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**An Exploratory Study of Student, Parent, and Teacher Perspectives of
Bullying**

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Abstract

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Bullying is a significant problem encountered by children and young people, to the extent that it is now a global concern. Understanding the perspectives of individuals involved in bullying is important in enacting prevention and intervention efforts towards both traditional and cyber forms of bullying. The study's objective is to understand the context of bullying and to determine which factors can contribute to preventative measures and policies capable of tackling such bullying. The study has consisted of two phases. The main study (Phase One) was conducted in relation to Turkey and pertained to the perspectives of teachers, parents, and students towards bullying and its prevention. Semi-structured interviews were conducted with fifty-seven Turkish participants (students: 20, Parents: 20, Teachers: 17). The respondents were asked to explain their understanding of what defines bullying and different forms of bullying, alongside their perspectives on possible strategies through which to decrease bullying behaviour in schools. The second section (Phase Two) focused specifically on the issue of bullying awareness and prevention, and to complement the data collected in Turkey derived its data from social media to gain an overview of the perspectives of native English-speaking individuals. This social media data related specifically to bullying prevention to facilitate meeting of the project's primary objectives. A qualitative design, using Reflexive Thematic Analysis, was employed to explore the research participants' perceptions of bullying and anti-bullying strategies and mechanisms within school settings. Six main themes were identified through the process of analysis: (1) Definitions of Bullying and Differentiated Bullying Types, (2) Characteristics of Bullies, (3) Characteristics of Victims and Bully-Victims, (4) Reasons for Bullying Involvement, (5) Bullying Interventions and (6) Prevention Strategies. The study highlighted that there is limited knowledge and awareness as to the problem of bullying in the Turkish context, with difficulty being encountered by the participants in defining bullying. The results show that a desire for power, a personality of the person and the role of the family are the primary reasons for bullying involvement. Finally, it is recommended that there is a need for education among students, their parents and teachers

as to the issue of bullying in Turkey, that utilises the wider evidence on bullying, but also has culturally specific aspects to account for the local context.

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Declaration

I hereby declare that this thesis has been composed solely by myself, that the work contains no material that has been submitted previously, in whole or in part, for any other degree. I confirm that this thesis and the works presented in it have been generated as my own original research.

November 2020

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Publications

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Chapter 1: Introduction

1.0 Introduction

This chapter presents an introduction to the thesis by outlining the nature of the research problem and recognising the importance of addressing questions related to that. The sections of this chapter provide a background of the study, a statement of the problem, the purpose of the study, the significance of the study, and the sociology of childhood- young participants as actors and experts.

1.1 Background and Context

Although bullying among school students is not a recent phenomenon, researchers began to study bullying systematically in the 1970s, mainly in Scandinavian schools (Olweus 1970). In 1983, three male students in Norway died by suicide as a result of being victims of bullying. Therefore, the Norwegian government decided to initiate a national campaign against bullying in schools by developing bullying prevention programmes. During the 1980s and early 1990s, research on bullying among school-aged children started to attract broader attention in many countries (Olweus, 2003), extending from Scandinavia to other Western European countries, the United States, Australia and New Zealand. With a somewhat independent research tradition in Japan on *ijime*, the research and preventive actions held as to this problem have now reached a universal dimension (Smith, Madsen, & Moody, 1999).

Despite the extensive research in the area, interestingly to date, no universally agreed upon definition of bullying has been provided. Nonetheless, the extensive knowledge base has produced some consensus of bullying being a specific form of aggression that occurs intentionally and repeatedly and involves an imbalance of power between a perpetrator and the victim (Olweus, 2003). More recently, distinctions have been made between direct bullying, indirect bullying, and cyber-bullying. Direct bullying is argued to involve a relatively open attack on a person – such as hitting, kicking, spitting and taking someone's

belongings, while indirect bullying is argued to include behaviours such as making fun of, spreading rumours about and socially excluding a person (Carbone-Lopez, Esbensen, & Brick, 2010). Cyber-bullying presents slightly differently and is defined as repeated and intentional harm inflicted through electronic means (Patchin & Hinduja, 2006). Cyber-bullying includes behaviours such as sending e-mails and text messages or posting embarrassing pictures through social networks to make victims feel embarrassed or threatened (Patchin & Hinduja, 2006).

Much of the bullying behaviour in children and young people occurs in school environments or is directed towards peers from the school. School bullying is an important social problem, and there are many detrimental consequences that result from bullying victimisation. Those consequences can include higher levels of anxiety (including social anxiety) (Olweus, 1997; Peskin, Tortolero, & Markham 2006; Richard, Schneider, & Mallet, 2012; Moore, Norman, Suetani, et al., 2017), risks of depression (Olweus, 1997; Schoeler, Duncan, Charlotte, et al., 2018), and suicidal ideation (van Geel, Vedder, & Tnilon, 2014) among individuals. Additionally, victims may experience lower self-esteem, poorer emotional and social adjustment, and a higher risk of dropping out of school (Hawker & Baulton, 2000; Olweus, 1997; Vanderbilt & Augustyn, 2010; Turner, Exum, & Holt 2013). The consequences for victims may also be long-lasting, such as in encountering greater health problems, being in abusive relationships during adulthood and poorer self-esteem later in life for those affected by bullying when compared to those who have not been victimised in this way (Vanderbilt & Augustyn, 2010). Victimisation is also associated with weapon-carrying and violent behaviour (Nansel, Overpeck, Haynie, Ruan, & Scheidt, 2003; Tnilon, Vedder, & van Geel, 2014), is a predictor of violence (Ttofi, Farrington, & Lösel, 2012) and a predictor of depression later in life (Ttofi, Farrington, Lösel, & Loeber, 2011; Moore, Norman, Suetani, et al., 2017)

1.2 Statement of the Problem

Bullying is a significant social problem and involves millions of adolescents worldwide (Volk, Craig, Boyce, & King, 2006; Sawyer, Mishna, Pepler, & Wiener, 2011; Moore,

Norman, Suetani, et al., 2017). Although, bullying is also a major problem in Turkish schools as well, there is limited attention paid to bullying in this context. For instance, Craig et al. (2009), in analysing a cross-national profile of bullying and victimisation among adolescents in 40 countries, found that Turkey is among the “top 10” of the 40 countries in terms of the high prevalence of bullying victimisation. Additionally, based on meta-analysis as to bullying and cyber-bullying, Barlett and Coyne (2014) found that in some countries, boys were cyber-bullied more than in other countries – such as in Turkey, Germany, and US. However, in the context of Turkey, school-bullying studies have only started to appear since 2001, this being relatively recent in comparison to the work undertaken in other countries – such as the UK or the USA (Atik, 2011). It is important to recognise that Turkish scholars are therefore starting to pay serious attention to the prevalent bullying problem in this country.

Nevertheless, this is a new and emerging field of research in this context as there is still a considerable gap in the knowledge held as to bullying in Turkey and how lessons can be learned from other countries. It is not fully understood how much of the evidence generated in western contexts is translatable or relevant to the cultural context of Turkey. Although the research evidence that is more specific to Turkey is slowly being developed, studies conducted in Turkey are predominantly quantitative in their design and approach, and while these are useful in providing much needed statistical knowledge, it is not possible to understand the problem in a deeper sense or to have any indication of the experiences and views of parents, teachers or children on this issue from such data. Such perspectives are however important because bullying is a complex phenomenon that involves the interactions of individuals, their families, schools, and wider communities (Mishna, Pepler, & Wiener, 2006). Therefore, the views of parents and teachers in informing practice in schools is essential.

Notably, much of the prior research as to this area has focused on ‘bullies’ or ‘victims’, yet there is little consensus regarding these identities or a qualitative understanding of how children conceptualise their own behaviours. Thus, while teacher and parent perspectives are important in informing an understanding of bullying in Turkey, child viewpoints are

crucial in ensuring a child-centred approach to the issue. Importantly, efforts by researchers and practitioners for developing anti-bullying programmes and policies in schools, as seek to prevent bullying-related behaviour, have been very limited in Turkey and in order to develop these effectively a qualitative understanding of key stakeholder views are essential.

1.3 Purpose of the Study

In its broadest sense, the purpose of this qualitative study is fourfold: First, it aims to examine the similarities and differences that exist between the perceptions of parents, children and teachers towards both peer conflict and bullying in Turkey. This will help to provide an understanding as to the ways in which bullying, and conflict are defined by the three groups of participants and to differentiate what behaviours they believe to constitute bullying and distinguish it from mere conflict between peers. Second, this study aims to examine the differences in understanding and constructs of bullying victimisation among children, parents, and teachers in Turkey. This helps to ascertain the areas of focus in the viewpoints of the three different groups, thereby enabling one to see where and how the problem is conceived. Third, the study aims to examine how those children, parents and teachers perceive different forms of bullying and how they define relational concepts of traditional and cyber-bullying. Fourth, the study aims to explore the ideas of parents, teachers and students as to anti-bullying strategies and mechanisms within the school setting, subsequently using these notions to identify possible strategies through which to decrease the ever-increasing presence of bullying in Turkish schools. These perspectives are complemented by an established understanding of the issues from the wider Western literature and data that collected through YouTube videos which are related to personal experiences and understandings of bullying and anti-bullying campaigns. Findings from this research will be helpful for Turkish schools in their professional development designed to help teachers as well as parents gain efficacy in identifying and intervening in the bullying that may be occurring within the school environment.

Research about bullying has increased over the past decade, whereby focus has been given to identifying the characteristics of those individuals involved in bullying and to understanding why this behaviour occurs within schools. The inclusion of student voices in defining and identifying incidents of bullying has been limited, with a gap arising between what teachers, parents and students identify as bullying (Mishna et al., 2006).

This study addresses this issue by first examining the different perceptions held by parents, teachers, and students towards the concept of ‘bullying’ in Turkey. While much research has been conducted as to bullying in general, in-depth examination of the voices of parents, teachers and students has been more limited in the Western literature, but especially in the Turkish literature. Upon the perceptions of participants being identified and clarified, potential interventions and training for adults and students could be employed to better denote and intervene in situations where students believe bullying may be occurring. Preventative measures could also be proposed and adopted here to decrease in-classroom bullying and to positively affect the school climate as a whole. A comprehensive identification of the problem will help teachers and parents to know when to intervene and when to call a school counsellor or head teacher for help.

1.4 Significance of the Study

Bullying is clearly a significant problem during childhood and is understood to be a global concern. Until Olweus identified bullying as a problem in Norwegian schools in 1970s (Campbell & Morrison, 2007), such behaviour was typically ignored or dealt with internally by school staff (Zins, Elias, & Maher, 2007). Although bullying research initially attracted attention in many western countries, interest in the area did not gather notable attention until the 1990s (Rigby, 2008). This growing interest in the subject of bullying has been complemented by the development of various anti-bullying programmes, prevention programmes that now cover a wide spectrum pertaining to individualised, peer-led and whole-school approaches (Smith, Cousins, & Stewart, 2005).

Although bullying is a significant problem in Turkish schools, as it is in many other countries, limited attention has been paid to bullying and bullying-prevention in this

context. This study has therefore been conducted in relation to Turkey to contribute to the understanding in this country and to provide some ideas and recommendations for anti-bullying programmes in Turkish schools that are informed by western ideas that have been shown to be effective but based on local cultural issues and the perspectives of Turkish stakeholders. Here, it is asserted that to provide a valuable perspective as to a topic for which limited knowledge is held (i.e., bullying), it is essential to first take an exploratory approach. This is because it is arguably inappropriate to take for granted that the evidence bases on bullying gained from countries such as the UK, the US and Canada, is automatically applicable to a population with different cultural ideologies, religious practices and political legislations. Nonetheless, a Western evidence-base is important and provides a knowledge platform for this study. Furthermore, the inclusion of a western understanding of bullying via social media data provides a foundation from which an examination can be launched as to where we can learn lessons that might be adaptable and applicable to Turkish education in ways that complement the voices of participants. The purpose of this approach is to see the differences and/or similarities between what teachers, parents and students perceive as bullying and, in addition, what these three groups think of effective anti-bullying programmes. The voices of these groups can determine a common definition of bullying that is specific to Turkey, allow schools to better support and train teachers in identifying bullying and ensure that appropriate intervention shall be employed when bullying is found. Such a basis of knowledge will help parents and teachers identify bullying behaviour, intervene in such instances, and prevent occurrences of bullying in the future. The voices of students can thus be used as a guide through which to ensure better professional development in this area.

1.5 The sociology of Childhood, Young Participant as Actors and Experts

The Sociology of Childhood has provided a significant contribution in terms of thinking about children, in understanding childhood as a social construction and in acknowledging the diversity of childhood(s). This way of thinking about childhood and children has been important in disrupting the main frameworks of Developmental Psychology and Socialisation, thus shifting the conceptualisation of children as “being” (rather than

“becoming”) and social actors in their own right (Bartholomaeus & Senkevics, 2015). Within the Sociology of Childhood, childhood is seen as a social construction and children are seen as active agents and actors in their own lives – thus being worthy of study (Corsaro, 1985; Thorne, 1993; Prout & James, 1997). Childhood is studied as one unit of sociological analysis which cannot be separated from other variables (such as gender, race and class). The views of children alongside their experiences, relationships and cultures are deserving of analysis in their own right and not in relation to the adults’ actions (Prout & James, 1997). Thus, the Sociology of Childhood is incorporated in this study, whereby children are viewed as active social agents constructing their social worlds and as experts in their own social worlds (Corsaro, 2011; James & Prout, 1997), while also viewing these individuals as being shaped by their environments (Corsaro, 2011; Freeman & Mathison, 2009).

Chapter 2: Literature Review

2.0 Introduction

The knowledge base on bullying has significantly grown since the 1980s as researchers, practitioners and policymakers have become more concerned with the behaviour of children in schools, and later, online. While the knowledge and understanding of bullying in Turkey is more limited, the wider evidence has useful relevance. This chapter begins by explaining bullying as a sociological problem, the socioecological framework of bullying, and detailing literature as to the definition of bullying, bullying and power relations, social inequalities of bullying, types of bullying, roles in bullying and its consequences. To develop a greater understanding of the perceptions of the Turkish stakeholders towards bullying, the prior research undertaken in relation to parents, teachers and children and their experiences and feelings of bullying is reviewed. Furthermore, the global presence of bullying, and the background of bullying in Turkey more specifically, is presented. Finally, the chapter concludes with a review of bullying prevention approaches.

2.1 The Sociological Problem of Bullying

Bullying has been explored mostly from a psychological perspective, wherein explanation has been given to proximal risk factors such as individual behaviours and traits (Hong, Espelage, Hunter, & Allen-Meares, 2018). However, bullying is a complex social phenomenon that is established and perpetuated over time, thus manifesting as a consequence of complex relationships being formed between individuals, their families, peer groups, schools and communities, as well as their culture (Espelage, 2004). Thus, it is important to examine bullying as a sociological problem in order to understand why certain individuals or groups become involved in bullying and how they are affected by the wider social system. In this regard, a social-ecological framework is particularly useful for understanding bullying among school-aged children (Espelage & Swearer, 2004; Espelage & Swearer, 2010), a result of it viewing the behaviour of children as comprising individual

characteristics and formed by a range of contextual systems (such as those pertaining to their schools, surrounding adults, neighbourhoods and society) (Benbenishty & Astor, 2005; Bronfenbrenner, 1979).

2.2 Social- Ecological Framework of Bullying

When utilising a social-ecological framework, bullying is understood as a social phenomenon that is established and perpetuated over time as a result of the complex interplay between individual and contextual factors. Bullying is a complex phenomenon and has multiple and interactive causal factors and multiple outcomes (Thornberg, 2015). The ecological perspective offers a conceptual framework through which to investigate both the impacts of such social contexts and their influences on the behavioural development of individuals. The ecological framework holds that children are affected by those systems relating to their families, schools, peers, parent-child relationship, parent-school relationship, teacher-student relationship, neighbourhoods and cultural expectations of society. Based on this theory, all individuals are part of these interrelated systems, wherein individual are located at the centre and move out from this position by interacting with those systems (Bronfenbrenner, 1979).

The ecological framework provides a useful means for discussing school bullying. This is because it not only considers the social context operated within, but also the institutional and societal contexts in which social interactions arise. Bronfenbrenner (1979) has proposed that the ecological environment can be understood in terms of a nesting doll, with the individual in the centre and being located within concentric structures of microsystems, mesosystems, exosystems and macrosystems. Here, the child is at the centre of this interplay system and is actively involved. The microsystem represents the characteristics of the child – such as their gender, intellectual ability, temperament and other factors which influence how the child will behave (Horne, Orpinas, Newman-Carlson, et al., 2004). The child's relationship with their home, school or playground environment is explained with this system. It represents a child's immediate interactions with others, involves the reactions of others to bullying and the status of the child in a bullying cycle. Thus,

individuals interact with others in their social environment and this interaction either aggravates or alleviates bullying behaviour or victimisation. The mesosystem shows the influence of the family – such as the parenting styles, family structure and size, family support as to schooling, socio-economic status of the parents and parental criminality witnessed (Horne, Orpinas, Newman-Carlson, et al., 2004). The mesosystem represents the congruence between two or more environments in a child's life – such as the congruence between home and school in regard to bullying behaviours. The exosystem includes the influences of other contexts – such as the effect of a school district's anti-bullying policy, the characteristics of the teaching staff and of the students, the supervision of hallway and lunch areas, the size of the classroom and/or the parental involvement in the school system. Finally, the macrosystem involves the influence of cultural mores – such as the societal attitudes held towards bullying behaviours. For example, the macrosystem is associated with social inequalities (such as discrimination and oppression in relation to ethnicity, gender, sexual orientation, socio-economical position, disability, appearance, age and/or religion) (Thornberg, 2015). As can be seen from the brief exploration presented above, the socio-ecological framework offers a highly dynamic approach that allows an understanding of various components of human behaviour to emerge. In this regard, it presents a useful framework for this thesis' attempt at understanding, through a sociological lens, bullying in Turkey and its social and cultural contexts beyond the level of individual, psychological or socio-psychological factors.

2.3 Definition of Bullying

Although, to date, there is no universally accepted definition of bullying, the most common definition of bullying used among researchers has been formulated by Olweus:

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 students and the student who is exposed to negative actions has difficulty defending him- or herself (Olweus, 1993, p. 4).

Olweus further explained that negative actions occur when someone intentionally inflicts discomfort or injury on another. This discomfort or injury can be the result of physical

actions (such as punching, hitting, or kicking) or verbal action (such as taunting, threatening or teasing). Other ways of performing negative actions without using physical contact or words include invoking social exclusion from a group, employing facial expressions or using mean gestures. An important element of Olweus' definition is the concept of bullying representing behaviour repeated over time, with single incidents thus not necessarily being considered as bullying. Olweus also emphasised the concept of imbalanced power, whereby students exposed to negative actions have difficulty in defending themselves. This imbalance of power can be attained thorough physical strength as well as via social or physiological power. Researchers have also explained how this imbalance of power can derive from aspects such as gender, age, sexual orientation, and race (Carrera, DePalma, & Lameiras, 2011).

Many scholars and practitioners agree with Olweus' definition of bullying, particularly recognising the intentional and repeated negative behaviour whereby an imbalance power is witnessed between the victim and perpetrator (Pellegrini & Bartini, 2000; Vanderbilt & Augustyn, 2010; Menesini & Salmivalli, 2017; Volk, Veenstra, & Espelage, 2017). Importantly however, new forms of bullying have emerged, and the term *bullying* continues to evolve and is recognised as sometimes not demonstrating all three factors suggested by Olweus (1993). For example, some children may not necessarily *intend* to harm and may instead bully solely for fun, while the presence of imbalanced power may not always arise as some children bully those with similar physical characteristics to themselves (Scaglione & Scaglione, 2006).

Olweus' definition of bullying nonetheless helps to establish the platform from which new variations on the definition of bullying can emerge. In response, researchers seek to develop more specific definitions to provide stable measurements of bullying. It can be asserted that a universal definition is necessary so that the measures and examination of given elements are consistent across studies (Bauman & Del Rio, 2006). Bauman and Del Rio, for instance, have defined bullying as “[a] subset of more general aggression, distinguished by an intent to harm, the repetitive nature of the acts, and the power imbalance between bully and target” (p. 219). Cheng, Chen, Ho, and Cheng (2011) have

defined bullying as representing “malicious behaviour that causes damage to the body, mind, property, or rights under the circumstance of power imbalance” (p. 237), while Rigby (2002) provides a more general definition of bullying as the “systematic abuse of power”. Espelage, Vaillancourt and Hymel (2010) have noted that a lack of a universal definition causes problems in relation to both interventions and the measuring of bullying within research. Despite the emergence of new contemporary definitions of bullying, and the lack of a universally accepted conceptualisation, Olweus’ (1993) definition of bullying, as is the most cited by researchers, will be used to examine bullying in this study.

2.4 Bullying and Power Relations

The definition of bullying is based on three core elements – repetition, intention to harm and power imbalance (Menesini & Salmivalli, 2017; Volk, Veenstra, & Espelage, 2017). Although some researchers have questioned the repetitive nature of bullying and the aggressive intention behind bullying behaviour (Horton, 2020), most appear to agree that bullying certainly includes a power imbalance of some form (Volk, Dane, & Marini, 2014). According to Olweus (2003, p. 12) bullying involves an ‘asymmetrical power relationship’, wherein those being bullied find it difficult to defend themselves. Rigby et al. (2004) explained bullying as a ‘systematic abuse of power’, and that less powerful individuals being unfairly targeted by more powerful individuals. From these definitions, there is perceived difference in power of the bully and the victim, but it is not clear what this power difference includes (Horton, 2020). Olweus (2003) has suggested that bullying is based on a power imbalance (physical or psychological) and that the term ‘bullying’ does not apply if the interaction happens between students of a similar strength. On the other hand, Rigby (2008) provided a list of ‘power difference’ types found in schools – such as being able to physically hurt others; being more confident and more assertive than others; having superior social or manipulation skills; and having a greater status and related capacity to impose on others. However, these examples of “power difference” are the effects of social relations and do not explain the power relations within which bullying occurs (Horton, 2020). Having greater confidence, assertiveness and social or manipulation skills most likely depends on the position of individuals within the social relations which

they are a part of. Instead of only investigating the effects of such social relations, it is important to explore how these social relations themselves might be the effects of power (Horton, 2020). As Michel Foucault (1998, p.93) has argued, ‘power is not an institution, and not a structure; neither is it a certain strength we are endowed with; it is the name that one attributes to a complex strategical situation in a particular society’. In terms of bullying and power relations, it is a ‘strategical situation’ that needs to be enlightened. An ability to exercise power depends on how individuals are positioned and position themselves in relation to social and moral orders, whether this be in terms of their position within an institution (i.e., as a teacher or a student), their race and ethnicity, class, gender, sexuality and/or other ‘social vectors of inequality’ (Whitehead, 2002, p. 107). Thus, it is important to think about how bullying is associated with social and moral orders within a group, within an institutional setting and within wider society. One way to do this is to consider bullying in relation to the social ecology within which individuals and their interaction are located (Horton, 2020).

2.5 Social Inequalities of Bullying

There is a social inequality that arises in relation to the exposure faced to bullying in many countries (Due, Damsgaard, Rasmussen, & Holstein, 2019). It is evident that the characteristics of individuals – such as their gender, race/ethnicity, immigration status and/or sexual orientation (Peguero, 2012) and socioeconomic position (Due, Merlo, Harel-Fisch, et al., 2009; Campbell, Straatmann, Lai, et al., 2019) – are factors associated with the inequalities linked to bullying. Gender differences in bullying has been a topic of continuing interest among researchers (Smith, López-Castro, Robinson, & Görzig, 2018). For instance, Craig et al. (2009) have explored the prevalence of bullying and victimisation among male and female students in 40 countries, whereupon they found that although exposure to bullying varied across countries, the rates of bullying among males were higher in every country and the rates of bullying victimisation among females were higher in 29 countries. A large body of bullying literature has further found that racial/ethnic minorities are subject to frequent victimisation in schools (Peguero, 2009; Pottie, Dahal, Georgiades, Premji, et al., 2015). According to the World Health Organisation, bullying

victimisation is an important risk as to the security and safety of immigrant students. Bullying has emerged as a particular concern in this regard, with Australia, North America and European countries having demonstrated such risks to immigrant adolescents. Research has also shown that immigrant students are often subjected to discrimination, ridicule and harassment from other students, teachers and school administrators (Olsen 2008; Sua' rez-Orozco, Motti-Stefanidi, & Katsiaficas, 2018; Peguero, 2012). Similarly, LGBTQ (lesbian, gay, bisexual, transgender and queer) youth are subject to frequent bullying victimisation in schools (McGuire, Anderson, Toomey, & Russel, 2010; Berry, 2018). Research has evidenced that LGB students are more likely to report homophobic victimisation, high levels of bullying and various negative outcomes when compared to their peers (Birkett, Espelage, & Koenig, 2009). Finally, research has demonstrated that students with disadvantaged socio-economic circumstances are more likely to experience bullying victimisation than other students (Campbell et al., 2019; Due, Damsgaard, Rasmussen, & Holstein, 2019). Due et al. (2019), in conducting a comparative, cross-sectional and multi-level study spanning 35 countries as to the relationship between socio-economic inequality and exposure to bullying, found social inequality in regard to the exposure of individuals to bullying victimisation and that students of low-affluence families have a higher prevalence of bullying victimisation than other students (Due, Merlo, Harel-Fisch, et al., 2019).

2.4 Types of Bullying Behaviours

Bullying can occur through various means – including physical, verbal, relational or social behaviour (Wang, Lanotti, & Nansel, 2009). Nonetheless, there are two main types of bullying agreed upon in the research; direct and indirect bullying (Lee, 2009; Wang et al., 2009; Carbone-Lopez, Esbensen, & Brick, 2010; Bjärehed, Thornberg, Wänström, & Gini, 2020). These two types are known as traditional bullying. Additionally, a more modern form of bullying, cyber-bullying, has emerged with the expansion of technology and social media in daily life (Bauman, Toomey, & Walker, 2013). All three styles of bullying can cause substantial negative effects on the individuals involved and thus all forms of bullying should be taken seriously (Vanderbilt & Augustyn, 2010).

2.4.1 Direct Bullying

The first style of bullying explored here is referred to as direct bullying, as includes two different means of aggression; physical aggression and verbal aggression (Vanderbilt & Augustyn, 2010; Bjärehed, Thornberg, Wänström, & Gini, 2020). Physical aggression refers to individuals inflicting physical harm upon another individual (Prinstein, Boergers, & Vernberg, 2001). This can include actions such as threatening to harm, stealing, threatening with weapons, kicking, hitting, or pushing (Wang et al., 2009; Vanderbilt & Augustyn, 2010). Verbal aggression, in contrast, sees individuals use words to cause harm upon another individual (Lee, 2009). This can include actions such as name-calling, teasing, taunting, public humiliation, and intimidation (Wang et al., 2009; Vanderbilt & Augustyn, 2010).

2.4.2 Indirect Bullying

The second style of bullying to be explored here, indirect bullying, is not usually as apparent to the outsider as direct bullying. Indirect bullying is also known as relational aggression as bullies use their relationship with another individual as a way of inflicting social harm upon them (Prinstein et al., 2001). Indirect bullying involves actions such as spreading rumours, saying hurtful things, gossiping and ignoring another individual (Wang et al., 2009; Vanderbilt & Augustyn, 2010). It may also include purposefully excluding someone from social activities or peer groups (Prinstein et al., 2001). Indirect bullying may include the bully threatening not to be someone's friend any longer unless the victim agrees to do what the bully wants (Lee, 2009). Therefore, this type of bullying may cause the damaging of relationships – including friendships or romantic relationships (Crick & Grotpeter, 1995). Previous research has shown that boys are more likely to become victims of direct bullying while girls are more likely to become victims of indirect bullying (Carbone-Lopez et al., 2010; Turner et al., 2011).

2.4.3 Cyber-Bullying

Cyber-bullying uses technology (such as e-mail, instant messaging, text messages and chat rooms) to threaten or harm another (Patchin & Hinduja, 2006; Englander, Donnerstein, Kowalski, Lin, & Parti, 2017). When compared to traditional in-person bullying, cyber-bullying is much more likely to be experienced outside of school, yet it is still often undertaken between classmates or schoolmates (Slonje & Smith, 2008). In relation to traditional bullying, researchers mostly emphasise three characteristics of bullying: intention to harm, repeated harm and imbalance power.

However, it remains unclear as to whether these characteristics of traditional bullying are consistently present with cyber-bullying (Law, Shapka, Hymel, Olson, & Waterhouse, 2011). Even if they do exist, they may function in different ways. For instance, physical bullying often involves a power imbalance, whereby larger individuals use their physical power over a weaker or smaller individual (Atlas & Pepler, 1998). On the other hand, in an online environment, physical size is no longer important as even the smallest and least physically powerful individual can engage in cyber-bullying. In considering the power of high social status in traditional bullying, even the most unpopular socially ostracised individual can function as a bully over the Internet (Law et al., 2011). While this power imbalance still exists in the online bullying context, the nature of this power is different. Individuals who are more technologically confident may here hold the power. Repetition is another distinguishing characteristic of traditional bullying. However, in the case of cyber-bullying, a critical single incident can also constitute bullying. Given the archival nature of the Internet, victims (and bullies) can repeatedly re-look at, re-read or re-watch the aggravating incidents and relive the experience (Law et al., 2011). Furthermore, in the case of online bullying, individuals are not restricted by time (Walther, 2007) while traditional bullying occurs in real time. Consequently, electronic aggression can be performed anywhere and at any time.

Most victims of cyber-bullying are also victims of traditional bullying, the latter being a predictor of the former (Bauman et al., 2013), with the natures of the two types of

bullying overlapping here (Gradinger, Strohmeier, & Spiel, 2009). Furthermore, many individuals who have experience of cyber-bullying have multiple roles, whereby adolescent victims of cyber-bullying are bullies as well (Topcu & Erdur-Baker, 2010).

2.5 Roles in Bullying

Researchers have examined the different roles in bullying and the consequences of bullying involvement. Individuals involved in bullying are understood to be able to “move between being a bully, victim, bully-victim (both a bully and a victim), or a bystander” (Vanderbilt & Augustyn, 2010, p. 315), while a bully is an “individual who uses aggression to demonstrate power over another” (Vanderbilt & Augustyn, 2010, p. 315). Victims are individuals who are the target of bullying but who do not bully others while, in contrast, bully-victims are defined as those who are a victim, aggressor and bystander in the bullying cycle (Vanderbilt & Augustyn, 2010).

2.5.1 Bullies

As noted, a bully refers to an individual who undertakes harm against another individual (Vanderbilt & Augustyn, 2010). Bullies are typically assertive, loud, aggressive, hostile and a self-confident member of a school’s popular groups (Beaty & Alexeyev, 2008). A lack of remorse and empathy for victims, slight anxiety and insecurity and aggressive behaviours demonstrated at home could all be determinants of bullying behaviour (Carter, 2011). Research supports the idea that most bullies have never been victims of bullying and cannot or do not empathise with the victim and their feelings (Gagnon, 2012).

Individuals may choose to bully others for a variety of reasons – for instance, to obtain or uphold their social status among their peers (Hanish & Guerra, 2000). Bullies also tend to strongly desire power and control over others (Olweus, 1993). An individual may also bully another as they do not perceive their behaviour to be wrong or harmful, instead believing the victim to deserve the bullying and thus ignoring or failing to recognise the negative effects of their actions (Hanish & Guerra, 2000). Bullies may view bullying as

unproblematic due to their tendency to view violence positively (Olweus, 1993).

Bullies are understood to have poor relationships with authority figures (such as teachers and parents), yet often appear to have many friends and to value such peer interactions (Meland, Rydning, Lobben, et al., 2010). Research also supports the idea that bullies may come from families that promote violence or conflict (Warren, 2011). Olweus (1993) has identified four family factors that may increase the likelihood of an individual being involved in bullying. First, individuals whose parents possess a negative attitude and a lack of warmth may have an increased chance of displaying aggression towards others. Second, when a parent demonstrates a high level of tolerance towards their child's aggressive behaviour, this may cause the child to show increased aggression later in life. Third, if parents use physical punishment when raising their child, this may result in the child using physical aggression towards others. Lastly, the overall temperament of a child can determine their aggression levels.

2.5.2 Consequences of Being a Bully

Children who bully may experience negative mental health effects – such as depression, suicidal ideation, and psychological distress (Bauman et al., 2013; Vanderbilt & Augustyn, 2010). Bullying behaviour has also been linked to weapon-carrying, drug use and delinquency (Ttofi & Farrington, 2008; Bradshaw, Waasdorp, Goldweber, & Johnson, 2013). Reviews and meta-analysis have suggested that in-school bullying involvement increases the likelihood of adverse outcomes 6 to 7 years later, on average (Farrington, Lösel, & Theodorakis, 2016). Being a bully is further linked to an individual's risk of violence, impulsivity, aggressiveness, psychopathy, committing of property and traffic offences (Sourander, Jensen, Ronning, et al., 2007) and police arrests and official convictions (Ttofi, Farrington, Lösel, & Loeber, 2011).

Most children who bully express negative attitudes towards peers, teachers, and their school, with this resulting in an increased risk of dropping out of school (Vanderbilt & Augustyn, 2010). Bullies may also experience social difficulties with their peers. For

instance, Crick and Grotpeter (1995) revealed how children who bully were significantly more disliked and rejected by their peers and that the bullies themselves exhibited diminished peer relationships and social maladjustment. The effects of participating in bullying may also extend into adulthood and may include difficulties in maintaining a career and romantic relationships (Vanderbilt & Augustyn, 2010).

2.5.3 Victims

The second role an individual may have in the context of bullying is the victim, as is the target of the bullies (Vanderbilt & Augustyn, 2010). Victims tend to be more anxious, depressed and insecure than other students, may show lower levels of self-esteem and are generally more quiet, sensitive and cautious than fellow students (Olweus, 1995; Craig & Konarski, 1998; Craig, Pepler, & Atlas, 2000). Victims are generally physically weaker and smaller than the bully, with this allowing the bully to exert dominance over them (Beaty & Alexeyev, 2008). Most victims are unable to stand up for themselves when bullied due to their lack of self-confidence (Warren, 2011). Victimised children also report feeling less happy, experiencing loneliness at school, and having fewer good friends than non-bullied children (Olweus, 1993, Slee, 1995). This negatively impacts upon the figures available to defend them whereupon they are bullied (Hanish & Guerra, 2000).

Evidence indicates that victims tend to display many internalising symptoms (Cook et al., 2010), thus being more likely to become shy, withdrawn and hesitant to talk to others (Boulton & Smith, 1994; Cook, Williams, Guerra, et al., 2010). Victims are further often referred to as submissive/passive victims (Olweus, 1993), this being the type of victim described thus far in this study. Another type of victim, as demonstrates both anxious and aggressive traits, is a provocative victim – yet these individuals are less commonly identified (Carrera, DePalma, & Lameiras, 2011). Provocative victims tend to be hyperactive, with these causing peers to become irritated and to victimise them (Olweus, 1993; Beaty & Alexeyev, 2008).

Many studies support the description of victims as being less popular and less accepted by their peers (Hanish & Guerra, 2000; de Bruyn, Cillessen, & Wissink, 2010). Additionally, students from single-parent households or with a lower socio-economic status are more likely to be victimised than other students (Jankauskiene, Kardelis, Sukys, & Kardeliene, 2008). Obese students have more risk of being bullied than those students of a lower weight (Jankauskiene et al., 2008), this also being true for disabled students (Cho, Hendrickson, & Mock, 2009).

2.5.4 Consequences of Being a Victim

Numerous studies have shown that peer victimisation is associated with a range of adjustment difficulties – as include loneliness (Boivin & Hymel, 1997), depression (Turner, Exum, Brame, & Holt, 2013), low self-esteem (Juvonen, Nishina & Graham, 2000) and poor social and psychological adjustment (Nansel, Overpeck, Pilla, et al., 2001). Victimised children and adolescents have also been found to be at increased risk of self-harming and/or suicidal ideation (Barker, Arsenault, Brendgen, Fotaïne, & Maughan, 2008; Leyara, Winsper, Heron, et al., 2013). Bullied children may experience inattention and a lack of classroom concentration (Williford, Boulton, Noland, et al., 2012). Research as to the impacts of bullying victimisation has revealed that the school performance of bullied children might be affected in several ways – such as in the decline of their academic work, withdrawal from social events and/or high rates of absenteeism (Carrera et al., 2011; Warren, 2011).

Increasing incidents of school shootings during the 1990s brought growing attention to bullying research in the United States, a result of most of these offenders having reportedly been frequent targets of bullying (Leary, Kowalski, Smith, & Phillips, 2003; Kimmel, & Mahler, 2003). Anderson et al. (2001), in analysing approximately 220 US school shooting incidents between 1994-1999 (as resulted in 253 deaths), found that the homicide perpetrators were more than twice as likely to have been bullied compared to the homicide victims (Anderson, Kaufman, Simon, et al., 2001). Wallace et al. (2005) in exploring the relationship between peer victimisation and school delinquency, considered bullying to be

a source of strain and found that youths victimised by their peers have a higher risk of experiencing anger and frustration, as is related to their involvement in school delinquency (Wallace, Patchin, & May, 2005).

Previous research has shown that victims of bullying experience an increased risk of depression and suicidal ideation (Turner et al., 2013; Barzilay, Klomek, Apter, et al., 2017). In the case of cyber-bullying victims, the effects are closely related. Bauman et al. (2013) found that cyber-bullying victims demonstrate significantly more signs of depression than those not cyber-bullied. Similarly, being a victim of cyber-bullying was found to be strongly related to both depression (Ding, Li, Li, Xiao, et al., 2020) and suicide ideation (Iranzo, Buelga, Cava, & Ortega-Barón, 2019).

2.5.5 Bully-Victim

Bully-victims are defined as individuals involved as both aggressor and target in a bullying cycle (Vanderbilt & Augustyn, 2010). Bully-victims seek justice or retaliation for their victimisation by taking on the role of bully to victimise others. There are two types of victim described in the bully and victim dynamic (McManis, 2012). The first type here is a passive victim, as does not fight back and receives the abuse dealt out by the bully. The second type of victim is a proactive victim, as provokes the bully and tries to fight back, either physically or verbally, when attacked by the bully. This behaviour has also been identified as reactive bullying, as arises when victims become bullies themselves (McManis, 2012). These types of victims, bully-victims, are also labelled as highly hyperactive and inattentive (Cho et al., 2009). Such students are typically lonely and disliked by their peers and therefore do not have the support that true victims receive due to their ability to fight back. Grading et al. (2009) have asserted that bully-victims, in their use of either traditional bullying and/or cyber bullying methods, exhibit elevated risks in both externalising and internalising adjustment problems. This finding supports the idea that individuals who are involved in more than one type of bullying and victimisation have the most problems (Grading et al., 2009).

2.5.6 Consequences of Being a Bully-Victim

In acting as both bully and/or victim, bully-victims may experience a combination of the consequences of being a bully and a victim. Adolescent bully-victims have an increased risk of self-harming and/or suicidal ideation behaviour (Barker, Louise, Brendgen, Fontaine, & Maughan, 2008; Leyara et al., 2013). These individuals, for instance, have an elevated risk of alcohol use and encountering of poor peer relationships as with typical bullies (Vanderbilt & Augustyn, 2010), have a high rate of depression, are more likely to carry a weapon and face a higher rate of antisocial personality disorders and anxiety (McCallion & Feder, 2013). These findings are consistent with the notion that being a bully-victim cause psychological difficulties and social relationship problems (Vanderbilt & Augustyn, 2010; McCallion & Feder, 2013).

Here, such individuals learn maladaptive behaviours when coping with their victim status by becoming a bully themselves (Craig et al., 2000; Vanderbilt & Augustyn, 2010). For instance, Nansel et al. (2003) found that involvement in bullying was associated with weapon-carrying and violent behaviour, reporting that in their study 36 percent of males and 15 percent of females who had been bullied reported carrying weapons in school while 50 percent of males and 30 percent of females who had bullied others reported carrying weapons in school. It seems that individuals who are involved in bullying often choose to carry weapons to minimise their fear or stress, as may cause later delinquency.

2.5.7 Bystanders

The last role that individuals may play in the bullying cycle is that of being a bystander. Although such individuals are not directly involved in the given bullying, they can still have a direct affect upon the outcomes of this behaviour. Without the presence of bystanders, bullying may no longer exist (Vanderbilt & Augustyn, 2010) as they help to reinforce the bully's behaviour by standing by and providing an audience for the bullying action (Craig et al., 2000). This is because some individuals desire to bully for peer acceptance, with the presence of a bystander who observes the victimisation potentially

being seen as encouragement for bullies (Hanish & Guerra, 2000). However, some bystanders may choose to take a different role and attempt to support the victim (Salmivalli, 2014). Research demonstrates that when victims are supported or defended by bystanders against the bully, this makes a major positive difference for the victim (Salmivalli, 2014).

2.6 Perceptions of Bullying

It is evident that there has been a great deal of attention paid to the subject of bullying, and notably, a considerable volume of quantitative research on bullying exists. This has primarily focused on causal factors, such as personality characteristics and profile of children who bully and the consequences of bullying for victims. Bullying is a significant problem in many schools and accurate perceptions of bullying and bullying victimisation are essential if effective bullying prevention/intervention is to be implemented. Here, qualitative methodologies can provide additional insight into the disparate types of bullying and the dynamics of bullying behaviour (Smith & Brain, 2000; Mishna, Pepler, & Wiener, 2006) and, furthermore, can allow an exploration of those factors that influence how adults and children understand and respond to bullying incidents. The involvement of parents is highly correlated with programme success in this regard (Eslea & Smith, 2000), with teachers also being crucial in the implementation of such programmes (Craig et al., 2000).

2.6.1 Perceptions of Parents Towards Bullying

Although there is a considerable body of research on bullying, very little has been undertaken as to the perspectives of the parents of children involved. Research that has included parents has mostly focused on family characteristics (such as parenting style or attachment) and how these contribute to this victimisation (Baldry & Farrington, 2000). For instance, low family cohesion, low parental warmth, low involvement with parents and single parent family structures are found to increase the risk of bullying involvement (Bowes, Arseneault, Maughan, et al., 2009; Flouri & Buchanan, 2003; Olweus, 1993), while

parental social support has been found to be a protective factor in relation to bullying involvement (Cassidy, 2009; Connors-Burrow, Johnson, Whiteside-Mansell, et al., 2009). Overall, however, there is a considerable gap in bullying research in terms of understanding the perspectives of parents as to bullying. Notably, the way that parents understand, define, and conceptualise bullying can affect whether and how they intervene or respond to such behaviour. Therefore, a qualitative design is necessary to create an opportunity for the voices of parents to be heard (Gilgun & Abrams, 2002).

Many children choose not to share their experience of bullying with adults (Atlas & Pepler, 1998) as they may feel too ashamed to speak about their experiences and they may lack confidence in the adult's ability to help them (Mishna & Alaggia, 2005). The definition or understanding of bullying held by parents is one factor that can affect whether children feel comfortable in disclosing their victimisation, a result of a child's expectations of adult intervention being influential in such disclosure (Owens, Shute & Slee, 2000; Mishna & Alaggia, 2005). Additionally, Mishna (2006) has found that parents and teachers face several challenges when responding to bullying – namely in identifying and responding to bullying, especially if they did not witness the incident in question, with most adults also noting they do not know how to intervene.

