of Bullying Management Training Program. The 19-item Bully Scale including a self-report (N=367) and peer nomination (N= 396) forms were administered to a sample of the 7th grade students. The training program was conducted with the bully/victim group. Contrary to the expectation, the results of repeated measures ANCOVA analyses were not significant, except for the victimization scores of the peer nomination form. The post hoc analyses did not indicate a significant difference for the victimization score between the training and two control groups. The Bullying Management training was not found as an effective technique to reduce bully/victim students' bullying and victimization.

Keywords: Bullying, Bully Scale, Bully/victims, Bullying Management Training, Elementary School Students.

ÖZ

ZORBALIK DAVRANIŞLARI İLE BAŞA ÇIKMA EĞİTİMİNİN İLKÖĞRETİM ÖĞRENCİLERİNİN ZORBA DAVRANIŞLARI ÜZERİNDEKİ ETKİSİ

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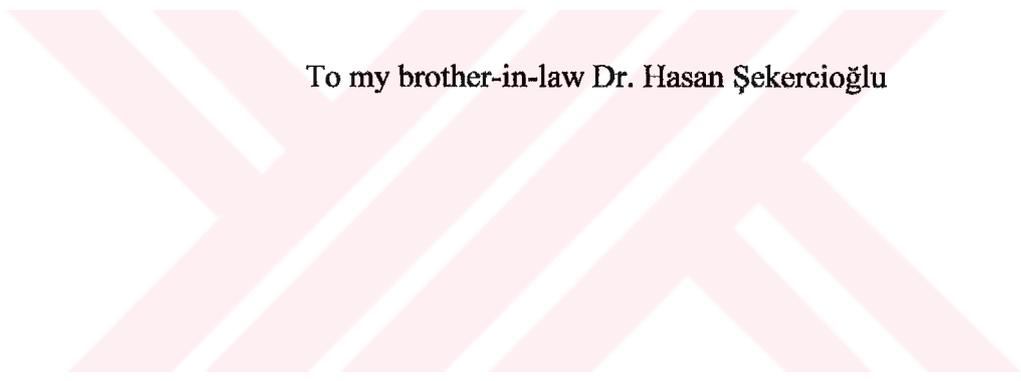
Bu çalışma iki aşamadan oluşmaktadır. Birinci aşamada ilköğretim öğrencileri arasında zorba, kurban, zorba/kurban gruplarını ayırtırmak amacıyla bir zorbalık ölçeği geliştirilmiş ve zorba davranışların görülme sıklığı betimlenmiştir. İkinci aşamada Zorbalıkla Başa Çıkma Eğitiminin öğrencilerin zorba davranışlarını azaltmaktaki etkisi araştırılmıştır.

Zorbalık ölçeğinin geçerlik ve güvenirlik çalışmaları bir pilot (N=453, altıncı sınıf öğrencileri) ve bir ana çalışma (N=519, altıncı sınıf öğrencileri) şeklinde yürütülmüştür. Zorbalık ölçeğinin, geçerlik ve güvenirlik analizleri Açıklayıcı Faktör

Analizi ve Doğrulayıcı Faktör Analizi kullanılarak yapılmıştır.

Çalışmanın ikinci aşamasında, Zorbalıkla Başa Çıkma Eğitim programının etkililiğini araştırmak için 3x2 öntest-sontest kontrol grup deney deseni kullanılmıştır. Kendini değerlendirme ve arkadaş değerlendirmesi olarak iki formdan oluşan 19-maddelik Zorbalık Ölçeği yedinci sınıf öğrencilerine dağıtılmış ve zorba, kurban ve zorba/kurban grupları belirlenmiştir. Zorbalıkla Başa Çıkma Eğitim programı zorba/kurban grubuna uygulanmıştır. Beklenenin aksine, verilere uygulanan son faktörde tekrar ölçümlü ANCOVA sonuçları, kurban puanı dışında, gruplar arası anlamlı bir fark bulunmadığını göstermiştir. Yapılan çoklu karşılaştırma testleri gruplar arası bir farklılığın bulunmadığını ve Zorbalıkla Başa Çıkma Eğitimi Programı'nın zorba davranışları ve bu davranışlara maruz kalmayı azaltmada etkili olmadığına işaret etmiştir.

Anahtar Kelimeler: Zorbalık, Zorbalık ölçeği, Zorba/kurban, Zorbalıkla Başetme Eğitimi, İlköğretim Öğrencileri.



To my brother-in-law Dr. Hasan Şekerciođlu

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CHAPTER I

INTRODUCTION

1.1 Background to the Study

The school setting is the place where children experience socialization through interacting with the peer group. Two primary subgoals of socialization during childhood and early adolescent years, that were named as “*individuation (determining one’s own personal uniqueness) and social connection (discovering how to relate to, learn from, and function with other people)*” (Durkin, 1995, p. 13), play an important role for adjustment to society in adulthood. A stable peer relationship that serves as a social connection goal of socialization is the predictor of complex and sophisticated forms of social interaction and being a healthy individual in later life (Ladd, 1990). However, the positive contribution of peer relationship on the social development of children is susceptible to the content and quality of the peer interaction. Bullying is one of the negative peer interactions that children face during childhood and adolescence period.

Bullying has received an increased attention in the recent few decades in the psychology literature. During the late 70’s and early 80’s, researchers have been focused on “bullying” (Clarke & Kiselica, 1997). The interest in bully/victim problems that was aroused in North European countries spread to the other countries

very rapidly, such as England (e.g. Whitney & Smith, 1993), Italy (e.g. Menesini, Eslea, Smith, Genta, Gianetti, Fonzi, & Costabile, 1997), Australia (e.g. Rigby & Slee, 1991), Ireland (e.g. O'Moore & Hillery, 1989) and United States (e.g. Perry, Kusel, & Perry, 1988). The findings of these studies have indicated that bullying is a pervasive problem in schools independent of the national boundaries.

The rapid increase in empirical studies in bullying has resulted in some terminology problems. When the interest upon bully/victim problems has reached to an international level, the usages of "bullying" and similar terms in a variety of languages were taken great attention to understand the similarities and differences in the bullying behaviours across different nations (Smith, Cowie, Olafson, & Liefoghe, 2002). Thus, the authorities have started to study on universal criteria to define bullying. Consequently, "bullying" is basically considered to be as the subset of aggression in the literature (Griffin & Gross, 2004). This consensus was reached by searching the nature of aggressive behaviours as well as the level of intensity and the rate of occurrence of those behaviours.

Specifically, the previous studies have concerned with the nature of bullying including types of aggressive behaviours, age and gender issues (Boulton & Underwood, 1992; O'Moore & Hillery, 1989; Perry, Kusel, & Perry, 1988; Rigby & Slee, 1991; Rivers & Smith, 1994; Whitney & Smith, 1993). The results of these studies revealed comparable prevalence rates of bullying across different countries.

When the results of prevalence rates were reported and compared across countries,

another problem have been surfaced; a variety of assessment techniques used in these studies, which also leads to a problem of reaching a consensus on a common operational definition of bullying. More frequently self-report surveys (Olweus, 1994; Rigby & Slee, 1991; Sharp & Smith, 1991) and peer and teacher nomination forms (Perry, Kusel, & Perry, 1988; Schwartz, McFadyen-Ketchum, Dodge, Pettit, & Bates, 1997) were used to measure the prevalence of bullying and to identify students involved in bullying.

Physical and social profiles of bullies and victims are another major research concern in the literature. Behavioural and family characteristics of bully, victim and bully/victim children have been investigated and reported by many researchers (Connolly & O'Moore, 2003; Espelage, Bosworth, & Simon, 2000; Haynie, Nansel, Eitel, Crump, Saylor, Yu, & Simons-Morton, 2001; Loeber & Dishion, 1984; Oliver, Oaks, & Hoover, 1994; Olweus, 1993; Wolke, Woods, Bloomfield, & Karstadt, 2000). Psychological results of being bullied or bully others have addressed these children as a high-risk group for maladjustment to social life (Batche & Knoff, 1994).

There are also a variety of interventions addressing the bullying phenomena. Generally, preventions are based either on primary, secondary or tertiary levels or on integrated programs of two or more of these levels. Although there are many school-wide intervention studies that have been emphasized and implemented by many researchers in the literature (e.g. Limper, 2000; Ortega & Lera, 2000; Olweus, 1993; Sharp & Smith, 1991), these investigations have indicated the need for secondary

level, as group or individual-based interventions. Thus, the authors (e.g. Boulton & Underwood, 1992; Wilton, Craig, & Pepler, 2000) suggested that emotional and behavioural management skill training programs might be helpful for these children (e.g. Fox & Boulton, 2003; Lochman, 1992).

In spite of the fact that bullying has occupied a great interest in the literature and mass media for approximately 25 years, the development of research interest in this area in Turkey has been for a recent few years. During 2000's, bullying has been studied in some theses or dissertations (Dölek, 2002; Gültekin, 2003; Pekel, 2004; Yıldırım, 2001). An empirical study has also been reported (Kapıcı, 2004) in the bullying literature of Turkey.

This chapter presents the research literature related to the purposes of the present study in detail. First section provides the history of bullying studies. In the second and third sections definitions and prevalence rates of bullying in different countries are presented. Fourth section includes age, gender and other characteristics of bully, victim and bully/victim students. The fifth section presents assessment methods used in the bullying studies such as self-report, peer and teacher nominations. The sixth section addresses the intervention techniques and research investigating their effectiveness. The seventh section provides information about the Turkish studies related to bullying. Following sections address the purpose of the study, the research questions, the significance of the study, the definitions of terms and the limitations of the present study, respectively.

1.2 History of Research on Bullying

Even though bullying among school children is an old phenomenon, the term “bullying” has been introduced to the psychology literature by Dan Olweus’s book “Aggression in the School: Bullies and Whipping Boys” in 1978 (as cited in Smith & Brain, 2000). The societal interest about bullying began in Sweden in the early 1970’s then spread to the Scandinavian countries. The public interest has been increased in 1982, due to the suicide of three boys, independently of each other, after having been bullied in their school in Norway. This event resulted in a national intervention campaign against bullying in this country (Olweus, 1993). Studies conducted by the Norwegian researchers were presented to European teachers in a seminar to draw attention to bully/victim problems in schools, in 1987 in Stavanger (Smith, 2000). This seminar has taken the great attention of the researchers and teachers to bullying phenomenon in European countries. Consequently, researchers have begun to investigate bully/victim problems in their country such as England (Boulton & Underwood, 1992; Whitney & Smith, 1993), Scotland (Mellor, 1990), Italy (e.g. Baldry & Farrington, 1999; Menesini, Eslea, Smith, Genta, Gianetti, Fonzi, & Costabile, 1997), Ireland (e.g. O’Moore & Hillery, 1989), the Netherlands (Limper, 2000), Spain (Ortega & Lera, 2000), and Greece (Andreou, 2000). Bullying problem was also addressed in the United States by the researchers approximately the same time (Hoover, Oliver, & Thomson, 1993; Perry, Kusel, & Perry, 1988).

For about 25 years of studies on bullying have dealt with the definition and the incidence of bullying. Besides, age and gender differences and characteristics of bullies, victims and participants of bully/victim problems; assessment techniques

used in the studies, and the intervention approaches for reducing school bullying have attracted the interest of the researchers. These topics and research on bullying in Turkey are presented in the following sections.

1.3 Definition of Bullying

There are various definitions of bullying in the literature (Elinoff, Chafouleas, & Sassu, 2004). Although some includes common aspects, some of them are dissimilar in the core features. Still, there is a shared opinion among the investigators that bullying is a subtype of aggressive behaviours (Griffin & Gross, 2004; Smith & Brain, 2000).

Olweus (1993), who is the most cited researcher in the bullying literature, defined bullying as follows; *“a student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students”* (p. 9). This definition has been used by many researchers to investigate bullying phenomenon in the schools (e.g. Boulton & Underwood, 1992; Mellor, 1990; Perry, Kusel, & Perry, 1988; Rivers & Smith, 1994; Whitney & Smith, 1993; Zindi, 1994). However, there are still incomprehensible parts of this definition. Olweus (1993), for this reason, specified the terms in the definition to give detail explanation. For instance, a negative action is described as behaviours purposefully designed to inflict or attempt to inflict, injury or discomfort on the other person. These behaviours can be threatening the other, taunting the other or calling names. Olweus (1994) stated that there are three criteria crucial to describe the

behaviour as bullying. The criteria are (i) it is aggressive behaviour or intentional “harm doing”, (ii) it is carried out “repeatedly and over time”, and (iii) it is an interpersonal relationship between the bully and victim characterized by “imbalance of power”.

Although the definition of Olweus (1993) has been accepted by many researchers, some arguments have also aroused. Since Olweus (1993) described direct bullying and victimization that includes only overt physical and verbal attacks on the victim, this definition restricts children’s responses only to overt (direct physical or verbal) form of aggressive behaviours. However some authors (Crick & Grotpeter, 1995; Kaukiainen, Björkqvist, Lagerspets, Österman, Salmivalli, Rothberg, & Ahlbom, 1999) have indicated that other forms of aggressive acts rather than direct physical or verbal aggression exist in peer relations of children. Despite the disagreement about the label of this new form of aggression, named as indirect aggression by Björkqvist, Lagerspetz, and Kaukiainen (1992, as cited in Björkqvist, 2001), relational aggression by Crick and Grotpeter (1995) and social aggression by Galen and Underwood (1997), indirect aggression (e.g. gossiping, spreading rumours and social exclusion) is considered a crucial and complementary aspect of bullying. The studies that take the indirect form of bullying into account (Archer & Parker, 1994; Baldry & Farrington, 1999; Camodeca, Goossens, Terwogt, & Schuengel, 2002; Cowie, 2000; Crick & Grotpeter, 1995; Rivers & Smith, 1994; Wolke et. al, 2000) guide the literature to re-examine the findings. Therefore, Whitney and Smith (1993) extended the definition of Olweus (1993) and presented a new definition to the students in their study as follows;

We say a child or young person is being bullied, or picked on when another child or young person, or a group of children or young people, say nasty and unpleasant things to him or her. It is also bullying when a child or a young person is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the child or the young person being bullied to defend him or herself. It is also bullying when a child or young person is teased repeatedly in a nasty way. But it is not bullying when two children or young people of about the same strength have the odd fight or quarrel. (p. 7)

This definition included two important criteria as in the definition of Olweus (1993) that “imbalance of power” and “repetition”. These two criteria are universally accepted. Additionally, Whitney and Smith (1993) specified indirect aggressive behaviours in their definition. This definition also made an implicit distinction for friendly teasing that does not hurt the individual and nasty teasing that does harm (Smith et. al., 2002).

As a result of the growing body of research in this area, a variety of bullying behaviours that were investigated extended the definition. For instance, Espelage and Swearer (2003), after reviewing the literature, concluded that bullying is a systematic, ongoing set of behaviour instigated by an individual or a group of individuals to gain power, prestige or goods. The authors mentioned the term “power” that was used by Smith (2000) as succinct definition of bullying as “a systematic abuse of power”. The power or dominance theory in establishing higher position within peer group has focused by Pellegrini (1998) and colleagues (Pellegrini & Long, 2002; Pellegrini, 2003) when investigating bullying among subjects who are in the period of transition from childhood to adolescence.

A review study done by Roberts and Morotti (2000) highlights four central points in the literature to determine whether or not behaviours are bullying. These points are; (i) the nature of the behaviour such as age-appropriate, and/or gender specific, (ii) the level of intensity of the behaviour such as whether it is done in a humorous fashion or with malicious intent, or is physical, verbal or psychological, (iii) the rate of the occurrence of the behaviour, such as frequency or special times the behaviour occurs more, and (iv) the respond of the target of the behaviour, such as whether he or she upset or offended by the behaviour.

In conclusion, the bullying terminology has been changing in minor or major terms as the research areas have been broaden. This is the most challenging aspect of bullying for the researchers. Depending on the emphasized criteria in the two review studies (Espelage & Swearer, 2003; Roberts & Morotti 2000), the definition of Whitney and Smith (1993) is accepted by the present study. Since it is the most operational definition to study bullying phenomenon.

1.4 The Prevalence Rates of Bullying

The definition of bullying is strongly related to the estimation of prevalence rates at schools. Most of the studies have used self-report surveys (Boulton & Underwood, 1992; Collins, McAleavy, & Adamson, 2004; O'Moore & Hillery, 1989; Olweus, 1994; Rigby, 1993; Rigby & Slee, 1991; Whitney & Smith, 1993), moreover, some of the studies also focused on peer (Perry, Kusel, & Perry, 1988; Schwartz, 2000) and/or teacher nominations (O'Connell, Pepler, & Craig, 1999; Leff, Patterson,

Kupersmidt, & Power, 1999).

A well-known survey study was carried out by Olweus (1993) in connection with nation-wide campaign. The Bully/Victim Questionnaire (OBVQ), developed by Olweus (1993), has been administered to approximately 568.000 students (ages from 8 to 16) in Norway. The result of this large-scale study showed that 15 percent of the primary and junior high school students involved in bullying “now and then” or more frequently. It means that one student out of seven engages in bullying. Nine percent of the students were victims, and 7 percent of the students were bullies. Only 1.6 percent of the population were found as both bully and victim.

As mentioned in the previous section, the seminar in Stavanger, in 1987, has directed many researchers to study the prevalence rates of bullying in their country (Mellor, 1990; O’Moore & Hillery, 1989; Whitney & Smith, 1993). These studies followed the footsteps of the pioneers. The procedure and the OBVQ have been frequently used methodology in these investigations (Boulton & Underwood, 1992; Menesini et. al., 1997; Whitney & Smith, 1993; Wolke, Woods, Stanford, & Schulz, 2001). The prevalence rates found out in the results of the studies have shown a great variability even in the same country (e.g. Boulton & Underwood, 1992; Whitney & Smith, 1993). Whitney and Smith (1993), who used adapted version of the OBVQ with the extended definition of bullying, reported that 27 percent of students were victim, and 10 percent of them were bully in primary school (ages from 8 to 11). Furthermore, the victim and bully rates in middle school (ages from 11 to 16) shown decline to 4 percent and 12 percent respectively. On the other hand, Boulton and

Underwood (1992), who investigated the prevalence rates in England with different sample, found out that 10 percent of the younger (with a mean age of 8.5) and 2 percent of the older (with a mean age of 9.5) sample reported being bullied seriously. These results indicated that the occurrence of bullying was less than what Whitney and Smith (1993) found out in England. Furthermore, O'Moore and Hillery (1989) reported that 34.4 percent of the students (ages from 7 to 13) were occasionally bullied and 27.3 percent behaved as bullies in Ireland. There appears a large discrepancy in bullying events in the similar cultures.

This variability in the prevalence rates have been discussed by the authorities that whether or not the methodology, used in the studies, was the main factor of the different results or the real divergence of the bullying events occurred in the different samples. Neary and Joseph (1994) argued against the procedure used by Whitney and Smith (1993). They pointed out that because the procedure involved explaining the students that the questionnaire was about how much bullying occurs in their school, many students might be reluctant to accept or report to being bullied or to bully others. For this reason, they used a different procedure. Neary and Joseph (1994) developed a six-item self-report Peer Victimization Scale that was immersed within Harter's (1985, as cited in Neary & Joseph, 1994) 36-item Self-Perception Profiles for Children (SPPC). In addition to this self-report peer-victimization scale, Neary and Joseph (1994) asked the question "are there any children being bullied in this classroom?" as the peer assessment. The results revealed that although 12 girls reported being bullied in self-report peer victimization scale, their peers, mentioned about 30 students including these 12 girls as the victims of bullying. The authors

concluded that the students are often reluctant to admit being bullied; therefore there is a need for an assessment technique to address the issue in a subtle way. Further studies by Austin and Joseph (1996) and Andreou (2000) replicated this procedure. Austin and Joseph (1996) included a six-item Bullying-Behaviour Scale to identify bully and bully/victim groups of children who engage in bullying. The results of Austin and Joseph (1996) indicated that 9 percent of the students were bullies 22 percent were victims and 15 percent of the students were bully/victims. On the other hand, Andreou (2000) revealed that the percentages of bully, victim and bully/victim groups were 10.5, 18.8 and 18.2 respectively in three primary schools of Greece. The similar results of these latest two studies are pointed out the crucial role of the methodology.

When “bullying” was the common term in European countries to study peer abuse in school settings, “victimization” was the other frequently used term by researchers in the United States (Hoover, Oliver, & Thomson, 1993; Perry, Kusel & Perry, 1988; Perry, Willard, & Perry, 1990; Schwartz, Dodge, & Coie, 1993). In the United States, Peer and colleagues (Perry, Kusel, & Perry, 1988; Perry, Willard, & Perry, 1990), and some other researchers (Crick & Grotpeter, 1995; Schwartz, Dodge, & Coie, 1993) employed different methodology other than self-report surveys. Perry et. al. (1988) designed a study to estimate the extent of victimization problem in the schools of United States by using Peer Nomination Inventory (PNI) in which classmates nominate their peers on defined behavioural statements. They found that 10 percent of the children (aged between 8 to 12) were classified as extreme victims. The results of this study did not yield a significant result for age and sex difference.

Self-report methodology has also been used by the some American researchers (Espelage, Bosworth, & Simon, 2000; Haynie et. al., 2001) to show the frequency of bullying in the United States schools. Haynie et. al. (2001) indicated that 30.9 percent of middle school students (N = 4.263) reported being victimized three or more times. Because school shootings and it's connection to victimization in the United States have become a major concern of the society (Hazler, 2000), many authorities as school psychologists and educators work on the bullying problem with a large spectrum from bullying to violence (Espelage & Swearer, 2003; Furlong, Morrison, & Greif, 2003).

All the studies, reviewed in this section, have depicted a general picture about the prevalence rates of bullying problem in different countries of the world. However, there are some theoretical problems to evaluate the results of the prevalence studies in more accurate ways.

First, the operational definition of bullying appears to be an important problem. As discussed in the previous section, bullying must be described by including all different forms of aggressive behaviours, both direct and indirect.

Second, age and gender are the other crucial factors that are prone to the definition and they influence the estimation of prevalence rates of bullying. As the age factor is concerned, general tendency in the studies (Boulton & Underwood, 1992; Olweus, 1993; Smith, Madsen, & Moody, 1999; Sourander, Helstela, Helenius, & Piha, 2000) showed that while the percentage of being bullied declines with age, the percentage

of bully peers is more stable over years. However, there is a peak in being bullied at around 11 to 13 years (Eslea & Rees, 2001; Smith, Madsen & Moody, 1999;). Concerning gender issues, some studies have not found any gender difference between being bullied or bully others (Perry, Kusel, & Perry, 1988), some other research (Boulton & Underwood, 1992; Rigby & Slee, 1991; Rivers & Smith, 1994) reported significant differences between boys and girls with regard to bullying and bullied. Generally boys are evaluated as bully and victim more than are the girls (Boulton & Underwood, 1992; O'Moore & Hillery, 1989).

Third, there are problems related to the methodology or assessment techniques. The methodology used in these studies are the most controversial issue in the literature after the definition of bullying (Solberg & Olweus, 2003). The most used methods are peer nominations/ratings (Perry, Kusel & Perry, 1988; Sutton & Smith, 1999) and self-report questionnaires (Austin & Joseph, 1996; Olweus, 1993; Whitney & Smith, 1993). The other frequently used assessment method is the teacher-assessment forms (Hudley, 1993; Rigby & Slee, 1991). There are some other studies that used observational techniques in estimating bullying in the school settings (Atlas & Pepler, 1998; Tapper & Boulton, 2002).

Finally, the nature of bullying episode is considered by the authorities in estimating the prevalence rates. Salmivalli (1999) stated the assumption that besides the bully and victims, other children and adolescents are also involved in bullying. This argument was the starting point to investigate bullying as a group process (Sutton & Smith, 1999). Different roles in bullying episode, such as reinforcer, assistant,

defender or outsider have been focused on to estimate the prevalence rates of bullying (Sutton & Smith, 1999).

In short, the prevalence rates reported in the literature vary across studies depending on the description and methodology. Moreover, the shared consideration is that bullying is a serious problem in school settings. Consistent findings indicate both age and gender differences in bullying episodes. Additionally, the assessment procedure is strongly related to the real picture about bullying in the school settings. An important outcome of these studies is to identify the risk factors by describing characteristics of the bully, victim, bully/victims students.

1.5 Characteristics of Bully, Victim, and Bully/Victim

Much of the school bullying is perpetrated by a specific group of children named as bullies. The target of this bullying is also limited to a specific group of children called victims. The researchers investigate the dyadic interaction between bully and victim. The bully and victim types have been distinguished in terms of personality, behaviours and family characteristics, as assessed by self-report, peer nomination and teacher ratings. The following sections present the characteristics of children who are identified as bully, victim and bully/victim.

1.5.1 Characteristics of the Bully

A typical bully has been described by Olweus (1993) as a student who has aggressive reaction pattern combined with physical strength. Pellegrini (1998) identifies bullies as *youngsters who systematically and repeatedly target another group of youngsters against whom to aggress either directly and physically (e.g. hitting) or indirectly and relationally (e.g. shunning)* (p. 167). Bullies represent 7 to 15 percent of primary to secondary school population. They often characterized by impulsivity, non-compliance, a strong need to dominate others, and having little empathy for victims (Boulton & Underwood, 1992; Olweus, 1993; Pellegrini, 1998; Schwartz et. al., 1997). More boys than girls were specified as bully (Olweus, 1994). However, recent studies on relational (Crick & Grotpeter, 1995) or indirect (Kaukiainen et. al., 1999) aggression affected the proportion of bully estimates among girls and boys.

Although bullies have an average popularity in primary school, their popularity level decline through the middle school to junior high school (Olweus, 1993). However, their popularity never decreases to the low level that is typical of the victim. Bullies report that they pick on victims because they do not like them and it is victims' fault (Boulton & Underwood, 1992).

Characteristics of the parents of the bullies have also been investigated. Batche and Knoff (1994) described the parents of bullies as who (i) prefer harsh discipline methods including physical punishment and angry emotional outbursts, (ii) are rejecting or sometimes hostile toward their child, (iii) are inconsistent in supervision

as both hostile and permissive, (iv) have poor problem-solving skills, (v) prefer and teach to strike back when provoked. Oliver, Oaks and Hoover (1994) also include the evidence of “social isolation and disengagement from community life” as a characteristic of parents of the bullies. There is also a misconception about that the families of bullies are from low socio-economic status. Olweus (1993) stated that bully children came from all ranges of socio-economic conditions.

Clarke and Kiselica (1997) identified some myths about bullies to design more effective intervention techniques. The first myth is that bullies are tough individuals on the outside but actually they are insecure and have lower self-esteem. However, Rigby and Slee (1991) did not find a significant difference between bullies and other children indicating that bullies had lower self-esteem. Olweus (1994) also stated that bullies have usually little anxiety and insecurity. Moreover, being a bully is found to associate with some mental health problems. Kaltialo-Heino, Rimpela, Rimpela, Mattunen and Rantanen (1999) pointed out that depression and suicidal ideation were common among bullies. Moreover, Kaltiala-Heino, Rimpela, Rantanen, and Rimpela (2000) emphasized the finding that bullies are the risk group for excessive drinking, substance use and the like.

One other feature of the bully status is the stability over adulthood (e.g. Huesmann, Eron, Lefkowitz, & Walder, 1984; Whitney & Smith, 1993). Olweus (1993) reported that approximately 60 percent of bully children in grades 6 to 9 had at least one officially registered crime at the age of 24.

In brief, bullies are children who use aggression in a systematic way toward their weak peers. Although they cause harmful consequences for their peers' life, they also have trouble in the social and emotional life.

1.5.2 Characteristics of the Victim

The victim category of bullying is a more heterogeneous group in the literature. Basically it has been divided into two types. Olweus (1993) differentiated victims as passive (or innocent/submissive) and provocative (or aggressive, bully/victim) victims. In the present study victims and bully/victims was used as two distinguished groups. Victims are used for passive (innocent/submissive) victim group.

These victims are most common type found in the studies. Approximately 10 percent of the population is classified as victims (passive) in the literature (Olweus, 1993; Schwartz et. al, 1997). Victims are characterized as more anxious and insecure than other students by Olweus (1993). They are also often cautious, sensitive, quiet, lonely, physically weak children. They have poor self-esteem and have few friends as a source of emotional support. Since, victims have poor social skills, few friendship, physical weakness and low level of confidence, they are easily detected by bullies as a "good targets" (Griffin & Gross, 2004). Schwartz, et. al. (1993) indicated that there is a strong relationship between non-assertive behaviour pattern and victimization. The boys, classified as victims, initiated prosocial overtures at low rate and demonstrated a passive play style. When they are attacked, victims almost always do not fight back or react aggressively. On the other hand, victims display

depression, psychosomatic symptoms and internalise problems (Kumpulainen, Rasanen, & Puura, 2001; Rigby & Slee, 1992). The cost of bullying for children in victim status might be avoidance and withdrawal behaviours, such as skipping from school, which leads to academic problems (Hoover, Oliver, & Hazler, 1991).

Home environment of victims are depicted by Olweus (1993) as close relationship with overprotective mothers and become enmeshed. The mothers of victimized boys treat their child as younger than their actual age (Oliver, Oaks, & Hoover 1994). They are restrictive and controlling.

The literature indicates that being bullied has been stable through the years, however, not as bully status (Boulton & Underwood, 1992; Olweus, 1993; Perry, Kusel & Perry, 1988; Snyder et. al., 2003). Olweus' studies (1993) show that students who are categorized as victim at age 13 also classified as victim at age 16. Similarly Perry, Kusel, and Perry (1988) found that the tendency to be a victim was stable over a three months period. The researchers conclude that when a child who is classified as a victim reaches middle school, then his/her status is established. Schwartz et. al. (1998) indicated that victimization in the early elementary years was a predictor of behaviour problems 2 years later.

In conclusion, children who become victims of bullying have some common features that differentiate them from other children. The cost of being victim may result in tragic consequences such as school-shootings in the US (Hazler, 2000).

1.5.3 Characteristics of the Bully/Victim

The names of this group vary in the literature. Olweus (1993) gave a name of provocative victim to this category and defined it as students who are characterized by both anxious and aggressive reaction pattern. Bully/victim group is represented by approximately 2 percent of the population (Olweus, 1993). On the other hand, Austin and Joseph (1996) reported that 15 percent of their sample was categorized as bully/victim. These children are victimized by bullies and also engage in bullying toward others. They are described as eliciting “negative reactions” not only from bullies but also from all other students. Olweus (1994) stated that these students might cause irritation and tension around them, since their behaviours include a combination of anxious and aggressive reactions.

This subtype of children is named as aggressive-victim in the North American literature (Perry, Kusel, & Perry, 1988; Perry, Willard, & Perry, 1990; Pellegrini, Bartini, & Brooks, 1999; Schwartz, 2000; Schwartz, et. al., 1997). According to the result of the study by Schwartz (2000), the subjects, classified as aggressive victims, received high scores on impulsive behaviours, hyperactivity and emotional dysregulation by ratings of teachers. The author also reported that aggressive victims acknowledged more depressive symptoms and anxiety on the self-report forms. Consistent with the literature, Schwartz (2000) also found that aggressive victims were more rejected than bullies, passive victims or non-victimized groups.

Some other researchers (Austin & Joseph, 1996; Haynie, et. al. 2001; Kaltiala-Heino, et. al. 2000) prefer to use “bully/victim” term to describe this subtype of children.

Austin and Joseph (1996) found that bully/victim group had higher scores on measures of depressive symptoms and low score on the measures of scholastic competence, social acceptance, behaviour conduct, and global self-worth. Similarly, Camodeca, Goosens, Terwogt, and Schuengel (2002) and Salmivalli and Nieminen (2002) employed bully/victim name in their investigations to compare groups (bully, victim and bully-victim) in terms of reactive and proactive aggression. Their aggression is more reactive rather than proactive. For instance, bully/victims are described by their peers as those who “get mad easily” or “get picked on, teased and hit or punched” (Schwartz et. al., 1997).

In conclusion, the general characteristics of this subtype that include individuals who are both the target and perpetrators of bullying, are mostly defined as anxious, depressive, hyperactive, and aggressively reactive persons. Bully/victim students are rejected by the peer group more than the bullies are (Haynie et. al., 2001). They have experienced punitive, restrictive parenting like bullies. However, unlike bullies, they are greatly exposed to abusive parent treatment and to adult conflict and aggression than the bullies are. The families of the bully/victims are distinguished by power imbalance between mother and father (Schwartz et. al., 1997). Stevens, De Bourdeaudhuij and Van Oost (2002) supported the information that, students who classified as bully/ victim reported more anger and more aggression within family than did the other groups in self-report forms.

In the present study, bully/victim is used to describe as a category for children who have high nomination on both bully and victim subscales. Because these children are

characterized by behavioural and emotional dysregulation, they are exposed to rejection and maltreatment by their peers (Schwartz, 2000). They have to learn more functional coping skills and emotional regulation to overcome the detrimental effects of their status among peers.

1.6 Assessment Methods in Bullying Literature

As mentioned previously, one of the reasons for the variability of the prevalence rates in the literature is variability in the assessment techniques (Solberg & Olweus, 2003). There are three frequently used techniques in the literature: self-report questionnaires, peer nominations or ratings and teacher nominations or ratings. There are also some studies that used observational methods to investigate bullying behaviours in natural school settings (Atlas & Pepler, 1998; Boulton, 1993; Tapper & Boulton, 2002; Wilton, Craig, & Pepler, 2000). The present section addresses the predominantly used methods and procedures in the literature.

1.6.1 Studies Using Self-Report Questionnaires in the Literature

As a result of a nation-wide campaign against bully/victim problems in schools, a systematic research has begun to collect data about the prevalence of bullying in schools by Olweus (1993) in Scandinavia and then in Europe. In these survey studies, the Olweus Bully/Victim Questionnaire (OBVQ) has been frequently used. The OBVQ begins with a definition of bullying. It investigates the frequency and types of bullying, the location where the bullying takes place, who does the bullying,

how often children report bullying to teachers or their family, and if the teacher intervenes what he or she does to stop the bullying. The OBVQ consists of 40 items with the 5-point Likert type response alternatives. The reliability and validity of the revised OBVQ have been assessed on representative samples larger than 5000 male and female students (age from 11 to 16) in Bergen. The results yielded internal consistencies of at least 0.80 and reliabilities of approximately 0.90 (Solberg & Olweus, 2003). Construct validity for the OBVQ has been demonstrated by comparing items with other measures, such as general aggression and antisocial scales (Olweus, 1994). Pellegrini, Bartini and Brooks (1999) also reported strong psychometric properties for the OBVQ.

The OBVQ were used by many researchers (Boulton & Underwood, 1992; Pellegrini, Bartini, & Brooks, 1999; Olafsen & Viemerød, 2000; Whitney & Smith, 1993; Wolke, Woods, Stanford & Schulz, 2001). Whitney and Smith (1993) translated and revised the OBVQ to assess bullying in England schools. The questionnaire used by Whitney and Smith (1993) has 25 single or multiple-choice questions with five response alternatives ranging from 0 to 4 on a Likert type scale. Further work was done by Wolke et al. (2001). The authors used interview technique in administering the OBVQ to the students.

Although the OBVQ has been the frequently used questionnaire in Europe and Scandinavia, Rigby, and Slee (1992) developed the Peer Relations Questionnaire (PRQ) to understand the estimated rate of bullying in Australia. The PRQ included 20 questions, six of them were intended to be relevant to the tendency to bully others

(e.g. “I like to make other kids scared of me”) and six questions were intended to be victimized by others (e.g. “I get picked on by other kids”) and four questions were related to prosocial or cooperative behaviours and four were the filler items. The respondents were asked to indicate their choices on a 4-points scale ranging from “very often” to “not at all”. Pellegrini and Long (2002) and Peterson and Rigby (1999) utilized PRQ in their studies. Additionally, Salmivalli and Nieminen (2002) modified and used the PRQ with a sample in Finland.

