



The Effect of Emotional Awareness Activities Improved for Primary School Students on Preventing Peer Bullying *

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Abstract

In this study, the effect of various practices and activities to improve emotional awareness for primary school students on the prevention of peer bullying at school was examined. In the study various games, activities and implementations were prepared for the students; educational information meetings were held for the parents. A mixed method was applied since quantitative and qualitative data were used together in the study. The study group of the research was composed of students from a primary school located in the district of Buca, Izmir. All developed activities were applied to students in the school. As a part of the study, data were collected with the "Peer Bullying Scale for Primary School (Child) Form". This scale was applied as pre- and post-tests to a total number of 275 students studying at the 3rd and 4th grade. 1st, 2nd, 3rd and 4th grade students were observed during the breaks with the semi-structured observation form developed by the researcher and interviews were performed with teachers by using of semi-structured interview form developed by the researcher. The t test for related and independent samples was used in analyzing the quantitative data obtained. Qualitative data were analyzed by descriptive analysis method. The results of the analysis of quantitative data show that the emotional awareness activities developed are significantly effective in decreasing the bullying that existed in the school compared to pre-implementation. It was determined that third graders as class level and male students as gender were more exposed to such behaviors. The results obtained by analyzing the qualitative data also support the quantitative data. In addition, positive changes have been observed in certain behaviors such as cooperation, sharing, responsibility, helping each other, problem solving, empathy, communication, interaction and emotional awareness.

Keywords

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Introduction

Aggression and therefore violence which are among the basic urges that human beings possess, have significantly affected human relations within society lately. Violence that has been observed in every place where people exist from past to present, has increased in many parts which constitute the society; within the family, towards women and children, as well as in sports, streets and schools in recent years. The frequency of violence in society has gradually begun to be accepted as if it were a part of the daily life (Gökler, 2009).

While traditional schools, which are an important part of society, focus only on academic success, contemporary schools of today not only see the success academically, but as developing physical, social and emotional skills. For this reason, schools are expected to create a healthy society by contributing to the personality development of individuals and raising individuals who are happy, productive and out of behaviors such as aggression and violence (Ayas, 2008).

While schools have responsibilities such as bringing up individuals that are happy and beneficial to society, undesirable behaviors in recent years have caused students to move away from the schools and therefore these institutions to be questioned. Although there are many reasons for the students to move away from the school, bullying is probably considered to be one of the most important factors (Pişkin & Ayas, 2011).

Bullying comes up as a security problem that has been neglected in schools. Unlike what is known, bullying occurs mostly in schools in the society and is often seen as a part of the growth process and, considered by adults to benefit the individual's personality development. Adults who think this process is inevitable also often see it unnecessary to intervene. Despite of these thoughts that individuals have, it is an indisputable fact that the bullying is a harmful behavior in the century we are in (Ferguson, Miguel, Kilburn, & Sanchez, 2007).

For Olweus (1993), who made the first scientific studies on the topic, bullying is defined as the continual and regular exposure of one person to the negative behaviors of one or more persons. It is the act of intentionally harming someone else physically, verbally or by pressure. Attitudes such as aggression, insult, and contempt are often seen in individuals who shows this behavior in general (Olweus, 1994). Pişkin (2002), after examining many definitions of bullying, has described bullying as "a type of aggression in which one or more students are deliberately and constantly disturbing students who are less powerful than them, and whose victim can't protect himself/herself".

Family life, care, upbringing and the problems encountered at home can be important reasons why individuals become bullies. In schools where bullying behaviors often occur, it is observed that there are problems especially in the mechanisms in the family such as love, care, guidance and control. Apart from this, conflicts among family members, divorce, psychological disorders, addictions are among the reasons that lead the individuals to bullying (Olweus, 1993).

The peer bullying, a type of bullying seen among peers, is defined as aggression, violence, or unwanted behavior that is consciously committed by the stronger ones who are physically or psychologically different in power, to the weaker ones. Peer bullying is a process during which a person who is subjected to bullying in the face of applied violence has fear and anxiety and is physically and psychologically affected (Akgün, 2005; Baldry & Farington, 2005; Klomek, Marrocco, Kleinman, Schonfeld, & Gould, 2007; Olweus, 1994).

Although there are different classifications for an aggressive behavior to be called bullying, it seems that there is also a consensus among the researchers. It is seen that Olweus (1993) who made the first studies on this subject, classifies these behaviors as directly and indirectly. While direct bullying involves apparent physical and verbal attacks targeted directly to the person, indirect bullying includes acts such as breaking one's relationships with one's friends, isolation and exclusion etc.

Peer bullying is often seen in schools and for Pişkin (2002), these aggressive behaviors are physically in the form of teasing, mocking, nicknaming and insulting; verbally of gossiping and exclusion, and directly of threatening or taking or damaging the person's money or property. Hughes (2005) states that bullying behaviors can be put in action verbally, relationally, and physically. For Hughes, verbal bullying can be done in the form of nicknaming, teasing, humiliating, threatening; physical bullying can be committed as kicking, hitting, tripping, pushing, spitting, and relational bullying can be engaged in the form of excluding, ignoring, gossiping, taking goods or damaging.

In general, it is possible to classify bullying as physical, verbal and relational. In many studies done, most researchers reached consensus in these three classifications. Although there are differences in names and scopes between classifications, physical bullying includes behaviors that the stronger one harms the weaker by direct contact; verbal bullying consists of verbal and written harmful behaviors; and relational bullying involves isolation, exclusion, ignoring and harmful behaviors to the objects (Crick & Grotpeter, 1995; Gladden, Vivola Kantor, Hamburger, & Lumpkin, 2014; Hawker & Boulton, 2000; Mynard & Joseph, 2000).

The emergence of bullying behaviors can start basically with at least two people, the one who bullies and the one subjected to bullying. A person who is more powerful and tends to harm others constantly who are weaker, is called a *bully*, the one who is exposed to bullying, who is damaged physically, verbally or relationally, is called a *victim*. In addition, people who are witnessing bullying behavior but do not interfere with what is happening are called the *audience*. Audiences are classified as *submissive audiences* who support the bully, *defender audiences* who support the victim and *audiences* who support neither bully nor victim (Sutton & Smith, 1999). The most prominent features of bullies are their aggressions towards their peers, parents or teachers, being prone to violence, being destructive, angry, reactive and their needs to prove their powers over other people. They also have difficulty in controlling themselves, and they have low tolerance, problem-solving skills and anxiety levels (Gökler, 2009; Olweus, 1993). People who are exposed to the bully are called victims. Victims are sufferers and generally have an anxious and diffident structure. When they are attacked, they often respond in the form of silence, retreat or cry. Their self-respect is low. They think that they are unsuccessful, incompetent and not wanted. Such individuals generally have overprotective family structure. For this reason, these individuals have not improved their ability to cope with conflicts and problem-solving skills (Olweus, 1993).