The understanding of parents as to bullying is significant, primarily as it may influence whether they respond appropriately to their children when their experiences of bullying are disclosed and whether they understand the signs that indicate that their children might be experiencing bullying (even without the disclosure of the child). To understand the factors that influence how parents understand, recognise, and respond to bullying, it is essential to conduct research as to the perceptions of parents towards bullying. This may increase the effectiveness of education and intervention in this area, achieved through increasing the knowledge and ability of parents to respond effectively. This contributes to the research field of bullying by focusing on how parents perceive and understand bullying and, furthermore, the strategies such parents suggest in responding to bullying. Indeed, the inability of victims to defend themselves during bullying interactions is integral to the bullying dynamic and thus requires adult intervention (Atlas & Pepler, 1998; Olweus,

1991).

2.6.2 Perceptions of Teachers Towards Bullying

Research examining the teacher reports made as to bullying has generally demonstrated that teachers underestimate the extent of bullying behaviour (Bradshaw, Sawyer &, O'Brennan, 2007), and that they are unsure of how to respond when bullying occurs (Mishna et al., 2006). Notably, Bradshaw et al. (2007) explored the discrepancy between the perceptions of 15,000 elementary, middle and high school students and over 1500 school staff towards bullying. Here, it was found that most of the staff reported bullying rates at less than 10 percent while the students reported the bullying rate as between 20 and 30 percent (Bradshaw, Sawyer, & O'Brennan, 2007).

Research suggests that students do not perceive teachers as intervening consistently or frequently in relation to stopping bullying (Craig et al., 2000). Bradshaw et al. (2007) found that 61.5 percent of the middle school students and 57 percent of the high school students believed that teachers made bullying situations worse upon their intervention, while 51.7 percent of students at both levels reported that they had observed adults at school ignoring a bullying incident. Rigby and Bagshaw (2003) found that, in their research sample, just under 50 percent of children reported that teachers were unhelpful in resolving bullying, 20 percent reported that teachers did not treat students with respect or listen to them and 20 percent felt that teachers aggravated bullying situations. Conversely, some research indicates that children find interventions by parents, teachers and peers helpful (Bentley & Li, 1995; Smith & Shu, 2000).

Researchers have further observed that teachers are “key agents of change” (Kallestad & Olweus, 2003, p. 19) and should be considered targets of bullying intervention (Hektner & Swenson, 2012). Therefore, an understanding of bullying being held by teachers is crucial as this may affect whether they respond effectively and appropriately to the bullying experiences of students. It is also imperative to conduct research as to the perceptions of teachers towards bullying if we are to better understand the factors that affect how teachers

understand, recognise and respond to bullying incidents and to develop the education and intervention of this area. This study adds to the field of bullying research by focusing on how teachers perceive and understand bullying and by exploring what factors may influence how they respond to bullying incidents. Through in-depth interviews, the perspectives of teachers as to how bullying is defined, the bullying involvement of students, the appropriate reactions to bullying incidents and the strategies that should be used when responding to bullying are identified.

2.6.3 Perceptions of Students Towards Bullying

The inclusion of the voices of children in regard to defining and identifying bullying incidents in the classroom has been limited in the prior literature as to this area (Black, Weinles & Washington, 2010; Patton, Hong, Patel, Kral, & 2015). Existing literature suggests that students report more bullying at school than teachers and parents do (Demaray, Malecki, Secord & Lyell, 2013). This difference in reporting frequency may be explained by the notion that the perceptions of students towards bullying differs from those held by parents and teachers. Such differences have only been measured in a limited number of studies (Mishna et al., 2006; Bradshaw, Sawyer, & O'Brennan, 2007; Waasdorp, Pas, O'Brennan, & Bradshaw, 2011).

Mishna (2006) provided one of the first assessments of bullying as based on the perceptions of victimised children, their parents, teachers, and school administrators. Here, the researchers interviewed children in Grade 4 and 5, individuals who self-identified as victims of bullying. Alongside this, both the parents and educators of the child respondents were also interviewed. The results of the study revealed a pattern of difference in the way the participants described bullying, whereby their characterisations seemed to relate to how they perceived a bullying event and determined whether a given incident constitutes bullying. Subsequently, this perception influences each party's response. Additionally, most adults saw direct bullying as being more serious than indirect bullying, despite some of the children considering indirect bullying to be more serious than direct bullying. In this regard, one boy claimed that "the pain from words stays with you and makes you feel bad.

Kicking and punching hurts for a while and though it may give you a bruise, it doesn't hurt as long as words" (p.262). Research examining reports of bullying has generally found that parents underestimate the extent of bullying behaviour, however to a lesser extent than teachers when compared to students (Demaray, Malecki, Secord, & Lyell, 2013).

The gap between what adults identify as bullying and what students identify as bullying is clearly evident. With research as to student perspective and its impact upon bullying being limited, study as to the perceptions of students towards what bullying consists of, and how parents, teachers and schools can work with students to decrease bullying incidents in the classroom, is clearly needed. While the voices of students have been increasingly included in research undertaken by education reformers (Fullan, 2007; Kozol, 2007), this topic has limited research with respect to bullying in educational settings. Therefore, the sociology of childhood is incorporated in this study, where children are considered as active social agents constructing their social worlds and as experts in their social worlds (Corsaro, 2011; James & Prout, 1997). This is because, using the voices students in determining a common definition of bullying is crucial if schools are to better develop teachers and parents to be more responsive in effectively identifying bullying and in intervening in this behaviour.

2.7 Global Presence of Bullying

As aforementioned, the first bullying studies emerged in Scandinavia in the 1970s (Olweus, 1994). It is important to mention that attention was paid to bullying when news emerged of the suicides by three adolescent boys who were victimised by their peers. This incident triggered the development and implementation of the Olweus Bullying Prevention Program, as was supported by Norwegian Ministry of Education, and as later became an example followed all over the world (Olweus & Limber, 2009). Similarly, in Japan, a series of suicides occurred because of bullying (Morita, Soeda, Soeda, & Taki, 1999). In the US, in contrast, a significant and growing number of school shootings during the 1990s brought growing attention to bullying research as most of the offenders were reported to have been frequent targets of bullying (Anderson et al., 2001; Kimmel & Mahler, 2003). From these fatal events, scientists and society in general become aware of the importance

of the consequences of bullying. Although bullying is now studied all over the world, not all regions are equally represented. Most research here is conducted in developed countries such as the, United Kingdom, Australia, the US and Scandinavian countries, and Canada, despite the prevalence of bullying in poor countries (such as Nicaragua) being high (Del Rey & Ortega, 2008).

2.8 Background of Bullying in Turkey

Despite the decades of research in other countries, school-bullying studies pertinent to the Turkish context have only begun to appear since 2001 (Atik, 2011). In recent years, scholars have provided information as to the prevalence of bullying in Turkey. For instance, Piskin (2010), in analysing data from a sample of 1154 students belonging to Grade Four through to Grade Eight (10-14 years), found that 35.1% of the students identified as victims of bullying while 30.2% were identified as a bully; 6.2% of the students here were identified as both bully and victim. Atik and Guneri (2013), with a sample of 742 middle school students in Turkey, reported that 32.4 % of the students were involved in bullying, with 21.3% being a victim, 4.6% being a bully and 6.5% being a bully and victim. This results clearly shows that prevalence of bullying among Turkish students is substantial, and given the serious consequences of bullying problem, further attention is needed.

Turkish researchers have here explored different topics in relation to bullying – for example, the family characteristics of bullies, victims, and positively behaving adolescents in Turkey. A study conducted with Sixth, Seventh and Eighth Graders (12-14 years) demonstrated that bullies and victims perceived their family more negatively than other students in terms of communication, effective involvement, problem solving, behaviour control and general functioning (Cenkseven Onder & Yurtal, 2008). This result is consistent with the literature as to this area, as holds that ineffective parenting practices affect children negatively (Boulter, 2004). Additionally, Atik and Guneri (2013) investigated several individual factors (such as age, gender, locus of control, self-esteem, loneliness, parenting style and academic achievement) in relation to students involved in

bullying (either as bullies, victims or bully-victims). As is consistent with the general literature of bullying, the results show that individuals, parents and academic factors (e.g., academic achievement) are significant predictors of bullying involvement – for example, in relation to parenting style, lower involvement, authoritarian parenting and low supervision. Children involved in bullying, whether as victims or bully-victims, were found to perceive their parents to be less involved, loving, and responsible. With regards to parenting styles, a higher degree of supervision being enacted decreased the likelihood of bullying involvement. This study further supports the notion that loneliness (Hawker & Boulton, 2000) and low academic achievement increases the likelihood of bullying involvement (Beran & Lupart, 2009; Ozer, Totan, & Atik, 2011).

In analysis as to the different types of bullying encountered among Fifth and Sixth Graders (10–12 years), girls were found to report more relational and verbal (teasing) victimisation (indirect), while boys experienced more direct and physical forms of victimisation (Pekel-Uludaglı & Uçanok, 2005). The psychological consequences of cyber-bullying has also been explored – namely in relation to the higher level of depressive symptoms witnessed here (Baker & Tanrikulu, 2010), the relationship between the school climate and traditional and cyber-bullying (Bayar & Ucanok, 2012), the awareness of teachers as to cyber-bullying (Yenilmez & Seferoglu, 2013; Sezer, Yilmaz, & Yilmaz, 2015), the perceptions of teachers towards cyber bullying (Ayas & Horzum, 2011), the attitudes of teachers towards different types of bullying (Duy, 2013) and the perceptions of teachers and students towards bullying (Kartal & Bilgin, 2009) were also explored by Turkish scholars.

From both national (Piskin, 2010; Atik & Guneri, 2013) and international (Craig et al., 2009; Barlet & Coyne, 2014) research, it is evident that bullying is a significant problem in Turkish schools. However, problematically, the efforts undertaken by researchers and practitioners in developing anti-bullying programmes and policies to prevent bullying-related behaviours in schools have been very limited in Turkey. The Office of Special Education, Guidance and Counselling Services of the Turkish Ministry of National Education has provided a strategic plan through which to prevent and reduce violent behaviour in Turkish schools, however this plan does not mention bullying prevention

specifically (Duy, 2013). To date, there has been no report released as to the results of this strategic plan in terms of preventing or reducing violence in Turkish schools. Importantly, despite this nationwide plan, almost all public schools in Turkey fail to provide any individual plan or policy designed to prevent bullying (Duy, 2013) and there is a lack of public awareness or concern as to bullying in the country. Therefore, this study has been conducted in relation to Turkey to contribute to the understanding of bullying education system in that country to be able to provide some ideas as to how bullying prevention can be implemented in a way that is informed by key stakeholders and the wider evidence base generated in other countries.

2.9 Bullying-Prevention Approaches

Considering the serious short-term and long-term consequences of bullying and bullying victimisation on the physical and mental health of individuals (Ttofi & Farrington 2008), it is understandable why school bullying has become a topic of public concern as well as a target of research efforts. Several anti-bullying programmes have been planned and implemented in order to reduce bullying within schools (Ttofi & Farrington, 2008). The first nationwide bullying intervention took place in Norway in 1983. This intervention scheme, as was supported by the Norwegian Government, included surveys for students, videos and materials for teachers, guidance for parents and mass publicity. This project, as evaluated in Bergen (Olweus, 1991), was argued to be very successful (Salmivalli & Isaacs, 2005). 14 interventions were ran in 16 comparison schools with a total of 3,200 students over 6-7 months, with the findings demonstrating that bullying frequency (both being bullied and bullying others) reduced by 25 to 30 percent at the intervention schools (Smith, Ananiadou, & Cowie, 2003). After the success of the bullying prevention programme in Norway, many more intervention programmes with similar purposes have been developed and implemented in countries such as the UK, the USA, Canada, Germany, and Belgium. Some of these developed anti-bullying programmes are more or less replications of the original Bergen project (Smith, Ananiadou, & Cowie, 2003). There are several different forms of anti-bullying interventions, as can include individualised, peer-led and whole-school approaches, with these being detailed below (Smith, Cousins, &

Stewart, 2005). The main goal of such programmes is to change the social environment that allows bullying to occur.

2.9.1 Individualised Approaches

Individualised approaches are developed for individuals who are directly involved in bullying, either as perpetrator or victim (Smith et al., 2003). The main aim here is to internalise the problems for victims by incorporating values within the self as guiding principles through learning and to externalise the problems for bullies by attributing causes outside of the self through the use of intervention tactics such as anger management, conflict mediation, assertiveness and social skills training (McManis, 2012). Internalising such problems can help victims to strengthen their attitudes, beliefs and values when encountering certain types of behaviour. It also enables victims to make use of what has been learned from their bullying experience. Through externalising dialogues with the bullies, the circumstances and situations that promoted the bullying behaviour are removed and thus the problem is manifested as standing alone (McManis, 2012).

2.9.2 Peer-Led Approaches

Several researchers have focused on the critical role played by peers in bully-victim interactions. Such studies support the idea that bullying prevention programmes should not only be targeted towards perpetrators and their victims, but also towards peer groups as a whole (Pepler, Craig, Ziegler, & Charach, 1994; Salmivalli, 1999). Peer-led approaches thus incorporate activities designed to help students involved in bullying. The main purpose here is to affect the behaviour of bystanders who witness bullying incidents but who do nothing to stop this behaviour. Peer-led approaches thereby pertain to training children and adolescents to offer emotional and social support to their peers when distressed (Cowie, 2012). Such interventions (like conflict resolution or befriending) include teaching peer helpers' basic skills (such as listening, problem solving, empathy and supportiveness) that they can employ when helping individuals involved in bullying situations. This approach may be particularly advantageous for individuals who tend to be

less accepting of adult authority and direction than younger children (Salmivalli, 2001).

These kinds of intervention can be helpful in reducing bullying incidents as they include the active participation of students, encourage communication rather than blaming and create structures and roles that urge students to act in empathic and responsible ways (Cowie & Olafsson, 2000; Smith, Schneider, & Smith, 2004). One important key feature of the peer-lead approach is the inducement of empathy, with many anti-bullying programmes having begun to focus on more empathy-based training (Newman, Home, & Bartolomucci, 2000; Espelage & Swearer 2004). This is because building empathy helps students to understand how their peers might be feeling and therefore may make them want to bully less or be more supportive.

2.9.3 Whole-School Approaches

Whole-school approaches are currently the most commonly used approaches in bullying prevention and intervention (Smith, Schneider, & Smith, 2004). The Olweus Bullying Prevention Program (Olweus, 1993) was the first comprehensive whole-school intervention implemented on a large scale and systematically evaluated. Therefore, most of these designed whole-school approaches share the characteristics of the Olweus prevention programme. The aim of such programmes is to decrease bullying behaviours and to prevent future bullying behaviours from occurring (Olweus, 1993). Olweus' prevention programme mainly focused on the school setting and involved the training of teachers and other school staff, students and parents, thereby directly involving all pertinent parties within the scheme. There are four key principles of this prevention programme, as aim to create a positive school climate; 1) adult involvement, interest and warmth, 2) the setting and consistent enforcement of clear behavioural rules, 3) non-punitive non-physical consequences contingent upon rule infractions and 4) adults who act as authority and positive role models (Olweus, 1993). These principles can and should be applied at the school, classroom, and individual levels (Olweus, 1993; Rigby, Smith, & Pepler, 2004).

Based on the whole-school approach, bullying is a systemic problem and intervention must

be directed at the entire school rather than just the individual bully or victim. This approach is advantageous because it avoids the stigmatisation of bullies and victims and involves the educating of everyone who meets the students. Generally, the whole-school approach pertains to different forms of intervention, including individual and peer-led (McManis, 2012). The important characteristics of this approach include the employment of activities designed for the entire school through which empathy can be created for the victims of bullying, increased adult supervision that will be apparent during free time, the undertaking of peer interventions by trained students, the implementing of environmental improvements, the incorporating of curriculum exercises within the school's teaching, the instigation of individual work with bullies (usually in the form of punishment) and the establishment of an anti-bullying committee (Eslea & Smith, 1998; Pikas, 2002; Smith, Schneider, & Smith, 2004). When all elements have been implemented, a school can begin to employ interventions for those individuals involved in bullying.

A consensus is held that interventions in this area must cover all levels – including the school, classroom and peers, parents and the children involved in the bullying, and must also be supported by broader structural strategies (Pepler, Craig, Ziegler, & Charach, 1993; Hanish & Guerra, 2000). The whole-school approach is consistently enforced and is implemented all-year long. This programme has clear disciplinary methods and ensures enough supervision is present during free times (Farrington & Ttofi, 2009). Class time is also offered for students to openly talk about bullying and the individual interventions with bullies and victims. Furthermore, the emotional-social skills of all students will be developed through the curriculum (Smith, Schneider, & Smith, 2004; Farrington & Ttofi, 2009). The education of students as well as adults as to the dynamics of bullying is a main element in the whole-school approach and thus the benefits of whole-school based anti-bullying programmes are notable. Research has reported how successful prevention programmes are effective in reducing drug abuse, delinquency, and property crime. Substantial improvements as to school attendance and academic achievement have also been reported as an outcome of such programmes (Hahn, Fuqua-Whitley, Wethington, et. al, 2007).

2.10 Summary

In-school bullying is a globally prevalent problem and thus is a research topic of international interest. Prominent researchers in the field have defined bullying based on three core elements – namely it (1) constituting an intention to harm, (2) being repetitive in nature and (3) manifesting a power imbalance between the perpetrator and the victim. Different roles arise in bullying occurrences – as span bullies, victims, bully-victims, and bystanders. Bullying involvement has been linked to several negative consequences, including in relation to poor health and well-being, high levels of depression and anxiety, suicidality, psychosomatic symptoms, and low academic achievement when compared with non-involved students. Given its serious consequences, it is evident that bullying occurrences strongly require effective intervention and prevention. Research shows that, in various countries, several bullying intervention forms and prevention programmes have been enacted – such as through individualised, peer-led, and whole-school forms.

Bullying is a significant problem in Turkish schools, as with many other countries around the world, however Turkish researchers have only addressed this area since 2001. Here, several quantitative studies have been produced – for instance, regarding the family characteristics of bullies and victims, the consequences of bullying involvement, the different forms of bullying witnessed and the prevalence of bullying. Notably, limited qualitative research is available as to the perspectives of Turkish people on this subject. While national and international research evidence demonstrates bullying to be a serious problem in Turkish schools, the effort given by researchers and practitioners towards developing anti-bullying and bullying-prevention programmes in the school context have been very limited. This is exemplified by a strategic plan provided by the Office of Special Education, Guidance and Counselling Services of the Turkish Ministry of National Education seeking only to prevent violent behaviour in Turkish schools. Additionally, there is lack of public concern or awareness of bullying. This qualitative study has thus been conducted to contribute to the understanding of bullying held in the country and to provide ideas as to how bullying prevention can be implemented in response to the participants' perspectives and in correspondence with the prior literature as to this area.

Chapter 3: Methodology and Research Design

3.0 Introduction

To address the gap in knowledge highlighted through the literature review and begin to manage the research problem specified in the introduction, it is necessary to utilise an appropriate methodological and analytic framework. The focus of this chapter is to detail the underpinning research questions, aims and objectives that drive the project as related to the knowledge requirement provided and stated. To do so this chapter presents the research questions, aims and objectives of this study in context to illustrate the founding principles of the study and introduce the necessary methodological framework adopted for the PhD. Congruent with this focus then, description is given to the methodology used to identify and illuminate the perceptions of young people, teachers, and parents towards bullying and bullying prevention through a qualitative thematic design.

Qualitative approaches are concerned with the foundational theoretical principles and epistemology of the researcher, and in line with the quality requirements of the approach, the theoretical framework is presented in Section 3.3 and 3.4. To fully explicate the methodological and methods decision-making processes that informed this study, the chapter provides a range of necessary detail, including: Contextual information and the justifications held for the sampling decisions are presented in Section 3.5. and 3.6. The data collection methods and how these were shaped following preliminary consultations are discussed in Section 3.7 and an account of the analysis procedures employed is presented in Section 3.8. The ethical considerations of the research are discussed in Section 3.9. Finally, the study's quality markers are critically discussed in the final section of this chapter.

3.1 Research Questions

The overarching research question that guided this study was:

How do young people, parents and teachers conceptualize and understand bullying in Turkey?

This research question was sub-divided into the following questions:

1. How do participants define relational concepts of traditional and cyberbullying?
2. How do participants understand and construct bullying victimisation and perpetration?
3. What strategies and practical interventions could be implemented to prevent and manage bullying in schools and what operational principles might be adopted from Western practice or theory?

3.2 Research Aims and Objectives

The current study adopts a qualitative approach and focuses on the perspectives held by parents, teachers, and young people towards bullying in Turkey. Importantly, this study aims to provide an understanding of bullying from multiple perspectives and to illustrate what young people, parents and teachers perceive bullying to be, in its various forms, and how the concept of bullying may be differentiated from peer conflict or mere ‘falling out’. This study has a key objective of conveying the ideas of parents, teachers, and students as to anti-bullying strategies and mechanisms within the school setting to decrease bullying incidents in Turkish schools. To support the discussion as to tackling bullying and cyberbullying and to fulfil the requirement of the researcher’s sponsor to produce a cross-cultural comparison of bullying, a small data set pertaining to the context of bullying prevention in Western localities has been considered to be useful. Thus, as a second, smaller sub-study, social media data related to the perspectives of individuals towards bullying intervention and prevention have been included so to address the third sub-research question more directly. This comprises a comparison between Western ideas and the perspectives of the Turkish participants in the context of addressing solutions to the problem, as the inclusion of the smaller second study allows an identification of specific cultural aspects to emerge and the suggestion of universal features found in bullying prevention and intervention. Overall, this can help to shape anti-bullying ideas and to support the Turkish data in relation to the produced discussions as to bullying and the

tackling of bullying.

3.3 Qualitative Research Design

The decision to use specific methods of inquiry is determined by the nature of the held research problem (Straus & Corbin, 1998), the subject under investigation and the type of evidence that is required in addressing the subject (Silverman, 2005). Since this study aims to investigate the perspectives of parents, teachers and young people in relation to bullying because of the limited evidence base in Turkey to inform our understanding of this issue, a qualitative approach was considered to be most appropriate as such tools are ideal when studying the perceptions and interpretations of individuals (Blaikie, 2000; Harding & Gantley, 1998).

Qualitative research methods incorporate a number of empirical materials – including, but not limited to, personal experiences, case studies, life stories, interviews, cultural texts and productions, observations and historical, interactional and visual texts that describe problematic and routine moments and meanings in the lives of individuals (Denzin & Lincoln, 2000). One of the most important tenets of qualitative research is that it focusses on the way in which the people being studied understand and interpret their respective social reality (Bryman, Bresnen, Beardsworth, & Keil, 1988). Although definitions vary, the main purpose of qualitative research generally pertains to providing an in-depth and interpreted understanding of the social world, achieved by learning about people's experiences as well as their social and material circumstances, perspectives and histories (Ritchie & Lewis, 2003).

An important feature of a qualitative design is the approach's ability to allow flexible research strategies to be employed by researchers while simultaneously providing rich and detailed information on the subject being studied. The set research questions are studied through flexible methods, whereby the people involved in the field can be contacted and questioned as to what needs to be known about the topic under consideration. Qualitative methods generally produce rich and descriptive data that needs to be interpreted through

the identification and coding of the arisen themes and categories, with this then resulting in findings that can contribute to the held theoretical knowledge within this field as well as findings that can produce practical guidance in regard to the subject (Boeije, 2010).

Qualitative methods differ from deductive quantitative research methods, with the former being generally inductive and being better equipped at allowing the discovery of knowledge, an understanding of meaning and the development of theory to emerge (Kral, 2014). In this sense, qualitative methods highlight the value-laden nature of the inquiry, local points of view, the social construction of experience and the rich descriptions that can be gained of the social world (Denzin & Lincoln, 2000).

Qualitative approaches are often used to provide in-depth understandings as to the research issues stated, the perspectives of the given study population and the context of their daily lives. As such, qualitative methods are utilised when seeking to understand complex issues, when explaining people's beliefs and behaviours and when identifying the social and cultural norms of a given group/demographic. Qualitative methods are also highly appropriate when examining sensitive topics, primarily as the rapport-building process can produce comfortable atmospheres that can encourage participant disclosure (Hennik, Hutter, & Bailey, 2011). This is therefore especially effective in research that aims to obtain the perspectives of groups who are often given less space to voice opinions, such as children and young people, with this being particularly true whereupon the issue(s) at hand necessitate deeper probing and/or more in-depth interpretation. All these issues are relevant to this study due to the sensitive nature of the subject area (bullying), the young age of the children and the potential of obtaining emotive information from the research participants (Eiser & Twamley, 1999).

In this study, specifically, the utilisation of a qualitative approach provided important insights into the social processes of bullying (Mishna, Saini, & Solomon, 2009) due to it being able to capture the unique perspectives and experiences of individuals (Sawyer, Mishna, Pepler, & Wiener, 2011). Additionally, this may be able to capture the experiences of individuals who have been involved in bullying at some point, either in terms of carrying out behaviours that are perceived by some to have been bullying in nature or in

terms of them being an individual who has been subjected to negative behaviours perceived to be bullying in nature. It is expected that this research would provide rich data via the collection of the unique perspectives and experiences of its participants. Ultimately, this information can be subsequently employed to develop strategies designed to assist those who are victims of bullying behaviour, whether it be direct, indirect, or cyber in nature.

Despite the strengths of qualitative research, researchers have tended to focus mostly on exploring bullying through deductive approaches rather than by understanding this phenomenon inductively. As such, the reliance on quantitative methods have generated incomplete results (Torrance, 2000). A better understanding of school bullying can be achieved through the exploration of the more subtle contexts of bullying and peer victimisation (Torrance, 2000). In this sense, qualitative methods allow researchers to pay specific attention to the presence, creativity, responsiveness, and resistance of children in shaping and re-shaping the contexts of their respective lives (Aitkens & Herman, 2009, p. 3). As noted in literature review, the great majority of research as to bullying has employed quantitative methods, with surprisingly few having incorporated qualitative methods into their study of the topic (Gamliel, Hoover, Daughtry, & Imbra, 2003; Mishna, 2004; Patton, Hong, Patel, & Kral, 2015), especially for the limited research in Turkey (Kepenekçi & Çıngır, 2006; Kapçıl, 2004; Piskin, 2006; Piskin 2010; Atik, 2011). However, the development of a deeper and better understanding of bullying within the school setting is essential, with the need for qualitative studies in this area therefore being critical (Torrance, 2000) due to their ability to expand and enhance the validity of the quantitative research findings (Oliver & Candappa, 2007). For this study, the qualitative methodology is particularly meaningful as it enables the researchers to discover, directly from the participants, the meanings assigned to their experiences of bullying. Such meanings may identify potential sources of bullying behaviour. To better understand bullying and thus provide perspective-driven ideas as to what constitutes bullying, this study applies qualitative methods and focuses on the understanding of parents, teachers and young people towards bullying.

3.4 Theoretical Framework

3.4.1 Social Constructionism

Social constructionists view knowledge as being created rather than discovered (Schwandt, 2003). Language plays an essential role in allowing people to share knowledge and develop shared constructs. Here, it is held that human experiences and perceptions are not fixed or predetermined. Instead, they are assumed to be mediated linguistically, culturally and/or historically (O'Reilly, Lester, Musket, & Karim, 2017). Constructionists argue that the perspectives of individuals are constructed through social interaction, wherein a set of assumptions about the world is produced. From these constructed perspectives, the world is defined and made sense of (Blumer, 1969). Therefore, it is believed that meaning-making is a negotiated process that occurs when individuals interact with one another. The focus of this present work was underpinned by social constructionism and aimed to explore how the concept of bullying was constructed by Turkish people. The purpose of taking this approach was to find out how bullying and different types of bullying are understood and conceptualised in different ways. The findings of this study could be used as tools through which to reflect on, interpret and improve the bullying prevention and intervention efforts undertaken in Turkey.

3.4.2 A Child-Centred Approach to Research

Although a long tradition of research concerning children can be identified, most historical studies were about children rather than having involved them directly within the research (Hill, Thompson, & Williams, 1997). In other words, the lives of children have been explored via the perspectives and understandings of their adult caretakers or, alternatively, they have been included within research as to the wider family (Christensen & James, 2000). There are two main reasons as to why children were historically not incorporated directly into research. First, it has generally been held that data obtained from children is unreliable and invalid, with children being seen to be too immature to understand the world around them. Furthermore, it has been asserted that children do not have developed enough

verbal and conceptual abilities through which they can adequately describe their experiences. Second, ethical concerns have arisen regarding the vulnerability of children in being exploited by researchers (Docherty & Sandelowski, 1999). In contemporary research practices, however, attitudes have started to change with increasing evidence to suggest that children can be competent participants within research processes should researchers recognise the ways in which children communicate and that the participation of children is facilitated in response to this (Thomas & O’Kane, 1998). It is now much more commonplace for children to be actively engaged in the research process.

This increased emphasis as to the involvement of children in research has been influenced by the recognition of children’s rights and via the reconceptualisation of children within the social sciences. The conceptualisation of children’s rights was first recognised internationally by the Geneva Declaration of the Rights of the Child (1924) upon it being adopted by the League of Nations. In 1989, the United Nations Convention on the Rights of the Child was adopted and has since been approved by 195 countries (O’Reilly & Dogra, 2016). The Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social, and cultural rights that all children, regardless of their location, are entitled to. It also describes how adults and governments must work together to ensure that all children can enjoy the full spectrum of their rights. In this way, the Convention changed the way that children are considered and treated – in other words, as human beings with a distinct set of rights instead of as passive objects of care and charity (O’Reilly & Dogra, 2016). The Convention changed the way children are viewed and treated due to it propagating the personhood, integrity, and autonomy of children (Freeman, 1998). The clear formulation of this philosophy in practice can be found specifically in Article 12 of the Convention. Here, it is mentioned that every child has the right to express their feelings, views and wishes in relation to all matters that affect them and, furthermore, to have their views considered and taken seriously. These principles recognise children as actors in their own lives and applies throughout childhood (Freeman, 1998).

These developments in the rights possessed by children, as have reframed the position and social status of children, have also influenced the social constructionist perspective as is held in terms of how the rights of children and childhood in general is thought about (James & Prout, 1997). This perspective holds that childhood is socially constructed and emphasises the cultural, social, and historical variability of childhood (James & Prout, 1997). Via this perspective, the social relationships and cultures of children are worthy of study in their own right, independent of the perspectives and concerns of adults. Here, children are not simply the passive subjects of social constructions and processes, rather they must be seen as active in the construction and determination of their own social lives, the lives of those around them and of the societies in which they live (James & Prout, 1997).

Additionally, sociologists of childhood note that the concept of childhood is not a natural phenomenon and cannot be understood as such. Instead, childhood is understood as a social construct and that, as a result, the meaning of childhood is essentially contested (Freeman, 1998). Despite this diversity in the various schools of thought, both sociologists of childhood and proponents of rights for children accept that, where once children were studied as passive beings structured by the social context of the family or school, now research should focus on the agency of children and on the ways in which children construct their own autonomous social worlds (Freeman, 1998).

Undertaking research with children and including young populations within research is also part of a broader framework of child-centred studies. In most areas of practice within the modern world, those who work with children (including researching them) are guided towards practicing in a child-centred way. This being said, there is no universal definition currently held as to child-centred practice, a result of this being culturally contextual. Nonetheless, child-centred practice should be understood to be part of the broader discourse related to the rights of children. In other words, for society to ensure that children's rights are recognised and implemented, directives are required to guarantee that institutions and individuals adopt child-centred ways of working (O'Reilly & Dogra, 2016). Bullying is a significant problem in the life of children. Instead of exploring the

problems faced by children through the perspectives of adults, this study adopts a child-centred approach that sees children as active agents whose voices need to be heard and who have a right to be included in the decision-making process so that strategies and policies can be tailored to address the problem, underpinned by their perspectives. These voices can then be complemented by the perspectives of the adults who are important to their lives to provide a holistic understanding of the phenomenon, especially where there are differences in viewpoint.

Generally, awareness has increased that it is inappropriate for adults to act as proxies for children and that, to learn about their experiences, we need to elicit representations and information directly from child respondents (Mahon, Glendinning, Clarke, & Craig, 1996). This reconceptualisation has been supported by research that has demonstrated that adults and children have different views and, importantly, experience events and situations differently. From this, it is suggested that adult proxies cannot give valid accounts of the social worlds of children (Beresford, 1997; Dixon-Woods, Young, & Heney, 1999). Mishna et al (2006) have aimed to provide qualitative assessments of the perceptions of bullied children as well as the views of their parents, teachers, and school administrators. The results demonstrate that the respondents sought to determine whether the identified behaviours were normal or bullying. At times, adults did not consider certain behaviours or incidents to be bullying while, in contrast, the child respondents did. For adults, their understanding of bullying was found to influence their response as well as the reporting of bullying by children in that context (Landau, Milich, Harris, & Larson, 2001). These results clearly show that to understand and prevent bullying within the school environment, the perspectives of children must be sought, gained, and understood. Therefore, to gain a deeper insight into the bullying problem faced in Turkish schools, alongside interacting with parents and teachers, the researcher worked directly with children to understand their experiences, views, and suggestions as to bullying and bullying prevention.

3.5 Data Collection

As noted earlier in the chapter the project consisted of a main and primary study focusing on Turkish participants, and a secondary, complementary sub-study to meet the objectives of the project and comply with sponsor requirements for comparison. Data collection therefore consisted of data collected for the primary research, the exploration of Turkish students, parents and teacher views of bullying and data collected for the sub-study, that allowed for an understanding of the possible ways in which lessons might be learned from western anti-bullying strategies. The primary (and main) study relied on interviewing of participants to ascertain perspectives and opinions. The second (and sub) study utilised a small data corpus of naturally occurring social media data to form a basis for comparison and to enable the research to make recommendations that are culturally relevant and tailored to the Turkish context, while accounting for the broader existing ideas around this. Each of these are detailed in turn, with emphasis on the details of the primary study.

3.5.1 Semi-Structured Interviews

Semi-structured interviews may be the most preferred data collection method for qualitative researchers (O'Reilly & Dogra, 2016). As this approach is predominantly based upon face-to-face interaction between the researcher and participant, it allows an exploration of the perceptions and experiences of individuals in considerable depth (Curry, Nembhard, & Bradley, 2009). To promote this depth in the current study, interviews were utilised to explore how young people, parents and teachers understand and interpret bullying. This was incorporated into the research design as it allows the participants to express their feelings, thoughts and experiences while also allowing researchers to clarify the participants' expressions of their lived experiences (Patton et al., 2015). Although both parents and teachers have an important role to play in decreasing or increasing the incidences of bullying victimisation and perpetration within the given school environment, a very small number of studies have focused upon the perspectives of the parents (Sawyer et al., 2011) and teachers (Mishna, 2004) together. Semi-structured interviews are particularly meaningful for this study as this mode of data collection enables researchers to

discover, directly from the participants, the meanings they assign to their experiences of bullying (Patton et al., 2015).

Semi-structured interviews are less structured and more flexible than more traditional quantitative questionnaire designs – for example, they can be conducted more than once, with researchers mostly using open-ended questions to guide the interviews they undertake (Bryman, 2008). These questions can be designed to specifically cover the topic being explored and the interviewer may ask different questions considering the given situation and in light of the responses given by the participants. It is important that the interviewer is a good listener, is active and is alert throughout the interview (Bryman, 2008). Additionally, the interviewer should be non-judgmental and should try not to indicate any agreement or disagreement with the interviewees as far as possible (Bryman, 2008).

The method of semi-structured interviews has both benefits and limitations. For example, the approach enables the participants to share their ideas and provide the researcher with detailed and in-depth information as to the subject being studied (Bryman, 2008). The information gathered from semi-structured interviews is personal and thus the aim is not to generalise the resultant findings, but rather to produce a degree of transferability of the salient issues and thereby gain a better insight into the perspectives held by the research participants. Additionally, interviews can be recorded with the provision of high-quality recording equipment and, while this may be time-consuming, it nonetheless allows for the collection of complex data. Thus, sufficient time needs to be built into the research plan to allow for high-quality data analysis to occur.

Qualitative interviews can therefore provide rich and detailed data as to bullying from young people, parents, and teachers, providing different perspectives and points of view on the same phenomenon. The use of the semi-structured interviews has been suggested as being able to strongly facilitate the process of accessing views and perceptions as to sensitive subject areas, particularly in relation to parents, young people, and teachers. Additionally, it is argued that to provide valuable perspectives as to a topic for which we only possess a limited knowledge base (as is the case with bullying in Turkey), it is

essential to first undertake an exploratory approach. Here, semi-structured interviews are particularly useful for providing rich, deep, and detailed information on school bullying in Turkey.

3.5.2 Semi-Structured Interviews with Children

An important part of this project is to interview children and it is recognised that undertaking interviews with children is different from interviewing adult participants, which means that some flexibility is necessary. Semi-structured interviews were conducted to gain information as to the views of children towards bullying, undertaken in order to enhance our understanding of the specific processes, conditions and factors associated with bullying. Semi-structured interviews enable the researcher to be more flexible in asking their questions and in what order these questions are asked. This means that the researcher cannot only actively listen to what the child respondent says during the interview, but also that the participant's responses can be used to modify the following interview questions or can lead to unplanned questions that nonetheless relate to the participant's experiences (O'Reilly & Dogra, 2016). Semi-structured interviews are a useful method to use with children and young people as they: "... provide a personal space for children or adolescents to voice their thoughts on an issue, share an experience, or reflection on event" (Freeman & Mathison, 2009, p. 88). Such interviews also allow researchers to explore issues and ideas that they did not think about when designing their interview schedule. This means that the responses given by the child participants can introduce new issues relevant to the research question(s) as well as enable the researcher to create new questions for subsequent interviews (O'Reilly & Dogra, 2016).

As Patton et al. (2015, p. 10) have asserted: "bullying behaviour is complex and requires a robust understanding of mechanisms and processes that recognize youth as experts in their experience of bullying—whether perpetrator or victim" For this study, the employment of qualitative interviews is particularly meaningful as it enables the researchers to learn about the given problem by offering an opportunity to the participants to share their experiences, perceptions and attitudes held towards bullying victimisation and perpetration while also

allowing the participants to offer up definitions as to bullying and how this differentiates from general peer conflict. This qualitative study of bullying provides a deeper understanding of bullying and a mechanism through which children can voice their perspectives and provide their understandings of this complex phenomenon from different cultural perspectives.

Semi-structured interviews with children have both benefits and limitations. Since bullying is a potentially sensitive issue, the conducting of semi-structured interviews with young people is particularly useful for the study. Qualitative interviews enable researchers to talk with participants before the interview, with this providing an opportunity to build trust between the child and the researcher in order to help the participant feel more relaxed (O'Reilly & Dogra, 2016; Irwin & Johnson, 2005; Kortessluoma, Hentinen, & Nikkonen, 2003). Semi-structured interviews also assist the researcher in ensuring that the purpose of the interview is clarified for the young person when this is needed (O'Reilly & Dogra, 2016; Irwin & Johnson, 2005).

Additionally, qualitative interviews provide an opportunity to diminish or at least minimise any power differences between the researcher and the participants due to qualitative research techniques viewing research participants as experts in terms of their own experiences. This is important when conducting research with those young people who have been victims of bullying or with those whose life challenges have led them to bullying behaviour (Wicks & Whiteford, 2006). On the other hand, the conducting of qualitative interviews can be challenging. For example, some young people are not comfortable with communicating with people that they do not know well. Furthermore, for some, verbal communication is either not possible or desirable. While it is possible to build trust by spending time with these young people before interviewing them, this is time consuming and invokes heightened expenses (O'Reilly & Dogra, 2016).

3.5.3 Interview Guide

Interviews provide valuable insight into the experiences of participants (Turner, 2010). Thus, this research tool was chosen to be the main source of data for the present study. Interview research allows the researcher to be more flexible and invokes probing, careful listening, and an open style through which it is possible to add new questions to the interview guide. Open-ended questions combined with a probing strategy can therefore be of importance in facilitating participants towards explicating their perspectives. As the participants did not have enough knowledge of bullying, probing questions were used frequently. These questions commonly reflected a word or action mentioned by a participant, as was followed up via probing to clarify the construction of their meaning. It was decided that each participant interview should be of similar length (approximately 30-45 minutes) and that each interview should be framed similarly. Framing all three participant group interviews in this way created a clearer and more consistent interview framework while it also ensured that invoked issues were more thoroughly explored (See Appendix 1- 4). The shortest interviews were approximately 20 minutes in duration while the longest was 1.5 hours. The interviews undertaken with the younger participants were generally shorter than those held with the adults. A small number of young person and adult interviews did not manifest as expected, in that the participants replied “I don’t know” to a lot of the questions. During those interviews, the interviewer made regular checks that the participant wanted to continue, reminded them that they could stop at any time, and probed in exploratory ways to draw out more information when they were willing to continue.

3.5.4 Pilot Study

A pilot study was conducted to review the interview questions and prompts and to appraise their value and quality. The interviews were piloted on 5 adults from the University of Leicester (with some having experienced bullying victimisation). No young people were included in this pilot as several parents did not provide consent for this while some of the young people did not want to attend an interview. The pilot interviews were conducted in

respect of the parents' availability and convenience, with all pilot interviews having taken place in the university's cafeteria. After each of the pilot interviews were conducted, the researcher asked for the participants feedback on the interview questions and conversation details, doing so to gain insight into what they saw as possible pitfalls within the interview process and where they felt improvements could be made.

Following these pilot interviews, the participants suggested that three of the questions asked – “Tell me your opinion about why children are bullied”, “Tell me your opinion about why children bully others” and “What do you think parents and teachers should do about bullying” – should be moved and asked after the question posed as to the participant's experiences of bullying. Overall, the pilot study was very helpful, namely as the participants were open and honest in their critiques of the questions and the interview guide. This allowed the researcher to gain thoughtful information from the process as well as practice interviewing as a technique and style.

3.5.5 Interview Settings

The research participants were offered a choice of location and time for their interview, with this being undertaken to ensure that they would feel as comfortable as possible and that the interview process would be as undistruptive as possible. All the participating parents stated a preference to be interviewed in their own home. The parents preferred to be interviewed first and then, if permission was granted, their child would participate in the next interview. Due to its comfort and convenience, the home setting is known to be an appropriate location for research involving young participants (Parker & O'Reilly, 2013). However, Mayall (2000) has asserted that the positioning of the researcher as a guest in a family home can cause some challenges. For example, there is a possibility that the conditions of the interview could be set by an adult participant and this might impact upon the aims of the research. There is also the possibility of interruptions arising due to the involvement of other unexpected participants (such as siblings or relatives). This context could also lead to an inability for such interviews to be conducted in confidence, as may result in flawed data. Thus, while interviewing young participants and their parents at

home, a key methodological challenge was to ensure that the interviews took place in a private and relaxed environment.