The administration method of these survey studies (Boulton & Underwood, 1992; Olweus, 1993; Whitney & Smith, 1993) is very similar. In most of the studies, the questionnaire was administered in class setting by class teachers. The definition of bullying was read aloud to the students. As mentioned in the previous section, however, Neary and Joseph (1994) and Austin and Joseph (1996) were against this procedure. The authors stated that because the standardised procedure of reading the definition of bullying aloud, made the issue salient, many students were reluctant to admit bullying others or being bullied. In order to overcome this methodological problem, Neary and Joseph (1994) developed the Peer-Victimization Scale (PVS) including six items immersed into the Self-Perception Profile for Children developed by Harter in 1985 (as cited in Neary & Joseph, 1994). Austin and Joseph (1996) added some bully items into the scale of Neary and Joseph (1994), named as the Bullying-Behaviour Scale (BBS), to subtly assess bully/victim problems at school. The internal consistency of BBS and PVS were reported by the authors as 0.83 and 0.82, respectively. The tense of the items was changed from active to passive in actions described in the scales, for instance “some children are often teased by other

children”, but “other children are not teased by other children”. The response choices, that were arranged, were “really true for me” and “sort of true for me” for each description. The responses were coded ranging from 1 (really true for me) to 4 (really true for me). In the procedure of administrating the questionnaire, the investigator did not mention anything about bullying or victimisation.

Mynard and Joseph (2000) developed another self-report scale to measure multidimensional faces of peer victimization. This scale was the expanded version of the PVS (Neary & Joseph, 1994). It was named as Multidimensional Peer-victimization Scale including four main factors as physical victimization, verbal victimization, social manipulation and attacks on property.

Important benefits of the self-report measures are that they do not require a great deal of time, and that they are inexpensive. However, Sutton and Smith (1999) questioned self-report questionnaires that the students may underestimate the bullying behaviours they initiated or engaged in. In addition to this, Perry et. al. (1988) cautioned against the self-report form, especially when there is a discrepancy between self and others perceptions of being bullied. According to Solberg and Olweus (2003) the problem of the self-report questionnaire is related with the ambiguous way of obtaining a sum or mean composite score.

In conclusion, although the self-report questionnaires are the frequently used assessment technique in the literature, it is consented that the utility of both self-report and peer nomination techniques might be more informative.

1.6.2 Studies Using Peer Nomination or Ratings in the Literature

Another frequently used technique, by examining children's assessment of their peers, is the peer-nomination or peer-ratings. Many studies are designed to obtain functional information related to the bullying in school settings by using peer-nomination scales. Widely used peer nomination instruments are presented in detail in this section.

One of the commonly used peer nomination measure is The Peer Nomination Inventory (PNI) developed by Perry, Kusel and Perry (1988). The modified PNI (Camodeca et. al, 2002; Leff, et. al. 1999; O'Connell, Pepler, & Craig, 1999) included 26 items. Seven items described victimization such as "kids make me fun". Seven items, on the other hand, described aggression or bullying such as, "he makes fun of people". The remaining 12 items were the filler items. The test-retest reliability over the three months period was 0.93. The internal consistency of the inventory ranged between 0.78 and 0.98 (Perry et. al., 1988). The peer nomination inventory was administered in the classroom setting. All the students were given a class roster and asked to nominate up to three same-sex classmates who fit the descriptions in each item. Peer nominations for bullying and victimization subscales were summed and standardized for each class. In general, children who had a bullying score or victimization score above the mean were classified as bully or victim respectively. The cut off point ranged from 1 standard deviation (SD) to 0.75 SD above the mean score (O'Connell, Pepler, & Craig, 1999; Pellegrini, Bartini & Brooks, 1999; Toblin, Schwartz, Gorman, & Abou-ezzeddine, 2005; Wilton, Craig &

Pepler, 2000). Another widely used peer nomination instrument, developed by Crick and Grotpeter (1995), is also called the Peer Nomination Inventory. The aim of developing this instrument was to identify students who show relational or overt aggression. The peer nomination inventory of Crick and Grotpeter (1995) included 19 items providing information on relational, overt aggression and also prosocial behaviour and isolation. Test-retest reliability has been demonstrated at 0.82 and 0.90 and internal consistency ranged from 0.83 to 0.94. This scale has been used by Pellegrini and Long (2002), Poulin and Boivin (2000), and Pakaslahti and Keltikangas-Jarvinen (2000).

Another peer nomination scale, that includes 49 items, is developed by Salmivalli et. al. (1996, as cited in Salmivalli, 1999) to measure specifically the participants' role in a bullying situation. Students nominated each classmate on the behavioural description whether he or she does the behaviour "sometimes" or "often". The questionnaire was shortened by Sutton and Smith (1999). This version included 21 descriptions within an interview format. Although the findings of Sutton and Smith (1999) revealed similar alpha values for subscales (ranging from 0.80 to 0.93), factor analysis yielded one factor for bully, reinforcer and assistant scales. Another frequently used peer nomination scale was developed by Schwartz and colleagues in USA (Schwartz, McFadyen-Ketchum, Dodge, Pettit, & Bates, 1997) and used in many studies of this group (Schwartz, 2000; Schwartz, McFadyen-Ketchum, Dodge, Pettit & Bates, 1998; Schwartz, McFadyen-Ketchum, Dodge, Pettit & Bates, 1999). In this scale, each child nominated up to 3 classmates who fit three victimization and three aggression descriptions. The victimization and aggression scores were

calculated from the sum of the three victimization and three aggression items and standardized within the classroom. If a child had an aggressive score at least 0.8 SD above the mean and victimization score 0.8 SD below the mean, he or she was classified as an aggressor. The opposite criterion was used for passive victim classification. Aggressive victims, on the other hand, had at least 0.8 SD above the mean for aggression and victimization scores (Schwartz et. al., 1997).

The peer-nomination or rating procedure has a reliability to estimate children who are participants of bully/victim problem (Pakaslahti & Keltikangas-Jarvinene, 2000). However, some researchers (Olweus, 1993; Solberg & Olweus, 2003) claim that the best way of examining the prevalence of bullying behaviours is through student surveys, since questionnaires and surveys are the more time-consuming way to gather preliminary information about bullying events in a school prior to the school-based intervention. The weakness of using the peer nomination is that they often require a greater time investment and may cost more than surveys. Furthermore, the peer nomination procedure is more useful if the aim of the research is group-based interventions.

1.6.3 Studies Using Teacher Nomination or Ratings in the Literature

Some of the studies have used teacher assessment measures to evaluate student's peer group status, behaviour problems and school functioning and their relation to bully/victim issues. For instance, Schwartz (2000) and Pellegrini et. al. (1999) used teacher rating scale to evaluate social behaviour and academic functioning. On the

other hand, some other researchers (Leff et. al., 1999; O'Connell et. al., 1999; Perry et. al, 1988) asked the teachers to nominate students in identifying their status in bullying.

Leff, Patterson, Kupersmith, and Power (1999) compared teacher and peer nominations in identifying the victims. Teachers were given a class roster and asked to indicate which children bullied others by means of the description of physical aggression such as hitting, pushing and which children get picked on the most. Elementary school teachers, according to the results of the study, identified bullies and victims more accurately than middle school teachers as compared to peers' nominations.

O'Connell, Pepler and Craig (1999) used teacher nomination form including behaviour descriptions of bullies, victims and bully/victims to identify bully, victim and bully/victims. Similarly, Perry et. al. (1988) also obtained data from a teacher nomination forms that was a parallel form of the Peer Nomination Inventory. These two studies have taken into account both peer and teacher nominations and self-report assessments in order to identify the participants of bully/victim problem.

Although there are some arguments about using teacher ratings to identify students' role in bully/victim problems (e.g. Perry et. al., 1988) some authorities (e.g. Dodge & Coie, 1987; Pakaslahti & Keltikangas-Jarvinen, 2000) have shown confidence in the accuracy of teacher nominations. Teacher nominations or ratings are useful in obtaining data quickly and easily. Teachers can give information about large number of students. However, teacher nominations may reflect biases in identifying bullies

and victims in the classroom, because of teachers' experiences with the students. The best way is to use the teacher nominations in conjunction with other assessment techniques.

Taken collectively, all these assessment methods in bullying literature cited above have been used as a base in developing both the self-report and peer nomination bully scales for the present study.

1.7 Intervention Strategies in Reducing Bullying in Schools

In view of the studies that have convincingly demonstrated bullying as a considerable problem in the schools, intervention programs have been developed to prevent bullying. The potential negative effects of bullying are not only for victims but also for everyone in the school and in the community. The literature contains many intervention programs and policies that were established after country-wide studies for preventing bullying in schools (e.g. Flannery, Vazsoi, Liau, Gou, Powell, Atha, Vesterdal, & Embry, 2003; Limper, 2000; Ortega & Lera, 2000; Stevens, Van Oost & De Bourdeaudhuij, 2000). The strategies used in the prevention programs categorize these programs under three levels as primary, secondary, and tertiary preventions (Meyers, & Nastasi, 1999 as cited in Elinoff, Chafouleas, & Sassu, 2004). In this section, primary and secondary prevention programs are addressed.

Primary prevention strategies are supplied to entire population. It aims to intervene the problem and to prevent its' reoccurrence. School-wide programs are these types

of prevention programs that include students, educational and administrative staff in the school. Several school-wide programs have been implemented in European countries (e.g. Sweden, Norway, England, Ireland, and Netherlands). Some of these programs were promoted and supported by the related governments.

The first extensive school-wide program was conducted in 1983 in Norway by Olweus (1993). That was the pioneer study for the followings. The major goal of the intervention was to reduce, ideally to completely eliminate the existing bully/victim problems in and out of school setting. In addition, the possible development of the new problems might be prevented. As an extended version of this program, Roland (2000) implemented the second wave of this action in 1996. The program started with administering an extensive survey, by using the OBVQ, to the schools in spring as a baseline data at the national level. Overall, the core issues of the intervention program, addressed by Olweus (1993), were (a) to increase the awareness of school personnel, students and parents about bully/victim problems by providing specific knowledge about the frequency and the nature of bullying in their school, (b) to achieve active involvement of teacher, school personnel and parents by arranging school conference day, meetings with parents, and designing more attractive and safe school environment by encouraging teacher and parent supervision, (c) to develop clear rules against bullying and to discuss these rules at class level in special meetings, (d) to talk seriously with students, who involve in bull/victim problem, and with their parents.

Two follow-up studies were conducted to evaluate the maintenance of the program.

The results revealed a decrease about 50 percent in the bullying rate in Bergen region one and two years after the campaign had started. Although a slight decrease in bullying also existed in one and two year follow-ups in another region, the decrease was not as much as it was in Bergen. Although the program was implemented in a standard way in both regions, the results pointed out that the support system from the research team made a difference in the effect of the program. The support system was simply the visit of the research team to the schools occasionally in Bergen. During these visits, the teachers and the principals were given information about follow-up study and they had the opportunity to discuss the work done with the research team. The second wave of this anti-bullying program comprised of a much broader preventive perspective (Roland, 2000). One distinct features of this program was to include not only bullying but also some other problems such as discipline problems in the class. The booklet for the teacher was designed to include general classroom management approaches to improve social interactions. The pupils who were not involved in bullying were strongly focused since this majority would influence the bullies. The other important feature of this program was the support system provided by 350 local professionals who would help schools in difficult cases. Consequently, these programs have pointed out to the importance of the implementation issue in the effectiveness of the program.

Another extensive program, inspired by The Nationwide Anti-Bullying Campaign in Norway, was developed and implemented in Sheffield, UK, by Smith and colleagues (Sharp & Smith, 1991). This program (The Department of Education and Science-DES Sheffield Bullying Project) started with an extensive survey at 24 schools. The

core part of the intervention was that each school should be involved in developing and establishing its own school-wide policy addressing the bullying. Other parts of the intervention was presented as optional to the teachers who were requested to select parts that they were most interested in or felt most appropriate for their school.

The parts of the intervention involved the followings (Sharp & Smith, 1991);

- a- *Tackling bullying through curriculum:* The material and approaches are the usage of video, role-playing and fiction and dramas about the bullying to stimulate the discussion.
- b- *Involving pupils in developing their own solution to bullying:* This part aimed to involve the peer groups in developing strategies and solutions towards the bullying by two approaches called as “quality circle” and “bully courts”.
- c- *Working directly with pupils involved in bullying incidents:* Assertiveness training and support groups for victims were provided to help them avoid and escape from bullying situation. Counselling, non-punitive approach in individual and group discussions with each of the pupils involved in bullying behaviours was applied to reach a joint agreement between bullies and victims.
- d- *Playground supervision:* A “ menu” of strategies to enhance the quality of pupil’s play, to promote cooperative behaviour and implement effective management systems for playtime and lunch break were developed and presented to the teaching staff.
- e- *Working with environment:* Architecture students visited the

schools and offered some changing in the design of the playground environment to initiate cooperative and constructive activities.

The follow-up study indicated that there was a decrease in bullying for boys but not for the girls. There seemed an increase in bullying for girls. The authors interpreted this result as gaining an increased awareness about bullying on the parts of girls after intervention (Sharp & Smith, 1991).

The systematic school-based studies have been implemented by many European researchers such as Limper (2000) in the Netherlands; Ortega and Lera (2000) in Spain; Stevens, Van Oost and De Bourdeaudhuij (2000) in Belgium; and Baldry and Farrington in Italy (2004). All these studies have aimed to increase the awareness about bully/victim problem and its consequences. The Seville Anti-Bullying in Schools Project (the SAVE) (Ortega & Lera, 2000) comprised of three areas; (a) a program for the management of school life, (b) a program for cooperative group work, and (c) a program for teaching feelings, attitudes and values. On the other hand, Stevens et. al. (2000) aimed at enhancing positive attitudes towards bully and victim, by implementing curriculum-based intervention with a focus on the students who are not directly involved in bully/victim problem. Baldry and Farrington (2004), in Italy, focused on increasing the awareness about bullying by teaching the negative effects of bullying and enhancing empathy and perspective taking. This program consisted of a kit of three videos and a booklet. Each video corresponds to a part of booklet including bullying among peers, children witnessing domestic violence, and finally the cycle of violence. The events in the videos have been discussed and role-

played by the participants. Moreover, perspective-taking skills were exercised in the sessions. The effectiveness of the two studies (Baldry & Farrington, 2004; Stevens et. al., 2000) has been supported by pre-test and post-test control group design. The results indicated significant decrease in bullying or increase in anti-bullying attitudes in training groups after the intervention. However, this effect has not been maintained long.

School-wide programs have emerged immediately after public interest has been attracted to bullying in school settings (The Bullying Prevention program, in Norway, Olweus, 1993; The DES Sheffield Project, in UK, Sharp & Smith, 1991; The SAVE, in Spain, Ortega & Lera, 2000; The Anti-bullying Intervention program, in Belgium, Stevens et. al., 2000). They basically include three phases. The first phase is to make teaching and non-teaching school staff and parents aware of that the problem exists in their environment and some of the children are exposed to it. Extensive surveys and conducting meetings, seminars or conferences to school staff and parents have served to increase the awareness. The second phase is restructuring the social and physical environment. Arranging better supervision and monitoring during recess, constructing school and class rules against bullying, coordinating and planning discussion times are the strategies to restructure the environment to reduce bullying. Finally, specific training sessions are held for all target groups to enhance skill improvement needed to respond to bully/victim problem. Pre- and post-test design studies have revealed that school-wide programs have succeeded in reducing bullying in school settings (Baldry & Farrington, 2004; Roland, 2000; Sharp & Smith, 1991; Stevens et. al., 2000). Nevertheless, there are some problems related to

the willingness of school staff to involve an anti-bullying program, and also related to the support system provided by the experts who implement the program. Because of the problems mentioned, Sharp and Smith (1991) argued that the schools should develop their own rules against bullying.

Secondary prevention strategies focus on those students with identified risk factors or emerging problems. The last phase of some school-wide intervention programs includes secondary prevention strategies such as specific trainings for the target groups (Sharp & Smith, 1991; Ortega & Lera, 2000). Furthermore, the literature points out to the intervention studies (Kazdin, 1987; Hudley Britsch, Wakefield, Smith, Demotrat, & Cho, 1998; Lochman, 1992; Fox & Boulton, 2003) focusing on more individual or group approaches in reducing aggressive behaviours. These programs have based on the assumptions that being bullied or bully others are the result of social or cognitive-behavioural skill deficit (Fox & Boulton, 2003; Hudley, et. al., 1998; Kazdin, 1987; Lochman, 1992). The fundamental contributions to aggressive interventions were made by Kazdin and his colleagues (Kazdin, 1987; Kazdin, Siegel & Bass, 1992), through the cognitive-based programs in the United States. These studies have targeted the aggressive children. Some other studies (e.g. Fox & Boulton, 2003; Hall, 2004) have focused on the victims. They were developed to strengthen the weaknesses of the victims, as they were based on the notion that the behaviours of the victims, in some way, contribute to their victimization (Perry, Willard, & Perry, 1990; Schwarz et. al. 1999). If the victim learns to behave in a more confident and relaxed way they are not perceived as easy-targets.

The assertiveness training program (Sharp, Cowie & Smith 1994, as cited in Fox & Boulton, 2003) was developed to teach the victimized children to be assertive such as keeping an upright posture, keep hands and arms relaxed, using appropriate eye-contact, and appropriate smiling. Fox and Boulton (2003), in a further study, identified core social skill problems that are the characteristics of the victims such as crying, looking scared and giving in easily. After identifying the characteristics of victim, Fox and Boulton (2003) conducted a study including a social skill training program with experimental and waiting list control groups and pre-test, post-test and three months follow-up measurements. Specifically, the authors predicted the improvements in victims' social skills, number of friends, level of peer victimization and acceptance, and psychosocial maladjustment like depression, anxiety and self-esteem. The social skill program had eight weekly sessions. The content of the program contained (p. 234-235) (a) how to use social problem solving skills, (b) how to use relaxation skills, (c) how to think positively, (d) how to modify their non-verbal behaviours, and e) how to use some verbal strategies. The students who had a social skill problem and who were nominated as pure victims by their peers were selected. There were two experimental and two waiting-list groups. A self-report questionnaire was also administered to assess psychological adjustment problems such as anxiety, depression and self-esteem. The results showed that there was a significant increase in global self-worth in experimental group after the intervention. Although there was no significant result for the other measures such as social skill problems or peer victimization, there was a slight increase in social skill scores and a decrease in peer victimization scores after the intervention, however, social skill scores of the experimental group rated by peers increased in f₂ measure. The

authors asserted that the major reason for the non-significant results was that the design was a non-equivalent control groups, as children were not randomly assigned to the groups. The experimental group was formed in two schools and the waiting-list control group was established in the other two schools. Fox and Boulton (2003) also stated that the limited success might be the result of the inappropriateness of the intervention about social skill problems because the precise nature of the children's social skill problem was not taken into account, such as skill deficit or competing emotions. It was proposed that the problem might not be the social skill deficit but the emotions. When the victim child is confronted with the bully, he or she experience excessive emotional arousal that interferes with the ability to cope with the situation. The authors conclude that the focus should be thoughts and emotions rather than the social skill problems in future interventions.

In the line with the conclusion of Fox and Boulton (2003), The Anger Coping Program, developed by Lochman (1992), focused on the mediating role of anger between cognition and behaviour in aggressive children's responses. It is a small group intervention implemented by school counsellors or mental health professionals. This 18- session intervention program is conducted once in a week for approximately 60 minutes. The groups include four to six boys who are identified by peer and teacher nominations. This program was used primarily with preadolescents and young adolescents (age from 8 to 14). Teaching children to recognize physiological cues and to employ coping strategies to control anger were the crucial aspects of the intervention. The content of anger coping intervention included both contingency management-training techniques within peer group and problem solving

skill techniques such as identifying the problem, becoming aware of anger arousal, generating a variety of solutions. A three-year follow-up showed that the teenagers in the experimental group avoided illogical solutions for the resolution of the problem and had a higher level of self-esteem (Lochman, 1992). The studies by Lochman and colleagues (as cited in Lochman & Dunn, 1993) have confirmed the efficacy of the anger-coping program (Nangle, Erdley, Carpenter, & Newman, 2002). Leff et. al. (2001) reported that the Anger Coping program include a strong research design and detailed manualization of the treatment protocol. This program enables the aggressive boys to transfer acquired skills to real situation.

Bullies and victims, as target groups, have been subjected to group-based intervention studies including training of the participants in some skills. Additionally, school-wide programs have included the group of non-involved students as active participants in intervening bullying (Cowie, 2000). However, bully/victim group has not been focused as a target group for the intervention, although their characteristics are strongly prone to life-long emotional and social troubles. For the bully/victims, because these children react against bullying in a very aggressive style which make them the victim of bullies, an intervention strategy, that includes teaching to control self and emotions and to solve conflicts in a positive manner, will be more effective than other types of interventions. The present study aims to help the bully/victim group in reducing bullying behaviours by teaching anger management and conflict resolution skills.

1.8 Bullying Related Studies in Turkey

Bullying has just recently been the focus of the studies in Turkey. Aggression or violence related studies have been subjected to investigation by the researchers slightly earlier (Hatunoğlu, 1994; Kutlu, 1998; Masalcı, 2001; Pekkaya, 1994; Tuzgöl, 1998; Uysal, 2003). Some of these studies were specifically interested in the relationship between parental attitudes and children's or adolescent's aggressive behaviours (Hatunoğlu, 1994; Masalcı, 2001; Tuzgöl, 1998). Some others have implemented an intervention program (Pekkaya, 1994; Uysal, 2003) to decrease the aggressive behaviours of school children.

Some recent dissertations (Dölek, 2002; Gültekin, 2003; Pekel, 2004; Yıldırım, 2001) and an empirical study (Kapıcı, 2004) carried out in the counselling and social/developmental psychology fields have begun to address the bullying issues among Turkish students. In this section, these studies were summarized.

Pişkin (2002) provided a review study including definition, types, related factors and prevention strategies on school bullying for the Turkish researchers. In his review article, Pişkin (2002) has also mentioned that there are only a few studies in Turkey that address the school bullying among Turkish students.

One of these studies is a master thesis carried out by Yıldırım (2001). Yıldırım (2001) investigated the relationship between bullying and family environment of elementary school students (aged from 8 to 11) who were identified as bullies,

victims, bully/victims and controls. Both peer and teacher nomination assessment techniques were used in this study to identify students' status. After assigning the students into four groups, using 1 SD above and below criterion in bullying and victimization descriptions, the analyses were run to find out the characteristics of the bully, victim and bully/victims. Although family environment did not significantly differ among four categories, some behavioural characteristics specific to bully, victims or bully/victims were found out. For instance, bully and bully/victim students were nominated as more disruptive than other two categories by the peers. Regarding popularity, victim and control categories were scored higher than bully and bully/victim students. However, their peers nominated bully students as leaders. Although the results did not show significant differences for family environment of the students in four categories, these findings showed that the characteristics of bullies, victims or bully/victims were consistent with the literature.

Further two studies (Gültekin 2003; Pekel, 2002) were pursued to adapt a bullying scale to be beneficial in following research in bullying in Turkish schools. These studies were also investigated prevalence rates of the bullying in Turkish students and some behavioural and psychosocial characteristics of bully, victim and bully/victim students.

The Multidimensional Peer Victimization Scale of Mynard and Joseph (2000) was adapted by Gültekin (2003) into Turkish. The scale, a self-report form, was administered to elementary school students (age from 11 to 16) in Ankara. During translation of the scale items, two items were excluded due to being inappropriate to

Turkish culture. Four new items were added to the scale. Different from the scale of Mynard and Joseph (2000) that resulted in four factors, the adapted scale of Gültekin (2003) revealed five factors named: terror, teasing, relational attack, physical attack and attack to poverty. The Cronbach Alphas' ranged from 0.63 to 0.73. Overall alpha was 0.86 for the scale. The validity evidence for the Turkish Peer Victimization Scale was supported by asking the students whether they were victimized or not. The students were divided into two groups based on their answers of "yes" or "no" The two groups were compared on the scores obtained from each subscale. The results yielded significant differences between the groups on the subscales' scores. This scale was used to identify the victims. Furthermore, Pekel (2004) designed a study to examine bully/victim problems in 5th and 6th grade students by using Gültekin's Peer Victimization Scale. The author aimed to find to replicate factor pattern and reliability and validity of this scale. The prevalence rates in four categories, sociometric status and their psychosocial (being popular, being rejected, lonely) and academic functioning were examined in this study. Different from the study of Gültekin (2003), who administered peer- nomination scale designed to select the victims of bullying, Pekel (2004) has changed the wording of the questions in order to select the bullies, such as "how many times do you do these behaviours?". This scale was named as "the bully scale". The results showed that both the Peer Victimization and the Bully Scale had five subscales, named as named terror, teasing, physical attack, relational attack and attack on property, as Gültekin found (2003). However, some items were loaded under another factor in this study. The Cronbach Alpha's for the subscales were ranging from 0.66 to 0.86. After the reliability and validity evidence presented for these scales, the students was assigned

into bully, victim, bully victim and non-involved categories. As in the study of Yıldırım (2001) the cut-off point of one standard deviation above the mean of the two scales was used for identifying the bully, victim, bully/victim and non-involved groups. The four groups were assessed in terms of gender difference.

Being bullied by peer group did not differ significantly as a function of gender. On the other hand, greater numbers of boys were found in the bully and bully/victim groups. The study also investigated whether students are mostly bullied by female or male or both female/ male peers. The bullies of the male victims were mostly males. On the other hand, both male and female peers bullied the female subjects. The results of sociometric status of the groups yielded that bully/victims were rejected by the peer group much more than were pure bully and pure victim groups. On the other hand, the loneliness scale revealed that both victim and bully/victim groups had significantly higher scores than bully and non-involved group. The results of Pekel (2004) were consistent with the literature. A crucial finding, strongly related to the present study, is that more boys (N=33) were categorised as bully/victim than girls (N=12) by Turkish students. In the line of this result, the present study aimed to select bully/victim boys as the participants of the intervention program.

Another study was carried out by Dölek in the early 2000's. This dissertation study has two aims, including a descriptive and an intervention parts. The author investigated the prevalence rates of bully/victim problems in the elementary and middle schools of İstanbul metropolitan area. As a measurement instrument, Dölek (2002) adapted The Olweus Bully/Victim Questionnaires into Turkish. The sample

involved 5th, 7th and 9th grade students. According to the result of the study, 22.48 percent of students reported that they were bullied frequently during the semester. On the other hand, 2.56 percent of the female and 6.73 percent of the male students were categorized as bullies. When the age was considered, 5th grade students (37.45 %) were exposed to bullying three times more than 9th grade students (10.61 %). An inconsistent finding of this study with the literature was that overt physical aggressive behaviours, such as hitting, pushing, were not significantly different for boys and girls. Although, more boys (44.04 %) than girls (30.29 %) were found as bully, this difference was not as high as the studies in the literature (e.g. Olweus, 1993). Dölek (2002) also implemented a class based intervention program. The study has the importance of being the first study implementing an intervention program, by targeting especially bully/victim problem in Turkey. In this intervention program, Dölek (2002) has basically aimed to increase the awareness of students about bullying problem, to develop a peer-group support system for victims. As a target population, the author selected preadolescence period and, this program was given to 5th grade students. Even though, the intervention program did not yield a significant effect, there was a change for the boys to tolerate bullying much less than before the intervention.

Another intervention program has been carried out by Uysal (2003) to reduce the students' violent behaviours. Uysal (2003) implemented an Against-Violence Training Program to 7th grade students in public schools of İzmir. "Violence" is described as to coerce someone to do something he or she does not want to do by using bullying, aggressing, or by psychological torturing. The intervention program

was adapted from Student Against Violence Everywhere (SAVE) developed by Center for the Prevention of School Violence (1993, as cited in Uysal, 2003). Specifically, this program aimed to teach students conflict management skills to reduce violent tendency and behaviours. The results of the intervention revealed a significant decrease in the violent tendency post-test scores of the experimental group. However, there was not a significant difference in the violent behaviours scores between experimental and control groups.

A more recent empirical study in this field was carried out by Kapcı (2004). The purpose of this study had three goals; (a) types and prevalence rates of bullying experienced by 4th and 5th grade students, (b) socio-economic status (SES), grade and gender differences on the level and type of bullying, and, (c) how the self-esteem, depression, and state and trait anxiety levels of students differed by the experience/type of bullying. The results of this study showed that overall 40 percent of the students were subjected to physical, verbal, relational and sexual bullying. Furthermore, physical bullying, such as pushing, hitting, attacking with dangerous tools, is the most frequent bullying types among this age groups. The second frequent type of bullying is verbal bullying such as name calling, teasing, swearing, threat. Relational bullying (e.g. excluding from the group, discriminating) and sexual bullying (e.g. touching, verbal sexual harassment) were the relatively less frequent types of bullying. Another finding of the study indicated that being the victim of verbal, sexual or relational bullying was not significantly different in terms of SES. However, middle SES students have exposed to physical bullying significantly more than low SES students. Age did not significantly differ in terms of bullying types.

Regarding gender, boys were more verbally bullied than were the girls. Finally, there were significant differences between students who were highly bullied physically, verbally and exposed to relational and sexual bullying and students who were less bullied by these types of bullying in self-esteem, depression and anxiety scales.

To conclude, bullying has recently attracted the researchers' interest in Turkey as compared to those of the western ones. Furthermore, the results of research on bullying among Turkish students have indicated high incidence of occurrence and problems of students as in abroad. More studies are needed to understand the nature of bullying in Turkey to intervene the problem with all prevention strategy levels.

1.9 Purpose of the Study

The present study has followed the developing steps in the literature to investigate the concept of bullying in a sample of Turkish students. As mentioned in the previous section, the studies on bullying is at the very beginning in this culture as it was 25 years ago in the western bullying literature of related fields of counselling, social and developmental psychology.

Consistent with the findings abroad, bullying among Turkish students is certainly not a new event. However, systematic investigation has started recently. In the beginning of 2000's some theses have been started to carry out (e.g. Gültekin, 2003; Yıldırım, 2001). Although Gültekin (2003) and Pekel (2004) have focused on adapting a victimization scale into Turkish, the present study aimed to develop an original

Scale based on the bullying literature. The intervention literature basically deals with either bully or victim groups but somewhat neglects the bull/victims. It is noteworthy that the present study was designed to fill the gap in the literature through implementing a program that specifically targeted the bully/victim group.

In conclusion, the purpose of the present study is twofold: (1) to develop a Turkish bully scale including bully, victim and buffer (Pleasure in Life as named later in the study) subdimensions, and to examine prevalence rate and gender difference of bullying behaviours in elementary school children; (2) to design and evaluate the effect of the Bullying Management Training Program on reducing bullying behaviours of bully/victim group elementary school students.

1.10 Research Questions

The following research questions were asked in the first and second phase of the study.

First Phase:

1. Is the developed Bully Scale a valid and reliable instrument?
2. What is the prevalence of bullying and its dimensions as measured by the Bully Scale?

Second Phase:

1. Does the Bully Management Training Program have a significant effect on reducing the self-report bully and victim scores of the 7th grade level bully/victim students?

2. Does the Bully Management Training Program have a significant effect on reducing the peer nomination bully and victim scores of the 7th grade level bully/victim students?

1.11 Significance of the Study

Despite the fact that school shootings as in the USA due to being victimized, or suicides of children or adolescents have not been the case to trigger a nation-wide action against bullying in Turkey, it does not mean that the occurrence of bullying is a rare phenomenon in our schools. Actually this idea has already been confirmed by the findings of the recent studies (Dölek, 2002; Pekel, 2004; Yıldırım, 2001). The studies about school bullying in Turkey have recently begun to take attention of mass media. For instance, news, published in Akşam newspaper (Yolcu, 2003), has reported the results of the study of Dölek (2002), presenting the descriptions of bully and victim categories and prevention strategies for parents. The empirical studies and some programs on broadcast, consistent with the increased attention for bullying research, have helped to form the design of the present study. Bullying in the school environment is strongly related to students' absenteeism (Batche & Knoff, 1994; Rigby, 2001) and the academic success (Olweus, 1993; Pekel, 2004); and then students' social and psychological problems (Boulton & Underwood, 1992; Gültekin, 2003; Pekel, 2004; Kapcı, 2004; Rigby & Slee, 1991; Schwartz et. al., 1998). Thus the aggressive acts and their consequences for Turkish school children are also an important research area for this country.

The bullying issue have been worked through moving from measuring incidence and rates of bullying to exploring the emotional consequences and correlates of bullying. Initially, all the studies, cited in the introduction chapter, have started studying to explore the nature and incidence of bullying in the schools. Therefore, the researcher first developed an instrument to measure the intensity of bullying. The present study, by developing a Turkish bully scale, will be informative to explore the nature of bullying in Turkish schools. This scale is constructed in the light of the bullying literature in the world; moreover, it is prepared and developed by the researcher considering the cultural issues. This might have contributed the bullying literature in Turkey. The other contribution of the present study may be to use both self-report and peer nomination measurements at the same time to estimate prevalence rates.

Additionally, the descriptive part of this study serves to develop and implement a group-based intervention program. As reviewed previously in this chapter, the success of all school-wide interventions is dependent on many factors, such as teachers' participation, positive involvement of parents and establishing a school anti-bullying policy. When all these key points are considered, the effectiveness of group-based interventions was modest (Nangle, Erdley, Carpenter, & Newman, 2002). Alternatively, successful intervention with specific groups (e.g. bullies, victims or bully/victims) can have beneficial results on two levels; individual and environmental. If these special group children, victim or bully/victims, become more effective in resolving problems in socially appropriate ways through the intervention, they acquire personal benefits from the reduction of their aggressive or passive behaviours. Then, they will experience less rejection or bullying. As aforementioned victims or aggressive (bully) children have been provided special programs to

intervene with their deficient skills (e.g. Fox & Boulton, 2003; Lochman, 1992). Although the research results (Schwartz, et.al., 1997; Smith, Talamelli, Cowie, Naylor, & Cauhan, 2004; Wilton, Craig, & Pepler, 2000) have revealed that bully/victim group had severe problems such as, peer rejection, emotional problems and academic problems, there is a paucity of research that specifically selected the bully/victim group to intervene. The present study aimed to implement the bully management intervention, that was a secondary prevention strategy, consisting of both anger and conflict management strategies to help to bully/victim children to regulate their behaviours to handle the situation.

To conclude, in spite of its limitations, the present study intends to contribute to the understanding of bullying phenomenon among Turkish children, and implements an intervention program to improve peer social relations of bully/victim students by reducing their aggressive and skill deficit acts.

1.12 Definitions of Terms

Bullying: The definition done by Whitney and Smith (1993) was adapted by the researcher in the present study and written on the instruction page of the peer nomination form. The definition (Whitney & Smith, 1993, p. 7) is as follows:

We say a child or young person is being bullied, or picked on when another child or young person, or a group of children or young people, say nasty and unpleasant things to him or her. It is also bullying when a child or a young person is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the child of the young person being bullied to defend himself or herself. It is also bullying when a child or young person is teased repeatedly in a nasty way. But it is not bullying when two children or

young people of about the same strength have the odd fight or quarrel.

The definitions of categories used in the present study named as bully, victim and bully/victim are as follows:

Bully: Bully is an individual who starts bullying and always picks on victim physically and verbally. In the present study, bully is the student who harasses victims physically (e.g. hit, kick, push, shove) (Pellegrini, 1998), verbally (e.g. saying nasty things, swear) (Hoover, Oliver, & Thomson, 1993) and socially (e.g. spreading rumours, excluding from social group, gossip) (Crick & Grotpeter, 1995).