Studies done show that having either bully or victim behavior, has an academic, social and psychological negative effects on the lives of individuals, and that those who lose friendship become lonely and excluded over time, which also poses a danger for society in the future (Olweus, 1993; Whitney & Smith, 1993). The academic failure and the desire not to come to school as well as feelings such as grudge, hatred, anger, self-pity, self-deprecation, abasement, stress, feeling insecure and lonely, and exclusion are frequently seen in people who exposed to peer bullying (Ando, Asakura, & Morton, 2005; Eslea & Rees, 2001; Pekel, 2004).

Behaviors such as physical and emotional injuries as well as reluctance towards going to school, disregard for rules, breaking down in friendships, psychological deterioration and even suicidal tendencies can be seen in the long term in the students who are exposed to bullying in the school. These effects can lead to a decrease in the self-esteem of students, deterioration in their relationship with their friends and adults, and depression (Ando et al., 2005). The effect of the bullying continues on both the bullies and the victims in the following years, as well. Students who are exposed to the bullying can have anxiety, anger, despair, a general sense of failure, unhappiness, loneliness during their adulthood. Similarly, students who bullied others may experience problems such as exclusion, loneliness and being involved in crime during their adulthood (Olweus, 1993).

Due to the negative effects on individuals, bullying in school is one of the problems to be taken into consideration. Long-term researches on this issue have revealed that bullying and peer-bullying

among children are quite common all over the world and constitute a serious problem and pose a serious threat to the healthy development of individuals (Baldry & Farrington, 2005; Eslea & Rees, 2001; Pişkin, 2005; Whitney & Smith, 1993). In different researches, it is stated that the rate of the victim and bully students in schools has reached 50%. Studies conducted in Turkey show similarities with those in other countries. In these surveys conducted on primary and high school students, it is seen that the proportion of students who are exposed to bullying and bully are close to each other (Kapıcı, 2004; Pişkin, 2005, 2006; Pekel Uludağlı & Uçanok, 2005). Nevertheless, as in other countries, increases in the violence and aggression events that have taken place in Turkey in recent years have reemphasized the importance of the level that bullying has reached (Pekel, 2004; Pişkin & Ayas 2011).

The reasons for the increase in levels of violence and aggression in many countries are similar to the causes and levels of bullying in schools. Developments in the society are often associated with those in the education system of the country (Olweus 1994; Baldry & Farrington, 2005). Institutions, in which bullying behaviors are most experienced, are expressed as schools (Ferguson et al., 2007).

When bullyings in schools are examined, it is seen that these behaviors mostly take place in playgrounds, school corridors and classrooms (Olweus, 1993; Whitney & Smith, 1993). In other researches, it is stated that bullying behavior is generally seen in school corridors, dining halls (canteen), school busses, toilets and classrooms, where students are in the most interaction with (Doğan Ateş & Yağmurlu, 2010; Karaman Kepenekçi & Çınkır, 2006; Smith & Sharp, 1994).

Despite the many research results, it is possible to still find many teachers and administrators expressing that there is no bullying in schools. As mentioned above, bullying, which is a common problem all over the world, is encountered in almost all schools. While some of the schools that face this challenge prefer to fight with it, some schools see this problem as a natural process and they ignore it instead of intervening. To prevent such violence and aggression in schools, it is necessary to develop various preventive programs (Tübitak & Ankara University, n.d.).

The most well-known and most systematic program from these prevention programs is the "Bullying Prevention Program" developed by Olweus and his team, that deal the problem of bullying with a holistic school approach and develop a systematic prevention program. The program has been applied in countries such as Norway, Germany, England and U.S.A and it has been determined that there are significant decreases in bullying behavior, with repeated measures (Olweus, 1995). Another comprehensive study is the "Sheffield Anti-Bullying Project" conducted by Peter Smith in the UK. The project focused on the education of the bully and victimized students and anti-bullying strategies were developed and implemented. Significant decreases in bullying behaviors have been identified in schools implementing this approach (Smith ve Sharp, 1994). Similarly, in the prevention program, which was developed by Wilczenski and his friends and called the "Fair Play", some of the students' skills were aimed to be developed and efforts were made to reduce the bullying with skills such as reconciliation and empathy. At the end of the program, students' awareness of bullying increased and there were decreases in bullying behaviors (Wilczenski et al., 1997). In addition, many programs that have adopted the school approach have been applied in many European cities such as UK, Norway, Sweden, Ireland and Netherlands (Kutlu, 2005). In Turkey, in the research conducted by Dölek, which is composed of identification and intervention sections, although there were no significant differences after the applied program it was found that male students were more sensitive to bullying than the pre-implementation period (Dölek, 2002). In addition, "Anti-Violence Training Program" developed by Uysal was applied to students at the secondary school level. Although there were significant differences in violence tendency, there were no significant differences in violent behaviors (Uysal, 2003). "The Coping With Bullying Training Program" applied by Kutlu (2005) in her study did not make a significant difference in preventing bullying on elementary school students. In some other studies in Turkey, topics such as scale development / adaptation / implementation regarding bullying and the investigation of bullying in terms of some demographic variables were mostly discussed (Kutlu, 2005).

The methods that can be used to prevent the bullying should be primarily positive, warm, sincere, in addition to these methods it should include loving environments in which parents, teachers and administrators actively cooperate and act as role models, where positive behaviors are reinforced, and unwanted behaviors are controlled in an open and consistent manner by rules and it shouldn't include physical punishments (Ertunç, Yogev, & Kılıç, 2013; Olweus, 1995).

To not bring together those who are bullies or victims or to develop strict policies towards bullies in schools are strategies that are low in effectiveness, contrary to what is believed. Strategies that are believed to be effective in preventing bullying and that are needed are the creating school and home activities for behavioral change, establishing a moderate, compassionate school policy or school culture involving fighting bullying and including all staff and families. The program or policy to be formed should be conducted by a team led by the school guidance service, where teachers, administrators and parents are given training on bullying and where experts are also involved (Gökler, 2009; Önder, Yurtal, & Özsezer, 2016).

The methods and strategies to be used to prevent the bullying should also include an effective assessment as well as prevention and intervention. The evaluation can be done in the form of interviews, observation, surveys, socio-metric tests, views and opinions of teachers, students and parents, peer- and self-assessment (Crothers & Levinson, 2004).

In the light of all this information, in this study, it was aimed to investigate the effect of various practices and activities developed for primary school students to increase emotional awareness on the prevention of peer-to-peer bullying in the school. Various games, activities and applications for students were carried out in the study; and informative educational meetings were held for the parents. It is thought that these activities developed for the prevention of bullying which is common in most countries of the world and seen in almost all schools can be effective in fighting and reducing bullying even though it is not possible to end it completely. Considering the studies carried out in our country, it can be seen from the explanations above that program development studies on reducing or preventing peer bullying are not sufficient. The rates of the prevention programs on peer-bullying on the basis of schools or on a larger scale, indicates that more practical studies are needed in this field. For this reason, it is expected that the study will provide significant contribution to the literature especially in terms of school-based approaches.

In accordance with the study problem and purposes of the study, the responds to the following sub-problems have been sought.