To achieve this, prior to the interviews, the parents were kindly asked for a private space and were requested not to interrupt the researcher and child during the interview. For some parents, securing a quiet space and providing privacy for the interview was not difficult. However, in some family homes, this was not possible either due to intrusion deriving from overprotective parents or crowded families (i.e., siblings or relatives). When an interruption occurred that was perceived to be an invasion of privacy, the interview was suspended for a short duration until the situation was resolved. Teachers and head teachers, on the other hand, chose to be interviewed at their school – whereby the teachers were interviewed in a private corner of the teacher's lounge, away from distractions in the room while the headteachers were interviewed in their own quiet and private rooms. Before each interview commenced, the participants were given an opportunity to re-read the information sheet and to ask any questions. Then, the participants were asked to sign a consent form. All participants were asked if they were comfortable with the interview being recorded using a digital voice recorder, and they were given the option of having notes taken instead. However, all participants agreed to be recorded. Following the interviews, the participants were asked if they had any additional questions. All participants were also told that they would be given a summary of the research findings once the study was completed and that the researcher would be willing to discuss these in greater detail if asked.

3.5.6 Interview Data Capture

An audio recording device was used to capture the words spoken by the participants during their interviews, with this being a recommended method when conducting qualitative research adopting a thematic design (Braun & Clarke, 2013). The audio recording of interviews is also significant for several reasons in relation to both data management and analysis. First, possessing original records of the interviews can facilitate a review of the interviewer's performance at a later point, either as a form of self-examination or in

consultation with supervisors or independent persons (Fasick, 1997). Second, audio recordings can be beneficial in assisting interviewers to fill in the gaps between field notes and the actual responses of the research participants, with this assisting in reducing interviewer bias and allowing the interviewer to reflect upon the conversation to ensure that the meanings conveyed by the interviewee(s) are sufficiently represented (Fasick, 1997). Having an original record of the interviews undertaken enable researchers to recreate conversational aspects such as the specific language, voice and tone of the participants, aspects that can lead to a more complex analysis being produced (Halcomb & Davidson, 2006). Finally, by being able to reference back to the original interview recordings, researchers can possess examples from which they can illustrate the study's findings in the context of written reports and/or publications (Fasick, 1997).

Recording is one of the most important elements of qualitative interviews as it is difficult to write down every detail of what is said by the participant during an interview. The use of audio recording equipment allows researchers to devote all their attention to the participant while also capturing the required information. This approach is considered useful as it allows the interviewer to give full attention to probing, clarifying and following-up on specific issues. Being able to concentrate on the interview process also enables researchers to build a good rapport with the interviewee, to initiate eye contact and to develop a more natural conversation. To access these benefits, the interviews were recorded with a small discreet digital audio MP3 player. The limitation of this form of data capture pertains to its inability to capture the body language of the participants. Interview notes are significant to understand the insight of the research process (Goodwin & O'Connor, 2006), therefore, as Braun and Clarke (2013) recommend, immediately after the interviews were conducted, field notes were written as well as recorded. These notes included the context of the interview, any distractions and disruptions and any remembered observations that relate to the participant's body language and emotions during the interview. Alongside these field notes it is important to also make reflexive notes after each interview to promote reflexivity.

3.5.7 Interview Transcription

Transcription includes the close observation of data through repeated and careful listening and/or watching. This is a significant first step in the data analysis process (Bailey, 2008). It is a complex but essential process (O'Connell & Kowal, 1995), mainly because it is impossible to remember the temporary, highly multidimensional and often overlapping events of an interaction, particularly as they evolve in real time (Edwards, 2001).

Transcription 'fixes' verbal as well as non-verbal actions and makes it possible for researchers to analyse them in greater detail than is possible 'on the hop' when talking with people, when observing their interactions in the field or when viewing recordings of those interactions. However, transcription is an interpretive practice rather than simply a technical one (Mischler, 1991). What should be included in a transcript, and how this should be represented, differ based upon the nature of the investigation. The focus must be on producing relevant and accurate descriptive material from which attempts are made to answer the set research questions (Hammersley, 2010).

To undertake a detailed analysis of any recorded data, it is necessary to make a permanent record through transcription (Pidgeon & Henwood, 1996). There are different transcription styles that can be used in relation to the research purposes of a given study. The semi-structured interviews employed in this study were transcribed based upon Braun and Clarke's (2013) orthographic transcription approach, this being the recommended method when conducting a thematic social constructionist study. Orthographic transcription suggests that the digital transcripts should have little or no punctuation. Non-verbal sounds (like "um" and "ah"), paralinguistic factors (such as coughing, sneezing and laughing) and pauses should be noted on the transcript. Poland (1995) recommends that researchers should also implement a degree of reflexivity during the transcription process. Reflections as to the conducted interviews and the irrelevant variables particular to the interaction with the participant should be noted. Major concepts, ideas or subjects that are raised by the participant should also be documented. Furthermore, upon the researcher(s) having completed their field notes and reflective notes, the audiotape should be reviewed in consultation with these notes (Halcomb & Davidson, 2006). Reflective notes were

therefore written down and recorded on a digital device in order to be re-listened to when transcribing in the present research. During the transcription process any possible poor interviewing practice or potential misinterpretations, as made by either the researcher or the participants, were also underlined with pen and reflexive notes were made in order to ensure that any notes were taken into consideration when analysing the data.

3.5.8 Interview Translation

Translation is defined as a process of converting ideas expressed in one language into another language, whereby those ideas are embedded in the sociocultural language of a particular context (Torop, 2002). It is important to maintain accuracy when representing the perspectives and understandings of people within qualitative research, however this can be challenging, especially when the research is conducted in one language and then analysed in another (Khan & Manderson, 1992). Qualitative research is about meaning and the meaning-making process (Braun & Clarke, 2018). It is thus suggested that researchers engage in such meaning-making processes and should engage with meanings and discourses to produce accurate and valid translations (Jootun, McGhee, & Marland, 2009).

The process of translation can be time-consuming and expensive, especially when large amounts of data are collected and analysed (Halai, 2007). There are several basic rules of translation which should be followed. First, interviews which are conducted in an original source language should be transcribed verbatim, including in relation to any emotional expressions, annotations and pauses in the same language (Crabtree & Miller, 1999). Then, each transcript should be translated into the target language. As transcription is considered to be the first stage of the interpretation (Coffey & Atkinson, 1996), researchers thus need to be clear about the rules held as to the transcribing – for example, how punctuation is to be used in the transcripts (Regmi, Krishna, Naidoo, & Pilkington, 2010). It is recommended that, during the analysis, the checking and rechecking of transcripts against the translated interpretations is undertaken to add more credibility to any research findings (Lyons & Coyle, 2007). Notably, there are some important techniques which should be employed to eliminate translation-related problems – such as back translation,

consultation, and collaboration with other people during the translation process (Birbili, 2000).

In the present study, 57 interviews were conducted in total. All interviews were conducted in Turkish and transcribed verbatim. Overall, 42 interviews were translated by the researcher and fifteen were translated by a professional translator. The translator followed basic punctuation guidelines provided by the researcher. To increase the credibility of the research findings, the researcher checked and rechecked the translated interpretations against the produced transcripts. Although translation is a time-consuming process, the researcher was able to work with a bilingual person to identify the accuracy and equivalence of the translated documents.

3.5.9 Using Drawings as a Data-Gathering Method with Children

The visual methods employed when working with children have attracted great attention, namely as they are widely regarded as “child-centred” (Mitchell, 2006). The drawings of children have, in this sense, been identified as a “a rich source of qualitative data” (Walker, 2007, p. 100), as “useful tools in providing valuable information for the assessment of children's environmental perceptions” (Barrza, 1999, p. 49) and as having the ability to minimise the power imbalances witnessed between child participants and adult researchers. The perspectives of children, as conveyed via their drawings, can make the held knowledge and concerns of younger individuals visible to adults. Furthermore, this can be a basis through which to involve children in identifying and solving issues that concern them. In building upon this important evidence base regarding the value of these participatory techniques, the young participants were asked to draw a picture of their perceptions or experiences of bullying. They were asked to tell a brief story to accompany their drawing after their interview was conducted. This was undertaken as the use of a child’s drawing as a supplementary assessment tool was considered to access that child’s indirect expression of their perceptions of the bullying phenomenon. Reflexive thematic analysis was used to identify the verbal and visual patterns that evident in the young participants’ drawings. The number of items included in each drawing was recorded and

items grouped into potential categories. For instance, making fun of someone and name calling were placed in the *direct bullying* while excluding someone from social activities were placed in *indirect bullying*

3.5.10 Social Media as a Qualitative Research Tool

As noted earlier, to address a core objective of the study and provide recommendations related to antibullying policies and strategies, and to address Sub-Research Question 3 that focuses on the prevention and management of bullying in schools, the project included a small-scale additional study including social media data. Currently, Turkey has no specific interventions or strategies through which to manage bullying and thus this was a one focus of the interviews conducted. However, due to this lack of anti-bullying resources and strategies in Turkey, there was a risk that the participants had limited experience from which to draw upon and thus the offering of speculation and ideas was more likely to occur. To strengthen this part of the research, a small second corpus of social media data, as focused specifically on Western intervention and strategies, was incorporated into the project, and integrated with the Turkish data. This is because it is arguably inappropriate to take for granted that the evidence bases on bullying generated within Western countries that is automatically applicable to a population with different cultural ideology and different religious practices, as well as different political legislations. Nonetheless, a Western evidence base is important and provided a knowledge platform for the study, and the inclusion of a social media data provided a foundation for examining where we can and cannot learn lessons. Therefore, the inclusion of Western data pertaining to bullying prevention was specifically important in providing a knowledge and an understanding as to how Western countries address bullying, particularly in the school environment. This data allowed an exploration of the different perspectives towards appropriate prevention strategies, and thus assisted in the creation of ideas through which bullying prevention can be enacted in Turkish schools. To support the Turkish data as to the identification of pertinent bullying prevention strategies, the perspectives held towards bullying prevention have been explored through YouTube videos from people in English-speaking countries.

These videos convey the experiences of individuals in relation to bullying alongside their perspectives as to bullying prevention methods.

Social media has become a major form of communication in recent years, namely as it can be used across different platforms and for different activities – such as interacting with others, dating, chatting, mailing, sharing pictures, uploading videos and blogging (Allen, Ryan, Gray, McInerney, & Waters, 2014). Notably, the developments of social media have provided with new opportunities for researching (Brownlow & O'Dell, 2002) through which to access people's external and internal worlds, their experiences, and their interpretation of these experiences (McKenna, Myers, & Newman, 2017). This is because there is a huge amount of data that can be derived from Internet platforms – such as the content available via Facebook, Twitter, LinkedIn, wikis, blogs and so forth – all of which can be copied, interpreted and analysed by qualitative researchers (McKenna, Myers, & Newman, 2017).

YouTube has been the world's second or third most popular social media platform since 2007 (Thelwall, 2018). People use this platform regularly for sharing and viewing videos, namely as it offers numerous audio-visual formats as well as content from both commercial and amateur origins (Jiménez & Vozmediano, 2020). As Thelwall (2018, p. 2) has argued, “[t]he multiple purposes for YouTube and its international and inter-generational audiences make it a potentially valuable source of information about the act of watching videos, the issues depicted in them and their uses and gratifications”. In addition to the Turkish interviews, English data were collected to support the main research in terms of bullying intervention and prevention strategies. For its English data, this study used audio-visual materials prepared by individuals and hosted on YouTube, achieved by exploring the opinions and perspectives presented by such individuals as to how bullying should be prevented. The English data set is particularly important as Western countries are more advanced in terms of the knowledge held as to bullying and bullying prevention. Thus, the discussions pertaining to tackling bullying from both data sets, alongside the combination of these ideas, shall help to identify practical actions that Turkish schools can and potentially should employ to prevent bullying. When juxtaposed with the wider

literature, both forms of data provide a basis to begin considering practical recommendations for the Turkish education system.

3.6 Sampling and Context

The sampling strategy employed by this research includes a probability sampling methodology. Probability methods are generally used in quantitative research. Within qualitative research, most studies tend to use a non-probability sample whereby participants are purposely selected to reflect certain features or to represent particular groups. Probability sampling may be used in qualitative research however this is more likely to occur in relation to interview-based studies. In this regard, there are no rules that might be used to assist qualitative researchers in determining when the use of probability sampling is appropriate, although this does not necessarily suggest that guidelines cannot be envisaged. For example, if the set research questions do not suggest that a particular category of people should be sampled, there may be a case to be made for random sampling. This can be seen, as an example, in relation to the present research, a result of the main aim of this work not being to target those who have experienced any form of bullying (victims) or those who may have engaged in behaviour that might be construed as bullying in nature (bullies) but rather to gain an understanding as to the general perspectives held in relation to the issue of bullying. Therefore, a random sampling strategy was used for both the Turkish and English data.

All the Turkish participants (young people, parents, and teachers) were randomly selected as this study aims to develop an understanding as to the perceptions held by these figures towards bullying and bullying victimisation in Turkey. In this kind of exploratory research, the issues are unknown and often increased participant numbers are required to identify the core issues (Hennik, Hutter, & Bailey, 2011). Employing a probability-sampling technique would enable the selection of a desired group, a process that should yield data that provides a rich and detailed picture of a particular phenomenon from different points of view. Therefore, to generate the English data set, YouTube videos were also randomly selected. The aim was to provide different perspectives on bullying prevention from the

English data but also capture a general overview of the kinds of strategies and programmes that have become commonplace in the West.

3.6.1 Sample Size

The number of participants utilised within a qualitative study is often small because the depth of information and the variation in experiences are of interest, therefore, small numbers of participants are both practical and beneficial for qualitative research (Hennik, Hutter, & Bailey, 2011). Furthermore, there are no universally held rules as to the required sample size when utilising qualitative methods (Patton, 2002). The number of participants that must be recruited for a qualitative interview study, if the results gained are to be considered valid, is guided by a theoretical principle called saturation, which originated in grounded theory work (Glaser & Strauss, 1967). Saturation is a marker that allows qualitative researchers to determine whether sufficient data have been obtained to address the research question(s) posed. Although this quality indicator is not appropriate for all qualitative designs, (O'Reilly & Parker, 2013), it is arguably useful for thematic work although it still has its limitations in reflective approaches (Braun & Clarke, 2019b). Saturation is nonetheless the commonly used marker for sampling adequacy and refers to the point when additional information fails to generate new information (Morse, 1995; Sandelowski, 1995; Francis, Johnston, Robertson, Glidewell, et. al, 2010).

According to Francis et al. (2010), saturation is commonly reached at 10 participants, however it is advised that three additional interviews should be conducted to test for thematic saturation following the conclusion being gained that the thematic saturation point has been reached. In regard to how much data is required to reach saturation, Morse (2015) determined that the scope of research and the sensitivity of the research topic may impact upon how many participants are required. Therefore, in order to gain rich and detailed information from participants and thereby identify key patterns across the ultimate data set for the Turkish data, the sample size required was larger, and saturation was reached at 17 in the young person and parent groups, with the +3 mechanism for checking. This was likely due to the diversity and heterogeneity within each group as well as across

groups. In total therefore, there were 20 participants for parent and child group, and 17 participants for teachers with saturation being secured sooner in the teacher group at 14 + with 3 mechanism for checking (likely to there being less diversity in that group). Saturation for the English data, on the other hand, was reached at 12 + with 3 mechanism for checking, with this being likely due to there being less diversity in that group as well.

3.6.2 Selection Criteria and Sample Characteristics

The sampling strategy criteria were set to facilitate the selection of participants who would enable a consideration of the research questions, the principal aims and the objectives of the study. The selection criteria were chosen to ensure that the key elements of the research topic were addressed, and that full exploration could be given as to the research questions. Previous research has shown that there is an increase in bullying after students transition from primary school to secondary school, whereby younger children are often bullied by older children (Pellegrini, 2002). Furthermore, bullying incidents are reported most frequently around 11-13 years of age (Eslea & Rees, 2001). To fully explore this research topic, the aim was to recruit children from Turkey who were in secondary school and aged between 11 and 13 years old to the sample (as well as their parents), as were able to consent to participate in the research. The inclusion and exclusion criteria pertinent to the young people dictated that young participants who were in mainstream education, who themselves consented to participate in the research and where parental consent was also obtained, were included within the sample. Children under the age of 11 and young people over the age of 13 were excluded. The selection criteria for parents to participate in this study were less complex, namely in the main inclusion criterion being that their child had consented to participate in the study. Finally, the inclusion and exclusion criteria for the participating school staff dictated that they were recruited from mainstream schools.

The sampling criteria for the social media research were different from that of the interviews. To ensure that the sub-research question was addressed, the selection criteria for the participants could not be specified (such as in relation to the young participants being between the ages of 11-13) due to the lack of available data as to such demographics

on YouTube. Thus, the criteria were to collect amateur data based on the perspectives on bullying intervention and prevention strategies among parents, teachers, and students.

3.6.3 Recruitment Procedures

The Turkish data relied on a gatekeeper approach to recruit participants, undertaken to ensure that children and their parents were safely and sensitively recruited. The definition of gatekeepers, in this sense, pertains to a person who has a prominent and recognised role within the community and has knowledge as to the characteristics of the community members and who is sufficiently influential to encourage the community to participate in a study (Hennik, Hutter, & Bailey, 2011). Therefore, most researchers agree that the utilisation of the gatekeeper approach is useful when recruiting young participants (Carroll-Lind, Chapman, James, Gregory, & Maxwell, 2006; Wiles, Heath, Crow, & Charles, 2005). The process of recruiting participants for this study began by contacting the leader of the school (gatekeeper) selected for the research, with a group consultation with the teachers in the school subsequently being arranged. During this process, the aims and scope of the research were explained. This included a discussion of the participant selection criteria – that all of the child participants should be selected from one class in each year group (11- 13 years) and that an equal number of male and female participants from diverse social backgrounds was aimed for, but the number of female student participants was higher.

In total, the parents of 48 students from one school were chosen randomly by teachers to be approached for possible participation in the study. Here, parents were informed that if consent was obtained and the child was selected, both the parent and child would be required to participate in an interview that would last approximately 30-45 minutes each. Upon 35 parental approvals being received, the researcher randomly selected participants from among those young people who had parental approval for the study and continued to interview until saturation was assured, which was at 20 interviews. This process was necessary to reduce the bias of teachers in the selection process, but also to ensure that the required recruitment rates were met. The purpose was to interview mothers and fathers

together where possible, but all parental interviews were conducted with only mothers of those selected children. The parent and child interviews conducted at their home, where the parents felt comfortable for themselves and their children. After the interviews, the young people were asked to draw a picture of a representation of bullying or a bullying incident that they had heard, experienced, or witnessed. Additionally, the teachers and head teacher of those children were interviewed, with these interviews having taken place in the school. In total, twenty students, twenty parents, twelve teachers, and five head teachers (N=17) were interviewed. In total, fifty-seven interviews were conducted. It is important to acknowledge that all student participants, their teachers, and the head teacher were recruited through one school, but the other four head teachers come from different schools.

The recruitment process for the English data set began with a YouTube search. The YouTube videos were defined through the specific terms of “bullying”, “perceptions of bullying”, “how to stop bullying” and “bullying prevention speech”. These terms were selected based on the variation of video results obtained from searching an array of possible search terms and were informed by the literature related to tackling bullying in schools. Specifically, the focus of the social media data was on tackling bullying due to the limited work in this area in Turkey, and ultimately 15 videos were collected based on foregrounding the voices of young participants on this subject. One aspect of the research was to explore the perspectives of parents, teachers and young people in Turkey about bullying prevention, however the collection of social media data was limited only to children and young people aligning with the child-centred focus of the study and to complement the perspectives of the interviewees. Although there is a significant volume of Western bullying videos on YouTube, most of these were derived from organisations or news channels. As the purpose of the research was to explore the perspectives of individuals a decision was taken to only include amateur videos developed by young people. This provided a mechanism to narrow down the selection and was congruent with the underpinning theory and objectives of the study. All the videos were selected from English-speaking individuals. The videos were watched multiple times, transcribed and coded until saturation point. The resulting codes were then grouped into themes and an

information sheet was developed. Thematic analysis was employed for analysis, as allowed greater insight and an enhanced understanding of the data.

3.6.4 General Overview on Turkish Educational System

According to the Constitution of the Republic of Turkey, every citizen has the right to receive an education. In Turkey, education is delivered in the Turkish Language, but all students are required to learn a foreign language – as can be English, German or French. Education is compulsory for all children (both citizens and foreigners) and is free-of-charge via public schools. Compulsory education comprises 12 years and is split into three levels of four years each (a 4+4+4 system) (All About Turkey, 2020). This education system includes:

- **Pre-Primary School:** This is an optional level of education for children aged between three to six years of age. The purpose of this education level is to ensure the physical and mental development of children and to instil good habits. This education level also seeks to guarantee that the Turkish of such students is spoken well and correctly. Finally, it is designed to prepare children for primary education.
- **Primary School:** This education level is compulsory for all children (both boys and girls) from the age of 6 to 14. This education level lasts 8 years (spanning Grade 1 to Grade 8), with foreign language lessons starting from Grade 4. In the past, most elementary school students were required to dress in a uniform to eliminate the difference between rich and poor students. However, recently, schools have assumed the ability to decide whether students should wear a uniform or not. All primary school students are required to take a nationwide exam to enter their secondary education level. The score gained in this exam is crucial in terms of it influencing each student's further academic life and future (Kontas & Ozpolat, 2017), namely as a higher score provides access to better

schools and a stronger education.

- Secondary School: This education level is also compulsory and lasts four years. The purpose of this level is to educate students and to help them to identify and solve individual and social problems, to raise awareness among students as to their contribution to the socio-economic and cultural development of the country and to prepare the students for life, their future profession and any skills required. After graduating, students can attend university if they pass a nationwide university admission exam (All About Turkey, 2020).

3.7 Data Analysis

This study took a qualitative approach to analysis, consistent with its focus on experiences and perceptions of participants. Qualitative analysis is a process of reviewing, synthesising and interpreting data to describe and explain the phenomena or social worlds being studied (Fossey, Harvey, McDermott, & Davidson, 2002). This study was exploratory in nature due to the limited empirical research on bullying in the Turkish context.

3.7.1 Thematic Analysis

Thematic analysis is defined as an independent qualitative descriptive approach that constitutes “a method for identifying, analysing, and reporting patterns (themes) within data” (Braun & Clarke, 2006, p. 79). There are three main types of TA – reflexive TA, coding reliability TA and codebook approaches (Braun & Clarke, 2019). Coding reliability approaches to TA recommend the use of a coding frame as this enables the researcher to calculate inter-reliability scores, as is supported by the positivist assumption. Based on this approach, there is reality in the data which can be accurately captured through coding. Through coder reliability TA, themes are developed based on data collection questions prior to the analytic process. Coding is considered as the searching of evidence for the themes, while themes are understood as summaries of what the research participants mentioned in terms of a particular subject. On the other hand, coding in reflexive TA is

flexible and organic, thereby manifesting an active process that unavoidably bears the sign of the researcher. Here, themes are analytic outputs developed through and from the creative labour of the undertaken coding and are conceptualised as stories pertaining to particular patterns of shared meaning through the data set. Codebook approaches to TA, however, fall somewhere between these two approaches and use a structured codebook and conceptualise themes as analytic inputs and domain summaries, yet they share with reflexive TA a broadly qualitative philosophy.

Reflexive TA is defined as a fully qualitative approach. It is not simply a method to describe data. Instead, it is interpretation and the telling of a story as to a data set (Braun & Clarke, 2019). To address the research questions of this qualitative study, reflexive thematic analysis was utilised to capture the salient issues pertinent to each of the three groups, with this allowing for the identification of clear patterns both within and across the participants. This is because thematic analysis is a suitable method for identifying, analysing, and reporting themes within a given data set, achieved by simply organising and describing a data set in rich detail (Braun & Clarke, 2006).

Thematic analysis is regarded as being a flexible and useful method that provides a detailed, rich, and complex account of the data (Braun & Clarke, 2006). Its flexibility enables researchers to be an active presence in the data analysis process, with researchers thus able to give equal attention to all items in the data. Additionally, thematic analysis enables researchers to organise large amounts of data, allows them to develop a convincing and transparent story from their findings and ensures that the description of their data is accessible to a range of audiences (O'Reilly, Ronzoni, & Dogra, 2013).

Thematic analysis typically includes a constant comparative technique with this referring to a progressive process of classifying, comparing, grouping and refining text segments to create and then clarify the definition of categories or themes within a data set. In this sense, thematic analysis procedures focus upon developing categories that are derived inductively from the data itself rather than from an *a priori* theory, with this being undertaken with the aim of producing a systematic description (Tesch, 2013). Such an approach manifests as a

flexible and useful research tool that can potentially provide a rich, detailed and complex account of the collected data, a particularly useful outcome when examining the differences and similarities found across a disparate interview data set (Joffe & Yardly, 2003) – a result of the tool being able to highlight unexpected yet important issues within a data set. This might help to inform policy development or practice in the field (O'Reilly, Ronzoni, & Dogra, 2013). Thematic analysis is particularly pertinent for the present study due to the research aiming to explore bullying in relation to a predominantly unexplored area and the overall intention to search for similarities and/or differences in the perceptions held between parents, teachers and children towards bullying. Ultimately, it is hoped that the understandings gained can assist in formulating strategies designed to help those who are victims of bullying behaviour.

3.7.2 Reflexive coding

Following the procedure of Braun and Clarke (2006), the reflexive coding process began with the verbatim transcribing of the interview recordings. This was followed by the researcher familiarising themselves with the data, achieved by reading and re-reading the produced transcripts, by taking notes and by identifying possible ideas for codes. All data were worked through to identify items that constituted repeated patterns. In the third phase, the data was collated into potential themes and relevant codes were assigned to the identified themes. Overall, 6 themes and 130 codes were identified. In the next phase, the held themes were analysed via two levels. First, the themes were checked to ensure that they corresponded to the coded extracts. Second, it was clarified if the themes related to the entire data set. This process allowed the researcher to check whether the identified themes reflected the meaning of the evidence contained within the entire data set and to ensure that any missed data could be incorporated. The fifth phase involved the determining of what aspects each theme summarised, what the story of the analysis tells and the name of each theme. After the themes were identified and titled, the final analysis and write-up of the report began. Throughout the report, extracts from the data are used to provide vivid examples and to support the argument of the data in relation to the research questions posed.

3.8 Ethical Considerations

This study aims to explore the meaning of bullying for its participants, with an objective held as to making practical suggestions for improvements to the approaches taken in relation to bullying in Turkish schools. As three different groups of participants are involved in this study, as well as a social media corpus of YouTube videos, several specific ethical issues arose and were accounted for prior to commencing recruitment and iteratively processed throughout the data collection and analysis. This included concerns that related specifically to the sensitivity of the research topic and the young age of the child respondents. However, when establishing the ethical implications for participants, certain principles must be considered regardless of their age (Lindsay, 1999). Here, it is the researcher's responsibility to ensure that the participants are fully informed, that the wellbeing of the participants is protected, that the participant's dignity and rights are respected and that the participant's consent to participate in the research is explicitly given (Thomas & O'Kane, 1998).

3.8.1 Ethical Approval

An application for ethical approval was submitted in February 2016 to the University of Leicester's College of Social Science, Arts and Humanities Research Ethics Concerning Human Subjects. In March 2016, a research proposal was also submitted to the Directorate of National Education of Turkey. Ethical approval for this study was subsequently secured from both the Ethics Committee of the University of Leicester and the Directorate of National Education of Turkey. The committee from the University of Leicester stated that the application was well prepared and documented. However, some points of clarity were raised in relation to information on the random selection of the participants. In response to this, the information sheets (See appendix 5-7) and consent forms (See appendix 12- 15) designed for each group of participants were edited and the participants were fully informed about the purpose of random selection. A copy of two approval letter can also be found in appendix 31. The governance process was founded on the core principles of ethics

which were outlined and implemented in the project, including informed consent, confidentiality and anonymity, and protection of vulnerability. Each of these is considered in turn.

3.8.2 Informed Consent

Informed consent is seen as being based on three important aspects. First, information as to the research is given to all participants to inform them as to the purpose, aims and process of the given study. From this, participants can then make an informed decision as to whether they want to participate in that study. Second, any consent that is given must be provided voluntarily. Finally, the participants must be provided with the autonomy to give or refuse their consent (Bryman, 2008). In this study young people were recruited and because of the consensus that younger populations are a vulnerable demographic parental consent alongside consent/assent from the young person was required.

The process of negotiating initial consent for the study began when the leader of the school selected for the research was contacted. Here, a group consultation with the teachers was subsequently arranged. During this process, the aims and scope of the research were explained, including the criteria that had been proposed for the selection of the participants – i.e., that all child participants should be between 11 and 13 years old and that an equal number of male and female participants from diverse social backgrounds was sought. To fully inform the participants as to the nature, duration and wider details of the research and in order to obtain parental permission for the children and their parent(s) to both attend interviews, introductory letters and information sheets were sent to both the parents and to the children (see appendix 5, 7).

Here, and throughout the process, teachers acted as gatekeepers to the parents. This being said, the researcher made initial contact with those parents who gave consent to the study and made it clear to the parents that their rights to remove their participation consent was protected throughout the entire study. Furthermore, parents were assured that there would be no negative outcomes if they decided, at any point, that they did not wish to participate.

Finally, the parents were informed that they could choose not to answer any questions that they did not want to respond to. As the researcher accessed the research participants via gatekeepers, a potential risk arises of exploiting the relationship between the gatekeepers and the potential participants. For instance, parents may feel obligated to agree to participate in the research due to a fear that their refusal could damage either their relationship with the school, the teachers or any other service that their child receives. Therefore, it is important to build both informal and formal opportunities for participants to talk about and discuss the research in a safe environment. It is also vital that an appropriate space exists in which parents can say no to the research, should they wish.

After sending the invitation letters and information sheets to the parents, the researcher provided an adequate period of time for both parents and teachers to consider their participation. Ultimately, consent was denoted by the participants, in writing, on the day of the interview. In addition to these steps, the researcher also gave her contact details in order to ensure that the participants have an avenue through which they can ask questions by email – with this having not excluded their ability to ask questions on the day of the interview. Once parental approval was received, the researcher randomly selected participants among the children who had received parental approval to participate.

With regard to child assent, Article 12 of the UN Convention on the Rights of the Child (United Nations, 1989) states that children have the right to express their thoughts on all matters that affect them. While consent is a legally endorsed process, assent refers to a child's affirmation to participate (Lindeke, Hauk, & Tanner, 2000). Although, legally, parents can give consent for their child to participate in a given research project (Alderson & Morrow, 2004,) the main purpose of denoting assent is to ensure that the child or young person wishes to participate and that, at the very least, they possess a basic understanding as to the purpose, procedure and possible benefits/harm of the study (Diekema, 2003). In addition, any potential young participants should be aware of their right to withdraw at any time (Bray, 2007). To respond to these ethical concerns, the young people were informed as to the various aspects of the study and their assent was also obtained. This is consistent with the social constructionist viewpoint that exists in relation to undertaking research with

children and young people –that the provision of assent allows the young participants to feel empowered and valued and that they are being treated in a similar way as the adult participants within the research (Freeman, 2009).

3.8.3 Confidentiality and Anonymity

Confidentiality and anonymity are important in this kind of research. As such, this issue has been made clear to the participants. In respect of anonymity, all participants were assured that any means of identification would be removed from the data set and, furthermore, that all the participants would be given a pseudonym so that none of the participants would be identifiable except to the researcher. The data storage has been designed to be as secure as possible, with the stored data not being accessible to anyone else – i.e., the transcripts of all the interviews are stored on a password-protected USB stick. Comments were anonymised and these anonymised comments were used only to analyse the data in respect to answering the research questions. Once the researcher is certain that the recording has been copied over and that the USB recording had been listened to, the file was deleted from the recording device. The interview data shall be destroyed upon the dissertation having been completed and assessed.

Providing participants with confidentiality means assuring them that their privacy would be protected. In other words, the raw data and the participant's information was collected, stored and destroyed in a way that keeps the identity of each participant concealed from anyone outside of the research team (O'Reilly, Ronzoni, & Dogra, 2013). The boundaries of confidentiality have received specific attention regarding research that involves children and young people. This is because the potential exists for a child to disclose information that indicates that they or other children are at risk (Beresford, 1997). As such, care was taken to ensure that any data collected and presented in this study could not be directly or indirectly linked to any participants. Although none of the school officials, teachers and parents were aware of the importance of confidentiality and anonymity, the researcher followed all pertinent steps to ensure that the confidentiality and anonymity of the participants was maintained.

Although there are several researchers involved in this study, all of whom shall be able to view confidential information, most researchers consider complete confidentiality to be almost impossible to guarantee and assert that they hold a responsibility to disclose some information to the relevant authorities if they believe a child is at risk (Beresford, 1997). As such, it is important to mention the limitations of confidentiality in the information sheets and information provided to the research participants (Beresford, 1997). To protect the child participants, both the young people and adults involved in this research were informed that confidentiality could not be guaranteed and that certain kinds of information need to be reported.

3.8.4 Vulnerable Participants and Protection from Sensitivities

The causing of harm to research participants is another important issue that must be addressed within the research process. Harm, in this sense, can pertain to different areas – i.e., physical harm, harm to the participants' development, stress, loss of self-esteem and the convincing of participants to perform reprehensible acts (Bryman, 2008). When conducting research, researchers must take steps to avoid any possible harm or, at the very least, to minimise it. As with any adult participant, there is a potential risk for children to feel distressed when participating in research. As a result, the researcher is seen as possessing an ethical responsibility to deal with any negative emotions encountered by children as relates to their participating in the research (such as guilt, conflict, threat to self-esteem, fear of failure and embarrassment) (Morrow & Richards, 1996). Here, researchers are obligated to make sure that child participants do not suffer when engaging in the given research project (Morrow & Richards, 1996).

To protect participants from any harm, the purpose of the study is made clear in the information sheets provided to each group of participants (see appendix 5-7). Within such documents, it was clearly explained that participation in the interview is voluntary and is not associated with any undue pressure or coercion. Furthermore, it was noted that

participants have the freedom to withdraw from the study at any time and are free to withhold any information that they are uncomfortable giving to the researcher.

3.9 Ensuring Quality

Qualitative research methods include systematic collection, organisation and interpretation of written data as is derived from conversations or observation. Such research is used to explore the meanings of social phenomena as experienced by individuals in their natural context (Malterud, 2001). Pope and Mays (2000) argue that the quality of methods used determines the status of all forms of research. In qualitative research, concern as to the assessing of quality has presented itself recently, with this being witnessed in the increasing number of guidelines that have been produced in regard to undertaking and evaluating qualitative work (Boulton & Fitzpatrick, 1994; Pope & Mays, 1996). To date, there are no standard guidelines that exist to assist researchers in ensuring the quality of their qualitative research (Meyrick, 2006; Reynolds, Kizito, Ezumah, et al, 2011, O'Reilly, & Kiyimba, 2015). Additionally, a variety of terminology is used to define the quality of qualitative research, with this making the process of ensuring quality more complex (O'Reilly & Parker, 2014). Nonetheless, there is a general agreement that the quality of qualitative research should be assessed differently from quantitative research and that, because of the data's subjectivity and diversity, there should be no singular way of assessing it (Meyrick, 2006). Tracy (2010) provided eight-point criteria of qualitative quality, each point being achieved through a variety of flexible skills that depend upon the goals of the given study and the preferences of the researcher(s). In response to the nature and purpose of the study, the main criteria for this study pertains to reflexivity, transferability, and transparency.

3.9.1 Reflexivity

Reflexivity has been important for ensuring quality of qualitative research (O'Reilly, & Kiyimba, 2015). Here, reflexivity refers to the recognition given towards the influence that a researcher imparts upon and within the research process. In addition, reflexivity also

underlines the potential power relationships that exist between the research participants and the researcher, an interaction that has the potential to shape the collected data (Kuper, Lingard, & Levinson, 2008). Reflexivity also incorporates an acknowledgement of how a researcher's profession, social status, gender and ethnic background affects the choices made within the study (such as the research questions posed and the data collection methods utilised) (Seale, 1999; Finlay, 2002; Horsburgh, 2003). These positions of the researcher may impact upon the research in three major ways. First, they can affect the researcher's access to the 'field', a result of participants potentially being more eager to share their experiences with a researcher whom they perceive to be sympathetic to their situation (De Tona, 2006). In addition, the researcher may have more knowledge as to potentially helpful and informative resources for the participants. Second, the characteristics of a researcher may shape the nature of the researcher-participant relationship, with such interactions influencing the information that each participant is willing to share. Finally, the background and worldview of a researcher can influence how they construct the world, what language they use, what questions they pose and through which perspectives they clarify and give meaning to the information gathered from the research participants. Overall, these factors can all impact and shape the findings and conclusions of a study (Kacen & Chaitin, 2006).

Reflexivity begins by identifying the presumptions that are brought to the project by the researcher, with this representing previous professional and personal experiences, pre-study beliefs as to what is to be investigated and how things are, their motivations and qualifications for investigating the field and the theoretical foundations and perspectives associated with education and its interests (Malterud, 2001). Reflexivity is vital in all phases of the research process – including, but not limited to, in the creation of a research question, the data collection and analysis stages and the drawing of conclusions (Bradbury-Jones, 2007; Guillemin & Gillam, 2004). Additionally, reflexivity relates to the maintenance of a high ethical standard within a research project. Indeed, Pillow (2003) has stated that reflexivity positions the researcher as compassionate and as being non-exploitative towards the research participants, thus helping to address any concerns that

arise in regard to the negative effects of the power imbalance in the researcher–participant relationship.

3.9.2 Transparency

Transparency is held to be a cornerstone of the social sciences (Moravcsik, 2014) and relates to the honesty held regarding the research process (Tracy, 2010). Seale (1999) terms this process as “auditing” and notes that researchers should deliver “a methodologically self-critical account of how the research was done” (p. 468). Questions that should be invoked when considering the utilised transparency in research pertain to how the researcher got into the context, the level of participation and immersion undertaken by the researcher, the researcher’s field notes practices and the level of detail included in the produced transcriptions. Transparent research is indicated by the disclosure of the study’s unexpected twists, turns and challenges, whereby the ways in which the research themes changed over time is reported. Transparency also relates to giving credit, where due, in relation to the order of the stated authors and in regard to acknowledging the contribution of the participants and any funding sources, research assistants and supportive colleagues (Tracy, 2010).

The concept of transparency is an over-arching concern in terms of establishing quality in qualitative research (Hiles & Čermák, 2007). Here, transparency is the high standard for the presentation and dissemination of findings, with researchers being required to be explicit, open and clear about their assumptions and the methods and procedures used. Qualitative research requires a rigorous critical self-exploration of the researcher’s presuppositions, assumptions, decisions, and self-interests (among many other aspects). It is important to emphasise the notion that reflexivity must be applied for the entire research process and is not simply a consideration of potential sources of bias. In this sense, researchers have a crucial participatory role in any inquiry. Therefore, transparency and reflexivity should be considered together as, without transparency, reflexivity is weak. In contrast, reflexivity effectively promotes transparency (Hiles & Čermák, 2007). The methods and logic of the investigation, collection and analysis of data must be transparent

for others to be able to replicate it. The establishing of transparency means that researchers must be clear with others about what researchers have done and what they have found. Furthermore, researchers must be clear with themselves at every step of the research (Hiles & Cermák, 2007).

3.9.3 Transferability

A common criterion used to evaluate quantitative research is the generalisability of the findings. However, in qualitative studies, the goal is not generalisability. Instead, transferability is used to evaluate whether the findings can be applied to other contexts or not (Byrne, 2001; Tracy, 2010). While researchers can give recommendations as to the degree of transferability in the findings, it is the reader's decision as to whether the findings are transferable to another context (Graneheim & Lundman, 2004). Researchers may create a report that invites transferability by providing rich descriptions, by writing in an accessible and invitational way and by gathering direct testimony (Tracy, 2010). To facilitate transferability, it is important for researchers to provide a clear and distinct description of context and culture, the selection and characteristics of the research participants and the data collection and analysis processes. Vigorous and rich demonstrations of the findings, complete with appropriate quotations, also enhance transferability (Graneheim & Lundman, 2004).

Finally, in most qualitative research, resonance is aimed for because such studies aim to generalise within the cases rather than across the cases. Here, case generalisation derives from taking small instances and placing them within a larger framework. This is because qualitative research employs in-depth studies that usually produce culturally and historically positioned knowledge. This knowledge can never seamlessly be generalised to predict future practice. Despite the inapplicability of statistical generalisation, knowledge produced via qualitative methods can still be transferred and can still be useful in relation to other populations, settings or circumstances. Certainly, good quality naturalistic studies have “findings [that] can be extrapolated beyond the immediate confines of the site, both theoretically and practically” (Charmaz, 2005, p. 528). Instead of relying on formal

generalisations, qualitative research can accomplish resonance via transferability (Lincoln & Guba, 1985) or naturalistic generalisation processes that are performed by the readers of the research (Tracy, 2010).

3.10 Summary

This qualitative study has adopted a reflexive thematic design underpinned by a social constructionist theoretical framework. This study has consisted of two phases. The main study (Phase One) was conducted in relation to Turkey and pertained to the perspectives of teachers, parents, and students towards bullying and its prevention to address the overarching research question and its sub-domains. The second study (Phase Two) derived its data from social media and pertained to the perspectives of English-speaking individuals as to bullying prevention to facilitate the meeting of the objectives of the project. Phase Two was undertaken as a supplementary study and was designed to enhance the answering of RQ 3 and the findings of Phase One. The English sample was gained through YouTube videos while the Turkish participants were recruited via gatekeepers. The Turkish data was collected through semi-structured interviews, wherein the participants were asked questions corresponding to their perspectives and experiences of bullying, differing types of bullying and the approaches held as to bullying intervention. Both the Turkish and English data were transcribed, with the Turkish data further being translated into English. Both data sets were analysed using reflexive TA.

Chapter 4: Defining Bullying and Differentiating Bullying Types

4.0 Introduction

A central issue identified through the coding process was the conceptualisation of bullying and the associated behaviours as understood from the perspectives of key stakeholders. Bullying is fluid and varied in its manifestation, and thus a typology of bullying has been ascertained through the coding of behaviour types as classified by participants. The focus of this chapter is on how young people, parents and teachers defined bullying and how they differentiated between types of bullying behaviour. To identify the salient conceptualisations of bullying, as well as the similarities and differences between the perspective of parents, teachers and young people, data from these different groups were integrated.

The findings have been organised into main themes and sub-themes. Each main theme represents the identified subject category, which describes the sub-themes that fall within it. As noted in Chapter Three, to protect the anonymity of the participants have been given pseudonyms while any distinguishing names or references, which have been removed from the transcripts. Transcripts follow certain conventions to illustrate specific aspects of the talk and representations of participants. To represent each participant category, core letters are used prior to the pseudonym as follows:

- Participants =
 - Y. P. Pseudonym= Young people,
 - M. Pseudonym = Mothers,
 - T. Pseudonym= Teachers,
 - H. T. Pseudonym= Head Teachers,
- School and place names have been replaced by ((names school)) or ((names place)).
- “...” indicates pause,
- [...] Indicates overlapping talk.