Victim: Victim is an individual who are frequently exposed to bullying, however, who does not retaliate aggressively toward the bully. In the present study, victim is the student who is exposed to the bully's physical (Hoover, Oliver, & Thomson, 1993), verbal and social harassment (Galen & Underwood, 1997) and could not retaliate or defend himself or herself (Schwartz et. al., 1997).

Bully/victim: Bully/victim is an individual who are exposed to bullying, but also who provokes bullying behaviours among peer groups by reacting aggressively. In the present study, bully/victim is the student who is exposed to the bully's physical, verbal and social harassment (Schwartz, 2000), but he or she reacts with anger and aggressive acts and who also act in a way to provoke and harm others physically, verbally and socially (Pellegrini, Bartini, & Brooks, 1999).

Bullying Management Training: It is a planned and systematic program to teach bully/victim student anger control (Lochman, 1992; Lochman, Coie, Underwood, & Terry, 1993; Sukhodolsky, Solomon, & Perine, 2000) and conflict resolution skills (O'Rourke & Worzbyt, 1996) to function effectively within social group. The program was designed as a secondary level intervention program..



CHAPTER II

METHOD

This chapter is devoted to the methodological procedures followed in the present study. The overall design of the study was presented in the first section of this chapter. Following the first section, the variables of the study, details of scale development in the first phase, procedure followed in the second phase, overall procedure, the implemented training program and data analyses techniques were presented in this chapter.

2.1 Overall Design of the Study

The aim of the present study is to investigate bullying behaviours of Turkish elementary school students and to implement Bullying Management Training Program for reducing the bullying behaviours of these children.

The present study consisted of two consecutive phases. The first phase of the study was designed to develop a Turkish Bully Scale with three subdimensions as bully, victim and buffer for identifying students and to describe the incidence of bullying behaviours of the Turkish elementary school students. This phase consists of a pilot and a main study.

The second phase of the study is the experimental phase. It was designed to examine the effect of the Bullying Management Training Program on reducing bullying behaviours of elementary school children. An experimental design with one training and two control groups (placebo-attention control and waiting-list groups) and two measures (pre-, post-test) was used to examine the effectiveness of the “Bullying Management Training Program” that was developed by the researcher.

2.2 Variables

Independent Variable:

Group: refers to the treatment conditions that subjects were assigned to (1) the training, (2) the placebo-attention, and (3) the waiting-list groups.

Dependent Variables:

The Self-report Form Bully Score: refers to the mean of the students’ self-ratings of the bullying behaviours as measured by the bully subtest of the self-report form of the Bully Scale.

The Self-report Form Victim Score: refers to the mean of the students’ self-ratings of the victimization behaviours as measured by the victim subtest of the self-report form of the Bully Scale.

The Peer Nomination Form Bully Score: refers to the sum of the peer nominations for the bullying behaviours received by a student.

The Peer Nomination Form Victim Score: refers to the sum of the peer nominations for the victimization behaviours received by a student.

2.3 First Phase of the Study

In this phase of the study, the Bully Scale that consists of three parallel forms (self-report, peer nomination and teacher assessment) were developed and the incidence of bullying among elementary school students was investigated.

2.3.1 Construction of the Self-Report, Peer Nomination and Teacher Assessment Forms of the Bully Scale

In this section, overall information about the procedure followed in the construction of the scale was presented. The results regarding the factor analyses and reliability estimates of the scale were presented in the result section.

While developing the scale first, the literature was reviewed, bullying scale statements were collected and an item pool was created including the items that consisted of the common statements in the literature (Boulton & Underwood, 1992; Horne, Glaser & Sayger, 1994; Leff, Patterson, Kupersmidt & Power, 1999; Olweus, 1993; Perry, Kusel & Perry, 1988; Rigby & Slee, 1991; Sutton & Smith, 1999;

Schwartz, 2000).

The item pool was created containing 49 items that were thought to be suitable and culturally appropriate for the Turkish elementary school children. This item pool included 18 bully items, 14 victim items and 17 buffer items. However, considering the unequal number of items in each category which might lead to some measurement problems, the number of items was arranged to represent 15 bully, 15 victim, and 15 buffer items. This 45-item version of the inventory was a self-report form that intended to measure the extent to which the students engage in bullying or were exposed to victimization. The self-report form was a Likert type scale with 5 points response categories of strongly disagree =1, disagree =2, neither disagree nor agree =3, agree =4, strongly agree =5. The self-report form was presented in Appendix A.

Two more parallel forms of this first version of the Bully Scale were prepared. These two forms were the peer nomination and teacher assessment forms that had parallel items with the self-report form and were constructed in *guess-who* format. However, only peer nomination form was used in the second phase of the study. The teachers were also asked to complete the assessment form thinking of the students in their classes. However, the teachers were reluctant to complete the form although they accepted the frequent occurrence of these kinds of behaviours, described in the items, in their school. At the end, only four teachers assessed their students on the teacher assessment form. Thus, the teacher assessment form was completely excluded from the study due to the small number of participant teachers.

In the construction of the self-report form of the Bully Scale, a pilot study (N=453) and a main study (N=519) were carried out. The pilot study has aimed to gather the preliminary information about the factor structure of the Bully Scale. Then the main study was carried out to finalize the construction of the scale and to obtain evidence for the validity and to conduct a reliability study for the Bully Scale.

The Pilot Study

A pilot study was carried out to obtain the preliminary evidence for the reliability and validity of the self-report form of the Bully Scale in 3 public schools in Çankaya regions of Ankara (Türkan Yamantürk İlköğretim Okulu, Kurtuluş İlköğretim Okulu and Mimar Kemal İlköğretim Okulu) from December 2001 to January 2002. The selected three schools seemed to represent 6th grade students from middle to high socioeconomic levels. Data were obtained by administering the 45-item self-report form (see Appendix A) to a total of 453 students.

During data analysis, twenty students were excluded from the sample because of missing data. The distribution of the participants by school and gender is presented in Table 2.1.

Table 2.1. Distribution of the Participants by School and Gender-the Pilot Study

Schools	Gender	n	%
Türkan Yamantürk İlköğretim Okulu	Boys	49	24.48
	Girls	57	
	Total	106	
Kurtuluş İlköğretim Okulu	Boys	90	35.34
	Girls	63	
	Total	153	
Mimar Kemal İlköğretim Okulu	Boys	72	40.18
	Girls	102	
	Total	174	
Total	Boys	211	100
	Girls	222	
	Total	433	

Principal component analysis and Cronbach alpha for each dimension (presented in the result chapter) were computed to obtain evidence of the validity and to estimate the reliability for the self-report form of the 45- item version of the bully scale. The result showed that there were several items that did not load on to any factor. These items were reconstructed. Additionally, the sentence structure of some of the already loaded items were re-evaluated and changed.

The Main Study

After the preliminary result of the pilot study obtained from the data of the 6th grade level students' self-report form of the Bully Scale, the main study was carried out and the 45-item self-report form of the bully scale (see Appendix B for reconstructed self-report form) was administered to the 519 sixth grade level students of three other public schools (Halide Edip Adıvar İlköğretim Okulu, Bahçelievler Nebahat Keskin İlköğretim Okulu and Emek Gülen Muharrem Pakoğlu İlköğretim Okulu) in Çankaya region of Ankara from April 2002 to June 2002. The distribution of the participants by school and gender is presented in Table 2.2.

Table 2.2. Distribution of the Participants by School and Gender-the Main Study

Schools	Gender	n	%
Halide Edip Adivar İlköğretim Okulu	Boys	92	
	Girls	89	
	Missing	2	
	Total	183	35.26
Bahçelievler Nebahat Keskin İlköğretim Okulu	Boys	90	
	Girls	80	
	Missing	4	
	Total	174	33.53
Emek Gülen Muharrem Pakoğlu İlköğretim Okulu	Boys	89	
	Girls	69	
	Missing	4	
	Total	162	31.21
Total	Boys	271	
	Girls	238	
	Missing	10	
	Total	519	100

In the main study phase of the scale development, an explanatory factor analysis (principal component analysis) was employed to the data to test the bully, victim and buffer dimensions of the 45-item self-report Bully Scale.

In the final step of the construction of the Bully Scale confirmatory factor analysis was performed with a sample of 506 (after the exclusion of outliers) students to examine the construct validity of the 45-item Bully Scale. Based on the results of Exploratory and Confirmatory Factor Analyses, the bully scale was verified to be consisted of 19 items; 6 bully, 8 victim and 5 buffer (see Appendix C). This version of the Bully Scale consisted of bully, victim and buffer subdimensions. The buffer subdimension was named as “Pleasure in Life” as it appeared to be perceived by the students. This 19-item version of the self-report Bully Scale was used in the selection of the subjects at pre-test and later at post-test to investigate the effect of the training procedure. The parallel forms of the peer nomination were arranged accordingly to include 19 items (see Appendix C). For the peer nomination scale, no additional

validity and reliability study carried out considering that it is the parallel form of the self-report form. The detailed information of both the explanatory and confirmatory analyses and the resulted 19-item Bully Scale were presented in the result chapter.

2.4 The Second Phase of the Study

The second phase of the study was carried out from December 2002 to January 2003. In this phase, 19-item version of Bully Scale (see Appendix C) was administered to 367 (199 male, 168 female) 7th grade students of two public (Ulubatlı Hasan İlköğretim Okulu and Teğmen Kalmaz İlköğretim Okulu) schools in Ankara. When the context of the study was explained to the school principals and teachers, they pointed out that such bullying problems mostly occurred among 7th grade level students. Upon their request, the present study was carried out with the 7th graders. Consequently, the self-report and the peer nomination forms of the Bully Scale (see Appendix C for both forms) were administered to 7th grade students in these two public schools that were located in Çankaya region in Ankara. There were altogether nine 7th grade classes in two schools.

In the second phase of the present study, the participants for training and control groups were selected depending on the following criteria:

Each class was evaluated within themselves. Each child had a victimization score which is the sum of the total number of values received from the 8 victimization items and a bully score which is the sum of the total values received from 6 bully

items. The additional 5 buffer items that were named as Pleasure in Life were treated as covariate.

The victimization and bully scores were used to classify each student into victim, bully and bully/victim categories and the subjects were assigned to victim, bully and bully/victim groups. The median point was assumed as the cut off point because of the small sample size. Thus, bully/victim category included students with both bully scores and victimization scores that were above the median point. In assigning the students to the bully/victim group, the researcher selected the students starting from the highest scores of both the victimization and the bully scores. Table 2.3 presents the median of nine classes for both the victimization and the bully scores according to 19-item Bully Scale.

Table 2.3. The Median of Nine Classes for the Victim and the Bully Scores and the Number and Gender of Students Scored Above the Median

The Schools	The Class	The Median of the Victimization Score	The Median of the Bully Score	Number of students above the median point
Ulubatlı Hasan İlköğretim Okulu	7A	2	0	Boys 12 Girls 2 Total 14
	7B	1	0	Boys 10 Girls 2 Total 12
	7C	1	3	Boys 15 Girl 1 Total 16
	7D	3	0	Boys 11 Girls 2 Total 13
	7E	3	4	Boys 13 Girls 3 Total 16

Table 2.3 (continued)

The Schools	The Class	The Median of the Victimization Score	The Median of the Bully Score	Number of students above the median point
Teğmen Kalmaz İlköğretim Okulu	7A	4	0	Boys 11 Girl 0 Total 11
	7B	3.5	1	Boys 8 Girls 6 Total 14
	7C	3	1	Boy 10 Girl 4 Total 14
	7D	3.5	1	Boys 12 Girls 2 Total 14
Overall Total				Boys 102 Girls 22 Total 124

The scores ranged from 0 to 153 for the bully score and 0 to 143 for the victim score. Overall, 124 students scored over the median point of both the victimization and the bully scores.

The aforementioned procedure resulted in the identification of 31 bully/victim students. There were 15 male students in one school (Teğmen Kalmaz İlköğretim Okulu) and 16 male students in the other school (Ulubatlı Hasan İlköğretim Okulu) who met the criteria to be labelled as bully/victim. One of the students was omitted and not assigned to any group to match the number of the members in each group. Despite there were female students who met the selection criteria (N=22) only male students were selected. Since, out of the 22 girl students, 12 of them were in Teğmen Kalmaz and 10 of them were in Ulubatlı Hasan basic education schools. In this case the proportion of boys and girls would not be equal in each school. Thus, the girls were excluded from the study. Moreover, despite literature stated that it is

inappropriate to separate males and females because children are used to being in mixed sex groups (Fox & Boulton, 2003), the present study dealt with students in a critical age (around 12) where relation with the opposite sex become important. Thus, the researcher thought that the students in the training program might be reluctant to disclose themselves and their experiences in a mixed-sex group. That is, culturally expected masculine behaviours could have been displayed more by the boys in the presence of girls. Furthermore, the training program did not include social skills related to cross-gender friendship. Consequently, the selected male students were randomly assigned to training, placebo-attention control and waiting list groups. Each group consisted of 10 students (5 students from each school).

2.5 General Procedure

As aforementioned, after receiving the permission from the Ministry of Education (see Appendix D) to carry out the pilot study, 6th grade level students (N=453) were administered the 45-item self-report form of the Bully Scale (see Appendix A) in their classrooms. The researcher read the instruction, written on the cover page of the scale, to the entire class. Students were reminded to answer for themselves and not to share their responses with their friends. They completed the self-report form independently in approximately 40 minutes, a lecture hour. The names of the students were not requested on the form, but the subjects were asked to indicate their student ID numbers. They were assured about the confidentiality of their responses.

The same procedure, applied in the pilot study, was used in the main study as well.

Sixth graders (N=519, 271 male, 238 female, 10 missing), in three public elementary schools, were administered the reconstructed 45 item self-report form of the bully scale (see Appendix B). They were also reminded to respond individually and not to share their responses with the peers.

In the second phase of the study, seventh graders were presented with both the self-report (N=367) and the peer nomination (N=396) form of the Bully Scale (see Appendix C) with one-week interval. Both forms were administered in the classroom settings. During the administration of the self-report and peer nomination forms, the researcher read the standardized instruction written on the cover page of each form.

The information regarding the demographic characteristics of the subjects on the self-report form was altered. In order to assure students about the confidentiality of their responses they were asked to write down their passwords rather than their student number. The password was asked to discriminate the self-report form of the students who were assigned to the training and control groups. Each child was encouraged to find a password that he or she could not forget. After a week period of the administration of the self-report-form, the peer nomination form was given. Each child was also presented with a copy of the class roster, then they were asked to nominate up to three classmates who fit each description provided in 19 items. After having administered both forms, subjects who were identified as bully/victims were randomly assigned to training, placebo-attention and waiting list control groups.

2.6 Training Program

Literature (Smith, Madsen & Moody, 1999; Eslea & Rees, 2001; Pellegrini & Long, 2002) suggested that preadolescents were expected to be more engaging in bullying events than the older ones. For this reason, at first, 6th grade level students had been considered as a target population to implement the Bullying Management Training Program. However, during the data collection period of the study, the school principals mentioned that the behavioural descriptions in the items were mostly encountered in the peer relations of 7th grade students. Moreover, 7th grade students (around the age 12) are the ones who face with the difficulties of adolescence and exposed to more bullying behaviours as well as displaying more aggressive behaviours (Eslea & Rees, 2001). Thus, 7th grade level students were selected as the target population to implement the Bullying Management Training Program in the second phase of the study.

2.6.1 Characteristics of the Training and Control Groups

Bullying Management Training Group: “The Bullying Management Training Program” was implemented to the male students over a period of 12 weekly sessions (see Appendix E for the weekly intervention program). Each session lasted approximately 45 minutes. Each meeting was arranged in different days of the week so that the students would not miss the same classes in consecutive weeks. The Bullying Management Training was held in two schools. Thus the training group that included a total of 10 students, contained equal number of group participants from

each school. Therefore two training groups and two placebo-attention groups had to be established. Although the sessions were held in the school counselor's room in one of the schools, different rooms had to be used for the later sessions in the other school. Seventh session could not be held because it coincided with the exam week and no time could be arranged for a meeting in that week. Therefore, this session was postponed and two sessions (7th and 8th sessions) were held in the following week. In order to achieve a standard implementation in both schools the next two sessions were done in the same week.

In the first meeting, the researcher introduced herself and told about the aim of the training procedure (see Appendix E for the program). All students were asked whether they had any questions about participating in this study. All of the students accepted to participate in the group process, but two of the students in one school were concerned about whether the school principal and the teachers might be informed about the contents of the sessions. These students were assured about the confidentiality of the program.

The researcher herself conducted the training group. Each session pursued the same structure, except the first session, as follows:

- A warm-up exercise by talking about how their week passed.
- Brief discussion about the previous session and homework.
- Introducing the topic of the present session and the related materials (role-playing, games).
- Discussions about the content of the materials and similar examples they

experienced in their life.

- Summing up and homework assignments for the next week.

Placebo-Attention Group: The subjects of the placebo-attention control group were taken out of class for two reasons to control (a) the common treatment factors such as counsellors' attention and care and (b) the positive or negative effect of being out of the class on the bully and victim scores obtained from the peer nomination. The group met each week for approximately 45 minutes over 12 weeks as the experimental group did. However, they were given some non-therapeutic play materials such as puzzles. The counsellor was cautious about displaying similar interest and care to the subjects to control the therapist's effect.

Waiting List Control Group: The subjects of the waiting list group were only taken for pre- and post-test assessments and kept waiting to receive the same treatment when needed. However, as the Bullying Management Training Program was not effective in reducing bullying, this group was not implemented any program.

A week after the last meeting post-test evaluations were made through administering the self-report form to the participants in training, placebo-attention and waiting-list groups. Moreover, a week after administering the self-report forms to training, placebo-attention and waiting list groups, the peer nomination form was administered to the students in each class of the two schools as a post-test measure. The procedure was the same as the one used in the administration of this form at pretest.

2.6.2 The Bullying Management Training Program

The present study includes a training program named as “The Bullying Management Training Program” (see Appendix E) which was developed by the researcher based on the relevant literature. The literature addresses many different skill deficits as the indicators of violence and aggression in children, such as lack of empathy, weak impulse control, poor behavioural and anger management strategies. Depending on the results of the literature (Olweus, 1994; Perry, Willard & Perry, 1990; Rigby & Slee, 1992; Wilton, Craig & Pepler, 2000), the present study considers anger and conflict management as the core issues of the intervention. In the present study, bully/victims were selected as the target group for intervention based on the findings of the relevant studies (e.g. Schwartz, 2000; Toblin, Schwartz, Gorman & Abou-Ezzeddine, 2005) indicating that, bully/victims are argumentative, disruptive and prone to respond to teasing with anger and counter attack when bullied, while they try to resist the overtures of bullies, they rarely are successful and ultimately tend to fail to solve the conflict effectively. These characteristics of bully/victims lead to chronic bullying and victimization in the peer group (Schwartz, 2000; Wilton, Craig & Pepler, 2000).

The training program has primarily focused on bully/victim students. When bully/victim and bully groups were compared, the students in the bully/victim group were found to be rejected by their peers more than were the bully group students (Haynie et. al., 2001). It appears that their “rejected” status makes them more open to be attacked by bullies. Additionally, since they are prone to respond to bullying with

anger, they are much more selected by bullies as victims. In training program, special emphasis based on the bully/victim to control his/her own feelings and anger arousal to accurately interpret the bully's intent and thus minimizing personal damage to end bullying and discourage the bully from future victimization. Thus, the anger management has been the core of this training program. By discussing the physical sign of their anger, aware of the consequences of their anger related behaviours, the bully/victim students are aimed to teach to control their anger.

The bully/victim group was found to show more distress and frustration in conflict situations (Perry et. al., 1990; Schwartz, 2000). When the home environment of the bully/victim group is considered, conflict is predominantly evident in the interaction of mother and father, or of parent and child. During conflict situations, parents tended to employ aggressive tactics to solve it (Schwartz et. al., 1997). Because of the lack of adequate skills to solve conflict in a more harmless way, these children are frequently exposed to aggression. Developing of skills related to conflict resolution is the supportive part of the training to increase the success to end bullying and possible future attacks from the peers. The tools, in the training program, are role-playing, discussion and homeworks, to reach the aim.

The Bulling Management Training Program included two divisions adapted from O'Rourke and Worzbyt (1996). The first 6 sessions included "anger management training" and the remaining 6 sessions included "conflict management training". The anger management part aimed at helping participants achieve the following qualities and skills;

- a- To recognize and accept their anger; it included an introduction for the children to understand anger as an emotion.
- b- To overcome anger; it contained role-playing and discussion about the consequences of their anger for themselves and for the people around them.
- c- To stay in control; it consisted of practices to understand their thoughts, feelings and behaviours when they get angry and to learn ways to cope with their anger.
- d- To differentiate appropriate and inappropriate responses to provocation; it addressed first, to identify negative response that will result in more trouble and second, to handle provocation.
- e- To change angry thinking; it focused on to teach children to change angry thinking toward a positive and calm way of thinking about the situation.
- f- To produce beneficial solutions; it included more practicing on producing appropriate solutions to life situations.

Conflict management part of training was directly concentrated on the bullying phenomenon. Conflict management training consisted of the following issues:

- a- To introduce what conflict is; the description of conflict was introduced and discussed.
- b- To discuss the conflicts in their life; it aimed to find out the examples of conflict situations in their life, especially with friends.
- c- To focus on conflicts in their life; it intended to identify bullying situation.
- d- To discuss ways of handling the bullying behaviours; the anger

management parts were reminded and the ways of handling bullies were discussed.

- e- To practice on conflict resolutions; the focus was to generate positive solutions for bullies.

In the closing session; the whole training process was discussed by emphasizing the main points and providing feedbacks.

2.7 Data Analysis Techniques

Principal components analysis, confirmatory factor analysis, and repeated measures ANCOVA were the data analyses techniques used in the present study.

Three separate Principal Components Analyses were conducted to identify the dimensions of the Bully Scale. First, the data obtained from the 6th grade level students in the pilot study (N= 433, after exclusion of the outliers) was subjected to Principal components analysis with varimax rotation to gain a preliminary understanding about the dimensions of the constructed scale. Second, the data obtained from the administration of the reconstructed scale to 6th grade level students, a new sample (N=519), were used to identify the dimensions of the self-report form of the bully scale. Third, the principal component analysis with oblimin rotation was performed to determine the subdimensions of the bully scale, based on the assumption that that bully and victim subdimensions were related concepts.

In order to verify the construct validity of the scale, Confirmatory factor analysis was

carried out with a sample of 506 (after the exclusion of outliers) students.

In calculating the prevalence rate of bullying in Turkish elementary school sample, data were transformed into z scores.

For the purpose of investigating the effect of the Bullying Management Training Program on the bullying behaviours of the subjects four separate Repeated Measures of ANCOVA's were employed to the bully and the victim scores of the self-report and peer nomination forms of the Bully Scale.

Finally, to evaluate the sources of the significant difference between the training and control group's, Tukey Honestly Significant Difference Test was employed.

Principal Factor Analyses and Repeated Measures ANCOVA were carried out by the SPSS for Windows 10.00 package program. Confirmatory Factor Analysis was carried out by using LISREL 8.30 program. The 0.05 level was established as a criterion of statistical significance for all the statistical procedures performed.

2.8 Limitations of the Study

The results of the present study must be interpreted and generalized in the light of the following limitations.

First, in the second phase of the study, data could not be obtained from a large

sample (N=367), because only two of the schools were accepted all phases of the study to be carried out during the class hours. It is important to note that this limitation caused to reduce the cut off point to select the students for treatment and control groups, although the literature (O'Connell, Pepler, & Craig, 1999; Pellegrini, Bartini, & Brooks, 1999; Toblin, Schwarz, Gorman, & Abou-ezzeddine, 2005; Wilton, Craig, & Pepler, 2000) did not agree on a specified cut off point. Additionally, the present study has some limitations with respect to the sample size and the findings related to the prevalence rates should be treated cautiously as it only included the 7th graders. The other drawback of the present study is the response format used in the bully scale. Although the items of the Bully scale has not been constructed as an opinion survey the response format asks the participants to what extent they agree with the statement.

Second, the sample schools were selected from the Çankaya region of the Ankara Metropolitan area. Thus the generalization of the findings of this study to other school students is unclear.

Third, the content of the training program is based on the anger management and conflict resolution skill development and limited to 12 weekly sessions.

Fourth, because of some practical problems, during the implementation, the training program could not be carried out in the same room in one of the schools. This restriction might have threatened the standardization of the program implementation.

Finally, the training program was conducted with only male students. The

generalization of the training program to female or male/female combined groups would not be possible and should be considered by the future researchers.



CHAPTER III

RESULTS

This chapter includes two main sections. The first section consists of the results of the Principal Component Analysis and Reliability Analyses that were employed to the data obtained from the participants' self-report scores of the Bully Scale in the pilot and the main study, respectively. Also the result of Confirmatory Factor Analysis was presented and finally, the prevalence rates of the bully, victims, bully/victims and non-involved groups were reported.

In the second section of the chapter, the results of Repeated Measures Analysis of Covariance (ANCOVA) that was carried out to examine the effect of the Bullying Management Training Program on the bullying behaviours of 7th grade level students were presented.

3.1 Results Concerning the Dimensions of the Self-Report Form of the Bully Scale

One of the purposes of the present study was to develop a Turkish Bully Scale. In order to accomplish this aim, a pilot study was designed as a preliminary analysis that would provide initial understanding of the reliability and the validity of the Bully Scale prepared by the researcher. The pilot study was carried out using 453 students,

after excluding outliers 433, as subjects. Then, Principal Component Analysis with varimax rotation followed by Kaiser normalization procedure was employed to the data obtained from these students' self-report form of the Bully Scale. The internal consistencies were also estimated by Cronbach alpha for three subdimensions of the Bully Scale obtained in the pilot study.

The analysis of the pilot study resulted in some modifications in the items of the self-report form of the bully scale. The data, obtained from the reconstructed self-report form administered to 519, after excluding outliers 506, sixth grade level students, were subjected to Principal Component Analysis with both varimax and oblimin rotations followed by Kaiser normalization procedure to determine the subdimensions of the bully scale. Additionally, the reliability analyses were performed by Cronbach alpha for the three subdimensions of the Bully Scale. In addition to varimax rotation, oblimin rotation was employed to the data, since two subdimensions of the Bully Scale were theoretically the opposites of the same construct with each other.

3.1.1 Results Concerning the Dimensions of the Self-Report Form of the Bully Scale- Principal Component Analysis of the Pilot Study

Preliminary analyses were performed to verify that the Bully Scale has the hypothesized three dimensions. For the purpose of examining the factor structures Principal Component Analysis with varimax rotation followed by the Kaiser normalization procedure was applied to the self-report form of the bully scale scores

of the students.

The initial solution revealed 14 factors with eigenvalues of 7.015, 3.104, 2.387, 1.645, 1.508, 1.462, 1.362, 1.280, 1.223, 1.201, 1.114, 1.085, 1.047, and 1.011, respectively. These fourteen dimensions explained the 58.76 % of the total variance. Three criteria were used to determine the number of factors to rotate: the a priori hypothesis stemming from the previous studies that the measure was three-dimensional, the scree-test together with the eigenvalues and the interpretability of the factor solution. The scree plot (see Appendix F) and eigenvalues both indicated that the initial hypothesis of three-dimensionality was correct. Consequently, three factors were rotated with varimax rotation procedure. These three factor solutions accounted for the 27,79 % of the total variance. The eigenvalues of the three factors, percentages and cumulative percentages of the explained variance for the factors of the Bully Scale were displayed in Table 3.1.

Table 3.1 Rotation Sum of Squared Loadings of Factors of the Bully Scale in the Pilot Study

Dimensions	Eigenvalue	% of Variance	Cumulative %
1. Victim	7.01	15.58	15.58
2. Bully	3.10	6.89	22.48
3. Buffer	2.38	5.30	27.79

Table 3.2 presents the factor pattern, the factor loadings and commonalities of the Bully Scale in the pilot study. The rotated solution yielded three interpretable factors; victim, bully and buffer dimensions.

Tablo 3.2. Factor Loadings and Communalities of the Items of the Bully Scale in the Pilot Study via Varimax Rotation

Item Number	Items	Com.	Factors		
			Victim	Bully	Buffer
36	Diğer çocuklar bana kötü adlar takarlar.	.471	.652	.143	-.161
24	Diğer çocuklar bana yumruk atar/vurur.	.423	.642	.065	-.080
38	Diğer çocuklar benimle kavga eder.	.464	.631	.255	.032
42	Diğer çocuklar bana küfür eder.	.413	.617	.176	-.030
26	Diğer çocuklar benim arkamdan konuşur.	.371	.597	.026	.116
32	Diğer çocuklar bana eziyet eder.	.387	.591	.039	-.191
29	Diğer çocuklar benim giysilerim ve eşyalarımı alay ederler.	.367	.588	-.030	-.146
20	Diğer çocuklar benim oyunumu bozarlar.	.325	.559	.099	.050
44	Bazı çocuklar diğerlerini bana karşı kıskırtır.	.334	.551	.145	.098
18	Diğer çocuklar bana kızar/ öfkelenir.	.314	.549	.109	-.040
2	Diğer çocuklar beni iter/ çelme takar.	.246	.477	.112	.077
14	Diğer çocuklar beni oynadıkları oyuna katmazlar.	.240	.457	.016	-.175
6	Diğer çocuklar beni tehdit eder.	.205	.451	.045	.003
9	Diğer çocuklar bana küser.	.176	.402	.121	.003
15	Diğer çocuklara küserim.	.070	.401	.167	-.050
27	Diğer çocuklara kızarım/ öfkelenirim.	.251	.373	.334	.009
11	Diğer çocuklar beni koridorda sıkıştırıp paramı ya da eşyamı alır.	.109	.218	.215	-.124
21	Diğer çocuklara yumruk atarım/ vururum.	.433	.168	.636	-.007
33	Diğer çocukları istediklerimi yaptırmak için tehdit ederim.	.423	.078	.617	.032
45	Sık sık kavga ederim.	.389	.087	.617	.032
30	Diğer çocuklara küfür ederim.	.402	.011	.603	-.195
23	Diğer çocukların oyunlarını bozarım.	.375	.177	.583	.058
41	Diğer çocukları koridorda sıkıştırıp zorla parasını ya da eşyasını alırım.	.332	.045	.554	-.151
12	Diğer çocuklara kötü adlar takarım.	.316	.169	.534	.050
5	Diğer çocuklara eziyet ederim.	.278	-.040	.522	-.060
35	Diğer çocukları iterim/ çelme takarım.	.320	.218	.503	-.138
3	Bazı çocukları, diğerlerine karşı kıskırtırım.	.248	.169	.463	.070

Tablo 3.2 (continued)

Item Number	Items	Com.	Factors		
			Victim	Bully	Buffer
8	Diğer çocukların giysileri ve eşyaları ile alay ederim.	.216	.076	.456	-.040
39	Bazı çocukların oynadığımız oyuna katılmasına izin vermem.	.167	.223	.342	.008
17	Diğer çocukların arkalarından konuşurum.	.167	.246	.324	.031
31	Arkadaşlarımla beraber çeşitli konularda araştırma yapmayı severim.	.406	-.104	-.244	.579
16	Sınıf etkinliklerine katılmayı severim.	.278	-.123	.048	.511
4	Okul piyeslerinde rol almaktan hoşlanırım.	.263	.051	-.040	.508
40	Arkadaşlarıma espri yapmayı severim.	.226	.004	.114	.461
43	Derslerime düzenli olarak çalışırım.	.292	-.080	-.298	.443
34	Ev ödevlerimi zamanında yaparım.	.326	-.115	-.245	.440
28	Kitap okumayı severim.	.289	.024	-.319	.432
10	Okul saatleri dışında arkadaşlarımla buluşup oynamayı severim.	.206	-.020	.162	.423
1	Yeni arkadaşlar edinmekten hoşlanırım.	.210	-.105	-.221	.388
7	Şarkı söylemeyi severim.	.151	.066	-.060	.379
13	Spor yapmayı severim.	.137	-.050	.031	.366
19	Derslerde tahtaya yazı yazmaktan hoşlanırım.	.111	.055	-.020	.328
22	Her zaman neşeliyimdir.	.116	-.112	-.070	.314
25	Arkadaşlarımla satranç ya da dama gibi oyunlar oynamaktan hoşlanırım.	.116	-.020	.034	.264
37	Resim yapmayı severim.	.070	-.030	-.010	.247

The result showed that there were three items that did not load on to any factor.

These were item 11, item 25 and item 37.

Item 11 is the item of the victim subdimension. It was thought that the emphasis of a specific place (corridors of the school) rather than the behaviour resulted in confusion on the part of the students and made this item not loaded on any factor.

Therefore, the word “corridors” was excluded from this sentence.

Items 25 and 37 were the items of the buffer subdimension. As these items were not loaded on any of the factors, sentence structures of these items were also modified. Item 25 which included a game that was related with intellectual ability (playing chess) was changed to a neutral statement, which requires no specific ability, like “I like to listen to the music”. Similarly, item 37 (I like to paint) was also changed to “I like to play ball games (such as football, volleyball, basketball)”.

On the other hand, item 15 (Diğer çocuklara küserim) that was regarded as a bully item was loaded under the victim factor. This item consists of the cultural behaviour that is considered as relational aggression. The sentence structure of this item was also changed to include the “I” word in Turkish (Ben diğer çocuklara küzerim) to emphasize that the subject does relationally bully the other students. The modified item was included into the scale as item 23. On the other hand, item 27 (Diğer çocuklara kızarım/öfkelenirim), that was considered as the item of bully subdimension, was loaded under both victim (item load = 0.373) and bully subdimension (item load = 0.334). These items were later re-examined in the research sample.

Apart from the aforementioned items, because the students asked several questions to the researcher about some items (item 4, item 16, item 19, item 21, item 22, item 24, item 28, item 34, item 38, item 41, and item 43) during the administration of the scale, the sentence structure of these items were either completely or partially changed.

Despite some items were not loaded on any of the factors, the result of the pilot study indicated that the bully scale has three subdimensions. After changing some of the items, the reconstructed self-report form was prepared for the purpose of obtaining validity evidence for the Bully Scale.

3.1.1.1 Reliability of the Self Report Form of the Bully Scale- The Pilot Study

In order to test the internal consistencies of bully, victim and buffer subdimensions and overall scale, the coefficient alphas were calculated. The alphas of bully, victim and buffer subdimensions were 0.78, 0.84, and 0.66, respectively. These results showed that all three subscales of the bully scale had satisfactory internal reliability.

3.1.2 Results Concerning the Dimensions of the Self-Report Form of the Bully Scale- Main Study

The reconstructed self-report form was administered to a sample of 6th grade level students (N=506). In order to verify that the bully scale has three dimensions, the 45 items of self-report form of the bully scale were analysed by using Principal Component Analysis with both varimax and oblimin rotations. Literature suggests the use of either varimax and oblimin rotation in investigating the factor structure of bully scales. In the present study, both varimax and oblimin rotations were conducted as bully and victim components were opposite forms of the same general behaviour (Camodeca, Goosens, Terwogt & Schuengel, 2002; Crick & Grotpeter, 1995; Mynard & Joseph, 2000; Sutton & Smith, 1999). Such an approach would help to

better evaluate the factor structure of the scale.

3.1.2.1 Results Concerning the Dimensions of the Self-Report Form of the Bully Scale in the Main Study via Varimax Rotation

The initial solution revealed 11 factors with eigenvalues of 7.136, 3.601, 3.172, 1.596, 1.450, 1.246, 1.191, 1.154, 1.119, 1.097, and 1.076, respectively. These eleven components explained the 52,97 % of the total variance. Furthermore, as it was mentioned in the pilot study section, three criteria were used to determine the number of factors to rotate: the a priori hypothesis stemming from the previous studies that the measure was three-dimensional, the scree-test together with the eigenvalues and the interpretability of the factor solution. The scree plot (see Appendix G) and eigenvalues indicated that the initial hypothesis of three-dimensionality was correct. Consequently, three factors were rotated with varimax rotation by Kaiser normalization procedure. The rotated factor solution yielded three interpretable factors named as victim, bully and buffer. Table 3.3 presents eigenvalues, percentages and cumulative percentages of the explained variance of the factors of the Bully Scale.