1. Is the difference between the pre-test scores and the post-test scores of the "peer bullying scale" of 3rd and 4th grade students who were applied emotional awareness activities statistically significant?
2. Do the "peer bullying scale" pre and post test scores of 3rd and 4th grade students show statistically significant difference according to gender?
3. Do the "peer bullying scale" pre and post test scores of 3rd and 4th grade students show statistically significant difference according to class levels?
4. What are the views and opinions of teachers applying emotional awareness activities in the 1st, 2nd, 3rd and 4th grades related to the process and the activities?
5. What are the results of the observations concerning the performed implementations and the process in the 1st, 2nd, 3rd and 4th grades?

Method

Research Model

In this study, a single group pre-test-post test design was used as experimental design. The research has been conducted with mixed method (triangulation) since the study data were collected both in quantitative and qualitative way. The study also examined whether the dependent variable differs by gender and class levels according to both pre-test and post-test scores or not. In addition, before and after the implementation interview method, before and during the implementation observation method was used.

The reason why using mixed method in the study is that it is not effective to use a single method for comprehensive studies. And at the same time mixed method is an effective method of using the advantages of both research methods (Punch, 2005).

Study Group

The study was conducted between March 12 and June 1, 2018 in the second semester of the 2017-2018 school year. Students studying in the 1st, 2nd, 3rd and 4th classes in a primary school located in the Buca district of Izmir have formed the study group of the research. The reason for choosing this school is because the researcher is working at this school, and at the same time the school administrators, teachers and parents have accepted to participate voluntarily in the study.

Emotional awareness activities developed in the study were implemented by 46 teachers in total, including 36 class teachers, three school counselors, three foreign language teachers and four administrators. These activities were conducted with a total of 1224 students, including 582 female (48%) and 642 males (52%). The school has nine branches at each class level. 304 students from first grade, 294 students from second grade, 296 students from third grade and 330 students from fourth grade participated in the study. Developed activities have been applied to all students in all classes except for kindergarten, special education classes and non-attendance students.

The Peer Bullying Scale (Child Form) was applied to eight classes and 275 students in total, including four classes from both 3rd and 4th grade. The lottery method was used to determine the classes from nine branches of 3rd and 4th grades. In the 3rd grades, the scale was applied to 133 students (45%) in total, including 69 boys (52%) and 64 girls (48%). In the 4th grades, it was applied 142 students (43%) in total, including 64 male (45%) and 78 female (55%) students. The reason why the scale is only applied to third and fourth grades is that the scale is not suitable for 1st and 2nd graders. The reason for determining the sample from other classes by lottery is to consider the troubles that can be experienced due to the crowded school during the data collection process.

In the study, two people from the both first and second grade teachers and three people from both third and fourth grade teachers were interviewed. First and second grade teachers were selected on the basis of volunteerism again. The third and fourth grade teachers were determined on the basis of volunteerism, one teacher was selected from who didn't apply the scale and two teachers were selected who applied scale in their classes. Two school counselors, two foreign language teachers and two administrators were interviewed. The gender distribution of the dimension of the interviewed teacher of the study was determined as 5 male (31%) and 11 female (69%).

The school where the study was conducted, is mostly in an area considered to be disadvantaged socio-economically and allowed immigrants from many other parts of Turkey. A total of 401 parents were given a seminar in the study. The gender distribution of the parents was determined as 128 males (32%) and 273 females (68%). The age range of the parents was determined as 24-52. Mothers are usually housewives and fathers work mostly as workers or tradesmen. The educational level of the parents was mostly primary school graduates and secondly, high school graduates.

Data Collection Tools

The data of the study were obtained with "peer bullying scale (child form)" which was applied as pre and post-test to the 3rd and 4th grade students, and with semi-structured interview and observation forms.

Peer Bullying Scale (Child Form)

The peer bullying scale (child form) was developed by Pişkin and Ayas (2011) for primary school students and is a 5-point Likert scale consisting of 37 items and five factors. The scale has a structure that can measure the roles of "bully" and "victim", two types of behaviors seen among children in the same time. The highest score that a student can get from both dimensions of the scale is 185 and the lowest score is 0. The high score on the scale indicates that bullying behaviors are high in school.

Within the scope of the validity of the scale, the opinions of the field experts were obtained for the facial appearance and content validity. Confirmatory factor analysis (CFA) was performed for construct validity. As a result of the CFA, it was determined that the model consisting of 37 items and five factors was theoretical and statistically appropriate. Internal consistency coefficient of the victim dimension was .90 and internal consistency coefficient of the bully dimension was .87 in the scale (Pişkin ve Ayas, 2011). As a result of analysis of the data obtained from the scale applied to 275 students before the implementation for this study; the internal consistency coefficient of the victim dimension was calculated as .92 and the internal consistency coefficient of the bullying dimension as .93.

Semi-Structured Interview Form

During the process of preparing the interview form, open-ended questions were created primarily in accordance with the aim and sub-problems of the study. After the questions were prepared, necessary arrangements were made in this form according to the suggestions of the three field specialists working at Balıkesir University, Dokuz Eylül University and Usak University about content, language, expression and suitability. Later, preliminary interviews were held with two class teachers before the implementation. In line with the opinions of the teachers about similar criteria, the necessary arrangements were made, and the final form was obtained. The semi-structured interview form consists of three basic questions and sub-questions related to them. The interviews were conducted twice with the same teachers before and after the study, and the difference between two measurements was analyzed. During the interviews with the teachers, the following basic questions were asked, and detailed information were tried to be obtained by sub-questions during the interviews.

1. How do students act each other in the classroom, in the corridor, canteen and in the toilet? Can you talk about the way they communicate and interact with each other?
2. Do you think that there is peer bullying in your school? If you think so, what is the reason for it? Do you think that the level and type of peer bullying changes according to class levels and gender? Can you explain?
3. What are your thoughts about the activities and the processes applied in peer-bullying project in your school?

Semi-Structured Observation Form

Observation is one of the qualitative data collection methods used to confirm or support the data obtained by the interview method. Observation makes it possible to examine and describe the related environment in detail (Yıldırım & Şimşek, 2008).

In this study, classrooms, corridors, garden, canteen, toilets were observed for description before the research and during the study process, with the observation form developed by the researcher. In the development process of the observation form, the draft form was sent to the specialists mentioned earlier and form has been made ready to apply in line with the suggestions given by the

specialists in terms of purpose, content and suitability. Accordingly, the semi-structured observation form consists of 3 basic questions. The questions in the developed form are given below.

1. How the students behave each other in the classroom, corridor, canteen and toilet, and how are their communication and interaction with each other?
2. Is there peer bullying or not in the so called areas (classroom, corridor, canteen, garden, toilet etc.)? If there is peer bullying in which class levels and genders is it committed more?
3. How the emotional awareness activities applied and process of the project influenced the students' communication, interaction and peer bullying?

Experimental Procedures

The emotional awareness activities used in the study were developed by a team including class teachers, administrators, foreign language teachers and school counselors. The design phase of the activities lasted approximately one month, and the implementation phase was completed approximately in two and half months. Basically three dimensions were considered in the created program.