A notable finding within the first identified theme, ‘Defining Bullying’, was that most participants found it challenging to conceptualise bullying in those terms. The participants, specifically young participants, mainly referred to violence and different forms of violence when they described their perceptions of bullying. Although most of the participants were not able to define bullying in clear or explicit ways, the data showed that they were able to conceptualise the behaviours that are associated with bullying when this is related to general evidence-based definitions. For example, participants described bullying behaviours as physical violence, verbal violence, and emotional/psychological violence. In addition to different types of violence, they also denoted different types of bullying – such as social exclusion, gossiping, name-calling and cyberbullying. The two main themes discussed in this chapter all relate to the definition and different types of bullying.

The first main theme focused upon here is the understanding of the participants as to bullying, while analysis has been used to explore how parents, young people and teachers defined bullying. The second main theme centred on different types of bullying as explained by the participants. From this, a taxonomy of bullying types was created. In addition to the interviews, young people were asked to illustrate visually what bullying meant to them or to represent the bullying that they had heard of, witnessed or experienced. Although some of the young participants were not fully transparent about their experiences of bullying during the interviews through verbal means, the drawings they produced clearly demonstrated the different forms of bullying of which they had knowledge or experience. These examples included fun being made of an individual’s appearance, social exclusion, and physical bullying. Those drawings are detailed at the end of the second theme.

4.1 Theme 1: Defining Bullying

An element of the research agenda was to identify the concepts used from the perspectives of the participants as to what bullying meant to them. As the views of young people and related stakeholders in Turkey have not generally been explored in the literature, this aspect was valuable to conceptualise the terms and behaviours. Most of the young and

adult participants initially expressed that it was challenging to define bullying, with the specific concept ‘bullying’ not being regularly part of their normative discourses. Thus, the interviews demonstrated that for most of the responses, ‘bullying’ is not a concept that is readily drawn upon in Turkish discourse among these groups. This could have been connected to the lack of knowledge and awareness held as to bullying in schools as well as in society more generally. The difficulty in offering definitions here seemed to be more associated with young people and mothers. However, notwithstanding the actual concept, ‘bullying’, with further prompting and careful non-leading questioning, the entire group of participants were able to present their thinking around the subject.

Overall, only a small number of participants were able to define bullying in a way that was consistent with research evidence. In terms of the literature, there is some consensus with Olweus’ (1993) definition of bullying, as holds three key dimensions; an intention to impose hurt, repetition and an imbalance of power. Olweus further explained that students being bullied or victimised are exposed to negative actions. These actions can be physical (such as punching, hitting and kicking) or they can be verbal (such as taunting, threatening or teasing). Additionally, negative actions may also include the exclusion of someone from a group, the use of mean gestures or the employing of facial expressions in negative ways towards others. Notably, in terms of the definitions of bullying among the participants, it was only the teacher and mother participants that included the dimension of power imbalance within their definition; young people did not specifically mention this, but they implicitly refer to it. The core issues pertaining to the definition of bullying are discussed in terms of the identified related sub-themes, as included power imbalance as an inherent aspect of bullying behaviour as well as violent behaviours.

4.1.1 Power Imbalance

Power is often thought to be an important element within the definitions of bullying provided within the broader literature, however, this was an issue mainly discussed by the adult participants. Besides denoting the difference between physical, verbal, and psychological aspects of bullying, participants either explicitly or implicitly referenced

power while defining bullying. The concept of imbalanced power indicates that students exposed to negative actions have difficulty in defending themselves. Identifying a power imbalance can be challenging as it can occur in many forms (Cornell & Limber, 2015), such as being attained thorough physical strength as well as via social or physiological power (Olweus, 2013). Although identifying a power imbalance is often clear for physical bullying due to the differences witnessed in physical size or strength, it may be difficult to observe in relational or verbal bullying where social skills, peer status, cognitive abilities or individual differences facilitate the dominance of a bully over their victims (Cornell & Limber, 2015).

Such issues were evident in the narratives provided by the adult participants. For example, one teacher, Osman, commented that

T. Osman: peer bullying is... in a scientific definition, where a comparison is made based on age. However, I make the comparison based on power. I think it is the strong party supressing the weak party. I think peer bullying is nothing else.

Osman's descriptions of bullying demonstrate how power is an important element of bullying. The logic that informs such a comment pertains to the power imbalance element of bullying not only relating to age, physical power or strength, but also to psychological power. When describing bullying, Osman also commented that:

T. Osman: What is peer bullying in general? It is a problem, which happens more frequently in adolescence. In adolescence, there is a need for power, both psychological and physical. For instance, there is a person who is powerful, strong and tall. What does he do? He generally tries to supress the relatively weak ones. There is not only one kind. They can be strong, both physically and psychologically. Power comes into being and they become damaged psychologically within the power. For instance, I think that one can say that physicality is also a form of peer bullying. For instance, during adolescence,

appearance is very important. For instance, a child is mocked because he is short or he is a stutterer and thus is mocked. He is mocked, even if he has acne. I think this is bullying.

This extract highlights the perceived existence of a power imbalance, as was articulated in accordance with given developmental level of young people. This participant commented that the ‘*need for power*’ during adolescence is a contributing factor in bullying among students. This teacher further argued that young people need power to feel superior to others and thus they use their own natural advantages (powers) to suppress/bully their peers. Importantly, it was recognised that power can be physical or psychological and that it has a harmful effect on its victims. Specifically recognised was that such bullying behaviour had potential to psychologically damage the victim. Here, the teacher noted how the physical characteristics of young people – such as being ‘tall’, ‘strong’ or ‘short’ – could be both a source of bullying as well as a reason for victimisation. Indeed, this teacher highlighted how small differences, such as height, or simple language difficulties ‘stutterer’ are identified by groups of students and utilised in ways that ostracise them from the groups; such behaviour allows the dominant parties to exercise a degree of control over those other young people through a perceived legitimacy of difference. This view of identifying weaknesses in others reflects the notion that young people seek to ‘fit in’ with their peer groups and are potentially at risk from exercises of power when they are unable to conform to such expectations. Evidently therefore, the exercise of power as a core characteristic of bullying behaviour was conceptualised as a central feature in recognising behaviour in this way.

While physical status was thought of as an important characteristic for the exercise of power over others, this was not the only contributing factor to such an imbalance of power. Teachers also recognised that social skills, peer status and family could be important sources of a power imbalance and utilised in ways to assert control over other young people. Yakup, a teacher, offered a good example of such factors:

T. Yakup: ... When a child is trying to suppress another child, they use several materials in attempting this – for example, if the child is a president of the class, is very active, is very successful or if the father of the child is rich. Emmm, well, emmm, (2), if the parents of a child come into school very often, this child will usually try to suppress children who don't receive such family attention. When I say suppress, I don't mean only via physical violence. For example, when playing a game and the children are choosing, usually they are the first one chosen while, on the other hand, the looser child is either the last one chosen or is positioned as a backup. Nonetheless, they are usually out of the game (laugh). Emmmm, it is the same in the classroom, where the oppressed child gets to talk a little less in the classroom, emmm, I mean they are passive.....

The statement above demonstrates how a difference in the social power, peer status and socioeconomic status of parents facilitates a power imbalance between young people. This teacher noted that some students use their social as well as cognitive power to suppress others. Empirical evidence also shows that popularity seems to be an indication of power between students (Vaillancourt, Hymel, & McDougall, 2003; Vaillancourt, McDougall, Hymel, & Sunderani, 2009), while the ability to commit relationally aggressive acts (such as the recruiting of classmates to exclude a target peer) appears to be facilitated by social status whereby young people with a high level of popularity have been found to commit more bullying or relationally aggressive acts in the future (Rodkin & Berger, 2008).

Economic viability has also been found to be intrinsically linked to social status, with the participants having acknowledged that financial differences can also be used as a source of a power imbalance. Such financial factors, in acting as an imposition of power, was discussed by several of the adult participants:

T. Tekin: I mean, the financial dimension is... peer bullying can be handled like this. In the region where I work, emmmm, there are very different family profiles. There are many families of a lower economic status, of a middle economic level and of a high economic level. Just imagine, when children become friends in the

same environment, children with a high economic status can be a bad example for a child with a lower economic status or the former can use this as an element of power..... the shoes or clothes they wear or the technological devices they have are now means of power or means of pressure. In peer bullying, they are ways of showing off. This is central to peer bullying today because economic differences inevitably cause bullying and, emmmm, psychological pressure....

M. Birgul: Yes, well, especially after one has a child, she deals more with such things. How should I know? A child considers himself superior to others, from both economical and moral perspectives. It is like "I have bought my clothes from there, it cost that and I buy my clothes from there." Imagine that we have had this problem since 1st Grade. Economically... how should I know? I have this allowance at school... Inevitably, they have a psychological effect on the child..... There are those who can afford to have this and there are also those who cannot afford this..... You will face such things now and in the future, every time..... There are all types of competition in the classroom. When the competition is about knowledge, I am pleased. However, when it is economical pressure or physical power, I am annoyed. So is my daughter.

Notably, both the teacher and the mother in their narratives described the influence of economic difference between students in school and how such influence might impact upon the bullying behaviour exhibited by them. The above excerpts illustrate two similar viewpoints as to how financial differences act as an influencer of the power imbalance as well as the bullying that arises among young people. Both the teacher and the mother emphasised the importance of the socio-economic differences between young people, how these differences are used by young people as a source of power and, furthermore, how these affect them and their relationships. These statements indicate that young people use their socioeconomic advantage as an element of power through which to suppress their peers, who may be less able to sustain the popularity required by possessing certain material resources. Recognising these differences seemed to be a way for some young people to impose psychological and social pressure on others, of building their own social

status and power among peer groups and as a means of competition among them. The comments of the mother, Birgul, also demonstrate how these economic pressures among young people tend to start from an early age. Like with physical power, it is notable that the rise of power for some individuals, stemmed from the highlighting of difference. In this case, rather than illuminate physical differences, such as linguistic ability or height, they demonstrated differences in privilege, of economic power and resource, and utilised this to intimidate and assert control over those less fortunate. However, just like in the example of physical differences, the use of social differences to assert power also had a negative effect on the psychological wellbeing of both young people, and by default therefore also their parents. The pressure of *competition* from socioeconomic differences was argued to be ‘annoying’ for both the young people directly experiencing the bullying behaviour, as well as the parents who cared for them. The perceived superiority of those with economic power was viewed to be problematic when expressed in the classroom, and one that was also positioned as positioned, as starting in the first grade.

The narratives given as to this power imbalance were also implicitly expressed by some parents and teachers, as recognised the relevance and importance of power. However, this was not necessarily explicitly framed in those terms. Such issues of power were linked with physical or psychological pressure here. In other words, bullying was constructed as the imposing of pressure, the threatening of victims, the forcing of them to do what the bully wants and the taking of their belongings; which are conceptualisations of power, but more concretely expressed in terms of actual behaviour.

M. Nuran: ... And there are some children who take money from other children. The child is afraid to tell his family. He threatens him saying: “You will give me this money. If you don’t give it to me, I will do this or that to you”

T. Feyyaz: Emmm, what I can refer to as peer bullying, for example, is when someone eats something and his friend says “give that to me” and they must give it to him. He has to give it to him, even if he doesn’t want to.

H. T. Mazhar: As I said before, it is one making their friends do what they say or do through pressure

When providing these definitions of bullying, the parent and teacher expressed that bullies impose pressure on young people. Although power was not directly mentioned by any of these participants, it was evident that bullies are viewed as stronger than their victims, either physically or psychologically; and thus, an implicit expression of power differentials was referred to. In other words, bullies use their power to assert pressure and to get what they want from their victims. The mother's comment also demonstrates how young people experience fear of bullies and how this inhibits their ability to share their experiences with their families. That is, the threatening behaviour, through an assertion of power over the victim, means that young people find it challenging to report the problem to their families or schools. The head teacher in this example also aligns with this perspective of bullying, illustrating that pressure of one young person on another, that is, an assertion of power or control, is consistent with their school perspective of bullying. The *pressure* is a key to this definition, and while this head teacher positions the young people as *friends*, rather than individuals from different peer networks, there is a clear recognition that the young person is being made to behave in ways contrary to their preferences, and this constitutes bullying behaviour.

In summary, a core component of the definitions held as to bullying, as offered by the participants, is the element of power. The role of power was identified in the definitions given by teachers and parents and this was consistent across the adult participants. The definitions of bullying conveyed also recognised that some young people use their physical, social, intellectual, and financial advantages as a source of power through which to bully their peers.

4.1.2 Violence

A common assertion as to the power employed by bullies was that it is enacted using violence. Notably, when the participants explained their perceptions of bullying, all three

participant groups referred to violence in its different forms in their definition – as was arguably the most consistent and common characteristic identified by participants. Besides the definitions given by the teachers and parents, young people tended to explain bullying mainly based on violence and different forms of aggression. Although the definitions were somewhat incomplete and based on a logical progression of thoughts in most cases, the descriptions of the participants drew on a variety of aspects. Here, definitions included a range of categories, which focused on physical violence, verbal violence, combined physical and verbal violence and combined psychological and physical violence.

Issue of physical violence were evident in the narratives of both the young and adult participants, with some participants articulating the actual word ‘violence’ in a variety of forms. For example, one of the teachers commented that:

T. Ismail: Peer bullying (3.5), emm, it is the general definition of all kinds of, emmm (1.5), violence related to children (1).

....

T. Ismail: (2) Well, actually, emmm, let me put it this way. The violence among children is rather physical. Well.. peers enact physical violence among themselves because children don't try to solve problems through dialogue but do so through violence. Maybe this is the most important clue.

This extract highlights the term *violence* being used to describe bullying. Here, the participant specifically refers to *physical violence* as a way that young people tend to solve their problems among themselves. This teacher argued that young people are not intent on solving their problems through communication, but rather do so through violence. This participant demonstrated the importance of the social-emotional development possessed by young people in terms of school bullying. This is because social-emotional development gives the capacity to recognise and manage emotions, to establish positive relationships with others and to solve problems effectively (Zins & Elias, 2006). Zins and Elias further noted as being crucial for establishing positive relationships, for developing care and concern for others and for handling challenging situations capably. A lack of social-

emotional development in young participants acting as a cause of bullying can be seen in the definitions of bullying provided by several participants. This is as demonstrated below:

Y. P. Reyyan: Generally, ermmm, it involves violent bullying, I mean bullying others by means of using violence, exclusion and boys harassing girls etc, I think.

M. Aynur: I have not heard about bullying, but I can guess it well. Anyways, peer means children of the same age. Bullying can be violence used towards each other.

Interviewer: Well, what example of violence can you provide?

M. Aynur: Violence (2), ka? It can be beatings (1), it can be sexual, it can be anything.

The young person characterised bullying as *violent bullying* and recognised that this involved actions of one young person against another, highlighting violence as a central characteristic of the bully. Noteworthy here, was that this young person drew attention to gender as part of his/her conceptualisation of behaviour. In so doing, the young person highlighted that in some instances of bullying, there was *harassment* behaviour, and attributed this as being from boys toward girls. The mother's example was more abstract, as she prefaced her response with a statement that she was unaware of any real-world examples, as she had not heard of actual behaviour of this kind in the school. However, she did conceptualise bullying behaviour in terms of physical violence, which she framed as being a range of different types, including *beatings* and *sexual*.

It was acknowledged by participants that not all bullying violence was physical. Some participants explained bullying as verbal violence. It was mainly adult participants who referred to verbal violence when defining bullying, as young people were more likely to highlight the physical aspects of the behaviour. Two teachers, Sevda and Seval, referred to verbal violence to explain their views:

T. Sevda: Verbally, swearing and provoking via verbal means. With appearance, I also see it very often hereabout. Calling names, I see it very often hereabout..... if

someone has a physical problem, they push him around. They suppress a child because of his bad sides.... For example, I have a student nick-named 'alien' by his friends... with regards to his appearance. He is a different child, absolutely. He cannot say something. He has accepted the situation ... but they always push him around and he keeps silent ...

T. Seval: It does include insults emmm, or I don't know, for example, they may say something that one dislikes, or it can be about one's physical appearance. Let's say that a kid's is flap-eared, it can be mentioned, or they may have a nick-name. For example, one can be short, slim or fat or if one wears eyeglasses, they can insult by mentioning these things.

What is particularly noteworthy here is that both teachers emphasised the importance of physical appearance in terms of verbal bullying. Like with the assertion of power, differences between young people was positioned as an important foregrounding of bullying behaviour. These participants felt that differences in physical appearance among young people was utilised by bullies as a source of insults/humiliation, name-calling and exclusion. In other words, the physical differences provided a platform for other young people to arguably legitimise their exclusion and behaviour toward that young person in such negative ways.

Furthermore, one specific form of verbal violence emphasised by many of the mother and young participants as a big problem and as a cause of bullying was cursing/swearing. This was invoked among the perspectives of both the parents and young people. Cursing/swearing seems to cause big problems among young people. This is because bullies appeared to use curses to insult and harm other students and to provide a reason for the picking of a fight. Phrases such as *'It is always cursing; I mean almost the same types'* and *'There was a fight because of slandering swearing'* demonstrates the effect of swearing in terms of bullying incidents. Two mothers, Ezgi and Su, also referenced cursing while explaining bullying. Here, both mothers felt that cursing is a part of verbal violence and one of the biggest problems encountered in school:

M. Ezgi: We can add cursing as verbal violence alongside being one of the biggest problems here. I mean, in our family, there is no cursing (swearing) and we have not experienced this in the family. My father also never used to curse but, among kids, it is common to use obscene words. As such, I know my son never cursed but later my middle son did. Since they travel to school together, he told me that his brother has cursed. Actually, the cursing problem also exists for me at the top of the list of bullying

M. Su: The biggest problem we face at school is swearing. It is the biggest problem. Today, one's mother, father, sister... all are exposed to this. I go to school and hear unbelievable things from children. My son always questions me because I am extremely against swearing. Swearing makes me lose control. I cannot tolerate it. For instance, when we are walking and we hear something, my son looks at me as to whether I will get angry with them, I mean, whether I will say something to them. "Have you heard it, mommy?" he says. "I have", I say. "Pretend that you have not"

A notable issue from both mothers here is that they construct swearing as the *biggest problem*, which indicates that such verbal behaviour is to be thought of as most problematic, that is a priority to address. Interestingly, such behaviour was argued to be something that could not be tolerated by the school or by parents, namely as society sees swearing as a very bad thing whereby a person who swears is considered to be immoral and/or ill-mannered. Furthermore, swearing usually invokes the insulting/dishonouring of a person or their family/family members. In Turkish society, a family's honour is highly important, with females being understood to represent this honour. As young people are strongly aware of this, the insulting of a family or female in that family seems to be a prevalent way of bullying others and a reason for the instigation of fights between young people. For example, Ezgi stated swearing to be the primary form of bullying. This is noteworthy when physical violence is argued to be a problematic characteristic of bullying behaviour among young people. Like their adult counterparts, the young people explicitly

employed the concept of ‘violence’ to define bullying behaviour and talked about *physical* violence and *verbal violence*.

Y. P. Berk: Emmm, children tease each other, exclude each other and children are thus being exposed to bad (physical) violence...

Y. P. Neriman: Bullying, I think, emm (4), how can I say (5), are bad things and physical fights or similar things that (people) do to each other.

Interviewer: Similar things (1) or physical things? What are they, for example?

Y. P. Neriman: Words, for example.

Interviewer: Hmm, very good, okay words?

Y. P. Neriman: Yes, verbal violence.

Interviewer: What is included in verbal violence, for example?

Y. P. Neriman: Swearing, insults, things such as this.

Interviewer: So, what do you think it is included in physical violence, what kinds of behaviour?

Y. P. Neriman: To each other? (1) Hmm (1.5), for example, we see things such as them pushing and hitting each other. How can I say (4), like fighting.

For the young people themselves, they saw both physical violence and verbal violence as core characteristics of bullying and identified several types of behaviour that could be conceptualised under these two broad aspects of the behaviour. They identified verbal violence as teasing, swearing, and insulting, while physical violence was denoted as hitting, pushing, and fighting. Although the young people required some prompting from the interviewer, they were able to articulate the kinds of behaviours that they meant when conceptualising under these broad headings, to illustrate the kinds of behaviours they had seen in school, such as *pushing*, *hitting* and *fighting*.

Some other young participants referred to both physical violence and psychological violence when they defined bullying, but again, the notion of violence itself was a key characteristic that defined bullying behaviour from their perspective. Here, the participants

felt that psychological violence involves insults, humiliation, and threats while physical violence involves pushing, hitting and fights.

Y. P. Yagiz: Bullying, for example, is making fun of people, as can dishonour them. For fighting, this can be any kind of fight, physical fighting or it can be words that can affect their soul. Some people are threatened, for example, due to the threats that some kids cannot report.....

Y. P. Irmak: Bullying (.) is psychological violence towards someone. Emm, how can I say, pushing and hitting someone, fighting and violence.

Interviewer: So you mentioned psychological violence, what did you mean? ...

Y. P. Irmak: Yes. What I mean, psychologically, for example, is making fun of someone.... ..

Y. P. Irmak: For example, when they fight, they say “I am successful, you are lazy”.

What is particularly noteworthy here was that the young participant, Yagiz, acknowledged the negative consequences of bullying on the emotions of victims. Yagiz commented that bullying *dishonours* victims and affects the souls of victims but they cannot report this due to the threats of the bully. Yagiz’s situation might also be related to “gendered” expectations of being male in a group. This is because males are expected to be masculine in Turkish society. Masculinity is often understood to include traits such as being dominant, strong, powerful, aggressive, and competitive. In this sense, bullying may be a way for young people to assert their masculinity and dominance over others (Gini & Pozzoli, 2006). As Yagiz was a victim of bullying, he considered himself weak and believed that he had failed to be a “man”, thereby perceiving his experiences of bullying as dishonouring. Similarly, one teacher, Ismail, also defined bullying as ‘*a kind of violence by despising, belittling, trivialising them, emm, making them nothing. This is a kind of violence*’. Furthermore, the young participant, Irmak, while explaining the psychological aspect of bullying, felt that being successful or lazy in class is also a reason for bullying or victimisation. A mother, Ezgi, also talked about grades as a psychological aspect of

bullying. Ezgi here felt that young people use their intelligence and success to bully others. When describing bullying, Ezgi noted that:

M. Ezgi: Emmm, in terms of psychological violence, how should I say, not lately but at the beginning, it was more intense, emm, when any kid got a low grade. Here, their friends, emm, I mean we all know this is what they say: “Do not hang out with lazy kids but hang out with hardworking kids”. Eee, things like that, keeping away from (avoiding) them. As I said, my kid is not that bad in terms of grades. Anyway, I make a great attempts to spend so much effort here. I hired a private tutor and also they are not a bad kid. Their grades, I mean, due to a lack of focus, due to their intensive communication with their friends, are underperforming and when they underperform, other kids stay away from them.

It was argued by both the adult and young participants that academic success and competition provides a mechanism for others to engage in behaviour that constitutes bullying. This, in turn, creates an environment for exclusion as well as for bullying. It seems that lower performance as to grades negatively impacts upon the social status of young people in the classroom while also affecting their psychological wellbeing.

In summary, most of the participants referred to various forms of bullying in their definitions, with many understandings and describing bullying as a form of violence. The definitions conveyed included a variety of categories of aggression – as were physical violence, verbal violence, physical and verbal violence, psychological and physical violence and psychological violence.

4.2 Theme 2: Defining Different Types of Bullying

The focus of this theme is related to definitions of bullying, but more specifically it demonstrates how young people, parents and teachers differentiated types of bullying behaviour. In the previous theme, it was noted that a range of physical, verbal, psychological and power issues were constructed as being relevant to the concept of

bullying, and these were important in terms of conceptualising different forms of bullying that were identified by participants. The participants were asked to answer questions related to different types of bullying behaviour and were further asked to discuss their experiences with bullying incidents, to ensure that personal reflections and accounts underpinned their understanding of bullying behaviour. Although, most of the participants did not have enough knowledge as to bullying in general, both the young and adult participants talked about the multiple types of bullying that occur at schools, as they had experienced, witnessed or heard of it. Here, there was a consensus that these behaviours occur at school, but many of the teachers did not necessarily perceive these behaviours to be particularly problematic. For some teachers, such behaviour was considered to be the usual mischief in which some students engage, and thus thought to constitute normative behaviour for young people of this age.

Overall, most of the participants were able to explain their views as to the different forms of bullying, as were consistent with the research evidence in this area. In terms of the literature, there are two main types of traditional bullying agreed upon in the research – direct and indirect bullying (Vanderbit & Augustyn, 2010). Direct bullying includes physical and verbal aggression while indirect bullying includes actions like saying hurtful things, gossiping, spreading rumours, and enacting social exclusion. In addition to these traditional forms of bullying, cyberbullying involves the use of technology to threaten or harm another (Patchin & Hinduja, 2006). In terms of the perspectives of the participants as to different forms of bullying behaviour, all participants were able to explain their views towards both traditional and cyber forms of bullying when related question were asked. The core issues pertaining to the identification of the different forms of bullying are discussed here in terms of the identified related sub-themes, as included direct bullying, indirect bullying, and cyberbullying. Thus, a tri-part taxonomy of bullying behaviour was created from the core conceptual categories identified from the data from the young people, teachers and parents, and from the broader literature in this area, which is represented in figure 0-1.

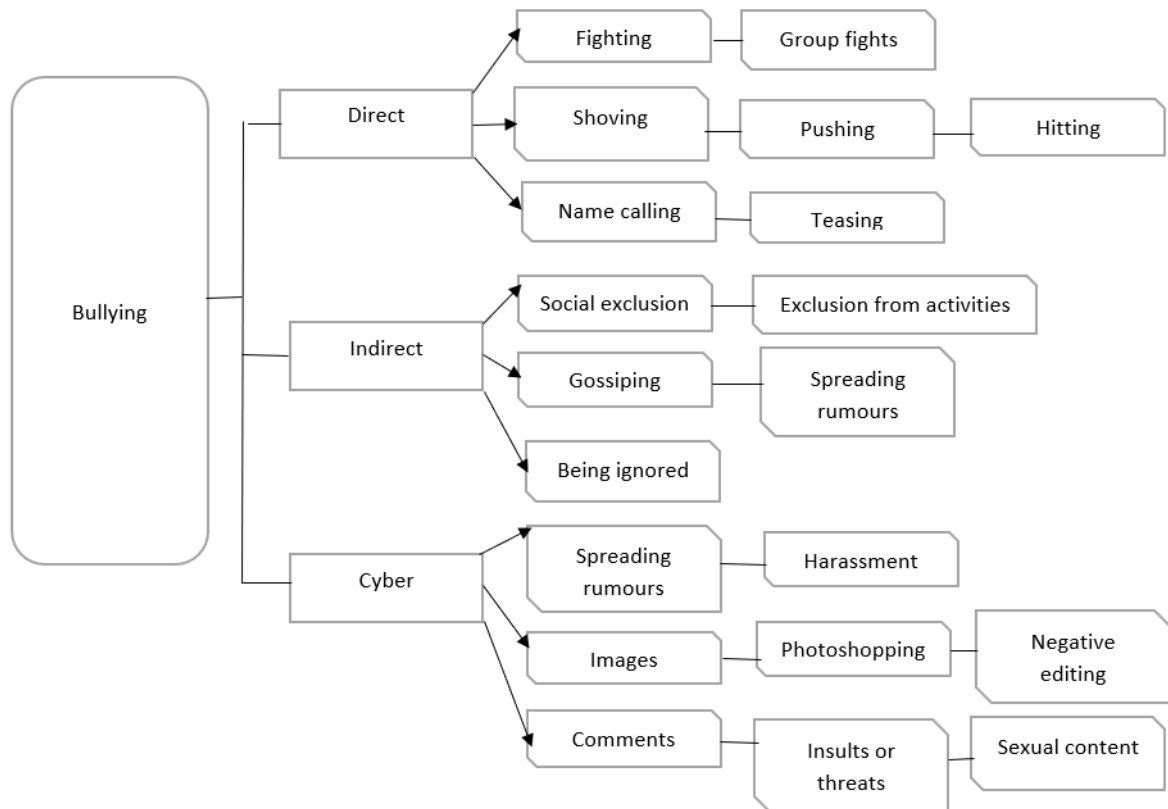


Figure 1. A tri-part taxonomy of bullying

4.2.1 Direct Bullying

According to the literature, direct bullying includes two means of aggression; physical aggression and verbal aggression. In both cases, individuals involved in such actions will cause harm to another. Physical aggression includes actions such as hitting, kicking, pushing, threatening to harm, and stealing from other individuals. The other form of direct bullying, verbal aggression, includes actions such as teasing, taunting, name-calling, intimidation, and public humiliation (Vanderbilt & Augustyn, 2010).

Both the young and adult participants reported the various types of direct bullying that occur in schools. The participants believed that physical bullying includes behaviours such

as hitting, pushing, shoving, beating, threatening to harm, fighting and the taking of someone's belongings. Notably, some of the young participants shared personal stories of their own bullying experiences while other participants, both adults and young people, talked about bullying with third-party attributions. Physical bullying was discussed by several participants:

T. Leyla: I have witnessed a lot [physical violence]. It has happened a lot, namely, emmm, there was someone whose nose bled while the students were pushing and shoving each other. Emmm, by hitting the desks, many individuals have hurt their arms and legs. Emm, there were students who fell downstairs. So, almost everyday, emmm, we have experienced this.

M. Nesrin: Ooo, the children beat each other to death.

...

M. Nesrin: They are pulling each other's hair and their bags, pushing each other, things like this.

Y. P. Reyryan: Specifically, the violence that I have witnessed is violence enacted by boys against girls or girls enacting violence against boys. It does not matter that they use violence (physical) against each other, ermm, they are scared of telling their friends teachers, parents or the Head Teacher. I mean, they are scared as threats arise from those who use the violence, so I see these things.

The participants agreed as to the existence of physical aggression in the school, with one teacher citing that this is prevalent and frequent, *almost every day*. It is obvious from these accounts that young people use different types of aggression to bully each other within the school environment and this is common and frequently occurring. The adults noted that there was a broad range of violent acts occurring and that these were significant as the harms imposed were highly problematic, with one mother noting that children *beat each other to death*, to emphasise the level of violence that is displayed in school. The young participant, Reyryan, demonstrated the seriousness of the problem by mentioning the threats

of bullies and reported that he/she had witnessed events of violence, and that the threats incurred by bullies left victims feeling scared. Consequently, the victims of bullying cannot share their experiences with anyone in the school or with their family. Such threats were also mentioned by several participants:

Y. P. Yagiz: Some kids kick me and then run away since I cannot do anything to them. I face these things often. Some others propose a fight. They say that they shall come here and have a fight with me. Then, they say you are afraid and they make fun of me and say “look at that weak guy”. Sometimes, I want to report this, but they say that “we will see you after class”, they block my way and they beat me up by kicking and hitting...

M. Nuran: And there are some children who take money from other children. The child is afraid to tell his family. The bully threatens the child and says: “You will give me this money. If you don’t give it to me, I will do this or that to you”

H. T. Baran: Some behaviours... of course, for instance, emmm, the taking of money from children by force, emmm, happens very often. Some behaviour, such as saying “you will give me money every day” is an illustration of this. Another example that we often face is that students, emmm, of course this turns into a monetary issue, take a student’s belongings by force.....

The young participant, Yagiz, shared his own personal experiences of bullying. Here, it is noted that Yagiz were bullied by others but could not defend himself and felt weak. He reported that he felt afraid to tell anyone because he knew the consequences. This indicates the fear that is experienced by young people and indicates some of the possible barriers that prevent them from bringing such violent behaviour to the attention of their teachers and parents. Furthermore, both the adult participants commented that bullies were taking the money or belongings of young people by force, subsequently threatening them to not tell anyone. Based on the literature as to this area, bullies are typically assertive, loud, aggressive, hostile, and self-confident, usually as a member of a school’s popular group

(Beaty & Alexeyev, 2008). Bullies can be in the same class, grade, or a different class/grade than the children they bully. Furthermore, as was noted in theme one, they also tend to strongly desire power and control over others (Olweus, 1993). In terms of the perspectives of the participants, bullies are hostile, possessing of an intention to control others, desiring of power and are from both the same grades as those they bully and from upper grades. Selim, Alp and Yagiz gave their thoughts on this subject:

Y. P. Selim: There are kids who patronise other children in school. If someone messes with them, they do worst things.

Y. P. Alp: They come and fight. When you (accidentally) hit someone, they come to say “why did you hit me” and they instigate a fight.

Int: Are those students from your class or from your school?

Y. P. Alp: Those from both my class and my school, as well as upper graders, bully a lot.

Y. P. Yagiz: For example, older kids fight with the little kids, putting them on the ground and hitting them. I want to break up these fights, but I am afraid that I will bear the brunt of the fight if they attack me.

Interviewer: When you say “older”, do you mean students from upper grades?

Y. P. Yagiz: They are older in age, but also since their bodies are large, they mess with the little ones.

Young participants Selim, Alp and Yagiz characterised bullies as older, stronger and bigger than their victims. In this sense, bullies were seen as picking on weaker/younger individuals and asking for trouble in order to instigate a fight. Since students fear bullies, neither victims nor their friends are able to stand up for themselves in this context. Additionally, most of the young participants talked about fights in school when describing their views as to physical bullying. Fights are not only an individual tool for bullying, but they also arise as a tool for groups of bullies to assert their power over other young people in the school. Mete and Reyhan gave their thoughts on the subject:

Y. P. Mete: ... They bring knives with them. Once, after class, Berk and Hikmet (bullies) both fought together because someone teased a girl in our class. That kid had a flintlock gun which he brought after class. They (Hikmet and Berk) brought a knife and they subsequently had a very bad fight.

Interviewer: You said that a very bad fight happened. Were there any injuries?

Mete: No injuries happened, but people around them held Berk. However, the kid on the opposite side had a swollen cheek and his lip was bleeding.

Y. P. Reyryan: There are bullies, but not in our class. We see them in the school. Girls like a bit of punk. I don't mean that. I mean there are some girls they mess with. The others shoulder us while we are hanging around, they shoulder us if we look at them and they say "why do you look at us" ... Even when we say that we did not look at them, they say "you did" and then they say that "after class, we will fight in the park"

Y. P. Reyryan: They hang out as a group, generally as 2-3 people. They hang out in the school yard, they mess with everyone generally, of course. Physically, of course, they do not with fat ones, big ones, but small ones, dwarf ones. To these kinds of people, I saw them trip such children up and then they say that I did it. The kid cannot say anything and no one can say anything to those girls as they are already popular in their class and in the school.

The young participant, Mete, shared their friend's experiences of bullying wherein a bully had used a knife, picked physical fights, and caused serious injury to his victim. The physical fighting with a weapon demonstrates the seriousness of the bullying problem encountered in schools. Researchers have also found that bullying perpetration and victimisation are both related to weapon-carrying (van Geel, Vedder & Tanilon, 2014) and involvement in violence (Toffi, Farrington & Losel, 2012). Here, victims may carry weapons for self-protection while bullies may carry weapons to intimidate others. Since bullies are found to be assertive, loud, aggressive, and hostile, they are especially prone to

carry weapons when provoked (Dijkstra, Gest, Lindenberg, Veenstra & Cillessen, 2012). Based on the literature as to this area, individuals may choose to bully others for a variety of reasons – for instance, to obtain or uphold their social status among their peers (Hanish & Guerra, 2000). It seems that bullies are trying to obtain social status, maintain their power among their peers by helping them in their own way or by harming/scaring others. As aforementioned, although some consensus exists as to these behaviours occurring at school, many of the teachers did not necessarily perceive these behaviours to be particularly problematic. For some, it was considered to be the usual mischief in which some students engage.

H. T. Baran: For example, some behaviours are designed to trick others. Emmm, if they envy one another, they may push and shove one another in our school. However, this happens very rarely. This is because of the school, the moral conditions of the school and the school being orderly. For example, 6-7 incidences of this kind happen in other schools in a day, but only one incident a week like this happens in our school.

T. Fehmi: I mean, there is not much of this. However, there are some light incidences. I mean, kids also use games as a form of violence towards each other. Last year, there was a game that the kids played, you know, where they beat each other. A few students were gathered and then they beat a student. Then, of course, fighting occurs in such a crowded school. Fighting certainly always happens but, emmm, not like on a constant level. I mean, they fight but teachers intervene. Then, we solve it in a short time.

Here, the Head Teacher, Baran, agreed that physical bullying exists among young people, but he felt that there was no bullying in their school due to the school's *moral conditions*. Baran thus believed that the rules his school imposes prevents bullying incidents or reduces them to a low level when compared with other schools. Additionally, a teacher, Fehmi, accepted that physical bullying happens in school but that fights arise as a game among young people. His statement also demonstrates that teachers are active whereupon

they witness bullying incidents or are informed about such incidents. Notably, the participant believed that the problem is solved in a short amount of time when teachers intervene in such situations.

In addition to physical aggression, verbal aggression as a form of bullying was also mentioned by several of the participants. It is important to acknowledge that, based on the data, verbal aggression is one of the most common bullying types that arose among young people in school. Both the young and adult participants reported the various types of verbal bullying that occur in schools. As mentioned previously, parents considered swearing as one of the most problematic forms of bullying among young people. In addition to swearing, the participants also believed that verbal bullying includes actions such as saying hurtful things, teasing, picking on, name-calling, humiliation and making fun of the physical appearance of others. For instance, swearing and insulting each other was mentioned as a form of verbal aggression/bullying by both the adult and young participants:

Y. P. Betul: I mean, how can I say, it can be easily understood that they have always cursed. I mean, in regards to almost the same types.

Y. P. Emine: I mean, some of the boys are exposed to violence. It never happened to me. There is one boy in our class, his name is Ugur. He bullies a lot, not girls but boys. He bullies boys a lot via swearing, insults and bad conversations. Sometimes, when teachers turn their back, he makes bad gestures. Such things happen.

Interviewer: So is there any violence or fights? I mean, you said Ugur makes bad gestures behind the backs of teachers and swears to his friends.

Y. P. Emine: Yes, it has happened. For example, last year, Ugur made bad gestures to a classmate and this caused a big fight. Then, the teachers came and tried to solve the problem between them. When Ugur repeated these things, the school called his family. However, Ugur has continued this behaviour.

M. Yesim: Yes, yes. I have heard, for example, that recently there was a discussion between two friends, actually it happened in another class, where they verbally attacked (insulted) each other once in a while. This turned into a fight where they pulled each other's hair.

Many of the participants mentioned the problem of verbal aggression in the school. They expressed the view that bullies use verbal aggression to intimidate/insult others and that usually these verbal attacks turn into physical fights among the young people. In other words, it was often the case that the verbal and physical violence were not mutually exclusive. In addition to swearing/cursing, the participants argued that name-calling and making fun of each other were other forms of verbal aggression/bullying enacted among young people. For instance, the participants felt that the having a different appearance, being overweight, being shorter or taller than the others, having glasses and being a stutterer or speaking differently were reasons for them being a victim of bullying. For instance, the young participant, Selim, gave an example of his friends as were made fun of because of their appearance. Here, they said: *'Yes, sit next to me. I don't, but everyone does tell him board because he has a big head'*. In addition, he further noted that: *'There is one kid, for example, how can I say this, whose mouth does not close because of his teeth. They make fun of that...'* As further examples, three young participants and a mother gave their thoughts as to this subject:

Y. P. Yaren: Ermmm, I always get insulted because of my weight. Errm, sometimes I could get my arm beaten and hurt, not too badly but I don't like it. I don't like those kind of things...

Y. P. Yaren: I mean, I do not have such problems with my girlfriends. They try to protect me. For example, recently, we had a discussion on the matter of weight. When I bought something from the canteen, one person told me: "You have become like a pig, why do you eat that thing". The thing that I had bought was a small thing. "What is it to you, my body is my body", I said. So my friends protected me and he understood that he was wrong.

Y. P. Seyma: For example, there is a girl in our class. She is very tall, much taller than normal. For example, sitting in front of me, there is a kid I have gotten angry with many times. They are continuously calling the girl a giraffe or a donkey. So the girl this time reveals that she is angry and, both last year and this year, she was always crying. I mean, every time I have to intervene because I would say: "Don't do that". I would say that this is shameful and that they themselves are a bit short. I told them: "If somebody calls you a dwarf, would you like it?" However, they ignore this in our school. There are too many incidences where fun is made of appearances.

M. Yesim: They call her 'four eyes'. I mean (she said), even in small incidences, when I crash? with someone, they immediately call her "four eyes". Therefore, she does not wear them, she does not think about wearing them. She has even said that she has an eye problem.

All three of the participants noted that physical appearance is a reason for bullies to enact victimisation. A young participant, Yaren, talked about her own experience of bullying, feeling that she was insulted and called names because of her weight. Seyma, on the other hand, shared the experience of her friends as to bullying. Here, being taller than the other students was the reason for this victimisation. Importantly, both young participants talked about friends supporting the victims and how the social support of friends helps the victims. Research has also demonstrated that friendship, as a protective factor, decreases the likelihood of students becoming victims as well as bullies (Bollmer, Milich, Harris & Maras, 2005). This is because friendship is believed to provide a protective buffer against negative factors (Bukowski, Hoza & Boivin, 1994), while having friends protects individuals from becoming a victim of bullying. Further research has evidenced that children who are victims of bullying have less friends than children who are not bullied, with these children encountering a higher risk of increased victimisation over time (Hodges, Boivin, Vitaro & Bukowski, 1999). An example of the challenges faced by some children, a mother, Yesim, shared her daughter's experience of bullying in school. She

conveyed how her daughter had been made fun of because of her glasses. As a coping strategy, and to avoid this bullying, the girl took off her glasses despite having problems. Coping is defined as an individual's effort as given towards dealing with environmental stresses and their emotional consequences (Lazarus, 2006). The most common coping strategies used by students were found to be the ignoring of bullies, the telling of those abusive figures to stop, the running away from the bully/bullying, the fighting back against bullies, the asking of a friend or adult for help and, finally, crying (Smith, Shu, & Madsen, 2001). Such adaptive coping strategies have been found to be a mediating factor against the negative effects of bullying victimisation (Hampel Manhal, & Hayer, 2009; Lazarus, 2006) and a protective factor against future bullying and victimisation (Varjas, Henrich, & Meyers, 2009). In addition to physical appearance, speech problems were also mentioned as a cause of bullying victimisation. A mother, Nuran, and a teacher, Fehmi, gave their thoughts on this subject:

M. Nuran: Yes, there was a time when Irfan was stuttering greatly. Then, children, emmm, for example, were making fun of him. Then, Irfan was very said at that time. Once, I saw it. I said: "Look, when Irfan does it, you imitate him, don't imitate him. He is embarrassed." For example, there was another child in the classroom who stuttered like Irfan. He was a very smart and hardworking child. Irfan sometimes says: "When I stutter, children say you stutter." They were mocking him because he was weak.....