Table 3.3 Rotation Sum of Squared Loadings of Factors of the Bully Scale in the Main Study (Varimax Rotation)

Component	Eigenvalue	% of Variance	Cumulative %
1. Victim	7.13	15.85	15.85
2. Bully	3.60	8.00	23.86
3. Buffer	3.17	7.04	30.91

The varimax rotated factor loadings, factor pattern and communalities of the items of the Bully Scale were presented in Table 3.4.

Table 3.4 Factor Loadings and Communalities of the Items of the Bully Scale in the Main Study via Varimax Rotation

Item Number	Items	Com.	Factor		
			Victim	Bully	Buffer
42	Diğer çocuklar bana küfür eder.	.425	.633	.153	.010
38	Diğer çocuklar bana yumruk atar/ vurur.	.418	.624	.122	-.117
18	Diğer çocuklar bana kızar/ öfkelenir.	.443	.618	.239	.065
20	Diğer çocuklar benim oyunumu bozarlar.	.398	.615	.126	.061
29	Diğer çocuklar benim giysilerim ve eşyalarımınla alay ederler.	.372	.602	.095	.019
14	Diğer çocuklar beni oynadıkları oyuna katmazlar.	.379	.596	.001	-.152
2	Diğer çocuklar beni iter/ çelme takar.	.350	.587	.011	-.070
6	Diğer çocuklar beni tehdit eder.	.336	.576	-.003	-.060
36	Diğer çocuklar bana kötü adlar takarlar.	.322	.566	.038	-.009
26	Diğer çocuklar benim arkamdan konuşur.	.419	.567	.266	.163
44	Bazı çocuklar diğerlerini bana karşı kıskırtır.	.374	.555	.224	.125
9	Diğer çocuklar bana küser.	.306	.519	.150	.119
24	Diğer çocuklar benimle kavga eder.	.491	.518	.470	.042
32	Diğer çocuklar bana eziyet eder.	.296	.517	.040	-.165
11	Diğer çocuklar beni sıkıştırıp paramı ya da eşyama alır.	.145	.357	.091	-.010
21	Ben diğer çocuklara yumruk atarım/ vururum.	.480	-.070	.689	.017
30	Diğer çocuklara küfür ederim.	.453	.122	.662	.007
33	Diğer çocukları istediklerimi yaptırmak için tehdit ederim.	.424	.095	.637	-.090
45	Kavga çıkarırım.	.405	-.005	.636	.001
35	Diğer çocukları iterim/ çelme takarım.	.412	.088	.628	-.010
12	Diğer çocuklara kötü adlar takarım.	.350	.115	.577	.054
3	Bazı çocukları, diğerlerine karşı kıskırtırım.	.316	.116	.537	-.116
5	Diğer çocuklara eziyet ederim.	.308	.031	.528	-.168

Table 3.4 (continued)

Item Number	Items	Com.	Factor		
			Victim	Bully	Buffer
27	Diğer çocuklara kızarım/ öfkelenirim.	.355	.237	.518	.177
8	Diğer çocukların giysileri ve eşyaları ile alay ederim.	.239	.114	.473	.051
17	Diğer çocukların arkalarından konuşurum.	.279	.248	.466	-.020
15	Diğer çocukların oyununu bozarım.	.235	.106	.464	-.090
23	Ben diğer çocuklara küserim.	.290	.308	.429	.105
39	Bazı çocukların oynadığımız oyuna katılmasına izin vermem.	.206	.155	.421	.069
16	Sınıf etkinliklerine katılmayı severim.	.356	-.030	-.242	.544
25	Müzik dinlemeyi severim.	.262	.115	-.030	.498
34	Film seyretmeyi severim.	.282	-.146	.119	.497
40	Arkadaşlarıma espri yapmayı severim.	.254	-.070	.177	.467
7	Şarkı söylemeyi severim.	.261	.241	-.080	.443
28	Macera kitapları okumayı severim.	.195	.015	.005	.441
10	Okul saatleri dışında arkadaşlarımla buluşup oynamayı severim.	.202	-.050	.070	.441
22	Neşeli oyunlar oynamayı severim.	.274	.085	-.281	.433
37	Top oyunlarını severim (örnek: futbol, voleybol, basketbol, yakantop).	.238	-.214	.084	.430
4	Okuldaki tiyatro oyunlarında rol almaktan hoşlanırım.	.261	.073	.025	.511
43	Bilgisayar oyunları oynamaktan hoşlanırım.	.231	-.179	.171	.411
31	Arkadaşlarımla beraber çeşitli konularda araştırma yapmayı severim.	.234	.150	-.230	.398
1	Yeni arkadaşlar edinmekten hoşlanırım.	.159	-.050	-.108	.380
13	Spor yapmayı severim.	.179	-.184	.059	.377
19	Derslerde tahtaya yazı yazmaktan hoşlanırım.	.145	.113	.080	.355
41	Diğer çocukları sıkıştırıp zorla parasını ya da eşyasını alırım.	.154	.097	.211	-.316

In order to evaluate the results, both varimax and oblimin rotation were taken into account. The results of PCA with oblimin rotation were presented in the following section.

3.1.2.2 Results Concerning the Dimensions of the Self-Report Form of the Bully Scale in the Main Study via Oblimin Rotation

The initial solution of Principle Component Analysis with oblimin rotation revealed the same findings as did the varimax rotation. There were 11 factors with eigenvalues of 7.136, 3.601, 3.172, 1.596, 1.450, 1.246, 1.191, 1.154, 1.119, 1.097, and 1.076, respectively. These eleven components explained the 52,97 % of the total variance. Furthermore, three criteria, mentioned in the previous two sections, were used (see Appendix H for the scree plot) and three factors were rotated. Three-factor solution resulted in the same eigenvalues, percentages and cumulative percentages of the explained variance of the Bully Scale as did the varimax rotation that was presented in Table 3.5.

Table 3.5 Rotation Sum of Squared Loadings of Factors of the Bully Scale in the Main Study (Oblimin Rotation)

Component	Eigenvalue	% of Variance	Cumulative %
1. Victim	7.13	15.85	15.85
2. Bully	3.60	8.00	23.86
3. Buffer	3.17	7.04	30.91

The factor pattern, the rotated factor loadings (Pattern Matrix) and communalities were presented in the Table 3.6.

Table 3.6. Factor Loadings (Pattern Matrix) and Communalities of the Items of the Bully Scale in the Main Study via Oblimin Rotation

Item Number	Items	Com.	Factor		
			Victim	Bully	Buffer
42	Diğer çocuklar bana küfür eder.	.425	.628	-.090	-.003
38	Diğer çocuklar bana yumruk atar/ vurur.	.418	.621	-.060	-.109
20	Diğer çocuklar benim oyunumu bozarlar.	.398	.611	-.070	.068
14	Diğer çocuklar beni oynadıkları oyuna katmazlar.	.378	.605	.058	-.147
18	Diğer çocuklar bana kızar/ öfkelenir.	.443	.603	-.181	.076
29	Diğer çocuklar benim giysilerim ve eşyalarımı alay ederler.	.372	.601	-.040	.026
2	Diğer çocuklar beni iter/ çelme takar.	.350	.594	.048	-.070
6	Diğer çocuklar beni tehdit eder.	.336	.585	.060	-.060
36	Diğer çocuklar bana kötü adlar takarlar.	.322	.571	.018	-.040
26	Diğer çocuklar benim arkamdan konuşur.	.419	.549	-.125	.174
44	Bazı çocuklar diğerlerini bana karşı kıskırtır.	.374	.541	-.173	.135
32	Diğer çocuklar bana eziyet eder.	.296	.521	.012	-.160
9	Diğer çocuklar bana küser.	.306	.512	-.101	.127
24	Diğer çocuklar benimle kavga eder.	.491	.480	-.425	.058
11	Diğer çocuklar beni sıkıştırıp paramı ya da eşyamı alır.	.145	.353	-.060	-.090
21	Ben diğer çocuklara yumruk atarım/ vururum.	.480	-.136	-.706	.034
30	Diğer çocuklara küfür ederim.	.453	.059	-.659	.026
45	Kavga çıkarırım.	.405	-.070	-.646	.018
33	Diğer çocukları istediklerimi yaptırmak için tehdit ederim.	.423	.034	-.637	-.070
35	Diğer çocukları iterim/ çelme takarım.	.412	.028	-.628	-.080
12	Diğer çocuklara kötü adlar takarım.	.350	.060	-.575	.069
3	Bazı çocukları, diğerlerine karşı kıskırtırım.	.316	.064	-.533	-.101
5	Diğer çocuklara eziyet ederim.	.308	-.020	-.531	-.155
27	Diğer çocuklara kızarım/ öfkelenirim.	.355	.190	-.503	.192
8	Diğer çocukların giysileri ve eşyaları ile alay ederim.	.239	.069	-.469	.064
15	Diğer çocukların oyununu bozarım.	.235	.062	-.460	-.070
17	Diğer çocukların arkalarından konuşurum.	.279	.205	-.449	-.002

Table 3.6 (continued)

Item Number	Items	Com.	Factor		
			Victim	Bully	Buffer
39	Bazı çocukların oynadığımız oyuna katılmasına izin vermem.	.206	.116	-.412	.081
23	Ben diğer çocuklara küserim.	.290	.270	-.405	.118
16	Sınıf aktivitelerine katılmayı severim.	.356	-.007	.240	.538
34	Film seyretmeyi severim.	.282	-.160	-.138	.499
25	Müzik dinlemeyi severim.	.262	.119	.040	.498
40	Arkadaşlarıma espri yapmayı severim.	.254	-.090	-.189	.471
7	Şarkı söylemeyi severim.	.261	.253	.105	.442
10	Okul saatleri dışında arkadaşlarımla buluşup oynamayı severim.	.202	-.060	-.080	.441
28	Macera kitapları okumayı severim.	.195	.015	-.006	.441
37	Top oyunlarını severim (örnek: futbol, voleybol, basketbol, yakantop).	.238	-.226	-.109	.431
22	Neşeli oyunlar oynamayı severim..	.274	.114	.291	.427
43	Bilgisayar oyunları oynamaktan hoşlanırım.	.231	-.199	-.194	.414
4	Okuldaki tiyatro oyunlarında rol almaktan hoşlanırım.	.261	.200	.264	.408
31	Arkadaşlarımla beraber çeşitli konularda araştırma yapmayı severim.	.234	.175	.246	.394
13	Spor yapmayı severim.	.179	-.193	-.080	.377
1	Yeni arkadaşlar edinmekten hoşlanırım.	.159	-.040	.102	.377
19	Derslerde tahtaya yazı yazmaktan hoşlanırım.	.145	.107	-.070	.358
41	Diğer çocukları sıkıştırıp zorla parasını ya da eşyasını alırım.	.154	.078	-.203	-.310

The results of both the varimax and oblimin rotation factor analyses showed that, only item 41 (an item of bully subdimension) was loaded negatively on the buffer subdimension. The two items, item 41 and item 11 (an item of victim subdimension) were almost identical except the subject who emitted the behaviour. Although item 11 was not loaded on any factor in the pilot study, it was loaded on the expected factor in the main study. It is noteworthy that because these two items include a legal issue (theft), the participants might not have given honest responses to this item.

To conclude, the results of PCA varimax and oblimin rotations were provided interpretable and adequate results for exploratory purposes. In order to further evaluate the construct validity of the Bully Scale, Confirmatory Factor Analysis was performed to assess how well a hypothesized factor structure fit the data. The scale used for the selection of the training, placebo attention and waiting list groups, and pre- and post- measurements (self-report and peer-nomination) was the final form of the bully scale that was obtained from the CFA results.

3.1.2.3 Reliability Evidence of the Reconstructed Self Report Form of the Bully Scale

The coefficient alpha was computed to test the internal consistency of the bully scale for bully, victim and buffer subdimensions and for the overall scale for the main study. The result showed that the coefficient alphas for bully, victim and buffer subscale were 0.83, 0.86 and 0.70, respectively. Cronbach alpha analyses indicated that all subscales of the bully scale had adequate and satisfactory internal reliability.

3.1.3 Results Concerning the Dimensions of the Self-Report Form of the Bully Scale- Confirmatory Factor Analysis of the Main Study

A confirmatory factor analysis based on the data from self-report forms was performed through the LISREL 8.30 program (Jöreskog & Sörbom, 1993) on 45 items of the bully scale. The first part of this section explains basic terms and the criterion of the good fit related to Confirmatory Factor Analysis (CFA). The second

part presents the results of CFA in the present study.

3.1.3.1 Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA), done by using LISREL or EQS statistical programs, is a frequently used analysis for the recent years, particularly in scale construction. CFA is based on Structural Equation Modeling (SEM). SEM is a statistical approach to test the hypothesized relationships or structural equations among observed and latent variables (Schumacker & Lomax, 1996).

CFA is basically used for scale development and validity testing in the literature. It is aimed to evaluate how well a hypothesized factor structure “fits” the observed data (Russell, 2002). Contrary to Exploratory Factor Analysis (EFA), CFA depends on a priori prediction that a specified number of variables underlie a set of measures loading on the hypothesized factors.

One of the issues in the literature for CFA is the evaluation of model fit to the data. According to the literature (e.g. Russell, 2002; Sümer, 2000; Sümer, Sümer, Demirutku & Çiftçi, 2000) the most commonly used indices concerning model fit are Chi-square (χ^2), Chi-square-degrees of freedom ratio (χ^2/df), Goodness of fit Index (GFI) and Adjusted Goodness of Fit Index (AGFI).

The χ^2 index assesses the absolute fit of the model. If the data and the model have a perfect fit, the value of χ^2 is close to “0” and the probability level is not significant.

However, the χ^2 is sensitive to sample size and has a tendency to show a significant probability level depending on the sample size. Because of this, Chi-square-degrees of freedom ratio (χ^2/df) is broadly used as a norm to indicate a good fit. Thus, apart from the significance of the χ^2 , the χ^2/df ratio between 2:1 and 5:1 is the indicator of a good fit (Sümer, 2000). There are other indices suggested to use due to the sensitivity of the χ^2 to sample size. One of these indices is the Goodness of Fit Index (GFI) that is the ratio of sum of squared differences between the observed and reproduced matrices to the observed variances. The value of GFI ranges between “0” (poor fit) and “1” (perfect fit). The expected value for GFI is 0.90 and above for a good fit to the data. Adjusted Goodness of Fit (AGFI) is an adjusted GFI for the degrees of freedom to a model relative to the number of variables. Similarly, the value of AGFI has a range from “0” (poor fit) to “1” (perfect fit). The good fit to the data is indicated by a 0.90 and above AGFI value.

Other commonly used indices are Standardized Root-Mean-Square-Residuals (SRMR) and Root-Mean-Squared-Error of Approximation (RMSEA). The SRMR is the squared root of the mean of the squared differences between the observed and model-implied covariance matrices. The lower bound of the index is “0” and the upper bound of the index is “1”. Values equal to or less than 0.05 is the indicator of a good fit to the data. On the other hand, the RMSEA is the most commonly used index among these two indices in recent studies (Sümer, 2000). It is computed on the basis of the analysis of residuals and adjusts for degrees of freedom. As to RMSEA, values less than 0.05 indicates a good fit to the data.

Comparative Fit Index is the index based on the noncentral χ^2 distributions and measures the improvement in noncentrality in going from researcher's model M_i to M_k . The CFI values theoretically range from "0" (poor fit) to "1" (perfect fit). The value that is equal to or above 0.90, indicates a good fit to the data.

The following section presents the result of Confirmatory Factor Analysis employed to the data obtained from the sample of the main study.

3.1.3.2. The Results of the Confirmatory Factor Analysis

A multiple goodness of fit indices, explained in the previous section, are used to assess the model fit in the present study. A three-factor model for the Bully Scale was hypothesized. In the analysis, covariance matrices were used.

First, the result of EFA was estimated as the optimal model to run CFA. The factors including 15 items for each subdimension was performed by CFA. The result of the confirmatory factor analysis for the three factor model of bully scale, including 45 items, yielded the following goodness-of-fit indices; $\chi^2(942, N=506) = 2110.37, p < 0.001$; $\chi^2/df = 2.24$; GFI = 0.83; AGFI = 0.81; CFI = 0.76; RMSEA = 0.064; and SRMR = 0.067. These indices were deemed poor fit to treat the respective observed variable groups as distinct latent variables according to the literature (e.g. Chapman, 2002; McCreary, Rhodes, & Saucier, 2002).

Hence, modifications to the CFA model of the bully scale items were performed based on empirical and theoretical information to improve the factorial validity of the Bully Scale by identifying observed variables (items) that best tapped to the latent variables (factors as victim, bully and buffer). Depending on the results of EFA (Principal Component Analysis), the items that exhibited weak loadings were excluded from the model. For this purpose, both the results of EFA and reduction of low loaded items in CFA results were re-evaluated to reach the optimal fit. Thus, the items that were loaded on the victim and bully subdimensions with less than 0.575, based on the results of the Principal Component Analysis with oblimin rotation, were excluded from the model. The remaining items were found sufficient to represent overt physical, verbal, and social/relational bullying. Furthermore, the items of buffer subdimension were loaded with less than 0.575 value. Due to that reason, the items that were loaded equal and greater than 0.442 were chosen. The CFA results revealed 8 victim items, 6 bully items and 5 buffer items as observed variables. The CFA result of the bully scale with these 19 items yielded the following goodness-of-fit indexes; χ^2 (149, N=506) = 286.22, $p < 0.001$; $\chi^2/df = 1.92$; GFI = 0.94; AGFI = 0.93; CFI = 0.92; RMSEA = 0.043; and SRMR = 0,050. These indexes were regarded as a good fit to the model. Table 3.7 indicates Cronbach alpha, the standardized Lambda-x estimates, standard errors, t-values, and squared multiple correlations as obtained for each of the observed variables from the confirmatory factor analysis. Additionally, the path diagrams of LISREL estimates of parameters in measurement model of bully scale with coefficients in standardized values (see Appendix I) and t-values (see Appendix J) are presented in Appendices sections.

Tablo 3.7 Cronbach Alpha, Standardized Lambda-x Estimates, Standardized Errors, t-values, and Squared Multiple Correlations of the Observed Variables of the Bully Scale

Latent and Observed Variables				
	λ^2	SE	t	R ²
Bully ($\alpha = 0.78$)				
B12 Diğer çocuklara kötü adlar takarım.	0.43	0.03	11.11	0.27
B21 Ben diğer çocuklara yumruk atarım/ vururum.	0.62	0.04	13.68	0.38
B30 Diğer çocuklara küfür ederim.	0.61	0.03	15.67	0.47
B33 Diğer çocukları istediklerimi yaptırmak için tehdit ederim.	0.41	0.03	12.88	0.34
B35 Diğer çocukları iterim/ çelme takarım.	0.47	0.02	15.86	0.48
B45 Kavga çıkarırım.	0.61	0.04	13.04	0.35
Victim ($\alpha = 0.80$)				
B2 Diğer çocuklar beni iter/ çelme takar.	0.55	0.04	11.76	0.29
B6 Diğer çocuklar beni tehdit eder.	0.47	0.03	11.95	0.30
B14 Diğer çocuklar beni oynadıkları oyuna katmazlar	0.47	0.04	11.94	0.30
B18 Diğer çocuklar bana kızar/ öfkelenir.	0.68	0.04	14.56	0.41
B20 Diğer çocuklar benim oyunumu bozar.	0.63	0.05	12.55	0.32
B29 Diğer çocuklar benim giysilerim ve/veya eşyalarımınla alay ederler.	0.57	0.05	14.49	0.28
B38 Diğer çocuklar bana yumruk atar/ vurur.	0.51	0.03	13.87	0.41
B42 Diğer çocuklar bana küfür eder.	0.68	0.04	11.43	0.38
Pleasure in life ($\alpha = 0.51$)				
B7 Şarkı söylemeyi severim.	0.70	0.07	9.37	0.37
B16 Sınıf aktivitelerine katılmayı severim.	0.34	0.05	9.35	0.11
B25 Müzik dinlemeyi severim.	0.46	0.04	5.86	0.38
B34 Film seyretmeyi severim.	0.20	0.04	4.57	0.06
B40 Arkadaşlarıma espri yapmayı severim.	0.25	0.05	4.64	0.07

As can be seen from Table 3.7, the first latent variable that represented the observed variables were related to bully others (BULLY). Six observed variables were positively and significantly loaded on BULLY latent variable, including B12 “Diğer çocuklara kötü adlar takarım” ($\lambda^2 = 0.43$, $p < 0.05$), B21 “Ben diğer çocuklara yumruk atarım/vururum” ($\lambda^2 = 0.62$, $p < 0.05$), B30 “Diğer çocuklara küfür ederim” ($\lambda^2 = 0.61$, $p < 0.05$), B33 “Diğer çocukları istediklerimi yaptırmak için tehdit ederim” ($\lambda^2 = 0.41$, $p < 0.05$), B35 “Diğer çocukları iterim/çelme takarım” ($\lambda^2 = 0.47$, $p < 0.05$), B45 “Kavga çıkarırım” ($\lambda^2 = 0.61$, $p < 0.05$). One of the six variables, B35

accounted for the greatest variance ($R^2 = 0.48$) of the latent variable BULLY.

In the second latent variable, the following eight observed variables were positively loaded on the VICTIM latent variable; B2 “Diğer çocuklar beni iter/çelme takar ” ($\lambda^2 = 0.55$, $p < 0.05$), B6 “Diğer çocuklar beni tehdit eder” ($\lambda^2 = 0.47$, $p < 0.05$), B14 “Diğer çocuklar beni oynadıkları oyuna katmazlar” ($\lambda^2 = 0.47$, $p < 0.05$), B18 “Diğer çocuklar bana kızar öfkelenir” ($\lambda^2 = 0.68$, $p < 0.05$), B20 “Diğer çocuklar benim oyunumu bozarlar” ($\lambda^2 = 0.63$, $p = 0.05$), B29 “ Diğer çocuklar benim giysilerim ve/veya eşyalarımı alay ederler” ($\lambda^2 = 0.57$, $p = 0.05$), B38 “Diğer çocuklar bana yumruk atar/vurur” ($\lambda^2 = 0.51$, $p < 0.05$), B42 “Diğer çocuklar bana küfür eder” ($\lambda^2 = 0.68$, $p < 0.05$). Two of the eight observed variables, B18 and B38 accounted for the greatest variance ($R = 0.41$) for the latent variable VICTIM.

The last latent variable is PLEASURE IN LIFE. Five observed variables were positively loaded on the PLEASURE IN LIFE latent variable as follows; B7 “Şarkı söylemeyi severim” ($\lambda^2 = 0.70$, $p > 0.05$), B16 “Sınıf aktivitelerine katılmayı severim” ($\lambda^2 = 0.34$, $p > 0.05$), B25 “Müzik dinlemeyi severim” ($\lambda^2 = 0.46$, $p < 0.05$), B34 “Film seyretmeyi severim severim” ($\lambda^2 = 0.20$, $p < 0.05$) B40 “Arkadaşlarıma espri yapmayı severim” ($\lambda^2 = 0.25$, $p > 0.05$).

Hence, 19 items model indicated a satisfactory fit to the data. These indexes were adequate to treat the respective item groups as distinct latent variables in the structural model. The items and the factor pattern of the Bully Scale with 19 items were presented in Table 3. 8.

Table 3.8 The Bully Scale with 19 Items

Item No	Items	Victim	Bully	Pleasure in Life
1	Diğer çocuklar beni iter/ çelme takar.	X		
2	Diğer çocuklar beni tehdit eder.	X		
3	Diğer çocuklar beni oynadıkları oyuna katmazlar.	X		
4	Diğer çocuklar bana kızar/ öfkelenir.	X		
5	Diğer çocuklar benim oyunumu bozarlar.	X		
6	Diğer çocuklar benim giysilerim ve/veya eşyalarımınla alay ederler.	X		
7	Diğer çocuklar bana yumruk atar/ vurur.	X		
8	Diğer çocuklar bana küfür eder.	X		
9	Diğer çocuklara kötü adlar takarım.		X	
10	Ben diğer çocuklara yumruk atarım/ vururum.		X	
11	Diğer çocuklara küfür ederim.		X	
12	Diğer çocukları istediklerimi yaptırmak için tehdit ederim.		X	
13	Diğer çocukları iterim/ çelme takarım.		X	
14	Kavga çıkarırım.		X	
15	Şarkı söylemeyi severim.			X
16	Sınıf aktivitelerine katılmayı severim.			X
17	Müzik dinlemeyi severim.			X
18	Film seyretmeyi severim.			X
19	Arkadaşlarıma espri yapmayı severim.			X

3.1.4 The Prevalence Rates of Bullying in the Turkish Elementary School

Sample

This section presents the prevalence of bully, victim, bully/victim and non-involved groups.

Based upon the procedures for standardized nomination data, that were transformed to z scores, (Crick & Grotpeter, 1996, Schwartz et.al., 1997, 1998) the number of bullying and victimization nominations received by each child were summed within whole sample (Sutton & Smith, 1999). Students who had bully scores greater than

+1.0 standard deviation above the mean and victimization score less than +1.0 standard deviation below the mean were categorized as bully. On the other hand, students who had victimization score greater than +1.0 standard deviation above the mean and bully score less than +1.0 standard deviation below the mean were categorized as victim. Meanwhile, a student was classified as bully/victim when he/she had a bully and victimization scores that were greater than +1.0 standard deviation above the mean. Non-involved students were categorized as the ones who had bully and victimization scores less than +1.0 standard deviation below the mean.

In accordance with this procedure, the prevalence rate for bully, victim, bully/victim and non-involved students were computed using the data obtained from self-report form was shown in the Table 3.9. The prevalence rate regarding the peer-nomination forms was presented in Table 3.10.

Table 3.9 The Percentages of Bully, Victim, Bully/victim and Non-involved students based on Self-report Form of the Bully Scale (N=367)

	Male N (%)	Female N (%)	Total N (%)
Bully	26 (7.08)	7 (1.91)	33 (8.99)
Victim	21 (5.72)	10 (2.73)	31 (8.45)
Bully/victim	9 (2.45)	3 (0.82)	12 (3.27)
Non-involved	143 (38.97)	148 (40.32)	291 (79.29)

Table 3.10 The Percentages of Bully, Victim, Bully/victim and Non-involved Students based on Peer Nomination Form of the Bully Scale (N=396)

	Male N (%)	Female N (%)	Total N (%)
Bully	19 (4.79)	0 (0)	19 (4.79)
Victim	20 (5.05)	6 (1.52)	26 (6.57)
Bully/victim	12 (3.03)	1 (0.25)	13 (3.28)
Non-involved	163 (41.16)	175 (44.19)	338 (85.35)

3.2 Results Concerning the Effect of the Bullying Management Training Program on Bullying Behaviours of the Students

The second research question related to the purpose of the present study was “Does the bully management training program have a significant effect on the bullying behaviours of the 7th grade level primary school students?”. In order to answer this question, a 3 (groups: training, placebo control and waiting list) X 2 (time: pre-test and post-test) Repeated Measures of ANCOVA, with pleasure in life scores serving as covariates, was employed to the bully and victim scores of the participants. Since the literature suggested that bully/victims have depressive symptoms, and frequently be anxious and rejected (Haynie et. al., 2001; Schwartz, 2000), the pleasure in life score was used as covariate.

Four separate Repeated Measures of ANCOVA were carried out, two of which were conducted to analyse the differences in the bully and victim scores obtained from the self-report form of the Bully Scale. The other two were conducted on the bully and victim scores obtained from the peer nomination form of the Bully Scale.

Before conducting the Repeated Measures ANCOVA analyses, a logarithmic transformations were applied to the dependent variables that are the bully and victim scores obtained from self-report and peer nomination forms of the Bully Scale. This modification was done to normalize high skewness in the distribution of the scores (e.g. Espelage, Bosworth & Simon, 2000). In addition, the assumptions of the ANCOVA were examined by the researcher. In order to test the assumptions of the ANCOVA, Box’s M test (homogeneity of covariance matrices), scatterplots (the

assumption of linearity between the covariate and dependent variables), Levene's Test (equality of error variances), and customised model testing (homogeneity of regression slopes) were utilised.

3.2.1 Results of the Tests of the Assumptions of Analysis of Covariance (ANCOVA)

The tests of the assumptions of ANCOVA were performed on both the bully and victim scores obtained from self-report and from peer nomination forms of the Bully Scale.

The first assumption that should be met to carry out the ANCOVA statistic is the homogeneity of covariance matrices using Box's M test. When the Box's M test is not significant ($p > 0.05$), the assumption of homogeneity of covariance matrices is not violated. As presented in Table 3.11, the result of this test for data obtained from self-report and peer nomination forms of the bully scale were not statistically significant, except for the victim score of the self-report form, furthermore due to equal sample size in the group, this result was considered not fatal to the analysis (Tabachnick & Fidel, 1996).

Table 3.11 Results of Box Test of Equality of Covariance Matrices

	Box's M	F	df1	p
Self-Report				
Bully Score	4.51	0.67	6	0.67
Victim Score	14.20	2.11	6	0.04*
Peer-Nomination				
Bully Score	6.99	1.04	6	0.40
Victim Score	12.70	1.89	6	0.07

The assumption of linearity between the covariate and dependent variables was analysed through the use of scatterplots. Eight different scatterplots indicated a linear trend between the covariate and dependent variables that were presented in Appendix K.

Levene's test of equality of error variances was used to determine the homogeneity of variances. As presented in the Table 3.12, the results were not significant ($p > 0.05$).

Table 3.12 Results of Levene's Test of Equality of Variances

	df	F	p
Self-Report			
Bully-pre-test	2	0.17	0.85
Bully-post-test	2	0.37	0.69
Victim-pre-test	2	2.56	0.09
Victim-post-test	2	2.34	0.12
Peer-Nomination			
Bully-pre-test	2	0.33	0.72
Bully-post-test	2	1.22	0.31
Victim-pre-test	2	0.07	0.94
Victim-post-test	2	2.00	0.16

Finally the homogeneity of regression slope was examined by performing the customised model testing the scores of bully and victim subtests of self-report and

peer nomination forms. Non-significant results for the interaction of covariate and dependent variables showed that the regression between covariates and a dependent variable in one group is the same as the regression in other groups. Degrees of freedom, F value and probability were presented in the Table 3.13.

Table 3.13 Results of Homogeneity of Regression Slopes Testing the Interaction Between Pleasure in Life (PIL) (Covariate) and The Bully and Victim Scores (Dependent Variables)

	df	F	p
Self-Report			
PIL X Bully	1	0.97	0.33
PIL X Victim	1	0.00	0.95
Peer-Nomination			
PIL X Bully	1	0.62	0.44
PIL X Victim	1	0.94	0.34

Following the confirmation that the data met all the assumptions, four separate Repeated Measures ANCOVA's were conducted to analyse the data obtained from self-report measure and the data obtained from peer nomination measure. The following section presented the results of the Repeated Measures ANCOVA that was employed to the scores of the self-report and peer nomination forms of the Bully Scale, respectively.

3.2.2 Results of the Repeated Measures ANCOVA Regarding the Self-report Form Scores

Before the training procedures began, preliminary analysis was performed to test the equivalence of the groups on the dependent measures of pre-test. Two separate One-

way ANOVA's were conducted to ensure the equivalence of the bully and victim scores obtained from the self-report and the peer nomination forms of Bully Scale of the three group subjects. The results showed no significant differences among the three groups regarding bully and victim scores obtained from 19-item self-report form ($F(2,27) = 1.86, p = 0.18$ of the bully score; $F(2,27) = 1.96, p = 0.16$ of the victim score) and regarding 19-item peer nomination form ($F(2,27) = 0.14, p = 0.60$ for the bully score; $F(2,27) = 0.51, p = 0.86$ for the victim score).

Two separate Repeated Measures ANCOVA's with 3 (groups; training, placebo control, waiting-list) X 2 (time: pre- and post-test) factors with pre- and post-test serving as repeated measure and pleasure in life serving as the covariate were conducted to examine the group differences on the dependent variables of bully and victim scores. The results of Repeated Measures ANCOVA indicated no significant differences for both the bully score (Wilk's $\lambda = .085, F(1,26) = 2.28, p = 0.12$) and the victim score (Wilk's $\lambda = 0.98, F(1,26) = 0.29, p = 0.75$) among the training and two control groups. Table 3.14 presents Wilk's Lambda, F value, degrees of freedom, probability and partial η^2 that were obtained from the results of ANCOVA.

Table 3.14 Wilk's Lambda, F value, degrees of freedom, probability, and partial η^2 results of Repeated Measures ANCOVA-Self-report Form

Self-report measure	Wilk's λ	F	df	Error df	p	η^2
Bully	0.91	2.39	1	26	0.13	0.08
Bully X Life	0.96	1.05	1	26	0.32	0.04
Bully X Group	0.85	2.28	2	26	0.12	0.15
Victim	0.99	0.22	1	26	0.64	0.01
Victim X Life	0.98	0.00	1	26	0.95	0.00
Victim X Group	0.98	0.30	2	26	0.74	0.02

Although the results of analyses did not indicated a statistical significance, the bully score of training group showed a decrease from pre-test (M= 0.73) to post-test (M= 0.47). On the other hand, the bully score of the placebo control group showed an increase from pre-test (M= 0.49) to post-test (M= 0.74). This increase pointed out to a decrease in bullying behaviours of students in the training group (see Table 3.15 for means, standard deviations, adjusted means and standard deviations in pre- and post-test measures).

Table 3.15 Means, Standard deviations and Adjusted Means and Standard Deviations of the Training and Control Groups in Pre- and Post-test of Bully and Victim Scores- Self-report Form

Bully		M	Sd	Adjusted M	Adjusted Sd
Experimental	Bully-pre-test	0.73	0.54	0.71	0.14
	Bully-post-test	0.47	0.49	0.46	0.14
Placebo Control	Bully-pre-test	0.49	0.42	0.58	0.15
	Bully-post-test	0.74	0.37	0.78	0.14
Waiting-list	Bully-pre-test	0.34	0.39	0.27	0.15
	Bully-post-test	0.39	0.39	0.36	0.14
Total	Total pre-test	0.52	0.47	0.52	0.08
	Total post-test	0.53	0.43	0.53	0.08
Victim		M	Sd	Adjusted M	Adjusted Sd
Experimental	Victim-pre-test	0.13	0.14	0.12	0.12
	Victim-post-test	0.38	0.37	0.37	0.15
Placebo Control	Victim-pre-test	0.40	0.43	0.42	0.12
	Victim-post-test	0.61	0.56	0.64	0.16
Waiting-list	Victim-pre-test	0.44	0.42	0.42	0.12
	Victim-post-test	0.56	0.40	0.54	0.15
Total	Total pre-test	0.32	0.37	0.32	0.07
	Total post-test	0.52	0.45	0.52	0.08

3.2.3 Results of the Repeated Measures ANCOVA Regarding the Peer Nomination Form Scores

Two separate Repeated Measures ANCOVA's with 3 (treatment groups; training,

placebo control, waiting-list) X 2 (time: pre- and post-test) factors with pre- and post-test serving as repeated measures and pleasure in life serving as the covariate were conducted to examine the group differences on the dependent variables of the bully and victim scores.

The result of Repeated Measures ANCOVA revealed no statistically significant differences for the bully score among the groups, Wilk's $\lambda = 0.98$, $F(2,26) = 0.33$, $p = 0.73$. However, The results were presented in Table 3.16.