Firstly, an information meeting that lasted about four hours was held with the teachers before the implementation. At the meeting, the design was mentioned, the activities were introduced and practiced together with the teachers. Specialists from universities have also been invited to the meeting, and about the topic, methods of approaching the related students have been discussed. The importance of subjects such as awareness of different emotions, anger control, empathy, values and correct communication, which are the basis of the activities, was discussed with the teachers.

The second phase of the program is the implementation phase which is realized with the participation of all school personnel. In the implementation phase, there are various games and activities that will enable students to understand their own and their friends' feelings. With one or two activities per week, all classes in all levels have carried out activities in the same periods and the process has been recorded by the teachers. During the implementation process, students were going to school in the morning and afternoon played games to increase emotional awareness and to prevent bullying under the supervision of teachers and in each class, a student selected by the teacher of class (play coaches) with controlled breaks in their fourth breaks. In addition, students spent their one break with dancing accompanied by music every day within the program. Throughout the implementation period, various pictures, visuals and posters were used on the panels located through all corridors of the school to help preventing peer bullying. Within the scope of the program with the support of the teachers who developed the activities, performances to raise awareness towards peer bullying were performed to all classes by the theater and music groups formed by the students. In addition, school counselors gave guidance to all students in their classes regarding the subject. In this context, various videos were watched, and different activities were carried out to develop positive behaviors for students and to prevent bullying in the school.

The third phase of the program includes parents. Throughout the implementation period, parents of four or five classes were invited to the school every week to provide information and raise awareness in two-hour seminars on each topic. Parents who participated in the seminars were also given activities to do with their children at their homes. Seminars were given to 401 parents in total within the program. Topics such as anger control, communication, the effects of television, parents' attitudes, electronic devices and internet on children, and values were explained in the seminars. They were also asked to pay attention to the behaviors of their children at home and to take notes to inform teachers later. The design and implementation phase of the program is shown in Table 1.

Table 1. Activity Schedule Developed to Prevent Peer Bullying

Date / Time	Activity	Explanation
February 05- March 09	Design Stage	Preparation of activities and plans for teachers, parents and students
March 12-16	Performing Pre-Tests	Implementation of the Peer Bullying Scale, interview and observation forms
March 12 - June 1	Informing and awareness raising seminars for parents	Seminars on the subject and activities that parents can do with their children at their homes are given every week by school counselors.
March 16 (6 class hours)	Teacher Seminar	Providing teachers with information about programs, activities and methods to be used, completing missing information about the subject.
March 19-23 (40min + 40min)	- A Plate of Feeling (Erkan, 2013) and - Emotion Board Activity	Goal is for students to understand that emotions such as happiness, confusion, anger, sadness, fear are the feelings do exist in our lives and that they should be accepted as normal.
March 26-30 (40min + 40min)	- Emotion Dice (Erkan, 2013) and - Designing of Poster Activity	It is emphasized that emotions can change instantly, that they are part of our lives, and that we can have different emotions throughout the day. With the group work, each group prepares the posters with feelings inside.
April 2-6 (1 lesson per day during the week)	- Gentleness Jar	Students write positive phrases about all their other friends and throw them to his/her jar. It is emphasized that everyone has good features and that they need to be discovered.
April 9-13 (40min + 40min)	- Bonbon Experiment (for the 4th grades) - Ayran Experiment (for the 1st, 2nd and 3rd grades)	It is explained that we have created a mosaic with our differences. It is told that when differences come together, a meaningful and beautiful whole can come out. The importance of correct communication is emphasized.
16-20 April (1 lesson per day during the week)	- Secret Greeting (Northeast Foundation for Children, 2012) - Song of Bully	The importance of correct communication is explained. The bully song is performed by the students on duty in all classes with animation. It is explained that it is necessary to stand together against bullying and emphasizes the necessity of friendship, sharing and cooperation.
April 23-27 (1 lesson per day during the week)	- Pass the Face Expression (Game Peace First, 2012) - Empathy Game	The empathy and pass the face expression games are played so that the students can understand each other's feelings. The concept of empathy is tried to be internalized by the students.
April 30-May 04 (40min + 40min)	- Empathy and Active Listening Group Choreography (Potler, 2015) - My friend, I have a gift for you	Empathy and responsibility works are done with the group. Students are encouraged to give small gifts to each other. Communication and courtesy rules are emphasized. It is tried to show that there are many ways in which one can make others happy.

Table 1. Continued

Date / Time	Activity	Explanation
May 07-11 (40min + 40min + 40min)	- Meditation Game -10 Seconds Breathing Activity - Collar Card	Students are given methods to use when they are angry. Model practices are done. The importance of controlling the anger in preventing future damages is emphasized. Environments of peace and trust are formed. Works on values are performed.
May 14-18 (40 min +40 min)	- Friendship Wall	School walls are decorated with pictures of students' feelings and values. It is stated that, if the person wants, he/she can make every place beautiful wherever he/she lives.
May 21-25 (40min + 40min)	- White T-shirt	Students make a similar version of what they did during the previous wall activity on a white T-shirt. They use their own creativity and, present t-shirts to each other.
May 28 - June 1 (40 min + 40 min)	- Friendship Bracelet - Friendship Concert	Goal is to increase group works and their communications. Students are encouraged to give gifts to each other. Friendship, peace, love and respect themed and anti-bullying songs are sung by students on duty to all students in school.
June 04-09	- Performing post tests	Implementation of the Peer Bullying Scale, interview and observation forms.

As shown in Table 1, the design phase of the program lasted one month. After the pre-tests were conducted, teachers were given an information seminar. After the teacher information seminar, classroom and school activities were started. Activities and other practices were carried out by primary school teachers and foreign language teachers. School administrators took responsibility for organizing areas during breaks, providing necessary equipments and monitoring and directing teachers during the event. During the implementation phase, parents of students were invited to the school every day as groups in a plan and were informed on the subject of activities and process. Developed activities were implemented every week and the process was recorded with photos and notes. Classes, corridors, canteens and toilets were observed by the researcher during the implementation process. Finally, post-tests were carried out at the end of the implementation.

Collection and Analysis of Data

Before the study, parents were asked whether they were willing to participate in the study or not. Permission was obtained from the parents of the students who were applied the scale. In addition, all works were carried out with the permission and knowledge of the district national education directorate. All activities during the process were carried out in accordance with the personal rights of students and parents. The Peer Bullying Scale (Child Form), semi-structured interviews and observation forms were used to identify peer bullying in the study. In the analysis of quantitative data; The Peer Bullying Scale pre-test and post-test scores applied to 3rd and 4th grades were compared using t-test for dependent samples. The t test for independent samples was used to determine whether the bullying differed according to gender and grade level or not. In the study, the data obtained from the scale were analyzed using SPSS 21.00 statistical program, and the level of significance in the analyzes was accepted as 05.

The reason for using the t test for dependent or independent samples is that two or more different groups can be compared to each other in terms of the same variable or to compare the measurements of the same group in terms of the same variable at different times and to investigate the significance of the difference between the averages (Büyüköztürk, 2011). The mean, median and mod values must be close to each other in order to say that the data belonging to a group is normally

distributed. When the skewness and kurtosis coefficients are divided by standard errors, the values obtained should be between -1.96 and + 1.96, and the graphs based on data must show normal distribution (Büyüköztürk, 2011).