T. Fehmi: I had that kind of student previously. He was born and raised in Istanbul and so his speaking is too, I mean, emmm, is different. I mean, the accent here is different to those in the class. Kids constantly say to him: "Tarkan is talking like a girl". Then, he was fighting due to this reason and since he was huge. He was slapping whoever said this but he was resenting it too much, emmm, probably due to family problems. They came here when he was born and he was raised there. As such, his way of speaking Istanbul Turkish was also quite different, presumably since there was no man at home he was raised among females. As a consequence, the kid was speaking differently, emm, and he was fighting too much. He was very

problematic and his mom was coming in, his grandmother was coming and we were constantly meeting. So, of course, after that stage, it is hard to correct his ways of talking. After some time, students became used to it. Anyway, he was in the Eighth Grade and the kid was considering this as a big problem. He was crying or so and he was constantly fighting. This happened for some time, and a few months had passed. Anyway, the kid became used to fighting whoever mocked him.

Both adult participants expressed their view that having speech problems, or being different from others, was the reason for such victimisation. For example, one mother, Nuran, shared her son's experience of victimisation whereby others made fun of him because of his stuttering. It is important to note that the mother felt that in addition to having a stutter, being less smart and weaker also contributed to the reasons for their son's victimisation. This was concurred by a teacher, Fehmi, who mentioned that their student was bullied as he was *different* and *was talking like a girl*. Furthermore, this teacher demonstrated how the victim of bullying becomes a bully in the classroom themselves whereupon it was mentioned how *the kid became used to fighting whoever mocked him*. In terms of being different, a Head Teacher, Mehmet, felt that other disadvantages, like being poor and having mental health problems were also reasons for verbal bullying in school.

H. T. Mehmet: I can say that I have one or two disabled kids, one of whom has epilepsy. Specifically, children often make fun of them and call them crazy etc. Therefore, kids come to us to talk about it. They get upset and even want to leave the school...

H. T. Mehmet: Because of weight, because of handicaps, because of illness, clothes or poorness, children get teased/picked on by children. I mean, they cannot emphasise, how can I say, they don't see them as a friend, as a person. For example, their own clothes are new, but the other person is poor and their friends make fun of them because children don't know it is wrong or, more precisely, their mothers and fathers did not teach them or we teachers have weaknesses as we did

acknowledge that kids would think of this as normal – I mean, making fun of someone...

These statements demonstrate how physical appearance/individual differences are utilised by bullies as their reasons for enacting victimisation. Notably, this head teacher believed that young people make fun of others and that this is not their fault as it may seem normal for such a demographic. However, it is the responsibility of parents and teachers to teach students good manners and morals. Thus, it is important to guide young people in relation to how they should treat others/their peers.

In summary, the main components of the direct bullying examples offered by the participants included different forms of physical and verbal aggression. Both the adult and young participants agreed on the existence of physical and verbal aggression among students. Verbal aggression, and more specifically swearing, was found to be the most common type of direct bullying among young people in school. Verbal attacks such as name-calling, making fun of others and swearing were not only used to intimidate/insult victims, but also to pick a physical fight with them.

4.2.2 Indirect Bullying

Indirect bullying includes actions such as excluding someone from social activities and/or peer groups, gossiping, spreading rumours, saying hurtful things, and ignoring another individual. This form of bullying is also known as relational aggression as bullies use their relationship with another individual as a way of inflicting harm onto the victim. It was identified in the data that indirect bullying was one of the most common types of bullying among young people. Both the adult and young participants mentioned a variety of indirect bullying forms, as have been found to be parallel to the literature in this area. Specifically, two types of indirect bullying, social exclusion and gossiping, were mentioned by several of the participants.

The participants believed that young people socially exclude each other for a variety of reasons – for instance, being lazy and/or not being successful in class, being physically weak and/or not being talented and being poor. *Being lazy* as a cause of social exclusion was discussed by both the young people and adult participants:

Y. P. Reyryan: Social exclusion happens, it definitely happens. For example, although a kid plays well because he is lazy/not successful, I mean not lazy because he does not attend classes, they exclude him.....

Y. P. Ebru: Yes, there was a girl named Evla who was lazy (..). None of the smart students played with her. For example, the president never played together with her.

Interviewer: For example, are you excluding them (the lazy ones) only in play? How are you in class?

Y. P. Ebru: We don't sit side-by-side with them. We don't speak with them. For example, if anything happens to them, nobody goes near them, nobody says anything and only their friends like them.

T. Seval: Generally, I think that kids who are untalented are socially excluded. The ones who are untalented, who are unsuccessful, emmm, I can observe that these students can be excluded from social relations. For example, a kid does not want to sit next to a lazy student or does not want to be friends with them. Or, let's say one is not good at gym class or one's social relations are not good, the kids do not want to have a friendship with that kid.

Based on the pertinent literature, academic competition and the pressures of academic achievement are found to be factors closely associated with bullying among school students (Bibou-Nakou, Tsiantis, Assimopoulos, et al., 2012). These extracts highlight the perceived existence of social exclusion, as was articulated in relation to the academic success of young people in school. These participants believed that *being lazy* in class is a contributing factor in indirect bullying among young people. It seems that young people

who are victimised by indirect bullying are not only excluded but also are isolated in class. It is important to note that, in Turkey, getting a good education depends on getting into a good high school and young people seemed to associate academic attainment as a reason to integrate with a peer, and where academic attainment was lacking, it was a reason to exclude that person from the peer group. To be able to enrol in a good high school, it is necessary to be successful in the examinations set by the Ministry of National Education. Students who want to study in these schools must push their competencies and boundaries and have to pass their competitors within exams. The pressure created by this competitive environment results in stress and anxiety for students. It seems that this system of examination not only negatively affects the psychological well-being of young people, it is also affecting their in-school social relations. In addition to academic success, a teacher, Seval, believed that being untalented in school activities is another reason as to why some students are socially excluded by their peers. Yagiz and Osman also gave their thoughts as to this subject:

Y. P. Yagiz: I have faced social exclusion most of the time. For example, when they play football, they do not include me. They say: "You cannot play. Go away, we will lose because of you". They exclude me and then they say "You can sit in the garden and watch us"...

T. Osman: It is about success. I will associate it with adolescence again. It is not important as to how a person plays, but it is important that they play. The sense of competition is so strong in this period that, for example, it is better for them to include a slim student who can run fast rather than including a fat one in the game. I mean, children probably don't want to be in the same team as a child who does not play well. Or, when they make a pass to him, they want him to use it. If a child does not have this capacity, nobody wants to include him.

Yagiz, a young participant, shared his own experiences of indirect bullying. The young participant was excluded several times as his friends believed that he was not able to play well or was not talented enough to play and thus would cause them to lose the game. The

other participant, a teacher, Osman, commented that *success* and *competition* are very important factors for adolescents and thus young people exclude those who do not ‘*have this capacity*’ to play well or to win a game. In addition, some of the other participants commented that *being poor* is another reason for social exclusion among young people. Aynur and Berat explained their thoughts on the subject:

M. Aynur: Yes, it happens. We hear about it anyways from our circle. I mean, even though they are not friends, as you know the rich kid will usually exclude the poor kid or, I do not know, it can be that their shoes are torn so they are mocked. She [the interviewee’s daughter] has many friends and probably there are some who make fun of others without thinking of this situation. There are kids who make fun of their friends.

T. Berat: The environment that the kids are raised in, their family conditions and their social, economic, and cultural structure are all compared with their peers. Due to this comparison, sometimes frustration may occur. It may be experienced both due to economic conditions or their education level. I mean, it has a strong effect.

Research demonstrates that student who are living in disadvantaged socio-economic circumstances are more likely experience bullying victimisation than the other students (Campbell et al., 2019; Due, Damsgaard, Rasmussen, & Holstein, 2019; Due, Merlo, Harel-Fisch, et al., 2009). Both the mother and the teacher in their narratives demonstrated the influence of economic difference between the students in the school and, furthermore, how this issue impacts upon the bullying behaviour exhibited by them. As mentioned previously, economic differences are a reason for verbal bullying among students. The above excerpts illustrate how financial differences are a cause of social exclusion among young people. The statement of the mother, Aynur, indicates that poor students face different forms of bullying as they are not only socially excluded but they are also made fun of. As aforementioned, the adult participants reported that young people use their socioeconomic advantages as a source of power through which to bully their peers. The

statement of the teacher, Berat, demonstrates this point, whereby socioeconomic differences are believed to be a cause of frustration for young people. While most of the participants agreed on the existence of social exclusion, some of the participants felt that there is no social exclusion that arises among young people:

T. Yakup: I mean, there is no exclusion, how can I say. For example, children who are good at running form a group and play with each other. More docile ladylike children play less tiring, less sweaty games, emmm, they play with each other. I mean, because of their nature, this groups automatically occurs and they accept each other. I mean, children who are similar create groups among themselves and this happens among both girls and boys.....

T. Tekin: Because we have students from the same region and not from the same region but the same neighbourhood, they have individual relationships after-school. They are neighbours and relatives; they play on the same street. It happens more often in big schools....This is because, then, they come together only at school. After school, they have another life, another circle of friends. However, because our school is a regional institution, we hardly have such problems. When our students get out of school, they go to their neighbourhood in groups. They continue their lives there. There are students who say that they go fishing together. There are students who work together. I think this is hardly a problem. Their living together in the same environment has a big effect.

Both these statements indicate that there is no social exclusion among the young people discussed. The first participant believed that it is normal for students who have the same interests to create a group and to exclude others. Interestingly, he believed that creating a group and excluding other students comes naturally and that students accept this. The second participant felt that social exclusion hardly happens in their school as the students already know each other, having come from the same neighbourhood, spent time together outside of school and mostly already being friends or relatives.

It is obvious that both adult and young participants considered indirect bullying as one of the most common type of bullying among students. Addition to social exclusion, gossiping, as a form of indirect bullying, was also mentioned by several adult and young participants. The participants believed that gossiping happens for different reasons – such as in relation to physical appearance and romantic relationships. For example, one of the young participants, Yaren, commented that students say: “*One did that, one did this and those are too ugly*”, *things about someone’s body, who is with whom. I don’t know, they are very intimate. Ermm, they talk about things that a person will not like...*. Yaren felt that young people talk about each other’s’ *intimate* aspects in an attempt to bully each other, with this not being pleasant for the victim. Some young people, like, Sevgi, expressed her views as to gossiping by directly employing the term:

Y. P. Sevgi: For example, there is a type that gossips in the classroom. For example, suppose that there are girls who get above themselves and there are quiet girls. For example, there are four or five girls in the classroom, for example – Besra, Sedanur, Evin and Nur... They always swear but not as much as the boys. They always gossip, not only about those in our classroom, but maybe also about those in other classrooms. Emmm, there are those who swear, they are famous. There are those who commit bad things and there are two or three types who are very withdrawn in the classroom. They always gossip (about those withdrawn types), for example by saying: “They did this, they did that”. For example, Irem, as is a very free girl, is allowed by her family to hang out with her friends. However, they say that she hangs out instead of going to courses. They always talk about her. They have even fought several times.....

Interviewer: Hmmm, you mean that there are some types of girl who want to become popular and to stir the pot?

Y.P. Sevgi: They talk about everybody, stir the pot, mess with the weak girls and gossip about them. However, they then pretend not to have done anything.

The extract above clearly demonstrates how bullies operate in the classroom often as a network of peers who collaborate in the bullying behaviour. First of all, Sevgi explained

the profile of bullies *as girls who get above themselves* and *as famous people*. The profile of their victims is also given as *quiet girls and withdrawn types*. Second, Sevgi demonstrated what bullies do to their victims, noting this as *swearing, always gossiping, committing bad things* and *fighting*. It seems that bullies use their peer status and popularity as a source of power through which to gossip about the private lives and choices of their victims. Furthermore, being friends with individuals of the opposite gender, or having a romantic relationship, were also found to be reasons for the occurrence of gossip. For example, a teacher, Tekin, gave his thoughts on this subject:

T. Tekin : There is less than when compared to the past. However, it does continue. It is normal because students have not learned yet as to how to have relations with boys and girls. I advise them that it is quite normal to have a friend who is the opposite gender. To those students who came to me about this, I advise them that it is normal. Or if a student who is offended comes to me saying that his name and the name of a student of the opposite sex have been gossiped about, I say that this is quite normal. I advise them to speak more, increase communication, sit down side-by-side and study with their friends. I now say that we have been created as men and women and thus it is normal to have a friendship. I now see few problems with the opposite sex.

The participants considered gossiping as normal behaviour among young people and believed that both girls and boys do not know how to be friends with the opposite gender or see this as abnormal or unusual. This might be related to familial and societal rules. This situation mostly depends on the stance of the young people's parents as to this matter as it is mostly unacceptable for girls to have a friendship or romantic relationship with boys, especially when at an early age. Thus, people with a friendship or romantic relationship with a person of the opposite sex become subject to in-school gossiping. While most of the participants agreed on the existence of gossiping in this environment, some of the participants believed that there was little to no in school gossiping. Notably, they did not consider gossip as bullying, noting it as normal and it merely being a women's nature.

H. T. Baran: It also happens very rarely in our school. And you know that it happens more among girls, emmm (interruption, 14 sn). This pertains to the nature of girls. They sometimes envy one another, especially in their sentimental relations. I also try to prevent it as much as I can. I try not to let it happen, but such things happen among girls, especially those who are in adolescence and in secondary school. Emmm, it happens among girls but it happens rarely in our school. However, I hear that in some schools, girls fight tooth and nail, is it considered bullying?

T. Yakup: I mean girls are doing it, their mothers are doing it, their grandmothers are doing it (laugh).

Interviewer: (laugh) So you are saying that women have this in their nature?

T. Yakup: I mean, God created them this way. There is no explanation (laugh).

As mentioned earlier, for some participants bullying is viewed as normal and a part of the growing-up process for young people. Some teachers also believed that gossiping often happens among young people, with it being part of a woman's nature as "*God created them this way*". Participants here considered gossiping as only women's action, and, similarly, in most societies gossiping perceived as a feature that specific to women not men (Tekgoz- Obuz, 2020). Interestingly, although the head teacher mentioned that young people 'fight tooth and nail' because of gossiping, he neither sees gossiping as serious problem nor aware that gossiping is an important form of bullying. That clearly shows lack of knowledge and awareness of bullying in schools.

In summary, the main components of indirect bullying, as denoted by the participants, include actions such as social exclusion and gossiping. Specifically, social exclusion was found to be one of the most common types of indirect bullying witnessed among students. Both the adult and young participants believed that young people socially exclude those they view as less hardworking, less talented, physically weaker, or poorer. Additionally, being different in terms of physical appearance and being in a romantic relationship arise as the main reasons for becoming a subject of gossip among students.

4.2.3 Cyberbullying

Cyberbullying uses technology (such as e-mail, instant messaging, text messages and chat rooms) to threaten or harm another. When asked to provide a description of cyberbullying, most of the participants seemed to equate this with *bullying through the Internet* or they mentioned a variety of Internet practices. Most of the parents mentioned that they do not have an internet connection at home and that their child does have restricted internet access. However, most of the young people had an internet connection via internet cafes without their parent's knowledge or permission. Although most of the students had a social media account and had knowledge and/or experiences of cyberbullying, only some of the young people expressed their views as to cyberbullying by giving a number of examples, however, most of these comments were made in a general third- party-attribution sense rather than being derived from personal experience. Most of these examples of cyberbullying were practices related to social media – more specifically, via *Facebook* and *messenger*. The respondents reported a variety of Internet bullying forms – such as the copying of personal conversations and showing them to others, the spreading of rumours, the photoshopping of pictures of a person and consequently posting them on social media, the making of humiliating comments in relation to a picture of someone, the sending of insulting or threatening messages and the sending of messages with sexual comments. Such issues were invoked in the narratives of both the adult and young participants:

M. Nisan: I have heard about it when my girl was in the 8th Grade. Again, my older girl, ermm, she had a friend....Ermm, a photo of her, I don't know how they found it, pardon me, but they made her naked in the photo and shared it on WhatsApp and Facebook. I don't know where else they shared it. They said that this picture was of her, and that "she was with me", things like that. I mean, this was sexual blackmail. The person who did this was their mutual friend, but actually it was not true and the boy had photoshopped the picture and shared it.

H. T. Mehmet: It happens a lot. They say, generally, that girls complain about it – for example, they say: “They tagged me in Facebook and wrote something about me”. These kinds of complaints are made 3-4 times a year, more often among girls. For example, “this person hangs out with that person” is a kind of expression used to slander and to make fun of each other. So, the girl on the other side sees that on Facebook and the incident moves to school. Then, they fight because of it.

These extracts highlight the different forms of cyberbullying that occur between young people. It seems that bullying occurs in cyberspace, but then moves into the school environment and causes further bullying incidents. Although the Head Teacher, Mehmet, claims that cyberbullying happens among girls more often, the other participants asserted that cyberbullying occurs equally between boys and girls. Girls involved in cyberbullying with other girls mostly complained about gossiping, slandering, insulting and being made fun of. On the other hand, girls involved in cyberbullying with boys complained about sexual harassment, insulting comments as to pictures and photoshopped pictures. Furthermore, some of the adult and young participants admitted that some of the students they know have been victims of hacking. Here, someone had broken into their social media accounts, for instance, and sent insulting or strange messages to their contact lists or had posted embarrassing pictures/videos on the victim’s account. A teacher, Fehmi, shared the experience of his student regarding this subject:

T. Fehmi: Emmm, there was a very significant incident when they got the Facebook password of a female student, emm, and shared inappropriate things on the girl’s page, emmm.

Interviewer: The password was gained?

T. Fehmi: Yes, a male student got the password of the female student. The female student was problematic anyway as she had family-related problems. I mean, in previous years, in the 7th and 8th Grades, I observed this, however I have not observed these examples in the 5th Grade. One of my students, in the 8th Grade, shared an example. The student had transferred here due to problems they faced in another school. She also had family problems. Of course, when she arrived, in a

short time the other students noted her behaviour and her issues were so obvious. They were continuously disturbing (bullying) her, emmm, through the Internet. Emmm, they shared her password, indeed she shared it. They (bullies) said we could not understand it. Anyways, emmmm, those that did it, emmm, from her Facebook, emm, shared inappropriate pictures. So, although we called her parents, we made her close her Facebook account. We also met with the students. So we encountered this example.

Interviewer: You are saying that the incident transferred to the school environment and grew?

T. Fehmi: Since this happened in the class, it is said that Nargul did this kind of thing. We opened this and looked at it. We were shocked that a student could do this. Emmm, we thought that it could have been a virus and so, in the beginning, we observed that in reality it was shared. Emmm, since this was heard about by all of the other students, and also because physically the girl was developed, she was disturbed. We informed her family. I do not remember whether we also changed her class or not because the boys in her class were disturbing (bullying) her. The necessary meetings were held and the students were disciplined and their parents were called. I do not know whether punishments were imposed, but we met with her family and her Facebook account was closed. The mother and father was separated and only her mom came in.

The above extract clearly demonstrates how bullies use social media to harass their victims. Fehmi believed that being transferred from another school, being new in the classroom, having family problems, and being physically mature when compared to other girls in the class were the reasons for Nargul becoming a victim of both traditional and cyberbullying. Furthermore, this extract demonstrates the importance of the family in terms of such bullying incidents. It seems that student with problematic or separated family structures may be difficult to address for teachers when solving these problems. The Head Teacher, Baran, also emphasised the importance of parents in terms of identifying and preventing cyberbullying:

H. T. Baran: I hear about it I hear. It has also happened in our school. One of our parents has said that children insult one another through the Internet.

Unfortunately, it is an oppression caused by our age, by technology. Emm, we do not witness it much because it remains within the borders of technology, yet I think that it is widespread. Families are important here as they should should definitely control the web sites visited by their children, their children's social media accounts, their telephone and other communication devices and put definite limits on their use. Such things happen, I also hear about them. A few days ago, a student said this about another student. I called and talked to him. He denied it. We cannot prove it as he deleted it immediately. We cannot interfere as, emmm, it happens outside our domain.

The statement indicates that cyberbullying is unavoidable in our time due to the usage of technology. The Head Teacher, Baran, believed that neither the school nor its teachers can do much to prevent cyberbullying as it happens outside of the school's borders. However, families can protect young people from cyberbullying by controlling and limiting the usage of technological devices and social media accounts. Furthermore, the participant felt that they could not punish bullies for their actions, as it is easy for evidence to be deleted on the Internet. While most of the participants were aware that most young people could find ways of accessing the Internet and thus face cyberbullying, for other young people the Internet is not dangerous as they use it only for homework. The statements below demonstrate this point:

Y. P. Nuray: I have not witnessed or heard of this. Nor have I experienced such things. I don't use the Internet except for my homework. Our Computer Class teacher told us not to use the Internet too much

M. Birgul: No, no. she doesn't use the Internet. I haven't connected it at home. We already have it, but we use it only when it is necessary for her homework.

T. Berat: We do not have many students who do not strongly use social media.

T. Yakup; I don't think that children are sharing things through social media. I have never seen it and I have not heard about it. I mean, in middle school, there is some, we have our page, I think it is closed now, and they added me to it. I do not follow it and I do not know if it still exists.

Although some of the participants asserted that they did not use the Internet or have any social media accounts, most of the participants reported a variety of cyberbullying forms. Many of these examples of cyberbullying were related to social media, more specifically Facebook and Messenger. This includes the copying of personal conversations and showing them to others, the photoshopping of pictures of a person and posting them on social media, the making of humiliating comments on someone's picture, the sending of insulting/threatening messages and the sending of messages with sexual comments.

An important purpose of this study was to listen to the voices of children by asking open-ended questions about bullying and victimisation. In addition to qualitative interviews, the young participants were asked to draw a picture of their perceptions or experiences of bullying and were then asked to tell a brief story as to their drawing. In asking students to draw representations of bullying, the researcher explored the resultant drawings to see if they would permit the uncovering of certain issues that were not discussed during the interviews. This was a helpful participatory technique as this provided the young participants with a degree of privacy through which to express their feelings, thoughts, or experiences about bullying. Figure 1, below, shows how bullies make fun of others because of the way they look. The students who drew these pictures thus conveyed their experiences of bullying in school through this means. This not only shows how and why the students were bullied, but also demonstrates how they felt when they were victimised. Interestingly, these students were not open about their experiences whereupon they were asked to talk about bullying, however they were evidently more comfortable when expressing their experiences via the drawing of a picture.

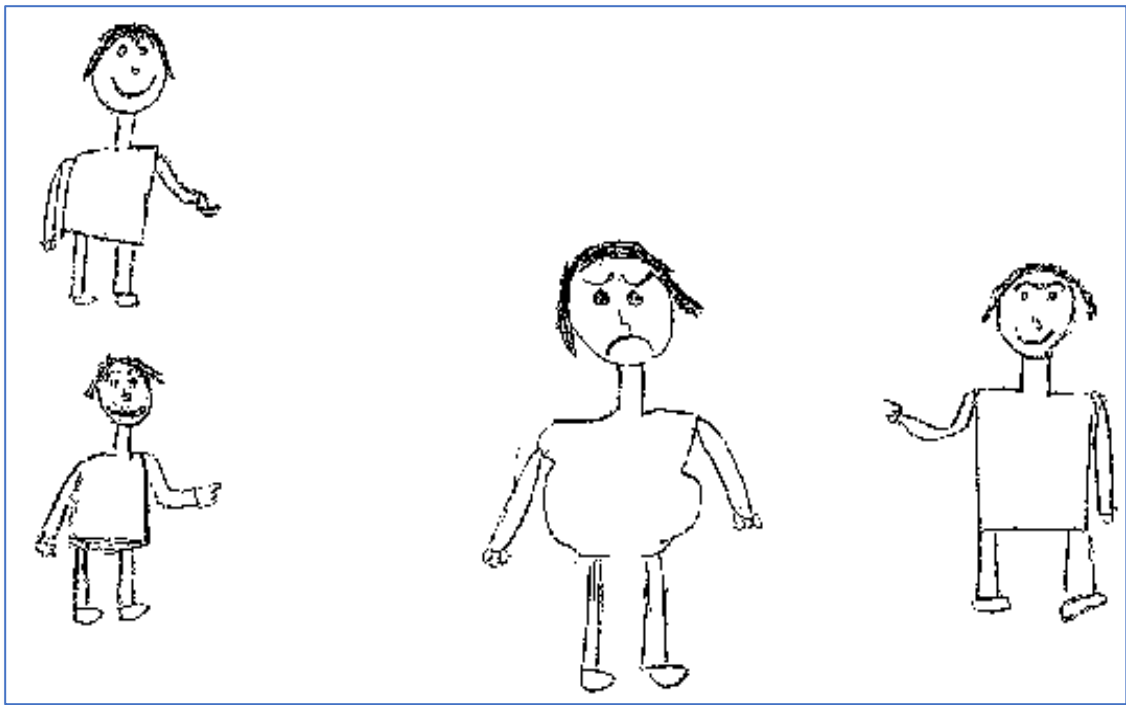


Figure 2 . Pictures demonstrating bullies making fun of appearances

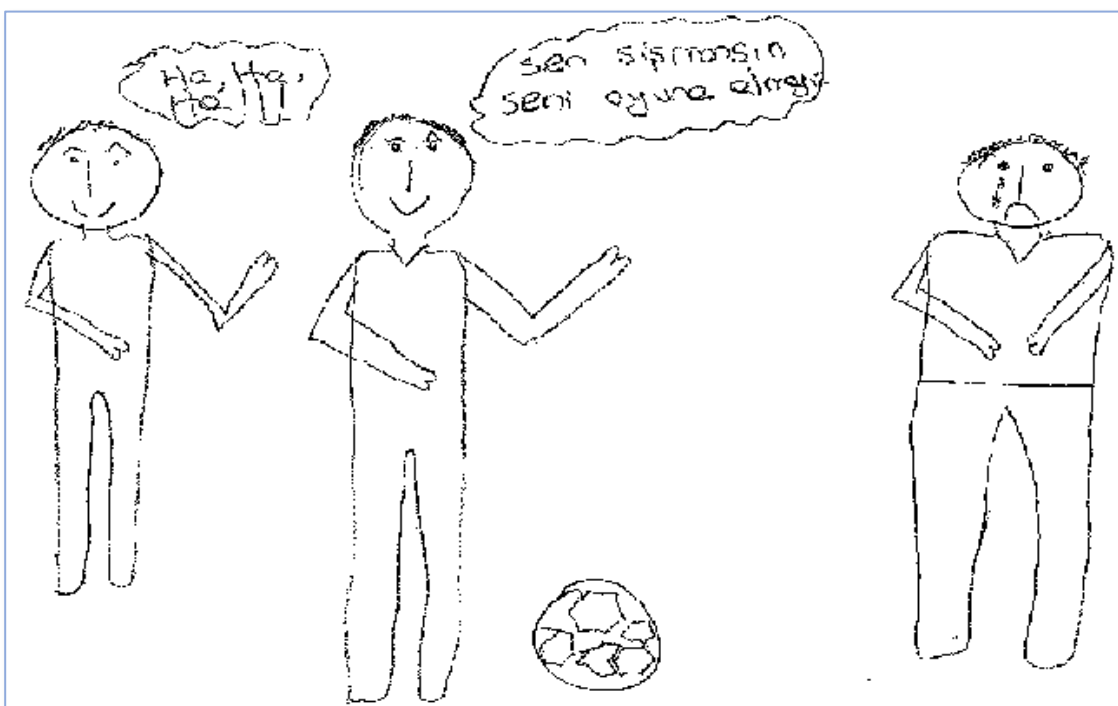
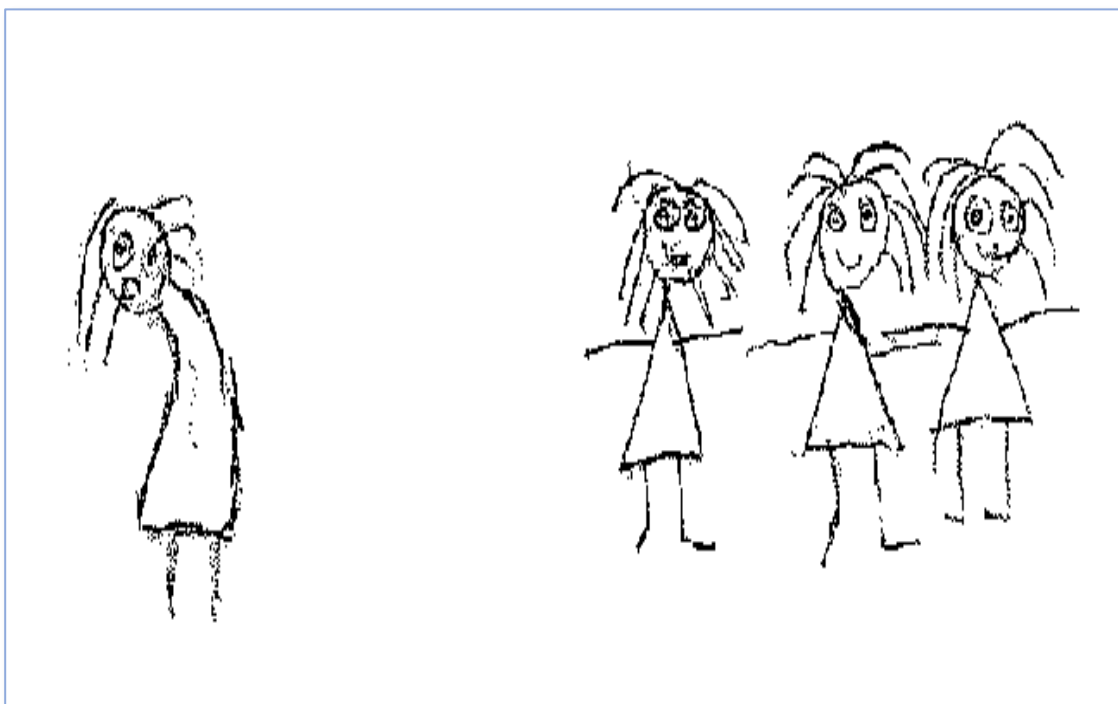


Figure 3 . Pictures demonstrating students enacting social exclusion



Figure 4 . Picture demonstrating bullies enacting physical bullying

The above pictures (Figure 2 and Figure 3) demonstrate several important points. For instance, the students who drew the pictures depicted the faces of both the bullies and victims and, importantly, portray the bullies as smiling and the victims with negative facial expressions (i.e., either upset or crying). From these illustrations, it seems that bullies enjoy inflicting harm on their peers – as is consistent with the concept of the ‘happy victimiser’ mentioned in previous research (Keller, Lourenco, Malti & Saalbach, 2003). The drawings also contain verbal messages with speech bubbles. These verbal messages mostly show the bullies as speaking, with only one picture conveying the victim as speaking. Here, the bullies are seen to mostly make aggressive and insulting comments while the victim gives passive comments in response to the bully’s physical aggression. This echoes the findings of Bosacki, Zopito, Marini & Dane (2006). For example, in Figure 3, whereupon the bully is seen to say ‘ha ha! I hit you, how nice’, the victim is shown to reply, ‘don’t hurt/hit me please’. Similarly, in Figure 2, the bullies are illustrated as saying ‘you are fat, you won’t play with us’, with the victim responding with silence.

Similarly, in Figure 1, the bullies are drawn to say, ‘ha ha, look at this four-eyed person’, yet the victim remains silent.

In summary, most of the participants found it challenging to define bullying, yet the data shows that they were able to conceptualise the behaviours associated with bullying when this is related to general evidence-based definitions. The literature pertaining to bullying provides three key dimensions, whereby this occurrence is defined as a specific form of aggression which occurs intentionally, repeatedly and is based on an imbalance of power between the perpetrator and victim. Notably, only a small number of the participants were able to define bullying in a way which was consistent with the literature. However, most of the adult participants (teachers and mothers) included the element of power when defining bullying. The young participants, on the other hand, mainly referred to violence (and its multiple forms) when they described their perceptions of bullying. For example, the young participants described bullying behaviours as manifesting physical violence, verbal violence and emotional/psychological violence. In addition to the definition of bullying, most of the participants were able to explain their views as to the different forms of bullying, with these being consistent with the research in this area. Here, different types of bullying were denoted – such as direct bullying, indirect bullying and cyberbullying.

Chapter 5: Characteristics of a Bully, Victim and Bully-Victim and the Suggested Reasons for Bullying Involvement

5.0 Introduction

This chapter focuses on how young people, parents and teachers defined the characteristics of individuals involved in bullying and how they explained the reasons for the behaviour of the perpetrator and the impact on the victim. To identify the similarities and differences between the perspectives of parents, teachers and young people, the data from these different groups were integrated in explaining the identified themes. Each main theme represents the identified subject category and describes the sub-themes that fall within it. There are two main themes discussed in this chapter. The first is the reported understanding of the conceptualisation of bullies, victims and bully-victims, whereby analysis is used to explore how parents, young people and teachers defined the characteristics of those individuals involved in bullying (i.e., what constitutes a bully). The second main theme centred on the reasons for bullying involvement as explained by the participants. That is, the rationale provided that may explain the behaviour exhibited by those characterised by participants as bullies.

5.1 Theme 1: Characteristics of Bully, Victim and Bully-Victim Roles

The focus of this theme relates to the characteristics of individuals involved in bullying – more specifically, in demonstrating how the young people, parents and teachers differentiated bullies, victims, and bully-victims. After asking for their views as to bullying and different forms of bullying, the participants were further questioned for their opinion as to why young people are bullied. Although some participants' knowledge of bullying was in a general sense, rather than experiential, others provided more personal examples. Nonetheless, both the adult and young participants talked about the characteristics of bullies, victims and bully-victims when explaining the reasons for bullying involvement among each party. Overall, most participants could explain their views on the subject, with much of this being consistent with the research evidence in this area. As mentioned

previously, within the literature, individuals involved in bullying are understood to be able to “move between being a bully, victim [and] bully-victim (both a bully and a victim)” (Vanderbilt & Augustyn, 2010, p. 315). A bully is defined as an individual who uses aggression to demonstrate power over another, while victims are individuals who are the target of bullying yet who do not bully others. Bully-victims, on the other hand, are defined as a victim as well as an aggressor in the bullying cycle (Vanderbilt & Augustyn, 2011). The core issues pertaining to the identification of the characteristics of individuals involved in bullying are discussed here in terms of the subthemes found to relate to the issue of power.

5.1.1 The issue of Power

Bullying includes three core elements – repetition, intentional harm, and power imbalance. A power imbalance might be seen to derive from a perpetrator’s size, strength, or age (Olweus, 1993), peer status (Craig, Pepler, & Blais, 2007), social skills and/or cognitive abilities (Cornell & Limber, 2015). The participants mainly discussed power-related issues whereupon they explained the characteristics of bullies and victims. Both the adult and young participants reported various characteristics of bullies and victims, with these having been found to parallel the related literature. Notably, none of the young participants shared personal stories of their own bullying experiences, with all instead talking about bullies via third-party attributions. This is noteworthy, given the central finding in the previous chapter, that young people did not conceptualise the notion of bullying in direct ways. When questioned directly, participants believed that bullies are physically stronger, bigger, more powerful, and older than their victims. Bullies were believed to see themselves as superior or as seeking the establishment of their superiority, dominance, or leadership over others. On the other hand, victims were defined as powerless, younger/smaller, and weaker than other students.

Such issues were evident in the narratives of the participants. For example, the teachers tended to conceptualise bullies as being physically strong and powerful, focusing on their physical characteristics. For example, two teachers identified physical strength and power

as being central identifying features of the bully, and as they do so they consider their role in managing this behaviour.

T. Yakup: ... a child (bully) who has none of those advantages but who has physical strengthI never allow these things to happen. I mean, my students know very well that they won't be oppressed by that child

T. Sevda: I consider both physical and mental (power). As I said, let's take peer bullying as a physical power. There are students who have something to say to anyone about anything. Once they prove their physical power, they have a feeling that they are already the lord of the classroom.... He has this brand....He has nothing to do with his courses because of that confidence. He tries to do everything at school. He considers himself a know-it-all against his friends and all of his teachers.....

Both teachers, Yakup and Sevda, characterised a bully based on their strength and power. Yakup saw physical power as an advantage of the bully over others, thereby believing that bullies use this advantage to suppress their peers. Sevda mentioned both physical and mental strength in relation to their perspective of bullies, viewing bullies as using their physical power to prove themselves as the *lord of the school* and to produce a *brand*. Sevda felt that bullies not only use their physical advantages over their peers, but also attempt to use these over their teachers. While bullies are characterised as having physical and mental strength, victims are defined as physically and emotionally powerless:

M. Aynur: Because s/he is not strong enough, presumably.

Y. P. Irmak: So, emm, how can I say, he/she is more, ermmm, like how can I say it, can be powerless or shy....

Y. P. Reyryan: It can be physical or personal.... I mean, by physical for example, if he/she is overweight, is a dwarf or wears glasses. This is because they (the bullies) see them as powerless and so they bully them.

It was argued by both the adult and young participants that becoming a victim of bullying is related to their lack of power. A mother, Aynur, emphasised the importance of physical power and felt that young people can become a victim of bullying if they are not strong enough. The young participants, however, believed that such power not only pertains to physical strength but also to emotional strength. Two young participants, Reyryan and Irmak, believed that people become victims of bullying because they are both physically and personally weak or vulnerable. Similarly, some young participants believed that bullies are actually older and stronger than their victims. For example, Mehmet and Yagiz gave their thoughts on the subject as:

Y. P. Mehmet: I think a bully, I mean, how can I say, he/she is not a human being. He/she directly beats others. The victim cannot object because he/she is younger and cannot handle the bully.

Y. P. Yagiz: For example, older kids fight with the little kids. They put them on the ground and hit them. I want to break up the fight, but I am afraid that I will bear the brunt of the fight, that they will attack me.

Interviewer: What do you mean by older? Do you mean from the upper grades?

Y. P. Yagiz: Hi him (yes), they are older in age. Also, since their body is huge, they mess with the little ones.

The young participants, Mehmet and Yagiz, felt that bullies are older and from upper grades, whereby they pick on the younger/weaker students, thus positioning a chronological age hierarchy between the bully and the victim. Both participants felt that bullies picked on individuals that they can handle and that cannot fight back, due to the difference in physical size and the age of both parties. In characterising a bully, Mehmet and Yagiz believed that bullies are cruel in nature, giving examples of this by denoting the

violent behaviour demonstrated against their victims. Whereupon bullies are defined as older, bigger, and stronger, victims are characterised as younger, weaker and unable to defend themselves:

M. Aynur: [exactly exactly] because someone (victim) is younger than him/herself (bully), because s/he is able to handle him/her...

Y. P. Berk: Yes, for example, because the opposite side (bully) wants to pick on me because I am small and because the opposite side is big (older).....

Y. P. Selman: He (the bully) chooses weak types and the ones he can handle.

M. Nilufer: The beaten one (victim) cannot defend himself.

T. Yakup: ... First, bullies look for physical weakness and then try to understand the child. I mean, they don't attack every weak/thin one first. Instead, they pretend. They intentionally hit and try to bully. The more the child (victim) stays silent, the more they push

Both the adult and young participants argued that victims cannot defend themselves because they are younger and weaker than the bully. A mother, Aynur, and a young participant, Berk, believed that bullies pick on younger individuals more. Berk shared his own experiences of bullying and believed that he was bullied because the bully is bigger and older than him. Similarly, some participants felt that bullies chose weak students and individuals because they were individuals who found it more difficult to defend themselves. A teacher, Yakup, gave a good example to illustrate his point, noting that bullies do not attack every weak individual and instead only bully those who cannot stand up for themselves. Thus, individuals who are victimised by bullies were constructed as young(er), physically weaker and powerless, and also as emotionally powerless. In addition to the physical strength, mental strength and older age possessed by bullies, other

participants believed that bullies see themselves as superior and as seeking to establish that sense of superiority over others:

Y. P. Reyyan: I think that he thinks of himself as superior. I always say that he sees himself as superior. This has become a habit from the first grade. He has always used violence against boys and always used violence against girls. What I mean by violence is that he beats boys and makes insinuations about girls. He always tries to make/show himself as superior.

T. Leyla: This can be physically or mentally as smart kids sometimes can, ermmmm, establish superiority over those kids who struggle a bit to understand (classes), you know, with regards to saying 'I am smarter than you'. I mean, in terms of both physically and, ermmmm, also, ermm, mental superiority.

Both extracts here highlight an important characteristic of bullies – that bullies consider themselves as superior and use their physical and intellectual advantages to establish superiority over other students. The young participant Reyyan commented that bullying becomes a *habit* for the perpetrator. It seems that bullies establish their superiority by victimising their peers and seek to maintain their hierarchical position. In addition to physical strength, Leyla, a teacher, believed that young people use their intellectual advantages over others to establish their superiority in the classroom. Here, bullying was articulated in relation to the academic success of young people in school. As mentioned in Chapter One, the pressures of academic achievement are associated with bullying among school students. Regardless of gender, bullies use different forms of aggression to position themselves as superior. Juxtaposed with this superiority, some participants believed that bullies are dominant students who possess leadership characteristics among their peers:

T. Tekin: The distinctive feature (of a bully) is that, emmmmm, the dominant student, especially the dominant student, behaves violently and puts pressure on other students whenever he wants. I mean, he does whatever he wants. He behaves the way he wants to whomever he wants. I think the most distinctive feature of a bully

is that the dominant student, I mean, the problematic student, the student who is prone to violence, behaves as if he has all the rights he wants.

H. T. Baran: Of course, a child with no leadership characteristics cannot put pressure on anyone, nor can he bring them around himself. He cannot provide such a synergy either. The child has such a mood and a leadership psychology...

Here, the participants defined a bully as dominant, problematic, prone to violence, and having leadership characteristics. Both teachers, Tekin clearly convey how bullies operate towards their peers, mentioning that bullies ‘*puts pressure on others*’, do “*whatever he wants*’ and that they ‘*don’t hesitate to commit violence*’. These extracts demonstrate consistent with the literature that bullies have a positive attitude towards violence, lack empathy towards others and use bullying behaviour to gain or to maintain dominance (Beale, 2001).

Research also shows that bullies may experience social difficulties with their peers. For instance, Crick and Grotpeter (1995) revealed how children who bully were significantly more disliked and rejected by their peers and that the bullies themselves exhibited diminished peer relationships and social maladjustment. For instance, young participant Emnie and Beyaz commended that:

Y. P. Emine: I mean, many people don’t want to be friends with Ugur (a bully) because they know what would happen to them. However, there are some boys like him and they are friends with him.

Y. P. Beyaz: (2.5) I mean, they belittle. It is, like, bad as they are not my friend. I mean like, (2) emm (2), they cannot make a good friendship. They would be bad friends – for example, they smoke cigarette outside, they do lover things, emm, and fighting, they always fight outside (1.5) and swear.

What is particularly noteworthy here is that the young participants emphasised the impact of such behaviour on peer relations and friendships, whereby bullies are violent, and this leads to no one wanting to be friends with them. The participants believed that people do not want to be friends with bullies as they are aggressive, use violence against their peers, make threats, swear, and have bad habits.

One young participant, Emine, believed that no one wants to be friends with a bully because they would enact the same behaviour towards them as well. These statements clearly show how bullies are weak in their social relations. Although bullies are generally found to be less popular (Olweus, 1997; Lagerspetz, Bjorkqvist, Berts & King, 1982), some of the young participants believed that bullies are popular, that they have social power and that being a friend of a bully is actually prestigious. For instance:

Y. P. Reyyan: Yes, I think, yes, they are popular. In order to become popular, to be the most popular person in the school, they would say: 'I will beat this one. I will do this. I am better than everyone..... They do this in order to be popular in the school.