Table 3.16 Wilk's Lambda, F value, degrees of freedom, probability, and partial η^2 results of Repeated Measures ANCOVA-Peer Nomination Form

Self-report measure	Wilk's λ	F	df	Error df	p	η^2
Bully	0.92	2.30	1	26	0.14	0.08
Bully X Life	0.98	0.65	1	26	0.43	0.02
Bully X Group	0.98	0.33	2	26	0.73	0.02
Victim	0.70	11.21	1	26	0.002*	0.30
Victim X Life	0.97	0.86	1	26	0.36	0.03
Victim X Group	0.80	3.24	2	26	0.055**	0.20

* $p < .01$

** $p = > .05$

The mean, standard deviation, adjusted mean and standard deviation were displayed in Table 3.17 for pre- and posttest measure of peer nomination.

Table 3.17 Means, Standard deviations of Treatment Groups in Pre- and Post-test of Bully and Victim Scores –Peer Nomination Form

Bully		M	Sd	Adjusted M	Adjusted Sd
Experimental	Bully-pre-test	3.83	0.75	3.82	0.24
	Bully-post-test	3.53	0.86	3.51	0.26
Placebo Control	Bully-pre-test	3.79	0.77	3.79	0.24
	Bully-post-test	3.53	0.91	3.53	0.26
Waiting-list	Bully-pre-test	3.71	0.67	3.72	0.24
	Bully-post-test	3.54	0.60	3.58	0.26
Total	Total pre-test	3.78	0.71	3.78	0.14
	Total post-test	3.54	0.78	3.54	0.15
Victim		M	Sd	Adjusted M	Adjusted Sd
Experimental	Victim-pre-test	3.01	0.57	2.95	0.20
	Victim-post-test	2.93	0.56	2.89	0.30
Placebo Control	Victim-pre-test	3.32	0.64	3.30	0.20
	Victim-post-test	2.63	1.24	2.62	0.29
Waiting-list	Victim-pre-test	3.12	0.79	3.21	0.20
	Victim-post-test	2.54	0.83	2.60	0.30
Total	Total pre-test	3.16	0.66	3.15	0.16
	Total post-test	2.70	0.91	2.70	0.17

The adjusted mean of the victim main effect indicated that there was a decrease from pre-test (M= 3.15) to post-test (M=2.70) in the victim scores of the all groups concerning peer nomination scores of the students.

On the other hand, marginally significant victim X group interaction effect was analysed by performing Tukey Honestly Significant Difference (HSD) Test to find out which groups significantly different from the others. However, pairwise comparisons were not demonstrated any significant differences between the means of the groups ($q=1.26$, $df=26$, $p< 0.05$). Moreover, as displayed in Figure 3.2, the greatest decrease from the pre-test (M=3.21) to the post-test (M=2.60) scores were observed in the waiting-list group, then in the placebo-control (M=3.30 for pre-test and M=2.62 for post-test). Finally, there was a slight decrease in the pre-test

(M=2.95) to post-test (M=2.85) scores for the training group.

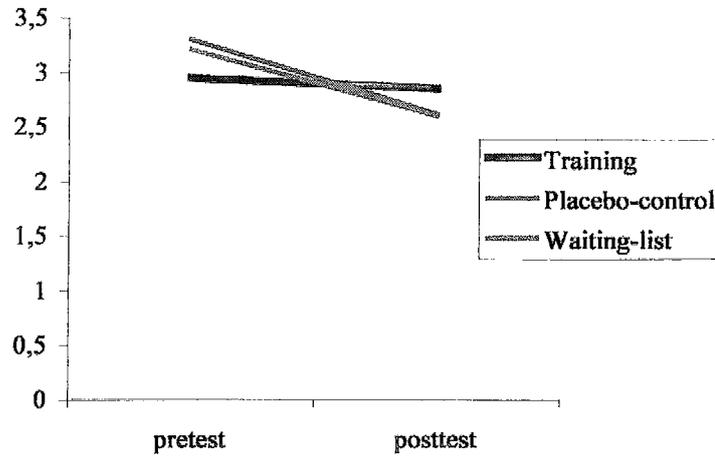


Figure 3.1 Victim X Group Interaction Effect

Overall, the results of the present study showed that, in the first phase, the Bully Scale was confirmed as a 19-item instrument, including bully, victim and pleasure in life latent constructs. Moreover, the contents of the items of bully and victim latent constructs included direct (physical, verbal) and indirect/relational bullying types. Additionally, the prevalence rates of the 7th grade elementary school students were presented depending on the self-report and the peer nomination forms of the Bully Scale. The findings of the self-report form indicated that approximately 9 % of the students reported that they bullied their peers. Moreover, 8.5 % of the students reported that they were bullied by their peers. A proportion of 3 % of the total sample reported that they both bullied the peers and were bullied by them. Approximately 79 % of the total sample was categorized as non-involved students. The approximate proportions of the bully, victim, bully/victim and non-involved students, obtained from the peer nomination form were, 5 %, 6.5 %, 3.5 % and 85 % respectively.

The results of the second phase of the present study showed no significant difference between training and two-control groups on the bully and victim scores, except for the significant victim main effect and victim x group interaction effect in the peer nomination form of the Bully Scale. Although the findings derived from the self-report form did not indicate a significant difference between the training and two control groups, there was a decrease in the bully scores of the training group in the post-test scores.



CHAPTER IV

CONCLUSIONS AND IMPLICATIONS

Bullying and victimization among children and adolescents have received great attention since 1980's (Barche & Knoff, 1994; Olweus, 1993; Smith, 2000). There has been a considerable increase in research publications and interest of media toward this issue. The studies have included the definition of the term (Elinoff, Chafouleas & Sassu, 2004; Olweus, 1993; Smith, 2000), the investigation of the prevalence rates of bullying in schools (Boulton & Underwood, 1992; O'Moore & Hillery, 1989; Olweus, 1993; Rigby & Smith, 1991; Whitney & Smith, 1993), and the methodology used in these investigations (Solberg & Olweus, 2003). As the studies have shown, bullying and victimization were found to be correlated with psychosocial functioning (Batsche & Knoff, 1994; Kaltiala-Heino, Rimpela, Rimpela, & Martunen, 1999; Olweus, 1993) and academic problems (Batsche & Knoff, 1994; Perry, Kusel, & Perry, 1988). As a result of the convincing demonstration of the findings that bullying is a prevalent and serious problem in the schools, primary and secondary prevention strategies have been addressed by the studies. As a primary intervention strategy, school-wide programs (Baldry & Farrington, 2004; Limper, 2000; Olweus, 1993; Ortega & Lera, 2000; Sharp & Smith, 1991), and, as a secondary intervention strategies, specific group-based training programs (Fox & Boulton, 2003; Hudley et. al. 1998; Lochman, 1992; Sukhodolsky, Solomon, & Perine, 2000) have been conducted to decrease bullying

and victimization and the detrimental effects of them.

Similarly, the present study aimed at identifying bullying problem in Turkish elementary schools and implementing a group-based training program to decrease bullying and victimization. Developing a Turkish measurement tool to identify groups of bullying, as bully, victims, bully/victim and non-involved, and their representations in Turkish elementary schools was the first objective of this study. Focusing on the bully/victim group, the second purpose was to implement an intervention program to decline their bullying and victimization behaviours. The discussions of the findings are presented in the same order as the results presented. Finally, implications and recommendations are provided.

4.1 Discussions of the Findings Regarding the First Phase of the Present Study

This section involves discussions regarding to the results of the bully scale development and the prevalence rates of bullying in Turkey.

4.1.1 Discussion of the Findings Regarding the Bully Scale Development

As the bullying concept has only been recently started to be studied in Turkey, and the studies have started approximately at the same time, when the researcher started to conduct this study no specific bull scale has yet been published. Thus, the researcher decided the develop a Turkish bully scale and then investigate the prevalence of the bully, victim and the bully/victim groups in the first phase of the

study which would be followed by the second experimental phase that includes the implementation of the training program prepared by the researcher.

“School surveys”, based on self-report measures, were the mostly used techniques in determining the prevalence rates (Boulton & Underwood, 1992; Olweus, 1993; Rigby & Slee, 1992; Whitney & Smith, 1993; Wolke, Woods, Stanford, & Schulz, 2001). The other frequently used technique is peer nomination or peer assessment in identifying bully, victim and bully/victim groups (Crick & Grotpeter, 1995; Perry, Kusel, & Perry, 1988; Schwartz, 2000; Schwartz, et.al., 1997). Consistent with the literature, a bully scale, having two parallel forms-self-report and peer nomination, that includes items of physical, verbal and social exclusion behaviours was developed. The scale has aimed to assess victimization and bullying, in bully, victim and buffer (pleasure in life) dimensions. The findings regarding to Exploratory Analyses (PCA) results verified the three subdimensions of the scale. Almost all of the items were found to load on the assumed factors. The findings also showed that the item related to get money or the properties of a victim (item 41 in the main study) did not load on the relevant factor but negatively loaded on the buffer dimension. This result might have stemmed from the issue of item dealing with a legal issue that the students might not have wanted to disclose. This result is consistent with the finding of Pekel (2004) a similar item decreased overall Cronbach alpha coefficient value and excluded from the scale.

On the other hand, the parallel victim item (item 11 in the main study) was loaded on the expected (victim) factor but had a very low weight (0.35 in varimax rotation) and

thus excluded from the scale. An explanation of this item not working properly in both studies might be the societal rule related with the behaviour implied in the item (taking ones property).

When the factor loadings of the items consisting of bully and victim subdimensions were considered all the loadings were above the 0.40, except the item 11 that was loaded with a below 0.40 value and item 41 that was loaded negatively on the buffer subdimension. The buffer subscale included items loaded on the factor above 0.35. The internal reliability of the subscales ranged from 0.70 to 0.83.

To conclude, the findings of Exploratory Factor Analyses indicated satisfactory reliability and validity results for the 45-item scale. The high factor loadings for the victim subdimensions consisted of aggressive behaviours as direct verbal (e.g. item 42: Diğer çocuklar bana küfür eder), direct physical (e.g. item 38: Diğer çocuklar bana yumruk atar/vurur) and social exclusion (e.g. item 14: Diğer çocuklar beni oynadıkları oyuna katmazlar). On the other hand, high factor loadings of the bully subdimension were composed of aggressive behaviours such as direct physical (e.g. item 21: Ben diğer çocuklara yumruk atarım/vururum), direct verbal (e.g. item 30: Diğer çocuklara küfür ederim), indirect aggression (e.g. item 33: Diğer çocukları istediklerimi yaptırmak için tehdit ederim). According to Kaukiainen et. al. (1999), indirect aggression, that is harming the child's social relations and status among peers, called as relational aggression by Crick and Grotpeter (1995), requires more maturation or social intelligence. Although it is beyond the scope of this study, the dominance of the overt aggression (direct physical and verbal) in the present study

may suggest that overt aggressive behaviours are still the perpetrators of bullying among students at this age group.

Although the results of Exploratory Factor Analysis (EFA), frequently used analysis in the literature (Campbell, Muncer, McManus, & Woodhouse, 1999; Crick & Grotpeter, 1995; Gültekin, 2003; Mynard & Joseph, 2000; Pekel, 2004) seem to indicate satisfactory validity evidence and reliability for 45-item bully scale, the construct validity of the bully scale was also verified using Confirmatory Factor Analysis (CFA). The first model by depending on the result of EFA was the three-factor model that 15 observed variables for bully, victim and buffer latent constructs. The findings of this model were not supported by the results of the CFA. However, 19-item three-factor model with 8 victim, 6 bully and 5 buffer (hereafter pleasure in life) observed variables gave sufficient GFI and AGFI and good RMSEA indices. The contents of the items of bully and victim latent constructs included direct (physical, verbal) and indirect aggression types. The findings of CFA confirmed the existence of the subdimensions of bully and victim. The shortened version of the 19 item-bully scale can be considered practical in administration sessions as it will be less time consuming. An interesting finding is related with the *pleasure in life* dimension (formerly buffer). This dimension has aimed at controlling either underreporting or overreporting of bullying by the students. As the literature suggests, bully/victims may frequently display depressive symptoms, feel anxious and rejected (Haynie et. al., 2001; Schwartz, 2000). Therefore to control this effect becomes important. Although the aim was to control such an effect, the students appeared to perceive these items as a separate dimension that involves pleasurable

activities.

4.1.2 Discussion of the Findings Regarding Prevalence Rates of Bullying in Elementary School Students

Most of the studies reported the prevalence rates obtained from large-scale surveys (Boulton & Underwood, 1992; O'Moore & Hillery, 1989; Olweus, 1993; Rigby & Slee, 1991; Whitney & Smith, 1993). As mentioned in the limitation section of the present study, the findings should be considered cautiously due to smaller sample.

The present study used the bully scale in two parallel forms, self-report and peer nomination. According to the result of self-report form 33 (8.9 %) of the students were identified as bullies, 31 (8.5 %) were classified as victims and 12 (3.3 %) students were categorized as bully/victims. On the other hand, the result of the peer nomination form (N=396) showed that 19 (4.8 %) and 26 (6.6 %) of the students were nominated as bullies and victims respectively. Thirteen of the students (3.3 %) were rated as bully/victims by their peers. As gender was taken into account, male students reported and were rated as representing more in each category on both self and peer nomination measures.

Considering the literature, the findings of the present study is evaluated consistent with the literature where the percentage of the bully and victim groups were around 10% during the grade six and seven (Boulton & Underwood, 1992; Olweus, 1994). Conversely, the percentage of the bully/victim group (3.4 %) might be considered as

twice as more then the percentage (1.6 %) found by Olweus (1994). Furthermore, a more recent study by Olafsen and Viemerö (2000) specified that the proportion of bully/victims within the total sample (N=510, 5th. and 6th. graders) was 2.2 %. This finding is similar to the findings of the present study. On the other hand, Austin and Joseph (1996) using a 2.5 cut off point out of 4-point response choice found that 15 % of the students were bully/victims. A study conducted by Pekel (2004) in Turkey, also used the 1 SD above the mean as the cut off point on the data obtained from 718 fifth and sixth grade students. According to the results of Pekel (2004), 7.6 percent of the students were bullies, 9.3 percent of them were victims and 6.4 % of the students were bully/victims. In the present study the cut off points for bully or victim groups were computed as 1 SD above the mean in their cardinal score (bully score for bullies and victim score for victims) and 1 SD below the mean in the other (victim score for bullies and bully score for the victims) to identify pure bully and victims. However, it is not clear using which scores Pekel established the bully, victim and bully/victim groups. Thus, although the two studies appear to be comparable, the vagueness in the scoring in Pekel's study prevents this comparison. Another study by Yildirim (2001) used 1 SD above/below the mean cut off point in assigning students into bully, victim, bully/victim or control groups. Additionally, consistent with the present study, both bully and victim scores were considered in the categorization. However, the sample age was around 9 years in this study (Yildirim, 2001). The results of Yildirim showed that approximately 16 percent of students were rated as bullies, 26 percent were rated as victims and 23 percent of them rated as bully/victims, out of 122 students. The proportions are more than the findings of present and the study of Pekel (2004).

An important finding of the present study is that more boys than girls were found or rated as bully, victim or bully/victim in both self-report and peer nomination measures. The literature has contradictory findings in terms of the gender difference in victimization. Some of the authors (Andreou, 2000; Austin & Joseph, 1996; Baldry & Farrington, 1999; Karatzias, Power, & Swanson, 2002; Mynard & Joseph, 1997; Mynard & Joseph, 2000, Whitney & Smith, 1993) did not find a difference between girls and boys in victimization. Furthermore the other authors reported that more boys than girls were exposed to bullying or bully others (Rigby & Slee, 1991; Olweus, 1993; Wolke, Woods, Stanford, & Schulz, 2001). When the studies conducted in Turkey are considered, the bullying rate was slightly higher among boys than the girls in the study of Dölek (2002). On the other hand, there was no difference between girls and boys in victimization. Kapcı (2004) did not find out any gender difference in being victimized, except for verbal bullying, which more boys than girls reported to be bullied verbally. Pekel (2004), conversely, indicated that more boys were categorised as bullies and bully/victims than were the girls.

The finding of the present study might be explained by the developmental viewpoint. During the early adolescence period, there is a rapid and qualitative change in social affiliations where peer group is taking on an increased importance (Durkin, 1995). The meaning and function of boys' aggression may serve to dominate their peers that lead to male adolescents to show more aggressive behaviours to assert themselves in a new social group. Pellegrini (1998) stated that boys in early adolescence initiate physically aggressive interaction with peers of higher and lower dominance to gain status in dominance hierarchy. As Pellegrini and Long (2002), in the other study,

reported, boys target the boys not the girls as the subject of their bullying behaviours. Such an aggressive interaction with other boys can be an important tool for establishment of heterosexual relationships with girls. Thus masculine, aggressive acts serve to enhance peer group same and cross-sex status. This is the case especially in the 7th grade period when the formation of new social affiliation takes place again (Pellegrini & Long, 2002), after a decrease in the first year of secondary school year (6th grade). Targets of this interaction who cannot respond aggressively to gain their status are labelled as passive victims. Moreover, when the cultural expectations in terms of sex-role behaviours are considered, manifestations of macho behaviours are expected by adolescent boys in Turkey too. To conclude, the high proportion of the boys in the categories found in the present study might be the characteristics of early adolescents at this period of socialization.

In summary, the prevalence rates of the present study indicated partial consistency with the literature. The variability and similarity must be considered cautiously taking the different data sources and methodological procedures into account.

4.2 Discussion of the Findings Regarding the Effect of the Bullying Management Training Program

In the second phase of the present study the Bullying Management Training Program was implemented to the 7th grade bully/victim students to reduce bullying behaviours. The present study, unlike literature, focused especially on the bully/victim group rather than either bully or victim students to apply group-based

training program. Using pre-test/post-test control group design, it was expected that the intervention program would reduce the bully and victim scores of the training group's subjects.

The results showed no significant difference between the mean bully and victim scores of the training and two-control groups for the self-report measure but a significant main effect for the victim score and a marginally significant ($p= 0.055$) victim x group interaction effect were found regarding the peer nomination measure. The results of the post hoc analysis (Tukey HSD test) did not indicate a significant difference between the post-test victim scores of the training and two control groups.

These results indicated that the Bullying Management Training Program was not effective in reducing the bully and victim behaviours of the training groups' subjects. However, although not reached a significant level, the victim scores of all participant groups indicated a decrease from pre-test to post-test. Furthermore, the interaction effect showed that there was a greater decrease in victimization for the waiting-list group and placebo-attention control group. A slight decrease in victimization was also observed for the training group.

It is noteworthy to state that more decreases were found on the scores of the two control groups than the training group. One of the reasons that explain this situation may be the play-oriented procedure utilised in the placebo-attention control group. No treatment-based issues were discussed in the placebo-attention control group sessions; the students have played some games, such as puzzle or taboo. The games included two or three students to interact one another. The only requirement for this

group was to do the assignments given to them and to maintain the group rules during the session. In other words, students in the placebo control group predominantly played games. Since play has a therapeutic effect, this arrangement may affect the placebo control students' behaviours where some kind of interaction with peers took place. This view is supported with the results of a study conducted by Sukhodolsky, Solomon and Perine (2000) who investigated the effectiveness of anger-control intervention for elementary school children by designing experimental and attention-control groups. The control group children received no treatment but engaged in a variety of play activities (such as jenga). The authors stated that structured play might have an effect on the reduction of anger-related behaviours.

Since no intervention program targeting the bully/victim group was found in the literature, this situation makes an inter-study comparison difficult in terms of the findings of the present study. Furthermore, when the studies targeting victim or bully students are considered, the result of the present study is consistent with the study conducted by Fox and Boulton (2003) who carried out a social-skill training program for the victims. Fox and Boulton (2003) found a significant increase for global self-worth score of the experimental group's self-reports, however, contrary to expectations, the social skill problems score obtained from the peer nomination measure showed an increase rather than a decrease. On the other hand, the finding of the present study was not consistent with the results of the studies targeting the bully group. These studies indicated significant results in anger control (Sukhodolsky, Solomon, & Perine, 2000), or in improvement of social skills (Lochman, Coie, Underwood, & Terry, 1993).

Several factors for non-significant result of the present study may be cited particularly related to the implementation of the training program. For instance, standardization might be suffered because the implementation of the programs have to be carried out in two different schools because the subjects of both the training and two control groups were from these different schools. Moreover, although first five sessions was implemented in the same room in one of the school, the following sessions were carried out in different rooms, due to the practical reasons.

The other factor that may influence the findings might be related to the time of the intervention. The program was implemented during the second semester. The students first showed a considerable interest in the program and attended to the sessions willingly but their interest seemed to decrease near to the end of the program probably due to the frequent exams and their heightened anxiety related to their grades in the academic report cards.

Additionally, the length of the program might be considered as an important factor for no improvement. Twelve weekly sessions may not be sufficient for the training group to internalise and apply what they are taught. Another crucial factor might be related to the researcher's being an outsider. Indeed, if the researcher was a personnel of the school she could have spent more time with the participants and provide monitoring and reinforcement to the students for the taught skills. Besides, the involvement of the teachers and the school counselors could have been obtained to strengthen the learned skills. Because as one of the participants declared in the eight-session, despite the training group students' effort to solve the problem in a non-

aggressive way, these behaviours are neither reinforced nor monitored by the teaching personnel. In addition to that point, the peers of the participants showed resistance to accept the changing behaviours of the training group students, as participants stated in a group session. More important, the lack of parents' involvement might have an impact in preventing the effectiveness of the training program.

Another factor might be related to the content of the program. The training procedure included discussions, homeworks or role-playings about the students' experiences in the school and working on these problems in group sessions. The program intended to help the participants aware of their anger responses and its' negative effect on the conflict situation. Then the subjects would learn to generate appropriate responses to solve the encountered conflicts in a non-aggressive way. In fact, the subjects' eagerly participated in the assigned working material and appeared to enjoy taking part in the activities. However, some of them were not keen to do the homework. Basically homeworks were assigned to provide the subjects practicing learned skills in vivo and increasing their awareness. However, this function of the homework might be hindered, since "homework" has a negative connotation for the school students.

Although the inefficiency of the Bullying Management Training Program might be due to the limitations and the weaknesses of the program itself, it is important to note that bullying has probably been learned through long years by different sources with different ways such as parents, peers, TV programs, in short society at large by modelling, reinforcement of the behaviours either directly or via tolerating them.

Thus, it might be hard to eliminate such a long lasting behaviour with a brief intervention like Bullying Management Training Program used in the present study.

During the early adolescent years, the role models are very important sources in socializing in a culture. Role models can be from family or neighbourhood or mass media. In terms of family, physical punishment and coercive discipline techniques used by parents are closely related to children's bullying and aggressive reactions toward their peers. As Sümer and Aydın (1999) stated corporal punishment by parents and also by teachers is culturally determined attitude to discipline children in Turkey. This acceptance of aggressive behaviours toward children makes children to learn that aggression is an effective mean to the desired end. Also most of the parents do not hesitate to advice their children to pay back aggressively when their children were beaten up. In fact, some parents seem to accidentally encourage their children to bully others, as they seem to have a misconception about assertiveness and fail to distinguish assertiveness and aggressiveness. In addition to this, mass media supports this attitude by presenting role models who use aggression or violence under the label of asserting oneself to dominate others and to be privileged individuals.

Schneider and Blonk (1998) who evaluated the benefits of the social skill training by asking the children to comment on their training program exemplified the cognitive schema of the students about the societal values on aggression. Although some of the students have remarked that the program was beneficial in changing their life in a positive way, some of the trainees had negative comments on the artificiality of the program by saying that "I think the things we learned were too vague. One should

react in one's own way. Otherwise one would behave in an artificial way". The participants are unlikely to implement what they have learned because newly acquired behaviours seem to be artificial in vivo (Schneider & Blonk, 1998, p. 281). A similar thing might have occurred in the Bullying Management Training Program and children might have felt that these taught behaviours are artificial and do not represent their way of dealing with the world.

4.3 Implications and Recommendations

The present study has some implications for both research and practice. First, the results of the present study showed that the psychometric properties of the Bully Scale (19-item) were satisfactory except the modest alpha coefficient of 0.51 for the pleasure in life subscale. School counselors may use this scale to find out the prevalence rates by identifying bully, victim and bully/victim groups in their schools. Furthermore, the response alternatives may be changed to frequencies, such as "not at all", "once in this semester" or "frequently in this semester", depending on the aim of investigation and the researcher. This change may be required by studies that include younger children as the sample.

The results regarding the prevalence rates of bullying showed that boys represented more than girls in the categories as bullies, victims and bully/victims. This might have important implications for counselling services to be cautious about possible problems that might occur in the interaction of boys.

Although the Bullying Management Training Program was not effective in reducing bullying and victimization, the program may be the starting point in developing future programs. Future researchers should take the shortcomings of the program, such as not addressing SES, gender and cultural factors into considerations and conduct research accordingly.

In addition, for the future studies, the training groups may include non-involved students who do not engage in bullying events. The comprehensive school-based interventions are common in the literature (Limper, 2000; Olweus, 1993; Ortega & Lera, 2000; Whitney & Smith, 1993). Thus, group-based intervention programs may be fused into school curriculum that includes anti-bullying issues such as peacemaking, interpersonal skills training, problem solving, moral education and value clarification. Lochman and Dunn (1993) stated that these school-based programs can be conceptualised as indirect services that helps the child who is bully, victim or both by trying to change the perception of the environment. Thus, specific needs of the risk-groups of bullies, victims or bully/victims should be supported by group-based direct intervention programs. The participation of the school counselor as a co-leader in these programs can also be recommended to monitor and to support appropriate behaviours of the subjects throughout the school days.

Moreover, increasing parent-school contact seems rather crucial. To eliminate acceptance and encouragement of the masculine behaviours by the community and help the target students to generalize their learned skills to real-life situation, more comprehensive intervention programs including parents, school personnel and

community are needed. In particular, parent-oriented programs such as parent effectiveness training should be offered at a national scale to prevent bullying.



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APPENDICES
APPENDIX A
PILOT STUDY SELF-REPORT FORM

Sevgili Öğrenciler,

Bu anket ilköğretim öğrencilerinin arkadaşlarıyla ve çevresiyle ilişkilerinde ne tür davranışlar yaptıklarını incelemeyi amaçlamaktadır. Ölçeğin her maddesinde bir durum verilmiştir. Lütfen her maddeyi dikkatle okuyunuz ve kendinizi düşünerek verilen durumların, size ne kadar uyduğunu ya da uymadığını düşününüz.

Cevaplarınızı verirken her sayfanın başında verilmiş olan “ 1- Hiç katılmıyorum, 2- Katılmıyorum, 3- Kararsızım, 4- Katılıyorum, 5- Tümüyle katılıyorum” seçeneklerinden **birini** seçiniz ve o madde için verilen sayıyı yuvarlak içine alınız. Unutmayın bu bir doğru-yanlış testi değildir. Önemli olan sizin gerçek düşünce ve duygularınızı belirtmenizdir.

Katkılarınız için çok teşekkür ediyorum.

Funda Kutlu
ODTÜ Eğitim Bilimleri Bölümü

Lütfen ankete başlamadan önce aşağıdaki bilgileri doldurunuz

Okulunuz: _____

Sınıf şubeniz: _____

Öğrenci numaranız: _____

Doğum tarihiniz: (gün) _____ / (ay) _____ / (yıl) _____

Cinsiyetiniz: Kız () Erkek ()

Annenizin eğitim durumu

Okuma yazma bilmiyor	
Okuma yazma biliyor	
İlkokul mezunu	
Ortaokul mezunu	
Lise mezunu	
Üniversite mezunu	
Yüksek lisans	

Babanızın eğitim durumu

Okuma yazma bilmiyor	
Okuma yazma biliyor	
İlkokul mezunu	
Ortaokul mezunu	
Lise mezunu	
Üniversite mezunu	
Yüksek lisans	

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tümüyle Katılıyorum
1. Yeni arkadaşlar edinmekten hoşlanırım.	1	2	3	4	5
2. Diğer çocuklar beni iter/ çelme takar.	1	2	3	4	5
3. Bazı çocukları diğerlerine karşı kıskırtırım.	1	2	3	4	5
4. Okul piyeslerinde rol almaktan hoşlanırım.	1	2	3	4	5
5. Diğer çocuklara eziyet ederim.	1	2	3	4	5
6. Diğer çocuklar beni tehdit eder.	1	2	3	4	5
7. Şarkı söylemeyi severim.	1	2	3	4	5
8. Diğer çocukların giysileri ve eşyaları ile alay ederim.	1	2	3	4	5
9. Diğer çocuklar bana küser.	1	2	3	4	5
10. Okul saatleri dışında da arkadaşlarımla buluşup oynamayı severim.	1	2	3	4	5
11. Diğer çocuklar beni koridorda sıkıştırıp paramı ya da eşyama alırlar.	1	2	3	4	5
12. Diğer çocuklara kötü adlar takarım.	1	2	3	4	5
13. Spor yapmayı severim.	1	2	3	4	5
14. Diğer çocuklar beni oynadıkları oyuna katmazlar.	1	2	3	4	5
15. Diğer çocuklara küserim.	1	2	3	4	5
16. Sınıf etkinliklerine katılmayı severim.	1	2	3	4	5
17. Diğer çocukların arkalarından konuşurum.	1	2	3	4	5
18. Diğer çocuklar bana kızar / öfkelenir.	1	2	3	4	5
19. Derslerde tahtaya yazı yazmaktan hoşlanırım.	1	2	3	4	5
20. Diğer çocuklar benim oyunumu bozarlar.	1	2	3	4	5
21. Ben diğer çocuklara yumruk atarım / vururum.	1	2	3	4	5
22. Her zaman neşeliyimdir.	1	2	3	4	5
23. Diğer çocukların oyunlarını bozarım.	1	2	3	4	5

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tümüyle Katılıyorum
24. Diğer çocuklar bana yumruk atar/vurur.	1	2	3	4	5
25. Arkadaşlarımla satranç ya da dama gibi oyunlar oynamaktan hoşlanırım.	1	2	3	4	5
26. Diğer çocuklar benim arkamdan konuşur.	1	2	3	4	5
27. Diğer çocuklara kızarım / öfkelenirim.	1	2	3	4	5
28. Kitap okumayı severim.	1	2	3	4	5
29. Diğer çocuklar benim giysilerim ve eşyalarımla alay ederler.	1	2	3	4	5
30. Diğer çocuklara küfür ederim.	1	2	3	4	5
31. Arkadaşlarımla beraber çeşitli konularda araştırma yapmayı severim.	1	2	3	4	5
32. Diğer çocuklar bana eziyet eder.	1	2	3	4	5
33. Diğer çocukları istediklerimi yaptırmak için tehdit ederim.	1	2	3	4	5
34. Ev ödevlerimi zamanında yaparım.	1	2	3	4	5
35. Diğer çocukları iterim / çelme takarım.	1	2	3	4	5
36. Diğer çocuklar bana kötü adlar takar.	1	2	3	4	5
37. Resim yapmayı severim.	1	2	3	4	5
38. Diğer çocuklar benimle kavga eder.	1	2	3	4	5
39. Bazı çocukların oynadığımız oyuna katılmasına izin vermem.	1	2	3	4	5
40. Arkadaşlarıma espri yapmayı severim.	1	2	3	4	5
41. Diğer çocukları koridorda sıkıştırıp zorla parasını ya da eşyasını alırım.	1	2	3	4	5
42. Diğer çocuklar bana küfür eder.	1	2	3	4	5
43. Derslerime düzenli olarak çalışırım	1	2	3	4	5
44. Bazı çocuklar diğerlerini bana karşı kışkırtır.	1	2	3	4	5
45. Sık sık kavga çıkarırım.	1	2	3	4	5

APPENDIX B

MAIN STUDY RECONSTRUCTED SELF-REPORT FORM

Sevgili Öğrenciler,

Bu anket ilköğretim öğrencilerinin arkadaşlarıyla ve çevresiyle ilişkilerinde ne tür davranışlar yaptıklarını incelemeyi amaçlamaktadır. Ölçeğin her maddesinde bir durum verilmiştir. Lütfen her maddeyi dikkatle okuyunuz ve kendinizi düşünerek verilen durumların, size ne kadar uyduğunu ya da uymadığını düşününüz.

Cevaplarınızı verirken her sayfanın başında verilmiş olan “ 1- Hiç katılmıyorum, 2- Katılmıyorum, 3- Kararsızım, 4- Katılıyorum, 5- Tümüyle katılıyorum” seçeneklerinden **birini** seçiniz ve o madde için verilen sayıyı yuvarlak içine alınız.

Unutmayın bu bir doğru-yanlış testi değildir. Önemli olan sizin gerçek düşünce ve duygularınızı belirtmenizdir.

Katkılarınız için çok teşekkür ediyorum.

Funda Kutlu

ODTÜ Eğitim Bilimleri Bölümü

Lütfen ankete başlamadan önce aşağıdaki bilgileri doldurunuz

Okulunuz: _____

Sınıf şubeniz: _____

Öğrenci numaranız: _____

Doğum tarihiniz: (gün) _____ / (ay) _____ / (yıl) _____

Cinsiyetiniz: Kız () Erkek ()

Lütfen anne ve babanızın en son mezun olduğu derecenin karşısına X işareti koyun. Örnek: anneniz ortaokul mezunu liseye devam etmemiş ise ortaokul yazının yanındaki kutucuğa X işareti koyun.

Annenezin eğitim durumu

Okuma yazma bilmiyor	
Okuma yazma biliyor	
İlkokul mezunu	
Ortaokul mezunu	
Lise mezunu	
Üniversite mezunu	
Yükseklisans	

Babanızın eğitim durumu

Okuma yazma bilmiyor	
Okuma yazma biliyor	
İlkokul mezunu	
Ortaokul mezunu	
Lise mezunu	
Üniversite mezunu	
Yükseklisans	

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tümüyle Katılıyorum
1. Yeni arkadaşlar edinmekten hoşlanırım.	1	2	3	4	5
2. Diğer çocuklar beni iter/ çelme takar.	1	2	3	4	5
3. Bazı çocukları diğerlerine karşı kıskırtırım.	1	2	3	4	5
4. Okuldaki tiyatro oyunlarında rol almaktan hoşlanırım.	1	2	3	4	5
5. Diğer çocuklara eziyet ederim.	1	2	3	4	5
6. Diğer çocuklar beni tehdit eder.	1	2	3	4	5
7. Şarkı söylemeyi severim.	1	2	3	4	5
8. Diğer çocukların giysileri ve/ veya eşyaları ile alay ederim.	1	2	3	4	5
9. Diğer çocuklar bana küser.	1	2	3	4	5
10. Okul saatleri dışında da arkadaşlarımla buluşup oynamayı severim.	1	2	3	4	5
11. Diğer çocuklar beni sıkıştırıp paramı ve/ veya eşyama alırlar.	1	2	3	4	5
12. Diğer çocuklara kötü adlar takarım.	1	2	3	4	5
13. Spor yapmayı severim.	1	2	3	4	5
14. Diğer çocuklar beni oynadıkları oyuna katmazlar.	1	2	3	4	5
15. Diğer çocukların oyununu bozarım.	1	2	3	4	5
16. Sınıf aktivitelerine katılmayı severim.	1	2	3	4	5
17. Diğer çocukların arkalarından konuşurum.	1	2	3	4	5
18. Diğer çocuklar bana kızar / öfkelenir.	1	2	3	4	5
19. Boş zamanlarda kağıda birşeyler çizmekten hoşlanırım.	1	2	3	4	5
20. Diğer çocuklar benim oyunumu bozarlar.	1	2	3	4	5
21. Ben diğer çocuklara yumruk atarım / vururum.	1	2	3	4	5
22. Neşeli oyunlar oynamayı severim.	1	2	3	4	5
23. Ben diğer çocuklara küserim.	1	2	3	4	5
24. Diğer çocuklar benimle kavga eder.	1	2	3	4	5
25. Müzik dinlemeyi severim.	1	2	3	4	5

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tümüyle Katılıyorum
26. Diğer çocuklar benim arkamdan konuşur.	1	2	3	4	5
27. Diğer çocuklara kızarım / öfkelenirim.	1	2	3	4	5
28. Macera kitapları okumayı severim.	1	2	3	4	5
29. Diğer çocuklar benim giysilerim ve/veya eşyalarımın alay ederler.	1	2	3	4	5
30. Diğer çocuklara küfür ederim.	1	2	3	4	5
31. Arkadaşlarımla beraber çeşitli konularda araştırma yapmayı severim.	1	2	3	4	5
32. Diğer çocuklar bana eziyet eder.	1	2	3	4	5
33. Diğer çocukları istediklerimi yaptırmak için tehdit ederim.	1	2	3	4	5
34. Film seyretmeyi severim.	1	2	3	4	5
35. Diğer çocukları iterim / çelme takarım.	1	2	3	4	5
36. Diğer çocuklar bana kötü adlar takar.	1	2	3	4	5
37. Top oyunlarını severim (örnek: futbol, voleybol, basketbol, yakantop)	1	2	3	4	5
38. Diğer çocuklar bana yumruk atar / vurur.	1	2	3	4	5
39. Bazı çocukların oynadığımız oyuna katılmasına izin vermem.	1	2	3	4	5
40. Arkadaşlarıma espri yapmayı severim.	1	2	3	4	5
41. Diğer çocukları sıkıştırıp zorla parasını ve/veya eşyasını alırım.	1	2	3	4	5
42. Diğer çocuklar bana küfür eder.	1	2	3	4	5
43. Bilgisayar oyunları oynamaktan hoşlanırım.	1	2	3	4	5
44. Bazı çocuklar diğerlerini bana karşı kışkırtır.	1	2	3	4	5
45. Kavgaya çıkarırım.	1	2	3	4	5

APPENDIX C
ADMINISTERED SELF-REPORT AND PEER NOMINATION FORMS OF
THE BULLY SCALE

Sevgili Öğrenciler,

Bu anket ilköğretim öğrencilerinin arkadaşlarıyla ve çevresiyle ilişkilerinde ne tür davranışlar yaptıklarını incelemeyi amaçlamaktadır. Ölçeğin her maddesinde bir durum verilmiştir. Kendinizi düşünerek verilen durumların, size ne kadar uyduğunu ya da uymadığını, her sayfanın başında verilmiş olan

“ 1- Hiç katılmıyorum, 2- Katılmıyorum, 3- Kararsızım, 4- Katılıyorum, 5- Tümüyle katılıyorum” seçeneklerinden birini seçip o madde için verilen sayıyı yuvarlak içine almız. **Unutmayın bu bir doğru-yanlış testi değildir. Önemli olan sizin gerçek düşünce ve duygularınızı belirtmenizdir.** Katkılarınız için çok teşekkür ediyorum.