Due to reasons such as, being in interval or in score scale of study scores and being above 30 of sample size and the fact that the mean and median values were close to each other in the study directed the analyzes to parametric tests. In addition, the values obtained when the skewness-kurtosis coefficients are divided by standard errors (victim dimension pre-test scores skewness: 0.28 - kurtosis: 0.63; bully dimension pre-test scores skewness: 0.09 - kurtosis: 0.13). parametric tests were used assuming that the data were distributed normally.

In this study, sixteen teachers were interviewed in total before and after the process, including ten primary school teachers, two foreign language teachers, two school counselors and two school administrators. The interviews were conducted with semi-structured interview form prepared by the researcher. The interviews done with the teachers lasted an average of 7.35 minutes. Interviews were recorded by the researcher with a recording device. Then the sound recordings were transferred to the physical environment. A total of sixteen-page documents were obtained.

Observations carried out by the researcher were conducted to identify peer bullying among the students in the school. In the first, second, third and fourth grades, the teaching process was observed for one hour before and during the implementation. Classrooms, corridors, canteens and toilets were observed during the implementation throughout the three break periods each day when the bullying was more experienced and the teachers were not with their students. In total, 165 break times, so 1650 min. observation was conducted. The observations were recorded by the researcher.

The data obtained by interviewing and observation methods were analyzed through descriptive analysis. Data obtained by interview or observation method in qualitative researches were analyzed by descriptive or content analysis method (Yıldırım & Şimşek, 2008). The data obtained by the descriptive analysis method were arranged according to the dimensions in the interview and observation research questions and summarized the common points of the data. Direct quotations were also included.

For the validity of qualitative data in study; works such as expert opinion, direct quotation, the explanation of tool, process and analysis of data collection, characteristics and selection of the study group and description of the implementation process were carried out. In order to ensure validity, the researcher was distant to not influence the working group and was involved in the process to collect the data correctly. In order to ensure the reliability of the data, a recording device was used during the interviews and attention was paid to avoid data loss. The findings were presented correctly. In addition, the data were discussed in the conclusion part and the consistency between the data was checked.

Results

Findings and Comments on the First Sub-Problem

The first sub problem of the study is defined as "Is the difference between pre test and post results of the "Peer Bullying Scale" for 3rd and 4th grade students whom were applied emotional awareness activities, statistically meaningful?". The data collected using the scale were compared by using t test for dependent samples. The results of the comparison are shown in Table 2.

Table 2. T Test Results on the Comparison of Students' Pre-Test and Post-Test Scores of Peer Bullying Scale

Dimensions	Measurements	n	\bar{X}	ss	sd	r	t	p
Victim	Pre-test	275	41.60	27.21	274	.542	10.59	.000*
	Post test	275	25.56	25.04				
Bully	Pre-test	275	19.56	21.01	274	.454	6.33	.000*
	Post test	275	12.02	15.75				

When Table 2 is analyzed, it is seen that there is a statistically significant difference in favor of pre-test in comparison the pre-test results of the "Peer Bullying Scale" for "Victim" with those of post-test ($t(274)= 10.59$; $p < .05$). According to the victim's score from the scale, reducing of the mean score from 41.60 to 25.56 in the pre-test is indicates that bullying behavior is decreased in victim dimension. Accordingly, it can be said that the implementations made in the study have a positive effect on student behaviors.

Again, according to Table 2, it is seen that there is a statistically significant difference in favor of pretest when the pre and post test results of the Peer Bullying Scale for "Bully" are compared ($t(274)= 6,33$; $p < ,05$). When the table was examined, the average bully points of the students were 19,56 in the pre-test and 12,02 in the post test. Accordingly, students' bullying behaviors have decreased as a result of implementations. This result shows that the activities applied in the study have a positive effect on the behaviors of the students.

Findings and Comments on the Second Sub-Problem

The second sub problem of the study is defined as "Do the peer bullying scale pre test and post test scores of 3rd and 4th grade students show statistically significant difference according to gender?". The data obtained from the scale were analyzed by using t test for dependent samples while male and female students were compared within themselves, and t test for independent samples while the male and female students were compared with each other. Table 3 compares the results of pre and post test scores of the male and female students in the scale within their groups.

Table 3. T Test Results on the Comparison of Students' Peer Bullying Scale Pre Test and Post Test Scores by Gender Within Their Groups

Dimensions	Gender	Measurements	n	\bar{X}	ss	sd	r	t	p
Victim	Male	Pre-test	133	49.11	26.30	132	.422	8.77	.000*
		Post test	133	28.06	25.06				
	Female	Pre-test	142	34.56	26.24	141	.647	6.28	.000*
		Post test	142	23.21	24.88				
Bully	Male	Pre-test	133	22.68	22.68	132	.424	5.76	.000*
		Post test	133	14.27	16.57				
	Female	Pre-test	142	14.35	17.89	141	.456	3.07	.003*
		Post test	142	9.91	14.69				

When Table 4 is examined, there is a statistically significant difference in pre-test and post-test scores of male students in favor of pre-test in the victim dimension ($t(133)= 8.77$; $p < .05$). A statistically significant difference was also found in favor of the pre-test when the averages of the scores of the female students were examined ($t(141) = 6.28$; $p < .05$). According to this, it is seen that behavior of being victim in both male and female students has decreased significantly after implementation.

According to Table 4, it is observed that there are differences in bully behaviors of male and female students in the bully dimension of scale. According to the analyzes, bullying behaviors of male students show a statistically significant difference in favor of pre-test ($t(132) = 5.76$; $p < .05$). When the pre- and post-test scores of the female students in the table were compared, it was found that there was also a statistically significant difference in favor of the pre-test ($t(141) = 3.07$; $p < .05$). As in the case of male students, bullying behaviors also appear to decrease in female students after implementation. As a result, it can be said that the activities are effective in both male and female students. This finding, which is obtained in the study, supports that of the first sub-problem.

The pre and post-test scores of the students by the gender and the results of the comparison with each other are shown in Table 4.

Table 4. T Test Results on the Comparison of Students' Peer Bullying Scale Pre Test and Post Test Scores with Each Other by Gender

Dimensions	Measurements	Gender	n	\bar{X}	ss	sd	t	p
Victim	Pre-Test	Male	133	49.11	26.30	273	4.58	.000*
		Female	142	34.56	26.24			
	Post-Test	Male	133	28.06	25.06	273	1.61	.108
		Female	142	23.21	24.88			
Bully	Pre-Test	Male	133	25.12	22.68	273	4.38	.000*
		Female	142	14.35	17.89			
	Post-Test	Male	133	14.27	16.57	273	2.31	.021*
		Female	142	9.91	14.69			

In Table 4, pre and post-test scores of male and female students from "Peer Bullying Scale" were compared, and it was tried to determine the effectiveness of the implementations by gender. When the table is examined, it is seen that there is a statistically significant difference in favor of male students in the pre-test scores of victim dimension of scale ($t(273) = 4.58$; $p < .05$). When the post test scores are examined, it is observed that the scores of being victim decreases in both genders. It was found that the difference between the scores was not statistically significant ($t(273) = 1.61$; $p > .05$). As a result, it can be said that the exposure to bullying behaviors in both male and female students has decreased because of the activities. Although there is a difference between the averages, it is found out that the difference is not statistically significant.