H. T. Nazim: He/she has something missing. Most of the time, they enact bullying in order to come to the forefront and to become popular. Popularity is very important among children. If they are not successful in their courses, students resort to such things in order to prove themselves.

Both participants mentioned the importance of popularity for young people. It seems that individuals use their physical advantages and violence towards their peers to become popular and visible within their social group. In terms of the link between bullying and peer social status, some researchers have determined unpopular aggressive and popular aggressive bully types (Farmer, Leung, Pearl, et al., 2002). Popular aggressive bullies socialise with other popular children and do not seem to have face problems from their aggressive behaviour. In contrast, unpopular aggressive bullies are usually rejected or neglected by others and may use aggression to get attention.

Although most of the participants reported various characteristics of bullies and victims when explaining the reasons of bullying involvement for both parties, very few mentioned the characteristics of bully-victims and none of the respondents explicitly used the term ‘bully-victims’ in their explanations. The narratives given as to the characteristics of bully-victims were implicitly expressed by some of the young participants, parents and teachers. For example, some of the participants mentioned specific types who use, as well as are exposed to, violence in the classroom:

Y. P. Ebru: Zeynep always (bullies others) and gets beatings from a few other boys too. Because, you know, Zeynep disrupts the classroom. A girl had sat next to her and Zeynep had pulled her hair out when she spoke in the class. This made her hair loose.

Y. P. Ebru: Arif is also like Zeynep only Arif is exposed to Zeynep because he is also a troublemaker who beats up everyone. Eeerm (1), when he gets angry, he beats everyone...

H. T. Mazhar: (2) I think (.....) there are chatterer children. There are children who tease everyone in a classroom. Everybody may not respond to it equally. They increase the social teasing to a very high level, they interfere with everything and they are reported to the teacher and principal.

T. Seval: For example, this happens (physical violence) among the kids who are shorter since they cannot defend themselves. They may show this to the kids who they can deal with.

Interviewer: Hmm, are you saying that since he faces violence himself, he also uses violence against someone else?

T. Seval: Exactly (...) he also tries to prove himself. Sometimes, these kind of example incidents can occur.

Both the adult and young participants mentioned the types who seem to be both an aggressor and a victim. A young participant, Ebru, and a Head Teacher, Mazhar, expressed their views on bully-victims, whereby both narratives conveyed how bully-victims are involved in physical and verbal aggression, cause irritation and tension around them and appear to be hyperactive and inattentive in the classroom. Furthermore, Seval's extract clearly demonstrates how a victim can become a bully whereupon the victim tries to prove himself and to gain retaliation for his victimisation by taking on the bully role to victimise others. Additionally, bully-victims are typically lonely and disliked by their peers (Vanderbilt & Augustyn, 2010), with a young participant, Ebru, having mentioned that no one wants to be friends with bully-victims:

Y. P. Ebru: Because the others do not play with her (the bully-victim), for example nobody contacts her, nobody talks with her. I think this is the reason.

Interviewer: Hmmm, so you are saying that Zeynep reacts differently to others because the others do not speak with her and do not mind her. That is why she is bullying others?

Y. P. Ebru: Yes, or maybe she has evil in her because she wasn't in our classroom in the fourth grade. I know that everybody used to tease her at that time. She was in the next classroom and the girls used to mention this all of the time.

The young participant, Ebru, shared an example of a bully-victim in her class. Ebru believed that it was because of her aggressive behaviour that no one wants to be a friend with Zeynep (the bully-victim). It seems that the bully-victim is not only left alone but also that she is isolated in the class, from which the attitudes of the bully-victim become more aggressive towards her peers. Interestingly, Ebru believes that the bully-victim, Zeynep, might have evil in her because she has been a bully-victim for a long time. It means that that the bullying behaviour is inherent, dispositional, built into the child being. Bully (Zeynep) is not just defined as bad or naughty, but she defined as evil. It is an interesting and extreme formulation of the character of the bully.

In summary, most of the participants were able to identify the characteristics of those individuals involved in bullying, with these being consistent with previous research. The research participants categorised bullies as being dominant, popular, having a leadership characteristic and possessing physical strength alongside being bigger, powerful and older than their victims (Olweus, 1997; Vanderbilt & Augustyn, 2010). The participants identified victims as powerless, younger/smaller, and weaker than the other students (Beaty & Alexeyev, 2008). Although most of the participants were able to define the characteristics of bullies and victims respectively, none of the participants explicitly used the term ‘bully-victim’. However, the characteristics of bully-victims were implicitly expressed in the narratives of some of the young participants, teachers, and mothers. Bully-victims are defined as an aggressor and as a victim (Vanderbilt & Augustyn, 2010), whereby they are lonely and isolated in class and disliked by their peers.

5.2 Theme 2: Reasons for Bullying Involvement

In conceptualising the characteristics of the bully, victim and bully-victim, participants oriented to the reasons why this behaviour is engaged in by certain young people and proposed a rationale for the characteristics. The focus of this theme therefore relates to the reasons and rationale proposed by participants for bullying involvement. More specifically, this chapter has highlighted how children, parents and teachers explained the reasons for bullying perpetration as well as victimisation based on individual and environmental factors (family, friends, mass media and social media). After asking for their views as to bullying and in relation to different forms of bullying, the participants were further queried regarding their perceptions as to why young people are bullied and why young people bully others.

As aforementioned, most of the participants did not conceptualise bullying in general under those terms or from direct experience, yet most were able to identify plausible reasons for the bullying involvement of both bullies and victims, with these being generally consistent with the broader western literature. Within the western literature,

bullying is held to be a complex phenomenon, namely as it involves the interactions of individuals, their families, their school, and the wider community (Mishna et al., 2006). Thus, bullying involvement not only relates to the physical characteristics and personality of individuals, but also to their social and environmental conditions, experiences and dynamics (Mishna, Pepler & Wiener, 2006). In this study, most of the participants emphasised the importance of the family environment and the related interactions, with some having highlighted the role of the personality of bullies and victims and positioning these as reasons for bullying involvement. Additionally, developmental factors, the social environment of individuals, mass media and social media were also believed to affect bullying involvement. The core issues pertaining to the identification of the reasons for bullying involvement have been discussed here in terms of the identified related subthemes – namely as issues relating to personality and motives, the role of the family and other reasons for bullying involvement.

5.2.1 Issue of Motives and Personality

Both the adult and young participants reported various reasons for the occurrence of bullying behaviour. Some of the participants believed that the motives and personality of bullies drove such behaviour – for example, bullies desire to gain revenge, prove themselves, gain the attention of others and make themselves accepted. The motives and personality of bullies was seen by some of the participants as central to the foundational behaviour that subsequently follows. For example, some of the participants felt that motives, as arise as personal drivers for individual bullies, are a fundamental reason for the enacting of bullying behaviour:

Y. P. Emine: I mean, it depends on Ugur (bully). If it is someone he hates, or it is someone who did bad things to him, he hits. I mean arguments might happen.

*Y. P. Neriman: Maybe some incidents happened between them (...) I have no idea
... ..*

Y. P. Neriman: They (the bullies) might choose the ones they do not like or, for example, someone who had previously complained to a teacher and that causes animosity between them.

Y. P. Betul: I mean, one of his friends might have done a bad thing to him and therefore he might get irritated by him/her and might continue his habits. I mean, because he is irritated by him/her constantly, he can perform it towards other people as well.

All participants felt that the personal grudges and hostility of bullies towards their victim(s) are the main reasons for bullying occurrences. The participants further believed that bullies pick on individuals who they hate, do not like or who are associated with bad things that have arisen between the bully and the victim. Importantly, a young participant, Betul, highlighted that bullying perpetration might derive from a personal motive for revenge, however bullying becomes a *habit* as well. The young participant made an important point here – that the perpetrators' behaviour was repetitive, and that behaviour becomes part of their personality. Furthermore, the participants believed that another motive for individuals to bully is to gain attention or to prove themselves:

T. Berat: (1.5) The kid wants to prove himself, wants to see that he is different from the others and wants to prove that he is different from the others. This is in our nature. We try to be different from the society that we live in and we try to prove this.

T. Sevda: Yes, he will prove himself. He cannot prove himself in his courses. He is okay. Physically, we accept it. He wants to have himself accepted in different ways. Therefore, he bullies.....

T. Yakup: there were extortion incidents in the past, but now every parent can give money to their children. In the past, children bullied for money too, but now every child is fully funded, and children try to get attention, to be in someone's

graces and thus make people aware of them. Ermmm, they are doing things (bullying) because of this.

The above extracts demonstrate the individual reasons for bullying perpetration. The teacher participants, Berat and Sevda, felt that young people bully others because they want to prove themselves in different ways. This is because bullies might be less successful in their courses, socially weak when compared to their friends and thus they choose to bully others to prove their existence via different ways. Berat, a teacher, felt that human beings always try to prove themselves in the society in which they live, with this being part of our nature. Therefore, what a bully does is described as a normal part of human nature. The other teacher, Yakup mentioned that the types of bullying witnessed have changed over time. In the past, young people bullied others by taking their money, but Yakup believes that, nowadays, young people do not need money but rather they need attention. To gain such attention and to make themselves visible, they choose to bully their peers. Related to this was the personal motive for bullying, that some participants believed individuals choose to bully others to make themselves accepted. Indeed, a teacher, Tekin, gave his thoughts on this subject:

T. Tekin: First, I think that children resort to this in order to make themselves accepted. Secondly, they can have some difficulties, for example, economic difficulties. Ermmm, maybe they bully in order to cover this situation or they can suppress their physical weaknesses by bullying their friends. With regards to another student in another group, the education is given in harmony in a different place, whereby the student has more knowledge and he dominates by using peer bullying. We can identify many things here. Their deficiencies and economic poverty lead them to peer bullying. Students use this as an instrument, meaning that they are saying: 'I am also superior and this is my instrument through which to draw attention'. They resort to this.

The above extract demonstrates how personal motives causes bullying perpetration. A teacher, Tekin, believed that young people bully others in to make themselves accepted by their peers or by other pertinent groups. Importantly, individuals seek to obscure their disadvantages/ weaknesses – such as having a lower socioeconomic status then their peers, having a physical weakness and/or possessing a lack of academic achievement – by bullying others to facilitate acceptance in social groups and to make themselves visible in their own way.

While some of the participants believed that personal motives are the main reason for the occurrence of bullying, others felt that the personality of individuals is an important reason for their bullying involvement:

T. Osman: Let me say only one thing, passive personality. Maybe the child is withdrawn, doesn't speak to anyone, maybe he/she is suppressed by his/her family and maybe he/she has difficulty in undertaking communication

The teacher, Osman, emphasised the role played by a passive personality within bullying victimisation while also mentioning that victims are withdrawn, do not have any friends to talk to, have communication problems, cannot defend themselves. The personality of victims is characterised as being shy, passive, and lacking confidence:

Y. P. Yagiz: ... some kids, due to being shy, cannot report such bullying to their teachers or to their family....

Y. P. Alp: Because he is shy, he gets beaten.

M. Nazan: A lack of confidence, in my opinion. I feel this with my son.

Y. P. Sevgi: For example, (they are bullied) because they are very passive. Well, bad people always mess with good people. This is the case here. The bullies mess with the passive people.....

Both the adult and young participants felt that young people become a target of bullies because they are shy and insecure and are not confident enough to defend themselves. Importantly, the more a victim stays silent, the more the victimisation increases. The mother, Nazan, felt that her son was victimised as he lacked the confidence to defend himself. Likewise, a young participant, Sevgi, felt that bullies pick more on passive individuals. Importantly, she explained a bully as aggressive and a bad person while a victim was denoted as passive and a good person. Notably, based on the participants responses, it was viewed that being a victim of bullying is related to personality while being a bully is associated with the personality of the young(er) person. Such issues were evident in the narratives of the mother participants:

M. Nuran: I don't know. They say that if a child is exposed to violence in his family, he acts like that. I don't know, I think it depends on the personality of the child. Some say that it is because of the family. If familial violence is committed in the family, then the child is mentally depressed and thus children become inclined to do such things..... But I don't believe that these things are right. A person is whatever his personality is...

M. Gumus: Let me not talk about Ugur. I know Ugur's parents. As I said, they are very nice people. Ugur is a spoiled child. He does it because he is spoiled.....

M. Nilufer: No no, absolutely it is not about his family. I met his mother and father. They are very good people. I think the kid has it in his soul....

The mother participants highlighted the importance of personality in terms of bullying perpetration. Here, the mothers believed that children become a bully not because of family violence or problems in the family, but rather because of their personality. Thus, the differentiation is made between nurturing families, and features dispositional and intrinsic to the child themselves. Both mothers, Gumus and Nilufer, mentioned that they know the bully's family and that the parents are nice people. Interestingly, by saying these, mothers

deflect any blame away from the parents, which removes any accountability from them. Although these participants believe that the enacting of bullying is not related to one's family, most of the participants felt that being a victim and being a bully is strongly related to one's family. In summary, it was believed that the personality of bullies and their personal grudges and hostility imposed over others are the main reason for their aggression/ perpetration. On the other hand, being passive and shy in nature alongside the lack of confidence was considered to be reasons for bullying victimisation.

5.2.2 The role of Family

Previous research has suggested that family factors impact on bullying (Espelage & Swearer, 2003; Cassidy, 2008; Duggins, Kuperminc, Henrich, Smalls-Glover, & Perilla, 2016). Most of the participants of this study also felt that family violence, the encountered parenting style and familial problems are primary reasons as to why individuals bully others. For example, some of the participants mentioned the importance of family violence in terms of bullying perpetration:

Y. P Seyma: if a kid undertakes bullying, this is something which originates from his/her family. I mean, that kid does not learn bullying by himself alone. In any case, he would have observed this from somebody..... for example, if his father is using violence against his mother, among both of them or if there are fights happening. Psychologically, the kid also becomes like that.

M. Nisan: If you see something or experience it, you will do the same thing too. I mean, if the kid is exposed to violence at home, if a parent neglects him, ermm, if the kid gets regularly insulted every time. ..., if the father ignores, insults or humiliates the mother and uses violence against her, if the child sees this then the child would assume that things work like that...

T. Feyyaz: ... Such types of students are those who are exposed to familial violence or who do not have family order because, when we call their parents, we see that

their parents are more problematic than the student is. Emm, these people have always seen that problems can be solved through physical power and they have been exposed to violence.....these children are not to blame. It is because of the way that they have been brought up.You call his parents and they say that he beats the child with a hose, extinguished a cigarette on his body and closed him into a toilet... .Such students inevitably reflect violence upon other students because it is something common for them.

Research has demonstrated that coercive exchanges between parents and children in the home often co-occur with abusive and conflictual family dynamics, as have been linked to bullying (Espelage, Low, Rao, Hong, & Little, 2014). The extracts above highlight the effects of family violence on the experiences of young people in relation to bullying involvement in school. The participants stated their belief that violence is learned behaviour in the family. A young participant, Seyma, believed that violence is learned behaviour, whereby young people observe negative behaviour/violence in the family environment and subsequently perform violence on their peers. A mother, Nisan, also felt that young people who experienced violence, insults and humiliation within the family might lack communication and problem-solving skills, thus being likely to apply violence when attempting to solve their own problems. This was a factor highlighted by teachers, as Feyyaz also mentioned the significance of family violence and noted that the parents of problematic students are often more problematic than the student in question. Importantly, some parents use extreme violence on their children – such as beating them, extinguishing a cigarette on their body and closing them into a toilet, with Feyyaz thus stating their belief that young people who become exposed to these kinds of violence inevitably use violence on their peers. From this, it is difficult to make such children follow the rules since they have become used to violence and are not afraid of anything. Family violence is an important reason as to why young people become involved in bullying. In addition to that, the participants felt that the encountered parenting style affects the behaviour and bullying involvement of young people:

T. Elif: in our school, there is not much occurrence of bullying. I think the

reason as to why we do not have these issues (bullying) is due to the kids encountering family satisfaction, with their families being caring and loving. I mean, they do not face negligence and abuse. emm, in terms of caring, in terms of parents coming to school, in terms of love, we do not have problems. The families either have a single child or have two children, thus they receive this satisfaction in terms of love. I think they do not have a tendency to show any violence.

Y. P. Sevgi: I think the family doesn't take care because, if they took care and asked their son (bully) "what did you do at school today?" everyday... either the child doesn't convey this information, or his family doesn't worry about him. If there were something like that... he was referred for disciplining several times, he was punished and yet his family never came into the school.

H. T. Baran:Oh, as a reason, I believe that it happens because a child has an inner emptiness. I think that parents and the environment in which the child lives in are very effective in this regard. Emptiness. Imagine that there is unhappiness at home, imagine that parents are unreliable. Such an emptiness comes to school, in the education life, at school, emmm he considers himself suppressed. He does not have that value.

The participants highlighted the importance of parenting in terms of the bullying involvement of individuals. There is increasing evidence to show that parenting styles affect bullying perpetration as well as bullying victimisation (Bradly & Farrington, 2000). Research has shown how abusive, maladaptive and neglectful parenting increases the risk of bullying involvement while high levels of parental involvement, support and supervision, alongside a warm and affectionate relationship being held here, can protect children from both traditional and cyber-bullying victimisation (Lereya, Samara, & Wolke, 2013). A teacher, Elif, demonstrated how love and satisfaction from parents positively affects the behaviour of young people in school. Elif believed that bullying is not a big problem in their school because students have loving and caring parents, their needs are

fulfilled and thus they do not tend to enact violence. On the other hand, a young participant, Sevgi, gave an example of a bully in her class to emphasise the importance of negative parenting in terms of bullying behaviour. She believed that the main reasons for bullying behaviour being enacted by her friend is her having neglectful parents. Such a view was reinforced by the Head Teacher, Baran, who felt that ‘*inner emptiness*’, ‘*unhappiness at home*’ and having ‘*unreliable parents*’ are important reasons for bullying involvement. Baran believed that having such parents might make young people suppressed and feeling as if they are valueless, from which young people may choose to bully others to feel that they are valuable and to fill their inner emptiness. In addition to parenting style, some of the participants believed that familial problems also affected the behaviour and bullying involvement of young people:

T. Tekin: For the students who bully? The problem is... they have familial problems; they can reflect it at school. So a child can lose his/her parents or live with step-brothers and sisters. Some are abandoned by their fathers. Some have fathers involved in criminal issues or their fathers are in prison. A student resorts to bullying when he/she reflects all of these aspects at school. Students bully their peers and their teachers. The biggest factor is economic conditions. Faced with this problem, they can turn into a bully. Such children discharge themselves by bullying at school.

H. T. Mazhar: Yes, they are similar – the children of broken families, the children who have their fathers far away and those who come from the outskirts and have financial difficulties, emmmm, those who do not have sufficient compassion from their families at home, those who have 10-12 siblings...

H. T. Mehmet: These types (bullies) are generally exposed to violence from their mother and father, are motherless or fatherless, their father is in prison or their father is drunk/prone to violence. For these kinds of people, the violence that they see at home is reflected towards their friends at school in a way that is satisfying

for them. It is a psychological problem. I get beaten up. These get beaten up from me in his own way. He makes himself an equal with other children in this way.

Research demonstrates that family relationships – such as low parental warmth, low family cohesion, low involvement with parents and a single-parent family structure – relate to bullying involvement (Olweus, 1993; Flouri & Buchanan, 2003). The teachers also argued that students who come from broken families are more prone to violence when compared to other students at the school. The teachers identified a variety of family problems that are considered to be a reason of bullying perpetration among young people, feeling that students who have lost their parents, who live with their step-siblings or relatives, who have been abandoned by their fathers, have a drunk or imprisoned father, have violent parents and/or who face financial difficulties become a bully to discharge their negative feelings. A Head Teacher, Mehmet, believed that young people choose to bully others to make themselves equal with their friends. Indeed, some of the participants emphasised the importance of family-related reasons in terms of bullying victimisation, with some mothers noting family oppression and humiliation here:

M. Feyza: Maybe because of oppression, I mean, they might think that if I do something, my mom gets mad and my dad gets mad, so no one should know, no one should hear.

M. Nisan: Actually, again this too is tied to family. I think that a person who is certainly insulted, humiliated and ill-treated in a way, I mean these effects as well....

The extracts of both mothers highlight the importance of parenting on the experiences of individuals towards bullying victimisation. According to Feyza, young people cannot stand up for themselves and are victimised because they fear what their parents think or how their parents will react. Nisan, on the other hand, felt that young people cannot defend themselves because they are already exposed to violence and humiliation in the family and have learned how to submit to this. Therefore, some of the participants also pointed out

that young people are afraid to share their experiences with their parents, with this making their situation worse:

M. Merih: There are some children who are wary and afraid of their parents and this makes his/her situation worse. For example, if my daughter immediately comes and tells me, I would go talk to that person or I would solve the problem. Some children never convey what happens to them.

M. Nergiz: Maybe it is because I will go to the school, say something and I will not limit myself to giving an appropriate response. My children fear this. They don't tell me anything. I say to them that they should tell me and not be afraid of doing so. I get angry at that moment, asking why they didn't tell me before. I ask them why that had happened and why they didn't tell me before. But they don't tell me. They tell me some days after the event. I wish they would tell me immediately. Therefore, let alone the violence, I am afraid that they will not tell me if something worse happens.

The extracts above highlight the importance of family involvement in terms of the experiences of individuals towards bullying victimisation. A mother, Merih, felt that not sharing such problems and experiences with parents would worsen the situation and that if parents know about the context, they would intervene and solve the problem lest young people continue to be victims of bullying. A mother, Nergiz, also felt that parents would help to solve the problems of young people and unintentionally revealed that some parents might put their children in a difficult position whereupon they intervene in a bullying situation by saying: '*I will go to the school, say something and I will not limit myself to giving an appropriate response*'. It is obvious that some young people are unable to share their problems with their families. They feel frightened of the bully or may have concerns that their parents might make the situation worse in school or make them embarrassed.

Although individuals are victimised mostly because of negative parenting, some participants felt that overprotective parenting also arises as a reason for victimisation, with some of the adult participants having given their thoughts here:

M. Helin: The family raises the kid away from everything and when the kid is, like, away from everything, from violence, you know after he started to go outside, after he started to hang out with other kids, I observed that the kid is suppressed and did not know about hitting and beating. Kids were beating him and he did not recognise the violence.. He was not able to protect his own rights

M. Nazan: I have criticised myself about that subject. I found it a bit negative that I have been too protective. I mean, I never restrained him from socialising with his peers but since he is the one who is always crushed I was feeling too much pain (laugh) and this affected me deeply. We were not oppressive and we were always with him, but the kid lacks confidence

H. T. Mehmet: Hmm, generally innocent kids who come from good families cannot defend themselves and because they have not experienced violence in the family, they don't know what it is. When first experiencing violence, the kid then learns how to beat someone because these students have never got beaten up and they don't know what to do. Generally, the quiet innocent types, the weaker types and the innocent kids from good families will have never experienced violence from their mother or father and thus cannot use violence against others. I mean, they get beaten up a lot.

T. Ismail: They bring them up in an environment like a glass bell. They bring them up with a sterile social life. When they face real-life environments, sometimes children are unfortunately oppressed and thus become a victim. That is what I can say.

The above extracts highlight that overprotective parenting has a significant effect upon the experiences of young people towards bullying victimisation. Both mothers, Helin and Nazan, criticised their own parenting while sharing their children's experiences of bullying victimisation. Helin and Nazan felt that because their children were overprotected, they did not know how to stand up for themselves and unfortunately are usually victimised by their peers. The teachers, Mehmet and Ismail also argued that victimised individuals mostly come from overprotective families. Both teachers believed that to use violence, a person must learn about/experience violence first. However, because such victims are raised in a non-violent family environment, they do not know how to use violence or how to protect themselves from violence. Unavoidably, these individuals mostly become victims of bullying in school.

In summary, most of the participants of this study emphasised the importance of the family in terms of bullying victimisation and perpetration. It is believed that experiencing or witnessing violence in the family is the main reason for bullying perpetration. In addition to family violence, the encountered parenting style (such as abusive and neglectful parenting) was considered to be a reason for bullying perpetration while supportive and loving parenting was believed to be a protective factor against bullying victimisation. Familial problems (such as divorced parents, a single-parent family structure, a child being abandoned by one of the parents) were also found to be reasons for bullying involvement. Finally, because of these problems in the family, the participants believed that young people do not share their experiences with their parents, as may make their problems much worse.

5.2.3. Other Reasons for Bullying Involvement

In addition to the personality, motives, and family of individuals, some of the participants argued that one's adolescence and human nature have an important effect on bullying perpetration and victimisation. Importantly, only the adult participants highlighted the significance of human development and nature when explaining the reasons for bullying involvement. Furthermore, most of the participants argued that violence is a learned

behaviour and is learned from family, friends, the environment, television, and social media. One's adolescence was also invoked by some of the participants here:

T. Tekin: as I said, an individual turns into a new person when he/she goes through adolescence. He/she goes through changes, both mental and physical changes. Not everyone, emmm, can adjust to this immediately. An immediate transformation does not happen and thus this stormy period, so to speak, somehow triggers bullying.

T. Osman: What is peer bullying in general? It is a problem that happens more frequently in adolescence. In adolescence, there is a need for power, both psychological and physical power. For instance, there is someone who is powerful, strong and tall and what does he do? He generally tries to suppress the relatively weak ones....

M. Gumus: Children are reaching adolescence. I see that things have been changing for the last two years. Well, children going through puberty are at a crazy age. They don't know what they are doing. Yes, my daughter comes home by service car with her 5-year friend. I see that there is a stain on her skirt. I ask her 'what is that?' She says: 'Mommy, Uğur kicked me. Mommy Uğur poured water on me. Uğur did this or that.' Yes, Uğur is a little bit of a problematic child. Emm, he is a very hyperactive child. He wants everything turning around him..... There are Şirin and her friends. İrem and her friends. The others made a gang and teased them. And they replied. As far as I have understood from my daughter, each of them wants to be dominant because of adolescence, saying "I will do this or that. Follow me". They have such conflicts.

The extracts above demonstrate that the participants highlighted the effects of adolescence on the behaviour of young people. A teacher, Tekin, believed that physical and emotional changes during adolescence might trigger bullying for some individuals as not everyone can adjust to those changes easily. A teacher, Osman, also argued that bullying happens

mostly during adolescence as young people need to prove themselves in some way – either physically or emotionally. Furthermore, Gumus, a mother, believed that bullying is related to adolescence and explained it by sharing her daughters’ experiences of bullying victimisation. Gumus further asserted that young people bully each other to assume superiority and to dominate their peers. It seems that both the adolescence period as well as a lack of empathy among peers also causes bullying. In addition, some of the participants believed that bullying is common and inevitable because it is part of human nature.

T. Feyyaz: Well, peer bullying will happen this way or that way. It will happen among children of that age, be it via physical or psychological means. But, it is not very, emm, very common. But it exists, it is inevitable.

....

T. Feyyaz: Well, I said it a while ago, it comes from human nature. It doesn't need to be physical, it can also be psychological and related to intelligence. Emmm, more intelligent students, the ones who have prominence, bully the other students. They suppress them by putting their knowledge forward. It is not only physically, it is something coming from human nature.

T. Berat: I have not experienced a very extreme, emmmm, case. However, in the end, these are kids fighting and making noise and such behaviour exists in their nature. But, I have not seen a kid who is involved in very extreme, emm, violence.

Int: Hmm, you are saying that this is a part of the kid's nature?

T. Berat: Ya, sure. A kid should also fight, should also curse, when needed. I mean, if s/he cannot do it, there exists a problem. If a kid never fights, never curses, does not behave naughtily, then the real problem will be that.

The participants pointed out the importance of human nature when explaining the reasons for bullying behaviour. A Teacher, Feyyaz, argued that bullying behaviour is part of human nature and, importantly, it is inevitable and natural that individuals want to dominate others, to be superior to others – either physically, psychologically or intellectually. Berat, a teacher, also considered bullying behaviour as a part of human

nature and not a serious problem within their school. Interestingly, being naughty, cursing and having physical fights with friends are considered to be normal behaviours and a part of a young person's nature. Finally, most of the participants argued that young people enact violence because they have previously been exposed to violence. The participants conveyed their thoughts on the subject as below:

T. Fehmi: Hm, for the kid raised in a violent environment, we know that he will use violence. I mean, we observe that if a kid uses violence against his/her friends, we can also guess that at home either his mother, his father or one of his siblings uses violence or it is taken from elsewhere – be it the media, the Internet or tv. When we call and when we talk, we observe that we are not wrong in our guesses.

T. Seval: He observes this from the family or from his/her friends. S/he can also observe this on the street while playing with his/her friends. S/he may learn, for example, despite not having ever encountered violence in his/her family. Emmm, we can come across parents who say: 'you know, I am very surprised how my kid has become like this'. I relate this to the following – either s/he learnt it at school or on the street while playing with kids. S/he learns, emm, maybe also from the Internet.

H. T. Yavuz: ... we come to know this from families, ermmm, from the mother or father. Besides the mother and father, effects can be derived from one's neighbourhood or from the older kids in the neighbourhood. There can be an approach gained from the teachers and there may be a negative approach to the students. Ermm, apart from this, ermm, it can come from social media or from visual things. Ermm, films or series can affect a child. It's not absolutely necessary that they come into contact with violence. it is everything which creates destruction upon the child which I think causes peer pressuring.

The participants argued that violence is learned behaviour and that young people are involved in violence because they have either been exposed to violent behaviour or they

have learned it through the observation of others (Bandura, 1971). Based on social learning theory, individuals observe the people (models) around them behaving in a variety of ways. In society, children have different influential models – such as family, friends, teachers and some characters on television – all of which provide examples of behaviour from which to learn from and imitate (McLeod, 2016). The participants also mentioned several factors that lead young people towards violent behaviour and bullying, including being raised in a violent family environment, having a violent father, mother or siblings, being exposed to violence from friends in one's neighbourhood or school, being subjected to violence from teachers, and learning/seeing aggressive or violent behaviour via television or social media.

In summary, most of the young people and adult participants were able to identify various reasons for the bullying involvement of both bullies and victims, with these reasons being like those given in the previous research of this area. The participants believed that individual as well as familial reasons are the most important reasons for bullying perpetration and victimisation. Based on the responses of the participants, the personality and motives of bullies drive them to bully others. If bullies want to get revenge, desire to prove themselves, seek to get the attention of others and become accepted by others, they will become involved in bullying. In addition to personal reasons, family violence (Espelage, Low, Rao, Hong, & Little, 2014), parenting style (Lereya, Samara, & Wolke, 2013) and familial problems are believed to be the main reasons for bullying perpetration (Olweus, 1993; Flouri & Buchanan, 2003). The participants felt that the negative experiences of victims in relation to bullies, the victim's fear of bullies as well as the fear of their parents, family oppression and overprotective parenting style (Olweus 1993; Duncan, 2004) are the main reasons for the occurrence of bullying victimisation. Furthermore, the participants emphasised the importance of adolescence and human nature in terms of bullying perpetration and victimisation. Most of the participants argued that aggressive behaviour is learned from family, friends, one's environment, television, and social media.

Chapter 6: Bullying Interventions and Prevention Strategies

6.0 Introduction

An important issue identified in the literature and from the interview data was that of prevention of bullying and the development of interventions to respond to and tackle bullying behaviour. This chapter therefore focuses on bullying intervention and prevention strategies, which is especially important as currently there are limited policies or interventions to guide schools in Turkey regarding anti-bullying protocols, whereas in the West there is an increasing evidence-base and discussion of such issues. To address this issue therefore, this chapter utilises both a Turkish and English data set to provide a basis to identify specific cultural aspects and more universal features of prevention and intervention. The Turkish data set consisted of the interviews with Turkish teachers, students and their parents, as represented in the previous two chapters. The English data set was collected through publicly available YouTube videos that capture the common aspects of prevention and intervention in Western countries. Analysis of the Turkish interviews identified how parents and teachers intervene in bullying situations, how the participants think that parents and teachers should intervene in such occurrences and what kinds of strategies and mechanisms need to be implemented (according to the research participants) in preventing and dealing with bullying in schools.

Interestingly, parents are seen to restrict social media use, with cyberbullying and its prevention not being made an issue by either the adult or young participants. Consequently, consultation with Western literature and the inclusion of a small western data set pertaining to the prevention of bullying was considered to be useful. This is because most Western countries have prioritised tackling both traditional and cyberbullying within their prevention strategies. Although this may not be needed in Turkey, the additional data, alongside the available literature, has allowed for some cultural discussion in the final analysis chapter and provides a stronger and more holistic address to the third research question. Additionally, the inclusion of English data for comparison was a requirement of the research sponsor. The English data set provides a

broader understanding of the wider issues at stake and focuses on the perspectives held towards the provision of pertinent prevention strategies for bullying, that may be translated and subsequently employed to help create practices that can decrease the amount of bullying experienced by students in Turkish schools when integrated with stakeholder-driven views.

As was the case in previous chapters – and in an effort to identify the similarities and differences that arise between the perspectives of parents, teachers and young people – the data from these different groups have been integrated to explain the identified themes. Each main theme represents a subject category and describes the sub-themes that fall within it. There are three main themes discussed. The first is the intervention strategies reported by the Turkish sample and the English sample. Here, analysis is used to explore the intervention strategies suggested by parents, teachers, and young people. The second main theme centres on the possible prevention strategies identified by the Turkish participants. An overall discussion thus integrates the relevant and pertinent messages yielded through analysis.

6.1 Theme 1: Intervention Strategies

An important aim of the analysis in this chapter has been to identify the strategies currently used by the participants to prevent bullying incidents. The analysis aims to illustrate their perspectives as to possible intervention strategies which may be used to prevent bullying in schools in Turkey accounting for cultural and religious values and relevant policy and educational constraints. As the views of young people and related stakeholders in Turkey have not been explored in great depth within the literature, this endeavour is arguably highly useful. The inclusion of Western data pertaining to bullying prevention was also helpful in providing an understanding as to how Western countries deal with bullying and hold different perspectives towards appropriate prevention strategies, with this assisting in the creation of ideas through which bullying prevention can be enacted in Turkish schools. When discussing intervention strategies, most of the Turkish participants noted their belief that adults are the key figures in bullying interventions while, in contrast, the English

sample denoted peers as being the most important element in bullying intervention. The core issues pertaining to the identification of different intervention strategy types, from both the Turkish sample and the English sample, are discussed here in terms of the related sub-themes identified – as including school-focused interventions, family-focused interventions and peer-focused interventions.

6.1.1 School Focused Interventions

The problem of bullying is likely to be smaller when adults enter school environments to discuss bullying with students, demonstrate their interest in stopping bullying behaviours and undertake active interventions when bullying takes place (Payne & Gottfredson, 2004). Consistent with the research evidence which has been produced as to this area, both the Turkish and English sample highlighted the importance of adult involvement in terms of bullying intervention. For instance, a young participant, Ashley from YouTube, extolled that:

Y. P. Ashley: “if you are bullied, if you see someone being bullied, find an adult (a teacher) you can trust and tell them. It is the way how you stand up for yourself and others...”.

Similarly, a young participant from the Turkish sample, Ebru, stated that:

Y. P. Ebru: “My teacher can handle it (bullying), because... my teacher can be there at that moment. I can say to him/her and he/she can handle it...”.

However, as aforementioned, there are not currently any intervention or prevention programmes pertaining to bullying in operation within Turkish schools. While the Office of Special Education, Guidance and Counselling Services of the Turkish Ministry of National Education has provided a strategic plan to prevent and reduce violent behaviour in schools in Turkey, this plan does not specifically mention bullying prevention (Duy, 2013). Thus, the intervention approaches that teachers, counselling services and

administrations utilise draw on subjective assessments and individual interpretations. Such issues are evident in the narratives provided by both the adult and young participants of this research. For example, young participants, Emine and Betul, commented on this:

Y. P. Emine: In these kinds of situations, we call for the teachers. The teacher talks to the bullies and warns them to not do that. Then, the teacher asks the bully and victim to talk to each other, to kiss each other and to make peace. If they repeat the bullying behaviour, the teacher shall call the family and administrators shall tell them that this situation shall lead to discipline and punishment...

Y. P. Betul: Teachers make the guilty one [bully] apologise for the things they do. I mean, they try to make peace between the bully and victim...

These extracts demonstrate how teachers make subjective assessments when dealing with bullying. In this sense, strategies of negotiation and conflict resolution are employed – as includes bringing children together, talking things through and helping them get along more effectively. Specifically, the focus from the young people’s perspective is that the teacher plays an instrumental role in creating ‘peace’ between the two parties, and thus the objective of the teacher appears to be peer harmony. It seems that teachers also use subjective judgments when deciding whether to refer bullies and/or victims to counselling services or the administration, doing so in light of the severity of the problem. As the young participant, Emine, commented – if the bullying situation reoccurs, the family and school administration will be informed, and the bully shall receive punishment from the administration. In some cases, the victim also receives emotional support from the counselling service. As Head Teacher, Baran, noted:

H. T. Baran: Of course, ermmm what we consider is... I would talk to the child (victim)... then, I would certainly refer him to the counselling service to clarify whether what he has experienced is bullying or not. This is because the counselling service needs to have information and to make a note about it. Then, if there is

bullying, we follow up with the student. Last year, such an event happened. We followed up with the student. Then, he gave up after the counselling service....

The statement from the head teacher above expresses how victims of bullying are treated in the school environment after encountering a bullying incident. Based on previous comments, it is obvious that the school administration becomes involved when bullying problems become more serious. As Head Teacher, Baran, recognised, in order to solve such problems permanently, victims should receive proper help, be referred to counselling services and be followed-up where appropriate. This Head Teacher believed that, with true support and follow-ups, bullying behaviour can be prevented and managed in schools. Particularly pertinent in this perspective is that the victims and the bullies require help from pertinent counselling services. If bullying problems cannot be solved via teachers, the school administration and/or counselling services, then the family of the child will be informed, and their support sought.

Similarly, young people from the YouTube videos believed in the importance of parents in terms of addressing bullying-related problems. For instance, Diane from YouTube mentioned that:

Y. P. Diane: “if you are the parent and you learn that your children [have been] harmed, you need to ask them what happened – for example, who did the bullying, how long [for] and where did the bullying take place. You need to know what happened and then you will know how to make your children feel safer at school...”

Diane felt that it is a parent's responsibility to know what happens to their children and to help them. She felt that parents should intervene in bullying situations to solve that problem and to make their children feel safer in their school. Similarly, most of the Turkish teacher participants also believed that parents play an important role in responding to and solving bullying situations. This is illustrated clearly by the participants denoting that there is a process in place in terms of the sequential procedure followed by educational staff in schools to escalate the issue where necessary.

H. T. Nazim: Well... we speak with the bully and the victim in order to understand the issues clearly. Then we call the child, who we refer to as the bully, and we want him to defend himself about why he/she undertook this behaviour. Bullies defend themselves with trivial reasons, they tell lies. Emmm, we get angry with them, we call their family in light of the damage level encountered. If they have annoyed the victim to a strong degree, we inform their family and try to have a meeting with them. We refer bullies to the school counsellor to see whether there is an aspect of the issue that we don't understand. Sometimes, we resort to violence when we get fed up with these things. It depends on the child...

H. T. Mehmet:If a student is not convinced by you speaking to their family and telling them that their child used violence, then something else must be done as this behaviour will increase. If he beats someone up today, tomorrow he will pull a knife, will steal or will cause trouble for you. We talk this way to convey the need for strengthened parental support. Parents also use more convincing ways through which to warn their children that there is a recovery available in their behaviour.

What is particularly noteworthy here is that both head teachers believed that the support/help of a child's family plays an important role in reaching an appropriate solution in bullying situations. Evidence from the literature also demonstrates that the family is a critical aspect of bullying prevention (Sawyer, Mishna, Pepler, & Wiener, 2011). However, based on the above comments, it is obvious that each head teacher holds different ideas as to the best form of help available. Here, Nazim explained the general intervention strategies that his school applied when bullying happens – namely in regards to talking with the bully and victim, referring them to counselling in order to understand the problem clearly and informing/meeting the family in consideration of the severity of the problem. Nazim conveyed his belief how this can sometimes solve the faced problem, however this depends on the bully's personality. On the other hand, Mehmet thought that there are more 'convincing ways' to prevent the future violent and aggressive behaviour of bullies –

namely regarding the employment of family coercion and violence. It is important to mention that these two head teachers worked in schools located in different neighbourhoods and with different socio-economic characteristics. Thus, each school has different student and parent profiles, with Nazim's school encountering families with a high degree of socio-economic status and education while Mehmet's school witnessed families with a low degree socio-economic status and education. Nonetheless, despite different demographic profiles of the children, both head teachers mentioned that they acted in light of the profile of the students and parents when intervening in bullying incidents. In this vein, this is congruent with the systematic review and meta-analysis of Tippet and Wolke (2014) who demonstrated how victimisation is positively associated with low socio-economic status and is negatively related to high socio-economic status.

As aforementioned, no intervention or prevention programmes as to bullying are currently available in Turkish schools. Consequently, teachers working in the education environment are left to make subjective evaluations and decisions when intervening in bullying incidents. In this research, the participants were asked how they think teachers should intervene in bullying incidents in schools. In response, some of the participants emphasised the importance of regulations and punishments, while others believed in the provision of positive messages, inspiration, and guidance. For example, Head Teacher Baran, commented:

H. T. Baran: I mean, what he has done is a crime in accordance with the regulations. For example, he will be warned if a warning is needed. He will be warned if a reprimand is needed. There are also sanctions – like being expelled from school. However, this is the last choice. First, we should win over the student. It is very beneficial to show the student that what he has done is something wrong. We do not win over the student when we begin by saying that we will punish him. We should certainly tell him what he is doing is wrong. He needs to conceive the issue so that we win him back.

The Guidance and Counselling Services of the Turkish Ministry of National Education has provided a plan to reduce violent behaviour in Turkish schools. The extract of the Head Teacher, Baran, is a good example of how this plan works in practice. Here, it is seen how the participant uses the plan as a road map through which to deal with bullying in his school, whereby bullying behaviour is defined as a crime and thus this behaviour should be punished. These punishments might comprise of a warning, dismissal or expulsion from the school. However, what is particularly noteworthy is that Baran thought that punishments are not the best way to deal with bullying or bullies, instead arguing that it is better to deal with bullying by ‘winning over’ the bully by communicating with them. Some of the teacher participants also conveyed their belief in the importance of communication and in inspiring students when dealing with bullying.

T. Berat: You are saying what the teacher should do. The teacher should talk with the kids. S/he should be able to inspire the notion among kids that there is no difference between them, that all of them have the same rights and that nobody is superior to anybody, that everybody is successful in one aspect (i.e., one is successful in mathematics while another is successful in music or in physical training). Everybody has an ability, everybody is important and precious – whoever his/her mother/father is. Everybody is precious according to him/herself.

T. Leyla: The things that teachers can do is to constantly talk in a positive way. I mean, to indoctrinate kids, emmm, psychologically – namely by talking as much as possible in regard to the issue of what you will gain and what you will lose. Always, emm, you should show the positive side, or you should talk about the negative aspects from both sides so that the kid will find the correct approach.