Funda Kutlu
ODTÜ Eğitim Bilimleri Bölümü

Lütfen ankete başlamadan önce aşağıdaki bilgileri doldurunuz

İsim : _____ Okul: _____
Sınıf şubesi: _____ Doğum tarihiniz: (gün) _____ / (ay) _____ / (yıl) _____
Cinsiyet: Kız () Erkek () RUMUZ: _____

Annenizin eğitim durumu

Okuma yazma bilmiyor	
Okuma yazma biliyor	
İlkokul mezunu	
Ortaokul mezunu	
Lise mezunu	
Üniversite mezunu	
Yükseklisans	

Babanızın eğitim durumu

Okuma yazma bilmiyor	
Okuma yazma biliyor	
İlkokul mezunu	
Ortaokul mezunu	
Lise mezunu	
Üniversite mezunu	
Yükseklisans	

	<i>Hiç Katılmıyorum</i>	<i>Katılmıyorum</i>	<i>Kararsızım</i>	<i>Katılıyorum</i>	<i>Çok Katılıyorum</i>
1- Diğer çocuklar bana yumruk atar/ vurur.	1	2	3	4	5
2- Şarkı söylemeyi severim.	1	2	3	4	5
3- Diğer çocuklar bana kızar / öfkelenir.	1	2	3	4	5
4- Müzik dinlemeyi severim.	1	2	3	4	5
5- Ben diğer çocuklara yumruk atarım/ vururum.	1	2	3	4	5
6- Diğer çocuklar benim oyunumu bozarlar.	1	2	3	4	5
7- Film seyretmeyi severim.	1	2	3	4	5
8- Diğer çocuklar benim giysilerim ve/veya eşyalarımınla alay ederler.	1	2	3	4	5
9- Diğer çocuklar beni tehdit eder.	1	2	3	4	5
10- Diğer çocuklar bana küfür eder.	1	2	3	4	5
11- Arkadaşıma espri yapmayı severim.	1	2	3	4	5
12- Diğer çocukları istediklerimi yaptırmak için tehdit ederim.	1	2	3	4	5
13- Diğer çocuklar beni oynadıkları oyuna katmazlar.	1	2	3	4	5
14- Diğer çocuklara küfür ederim.	1	2	3	4	5
15- Sınıf aktivitelerine katılmayı severim.					
16- Diğer çocuklar beni iter /çelme takar.	1	2	3	4	5
17- Kavga çıkarırım.	1	2	3	4	5
18- Diğer çocuklara kötü adlar takarım.	1	2	3	4	5
19- Diğer çocukları iterim/ çelme takarım.	1	2	3	4	5

APPENDIX C (continued)

PEER NOMINATION

Sevgili öğrenciler,

Birçok çalışma sonucu göstermiştir ki, öğrenciler arkadaş ilişkilerinde bazen diğer bir öğrenciye veya öğrencilere yönelik zarar verici (örnek olarak eşyalarına ya da kendisine zarar vermek) veya incitici (örnek olarak alay etmek, kötü isimler takmak, o kişinin arkasından konuşmak) davranışlar göstermektedirler. Bu davranışlar sürekli ve sıklıkla tekrarlandığı ve bu davranışların yöneltildiği öğrencinin veya öğrencilerin kendini savunması zor olduğu durumlara biz “zorbalık yapmak” diyoruz. Fakat aynı güçte olan iki çocuğun kavga etmesi ya da tartışması, veya, arkadaşça birbirleri ile şakalaşmaları zorbalık yapmak değildir. Diğer taraftan bazı öğrenciler de arkadaş ilişkilerinde ya da çevresi ile uyumlu davranışlar göstermektedirler (örnek olarak eşyalarını paylaşmak, yapılan aktivitelere katılmak).

Bu tip hem “zorba davranışlar” hem de “uyumlu davranışlar” sizin sınıfınızda da yapılıyor olabilir. Bu çalışma bu tip davranışları kapsayan durumlar içermektedir. Her maddeyi dikkatlice okumanızı ve sınıfınızda o durumu yaşayan ya da yapan öğrencilerin isimlerini o maddenin karşısına yazmanızı istiyorum.

Verdiğiniz cevaplar gizli kalacaktır. Ankete başlamadan önce bazı bilgileri doldurmanızı istiyorum. Fakat kendi isminizi yazmanıza gerek yoktur. Bu çalışmaya katıldığınız için teşekkür ederim.

Funda Kutlu
ODTÜ Eğitim Bilimleri Bölümü

Lütfen aşağıdaki bilgileri doldurunuz

Okulunuz: _____

Şubeniz: _____

Kendi sınıfınızı düşünerek her madde de belirtilen davranışı en çok yapan ya da maruz kalan

3 kişi yazın

	BU KİMDİR (KİMLERDİR)
1- Diğer çocuklar <u>ona (onlara)</u> yumruk atar / vurur.	
2- Şarkı söylemeyi sever.	
3- Diğer çocuklar <u>ona (onlara)</u> kızar/öfkelenir.	
4- Müzik dinlemeyi sever.	
5- Diğer çocuklara yumruk atar/ vurur.	
6- Diğer çocuklar <u>onun (onların)</u> oyununu bozarlar.	
7- Film seyretmeyi sever	
8- Diğer çocuklar <u>onun (onların)</u> giysileri ve/veya eşyaları ile alay ederler.	
9- Diğer çocuklar <u>onu (onları)</u> tehdit eder.	
10- Diğer çocuklar <u>ona (onlara)</u> küfür eder.	
11- Arkadaşlarına espri yapmayı sever.	
12- Diğer çocukları istediklerini yaptırmak için tehdit eder.	
13- Diğer çocuklar <u>onu (onları)</u> oynadıkları oyuna katmazlar.	
14- Diğer çocuklara küfür eder.	
15- Sınıf aktivitelerine katılmayı sever.	
16- Diğer çocuklar <u>onu (onları)</u> iter /çelme takar.	
17- Kavga çıkarır.	
18- Diğer çocuklara kötü adlar takar.	
19- Diğer çocukları iter/ çelme takar.	

APPENDIX D
PERMISSION LETTER OF THE MINISTRY OF EDUCATION

T.C.
ANKARA VALİLİĞİ
Çankaya İlçe Milli Eğitim Müdürlüğü

BÖLÜM : KÜLTÜR
SAYI : 070/ 55702
KONU : Anket

11.12.2001 *

..... MÜDÜRLÜĞÜNE

Orta Doğu Teknik Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Bölümü Doktora öğrencisi Funda KUTLU 'nun okulunuzda Kamu Kurum ve Kuruluşlarındaki öğrencilerin Kılık Kıyafetleri ile Yönetmeliklerde belirtilen kurallara uyması kaydı ile anket çalışması yapmasının uygun görüldüğü hakkındaki 10.12.2001 tarih ve 4757 sayılı Valilik Oluru ekte gönderilmiştir.
Olur gereğince işlem yapılmasını rica ederim.

Eki : 1


Nazife TEKİNER
Müdür a.
Şube Müdürü

APPENDIX E
BULLYING MANAGEMENT TRAINING PROGRAM

Öfke/Kızgınlık ile Başaçıkma Bölümü

I. Oturum (Tanışma)

Amaçlar:

- Grup üyelerini birbirleri ile tanıştırmak.
- Grubun amacını açıklamak.
- Grup kurallarını belirlemek.
- Üyelerin söylenen ve yapılan davranışlara dikkat etmelerini arttırmak.

Hedef Davranışlar:

Bu oturumun sonunda grup üyelerinin şu davranışları göstermeleri beklenmektedir;

- Gruba kendini tanıtmak ve karşıdakini tanımak.
- İçinde bulunulan çevreye dikkatle bakmak ve o çevrede olan kişiye ait özellikleri söyleyebilmek.
- Karşılarında konuşan kişiyi dikkatle dinleyebilmek ve ne söylediğini anlayabilmek.
- Karşılarındaki kişinin davranışını dikkatle izleyebilmek ve aynı davranışı tekrarlamak.
- Gözlemenin ve dinlemenin (çevreleri ile ilgili yeni bilgi edinirken, arkadaşlarını dinlerken, karşılarındaki insanın duygularını anlamaya çalışırken) ne gibi durumlarda önemli olduğunun tartışmak.

Materyaller:

Etiket, kalem, “Ev ödevi” kağıdı.

Süreç:

1. Grup liderinin kendini tanıtır ve grubun toplanma amacını anlatır

Grubun amacı:

Okuldaki 6. sınıflarla yapılan bir çalışma sonucunda, haftada bir kez toplanmak üzere 11 hafta sürecek görüşmeler yapmak için seçildiniz.

Haftalık görüşmeler 40 dakika sürecek. Bu görüşmeler sizin birbirinizle olan ilişkilerinizde yaşadığınız konuları içerecek. Hepimiz benzer konularda sıkıntı yaşıyoruz üzülmüyoruz. Bu görüşmelerde arkadaşlarınızla yaşadığınız sorunları konuşup paylaşacağız ve çözümler arayacağız. Her haftaki görüşmenin bir konusu olacak. Bu konu çerçevesinde oyunlar oynayacağız, etkinlikler yapacağız. Bazı haftalarda o haftanın konusu ile ilgili “ev ödevleriniz” olacak. Bir sonraki toplantıda bu ev ödevleriniz hakkında konuşup tartışacağız. Bu neden herkesin ev ödevini yapması öğrenilen becerilerin pekiştirilmesi açısından önemli. Görüşmelerde herkesin aktif olarak katılması beklenmekte. Ama herkesin grup aktivitelerine katılımında uyması gereken bazı kuralların belirlenmesi gerekmektedir.

Grubun kuralları:

- 1- Öncelikle grup aktivitelerine herkesin katılması beklenilmektedir
- 2- Herkes bir grup üyesi konuşurken onu dikkatlice ve sessizce dinlemelidir.
- 3- Herkes gruba beraber konuşulan soruna çözüm getirmeye çalışmalıdır
- 4- Diğer grup üyelerinin anlattığı sorunlarla veya getirdiği çözümlerle ilgili onu kırarak üzecek yorumlar yapılmayacaktır. Herkes kendi düşünce ve duygularını özgürce ama kırıncı olmadan ifade edecektir
- 5- Grup çalışmalarında başkaları hakkında yorum ya da dedikodu yapılmayacaktır. Sadece yaşanan olaylar anlatılacaktır.
- 6- Görüşmelerde konuşulan ve paylaşılan konular hiçbir grup üyesi tarafından dışarıda başkalarına anlatılmayacaktır.
- 7- Gruba katılmak zorunlu değildir ama katılanların düzenli devam etmesi beklenmektedir.

Öğrencilere gruba katılmaya istekli olup olmadıkları sorulur ve kurallar hakkında önerileri dinlenir.

2. Etiketleri dağıtılır ve grup üyelerini isimlerini yazıp yakalarına takar.
3. Her grup üyesi kendini gruba tanıtır.

4. Isınma egzersizi:

Herkes sıra ile aşağıdaki cümleyi doldurur

“Eğer 3 dilek dileme hakkım olsa idi bendilerdim”

5. Etkinlik: “Çembere dikkat”¹

Bu aşamada lider grup üyelerine “çembere dikkat” oyunu oynayacaklarını söyler ve oyunun kurallarını anlatır. Öncelikle gönüllü olan öğrenci kendi ismini söyler ve bir hareket yapar. Sağındaki öğrenci, bir önceki öğrencinin ismini söyler ve onun hareketini yapar, sonra kendi ismini söyler ve farklı bir hareket yapar. Bu süreç bütün öğrenciler tarafından yapılmaya kadar devam eder. En son öğrenci herkesin ismini söylemek ve yaptığı davranışı yapmak zorundadır. Oyun giderek zorlaştığı için, diğer öğrenciler sırası gelen öğrenciye yardımcı olabilir.

6. “Çembere dikkat” etkinliği bitince grup lideri öğrencilere tıpkı bu oyunda olduğu gibi insanların dikkatlice gözleyerek ve dinleyerek öğrendiklerini söyler.

7. Öğrencilere “başka hangi durumlarda (çevreleri ile ilgili yeni bilgi edinirken, arkadaşlarını dinlerken, karşılarındaki insanın duygularını anlamaya çalışırken) bu becerileri kullanmamız gerekir” diye sorarak tartışma başlatır.

8. Oturumun özeti yapılır ve “ev ödevi” kağıtları dağıtılır

Ev Ödevi: “*Sınıftaki arkadaşlarınızı dikkatlice gözlemleyin ve onların şimdiye kadar farketmediğiniz özelliklerini yazın*”

¹ Kaynak: Çetin, F., Bilbay, A. A. & Kaymak, D.A. (1999). Çocuklarda Sosyal Beceriler (s. 66)

II. Oturum (Duyguları Farketme)

Amaçlar:

- Duygu çeşitlerini tanımlamak.
- Her farklı durumda hissedilen duyguların da farklı olduğunun bilincinin kazandırmak.
- İnsanların sözlü ve sözsüz davranışlarına bakarak (yüz ifadesi, beden ifadesi, ses tonu) neler hissettiklerini anlama becerisi kazandırmak.

Hedef Davranışlar:

Bu oturumun sonunda grup üyelerinin şu davranışları göstermeleri beklenmektedir;

- Farklı duyguları tanımlamak.
- Farklı duyguları hissettiklerinde hangi davranışları (yüz ifadesi, beden duruşu, ses tonu) yaptıklarını ayırtırmak.
- Hangi durumlarda hangi duyguları hissettiklerini söylemek ve hangi davranışları yaptıklarını göstermek.

Materyaller:

“Duygu zarı”, “ Durum kartları”, “Ev ödevi” kağıdı.

Süreç:

1. İlk oturumun özeti yapılır ve “ev ödevi” tartışılır.
2. Etkinlik: “Duygu Zarı”²

Bu etkinlikte farklı duyguların (üzüntü, sevinç, hayal kırıklığı, kızgınlık, heyecan, utanç, korku, şaşkınlık, telaş, merak, sevgi, sıkıntı) içerdiği bir kağıt hazırlanır. Grup üyeleri sıra ile zar atarak çıkan sayının karşılığı duygu ile ilgili olarak ona sorular sorulur. Örneğin: “Daha önce böyle hissettin mi?, Böyle hissetmene neden olan durum neydi?, Böyle hissettiğinde nasıl görüldüğünü bize gösterir misin?”.

² Kaynak: Çetin, F., Bilbay, A. A. & Kaymak, D.A. (1999). Çocuklarda Sosyal Beceriler (s. 89)

3. Sözsüz davranışlarda hangi duygunun hissedildiğini anlamaya yönelik olan yeni etkinliğe geçilir. Grup lideri şu açıklamayı yapar: *İnsanlar bazen neler hissettiklerini hemen söylerler. Fakat bazen de insanların duygularını anlamak oldukça zordur, çünkü neler hissettiklerini söylemezler. Bazen kendileri de tam olarak neler hissettiklerini bilmezler ya da ifade edemezler. Yinede böyle durumlarda bizler onların yüz ifadelerine, beden duruşlarına ya da ses tonlarına bakarak neler hissettiklerini anlamaya çalışabiliriz. Sözsüz davranışların hangi duyguyu anlattığını bulmaya yönelik olarak şimdi sessiz sinema etkinliğini yapacağız”*

4. Etkinlik: “Sessiz Sinema”³

Bu etkinlikte farklı duyguların içerdiği durumlar kartlara yazılarak bir kutuya konur. Lider kartlardan birini seçerek karttaki durum ve duyguyu sözsüz davranışlarla gruba vermeye çalışır. Öğrenciler bu durumun ne olduğunu ve hangi duygunun yaşandığını bulmaya çalışır. Sonra, öğrenciler ikili gruplar oluşturup kartlardaki durumu ve duyguyu diğerlerine sözsüz olarak anlatmaya çalışır, diğer grupta neler olduğunu ve yaşandığını bulmaya çalışır.

Duygu durum kartlar:

1. Resim dersinde arkadaşınız gelip yaptığımız resmi karalamaya başladı.
2. Matematik dersinde arkadaşınız sizden kopya almakta ısrar ediyor ve siz vermek istemiyorsunuz
3. Annenize hediye olarak vazo alıyorsunuz tam verirken elinizden düşüp kırılıyor.
4. Arkadaşınızın taşıdığı kitaplara yardım ederken kazara birini çamura düşürüyorsunuz
5. Oynadığınız maçta takımın galip gelmesini sağlayan golü atıyorsunuz.
6. Geceyarısı su içmek için kalktığınızda bir takım tıkırtılar duyuyorsunuz.

³ Kaynak: Çetin, F., Bilbay, A. A. & Kaymak, D.A. (1999). Çocuklarda Sosyal Beceriler (s. 88)

5. Her senaryonun sonunda öğrencilerin daha önce aynı duyguyu yaşadıkları farklı durumlar sorulur ve çocukların bu duygularını ifade ederken yaptıkları sözsüz davranışların hangi nitelikte olduğu (saldırgan , çekingen, olumlu) grup üyeleri ile tartışılır.
6. Oturumun özeti yapılır ve“ev ödevi” kağıtları dağıtılır.,
Ev Ödevi: *“Gelecek hafta içinde yaşadığınız bir durumu ve o durumla ilgili hissettiğiniz duyguyu, sözlü ve sözsüz davranışları belirterek yazın”*.



III. Oturum

(Kızgınlık nedenlerini anlama)

Amaç:

- Kızgınlık/öfke duygusunu tanımak ve nedenlerini anlayabilmek.

Hedef Davranışlar:

Bu oturumun sonunda grup üyelerinin şu davranışları göstermeleri beklenmektedir;

- Kızgınlık/öfke duygusunun yaşanılan diğer duygular gibi normal bir duygu olduğunu anlamak.
- Kızgınlık/öfke duygusunun kaynaklarını fark etmek.
- Herkesin kızdığı/öfkelendiği durumların farklı olabileceğini anlamak.

Materyaller:

“Öfke Durumu” formu, “Öfke karikatürleri” kağıdı, “Ev ödevi” kağıdı.

Süreç:

1. İkinci oturumun bir özeti yapılır ve ev ödevi tartışılır.
2. Lider “ *Bazı durumlarda karşımızdaki kişiye kızgınlık, öfke duyabiliriz. Bu duygu, incindiğimizde ya da kendimizi engellenmiş hissettiğimizde yaşadığımız normal bir duygudur. Ama bu duygunun karşı tarafa nasıl yansıtıldığı çok önemlidir. İlk olarak hangi durumlarda kızgınlık/öfke duyduğumuzu ayırt etmeliyiz*” açıklaması ile bu oturumun konusuna giriş yapar.
3. Bu açıklamadan sonra etkinliğe geçilir
4. Etkinlik: “Öfke Durumu”⁴

Bu etkinlik de “Öfke Durumu Formu” dağıtılarak herkesin doldurması istenir. Bu formda anlatılan durumları hangi kişilerle yaşarken öfke duyduklarını düşünmeleri ve bu kişiyi/kişileri işaretlemeleri istenir.

⁴ Kaynak: Erkan, S. (2000). Örnek grup rehberliği etkinliği.(s. 316)

Öfke Durumu Formu:

Durumlar	KİŞİLER						
	Anne	Baba	Kardeş	Akraba	Arkadaş	Öğretmen	Diğer (...)
İstedğini alamama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Haksız davranış	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kayıp (arkadaşlık, fırsat vb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kavgalar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engellemeler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eleştirilme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Azarlanma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anlaşılmama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sınırlanma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gurursuzluk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diğer (.....)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diğer (.....)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Herkes formu doldurduktan sonra aşağıdaki sorular sorularak grup etkileşimi başlatılır.

“ Arkadaşlarınızı öfkeliendiren durumlar ve kişiler ile sizinkiler arasındaki benzerlikler nelerdir?”

“Arkadaşlarınızı öfkeliendiren durumlar ve kişiler ile sizinkiler arasındaki

farklılıklar nelerdir?”

“Hiç öfkelenmemek mümkün müdür?”

6. Bu etkinliğin tartışması yapıldıktan sonra diğer etkinliğe geçilir.

7. Etkinlik: “Öfke karikatürleri”⁵ .

Örnek karikatür:

8. Bu etkinlikte konuşma baloncukları boş olan ve öfke/kızgınlık ifadesi taşıyan karikatürler öğrencilere dağıtılır ve doldurulması istenir.

9. Her öğrencinin yazdığı sözler grup üyelerince tartışılır.

10. Oturumun özeti yapılır ve “ev ödevi” kağıtları dağıtılır.

Ev ödevi: Bir sonraki oturuma kadar, arkadaşlarınızla yaşadığınız ve sizi kızdıran, öfkeliendiren olayları gözlemleyin. Nasıl tepki verdiğinizi ve tepkilerinizin sonuçlarını yazın”.



⁵ Kaynak: Çetin, F., Bilbay, A. A. & Kaymak, D.A. (1999). Çocuklarda Sosyal Beceriler (s. 122)

IV. Oturum (Öfke ile başa çıkma)

Amaçlar:

- Kendilerini öfkeli durumlarda (reddedilme, alay edilme, tekmelenme, itilip-kakılma) kendini kontrol edebilme becerisini kazanmak ve pekiştirmek.
- Kendilerinin neden olduğu kırıcı ve zarar verici durumları farketmek ve özür dilemek.

Hedef Davranışlar:

Bu oturumun sonunda grup üyelerinin şu davranışları göstermeleri beklenmektedir;

- Öfkeli durumlarda kendilerini kontrol edebilmek.
- Daha girişken bir davranışla öfkeli duruma karşılık verebilmek.

Materyaller:

Kağıt pano (“Öfke durumu tablosu” ve “Olumlu ve olumsuz tepkiler tablosu oluşturmak için).

Süreç:

1. Üçüncü oturumun bir özeti yapılır ve “ev ödevi” tablo oluşturmak üzere tartışılır.
2. Daha önceki oturumda tartışılan ve “ ev ödevi” olarak hazırlanan kendilerini öfkeli durumlarda, “bizi kızdıran durumlar” isimli bir tablo halinde büyük pano kağıtlarına yazılır ve duvara asılır. Öğrencilerin kendi deneyimlerini gruba taşıyıp, burada olumlu çözümlerin vurgulanması ve üretilmesi amaçlanmıştır.
3. Öğrenciler ikiye gruplara ayrılıp her durum için gruptan biri olumlu, diğeri olumsuz olmak üzere iki tepkiyi de oynayacak ve sonuçları grupça tartışılacaktır.
4. Oturumun özeti yapılır.

V. Oturum

(Rededilme ve alayla başa çıkma)

Amaç:

- Rededilme ve alay edilme durumunda kendini kontrol edebilme becerisini kazanmak.

Hedef Davranışlar:

Bu oturumun sonunda grup üyelerinin şu davranışları göstermeleri beklenmektedir;

- Arkadaşları tarafından dışlandıkları veya alay edildiklerin durumlarda öfkelerini kontrol edebilmek.
- Arkadaşları tarafından dışlandıkları ve alay edildikleri durumlarda yapabilecekleri olumlu davranış becerilerini kazanmak.

Materyaller:

Pano kağıdı, “Ev ödevi” kağıdı

Süreç:

1. Dördüncü oturumun bir özeti yapılır.

2. Lider şu açıklama ile yapılacak olan etkinliği tanıtır:

“Herkesin arkadaş grubundan dışlandığı ya da bir oyuna katılmasına izin verilmediği durumlar olmuştur. Bu durum bizleri hem üzer hem de sinirlendirebilir. Böyle bir durumda nasıl karşılık verdiğimizizi ve neler yapabileceğimizi tartışacağız şimdi”.

3. Etkinlik: “Neler yapılabilir?”⁶

Şu öykü okunur: “Arkadaşları Cem’in onlarla gezmesine, oyunlarına katılmasına izin vermiyorlardı. Böyle durumlarda, Cem bazen bahçede tek başına oturuyor ya da gizlice ağlıyordu. Bu çocuklar bazen Murat’ı da oyuna almıyorlardı Murat da sinirlenip oyunlarını bozuyor ya da onlara devamlı laf atıyordu”. Bu hikaye okunduktan sonra gruptan iki kişi seçilip biri Cem’i biri de Murat’ı oynar.

⁶ Kaynak: Çetin, F., Bilbay, A. A. & Kaymak, D.A. (1999). Çocuklarda Sosyal Beceriler (s. 110)

Daha sonra böyle bir durumda neler hissedebileceği her iki öğrenciye sorulur. Gruba Cem ve Murat'ın başka neler yapabilecekleri sorulur. Öğrencilerin verdikleri cevaplar Panoya yazılır ve grup tarafından “çekingen, saldırgan ve girişken” olarak gruplandırılır.

4. Lider bizleri üzen ve kızdıran bir başka durumda bizimle alay edilmesini olduğunu söyler ve bu durumda neler hissedebileceğini ve nasıl tepki gösterileceğine ilişkin diğer bir etkinliğe geçer.

5. Etkinlik: “Alayla nasıl başedebilirim”⁷

Lider alay edilme ile ilgili gruba çeşitli senaryolar verir ve grup üyelerinin bu senaryoları canlandırması istenir. Sonunda her çocuğun neler hissedeceği ve bu durumda ne yapmak isteyeceği sorulur.

Senaryolar:

“Öğretmene yardım ettiği için arkadaşların seninle “yağcı” diye alay ediyorlar”

“İsminle dalga geçiliyor”

“Derslerine çok çalıştığın için seni” inek” diye çağırıyorlar”

“Giysilerinle eski moda diye alay ediliyor”

“Gözlüklerin olduğu için seninle dörtgöz diye dalga geçiliyor”

6. Her durum karşısında verilen tepkiler grup üyeleri ile tartışılır
7. Oturumun özeti yapılır ve “ev ödevi” kağıtları dağıtılır

Ev ödevi: *Bir sonraki oturuma kadar çevrenizdeki çocuklarla ilgili alay edilen durumları gözlemleyin ve o çocukların nasıl tepki verdiğini yazın.*

⁷ Kaynak: Çetin, F., Bilbay, A. A. & Kaymak, D.A. (1999). Çocuklarda Sosyal Beceriler (s. 125)

VI. Oturum **(Saldırgan –mağdur olmak)**

Amaç:

- Saldırgan (kabadayı) davranışlarda bulunan ve bu davranışlarla karşılaşan kişilerin duygu, düşünce ve davranışlarını anlamak.

Hedef Davranış:

Bu oturumun sonunda grup üyelerinin şu davranışları göstermeleri beklenmektedir;

- Saldırgan ve mağdur olan kişinin çevresindekiler tarafından nasıl algılandıklarını anlamak.
- Saldırgan ya da pasif davranışların yerine konulabilecek girişken davranışları üretmek.

Materyaller:

Sandalye ve pano kağıdı.

Süreç:

1. Beşinci oturumun bir özeti yapılır ve “ev ödevi” tartışılır
2. Çember şeklinde oturmuş olan öğrencilerin ortasına boş bir sandalye konur
3. Öğrencilerden bu sandalyede bir “kabadayının” (saldırgan çocuğun) oturduğunu hayal etmeleri istenir.
4. Lider çemberin etrafında dönerek her öğrenciye bu hayali kabadayıya onun için ne hissettiğini söylemesini ister.
5. Her öğrenci kabadayıya onun hangi davranışlarından hoşlanmadığını, neden hoşlanmadığını söyler ve ona bu davranışlarını düzeltmekte yardımcı olabilecek öneriler verir. Ayrıca her öğrenci söylediklerini özet olarak panoya yazar.
6. Bu işlem 2. aşamada ortada bir “mağdurun” oturduğu hayal edilerek tekrarlanır. Bu aşamada mağdura yapılan davranışlarda kendilerinin neler hissettiklerini ve nasıl destek olabileceklerini anlatırlar. Ayrıca mağdurun bu durumla nasıl başedebileceğine yönelik öneriler sunarlar
7. Panoya yazılan ana noktalar tartışılır.
8. Oturumun özeti yapılır.

Çatışma ile Başa Çıkma Bölümü

VII. Oturum

(Farklılıklarımız)

Amaçlar:

- Aynı durumlar karşısında insanların farklı şeyler hissedip farklı düşünebileceklerini anlatmak.
- Çocukların kendilerinden farklı düşünce ve duygulara sahip kişilere saygı duymalarını sağlamak.

Hedef Davranışlar:

Bu oturumun sonunda grup üyelerinin şu davranışları göstermeleri beklenmektedir;

- Kendi duygu ve düşüncelerinin diğerlerinden farklı olabileceğini kabul etme;
- Farklı düşünce veya duyguya sahip olmanın kimseyi kötü yapmadığını farketme.

Materyaller:

“Farklılıklar formu”, kağıt, boyama kalemler, “Ev ödevi” kağıdı.

Süreç:

1. Altıncı oturumun bir özeti yapılır ve “ev ödevi” tartışılır.
2. Lider bu oturumda kişisel farklılıklarımızdan bahsedileceğini belirtir.
3. Etkinlik: “Farklıyız”⁸

Bu etkinlikte, lider öğrencilere “farklılıklar formunu” verir ve doldurmalarını ister. Herkes doldurduktan sonra hangi konularda birbirlerinden farklı oldukları tartışılır.

⁸ Kaynak: Çetin, F., Bilbay, A. A. & Kaymak, D.A. (1999). Çocuklarda Sosyal Beceriler (s. 131)

Farklılıklar Formu

İsim: _____

	kesinlikle katılıyorum	katılıyorum	kararsızım	katılmıyorum	kesinlikle katılmıyorum
1- Futbol en sevdiğim spordur.					
2- Daha önce yemediğim yeni yiyecekleri denemeyi severim.					
3- Okuldan sonra bir süre kendi başıma kalmaktan hoşlanırım.					
4- Okulda başarılı olmak benim için en önemli şeydir.					
5- Her zaman çok arkadaşımın olmasından hoşlanırım					
6- Rock müzikten hoşlanırım					
7- Dikkat çekici bir saç biçimimin olması hoşuma gider.					
8- Seçim yapmam gerekse korku filmini komediye tercih ederim.					
9- En güzel tatil dağlara tırmanmak ve kamp kurmaktır.					
10- Takım elbise giymek çok hoşuma gider.					

4. İnsanların aynı şeyleri farklı yansıtmasına örnek olacak bir etkinlik yapılır.

5. Etkinlik: “Bir resim çiz”⁹

Bu etkinlikte, öğrencilere kağıt ve renkli kalemler verilip bir top çizmeleri ve boyamaları istenir.

⁹ Kaynak: Çetin, F., Bilbay, A. A. & Kaymak, D.A. (1999). Çocuklarda Sosyal Beceriler (s. 125)

6. Daha sonra herkesin çizdiği resim gruba gösterilir ve her birinin aynı nesne olmasına rağmen farklı göründükleri belirtilir. Daha sonra, tıpkı nesnelere gibi insanların benzer ve farklı yönleri olduğu konuşulur.

7. Oturum özetlenir ve “ev ödevi” kağıdı dağıtılır.¹⁰

Ev ödevi: *İki arkadaşınızı belirleyin ve aşağıdaki formu bu iki arkadaşınız için ayrı ayrı doldurun. (Her arkadaş için farklı bir isim verin, gerçek isimlerini kullanmayın)*

.....(takma isim kullanın) arkadaşım farklıdır

çünkü.....

.....

.....

.....

.....

.....(takma isim kullanın) arkadaşım farklıdır

çünkü.....

.....

.....

¹⁰ Kaynak: Erkan, S. (2000). Örnek grup rehberliği etkinliği.(s. 33)

VIII. Oturum (Neden Çatışma Yaşıyoruz?)

Amaçlar:

- Farklı düşünce ve isteklerden dolayı ortaya çıkan çatışmaların çözümlenmesinde farklılıklara saygı duymanın önemini belirtmek.
- Öğrencilerin kendilerinden farklı düşünce ve duyguya sahip olan kişilere saygı duymalarını sağlamak.

Hedef davranışlar:

Bu oturumun sonunda grup üyelerinin şu davranışları göstermeleri beklenmektedir;

- Kişiler arası farklılıklara saygı duymayı öğrenmek.
- Uzlaşmaya varabilmek için ortak çözümler üretmek.

Materyaller:

“Çatışma kartları”, “Ev ödevi” kağıdı,

Süreç:

1. Yedinci oturumun bir özeti yapılır ve “ev ödevi” tartışılır.
2. “Çatışma” kelimesi tahtaya yazılarak bu kelimenin anlamı üzerinde konuşulur. Grup üyelerinin çatışmanın olduğu çeşitli durumları düşünmeleri istenir (örnek: savaş, bebeklerin bir oyuncak için kavga etmeleri)
Her insan farklı olduğu için ve herkesin farklı istekleri olduğu için çatışma

yaşamak kaçınılmazdır. Çatışmadan kaçınmak bazı durumlarda kaçınılmaz

olduğundan bu durumla başetmek için uygun beceriler geliştirmek gerekmektedir.

3. Etkinlik: “Nasıl anlaşacağız”¹¹

Bu etkinlik de, önce aşağıdaki durum okunur:

“Bir arkadaşınızla hafta sonunuzu birlikte geçirmeyi planlıyorsunuz.

Cumartesi günü arkadaşınla birlikte sinemaya gitmek istiyorsun ama arkadaşın

basket maçına gitmek istiyor”. Bu durumda grup üyelerine ne yapabilecekleri

sorulur. Yanıtlar uzlaşmacı, çekingen ve saldırgan diye gruplanır.