In Table 4, a statistically significant difference was found in pre-test scores in favor of male students when the data obtained from bully dimension were examined ($t(273) = 4.38$; $p < .05$). According to the table, there is also a statistically significant difference in the post test scores in favor of male students ($t(273) = 2.31$; $p < .05$). When students' pre-test and post-test bully scores are examined, it is observed that the averages of post-test scores are lower than those of pre-test in both male and female students. Accordingly, it can be said that the program and activities have a significant effect on male and female students. Again, according to findings, it was found that the decrease in bully and victim scores of male students is more than female students.

Findings and Comments on the Third Sub-Problem

The third sub problem of the study is defined as "Do the "Peer Bullying Scale" pre test and post test scores of 3rd and 4th grade students show statistically significant difference by class levels?". The data obtained from the scale were analyzed by using the t test for dependent samples while comparing the 3rd and 4th grades within their groups and the t test for independent samples while comparing the 3rd and 4th grades with each other. Comparison of the students' pre and post test scores within their class levels are shown in Table 5.

Table 5. T Test Results on the Comparison of Students' Peer Bullying Scale Pre Test and Post Test Scores by Class Levels within Their Groups

Dimensions	Class Levels	Measurements	n	\bar{X}	ss	sd	r	t	p
Victim	3 rd Class	Pre-test	133	50.33	26.01	132	.534	9.99	.000*
		Post test	133	28.96	25.03				
	4 th Class	Pre-test	142	33.41	25.81	141	.529	5.36	.000*
		Post test	142	22.36	24.72				
Bully	3 rd Class	Pre-test	133	28.96	25.03	132	.723	9.64	.000*
		Post test	133	14.43	16.28				
	4 th Class	Pre-test	142	22.36	24.72	141	.706	8.49	.000*
		Post test	142	9.76	14.94				

When Table 5 is examined, it is seen that there is a comparison of pre and post-test scores of the 3rd and 4th grade students within their class levels. It was found that the difference between pre-test and post-test scores of 3rd grade students made a statistically significant difference in favor of pre-test in victim dimension ($t(132) = 9.99; p < .05$). A statistically significant difference was also found in favor of the pre-test according to the mean scores of the 4th grades ($t(141) = 5.36; p < .05$). Behavior of being victim at both class levels decreased significantly after implementation.

According to Table 5, the difference between the mean scores of the 3rd graders in the bully dimension showed a statistically significant difference in favor of the pre-test ($t(132) = 9.64; p < .05$). When the mean scores of the 4th grade are examined, it is seen that the difference is statistically significant in favor of the pre-test again ($t(141) = 8.49; p < .05$). Accordingly, it was determined that having bullying behaviors at both class levels decreased significantly and that the implementations made had a positive effect at the class levels. This finding obtained in the study, supports those obtained in the first and second sub-problems.

The pre- and post-test scores of the students by the class levels and the results of the comparison with each other are shown in Table 6.

Table 6. T Test Results on the Comparison of Students' Peer Bullying Scale Pre Test and Post Test Scores With Each Other by Class Levels

Dimensions	Measurements	Class Levels	n	\bar{X}	ss	sd	t	p
Victim	Pre-test	3 rd Class	133	50.33	26.01	273	5.41	.000*
		4 th Class	142	33.41	25,81			
	Post-test	3 rd Class	133	28.96	25.03	273	2.20	.029*
		4 th Class	142	22.36	24.72			
Bully	Pre-test	3 rd Class	133	24.63	22.98	273	3.97	.000*
		4 th Class	142	14.80	17.80			
	Post-test	3 rd Class	133	14.43	16.28	273	2.47	.014*
		4 th Class	142	9.76	14.94			

In Table 6, pre and post test scores of being victim and bully of 3rd and 4th grade students were compared, and it was tried to determine the level of effectiveness of the activities within the program in the class levels. When the students' pre-test scores of being victim are examined, it is seen that there is a statistically significant difference in favor of the third graders ($t(273) = 5.41; p < .05$). When the post test scores were examined, it was found that the scores decreased significantly in the mean of both grades, while the difference between them was statistically significant in favor of the third grade ($t(273) = 2,20; p < .05$). Accordingly, it is seen that in victim dimension the behavior of being victim decreased after the implementation, and both before and after the implementation, the 3rd graders were exposed more to such bullying behaviors than the 4th graders.

When Table 6 was examined, it was observed that students' pre-test scores of being bully made a statistically significant difference in favor of 3rd grades ($t(273) = 3,97; p < .05$). When the scores obtained from the post tests are compared, it is seen that the difference is also statistically significant in favor of the third graders ($t(273) = 2,47; p < .05$). Accordingly, after the implementation it revealed that bullying behaviors decreased at both grade levels. This suggests that the activities made significantly difference at both grade levels. In addition, it was determined that the 3rd grade students showed more such behaviors than the 4th grade students in bullying dimension.

Findings and Comments on the Fourth Sub-Problem

The fourth sub-problem of the research is defined as "What are the views and opinions of teachers applying emotional awareness activities related to the process and the activities?". To find out, researcher interviewed with sixteen teachers by using a semi-structured form before and after the implementation. The summary of the data obtained after these conversations is compiled below.

Teachers were asked “How do students treat each other inside the classroom, in the corridors, in the canteen, in the toilets? Could you talk about the communication and interaction between them?”. The answers were compiled below.

Before the study, teachers said that the students use bad language in the classroom and added that they also use brute force against each other sometimes as a joke and other times on purpose. Teachers mentioned that students rarely used kind words such as: “good morning, hello, thank you, I’m sorry” and that students didn’t pay attention to communication with each other and therefore the interaction amongst them is unhealthy. According to the teachers, the students used physical and verbal attacks against each other mostly during the breaks in the hallways, toilets, classrooms and the school yard.

In the interviews made with teachers after the implementation, teacher said that, as a result of activities, students paid more attention to communication with each other, the interactions, collaboration, spending time together and playing together behaviors all improved. The offensive behaviors didn’t completely stop but have been significantly reduced. Additionally, students started using kind words with each other and to teachers more often than before. The games that were played particularly during breaks at school yard, and songs during the implementation have reduced the amount of negative behaviors in the school yard.

Some opinions from the interviews with the teachers are given below.

“...children began to say good morning to each other more. Thankings each other or apologies when they broke each other were raised. I think the kids are more concerned about each other.”
(English Lesson Teacher 2)

“...games in the garden, games played in the breaks, children dancing, classroom activities etc. the process was very well planned. We all enjoyed the practice. Especially children were excitedly waiting every week for what activity they would do. I saw excitement and happy face in all of them during the events.” (English Lesson Teacher 1)

The second set of main questions that were asked to the teachers was: “Do you think that peer bullying exist in schools? If so, why do you think it exists? Do you think that the level and type of bullying differs depending on gender and grade? Could you explain?”. The results of these questions were compiled below.