As highlighted in the first analytic chapter, young people were reported to bully each other in relation to their physical differences, social skills, peer status, cognitive abilities, or other individual differentiations. The teacher Berat conveyed how underpinning messages of equality are central to manage bullying in schools by demonstrating to young people that everyone is equal, and that each student has their own differences and unique

characteristics. Therefore, a core message conveyed to young people is that no one is superior to anyone else. Berat believed that teachers should inspire young people to behave in a positive manner. This is because the absence of effective consequences perpetuates bullying behaviours (Cunningham, Cunningham, Ratcliffe, & Vaillancourt 2010). In this vein, a similar viewpoint was conveyed by the teacher Leyla who believed that communicating with young people and explaining the meaningful consequences of their behaviour will help such individuals to find the right way to behave. Overall, most of the teacher participants were working towards fostering a positive classroom atmosphere, whereby they facilitate speeches/discussions to deal with certain problems and to help students to deal with bullying, to guide them towards building empathy with others and to find the right way to behave. However, for some participants, it was believed that teachers do not support young people enough when bullying happens. For instance, some of the young participants and their mothers denoted that ‘*teachers don’t care*’, what happens to students. For example:

M. Su: Actually, teachers take care in primary school but, in secondary school, nobody cares because they are too many teachers. They don’t care whether there is a problem or not. They don’t care whether they insult one another. Nobody takes that responsibility... If a student comes to you to make a complaint, I think he should certainly help him.

M. Nergiz: It is a deep issue. How deep is it? Emm, when children tyrannise one another, the teachers says, “do not complain”. They tell them “you should not complain about one another”. It is a rule that is instituted from Grade One. When a student tells her teacher, the teacher says “solve it among yourselves”, which turns into a bigger problem later. There is no time for that. Why? They say the classroom is crowded. The teacher says “I will solve a problem or teach something until I listen to a complaint”.

Most of the parent respondents believed that teachers play an important role in this area, but that teachers should be doing more to prevent, respond to and manage bullying in

schools. A mother, Su, believed that students get help more in primary schools than in secondary schools. This is because, in Turkish schools, primary schools provide one main teacher to teach and deal with students while, in secondary school, each course has its own teacher and so there shall be about nine teachers for each classroom. Therefore, teachers in primary schools might be more effective in dealing with bullying while, in secondary schools, everyone is waiting for someone else to solve a student's problem. Other participants stated their belief that teachers are not interested in solving the problems of students and instead they leave them to deal with such issues by themselves. On the other hand, teachers are seen to complain that their time is limited, their classrooms are crowded, and they have to prioritise teaching. A mother, Nergiz, mentioned that there is a rule instituted from Grade One that no one should complain and that while teachers want students to solve their own problems, this leads to bigger problems later. As Mishna et al. (2006) mentioned, "some parents expressed disappointment in what they perceived as some teachers' lack of willingness or ability to help the children, which they believed aggravated the situation" (p.266).

To summarise, both the Turkish and English sample demonstrated the importance of adult involvement in addressing bullying problems within schools. The Turkish teachers conveyed that it is difficult to enact an intervention when there is no road map for in-school bullying interventions. Consequently, teachers, counselling services and school administrations draw on subjective assessments and individual interpretations in relation to bullying intervention. Teachers generally use strategies of negotiation and conflict resolution when dealing with bullying. Victims are usually referred to counselling services for emotional support. If teachers, the administration, and counselling services are unable to solve the bullying problem faced, the student's family is informed in order to gain their support. In terms of the perspectives held as to how teachers should intervene in bullying incidents, some of the participants emphasised the importance of regulations and punishments while others asserted that teachers should guide young people towards building empathy and inspiring good behaviour.

6.1.2 Family Focused Interventions

The responses of parents to bullying are significant in enhancing the success of bullying prevention measures in schools (Sawyer, Mishna, Pepler, & Wiener, 2011). The bullying problems encountered are likely to be smaller when parents respond appropriately to their children whereupon their experiences of bullying are disclosed. Although the young participants from the YouTube sample believed in the importance of parental support, most of the Turkish students chose not to share their experiences of bullying with their parents as they had little confidence in their parents' ability to help them. The students also anticipated feelings of shame regarding the way their parents would probably respond to bullying incidents.

Overall, most of the Turkish parents used direct action by approaching their child's school and informing their teachers/the administration when intervening in bullying situations. However, some of the parents believed that teachers occasionally do not care what happens to students and fail to support young people when dealing with bullying in schools. Thus, parents chose to contact the parents of bullies directly in the hope of making them aware of the situation or speak to/threaten the bully in an attempt to make them stay away from their child – as was noted in the narratives of the adult and young participants.

Y. P. Berk: My family, for example, came to the school. I told them (bullies) not to do that again. Emmm, there was a girl in our class called Zahide. She was picking on everyone. Imm, she picked on me a few times and teased me. My mother came to the school and she said that she wouldn't do it again. She does not bully me anymore.

M. Merih: Yes, yes. I've visited the school many times... and it worked. I've threaten him. Actually, I've told him that my son is in a gang and that he will come and stab him. I did this so he would be afraid of my son and would stay away from my daughter. I've told him that I know his parents and will summon them and then

he stopped. Recently, my daughter spoke to him. I've advised her to become friends with him and that, if he tells her something, don't argue with him and then he will calm down.

The literature has identified that parents respond to reports of their child's victimisation in a variety of ways – such as talking to their child, contacting their teachers/school counsellor/administrator or contacting the bully or the bully's parents (Mishna, Pepler & Wiener, 2006). The above extracts highlight how similar strategies are used by the parent respondents of this research in response to bullying incidents. The young participant Berk shared his experience of bullying and explained how his family intervened to prevent his victimisation. Here, his parents used direct action by approaching/warning the bully to stop her bullying their child. This approach seemed to work for Berk. The comments of the mother respondent, Merih, also demonstrates how parents can use different (and sometimes extreme) ways of dealing with bullying by explaining that her school visits did not solve her daughters' bullying problem and thus she directly approached the bully and threatened him while informing his family about the situation. She also talked about strategies designed to enhance her daughters' ability to handle the bully/bullying on her own – for example, by advising her daughter to ignore the bully or even be friends with him. Further advice given by parents to their children is that '*if someone hits you once, you hit twice*'. Such issues were evident in the narratives provided by some of the teacher respondents. For example, one teacher, Ismail, commented that:

T. Ismail: ...If parents try to justify bullying behaviour by pretexting their activities as being right, this will make it harder for us, emmm, because they will say "he did this and that to my child, so this is the punishment for what he has done". The punishment is replying with violence. I can say that we have serious problems with such parents.

For teachers, the way that some parents intervene in bullying situations is problematic as they advise their children to act violently against bullies. Here, parents do not help schools to prevent bullying behaviour, but instead aggravate the situation by advising their children

to retaliate and act like a bully. Notably, evidence indicates that children who respond to their victimisation by seeking revenge tend to endure increased victimisation (Kochenderfer-Ladd, 2004). On the other hand, some of the adult respondents spoke about indirect strategies designed to support children or to enhance their ability to deal with bullying incidences on their own.

M. Birgul: Yes, yes. I try to verbally educate my daughter so much about this issue. Thanks to God, we have not experienced anything physically so far, apart from pushing and shoving when running. But there is no serious physical violence. However, I say “my daughter, if someone suppresses you verbally, you will defend yourself if you are right”. May it be your teacher, your friend, your mother or your father, you should know how to defend yourself. You should not take a backseat and cry...

M. Nazan: Let me give an example from my son’s case. I tell him, “do not make fun of anything to do with your friend”. I have told him not to mock others from an early age. I tell him this by saying, “do not laugh at your neighbour, the same will come to you.” I say never make fun of anybody. Do not laugh at the things that you consider bad or funny. I say be more considerate.

M. Gumus: ...I say to my daughter, “whatever problem you have with your friends, you will not disrespect them as long as it is not a serious problem. You will not swear, you will not fight”...

Some of the participants conveyed their belief that parents should educate their children about bullying, while teaching them good manners and behaviours about interacting with others. One mother, Birgul, believed that young people should be taught about bullying in school. She advised her daughter to stand up and defend herself, not only against bullies but also against anyone who acts unfairly towards her. The other participants, Nazan and Gumus, believed that the teaching of good manners and behaviours to young people is important as such students shall consequently be more respectful and tolerant to each other

– an outcome which could help to decrease bullying in schools. Such strategies are supported by research. Strategies of advice seeking and conflict resolution that used by parents found to be effective in reducing victimisation in schools (Kochenderfer-Ladd, 2004).

The way in which parents respond to bullying incidents is important in enhancing the success of bullying prevention measures. In this study, most of the parents choose to intervene in bullying circumstances directly by approaching teachers and the school administration. Alternatively, they contacted the bully's parents directly to make them aware of the situation or to threaten the bully as a way of encouraging them stay away from their child. Some parents detailed strategies designed to enhance the abilities of their children to deal with bullying – such as in relation to ignoring the bully or being friends with the bully. Some, on the other hand, advised their children to act violently against the bully, which could potentially worsen the situation. Here, the intervention strategies proposed by the participants included the educating of young people as to employing good manners and behaviours towards others, enhancing their ability to deal with bullying by themselves and teaching them to stand up for themselves.

6.1.3 Peer Focused Interventions

Peer support is of great importance in dealing with bullying in schools. Although all Turkish participants believed that adults (parents and teachers) are the key figures in bullying prevention, most of the English-speaking participants felt that peers are the most important actors in preventing bullying. In the relevant literature, young people believed that the most effective route through which to preventing bullying is peer support, whereby victims and bystanders stand up against bullies to prevent bullying, a result of bullying being a “group process” wherein other students (besides the bully and victim) are involved (Salmivalli, 1999). The significance of peer reactions become obvious when thinking about their possible influence on the children who bully, who are bullied and who otherwise interact with the bullying process. The gaining of positive feedback or having others join in with the bullying is probably rewarding for bullies, while challenging the perpetrator's

power by standing-up with the victim provides negative feedback for bullies (Salmivalli, 2010). Therefore, the bystander defending of bullying victims is found to be effective in putting an end to bullying episodes (Hawkins, Pepler, & Craig, 2001).

Such issues were evident in the narratives provided by the English young participants:

Y. P. George: I remember waking up, wishing, praying, that one day he would be absent so I could go and play volleyball without him pointing out that my fat jiggles when I hit the ball or get hit by it... because of him, I have not played volleyball or any sport for two years..... I do hope that, one day, everybody who was victimised and put down because they were different can finally have the courage to stand up and say enough!

Y. P. Hanna: ...Bullying is more harmful than you realise... When a person is bullied... it is not easily forgotten and it hurts everyone involved... I have seen the effects of bullying first-hand. The teasing and mimicking of my brothers was awful. I cannot take it anymore so I stand up and I have found my voice... If you are bullied, if you see someone being bullied, find an adult you can trust and tell them. This is how you stand up for yourself and others should have the courage to confront the problem and put a stop to it... I am using my voice and speaking out for those who won't speak out for themselves. I want my school and all schools to be a community of friends, not places where our peers are put-down... Let's start finding courage in ourselves to stand up for what is right, the courage to eliminate bullying.

Both extracts above highlight the importance of bystander and peer support when dealing with bullying. It is clear bullying has harmful effects upon the individuals directly involved and the people close to them. George and Hanna shared how they suffered from their experiences of bullying, with both believing that an effective way of preventing bullying is when victims, as well as bystanders, stand-up against bullies. Like the Turkish participants, Hanna believed in the importance of adults in such intervention and mentioned that victims, as well as bystanders, should inform pertinent adults about bullying to confront

this problem and to stand up for themselves and others. She felt that the forming of a community of friends, as support each other, is the best way of eliminating bullying in a school. The literature as to this area also suggests that protective friendships within classrooms can protect individuals from victimisation and the negative influences of victimisation (Hodges, Boivin, Vitaro & Bukowski, 1999). One young participant from YouTube, Diane, also noted the importance of peer support and that some prevention methods used by schools and governments are ineffective in preventing bullying and may, in fact, exacerbate the problem.

Y. P. Diane: While governments and others have produced websites to help victims, I don't think this helps a lot. This is because after victims get help, the bullies might receive punishment and therefore be angry and seek revenge. Also, when governments and others produce websites, they don't know the victims or how they are they feeling, so that website might not be giving good advice to, umm, to get the bully to stop their bullying. My solution is to let the people around just watch, to stand-up to what causes bullying. This is the quickest way to help (cough)... Everybody can stand up together and just think "if I don't stand up, that person might die". At least try to save a life, please, everyone. When you see someone getting bullied, please stand-up for them because you are saving a life.

This young participant felt that the best way of stopping bullying is to stand-up against the bully and by getting involved while the bullying happens – with this being ‘*the quickest way to help*’ the victim. As mentioned earlier, victimised children have been found to be at increased risk of self-harm and/or suicidal ideation behaviour in adolescence (Leyara et al., 2013). Diane believed that helping/supporting these victims means saving their life. Another young participant from YouTube, John, also commented that:

Y. P. John: On top of name calling, the rumours and nonsense that gets spread around can ruin reputations for life. After a while of hearing everyone calling them names and spreading those nasty rumours, these kids can completely snap and seek relief and death. The worst part is people seeing it happening all around them but

refusing to stop it. Some individuals say that it is not their business or that they should stand up for themselves first. It does not matter if it is your business. If you don't help these victims, you are contributing to what these bullies are doing. Secondly, most of these kids have tried to stand up for themselves, but they only get bullied to a stronger degree and more often. Some of them even end up in ICU. The hurt endured by these kids is not needed or wanted. We need to help victims and put an end to bullying.

Here, John emphasised the negative impacts of peer bullying on individuals and, like Diana, noted that bullying can result in death as a form of escape for victims. In emphasising the insensitivity of people, the participant noted that this contributes to the bullying. Second, such victims try to defend themselves, but merely become exposed to more bullying. Thus, the young respondent believed that bystanders have to help victims to end such situations. If bystanders react on behalf of bullying victim; they are often effective in putting an end to a bullying episode. Indeed, studies have shown that the more classmates tend to reinforce bullying, the more frequently such behaviour takes place in a school while classroom-level support and the defending of victims has the opposite effect (Kärnä, Salmivalli, Poskiparta, & Voeten, 2008).

To summarise, the English sample mainly demonstrated the importance of peer support in dealing with bullying while the Turkish sample showed that parents and teachers are the most effective agents for enacting bullying interventions as well as ensuring bullying prevention. Notably, both data sets show that the child-adult and child-peer relationship affects the ability held to manage bullying situations. It is important to mention that although there are subtle cultural differences between the two samples, the fundamental issues/problems faced are the same. Bullying is a crucial problem and is seen to comprise similar characteristics in every country. Consequently, anti-bullying initiatives in Turkey should be inspired by both existing and successful prevention programmes alongside the perspectives of individuals involved in bullying. Successful bullying prevention programmes include a variety of intervention elements (Farrington & Ttofi, 2009). The

elements were suggested by the research participants, as discussed in the next theme – below.

6.2 Theme 2: Preventative Strategies

The focus of this theme is related to bullying prevention, but more specifically demonstrates the views of the participants as to the bullying prevention strategies available in Turkish schools. Here, the participants were asked to detail different prevention strategy types and to expand upon their views as to bullying prevention. Although most of the participants did not possess significant knowledge or an adequate understanding of bullying and bullying prevention, both the adult and young participants proposed different strategy types that related to those set out in the pertinent literature. However, in contrast to such literature, the adult participants emphasised the importance of moral values and religion in preventing bullying. These adults believed that the teaching of moral and religious values would prevent young people from committing violence and bullying behaviour.

Overall, most of the participants were able to explain their views as to the different prevention strategies available in addressing bullying, with these discourses being consistent with the research evidence held in this area. For instance, Farrington and Ttofi (2009) conducted a systematic review of 44 bullying interventions tested in controlled trials. The results of this meta-analysis showed that school-based anti-bullying programmes are effective – whereby, on average, bullying is seen to be decreased by 20–23% and victimisation is seen to be decreased by 17–20%. From their review, Farrington and Ttofi (2009) expressed the most effective elements of such anti-bullying programmes, with these being denoted as parent training/meetings, teacher training, a whole-school approach being taken, school conferences/seminars, information being available to parents and the installing of disciplinary methods. The participants of this present study proposed similar elements as effective prevention strategies towards bullying within Turkish schools. For instance, the participants believed in the importance of training for adults and young people, the occurrence of meetings with parents, the raising of awareness via

seminars and collaboration between the school and families. The core issues pertaining to the identification of different prevention strategy types are discussed here in terms of the identified sub-themes – as the raising of awareness as to bullying, specific strategies, and underpinning moral issues and values within such prevention measures. These issues are discussed in turn.

6.2.1 Raising Awareness

To understand, recognise and respond to bullying incidents more appropriately and effectively, it should be acknowledged that most of the teachers, mothers and students who participated in this research conveyed their belief that an increased awareness as to bullying was important. Notably, the participants believed that such awareness can be increased through a variety of ways. For instance, some thought that visual materials can be used – such as posters, public service adverts, films, documentaries, and cartoons. To raise this awareness, most of the participants felt that families, students, and teachers need to be educated about bullying and, furthermore, that the most effective way of educating people as to this subject is through seminars. On the other hand, some of the adult participants believed that emphasising this matter would not help to prevent bullying. Instead, teaching about bullying or ‘*advertising the bad sides of bullying*’ would cause more problems as some young people might be prone to violence and this would help them to learn about peer bullying and its methods. Thus, the respondents believed that rather than voicing negatives issues, positive messages should be highlighted.

H. T. Baran: I believe that education is important in providing this service. We need to tell people that if we raise awareness about an issue, whatever the issue is (such as peer bullying), this may never have come to the mind of a parent. Therefore, I think an educational seminar could be given to parents and teachers to raise awareness about this area.

M. Su: What can be done? I think awareness should be raised in this regard. Teachers who know this issue very well should be appointed in order to raise

awareness. It should be compulsory for children and parents. I mean, it should be compulsory for parents. They will receive this lesson, even if this is delivered forcefully. I think parents should be shown what is right and what is wrong.

Y. P. Sevgi: It seems that seminars can raise the awareness of people....Parents will have consciousness about students. The students will have consciousness about other issues as well. Here, the parents can have consciousness about the students, their life at school and their life outside of school... If they were held more often, it would be better.

These extracts highlight the importance of raising awareness as to the problems of bullying. A Head Teacher, Baran, believed that most parents as well as teachers do not know about bullying until they face the problem. To effectively solve the bullying problems encountered in schools, the Head Teacher felt that education should be given to both teachers and parents. In addition, some of the participants commented that some parents are problematic or *worse than their kids* whereupon they try to deal with bullying. For example, one of the parents recommended that it was okay to tell the bully that her son would stab him if he continued to bully her daughter. A mother, Su, believed that parents must learn ‘*what is right and what is wrong*’ and thus the receiving of education pertaining to bullying should be compulsory for parents. A young participant, Sevgi, believed that both students and parents should be educated about bullying, so they understand and respond appropriately. It seems that this young participant believed that parents do not possess enough knowledge as to the lives or problems of young people and that the raising of awareness via seminars might help parents to understand and support young people to overcome their problems. Notably, to be more effective in their lives and to deal with their own problems, the young participants felt that seminars should be held more often with parents. In addition to such seminars, other participants felt that visual materials can be used to raise awareness of bullying. For example:

Y. P. Reyryan: For example, for those who have been exposed to bullying, how should they behave? I think, definitely, bullies are doing these things to scare you. I

think if we prepare posters and tell victims to stand up to bullies, I think the bullying would go away. I mean we see these things in the school, where kids get bullied. I mean, if the victim stands up for themselves, the bully would be scared. It is obvious.

T. Seval: If public service ads are used, instead of negative behaviours it should be positive behaviours that are explained. This is because negative behaviours may settle into the subconscious of the children and even if they do not want to, a child may apply this. I mean, if these kinds of things will be applied, positive aspect public ads can be prepared. Hmmm, what else can be done? For example, kids like watching films, emmm, so it can also be a cartoon, it can be a cinema film. In the school, such an environment can be formed by theatre students in the school or they can be taken as groups...

The young participant highlighted the importance of posters for students when dealing with bullying, feeling that most students do not know about bullying and thus do not know how to react when they face a bully. Therefore, informative posters would help victims to understand their situation and would teach them how to stand up for themselves against a bully or where to seek support. A teacher, Seval, commented that a variety of material can be used to raise awareness of bullying – such as public service ads, films, cartoons, and theatre plays. Notably, she felt that instead of the negative behaviours of bullying being presented, positive aspects should be emphasised through these materials so that young people are nicer to each other. Similarly, a Head Teacher, Yavuz, mentioned that if one is trying to prevent negative behaviour, positive behaviour should be taught first. The idea of emphasising positive behaviour over negative aspects when dealing with bullying was also mentioned by some teachers.

H. T. Mehmet: Yes, there is a proverb which says “don’t remind something that is not supposed to be remembered”. I mean it is not talking about violence, but rather it is the exact opposite. It states that positive things should be used to guide students... We should highlight positive things and ignore negative aspects.

T. Feyyaz: ...bringing something to the forefront advertises it. In a sense, I think it will be more useful to prioritise good aspects (i.e., how children can live in harmony without bullying one another) rather than foregrounding peer bullying. I mean, adverts announcing that smoking is a bad thing don't make anyone stop smoking.

These beliefs conveyed that that *advertising* the bad aspects of bullying shall not help any students and thus positive behaviours and good manners should be taught so students '*can live in harmony without bullying one another*'. It is interesting to see how young people are aware that they need support, help and education in dealing with bullying while teachers are somehow less knowledgeable of the problem or seek different methods to guide students away from negative behaviours.

It is believed that raising awareness as to bullying would help reduce bullying in schools. The participants proposed that such awareness can be raised by educating teachers, parents, and young people on the subject, potentially via visual materials such as posters, public service ads, films, documentaries and cartoons. However, some of the participants felt that positive messages and behaviours should be taught to young people instead of negative aspects as demonstrating the bad aspects would merely exacerbate the bullying problem faced.

6.2.2 Specific Strategies

The gaining of a greater understanding and awareness of bullying among parents is important for the protection of children and in ensuring collaboration between schools and families within any undertaken intervention. Understanding of parents' attitudes and feelings towards bullying may influence whether they respond appropriately to their children, and most of the participants emphasised that families do not possess enough knowledge of bullying and thus they lack the ability to respond adequately to bullying circumstances. Although teachers have a critical role in identifying and responding to

bullying and in implementing anti-bullying programmes and interventions, most of the participants believed that teachers and the administration of schools have a major part to play in preventing bullying in schools, however not all teachers give strong enough effort towards intervening in bullying circumstances. Some of the teacher respondents talked about the need for education to be given in relation to bullying, while noting that disciplinary methods and transparent rules/processes are needed for everyone if bullying is to be prevented.

Other issues were invoked in the narratives provided by both the adult and young participants. For instance, the participants commented that:

Y. P. Betul: There must be discipline in school, ermm, I mean there won't be too many problems if there is discipline in school.

M. Merih: The disciplinary methods in a school are very important.

T. Leyla: You should specify the rules. You should have certain rules and you should abide by those rules because the student takes the teacher as the model (example). When the student also abides by the rules, the problem will be solved...

Based on the systematic and meta-analysis produced by Ttofi and Farrington (2009), it can be stated that classroom rules and disciplinary methods are effective intervention elements that are significantly associated with a decrease in bullying and victimisation. Three of the participants emphasised the importance of discipline and rules in the school. The discipline or disciplinary methods proposed by the participants involved methods ranging from holding serious talks with bullies, sending them to the School Principal, the depriving of privileges, imposing of a suspension and being dismissed from the school. Interestingly, some of the parents as well as young people believed that the most effective way to prevent bullying is to suspend or dismiss the bully from the school. On the other hand, a teacher, Leyla, believed that an effective way of reducing bullying in the school and classroom is to specify certain rules and to abide by those. She emphasised that, to make those rules most

effective, both teachers and students should follow the set provisions. Leyla saw teachers as role models for students and therefore considers their attitude as an important factor in terms of preventing bullying incidents. Other participants also emphasised the importance of teacher attitudes towards bullying. For example, one young participant, Reyryan, commented that:

Y. P. Reyryan: I think it can be prevented. What can be done? (1.5) I mean (1), I think, for example, that teachers should be less interested in the bully. The bully should not be prioritised over other students. Teachers should understand that they should support the victim so he/she won't be bullied again. I think supporting the victim would work. It is important that teachers support, comfort and take care of those children who get bullied. Standing with the child against bullies would work, I think.

The young participant, Reyryan, emphasised an important point – that, when dealing with bullying incidents, some teachers focus more on the bully than the victim. The literature as to this area highlights how bullies choose to bully others to obtain or uphold social status among a group of peers (Hanish & Guerra, 2000). The young participant quoted above evidently felt that teachers prioritise bullies, with this seeming to be problematic as the attitudes of teachers might serve the purpose of the bully. Reyryan further noted that bullying can be prevented by supporting, helping and comforting the victim against the bully and thus teachers should stand up to bullies with the victim. Another young participant, Yaren, noted their belief that bullying can be prevented via the collaboration of both teachers and the school's administration – asserting that, '*if the teachers and administration step in and take precautions, of course bullying can be prevented*'. On the other hand, most of the adult participants believed that parents play an important role in reaching an appropriate solution and thereby emphasised the importance of collaboration arising between teachers, a school's administration and parents when discussing bullying prevention measures. Such issues are evident in the narratives of the adult participants:

T. Mustafa: Now, in classes, for example, all teachers say that if there is a problem, firstly go to the teacher. Then, the teacher shall apply to the school administration. The school administration shall then apply to the counselling service. Of course, during this time, we also call the family of the student. Without this collaboration, nothing happens. There are families who come and help us and also there are parents who say “I do not care”. With only the administration and teachers’ effort, a sufficient response will not be possible. Thus, families should be directly involved as a student spends 4-5 hours a day at school, yet spends the remaining time with their family. Consequently, the family is very influential and should be directly involved in the solution process.

T. Elif: The collaboration between parents, students, teachers and the administration of the school is very important as all of these elements are integral in preventing bullying.

These extracts highlight the importance of the family and their collaboration with their children’s school when dealing with bullying. A teacher, Mustafa, briefly explained the process of how bullying is dealt with in their school. It seems that, ideally, it shall be teachers, the school’s administration, counselling services and families who should deal with bullying problems together. However, the school cannot enforce parental support in solving such problems. Mustafa noted their belief that parents are a crucial part of the prevention process as they are the figures who spend more time with young people and who educate them. He mentioned that ‘*without this collaboration*’ of students, parents and the school, bullying problems cannot be solved. The second teacher, Elif, also believed that bullying can be prevented via collaboration between parents, the school and students – defining these three elements as being integral to one another and thus crucial for solving this problem. These ideas of the research participants are consistent with the producing of a whole-school approach towards bullying prevention. This approach sees bullying as a systematic problem and therefore considers bullying intervention to be directed at all members of the school community rather than individual bullies and/or victims (Olweus, 1993). While these participants believed that bullying can be prevented through such

collaboration, some of the participants mentioned having difficulties in preventing bullying.

H. T. Nazim: No, I don't remember any work in this regard. I wish the Ministry [of Education] was dealing with this issue more. There are different types of violence in schools and peer bullying is one of the most important forms. If the Ministry [of Education] conducted studies as to such issues and shared the results with schools and thereby guided teachers emmm... if a study was produced in this regard, we would be able to handle this issue more easily. Since we have not had any education in regard to this issue, we handle the issue based on our subjective approach at the time the event happens.

What is particularly noteworthy here is that the Head Teacher, Nazim, acknowledged the lack of knowledge and awareness held as to bullying. He defined the different forms of violence which occur in schools and how these are dealt with through the usage of subjective judgements. This Head Teacher believed that the Ministry of Education should deal with bullying, conduct research as to this area and share the gained results. To prevent bullying more effectively, teachers and school administrations need more information and education on this subject and, furthermore, need to learn how to deal with bullying. It should be mentioned that to prevent bullying in Turkish schools, most participants noted the importance of raising awareness as to the occurrence of bullying.

It is clear parents, as well as teachers, play a crucial role in enacting bullying prevention measures within schools. Most of the participants agree that teachers and school administrations assume significance in preventing bullying in schools and that the responses of parents are an important aspect of any solutions reached. The importance of the collaboration undertaken between teachers, school administrations and parents were emphasised by several of the adult participants.

6.2.3 Underpinning Moral Issues and Values

Some of the teacher participants emphasised the importance of teaching moral values and religious values as part of the bullying prevention strategies utilised, believing that the teaching of values such as tolerance, giving respect to others, honesty, integrity, equality, loyalty, truthfulness and love would help students to distinguish between what is right and wrong behaviour. Consequently, this would protect young people from being victims and perpetrators of bullying. Such issues were evident in the narratives of two Head Teachers:

H. T. Baran: Moral values are very important.... truth, not telling lies, honesty, mmm (3). We have a very good religion. You know, the important thing is to give this to students. It contributes many things to students. Believe me, a student who is taught moral values hardly does anything wrong. I mean, if we – family, school and environment – give this to students, we can achieve many things... If we educate children at this age, if we teach them the required moral values, give them the right things, children will neither bully their peers, do wrong, steal or commit crimes.

H. T. Mazhar: First, the stance of our Prophet is against such events. The fact that he did not harm people, even when his tooth was injured... should be taught... that avoiding tyranny is not cowardice but is humanity and a principle of our religion.

The teaching and integration of moral values and religious values is considered to be an important aspect of bullying prevention. This is because religion is based on important values such as love, respect, tolerance, and compassion. For instance, religion teaches that differences must be respected and accepted and, furthermore, that the weak should be protected. If these can be comprehended by students, they might accept each other the way that they are and may stand up for individuals when they are victimised. The Head Teacher, *Baran*, believed that both family and teachers are responsible for a child's good and bad behaviours or manners and, furthermore, if students are taught moral and religious values properly, they should behave in appropriate ways. In his words, children would “*neither bully their peers, do wrong, steal or commit crimes*” suggesting that the

conflation of religious and moral values functioned as a prevention to negative behaviour. Overall, most of the participants believed that bullying problems can be solved, especially in both adult groups, but some of the young and adult participants felt that bullying cannot be prevented in schools.

Y. P. Seyma: So, in my view, bullying cannot be prevented. Why? Because a person shall be a bully, even if you expel him from the school, even if you punish him, you beat him. In my view, it won't work.

T. Tekin: Hhhh, peer bullying... It will never end. Why? This is because a student is between childhood and adulthood, it is an age appropriate for bullying. When such a thing happens, it is because a person has the greatest change in their development at this age. Maybe, emmm, in the future, I think that there will be different things, different forms... the same way as we have technology-based bullying today...

The idea that bullying is endemic, and a natural part of some people's childhoods was expressed by young participant, Seyma, who believed that bullying cannot be prevented. This young person argued that even the punishing, beating, or expelling of bullies from schools will not change anything as this behaviour is related to their personality or the way they are. This perspective was also held by some of the teachers. For example, Tekin commented that bullying '*will never end*' because it is part of the growing-up process and is inevitable during adolescence, adding that bullying will not end yet its form might change. In other words, some participants oriented to the notion that bullying was a naturalised process, that it was simply part of human nature for some children to bully others.

Although there is insufficient knowledge about bullying in Turkish society due to the limited evidence base, most of the participants were able to explain bullying and could offer different solutions as to bullying prevention. In general, most of the parent and teacher respondents felt that they did not know how to deal with bullying when they

witnessed it, thus they emphasised the importance of raising awareness. It is obvious that there is a need for bullying prevention programmes in Turkish schools, namely as the participants strongly identified this requirement and denoted that such bullying prevention measures might include educating seminars for teachers, parents and children, informative posters and cartoons. Notably, similar tools have been used in Western societies within bullying prevention practices being much more commonplace. In a divergence from the literature as to this area however, the participants believed that teaching moral and religious values would help young people from becoming victims/perpetrators of bullying. To consider some of the ways in which awareness raising, bullying prevention strategies, and the value of young people's voices in Turkey might be complemented by the wider Western understanding of these issues, the Turkish data is complemented by YouTube videos that have been examined to gain the perspectives of young people from English-speaking countries. In these videos, it is asserted that the most effective way of preventing bullying is peer intervention – in which seems to contrast to the views of the Turkish respondents.

Chapter 7: Discussion

7.0 Introduction

The purpose of this study has been to develop an understanding of the perceptions held amongst teachers, parents, and students in relation to bullying and bullying prevention in Turkey and contextualise those against the wider evidence-base predominantly produced in the West. This chapter critically discusses the key identified findings derived from the parent, teacher, and young people respondents to present their voices and directly address the research questions driving this study. A summary of the research findings opens this chapter to contextualise the key issues raised and to highlight the main issues at stake from the perspectives of those involved. These findings are examined in terms of the knowledge they contribute to the existing literature and also to shine a light on how that knowledge generated has relevance to the education system in Turkey and other countries with similar systemic profiles. Further critical discussion is also given as to how they may extend, refine, or conflict with the current evidence in the field. In doing so, an illustration is gained as to how new concepts have been developed and the specific cultural context to which those issues are pertinent.

This chapter thus presents the interplay between the convergent and divergent themes which have been identified through a considerable engagement with the data. To understand the value of the contribution made by the knowledge yielded, the discussion presents the methodological limitations and possible implications of the research, especially for the Turkish education system for policy and practice. The contrast and understanding with the wider literature and evidence in this area provides a mechanism for understanding the Turkish specific challenges in developing ways forward in terms of antibullying actions and policies. A reflexive section describing the researcher's own presence, recommendations for the direction of future research and a conclusion are subsequently presented.

7.1 Summary and Discussion of Findings

Bullying is a serious problem experienced among students around the world. It has been identified as a significant threat to the mental health and social well-being/development of school-aged children (Olweus, 1984). As a repetitive and aggressive act, bullying not only affects those children involved but also their families and the wider community alongside the educational institutions in which such behaviour arises. Current evidence has shown that bullying is a significant problem among Turkish students, as with many students around the world. However, because inadequate attention is paid to the problem of bullying in this context, focus being given to this environment is very much needed (Kepenekçi & Çingir, 2006; Kapçı, 2004; Piskin, 2006). In recent years, Turkish scholars have begun to pay serious attention to the bullying problem that is prevalent in this country, exploring topics spanning the prevalence of such bullying (Piskin, 2010; Atik & Guneri, 2013; Gokkaya & Sutcu, 2018), the factors that affect bullying involvement (Caliskan, Evgin, Bayat et al. 2019), the consequences of bullying involvement (Tural Hesapcioglu, Yesilova Meraler, & Ercan, 2018) and the emergence of cyber bullying and its effects (Kavuk, 2016; Ulucay & Melek, 2017). Importantly, there is no state-wide plan or policy designed to prevent bullying in Turkish schools (Duy, 2013), nor is adequate public awareness or concern held towards bullying in the country. Considering its seriousness and negative consequences, the need for bullying intervention and prevention is necessary in Turkish schools (Kepenkci & Cingir, 2006).

Although, all aspects of bullying necessitate further research and prevention efforts, studies using student voices to define bullying and its solutions are underrepresented in the general literature as well as in research pertaining to the environment of Turkey. To understand the problem of bullying in Turkey, this qualitative research has explored the perceptions of students, teachers and parents towards bullying and the intervention and prevention strategies of bullying which may appropriately be enacted in Turkish schools. The main purpose of this research has been to provide a richer understanding of the phenomenon of bullying through a qualitative lens. The overarching question that has guided this study

was: How do young people, parents and teachers conceptualise and understand bullying in Turkey? More specific questions were asked as part of this endeavour:

1. How do the participants define the relational concepts of traditional and cyber form of bullying?
2. How do participants understand and construct bullying victimisation and perpetration?
3. What strategies and practical interventions could be implemented to prevent and manage bullying in schools and what operational principles might be adopted from Western practice or theory?

Reflexive Thematic Analysis was used to examine the perceptions of the participants towards bullying, a result of this being an analytic approach that provides a way through which to identify the salient issues at stake from the perspectives of the participants. By identifying the rich and detailed categories seen as especially important for the participants, it is possible to consider practical ways forward in addressing social problems like bullying. In this regard, the social-ecological framework offers a highly dynamic approach capable of understanding and analysing sociological problems – such as bullying. This is because, when viewed through a social-ecological framework, bullying is a complex phenomenon, and its dynamics extend beyond bullies or their victims. In this regard, peers, teachers, schools, families, neighbourhoods, communities and cultures also assume a role here (Atlas & Pepler, 1998; Mishna, Wiener & Pepler, 2008; Espelage, Villancourt & Hymel, 2010; Yoneyama & Naito, 2003; Thornberg, 2015). Within the social-ecological framework, individuals are positioned at the centre of their own ecology and may become involved in bullying as a bully, victim, bully-victim or bystander. Individual factors – such as race, gender, ethnicity, socioeconomic position, and family make-up – are understood to affect the engagement of individuals with bullying. For instance, it is seen that having a bully, victim, bully-victim, or bystander within one's family influences bullying behaviours. This is because the modelling of bullying behaviour in relation to parents or siblings can affect the development of bullying behaviours or victimisation among individuals. Such social ecology includes the school climate

witnessed and peers held. Individuals in a school where bullying is not tolerated are less likely to be involved in bullying. In contrast, an individual with a peer group which supports bullying is more likely to be involved in bullying behaviour. Finally, social ecology includes the local community and surrounding cultural norms and beliefs as held towards the (in)appropriateness of bullying involvement (Swearer & Espelage, 2004). The considering of bullying as a complex social problem presents a useful framework for this thesis' desire to understand bullying in Turkey through a sociological lens and in response to social and cultural contexts.

The analysis of this study provides significant information as to the perceptions of individuals in relation to bullying, with the three core messages identified being critically discussed here. The first core message is that the cultural, educational, and familial systems witnessed in the Turkish context, alongside the associated societal expectations, play a role in how bullying is defined and perceived. In the same vein, these aspects position the motivating factors of bullying behaviour. The analysis produced here has revealed that the participants found it challenging to define bullying and, furthermore, that the teacher, parent, and young people respondents differed in how they understood and defined bullying. For example, some of the adult respondents conceptualised bullying based on power imbalances while young people defined bullying based on violent forms of behaviour. On the other hand, some of the participants did not know how to define bullying, yet most understood such occurrences as a harmful act. This study has also shown that one of the most common types of bullying encountered among Turkish students is indirect bullying. More specifically, most of the parent respondents complained about swearing, with this reflecting such behaviour as being considered ill-mannered and unacceptable in Turkish culture. In terms of school perceptions as to bullying, some of the teacher respondents did not accept the existence of bullying in their school, while others expressed concern towards this problem and explained how they approached bullying situations. Notably, most of the research participants agreed that teachers, parents, and students need to be educated on the subject of bullying reduction in Turkish schools. In terms of the attitudes held towards cyber-bullying, the teacher respondents noted their belief that this was unavoidable due to the prevalence of technology usage and the inability

of the school or its teachers to intervene here as this bullying form arises externally of the school. Nonetheless, it is believed that families can protect young people from cyber-bullying by controlling and limiting their usage of technological devices and social media accounts.

The second core message gained is that recognition was given by the respondents to the role of broader social issues in relation to bullying. It has been identified that certain factors of individuals – such as their physical or mental strength, personality, motives, and academic success – can be associated with bullying. For instance, regarding physical strength, the demonstration of a dominant and aggressive personality was considered to relate to bullying, with individuals bullying others to gain revenge, power and acceptance among their peers. Furthermore, family-related factors (such as the parenting style, family violence and family-related problems encountered by young people) can lead to bullying and victimisation. Indeed, an individual's early relationships at home may shape how they interact with others and thus the experiencing of any kind of violence at home can affect a child's ability to form relationships with their peers. In this sense, children may learn violence at home and reinstitute such violence in the school context. The participants also denoted their belief that some young people need power to feel superior to others and thus they use their advantages (powers) to bully peers. It is believed that inequalities in the social power, peer status and socioeconomic status possessed between young people invoke such power imbalances.

The third core message identified is that there is a need for a systemic response to be given when managing and preventing bullying in schools. The results show that some of the teacher and parent respondents neglected to acknowledge the existence of bullying, therein expressing a lack of knowledge towards such occurrences, difficulty in identifying bullying behaviour and confusion as to how to respond to bullying appropriately when seeking to help young people. This research has shown that most of the teacher and parent respondents intervene in bullying incidents via subjective assessments and individual interpretations. The parents stated that the most effective strategy was to discuss this problem with teachers or to speak with either the bully or the bully's parents. The teacher

participants, in contrast, detailed how they speak with the bully and its victim, offer counselling services, work with the school administration, and inform parents to discuss such problems with them. The young participants also highlighted that most of them do not know about bullying and thus do not know how to react when they face a bully. Among the participants, teacher-led and peer-based intervention were believed to be the most effective in preventing bullying. Additionally, the teaching of religious and moral values was considered to be a significant aspect of bullying prevention in Turkish schools. It is obvious that there is a mismatch towards the definitions held as to bullying and the perspectives of the participants in relation to the problems of bullying. The possession of a clear definition of bullying is important if the severity of the problem and its prevalence in Turkish schools is to be identified and addressed. This is because the understanding held determines how this situation is handled. Thus, raising awareness and knowledge of bullying is significant for bullying prevention as it can affect the ways in which parents intervene in bullying and how teachers tackle bullying and inform students about the nature of bullying.

7.2 Knowledge of Bullying

This section represents the key findings derived from the perspectives of the teacher, parent, and student respondents in Turkey alongside the similarities and differences between the bullying described in the Turkish context and that detailed in the general literature. These key findings relate to the knowledge of bullying possessed, an understanding of the Turkish educational context alongside the views of stakeholders. In addition, these specific findings are placed in critical correspondence with the existing evidence in the field.

The first aim of the study has been to understand the perceptions and views of the parent, teacher and young person respondents towards bullying. A core finding of this study has been that the understandings held among both adults and young people diverge and thus it is challenging to define bullying due to this concept not being regularly embedded within Turkish social discourse. Although bullying behaviour, as seen and defined by some of the

participants, fit the current definition of bullying as widely held, this is not necessarily commonly perceived in Turkey due to the lack of a comprehensive addressing of this issue. Despite the challenges faced in defining this concept, analysis has revealed that young people and adults generally understand what constitutes bullying and all consider bullying to be a harmful act; harmful psychologically, physically, and socially. Importantly, many participants, when defining bullying, provided examples of behaviour that they had witnessed, experienced, or heard about. Thus, the definitions given were less theoretical and more based on direct and indirect experience. Some of the respondents also detailed the presence of power imbalances and violent behaviour alongside direct and indirect behaviour in this context, as corresponds with the general Western literature on bullying (Olweus, 1993; Pellegrini & Bartini, 2001; Rigby, 2002; Vanderbilt & Augustyn, 2010). However, none of the participants mentioned repetition or intentional harm in their definition, as might be related to the lack of knowledge held as to bullying. In order to identify the problems of bullying and its prevalence in schools, it is vital to have some consensus as to what constitutes bullying and an overview as to what the effects of bullying are. Understanding and identifying this problem is thus the first step in identifying a solution.