¹¹ Kaynak: Çetin, F., Bilbay, A. A. & Kaymak, D.A. (1999). Çocuklarda Sosyal Beceriler (s. 135)

4. Lider daha sonra uzlaşmaya ulaşabilmek için tarafların bir şeylerden fedakarlık göstermelerinin gerektiğini belirtir. Uzlaşma olabilmesi için gereken şartlar tahtaya yazılır:
 - a. Herkes fikrini söylemeli.
 - b. Herkesin onay verdiği bir çözüm uygulanmalı
5. Uzlaşma becerilerini arttırmak için çatışma durumlarının olduğu kartlar¹² ikişerli gruplar halindeki öğrencilere dağıtılır ve her grubun bu durumda nasıl uzlaşma yapabileceği sorulur.

Çatışma Durumları;

- Arkadaşın senin kalem kutusunu çaldığını söyledi
- Yeni aldığın cetvelini arkadaşın sana sormadan aldı ve kırdı.
- Arkadaşın korkak tavuk diye seninle dalga geçti.
- Bir arkadaşın diğerine senin için “o aptalın tekidir” dedi.
- Bir arkadaşın yanında geçerken tekme attı

6. Oturumun özeti yapılır ve “ev ödevi” kağıdı dağıtılır.

7. Ev ödevi:

“Gelecek oturuma kadar karşılaştığınız üç çatışma durumunu ve uzlaşma yollarını yazınız.”

¹² Kaynak: Çetin, F., Bilbay, A. A. & Kaymak, D.A. (1999). Çocuklarda Sosyal Beceriler (s. 136)

IX. Oturum

(Çatışma Durumunda Sözlü-Sözsüz Davranışlar)

Amaçlar:

- Çatışma durumlarında yapılan davranışları belirlemek
- Uzlaşmayı sağlayacak olumlu sözlü ve sözsüz davranışları belirlemek.

Hedef Davranışlar:

Bu oturumun sonunda grup üyelerinin şu davranışları göstermeleri beklenmektedir;

- Çatışma durumunu uzatabilecek davranışları azaltabilmek.
- Uzlaşmak için yapılabilecek sözlü ve sözsüz davranışları yapabilmek.

Materyaller:

“Arkadaşça olan ve olmayan davranışların listesi”

Süreç:

1. Sekizinci oturumun bir özeti yapılır ve “ev ödevi” tartışılır.
2. Öğrencilerin çatışma durumlarında yapılacak ya da söylenecek olumlu ve olumsuz davranışlara örnekler vermesi istenir. Bu örnekler tahtaya yazılır ve herbiri üzerinde tartışılır.
3. Sonra lider daha önceden hazırladığı arkadaşça olan ve olmayan davranışlar listesini duvara asar¹³. Bu ifadelerin sözsüz davranışlarına dikkat çekilir ve bunlar üzerinde de tartışılır (örnek yüz ifadesi, ses tonu, beden duruşu)

Arkadaşça olan davranışlar: Gülümsemek, Sakin yumuşak ses tonu ile konuşmak, (Oyuna ya da etkinliğe) davet etmek, Paylaşmak, Olumlu sözler söylemek, Hak vermek, Dinlemek, Sırasını beklemek

Arkadaşça olmayan davranışlar: Surat asmak, kibirli davranmak, bağırarak, görmezlikten gelmek, paylaşmamak, olumsuz/ kırıcı sözler söylemek, küfretmek, dinlememek, konuşmaları kesmek, itmek, sırayı bozmak.

4. Bu ifadelerin bir çatışma anında ne gibi sonuçlar doğuracağı grup üyelerince tartışılır.

¹³ Kaynak: Çetin, F., Bilbay, A. A. & Kaymak, D.A. (1999). Çocuklarda Sosyal Beceriler (s. 138)

5. Uzlaşma sağlayacak davranışlar tahtaya yazılır.

Örnek “*Bana sormadan eşyalarımı alman hoşuma gitmiyor. Lütfen bir dahaki sefere bana sor*”.

6. Oturumun özeti yapılır.



X. Oturum

(Benim Kırıcı Olduğum Zamanlar)

Amaçlar:

- Kendinin kırıcı davrandığı durumları farketmek.
- Kırıcı davranışları olumlu (özür dilemek, hatayı kabul etmek) bir şekilde telafi etmek.

Hedef Davranışlar:

Bu oturumun sonunda grup üyelerinin şu davranışları göstermeleri beklenmektedir;

- Herkesin farklı davranışlardan dolayı kırılabileceğini farketmek.
- Bir başkasını kırdığında, üzdüğünde ya da kızdırdığında özür dilemek ve hatayı tekrarlamamak.

Materyaller:

“Benim yol açtığım kızgınlıklar” kartları.

Süreç:

1. Önceki oturumun bir özeti yapılır.
2. Öğrenciler ikişer kişilik gruplara ayrılır.
3. Etkinlik: “Benim yolaçtığım kızgınlıklar”

Farklı durumların yazıldığı kartlar her grup tarafında çekilir ve her grup bu durumu kendilerinin oluşturduğu bir senaryo ile gruba oynar.

Benim yol açtığım kızgınlıklar

- Arkadaşının bir sırrını diğer arkadaşına anlattın
 - Futbol oynarken verdiği pası arkadaşın kaçırdı, sen ona okkalı bir küfür ettin
 - Arkadaşın koridorda geçerken çelme taktın
 - Arkadaşının yırtık ayakkabısı ile dalga geçtin
 - Arkadaşın sana kopya vermediği için ona yumruk attın
4. Her senaryo oynandıktan sonra öğrenciler mağdur durumda olanın ne hissetmiş olabileceğini ve nasıl tepki verebileceğini tartışır.
 5. Bir sonraki aşamada her grup bu durumun çözümü için mağdur olan kişiden nasıl özür dilenebileceğine yönelik yeni bir senaryo yazar ve oynar.
 6. Oturumun özeti yapılır.

XI. Oturum (Baskıyla Başa Çıkma)

Amaçlar:

- Çatışmalı durumlarda kendi istek ve düşüncelerini özgürce ifade edebilmek.
- Çatışmalı durumlarda arkadaşların yarattığı baskıyla başa çıkma becerisini kazanmak.

Hedef davranışlar:

Bu oturumun sonunda grup üyelerinin şu davranışları göstermeleri beklenmektedir;

- Çatışmalı durumlarda kendi duygu ve düşüncelerini rahatça ifade edebilmek.
- Çatışmalı durumlarda arkadaşlarının yarattığı baskı ile yapmak istemedikleri bir şeye karşı koyabilmek.

Materyaller:

“Senaryo kartları”, “Ev ödevi” kağıdı

Süreç.

1. Onuncu oturumun bir özeti yapılır.
2. Lider bazen arkadaşlık ilişkileri içerisinde öğrencilerin istemedikleri şeyleri yapmaya zorlandıklarını ve böyle bir durumda “hayır” demenin zor olabileceğinden bahseder. Hangi durumlarda arkadaşlarına “hayır” demenin zor olabileceği grup üyelerince tartışılır.
3. Lider daha sonra hayır demenin zor olduğu senaryoların yazıldığı kartları¹⁴ verir ve bu durumlarda neler yapılabileceği tartışılır.

Hayır demenin zor olduğu senaryolar:

- a. Bir grup arkadaşla birlikte ve biri cebinden sigara çıkartıp yaktı. Diğerleri de sigaralarını yaktı ve sana da içmen için uzattılar. Hayır demek istiyorsun ama sana güleceklerinden korkuyorsun
- b. Arkadaşlarıyla oyun oynarken başka bir arkadaşın gelip oyuna katılmak istiyor. Diğer çocuklar onu oyuna almak istemiyor ve eğer onunla oynarsan oyunu bırakıp eve gideceklerini söylüyorlar.

¹⁴ Kaynak: Çetin, F., Bilbay, A. A. & Kaymak, D.A. (1999). Çocuklarda sosyal beceriler (s. 127)

c. Okulda bir gruba girmek istiyorsun ama o grubun lideri gruba katılanların sınıftaki diğer çocuklardan biriyle dalga geçip kabadayılık yapmanı istiyor.

4. Oturumun özeti yapılır ve “ev ödevi” kağıtları dağıtılır

Ev ödevi: *“Bir sonraki oturuma kadar sizin yapmak istemediğiniz fakat arkadaşlarınızın sizi yapmaya zorladığı durumları yazınız ve grupta öğrendiklerinizi bu durumlarda kullanınız. Arkadaşlarınızın tepkisini yazınız.*

5. Onikinci oturumun son oturum olduğu hatırlatılır.



XII. Oturum

(Kapanış)

Amaçlar:

- İlk onbir oturumda tartışılan konuları özetlemek
- Öğrencilerin yapılan etkinlikleri değerlendirmesi istenir.

Hedef Davranışlar:

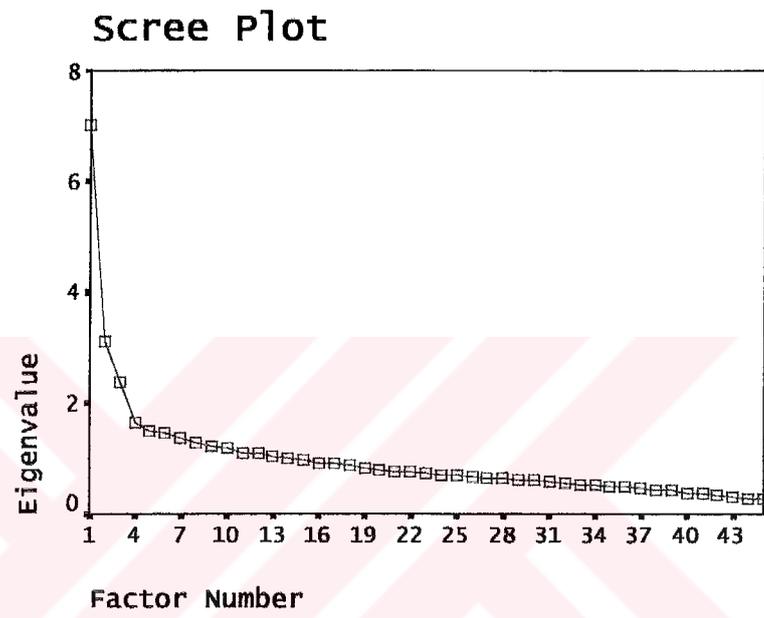
Bu oturumun sonunda grup üyelerinin şu davranışı göstermeleri beklenmektedir;

- Hangi etkinliğin (etkinliklerin) kendi yaşamlarında rahatlıkla kullandıklarını söylemek.

Süreç:

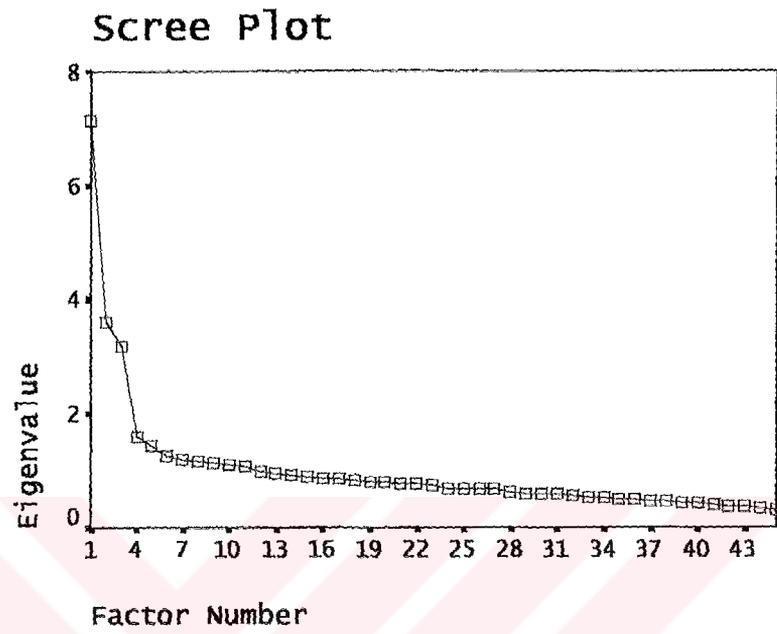
1. İlk onbir oturumun özeti yapılır ve “ev ödevi” tartışılır.
2. Program süresince işlenen konuların öğrencilerin günlük yaşantılarına etkileri konuşulur.
3. Öğrencilerden günlük yaşamda en rahat ve en zor uygulayabildiği etkinlikleri yazmaları istenir. Herkes kendisi için en rahat ve zor uygulanan etkinliği okur ve grup üyelerince tartışılır.
4. Lider gruba teşekkür eder ve öğrencilerin bir şey söylemek isteyip istemediğini sorar. Grup süreci tamamlanır.

APPENDIX F
SCREE PLOT OF THE PILOT STUDY

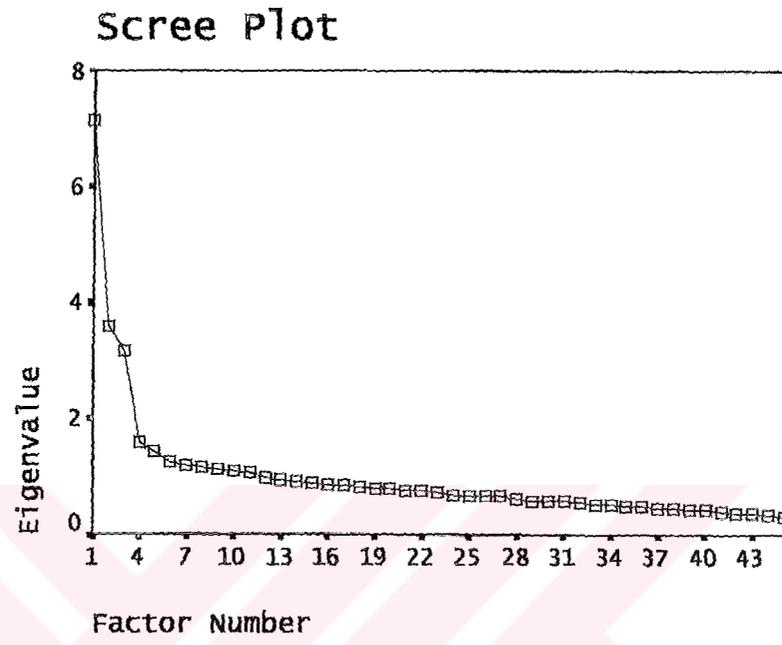


APPENDIX G

SCREE PLOT OF THE MAIN STUDY-VARIMAX ROTATION

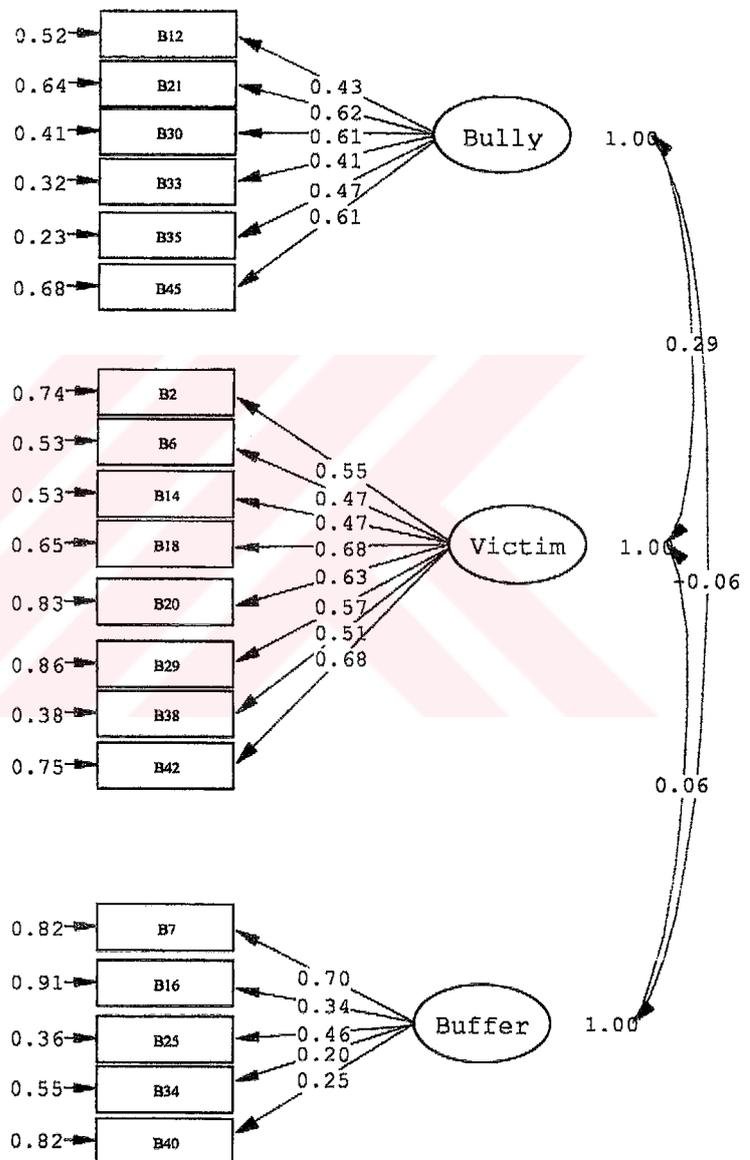


APPENDIX H
SCREE PLOT OF THE MAIN STUDY-OBLIMIN ROTATION



APPENDIX I

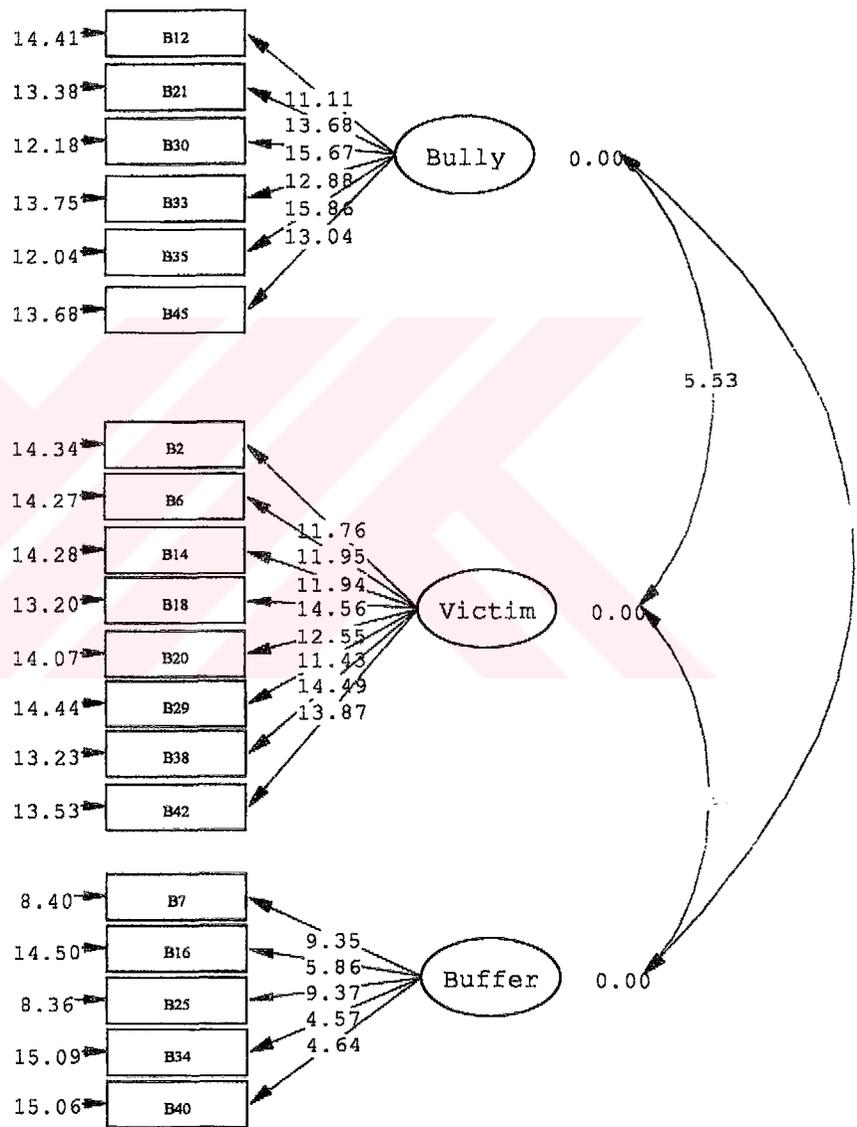
LISREL Estimates of Parameters in Measurement Model of Bully Scale With
Coefficients in Standardized Values



Chi-Square=286.22, df=149, P-value=0.00000, RMSEA=0.043

APPENDIX J

LISREL Estimates of Parameters in Measurement Model of Bully Scale With Coefficients in t-Values



Chi-Square=286.22, df=149, P-value=0.00000, RMSEA=0.043

APPENDIX K

SCATTER PLOTS

Figure K.1 Scatter plot for Pleasure in Life (Life) (covariate) and pretest bully (dependent variable) scores-the self-report form

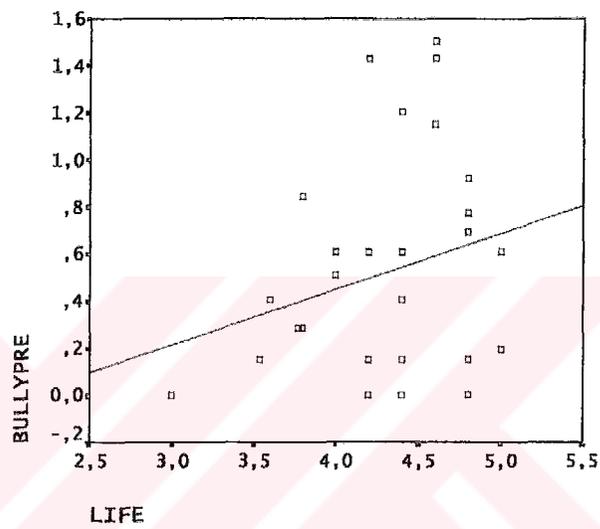
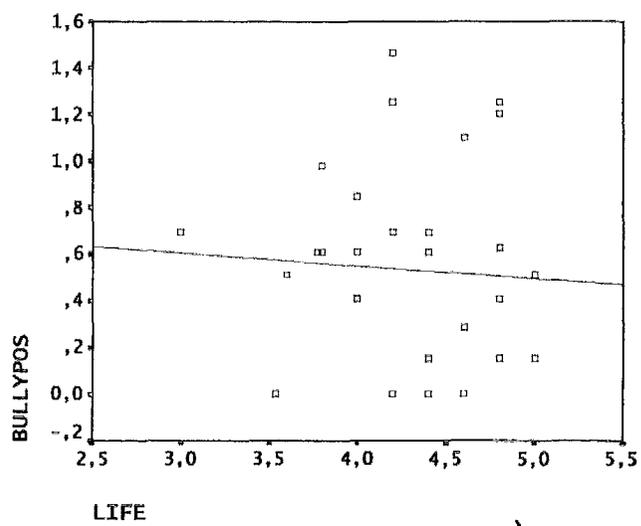


Figure K.2 Scatter plot for Pleasure in Life (Life) (covariate) and posttest bully (dependent variable) scores-the self-report form



APPENDIX K (continued)

Figure K.3 Scatter plot for Pleasure in Life (Life) (covariate) and pretest victim (dependent variable) scores-the self-report form

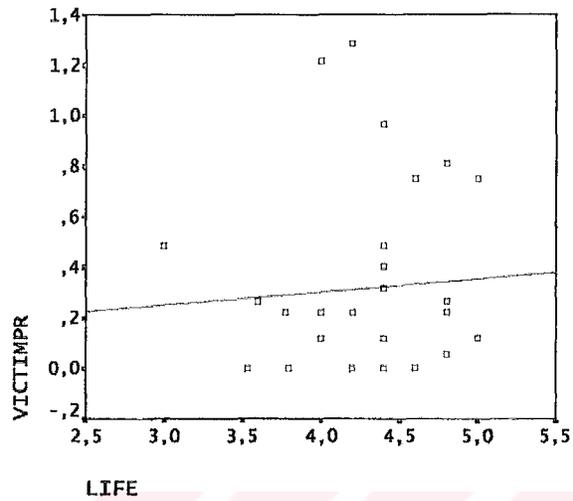
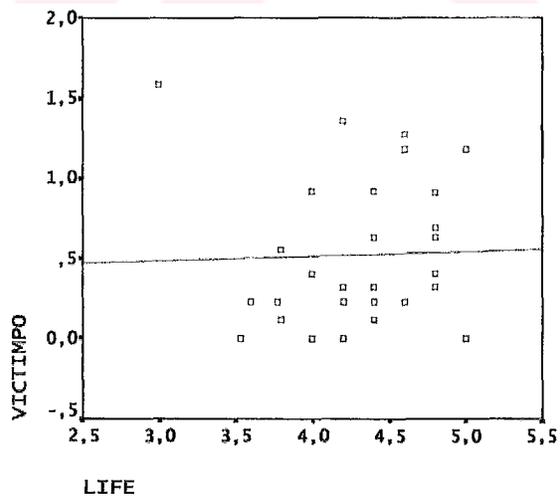


Figure K.4 Scatter plot for Pleasure in Life (Life) (covariate) and posttest victim (dependent variable) scores-the self-report form



APPENDIX K (continued)

Figure K.5 Scatter plot for Pleasure in Life (Life) (covariate) and pretest bully (dependent variable) scores-the peer nomination form

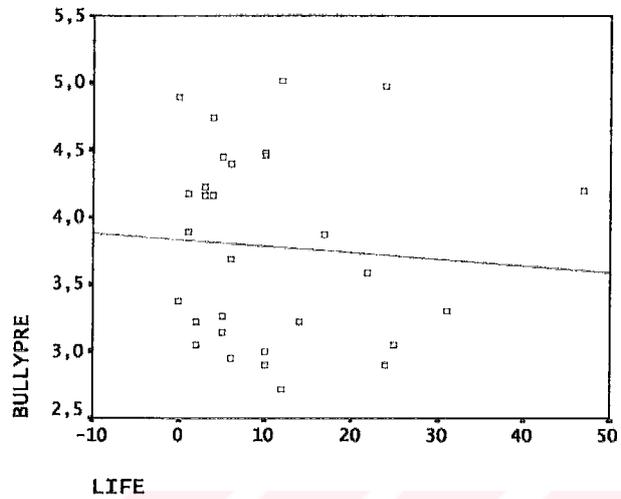
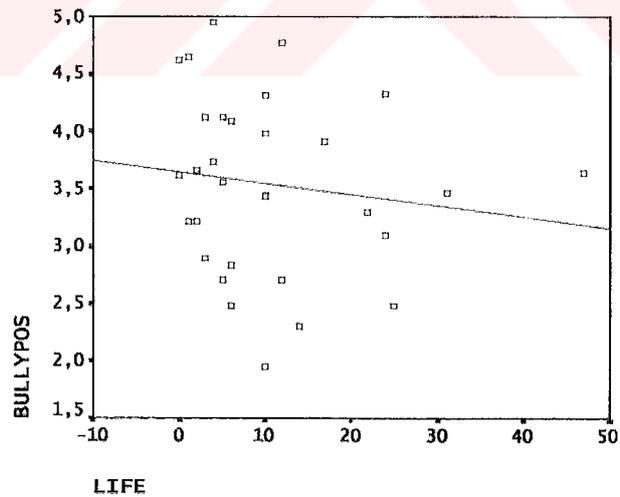


Figure K.6 Scatter plot for Pleasure in Life (Life) (covariate) and posttest bully (dependent variable) scores-the peer nomination form



APPENDIX K (continued)

Figure K.7 Scatter plot for Pleasure in Life (Life) (covariate) and pretest victim (dependent variable) scores-the peer nomination form

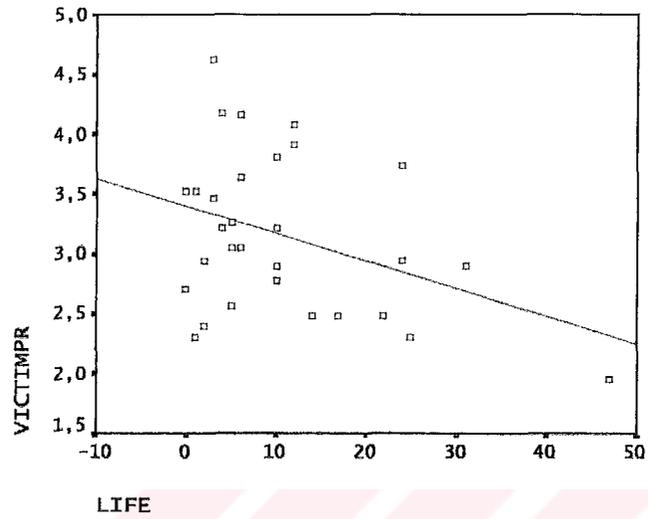
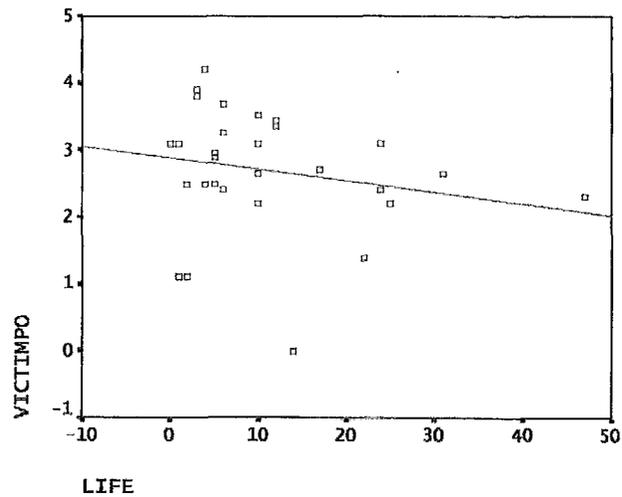


Figure K.8 Scatter plot for Pleasure in Life (Life) (covariate) and posttest victim (dependent variable) scores-the peer nomination form



APPENDIX L

TURKISH SUMMARY

ZORBALIK DAVRANIŞLARI İLE BAŞA ÇIKMA EĞİTİMİNİN İLKÖĞRETİM ÖĞRENCİLERİNİN ZORBA DAVRANIŞLARI ÜZERİNDEKİ ETKİSİ

GİRİŞ

Literatür incelendiğinde okul zorbalığı ilgili çalışmaların yaklaşık son 25 yıl içerisinde arttığı görülmektedir. Okul zorbalığı konusu 1980'li yılların başında İsveç'te birbirinden bağımsız üç gencin okulda maruz kaldıkları zorbalık nedeni ile intihar etmesi ve bu olayın görsel basındaki ve toplumdaki yankıları sonucunda Eğitim Bakanlığının da desteklediği geniş çaplı kampanya ve bilimsel çalışmaların başlatılması ile ilgi çekmiştir. Bu olaydan sonra Kuzey Avrupa ülkelerinde başlatılan tarama çalışmaları ve bu çalışmaların 1987 yılında Norveç' de (Stavanger), düzenlenen konferansda diğer Avrupa ülkelerinden gelen eğitimci ve rehber öğretmenlere sunulması, eşitli Avrupa ve diğer ülkelerde çalışmaların başlamasına neden olmuştur. Bu ilgi hızlı bir şekilde İngiltere (Whitney & Smith, 1993), İtalya (Menesini, Eslea, Smith, Genta, Gianetti, Fonzi, & Costabile, 1997), Avustralya (Rigby & Slee, 1991), İrlanda (O'Moore & Hillery, 1989) ve Amerika Birleşik Devletleri (Perry, Kusel, & Peery, 1988) gibi ülkelere yayılmıştır. Çeşitli kültürlerde yapılan çalışmalar zorbalık kavramını saldırgan davranışlardaki çeşitlilik, yaş ve cinsiyetle ilgili olarak incelemiştir (Boulton & Underwood, 1992; O'Moore &

Hillery, 1989; Perry, Kusel, & Perry, 1998; Rigby & Slee, 1991; Rivers & Smith, 1994; Whitney & Smith, 1993).

Zorbalığın Tanımı

Literatür incelendiğinde zorbalığın çeşitli araştırmacılar tarafından değişik tanımlarının yapıldığı görülmektedir (Elinoff, Chafouleas, & Sassu, 2004). Bu tanımların bazıları ortak özellikler içerse de bazıları farklı özellikleri vurgulamaktadır. Bununla birlikte, araştırmacılar “zorbalığın” en genel anlamı ile saldırganlığın bir çeşidi olduğu konusunda fikir birliğine varmışlardır.

Okul zorbalığı konusunda ilk ve en çok kullanılan tanım Olweus (1993) tarafından yapılmıştır. Bu tanımda Olweus üç önemli ölçütü vurgulamaktadır; (i) bu davranış saldırgan ya da zarar verme niyeti ile yapılır, (ii) bu davranış sürekli ve tekrarlanarak yapılır, (iii) zorba ve kurban arasındaki güç ilişkisi dengesizdir. Genel olarak Olweus’un tanımı birçok araştırmacı (Boulton & Underwood, 1992; Mellor, 1990; Perry, Kusel, & Perry, 1988; Rivers & Smith, 1994; Whitney & Smith, 1993; Zindi, 1994) tarafından kabul edilip kullanılmışsa da, bazı tartışmalar saldırgan davranışların sadece açık fiziksel ve sözel olarak tanımlanması üzerinde yoğunlaşmıştır. Bazı yazarlar (Crick & Grotpeter, 1995; Kaukiainen & diğerleri, 1999) açık fiziksel ya da sözel saldırgan davranışların dışında sosyal ilişkilere yönelik bazı davranışların da zarar verici olduğunu belirtmişlerdir. Yapılan çalışmalarda bu davranışlar için kullanılan terimler ilişkisel saldırganlık (Crick & Grotpeter, 1995), dolaylı saldırganlık (Björkqvist, Lagerspetz & Kaukiainen, 1992 Bkz. Björkqvist, 2001) ya da sosyal saldırganlık (Galen & Underwood, 1997) gibi

farklı adlarla da anılsalar bu tür saldırgan davranışların zorbalık tanımının önemli ve tamamlayıcı parçası olduğu vurgulanmıştır. Whitney ve Smith (1993) ilişkisel (sosyal /dolaylı) saldırgan davranışları da içerecek şekilde Olweus'un tanımını genişletmiş ve kullanmıştır. Bu tanım açık fiziksel ve sözel davranışların yanı sıra dolaylı (ilişkisel/ sosyal) saldırgan davranışları da kapsamaktadır. Bu çalışmada da Whitney ve Smith'in (1993) yaptığı tanım kullanılmıştır.

Zorbalığın Görülme Sıklığı

Zorbalık olaylarının görülme sıklığı, zorbalık teriminin nasıl tanımlandığı ve kullanılan ölçme teknikleri ile yakından ilgilidir. Yapılan ilk çalışmalar zorba, kurban, zorba/kurban ve zorbalık yapmayan (noninvolved) grupların oranlarını belirlemede kendini değerlendirme ölçeklerini kullanan geniş kapsamlı alan araştırmalarıdır (Boulton & Underwood, 1992; Collins, McAleavy, & Adamson, 2004; O'Moore & Hillery, 1989; Olweus, 1994; Rigby, 1993; Rigby & Slee, 1991; Whitney & Smith, 1993). Diğer çalışmalar bu oranı belirlerken arkadaş (Perry, Kusel, & Perry, 1988; Schwartz, 2000) veya öğretmen (O'Connell, Pepler, & Craig, 1999; Leff, Patterson, Kupersmidt, & Power, 1999) değerlendirme ölçeklerini kullanmışlardır.