Before the implementation, all teachers said that bullying and violent-negative-behaviors were frequently experienced in school. Teachers said the reason for this was because the school is crowded, there aren’t enough playgrounds, the school yard is not efficiently utilized, and there are problems with parents. According to the teachers, the bullying mostly occurs in 4th grade and amongst male students. Female students are usually victims and those showing negative behaviors are mostly in bully behaviors verbally and relationally. Teachers said that 1st and 2nd grade students consider bullying as a type of a game. These students don’t realize that these types of behaviors damage or hurt each other. Additionally, the older students bullied the younger ones more often than the other way around.

After the implementation, all teachers said that the bullying still existed however significantly reduced. According to them the reason for this is, the games that are drawn in the school yard floor, controlled game breaks, the breaks where songs played, and students danced, and the activities in the classrooms. They added that bullying was significantly reduced in all grades; 1st and 2nd grades didn’t have many issues to begin with, but 3rd and 4th grades saw many improvements. Even though the older students continued to bully the younger ones, the amount of these incidents were down. Even after the implementation, male students were more active in the roles of being bully and victim. Finally,

they saw a reduction in negative behavior in both genders, and most of these behaviors in males continued to be physical and in females verbal and relational.

Some opinions from the interviews with the teachers are given below.

"...older students often put pressure on and bullied students in younger students. From time to time with the activities I saw that the elders studentes owned younger studentes. That's when I realized better something could change." (Primary School Teacher 4)

"...unfortunate peer bullying continues in our school. I wish we could end it completely, but it is unlikely in these circumstances. The events were very efficient, but I couldn't attend some of my students to the activities." (Primary School Teacher 3)

"...there was a lot of conflicts between boys, including violence. Together with activities, I have seen that these bully behaviors have diminished a little. I noticed improvements in girls' relationships with each other. When the children are busy with something, especially if there are some values in the work, the result becomes always positive." (Primary School Teacher 1)

The third question that was asked to the teachers was: "What are your thoughts on the activities and the process that targets the bullying in your school?". The answers were compiled below.

Most teachers said that the activities were appropriate for the target audience, it reached the target audience effectively, the activity durations were sufficient, appropriate for the different grades, and the activities were interesting and attracted attention. On the other hand, there were teachers who stated that the periods were insufficient, not suitable for the target students, there were problems during the application, and it took time to implement these activities in the intensive program. Teachers said that they received positive feedback, the students were happy, excited and felt important and different during the activities. The teachers stated also that the communication was getting better and the interaction increased among the students and added that they experienced difficulties in the practice from time to time. Especially, the controlled breaks and the song breaks were very interesting for the students. The use of kind words among students has increased. Additionally, teachers expressed that their values such as making activities with together, playing games, collabration, sharing, helping each other and responsibility have increased. Because of the activities, the students with difficulty in self-expression felt better, while most students developed empathy. Students started to get to know each other better, the biases were reduced and started to spend more time together. Some teachers said that because of these activities they got to know better some of the students that they have never communicated with and understood their issues better. Some teachers said that students were excited about the activities but that the activities didn't have any impact behaviorally on some problematic children.

Some opinions from the interviews with the teachers are given below.

"...obviously I didn't expect it to be so effective when starting the project. But it was very nice that the whole school practiced at the same time, and the activities were fun and also integrative. Good thing we did this project." (School Counselor 1)

"...i started to get to know my students a little better with activities. The inner world of children is not what it looks like from the outside. I'm just trying to be a little more patient." (Primary School Teacher 2)

"...as an administrator, to ensure security of the process, to coordinate the process was a little bit tiring. It was sometimes difficult to ensure that all teachers at the same time provided the tools and equipment. But I followed the process and watched the developments. Dancing and playing games of teachers and children together was a very nice." (Vice Principal 1)

"...it was difficult from time to time with lessons and this curriculum. But when the children wondered which activity we were going to do every week with excitement, I thought that some things might be delayed. Especially during the week of meditation, I took a little breath." (Primary School Teacher 5)

"...they didn't think that this was going to be such a comprehensive study in the seminars we did with the parents. Afterwards, each time they observed their children's change more and more, they shared their excitement with us. Changes in children's communication and interactions were reflected on their lessons. This made the parents very happy." (School Counselor 2)

Findings and Comments on the Fifth Sub-Problem

The fifth sub-problem is defined as "What are observation results about the activities and process?". To answer this question, classrooms, hallways, school yard and the canteen area were observed using the observation form by the researcher. The results are compiled below according to the dimensions specified in the observation form.

How do students behave in classroom, corridor, canteen, toilet and how do they communicate and interact with each other? Are there any peer bullyings in the specified areas of the school (class, corridor, canteen, garden, toilet etc.)? If so, do students in which class level and gender engage the peer-bullying?

According to the observations done by the researcher, aggressive bullying in the form of physical, verbal, relational exists in all parts of the school including the classroom, corridors, garden, toilets and the canteen before the implementation. It is seen that bullying is more common in older age groups. The older students use pressure on younger ones and hurt them by using physical or verbal force. This type of bullying mostly occurs when teachers are not present in the hallways, garden and bathrooms. Physical bullying is more common amongst male students, while female students mostly use verbal or relational bullying.

According to observation made during the implementation, it was detected that bully behaviors happened again in class, corridor, garden, toilet and canteen, but decreases in such behaviors occurred with activities which were carried out during implementation process. Because the activities were done under the supervision of the teachers, there were positive improvements in communication between students. It is seen that bullying is less common in first and second graders, and that they are mostly in the form of games containing physical violence. Significant reduction in physical bullying was observed during the implementation. Verbal and relational bullying occurred in students that used physical bullying before. This occurred mostly in the form of arguments and conflicts during games and exclusion from the games when teachers are not present.

How did the emotional awareness activities and process affect communication, interaction and peer bullying among students?

The activities aimed to improve students' communication, interaction and problem-solving skills. In addition, kindness, anger management and empathy development issues were focused on. It was observed that there were almost no bullying behaviors during the controlled and song breaks. Emotional awareness of students on their own and each other's feelings has improved during the activities. Students interacted with each other, collaborated, took responsibility, and were in sharing

and helping each other during activities. Processes and activities were effective in reducing bullying behaviors at all grade levels. Bullying was mostly reduced in fourth graders. Bullying was more common in male students during the activities but it improved in a positive manner and even their behaviors towards females have improved. Female students improved in communication and interaction with each other and this also has been a good example for male students. Students were mostly happy, excited, and joyful during the activities. Seminars were given to parents every week during the activities. The interaction between students and parents was observed and it was noticed that the students were happy about this and paid attention to their behaviors.