Geniş kapsamlı yapılan ve diğer çalışmalara da öncülük eden ilk çalışma Norveç'te Olweus (1993) tarafından yapılmıştır. Bu çalışmanın bulguları ilk, orta ve lise öğrencilerinden oluşan örneklemin % 15'nin halihazırda ve geçmişte zorbalığa karıştıklarını göstermiştir. Bu öğrencilerden % 9'ü kurban, % 7'si zorba ve % 1.6'sı ise zorba/kurban'dır. Aynı ölçeği kullanan ve farklı ülkelerde yapılan çalışma

bulguları incelendiğinde bu oranlar hayli çeşitlilik göstermektedir. Örneğin, Whitney ve Smith (1993) ve Boulton ve Underwood (1992) aynı kendini değerlendirme ölçeğini kullanarak İngiltere'den seçilen örneklerde farklı sonuçlar elde etmişlerdir. Whitney ve Smith (1993) yaklaşık olarak ilkokul örnekleminin % 27'sinin kurban olduğunu gösterirken Boulton ve Underwood kendi örneklerinin %10'nun akran zorbalığına maruz kaldığını bulmuşlardır. İrlanda'da yapılan bir çalışmada ise (O'Moore & Hillery, 1989) yaklaşık olarak öğrencilerin % 34'ü sıklıkla bu davranışlara maruz kaldığını belirtmiştir. Öte yandan Amerika'da Perry ve arkadaşlarının (1988) arkadaş değerlendirmesi ile yaptığı çalışmada öğrencilerin % 10'nun zorba davranışlara maruz kaldığını göstermiştir.

Özetle, çeşitli ülkelerde yapılan çalışmaların bulgularında belirtilen görülme sıklığı hem terimin nasıl tanımlandığına hem de hangi yöntemle ölçüm yapıldığına göre değişiklikler göstermektedir. Bununla birlikte, bu çalışmaların ortak sonucu zorba davranışların okul ortamında ciddi bir sorun olduğudur. Ayrıca bu çalışmalar zorba, kurban, zorba/kurban ve diğer çocukların özelliklerini belirleyerek risk faktörlerini ortaya çıkarmıştır.

Zorba, Kurban, Zorba/kurban Öğrencilerin Özellikleri

Zorba, bir grup akranına sürekli ve tekrarlanan bir şekilde, hem açık fiziksel (vurma, itme, tekme atma) ve açık sözel (küfür etme, alay etme) hem de dolaylı ya da ilişkisel (gruba almamak, hakkında kötü şeyler söylemek) saldırganlık gösteren çocuk ya da ergen olarak tanımlanmaktadır (Pellegrini, 1998). Genellikle başkalarına karşı üstünlük kurmak isteyen, içtepisel hareket eden, kurallara uymayan ve kurbanı karşı

empati duymayan kişilerdir (Boulton & Underwood, 1992; Olweus, 1993; Pellegrini, 1998; Schwartz & diğerleri, 1997). Aile yapıları incelendiğinde (Bathe & Knoff, 1994; Oliver, Oaks, & Hoover, 1994) bu çocukların anne-babalarının disiplin yöntemi olarak fiziksel cezalandırma yöntemini kullandıkları, çocuklarına karşı sert, bazen çok katı bazen fazla serbest olmak üzere sürekli değişen yaklaşım gösterdikleri ve toplumdan ayrı bir yaşantıyı tercih ettikleri bulunmuştur. Çalışmalar zorbalığın süreklilik özelliği taşıdığını ve bu çocukların yaşamlarının ileriki bir dönemlerinde adli bir suç işlediğini göstermektedir (Huesmann, Eron, Lefkowitz, & Walder, Olweus, 1993; 1984; Whitney & Smith, 1993)

Literatür incelendiğinde kurban kategorisinde olan çocukların çeşitlilik gösterdiği görülmüştür. Temel olarak iki çeşit kurban grubu vardır. Olweus (1993) bu grupları pasif kurban ve kışkırtan kurban olarak adlandırmıştır. Bu çalışmada kurban ismi, pasif kurban grubuna işaret etmek için kullanılmıştır. Yapılan çalışmalara göre kurban çocuklar kaygılı, duyarlı, yalnız, az arkadaşı olan, fiziksel olarak güçsüz ve kendine güvensiz gözükken çocuk yada ergenlerdir. Bu özellikleri nedeni ile zorbalılar için de “iyi hedeflerdir” (Griffin & Gross, 2004). Kurban statüsündeki çocuk ve ergenlerin annelerinin sınırlayıcı ve fazla kontrol eden aşırı koruyucu kişiler oldukları saptanmıştır (Oliver, Oaks, & Hoover, 1994; Olweus, 1993). Kurban olarak seçilen çocukların kurban statüsü, zorba çocuklarda görülen sürekliliği göstermese de birkaç aydan birkaç yıla kadar devam etmektedir.

Zorba/kurban kategorisi literatürde birkaç farklı terimle incelenmiştir. Belirtildiği gibi Olweus (1993) bu grubu “kışkırtan kurban” olarak adlandırmıştır. Bazı yazarlar

ise saldırgan kurban ismini kullanmıştır (Schwartz ve diğerleri, 1997; Pellegrini, 1998). Bu çalışmada tercih edilen zorba/kurban ismi de pek çok yazar tarafından kullanılmıştır (Austin & Joseph, 1996). Bu çocuk ya da ergenler hem diğer çocukların zorba davranışlarına maruz kalırlar hem de diğerlerine zorbalık yaparlar. Olweus (1993) bu çocukların etraflarında gerginlik ve huzursuzluk yarattığını söylemektedir. Zorba/kurban grubunun diğer gruplara nazaran daha çok depresyon ve kaygı gibi duygusal sorunlar yaşadıkları saptanmıştır. Bu çocuklar aşırı tepkisel davranışlar gösterirler. Benlik saygıları düşüktür. Arkadaşları tarafından çoğunlukla reddedilirler. Aile yapıları incelendiğinde zorba çocukların aileleri gibi zorba/kurban çocukların ailelerinin de disiplin yöntemi olarak fiziksel cezalandırmayı kullandıkları anlaşılmaktadır (Schwartz & diğerleri, 1997). Diğer gruplardan farklı olarak zorba/kurban çocukların anne ve babaları arasında bir güç dengesizliğinin bulunduğu ve ev içerisinde yetişkinlerin hem birbirlerine hem de çocuklara şiddet uyguladıkları belirtilmiştir.

Zorbalıkla İlgili Çalışmalarda Değerlendirme Teknikleri

Zorbalık olaylarının görülme sıklığı ile ilgili bulgulardaki çeşitlilik kullanılan ölçme teknikleri ile bağlantılıdır (Solberg & Olweus, 2003). Yapılan çalışmalarda en sıklıkla kullanılan teknikler, kendini değerlendirme, arkadaş değerlendirmesi ve öğretmen değerlendirmesidir.

Kendini Değerlendirme Tekniğini Kullanan Çalışmalar

Olweus (1993) tarafından geliştirilen Zorba-Kurban Anketi en sıklıkla kullanılan kendini değerlendirme formundaki bir ölçme aracıdır (Boulton & Underwood, 1992;

Pellerini, Bartini, & Brooks, 1999; Olafsen & Viemerö, 2000; Whitney & Smith, 1993; Wolke, woods, Standford, & Schulz, 2001). Zorba-Kurban Anketi zorbalık davranışlarının betimlenip, 5'li ölçek üzerinden hangi sıklıkla uygulandığının sorulduğu 40 maddelik bir ölçektir. Diğer bir kendini değerlendirme ölçeği Neary ve Joseph (1994) tarafından hazırlanan, sorulan maddelerin taraflı cevap verilmesine neden olmaması için, başka bir ölçeğin içerisine serpiştirilmiş olan Akran Kurbanı ölçeğidir. Ayrıca bu ölçeğin bir devamı olan “Çok Boyutlu Akran Zorbalığı Ölçeği” yine kendini değerlendirme formunda geliştirilmiş ve kullanılmıştır (Mynard & Joseph, 2000). Çok Boyutlu Akran Zorbalığı Ölçeğinin adaptasyonu Gültekin (2003) tarafından yapıp Türkçe'ye çevrilmiştir. Bilindiği gibi kendini değerlendirme ölçekleri kolay ve hızlı uygulanabilen ölçeklerdir. Ancak, öğrencilerin bu yöntemde yapılan davranışları olduğundan daha fazla ya da daha az gösterme eğilimi gösterdikleri de bilinmektedir (Sutton & Smith, 1999).

Arkadaş Değerlendirmesi Tekniğini Kullanan Çalışmalar

Diğer bir sıklıkla kullanılan teknik öğrencilerin sınıf arkadaşlarını değerlendirdikleri arkadaş değerlendirmesidir. Yapılan çalışmalarda (Perry & diğerleri, 1998; Schwartz, 2000), hangi öğrencilerin tanımlanan zorba ve kurban davranışlarını en sık yaptıkları arkadaşları tarafından değerlendirilmektedir. Akran Değerlendirme Envanteri (Perry & Diğerleri, 1988) de bu tekniği kullanan araçlar arasında en sık kullanılan araçtır. Bunun dışında Schwartz ve arkadaşlarının uyguladığı, betimlenen 3 zorba ve 3 kurban davranışını en çok yapan çocukların sorulduğu diğer bir arkadaş değerlendirme ölçeği de sıklıkla kullanılmaktadır (Schwartz, 2000; Schwartz & diğerleri, 1997, 1998). Bazı araştırmacılar (Pakaslahti & Keltikangas-Jarvinene,

2000) arkadaş değerlendirme tekniğinin görülme sıklığı oranları hakkında güvenilir bilgiler verdiğini ileri sürerken, diğer bazı araştırmacılar kendini değerlendirme tekniğinin istenilen bilgiyi hızlı ve güvenilir bir şekilde sunduğunu söylemektedirler (Solberg & Olweus, 2003).

Öğretmen Değerlendirmesi Tekniğini Kullanan Çalışmalar

Bu alanda kullanılan diğer bir teknik de öğretmenlerin kendi sınıfındaki öğrencileri tanımlanan zorba ve kurban davranışlarına göre değerlendirmeleridir (Leff & diğerleri, 1999; O'Connell & diğerleri, 1999). Öğretmen değerlendirme güvenilir görülse de (Pakaslahti & Keltikangas-Jarvinene, 2000), bu teknikte öğretmenlerin tarafsızlığı ya da öğrenciler hakkında yeterli bilgiye sahip olmaması gibi sakıncalardan da söz edilmektedir.

Okul Zorbalığını Azaltmaya Yönelik Önleyici Programlar

Önleyici programlar üç düzeyde incelenmektedir. Birinci düzey tüm topluma uygulanan programları içermektedir. Okul temelli önleyici programlar birinci düzey yöntemlerdendir. Bu tür çalışmalar birçok farklı ülkede uygulanmıştır (Flannery & diğerleri, 2003, Limper, 2000; Olweus, 1993; Ortega & Lera, 2000; Stevens, Vaoost & De Bourdeaudhji, 2003). Okul temelli önleyici programlarda öncelikle bir alan taraması yapılarak zorba, kurban, zorba/kurban ve katılmayan grubun okul içerisindeki oranları belirlenmekte, eğitim ve idari personelin, okul rehber öğretmenlerinin ve ailelerin katıldığı özel toplantılar ve konferanslar düzenlenmekte ve böylece daha güvenli ve sağlıklı okul ortamı yaratılması sağlanmaktadır. Ayrıca eğitim müfredatına zorbalık yapma ve zorbalığa maruz kalma ile ilgili tartışma ve

sohbet saatleri eklenerek öğrencilerin bu konu hakkındaki farkındalıkları arttırılmaktadır. Son aşama olarak bu programlarda zorba, kurban gibi hedef öğrencilere yönelik beceri geliştirici eğitim grupları düzenlenmektedir.

İkinci düzey olarak nitelendirilecek bu son aşama özellikle risk grubunu teşkil eden öğrencilere odaklanmaktadır. Bu tür önleyici program içeren grup çalışmaları (Fox & Boulton, 2003; Kazdin, 1987; Hudley & diğerleri, 1998; Lochman, 1992), akran zorbalığına maruz kalan kurbanların ya da bu davranışları yapan zorbaların sosyal ve bilişsel beceri eksiliği yaşadıkları varsayımına dayanmakta ve grup çalışmaları yoluyla bu öğrencilere çeşitli becerilerin kazandırılmasını amaçlamaktadır. Girişkenlik eğitim programı (Sharp, Covie & Smith, 1994, Bkz Fox & Boulton, 2003), sosyal beceri eğitim programı (Fox & Boulton, 2003) ya da kızgınlıkla başa çıkma (Lochman, 1992) eğitim programları bu tip çalışmalardır.

Türkiye’de Yapılmış Çalışmalar

Dünya literatüründe zorbalıkla ilgili çalışmaların son 25 yıllık süre içindeki artışına paralel olarak ülkemizde bu konudaki ilgi son birkaç yıldır yapılan doktora ve master tezleri ile artmaya başlamıştır (Dölek, 2002; Gültekin, 2003; Pekel, 2004; Yıldırım, 2001). Bu araştırmalardan Gültekin’in (2003) çalışması literatürde bulunan çok boyutlu akran zorbalığı ölçeğinin uyarlaması yanısıra, zorbalığın görülme sıklığını ve benlik kavramı ile ilişkisini incelemiştir. Pekel (2004) bu ölçeğin uyarlama çalışmasını tekrarlamış ve cinsiyet ve sosyometrik statü açısından kurban, zorba ya da zorba/kurban gruplarında bir fark olup olmadığını, bu grupların yalnızlık ve akademik başarı düzeylerini araştırmıştır. Yıldırım (2001) ise zorbalık ile aile çevresi

arasındaki ilişkiyi incelemiştir. Dölek (2002) doktora tezi çalışmasında zorba davranış çeşitlerinin yaş, cinsiyet, okul gibi faktörlere bağlı olarak Türk okullarında görülme sıklığını araştırmış, ayrıca sınıf odaklı bir eğitim programı uygulamıştır.

Araştırmanın Amacı

Türkiye de yapılan çalışmalar incelendiğinde zorbalık konusunda giderek artan bir ilginin olduğu ve araştırmaların son birkaç yıldır yürütüldüğü görülmektedir. Ancak yine de yapılan çalışmalar sayıca sınırlıdır. Ayrıca, zorba/kurban grubunu ele alan bir çalışmaya rastlanmamıştır.

Bu nedenle sunulan çalışma iki amaçlıdır; 1) Zorba, kurban ve dolgu maddeleri alt boyutlardan oluşan bir Türkçe zorbalık ölçeği geliştirmek ve zorbalık gruplarının bu örneklerde cinsiyete göre görülme sıklığını incelemek, 2) Zorba/kurban grubuna yönelik zorba davranışları azaltmaya yönelik bir eğitim programı hazırlayarak Zorbalıkla Başa Çıkma Eğitim Programının etkisini değerlendirmek.

Bu araştırmada yukarıda belirtilen amaçlar doğrultusunda şu sorulara yanıt aranmıştır;

İlk aşamada;

- 1) Geliştirilen Zorbalık Ölçeği geçerli ve güvenilir bir ölçek midir?,
- 2) Zorbalık Ölçeği ile değerlendirilen zorbalık boyutlarının görülme sıklığı nedir?,

İkinci aşamada;

- 1) Zorbalıkla Başa Çıkma Eğitim Programının, 7. sınıf zorba/kurban öğrencilerinin kendini değerlendirme formundan elde edilen zorba ve kurban puanlarının

düşmesinde anlamlı bir etkisi var mıdır?

2) Zorbalıkla Başa Çıkma Eğitim Programının, 7. sınıf zorba/kurban öğrencilerinin arkadaş değerlendirme formundan elde edilen zorba ve kurban puanlarının düşmesinde anlamlı bir etkisi var mıdır?

YÖNTEM

Bu araştırma iki aşamalıdır. Birinci aşama Türkçe hazırlanacak Zorbalık Ölçeği'nin geliştirilmesini içermektedir. Bu ölçek, zorba, kurban ve dolgu maddelerinden oluşan üç alt boyuttan oluşmaktadır. Ölçek kendini değerlendirme, arkadaş değerlendirmesi ve öğretmen değerlendirme olmak üzere üç paralel form halinde hazırlanmıştır. Arkadaş değerlendirme ve öğretmen değerlendirme paralel formları "kimdir bu" tekniği formatında düzenlenmiştir. Arkadaş değerlendirme formu çalışmanın ikinci aşamasında kullanılmıştır. Fakat öğretmen değerlendirme formu, öğretmenlerin bu tür davranışlarla karşılaştıklarını kabul etmelerine rağmen ölçeği doldurmada isteksiz davranmaları, ve yetersiz sayıda öğretmenin ölçeği doldurmayı kabul etmesi nedeni ile araştırmaya dahil edilememiştir. İlk aşama pilot ve ana çalışmadan oluşmaktadır. İkinci aşama araştırmacı tarafından geliştirilen Zorbalıkla Başa Çıkma Eğitim Programının etkisinin incelendiği deneysel aşamadır.

Araştırmanın bağımsız değişkeni eğitim, plasebo-kontrol ve bekleme listesi kontrol gruplarından oluşan "grup" değişkenidir. Araştırmanın bağımlı değişkeni geliştirilen Zorbalık Ölçeği kendini değerlendirme ve arkadaş değerlendirme formlarından elde edilen zorba ve kurban puanlarıdır.

Birinci Aşama: Zorbalık Ölçeğinin Geliştirilmesi

Pilot Çalışma: Bu aşamada literatür taraması sonucunda elde edilen, zorba, kurban davranışlarını betimleyen ve öğrencilerin günlük yaşantılarında yapmaktan hoşlandıkları tarafsız betimlemelerden oluşan dolgu maddeleri içeren toplam 45 madde olan Zorbalık Ölçeği hazırlanmıştır. Kendini değerlendirme formatında hazırlanan ölçeğin cevap seçenekleri “hiç katılmıyorum”=1 ile “tümüyle katılıyorum”=5 arasında değişen 5’li likert tipi olarak düzenlenmiştir. Bu ölçek üç ayrı ilköğretim okulunda toplam 453 altıncı sınıf öğrencisine sınıf ortamında uygulanmıştır. Uygulamada öğrencilere yönerge okunmuş, öğrenciler yaklaşık 40 dakika içerisinde ölçeği doldurmuşlardır.

Geçerlik ve güvenirlik önbilgisini vermesi açısından veriler Açıklayıcı Faktör Analizi (Varimax Rotasyonu) ve Cronbach Alfa teknikleri ile analiz edilmiştir. Elde edilen bulgulara dayalı olarak beklenen faktörlere yüklenmeyen 3 maddenin ve beklenen faktörlere yüklenen ancak uygulama sırasında açık olmadığı gözlenen maddelerin cümle yapıları tümüyle değiştirilmiş ya da düzenlenmiştir.

Ana Çalışma: Düzenlenen 45 maddelik Zorbalık Ölçeği üç farklı ilköğretim okulundan seçilen 519 altıncı sınıf öğrencisine uygulanmıştır. Geçerlik ve güvenirlik açısından verilere Açıklayıcı Faktör Analizi, Varimax ve Oblimin rotasyonu ve Cronbach Alfa teknikleri uygulanmıştır. Ölçek geliştirmenin son aşaması olarak yapısal geçerlik kanıtı elde etmek amacı ile Doğrulayıcı Faktör Analizi ile 3 faktör modeli sınanmıştır. Sonuçlar 19 maddelik Zorbalık Ölçeğinin geçerli ve güvenilir bir ölçek olduğunu göstermiştir. Bu ölçek arkadaş değerlendirme formu olarak da

düzenlenip çalışmanın ikinci aşamasında kullanılmıştır.

İkinci Aşama: Zorbalıkla Başa Çıkma Eğitim Programının Etkinliği

Zorbalık Ölçeğinin kendini değerlendirme (N= 367) ve arkadaş değerlendirme paralel formları (N= 396) eğitim programının uygulanmasını kabul eden iki ilköğretim okulunda yedinci sınıf öğrencisine uygulanmıştır. Ön-test olarak elde edilen bu veriler eğitim ve kontrol grubu deneklerinin seçiminde kullanılmıştır. Eğitim ve kontrol grubu katılımcılarını seçmek için her sınıf kendi içinde değerlendirilmiştir. Her öğrencinin 8 kurban maddesinden aldığı toplam kurban puanı, 6 zorba maddesinden aldığı toplam zorba puanı bulunmaktadır. Her sınıfın medyan puanı kesme noktası kabul edilerek en yüksek zorba ve kurban puanı alan çocuklar seçilmiştir. Bu ölçütlere göre seçilen 30 zorba/kurban öğrenci eğitim, plasebo-kontrol ve bekleme listesi kontrol gruplarına rastgele atanmıştır. Her grupta 5 birinci, 5'te ikinci okuldan olmak üzere 10 katılımcı vardır. Tek yönlü ANOVA ile incelenen ön-test puanları deney ve kontrol gruplarının zorba/kurban puan ortalamaları arasında hiçbir fark olmadığına işaret etmiştir.

Zorbalıkla Başa Çıkma Eğitimi Programı:

Araştırmacı tarafından hazırlanan bu program iki bölümden oluşmaktadır. Zorba/kurban çocukların kendilerine yöneltilen zorbaca davranışlara öfke ile karşılık vermeleri ve bu öfkelerinin onları daha çok bu tip davranışlara maruz bırakması nedeniyle eğitim programın ilk bölümünde, öfkeyle başa çıkma becerilerinin kazandırılması hedeflenmiştir. İkinci bölümde ise, öğrencilerin kendilerine yönelen zorbaca davranışlara öfkelenmeden ancak bu davranışları sona erdirici çözümler

üretmeleri amaçlanarak çatışma ile başa çıkma beceri eğitimi verilmiştir. Eğitim programı genel olarak, tartışma, rol-alma, ve ev ödevi gibi kısımlardan oluşmaktadır. Her hafta 45 dakikalık ve 12 haftalık oturumlardan oluşan program bahar döneminde uygulanmıştır. Ayrıca plasebo-kontrol grubu da 12 hafta boyunca 45 dakikalık görüşmelere alınmış, fakat bu oturumlarda terapötik amaçlı olmayan çeşitli (yap-boz, sözcük bulma gibi) oyunlar oynanmıştır. Böylece danışmanın ilgisinden ya da sınıfın dışına alınmaktan oluşacak olumlu ya da olumsuz etkiler kontrol edilmiştir. Bekleme listesi grubuna ise sadece ön ve son-test uygulanmıştır.

BULGULAR

Birinci Aşama Bulguları

Zorbalık Ölçeğinin Geliştirilmesi

Pilot çalışma sonucunda tekrar düzenlenen ölçek Ana Çalışma için uygulanmış ve toplanan veriler Açıklayıcı Faktör Analizi Varimax ve Oblimin rotasyonları ile analiz edilmiştir. Ayrıca Doğrulayıcı Faktör Analizi ile ölçeğin yapısal geçerliliği sınanmıştır Varimax ve Oblimin rotasyonu ile yapılan faktör analiz sonuçları bir madde dışındaki maddelerin beklenen alt boyutlarda yüklendiğini göstermiştir. Zorba maddesi olan madde 41 (Diğer çocukları sıkıştırıp zorla parasını ve eşyasını alırım) negatif olarak dolgu maddeleri alt boyutuna yüklenmiştir. Bu madde tekrar incelendiğinde maddede betimlenen davranışın hukuki bir suç teşkil ettiği için, ya da okul içerisinde kabul görmeyen bir davranış olduğundan öğrenciler tarafından dürüst cevap vermekten kaçınılmış bir madde olduğu düşünülmüştür. Bu madde ve paraleli olan kurban maddesi (madde 11) ölçekten çıkarılmıştır. Alt boyutların iç tutarlık katsayıları (zorba= 0.83, kurban= 0.86, dolgu= 0.70) tatmin edici düzeyde

bulunmuştur. Açıklayıcı Faktör Analizi sonuçları üç alt boyutlu Zorbalık Ölçeğini destekleyici bulgular ortaya koymuştur.

Son olarak Doğrulayıcı Faktör Analizi kullanılarak ölçeğin yapısal geçerliği test edilmiştir. Önerilen 15 gösterge ile temsil edilen üç faktör modeli veriye uyum göstermemiştir. Açıklayıcı Faktör Analizi sonuçları dikkate alınarak düşük faktör yükü olan maddeler ölçekten atılarak ölçeğin geçerliği tekrar test edilmiştir. Bulgular 8 kurban, 6 zorba, ve 5 dolgu (bu aşamada Yaşamdan Zevk Alma –YZA olarak adlandırılmıştır) ölçülen değişkenleri içeren 3 faktör modelinin en iyi uyuma istatistiklerini gösterdiğine işaret etmiştir ($X^2(149, N= 506) = 286.22, p < 0.0001$; $X^2/df=1.92$; GFI = 0.94; AGFI = 0.93; CFI= 0.92; RMSEA = 0.043; SRMR = 0.050). Son alt boyut yaşamla ilgili öğrencilerin hoşlandığı betimlemeler içermektedir. Bu alt boyuttan alınan toplam puanlar ikinci aşama da yapılan Tekrar Ölçümlü ANCOVA analizinde kovaryans olarak analiz edilmiştir. Bu alt boyutların iç tutarlık katsayıları incelendiğinde son alt boyut dışında diğer boyutların tatmin edici güvenilirlik katsayılarına sahip olduğu görülmüştür.

Zorbalığın Görülme Sıklığı Oranları

Görülme sıklığı oranlarını belirlemek için kendini değerlendirme ve arkadaş değerlendirmesi ölçümlerinden elde edilen veriler standart (z) puanlara dönüştürülmüştür. Zorba kategorisi için, zorba puanlarının ortalamasının 1 SS üstünde, kurban puanlarının ise ortalamasının 1 SS altında olması ölçütü belirlenmiştir. Kurban kategorisi için ise tersine ölçüt uygulanmıştır. Zorba/kurban kategorisi her iki boyutta da ortalamasının 1 SS üstünde alan öğrencileri kapsamaktadır. Katılmayan öğrenciler

ise her iki boyutta ortalamanın 1 SS altında kalan öğrencilerdir. Bu ölçütlere göre kendini değerlendirme ölçeği sonuçları (N=367) öğrencilerin % 8.9'unun zorba, % 8.5'unun kurban, % 3.3.'ünün zorba/kurban ve % 79.29'unun ise katılmayan grup olduğunu göstermiştir. Diğer yandan Akran Değerlendirmesi ölçeği sonuçları (N=396) bu oranların % 4.79 zorba, % 6.57 kurban, % 3.28 zorba/kurban, ve % 85.35 katılmayan grup olduğunu göstermiştir. Her iki ölçeğin uygulanmasından elde edilen bulgular erkek öğrencilerin yüzdelerinin kızların yüzdelerinden her kategoride daha yüksek olduğuna işaret etmiştir.

İkinci Aşama Bulguları

Araştırmanın ikinci aşamasında Zorbalıkla Başa Çıkma Eğitim Programının etkililiğini incelemek amacıyla ön-test-son-test kontrol grup deney deseni kullanılmıştır. Programın etkililiğini test etmek için kendini değerlendirme ve arkadaş değerlendirmesi formlarından elde edilen zorba ve kurban puanları dört ayrı 3 (grup) x 2 (ön-son-test) faktörlü, son faktörde tekrar ölçümlü ANCOVA ile analiz edilmiştir. Kendini değerlendirme puanlarına uygulanan son faktörde tekrar ölçümlü ANCOVA analizi sonuçları gruplar arasında zorba puan ortalamaları arasında ön ve son-test açısından anlamlı bir fark bulunmadığını göstermiştir. Aynı şekilde kurban puan ortalamaları da gruplar arasında ön-test ve son-test açısından anlamlı bir fark göstermemiştir. Arkadaş değerlendirme ölçümüne uygulanan son faktörde tekrar ölçümlü ANCOVA sonuçları da gruplar arasında zorba puan ortalamaları açısından anlamlı bir fark olmadığını göstermiştir. Arkadaş değerlendirmesi ölçümünde elde edilen son faktörde tekrar ölçümlü ANCOVA sonuçları ise kurban olma temel etkisinin anlamlı olduğuna işaret etmiştir (Wilk's $\lambda = 0.70$, F (1,26= 11.21, p= 0.02).

Bulgular ayrıca kurban x grup ortak etkisinin de anlamlılık düzeyinin sınırda olduğunu göstermiştir (Wilk's $\lambda = 0.80$, $F(2,26) = 3.24$, $p = 0.055$). Grup ortalamaları arasındaki farkın kaynağını incelemek için yürütülen Tukey Testi sonuçları ortalamalar arasında anlamlı bir farklılık olmadığına işaret etmiştir. Ortalamalar incelendiğinde ise her iki kontrol grubunun kurban puan ortalamasının eğitim grubunun kurban puan ortalamasına göre son-testte daha çok düşük olduğu görülmektedir.

SONUÇ VE ÖNERİLER

Bu araştırma iki aşamadan oluşmaktadır. İlk aşamada Türkçe bir Zorbalık Ölçeği geliştirilerek, zorbalık davranışlarının ve boyutlarının Türk ilköğretim öğrencilerinde görülme sıklığının ölçülmesi ve zorba, kurban, zorba/kurban ve karışmayan öğrencilerin görülme sıklığı oranlarının belirlenmesi hedeflenmiştir. İkinci aşamada zorba/kurban 7. sınıf öğrencilerine uygulanan ve araştırmacı tarafından geliştirilen Zorbalıkla Başa Çıkma Eğitim Programı'nın etkililiği incelenmiştir.

Araştırmanın ilk aşamasında elde edilen bulgular, literatürle uyumlu olarak fiziksel, sözel ve sosyal saldırgan davranışlar içeren, 45-maddelik Zorbalık Ölçeği'nin Açıklayıcı Faktör Analizine göre üç alt boyuttan (zorba, kurban ve Yaşamdan Zevk Alma) oluştuğunu göstermiştir. Genel olarak maddelerin faktör yüklerine bakılınca 0.40 üzerinde oldukları görülmektedir. Geçerlik ve güvenirlik açısından Açıklayıcı Faktör Analizi sonuçları tatmin edici sonuçlar vermiştir. Bununla birlikte ölçeğin yapısal geçerliğini incelemek üzere uygulanan Doğrulayıcı Faktör Analizi sonuçları 19 maddelik üç-faktör (8-kurban, 6- zorba, 5- YZA) modelinin veriye tatmin edici

uyum sağladığını göstermiştir. Cronbach alfa iç tutarlılık katsayıları da zorba ve kurban alt boyutları için tatmin edici değerler vermiştir.

Kendini ve arkadaşını değerlendirme paralel formalarından oluşan bu ölçek diğer araştırmacılar ve rehber öğretmenler tarafından okullardaki zorba davranışları ve bu davranışları yaparak ya da maruz kalarak karışan çocukları belirlemede kullanılabilir. Bu çalışmanın bir sınırlılığı olan kendini değerlendirme formunda kullanılan 5'li likert cevap seçeneği, gelecekteki çalışmalarda sıklık derecesi belirtilerek (haftada birkez, ayda birkez vb.) değiştirilebilir.

Araştırma sonucunda elde edilen görülme sıklığı oranları incelendiğinde bu puanların literatürdeki bazı çalışmalarla uyduğu (Olafsen & Viemerö; Pekel, 2004), bazı çalışmalarla da (Olweus, 1993) uyuşmadığı görülmüştür. Uygulanan ölçme tekniklerindeki farklılıklar görülme sıklığı oranlarının karşılaştırmalarında dikkate alınmalıdır.

Bu araştırmanın en ilginç sonucu, kendini ve akran değerlendirme ölçümlerinde erkek öğrencilerin hem zorba, hem kurban hem de zorba/kurban gruplarında kız öğrencilerden sayıca daha fazla olmasıdır. Bu sonuç yaş grubuna bağlı olarak gelişimsel bakış açısı ile açıklanabilir. Erken ergenlik döneminde yeni bir sosyal grup oluşturma özellikle erkek çocuklar için önemli bir geçiş dönemidir. Bu dönemdeki erkek öğrencilerin gösterdikleri saldırgan davranışlar, bu yeni sosyal grup içinde kendilerini kanıtlama çabası olarak düşünülebilir (Pellegrini & Long, 2002). Okul psikolojik danışmanlarının özellikle bu yaş grubundaki erkek öğrencilerin

ilişkilerini yakından incelemeleri bu tür davranışların olumsuz sonuçlarının azaltılması açısından önem taşımaktadır.

Araştırmanın ikinci aşaması sonucunda elde edilen bulgular Zorbalıkla Başa Çıkma Eğitim Programının zorba ve kurban davranışlarını azaltmada etkili olmadığını göstermiştir. Literatürde zorba/kurban grubunu hedef alan bir önleyici program çalışması olmadığı için bu çalışma sonuçları sadece zorba ya da kurban gruplarını hedef alan çalışma sonuçları ile karşılaştırılabilmektedir. Bu araştırmadan elde edilen bulgular kurban gruba sosyal beceri eğitiminin uygulandığı bir çalışma ile benzer sonuçlar göstermiş, literatürdeki bu tür çalışmalarda da akran ölçümlerine göre sosyal beceri puanlarının yükselmesi beklenirken düşmüştür (Fox & Boulton, 2003). Diğer taraftan zorba gruba yönelik öfke kontrolü ve sosyal beceri önleyici programlarının uygulandığı diğer çalışmalarda deney grubunda kontrol grubuna göre anlamlı farklılıklar bulmuştur (Sukhodolsky, Solomon, & Perine, 2000; Lochman, Coie, Underwood, & Terry, 1993).

Bu araştırmanın bulguları incelendiğinde plasebo-kontrol grubunun kurban puanlarındaki azalmanın nedeninin bu grupla yapılan oturumlarda temel etkinlik olarak “oyun oynama”nın kullanılmasından kaynaklanmış olabilir. Oyunun sağaltıcı özelliğinin bu gruptaki katılımcı öğrencilerin birbirleri ile ilişkilerinde olumlu bir etkisi olmuş olabilir.

Uygulanan eğitim programının etkili olmamasının bir diğer nedeni uygulanan programın içeriğindeki yetersizlikler olabilir. Bunun yanısıra uygulamanın iki ayrı

okulda yürütülmesi nedeni ile standardizasyonun zarar görmüş olması da mümkündür. Programın ikinci dönem uygulanmış olması, dönem sonuna doğru öğrencilerin sınav ve karne notları ile ilgili kaygılarının artması da eğitim grubu üyelerinin yapılan etkinliklere ilgisinin azalmasına neden olmuş olabilir. Ayrıca 12 oturumluk süre katılan öğrencilerin edindikleri becerileri içselleştirip yaşamlarında uygulamaları açısından yeterli olmayabilir. Uygulanan program çerçevesinde verilen ev ödevleri bazı katılımcı öğrenciler tarafından dikkate alınmayıp yapılmamıştır. Bu durum öğrenilen becerilerin gerçek hayata taşınmasını etkilemiş olabilir. Diğer yandan, ilk ergenlik yıllarında model alınan kişilik özellikleri ergenlerin davranışları açısından belirleyicidir. Bu anlamda saldırgan davranışların kabul gördüğü hatta teşvik edildiği toplum ve ailede yaşayan ergenlerin zorbaca davranışlarının bu çalışmada uygulanan Zorbalıkla Başa Çıkma Eğitim Programı gibi kısa süreli bir önleyici programla ortadan kaldırılması zordur. İleride yapılacak çalışmalarda aile, okul yöneticileri ve eğitimcilerin yanısıra, ve bu tip davranışlara ya da olaylara katılmayan öğrencilerin de katıldığı geniş kapsamlı ve okul müfredatının bir parçası haline getirilmiş programlarla bu sorunların daha iyi önlenebileceği düşünülmektedir.

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PUBLICATIONS

Kutlu, F. , Türköz, E. & Gürsoy, G. (April 1994). Adolescent stereotype in Turkey. Paper presented at the 4th National Congress of Child and Adolescent Psychiatry in Bursa.

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