Discussion, Conclusion and Suggestions

Results and Discussions on the First Sub-Problem

According to the data gathered from the first sub-problem of the study, behaviours of being both victim and bully in students has significantly reduced after the activities. This means that the activities and events have a positive impact on students. The results show similarity with those of Akcan, Akcan, and Sarvan (2016), Arslan and Akin (2016), Eweniyi, Adeoye, Ayodele, and Raheem (2013), Gökkaya and Sütçü (2018), Smith ve Sharp (1994), Olweus (1995), Wilczenski et al. (1997). In those studies, researchers investigated the effects of similar activities on students and saw reduction in bullying. In addition, this result is consistent with those obtained from the implementation of the "Coping with Anger Program" developed by Lochman in 1992. As a result of the program applied to a small group for 18 sessions, it was determined that individuals solved the problems in a more rational way, developed a number of problem-solving skills and improved self-esteem (Fox & Boulton, 2003). However, in studies done by Dölek (2002), Kutlu (2005) and Uysal (2003) programs and activities done to prevent bullying had no significant impact on students.

In the study, the quantitative measurement tool used was applied to the 3rd and 4th grade students and the qualitative measurement tools to all levels. The reason for not applying the quantitative measurement tool to the 1st and 2nd grades is that it is not suitable for the students' levels. The activities implemented in the study were school-based and applied to the entire school. Therefore, a group or another school was not considered as a control group. The study was completed at the end of school year. 4th grade students graduated and it was thought that the follow-up tests to be carried out may not reflect the actual results because the other students had also three months of long-term holiday. This shows that the study has limitations in this context.

Results and Discussions on the Second Sub-Problem

In this sub-problem, it is observed that the incidents of being a bully and victim have reduced in both male and female students. The data also showed that the number of bullies and victims is more common in males than females.

When literature is examined, in a lot of studies, it is seen that male students are more exposed to bully behaviors than female students or they showed such behaviors (Craig & Pepler, 2003; Çankaya, 2011; Dölek, 2002; Juvonen, Nishina, & Graham, 2000; Sutton & Smith, 1999; Whitney & Smith, 1993). On the other hand, some studies show no significant difference between genders in terms of exposing to or showing bully. (Andreou, 2000; Dölek, 2002; Gültekin & Sayıl, 2005; Mynard & Joseph, 2000).

Results and Discussions on the Third Sub-Problem

According to the data gathered from the third sub-problem of the study, bullying has significantly reduced in third and fourth grade students after the activities. Additionally, it is observed both before and after the implementation that bullying is more common amongst 3rd graders compared to 4th graders.

In parallel to the findings of this study, data of some studies show that the number of victims of bullying is reduced with age (Burnukara & Uçanok, 2012; Dölek, 2002; Olweus, 1993; Salmon, James, & Smith, 1998; Şirvanlı Özen, 2006; Whitney & Smith, 1993). The reason for this is thought to be that the students gather new social skills which enable them to defend themselves against bullying as they grow older. (Smith, Madsen, & Moody, 1999). On the other hand, according to the results of Gültekin's (2003) research, it was determined that adolescents who were older were more likely to be exposed to relational bullying than the younger ones. Some studies suggest that age did not create a significant difference in bullying (Kapcı, 2004; Mynard & Joseph, 2000).

Results and Discussions on the Fourth Sub-Problem

Before the activities, all the teachers said that bullying is experienced heavily during the breaks in the classrooms, hallways, garden, bathrooms, canteen where teachers are not present. Teachers added that bullying is more common amongst 3rd and 4th grader male students and that most of these behaviors are physical. They also said that bullying type is mostly in the form of verbal and relational among female students.

According to the teachers bullying has significantly reduced after the study. They also added that bullying is mostly seen in the same locations and mostly amongst 3rd and 4th grader male students. Although physical bullying is still widespread among males, it has been reported that this behavior is significantly reduced or deformed, and that this behavior is also less verbal and relational among girls than in the previous situation. It was stated that the activities were received as positive by both the students and teachers, bullying is reduced, the impact of the activities was positive on students and the parents; additionally, communication, interaction, problem solving skills have improved, use of kind words, collaboration, sharing, responsibility taking, helping each other and empathy among students have improved.

The views of the teachers after the study suggesting that bullying is more common amongst male students and that these are in the form of physical form, also the bullying in female students are in verbal and relational form are parallel with the findings of some research done in the past (Çankaya, 2011; Kapcı, 2004; Smith & Sharp, 1994). It is also shown in other studies that males are mostly victims of physical bullying (Mynard & Joseph, 2000; Whitney & Smith, 1993), while the verbal and relational bullying is more common in female students (Dölek, 2002; Gültekin & Sayıl, 2005; Mynard & Joseph, 2000; Pekel Uludağlı & Uçanok, 2005). Additionally, a lot of studies, it is shown that the risk of being a victim in bullying is equal in males and females (Austin & Joseph, 1996; Baldry & Farrington, 2005; Mynard & Joseph, 2000; Whitney & Smith, 1993).

The locations that bullying is mostly experienced according to the teachers is similar to the findings in Koç's (2006) research. The finding that bullying is reduced after the implementation is in line with those of the study done by Akcan et al. (2016) and Gökçaya ve Sütcü (2018). With the help of the program, the students were educated on emotion control, self-confidence, problem solving/dealing strategies, communication and controlling emotions topics and as a result bullying was reduced. Additionally, Akyol, Yıldız, and Akman (2018), Külcü (2015) and Önder et al. (2016) studies show that these types of studies should be applied throughout the school to be successful. This is also in line with our study's results.

In the study, the observations and interviews were conducted by the researcher. The researcher is also a primary school teacher at the school. It is assumed that the researcher's work in the school has not affected the study results positively or negatively.

Results and Discussions on the Fifth Sub-Problem

According to the findings of the fifth sub-problem, bullying was commonly seen in everywhere in school. Bullying was more common in 3rd and 4th graders, male students were more exposed to physical bullying than female students. It was also determined that there were verbal and relational bullying behaviors among female students.

Before the study, physical bullying was more common in students. This was reduced or changed type after the study. Bullying was substantially lower in 1st and 2nd graders after the study. Bullying was also lower in 3rd and 4th graders and additionally these students were kinder and acted more like role model to younger students after the implementation. In this period, male students were faced with bullying more than females. However, improvements in both males and females were noticed during the study. Students acted more consciously during the activities on topics such as: communication, interaction, empathy, dealing with bullying, being aware of one's emotions.

Suggestions

Below suggestions were listed according to the results gathered from the study.

1. In this study, activities were organized throughout the school. According to the data, bullying was reduced. Follow up activities could be done that involves students, administrative, guidance personnel and families.
2. The activities in this study could be compiled together in certain standards and can be used in future studies in other schools, institutes and environments. Following that it can be expanded step by step to county, city, region and country wide programs.
3. In this study, one school was used the experiment group in total and there were no control groups. In other study, another school students can be used as the control group.
4. In determining the bullying, it may not be accurate to use only qualitative data. Like in this study, both qualitative and quantitative data should be used in similar study for more accurate data collections.
5. In study, it is observed that bullying differs by grade and gender. There could be a more in-depth study done to find out the reasons behind this difference.

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