Despite the difficulties encountered in defining bullying, the findings illustrate that Turkish adults and young people construct bullying in terms of its direct, indirect, and cyber forms, with this being consistent with the research evidence of this area. This means that the nature of the behaviour conducted by children in Turkey falls into the same major domains of bullying as elsewhere in the world. From relevant literature, direct bullying is held to involve physical aggression and verbal aggression, whereby most research evidence suggests that adults consider physical bullying to be more serious and dangerous than other types (Craig, Pepler & Atlas, 2000; Hanish & Guerra, 2000; Smith & Ananiadou, 2003; Mishna, 2004). In this study, Verbal aggression was found to be one of the most common and problematic types of bullying that arise among young people in school. One specific form of verbal violence emphasised by many of the study's participants, as constituted an important issue in their school, was cursing/swearing. This is because it has been found that bullies use swearing to insult other students and as a mechanism for starting a fight. In

this culture, such verbal behaviour is viewed negatively by adults and is considered as immoral or ill-mannered – a result of people swearing at each other manifesting dishonour to families or family members. Honour can represent a variety of meanings in different societies. In Turkey, the female body and her sexuality represents honour and is seen as needing to be protected by relatives, particularly male family members. Several studies conducted in relation to the Turkish context have demonstrated that honour has consistently been connected with violence (Dilmac, 2014; Onal, 2012) and described as a problematic principle (Dilmac, 2014). Honour is considered as destructive by Turkish people as the notion of honour limits the freedom of individuals – with such restrictions being particularly stringent over females in light of it placing women under the control of men, their family and the entirety of society (Dilmac, 2014). Thus, the Turkish notion of honour is an important component in the maintenance of gender inequality (Tahincioglu, 2013) and patriarchal violence in the country. In Turkish society, as a family's honour is highly important, and with females being understood to represent this honour, the insulting of a family or a female in that family arises as a prevalent way of enacting bullying. People see swearing as a problematic behaviour and a main reason for bullying, with this being specifically related to Turkish culture. The verbal behaviour of swearing was strongly emphasised by the participants and positioned as highly problematic and challenging for them, denoted in ways more stringent than in the general literature related to bullying.

Through an exploration of the data, many descriptions of indirect bullying were identified. In characterising this type of bullying, the participants mentioned many forms – specifically, social exclusion and gossiping. Evidence suggests that academic competition and the pressures of academic achievement are factors closely associated with bullying among school students (Bibou-Nakou, Tsiantis, Assimopoulos, et al., 2012). The participants also believed that young people socially exclude each other because of the pressure placed on academic achievement and that successful students are supported more by their teachers. This strongly relates to the structure and context of the Turkish education system, whereby students view their future as depending on their grades while a student's success brings personal as well as school prestige for teachers. In addition, students must be successful and pass their competitors in the examination set by the Ministry of National

Education to get into a good high school in the country. Thus, young people seem to associate academic attainment with the need to integrate with peers. When academic attainment is understood to be lacking, this becomes a *de facto* reason to exclude that person from the peer group.

The findings of the present study reveal that many of the Turkish participants knew little about cyber-bullying, but some of them utilised a different term for the same behaviour called this *Internet bullying*. Notably, most of the parents claimed that they do not allow their child to use the Internet, do not have an Internet connection at home and/or only use the Internet for homework purposes. These parents tried to prevent their children from using the Internet at home as they wanted to protect their children from *harmful things* (such as violent games and pornographic material), although they did not possess knowledge about cyber-bullying and its effects. On the other hand, some of the young participants were aware of cyber-bullying and gave examples of cyber-bullying practice related to *Facebook* and *messenger*. The participants reported a variety of Internet bullying forms as corresponds with the relevant literature. This can arise, for instance, via the copying of personal conversations and showing these to others, the spreading of rumours, the photoshopping of pictures of a person and posting these on social media, the making of humiliating comments in relation to a picture of someone, the sending of insulting or threatening messages and the sending of messages with sexual comments. Notably, most of the teachers believed that cyberbullying is unavoidable and that neither the school nor its teachers can do much to prevent cyberbullying as it happens '*outside of the school's borders*'. They believed that families could protect young people from cyberbullying by controlling and limiting the usage of technological devices and social media accounts.

7.3 Reasons of Bullying Involvement

The parent, teacher and young people respondents in this study shared many perceptions related to the characteristics of individuals involved in bullying alongside the reasons for bullying perpetration and victimisation. This part of the present chapter focuses on four specific contexts related to the perceptions of the research participants towards motivations

for bullying involvement –the effects of personality and motives, the role of family, the role of power, and the role of social inequalities.

The findings of this study reveal that the participants gave different reasons in their assessment as to the motives held for bullying. For instance, analysis reveals that the personality of individuals relates to both bullying and victimisation, whereby victims are characterised as shy, passive and lacking confidence while bullies are defined as dominant, aggressive and prone to violence which is consistent with the literature (Olweus, 1997; Vanderbilt & Augustyn, 2010). Furthermore, some of the participants stated that a person bullies another to get revenge while others attributed this to an attempt to assume dominance over their peers. These findings are consistent with the literature of this area. Fluck (2014), in conducting a survey among 587 middle-school students to examine the most common motives for bullying, found that bullies and victims differ in their assessment of bullying motives – with revenge and dominance being denoted as the primary reasons for bullying involvement. Analysis of the interviews undertaken in the present research also shows how the participants feel that individuals bully others to gain attention or to make themselves accepted among their peers. These findings highlight two important points as to the reasons for bullying that are consistent with the research evidence. First, bullies might be seeking to obscure their disadvantages – such as having a lower socioeconomic status than their peers or possessing a lack of academic achievement. Thus, they bully others to facilitate acceptance in social groups and to make themselves visible in their own way. Second, bullies might want to pursue a high status, or to gain a dominant position in their peer group (Pellegrini, 2002; Salmivalli, 2010).

The participants explained the reasons for bullying involvement as deriving from the role of the family. Analysis demonstrates that violence in the family has a significant effect upon the experiences of young people in relation to in-school bullying involvement. It can be argued that individuals observe the people (models) around them behaving in a variety of ways. The participants of this research noted their belief that violence is learned behaviour and that young people are involved in violence because they have either been exposed to violent behaviour or have learned it through the observation of others (Bandura,

1971). Family violence thus may impact upon the bullying involvement of young people. This has also been concluded in studies which have examined the link between family violence and bullying involvement (Baldry, 2003; Low & Espelage, 2013; Espelage, Low, Rao, Hong & Little, 2014). For instance, Baldry (2003) examined the association between inter-parental violence and bullying in a sample of Italian youth, revealing that students who witnessed violence between their parents were significantly more likely to bully their peers when compared to others. The findings of the present study have also revealed that parenting style affects bullying perpetration and bullying victimisation. It is believed that high levels of parental involvement, support, and supervision, as provided alongside a loving and affectionate relationship between parents and a young person, can protect individuals from being both the perpetrator and victim of bullying. On the other hand, low parental warmth and involvement, neglectful parenting and coercive parenting were considered to be a reason for bullying perpetration. These results are consistent with a large body of literature (Olweus, 1993; Lereya, Samara & Wolke, 2013; Martinez, Murgui, Garcia, & Garcia, 2019). For instance, Martinez et al. (2019) examined the relationship between parenting style and traditional-bullying and cyber-bullying victimisation via a sample of 1109 adolescents (i.e., aged between 12 and 17 years), finding that understanding parenting which employs reasoning and warm practices can be a protective factor against both traditional-bullying and cyber-bullying victimisation, while coercive (physical and verbal) parenting practices act as a risk factor for bullying victimisation. Finally, familial problems have been found to be a risk factor for both bullying perpetration and victimisation. For instance, according to the teacher and head teacher respondents, alcoholic or drug-addicted parents, a parent in jail, divorced parents and/or a crowded family structure are primary familial problems for young people and are reasons for bullying involvement. These types of family were defined as manifesting a *broken* family and therefore young people who come from broken families are considered to be *problematic* and prone to violence as they shall likely bully others to discharge their feelings or to make themselves appear equal among their peers. Familial problems invoking bullying involvement is a consistent theme within the research evidence of this area (Olweus, 1993; Flouri & Buchanan, 2003).

The participants explained the reasons for bullying involvement as deriving from the power imbalance witnessed between the bully and the victim. The definition of bullying involves three core elements – intentional harm, repetition, and power imbalance (Olweus, 1997; Menesini & Salmivalli, 2017; Volk, Veenstra & Espelage, 2017). While some researchers have interrogated the intentional and repetitive nature of bullying (Horton, 2020), most agree that bullying involves an imbalance of power between the perpetrator and the victim (Volk, Dane, & Marini, 2014). Notably, scholars generally agree that power differences exist but the full spectrum of what constitutes these power differences remains unclear (Horton, 2020). Nonetheless, a number of power difference forms have been identified by researchers – such as the possession of greater physical or psychological strength than others, the means to be able to hurt others, being more confident and/or more assertive than others, having manipulation skills and having greater status and related capacity to impose upon others. Horton (2020), however, argues that these examples do not explain the power relations within which bullying occurs as they are only the effects of social relations. It is therefore important to consider how these social relations themselves might be the effects of power (Horton, 2020). This reflects the work of Foucault (1998) and his assertion that ‘power is not an institution, and not a structure; neither is it a certain strength we are endowed with; it is the name that one attributes to a complex strategical situation in a particular society’ (p.93).

The relationship of bullying and power relations is clearly a ‘strategical situation’ that needs to be enlightened because an ability to exercise power depends on how individuals are positioned and position themselves in relation to social and moral orders (Horton, 2020). This is likely to arise in response to an individual’s position within an institution – for instance, regarding their race/ethnicity, gender, age, sexuality and socioeconomic position (Whitehead, 2002). Power can be manifested in a variety of ways (Villancourt, McDougall, Hymel & Sunderani, 2010), and evidence indicates that children who are physically stronger, older or bigger can have power over other children (Olweus, 1993). As is consistent with the literature as to this area, the research participants of this study conveyed their belief that bullies have some advantages over their victims and thus use those as an instrument through which to assume power over their peers. Here, bullies are

generally identified as older and male, physically and mentally strong and thereby able to use these attributes to victimise younger and weaker individuals in an effort to establish superiority over their peers. The findings of the present study reveal that bullies are dominant students who possess leadership characteristics among their peers, as is also consistent with the research evidence in this context (Olweus, 1997).

The present study further demonstrates a contradiction as to the social status of bullies among their peers – a notion which corresponds with the relevant literature – wherein the participants denoted their belief that bullies are less popular or are disliked or rejected by their peers because of their aggressive and violent behaviour and bad habits (Crick & Grotpeter, 1995; Olweus, 1997; Lagerspetz, Bjorkqvist, Berts, & King, 1982). On the other hand, being a friend of a bully is seen to be prestigious for some of the young participants because bullies are considered to be popular and to have social power – this conclusion also having been identified within other studies (Vaillancourt, Hymel, & McDougall, 2003; Vaillancourt & Hymel, 2006; Vanderbit & Augustyn, 2010). Furthermore, the findings of this study show that the socioeconomic differences witnessed between young people is an important factor in facilitating such power imbalances. Interestingly, the use of different forms of power to bully others seemed to be normal for some of the adult participants, with the research participants having explained that young people use their power to prove themselves in a variety of ways and that this is part of human nature. In this sense, it was conveyed by the research respondents that human beings always seek to prove themselves in a group or in the society in which they live. It is thus important to see here how bullying is related to the social and moral orders encountered within both a given group and in wider society. The Turkish participants mostly associated power with the male gender, age, physical strength, popularity, and socioeconomic position – and consequently viewed these kinds of behaviour as normal for a ‘man’.

Analysis has demonstrated the ways in which bullying, as conceptualised by the Turkish participants, reflects the common perceptions of the Western context. For instance, there is great amount of research which has shown that there is a relationship between different social inequalities (such as in regard to gender, class, race/ethnicity, sexual orientation and

immigration status) and exposure to bullying (Due, Damsgaard, Rasmussen & Holstein, 2019; Smith, López-Castro, Robinson & Görzig, 2018; Peguero, 2012). Similarly, the socioeconomic position of individuals is one of the most important factors associated with bullying (Due, Merlo, Harel-Fisch, et al., 2009; Campbell, Straatmann, Lai et al., 2019). This is reflected in the participants of this study also believing that the socioeconomic position of a child is an important reason for their bullying involvement. A belief was invoked here that the socioeconomic status of parents facilitates the power imbalances perceived between young people. Being considered different from one's peer group, having a low socio-economic status or being unable to afford lifestyle goods were held to be a cause of bullying victimisation by the participants. The participants denoted their belief that the socioeconomic status of students is an important factor of bullying victimisation and that students from a lower socioeconomic background are victimised more than other students. This belief corresponds with the literature as to this area (Due, Merlo, Harel-Fisch, et al., 2009; Campbell, Straatmann, Lai et al., 2019). The findings of this study demonstrate that students from lower socioeconomic backgrounds generally are found to experience violence at home (either from parents, siblings or relatives), are exposed to domestic violence, have restrictive and authoritarian parents or live in a single-parent household. These experiences consequently affect their experiences in school whereupon those students encounter more victimisation than others. On the other hand, it was asserted by the respondents that students from families with a higher education level and higher socioeconomic background are less victimised than others. This is because those individuals encounter better parenting, access to intellectual resources, and they earn stronger abilities through which to learn norms/values/problem-solving skills and more efficient coping strategies. The finding that many adults view bullying as being related to socio-economic differences corresponds with the literature available (Tippet & Wolke, 2014; Due, Merlo, Harel-Fisch, et al., 2009). For instance, Due et al. (2009) undertook an international survey of 162305 students aged 11, 13 and 15 years old from a nationally- representative sample of 5998 schools in North America and 35 European countries in the 2001-2002 school year, whereupon they examined the relationship between socioeconomic inequality and bullying. The results of this research showed that children who are at greater socioeconomic disadvantage are at a high risk of

bullying victimisation. The adult respondents of the present study considered an economic advantage to be a source of power through which young people bullied others. Peer status and popularity was also believed to be an indication of power and thus a source of bullying. Research evidence also suggests that popularity indicates visibility, dominance and prestige, thereby positively predicting bullying among young people (deByrun, Cillessen, & Wissink, 2010).

7.3 Intervention and Prevention Methods for Bullying

Several studies have identified the individual characteristics associated with bullying, as arise as essential targets for bullying prevention and intervention. However, studies have also documented that the actions of family, teachers, peers and school officials, alongside family factors, cultural characteristics and community factors, foster or prevent bullying behaviour and thus must be considered in the development of bullying prevention and intervention efforts (Espelage & Swearer 2003). The analysis of this study also shows that these factors have a profound effect upon bullying occurrences in schools and therefore should be considered as part of the prevention and intervention efforts undertaken in Turkey. For instance, the results demonstrate that both peers and adults play a significant role in the instituting of bullying intervention and prevention within schools. These findings are consistent with previous qualitative and quantitative studies (Grumm & Hein, 2011; Olweus, 1993; Strohmeier, Hofmann, Schiller, Stefanek, & Spiel, 2012). The analysis of the data gained shows that peers are crucial within bullying intervention attempts, namely as peers are integral both to bullying problems and to bullying solutions (Mishna, 2008) and that their attitudes towards bullying will either foster or prevent bullying incidents. The research participants conveyed the notion that the most effective way of preventing bullying is to support victims and for bystanders to stand-up against bullies. These findings concur with a large body of literature that highlights the importance of peer support when dealing with bullying (Menesini, Codecasa, Benelli, & Cowie, 2003; Pepler, Smith, Rigby, 2004; Smith et al., 2005; Salmivalli, 2010).

Analysis further revealed that teachers are considered to be the most important element in the bullying prevention enacted in schools – with this being consistent with the literature as to this area (Kallestad & Olweus, 2003; Hektner & Swenson, 2012). The research participants of this study highlighted possible strategies through which teachers can intervene in bullying incidents. Notably, the school climate is considered to be an important factor in reducing bullying (Konishi, Miyazaki, Hymel et al., 2017; Hong, Espelage & Lee, 2018). For instance, some of the research participants emphasised the importance of regulations and punishments, while others believed in the provision of positive messages, inspiration and guidance when dealing with bullying. Many participants defined bullying as a crime and viewed this behaviour as requiring punishment – potentially comprising a warning, dismissal or expulsion from the school. On the other hand, some teacher respondents believed in the importance of inspiring young people to behave in a positive manner while dealing with bullying. It is believed that fostering a positive classroom atmosphere, facilitating speech/discussions to deal with certain problems and helping students to deal with bullying could guide young people towards building empathy with others and to finding the right way to behave.

Interestingly however, for some of the participants, a view was held that bullying '*will never end*' because it is a part of human nature and the growing-up process. In this belief, bullying is inevitable during adolescence and thus bullying will not end yet its form might change. Although intervention or prevention means pertaining to bullying are seldom in operation within Turkish schools, teachers make subjective assessments and individual interpretations when dealing with bullying. The findings of this study reveal that Turkish teachers respond in different ways when confronted with bullying, as concurs with previous research. For instance, some teachers ignore bullying incidents (Bauman & Del Rio, 2006) while other teachers conveyed how they prefer to employ an authority-based approach to establish firm limits with verbal reprimands. If this approach is unsuccessful, they shall then apply other disciplinary means. The use of authority while dealing with bullying is found to be important in many prevention programmes (Olweus, 1993; Roland & Vaaland, 2006). Some teachers, on the other hand, prefer to work with school counsellors while dealing with bullying, therein using a non-punitive approach to help

bullies understand their actions and to support victims to strengthen their well-being by increasing their confidence. These methods were also found in relevant literature (Morrison, 2002). Furthermore, the findings of this study demonstrate that most of the teacher respondents prefer to deal with bullying as a team – as is consistent with previous findings (Koivisto, 2004). The Turkish teachers are seen to have mentioned that when they are unable to deal with bullying through their own strategies, they prefer to work with school counsellors and school administrators to gain new perspectives. Notably, most of the Turkish teachers agreed that parents should be part of this team because their help is crucial in terms of bullying intervention in schools. Previous research similarly indicated that the inclusion of parents or guardians may be helpful in successfully reducing bullying due to the adding of individuals who are of primary importance for the children (Ttofi & Farrington, 2011). Notably, although parents are considered to play a crucial role within bullying prevention efforts, some of the young people respondents identified that they prefer not to share their experiences of bullying with their parents as they believe that their parents would make the situation worse. These findings are consistent with previous research (Atlas & Pepler, 1998; Mishna & Alaggia, 2005).

While the research participants provided different perspectives as to bullying intervention and prevention, most agreed that increasing awareness and knowledge towards bullying is a primary step that requires enacting within Turkish schools. This is because the lack of guidelines and training provided in relation to bullying and the lack of ability to respond to bullying appropriately are major problems for the entire school community. As such, systematic initiatives must be taken to increase the awareness of parents, students, teachers, and the general public towards the phenomenon of bullying. It is believed that awareness can be raised through a variety of ways, however one of the most effective means is the provision of seminars and training for the school community. Indeed, the difficulty faced by teachers and parents in determining bullying incidents and their lack of responsiveness to bullying problems can be attributed to their lack of knowledge and awareness as to the extent of bullying occurrences. These findings are consistent with the evidence of this research area (Olweus, 1991; Smith, 1991). Analysis revealed that both teachers and parents minimise the seriousness of bullying incidents, as is also related to

their lack of awareness and their training deficiencies witnessed in relation to bullying. The young people respondents in this research noted that the increasing of awareness and knowledge as to bullying is important for them because it would help them to identify their experiences and to stand-up for themselves.

To reduce bullying in schools, the participants felt that seminars and training must be provided for students, teachers and parents in an ongoing and integrated way within the school curriculum. Previous studies and systematic reviews have similarly indicated that such trainings and seminars are associated with a decrease in bullying in schools (Farrington & Ttofi, 2009). The gaining of knowledge and awareness of bullying amongst a school community is significant in protecting students and ensuring collaboration between administrators, teachers, parents and students within any undertaken intervention and prevention efforts. Furthermore, from the perspective of International Human Rights Law (Convention on the Rights of the Child [CRC], 1989), it is a fundamental Human Right for a child to be safe in school and to be spared the oppression and repeated humiliation implied in bullying (Olweus & Limber, 2010). As stated in Article 19 of the CRC (1989), governments must “take all appropriate legislative, administrative, social, and educational means to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation . . . while in the care of parent(s), legal guardian(s), or any person who has the care of the child”. Thus, governments should respond to the prevalence of bullying by adopting laws and implementing programmes to prevent bullying and to deal with its consequences.

7.3.1 Possible Influence of Religious and Moral Values on Bullying Prevention

The teaching of religious and moral values is considered to be a significant aspect of bullying prevention in Turkish schools. This is because both religious and moral values teach people to never hurt anyone, to be a good person, to be tolerant of differences and to approach others with respect and love. According to the participants of this research, the teaching of students these values would protect them from all kinds of negative behaviour and therefore would restrict them from becoming either a bully or a victim of bullying. The

participants further stated that the teaching of religious and moral values should be part of the curriculum within a school's regular programme of studies. To prevent bullying, such curriculum programmes should provide information about bullying and its effects.

Previous research has similarly indicated that prevention programmes are most effective when incorporated into the curriculum (Tutty, 2008). Most prevention programmes, specifically those which span the whole school, include anti-bullying curriculum aspects as one element. Curriculum-based programmes are important as they are informed by social cognitive principles of behavioural change and seek to change student attitudes, alter group norms and increase self-efficacy (Heinrichs, 2003; Smith, Pepler, & Rigby, 2004; Mishna, 2008).

7.4 Implications

The results of the current study have important implications for bullying prevention and intervention services, particularly in Turkey, but some messages are also translatable to other countries (especially those with similar cultural and religious contexts to Turkey). As aforementioned, there is no regulatory mandate for schools to produce bullying prevention programmes through which to help decrease bullying in Turkey. In order to understand this area and its problems, while also offering possible solutions as to the potential intervention and prevention methods employed in Turkish schools, the researcher has assessed bullying qualitatively through interviews – wherein attention has been given to ensuring that the voices of both adults and young people are heard. This study has provided parents, students, and teachers with an opportunity to share their experiences and to understand bullying. This has further contributed to the discovery of whether bullying problems are being effectively addressed by teachers, school officials and parents. In terms of the knowledge held as to bullying, it has been found that most of the participants did not possess an appropriate level of awareness towards the subject or on how to respond to bullying incidents appropriately. Thus, to prevent bullying in schools, most of the participants (parents, teachers and young people) held a belief that there is a need for training to be taken by teachers, parents and students in order to raise awareness towards bullying.

7.4.1 Implications for Teacher Training

In this research, several parents and students spoke about how teachers play a central role in decreasing the effects of bullying on students. Such responses focused on wanting teachers to care more and be interested in what happened to students, thereby being required to enact most of the discipline within any given situation. This is because it is believed by these figures that teachers are the main/first adult who can intervene in bullying incidents and are those who students feel comfortable going to when bullying has occurred. Veenstra et al. (2014) have explored the perceptions of students on the efficacy of teachers in decreasing bullying. It has been identified that, for students, the attitudes that teachers display can signal ways of acting appropriately. If teachers are seen to be efficacious, they are likely to prevent bullying. It is found that teacher efficacy correlates highly with their anti-bullying attitudes and relates to lower levels of peer-reported bullying (Veenstra, Lindenberg, Huitsing, Sanio & Salmivalli, 2014; Novick & Isaacs, 2010). If teachers exert effort towards decreasing bullying, they can help students to maintain anti-bullying classroom norms by strengthening their goal of ensuring appropriate acts (Crothers & Kolbert, 2004). Indeed, only a few students said that they preferred to share their experiences with their parents, thus the role of teachers is very important in terms of ensuring bullying prevention within schools. Although most of the teacher and headteacher respondents emphasised that priority is given to the academic performance of students within schools, the parent respondents stated that they also want their children to be safe in this context. Consequently, schools must provide safety as well as education for students. In fact, it has previously been found that school safety and academic success are associated (Glew, Fan, Katon, & Rivara, 2008). It is important to establish a safe school environment for students, as is possible through the establishment of school-wide bullying prevention programmes that can help to establish a positive school climate. Here, students are provided with a voice through which to express their fears, anxieties, and stories of victimisation in a safe place, wherein they will be heard and supported (Olweus, 2003).

Teachers play an important role in bullying prevention and are often the implementers of classroom-level prevention or intervention programmes. Most of the teacher respondents emphasised the need for training that helps to identify and intervene in bullying situations. Research evidence also demonstrates the importance of teacher training in its reducing of bullying in schools (Ttofi & Farrington, 2011; Mihalic, Irwin, Fagan, Ballard & Elliot, 2004). Teacher training should include information as to bullying and bullying victimisation, how to intervene in bullying incidents and how to prevent these in school. Such training should also provide instructions as to how to better communicate with students. Through proper training, teachers shall assist schools to better understand bullying and can advocate for schools in terms of providing related education to both students and parents (O'Moore, 2000). Since most of the parent and student respondents asserted that teachers do not care enough about what happens to students, training for teachers should be concentrated upon in order to build relationships with students (Black, Weinles, & Washington, 2010). As teachers build relationships with students, not only can they detect changes in behaviour (as may be caused by bullying incidents), but they can also learn from students in relation to what strategies may help to produce a more positive classroom culture (Crothers, Kolbert, & Barker 2006). The identification of clear rules and behavioural expectations for students are also important aspects for bullying prevention. Teachers should reinforce these behaviours as norms within the classroom as well as in the school as this could help to decrease bullying.

7.4.2 Implications for Parent and Student Training

Based on the findings of this study, parents are more aware of their child being victimised than teachers, however both parents and teachers lack knowledge as to bullying and believe that they need to be informed on this subject. Importantly, most of the student respondents stated that their parents do not understand what really happens to them in school and therefore cannot support them in an appropriate way. Therefore, informing and training parents as to this subject is crucial. Research illustrates that the involving of parents in school-based programmes reduces bullying occurrences (Farrington & Ttofi, 2009; Bywater, Axford, Farrington, et al., 2015). Such programmes should provide

information to parents in various formats and should invoke regular parent-teacher meetings (Farrington & Ttofi, 2009; Bywater, Axford, Farrington, et al., 2015), namely as these aspects are found to be effective in reducing bullying.

Based on the assessment provided by the research participants as to what is needed for parents and students, this may include the provision of education on bullying, support structures and the counselling services demanded by students involved in bullying (and the parents of those students). On this point, school counsellors can play an important role in helping parents and students to recognise bullying incidents in the Turkish school system, thereby advocating for the protection of victimised children and highlighting the negative consequences of all forms of bullying here. Ultimately, this can facilitate the safe disclosure and addressing of bullying occurrences. As parents do not possess enough knowledge of bullying, it is critical that such figures recognise and distinguish the elements that represent bullying behaviour and intervene appropriately and effectively. Many of the parent respondents expressed a desire to increase their knowledge and understanding in order to ensure their child's ability to confide about their victimisation experiences. It is important that parents learn from and partake in effective strategies that promote disclosure – such as by validating their child's concerns (Mishna & Alaggia, 2005). In order to educate both parents and students on this subject, schools should provide informative seminars to raise awareness as to bullying on a regular basis during the school year. As both student and parent respondents gave several examples of verbal bullying (specifically swearing), such behaviour seems to be more problematic than physical bullying because students harm each other in both physical and emotional ways with swearing. It is important that prevention programmes should focus on teaching students to respect each other and thus, as most of the teacher respondents mentioned, the teaching of moral and religious values would help to decrease both bullying and negative behaviour in schools.

7.5 Limitations

While the contribution to knowledge from this study is considerable, no research study is without limitations. Although headteachers were more widely spread, the main focus of this study was on one middle-school and its students, teachers, and parents in Southeast Turkey (due to time and resource related constraints). While there are demographic differences in respective student populations among schools, as well as potential divergent experiences of bullying and organisational structures of different schools, this study nonetheless represents an important contribution to knowledge by highlighting Turkish stakeholder voices in an evidence base where they have been largely absent. This therefore represents a first step in understanding the social problem of bullying from the point of view of those that are impacted. Qualitative interviews have been used to provide participants with a voice through which to convey their experiences and perceptions on the subject, as has provided an in-depth of understanding of the problems faced. Thus, while the specificities of the experiences and opinions yielded from this study may not fully account for the problem across Turkey, the implications derived from this study are nonetheless important for other schools in the same city or different cities in Turkey to consider and the knowledge generated can begin to shape the response. The intended goal of the study has not been generalisation as associated with statistical analysis, but rather with transferability (Lincoln & Guba, 1985), whereby the thick description of the data allows the reader to determine the transferability of the results. When this is contextualised in relation to the wider literature, it is clear that the core messages derived from this study have relevance in many areas.

In terms of the sample recruited, this cannot be considered to be representative of all young people, parents and teachers. Although the groups were representative of the local population, there was a gender imbalance in both the young people group (as mainly consisted of girls) and the parent group (as mainly consisted of mothers). This imbalance highlights gaps in knowledge that could be addressed through further research to establish if there are differences in the perceptions held between genders. The approaches delineated to enable young people and their parents to express their perceptions towards bullying and

bullying prevention seem to be effective and the techniques focusing on students appear to be valuable in engaging and assisting such young people. However, some considerations arise as to the methodology and techniques used. In relation to the parent respondents, the education level and Turkish Language ability possessed (i.e., in speaking and understanding) may have led to some participants encountering difficulties in understanding the research questions – as was witnessed within some of the interviews undertaken. However, due to the responsive and flexibility nature of qualitative interviews, alongside the researcher's ability to speak local languages, the researcher was at liberty to include prompts (sometimes in different languages) and thereby assist the interlocutors understand the research questions. Although this could be considered to be an effective way through which to encourage the participants to understand and talk about the issues at hand, it highlights the researcher's intervention and skill-set needed (as otherwise it could introduce bias and to the leading of the participants).

Middle-school students have been identified in the existing research as being the age in which bullying is most commonly seen (Harris & Petrie, 2002). This is the key rationale for including middle-school students, their parents and teachers for the present study. However, by focusing on this age group, by necessity then, elementary-school and high-school students (alongside their parents and teachers) were excluded, and future work could build on this study by exploring a wider age range. The results of this study are thus only applicable to the middle-school environment.

7.6 Recommendations

The results of this study have enabled the researcher to develop a series of recommendations that are viewed as best practice. These practices are believed to be effective for schools and other parties interested in students and bullying prevention. Given the complex nature of school bullying, it is important that schools implement multiple and integrated mechanisms that target different aspects of bullying behaviour and the atmosphere that encourages bullying (Bradshaw, 2015). Consistent with the ecological model, it is imperative that prevention programmes include multiple components. First,

such programmes should include some measures focusing on the individual level – for example, by including intensive support for bullies, victims, and their families. These intervention and counselling forms should be delivered separately for these children (Swearer, Wang, Collins, Strawhun, & Fluke, 2014). Second, at the classroom level, research has demonstrated the importance of classroom time to discuss problems related to bullying, wherein teachers can deliver lessons to students to foster their social-emotional skills, effective communication and strategies capable of responding to bullying (Olweus, 1993). Effective classroom management is also important as well-managed classrooms are found to be more favourable, safer and supportive for students, thereby witnessing lower rates of bullying and aggressive behaviour (Waasdorp, Bradshaw, & Leaf, 2012). Third, at the school level, it is important to improve a school's climate by identifying clear rules and norms that are not supportive of bullying or any kind of violent behaviour. These provisions should also target bystander intervention. Families also play a crucial role in such prevention efforts (Bradshaw, 2014). Consequently, they should benefit from training as to bullying, how to respond to bullying, how to share their concerns about bullying with a school and ways to become actively involved in school-based prevention efforts (Waasdorp, Bradshaw, & Leaf, 2012). Finally, prevention efforts should also be undertaken at the community level via the raising of awareness as to bullying through posters, documentaries, films, or public service adds which explain that bullying is harmful and that encourage bystander intervention.

7.7 Reflexivity

Reflexivity has become a crucial strategy in the process of generating knowledge by means of qualitative research (Ahmed, Hundt, & Blackburn, 2011). This refers to the recognition given towards the influence that a researcher imparts upon and within the research process. Through such reflexivity, the researcher needs to develop the skills of self-awareness and analysis in terms of how they influence or contribute to the process and findings of a research study (Yardley & Marks, 2004). For instance, the subject of my study has arisen from experiences that some individuals close to me have had in the past. The nature of these experiences has led me to research bullying thereby meaning that I am curious and

passionate about the subject. Thus, I am aware that there may be a tendency to communicate the problem of bullying more assertively than my participants. To challenge my beliefs, I kept notes and have discussed them with my colleagues to make sure that I have remained aware of their influences within the data collection and analysis of the research. My ability to recognise the participants as active partners in the study has guaranteed that it has been their views, and not mine, that have been explored.

The characteristics of a researcher may shape the nature of the researcher–participant relationship, with such interactions influencing the information that each participant is willing to share (Berger, 2015). Being a local and a female researcher has greatly facilitated my recruiting of the participants of this study. The participants (specifically mothers and students) to whom I reached out and asked to share their experiences were very receptive and cooperative. They expressed confidence towards me being an insider and a woman, therein positioning me as a figure able to better understand their struggles. This context further invoked the respondents to desire to help *one of them* achieve her goal. My fluency in the local languages was also significantly helpful when conducting interviews with the mother participants who were not proficient in the Turkish Language. The possession of these linguistic skills helped me to translate any questions that were not understood by the participants.

The final aspect that I was required to consider when undertaking this research was my lack of knowledge as to the context and “world” of young people. Claveirole (2004) has argued that it is important to have knowledge of a child’s world, differences and language when undertaking such research. This is because a lack of knowledge risks the occurrence of ethnocentrism and/or the evaluation of adolescent experiences through adult eyes, as can compromise the quality of the collected data. Unfortunately, very little literature is available that provides researchers with advice as to how to protect themselves from falling into this trap (Greig, Taylor, & MacKay, 2007). It was therefore important to learn more about the world of young people. Consequently, I initiated contact with several teachers and school counsellors to ask questions about the students and how best to approach this demographic. I also spent quality time inside the school and its school yard prior to

conducting my interviews. Both steps helped me to understand the world of these young people, thereby ensuring that my adult views were not dominant and that I approached the young participants non-judgmentally. This allowed me to be open to their perspectives and to view them as experts in their own social world (Forsberg, 2016).

7.8 Future Directions

This study has offered multiple opportunities for future research. Although there is very few studies available pertaining to this context, the present research has raised new and interesting questions that need to be addressed and answered. This study was completed with middle-school teachers, students and their parents located in Southeast Turkey, yet the research could be replicated in any geographical area. It would also be interesting to see if the knowledge and awareness of bullying differs among Turkish localities (i.e., with diverging population densities and cultural and/or socioeconomic contexts). Since this study was completed in relation to middle-school students, it could be replicated with students in primary-schools and high-schools in an effort to determine the main differences in the bullying behaviour of different ages/genders across the country – as could produce a wider overview as to the nature of bullying in Turkey. A further area for future research is the analysis of the difference between bullying and conflict in middle-schools in relation to how often it occurs. It would also be worth conducting similar studies in different schools (private-public) where students have different socio-economical characteristics, as could identify how these aspects affect bullying behaviour and its different types.

7.9 Conclusion

This research adds to the knowledge held towards the perceptions of students, teachers and parents on the theme of school bullying. The study has highlighted that there was limited knowledge and awareness of bullying possessed among the Turkish participants, thus making it challenging for the respondents to define bullying. Nonetheless, some of the participants were able to define bullying in a way consistent with the general literature in this area. In addition, the participants spoke about the different types of bullying which

they had witnessed, heard of or experienced. Notably, swearing (as an indirect bullying type) was found to be the most problematic form of bullying among Turkish students.

The findings have also identified that bullying involvement is associated with an individual's desire for power, personality and family characteristics. For instance, students use their physical or mental power, socioeconomic advantage and peer status to facilitate power over their peers. Having an aggressive and violent nature and desiring revenge, encountering family-related problems (such as negative parenting styles) and experiencing domestic violence have been found to be reasons for bullying involvement. The findings clearly demonstrate that such dynamics extend beyond bullies and their victims, with such personal and family-related reasons alongside the surrounding economic and cultural conditions also being seen to contribute to the behaviour of bullies and victims. These results demonstrate that bullying prevention efforts must extend beyond those individuals involved in bullying, therein targeting not only bullies and victims but also their families, schools, and other cultural-related factors. The findings suggest that, to prevent bullying, knowledge and awareness of bullying should be improved in Turkish schools and in wider society. This can be achieved via the providing of training and education to students, their parents, and educators.

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Appendices

Appendix1 : Student Interview Guide



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LEICESTER

STUDENT INTERVIEW GUIDE

Hello my name is Hatice. My job is to do research. I would like to talk about bullying with you today. I want to let you know that you are randomly selected for this study because I am not trying to identify who is victim or who is bully instead I would like to learn about your experiences and understanding of what bullying means to you at school. As you can see, there is a tape recorder here. It will record us, so I can remember everything you tell me. Sometimes I forget things and recorder lets me listen to you without having to write everything down. Is it all right with you if I record our talk today? I also would like to ask if you read the information sheet that I gave. If you did not, we can go through it together before you sign the consent form.

1. I would like to know you better. Tell me about yourself and things you like to do.
 - a. Prompt: Tell me some things you like or don't like about school.
 - b. Prompt: Tell me some things you enjoy doing in and out school

2. How do you get on with the other children in your class?

Now, I want to talk about why I come to talk to you. As I told you my job is to do research. I would like to learn about your understanding of what bullying means to you at school.

3. Have you had any experiences of being bullied?
 - a. Prompt: What was like?
 - b. Prompt: What happened?
 - c. Prompt: What make it better?
4. Many children say they are bullied what type of bullying do you think happen to children?

- a. Could you tell me about any experiences you or your friends have had of being physically hurt by someone else.
 - b. Could you tell me about any experiences of you or your friends have had mean comments or spread rumors about at school.
 - c. Could you tell me about any experience of you or friends have ever had intentionally excluded from social activities by other students.
 - d. Could you tell me about any experiences of you or your friend have had bullied because of the way he/ she look or talk.
 - e. Could you tell me your opinion about how people use the internet to say mean things about each other.
5. What do you think bullying is?
6. Tell me your opinion about why children bullied.
7. Tell me your opinion about why children bully others.
8. What do you think could have helped you or your friends when you being bullied?
- a. Prompt: Talking to parents
 - b. Prompt: Talking to teachers
9. What do you think solutions to bullying, tell me your opinion about how bullying can be prevented.
10. Is there anything the school or government could do to reduce bullying in and out of school?
- a. Prompt: TV Campaign's
 - b. Prompt: Posters
 - c. Prompt: Parent/ teacher trainings

You have answered lots of questions and told me lots of things today. Thank you for talking with me. Is there something else you want me know right now? Are there any questions you want to ask me about what we talked about today?

Appendix2 : Teacher Interview Guide



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TEACHER INTERVIEW GUIDE

Hello my name is Hatice. I am a PhD student at University of Leicester. My PhD project is about bullying among school-aged children. My purpose is to evaluate the perceptions of children, parents and teachers of bullying. I would like to inform you that you have been selected from the school with guidance from the head teacher to represent the educational perspective. I am really interested in hearing what you have to say about this issue. Before asking you to sign the consent form, I would like to check if you read information sheet, and have any question for me.

1. To begin with, I was wondering if you could tell me something about yourself.
2. What is your typical day like?
 - a. Prompt = Take today, for instance, what did you do?
3. Can you tell me a bit about school that you working in?
4. Now, I would like to talk about bullying with you. What do you think bullying is, how do you define it?
5. Tell me about some behaviours that you think make up bullying.
6. Can you tell me about any experiences of your students who have had of being physically hurt by someone else at school?
7. Can you tell me about any experiences of your students who have had mean comments or spread rumors about at school?
8. Can you tell me about any experience of your students who have had intentionally excluded from social activities by other students?
9. Tell me your opinion about how children use the internet to say mean things about each other.

10. Tell me about any experiences of your students who have had bullied because of the way he/ she look or talk.

11. Do you see bullying as a problem in your school?

a. **Prompt – in what way is it (or is it not) a problem in the school? .**
(where should I put it)

12. Tell me your opinion about why children bullied.

13. Tell me your opinion about why children bully others.

14. What do you think parents and teachers should do about bullying?

15. What advice would you give to authorities for solutions to bullying, how bullying can be prevented?

16. Can you tell me what kind of anti- bullying campaign could be designed to prevent bullying in school?

Thank you for your time and help. Is there anything else that you think is important for me to know? Are there any questions you want to ask me about what we talked about today?

Appendix3 : Head Teacher Interview Guide



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HEAD TEACHER INTERVIEW GUIDE

Hello my name is Hatice. I am a PhD student at University of Leicester. My PhD project is about bullying among school-aged children. My purpose is to evaluate the perceptions of children, parents and teachers of bullying. I am really interested in hearing what you have to say about this issue. Before asking you to sign the consent form, I would like to check if you read information sheet, and have any question for me.

1. To begin with, I was wondering if you could tell me something about yourself.
2. What is your typical day like?
 - a. Prompt = Take today, for instance, what did you do?
3. Can you tell me a bit about school that you working in?
4. Now, I would like to talk about bullying with you. What do you think bullying is, how do you define it?
5. Tell me about some behaviours that you think make up bullying.
 - a. Can you tell me about any experiences of your students who have had of being physically hurt by someone else at school?
 - b. Can you tell me about any experiences of your students who have had mean comments or spread rumors about at school?
 - c. Can you tell me about any experience of your students who have had intentionally excluded from social activities by other students?
 - d. Tell me your opinion about how children use the internet to say mean things about each other.
 - e. Tell me about any experiences of your students who have had bullied because of the way he/ she look or talk.
6. Can you tell me your opinion about why children bullied?
7. Tell me your opinion about why children bully others?

8. How much bullying would you say happens in your school?
 - a. Prompt – in what way is it (or is it not) a problem in the school? .
9. How do you deal with bullying if you have it?
10. What do you think parents and teachers should do about bullying?
11. How much do you think bullying is a problem for Turkish schools?
12. Is there any policy to prevent bullying in Turkish school?
13. How much do you know western countries deal with bullying?
14. What advice would you give to authorities for solutions to bullying, how bullying can be prevented?
15. Can you tell me what kind of anti- bullying campaign could be designed to prevent bullying in school?
 - a. Prompt: TV Champaign's
 - b. Prompt: Posters
 - c. Prompt: Parent/ teacher trainings

Thank you for your time and help. Is there anything else that you think is important for me to know? Are there any questions you want to ask me about what we talked about today?

Appendix4 : Parent Interview Guide



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PARENT INTERVIEW GUIDE

Hello my name is Hatice. I am a PhD student at University of Leicester. My PhD project is about bullying among school-aged children. My purpose is to evaluate the perceptions of children, parents and teachers of bullying. I would like to let you know that all of my participants are randomly selected because the main aim of this work is not to target bullies and/ or victims specifically, but rather to get general perspectives of the issue of bullying. I am really interested in hearing what you have to say about this issue. Before asking you to sign the consent form, I would like to check if you read information sheet, and have any question for me.

1. To begin with, I was wondering if you could tell me something yourself.
2. Could you tell me something about your child?
 - a. Prompt: Age, gender?
3. Now, I would like to talk about bullying. What do you think bullying is, how do you define it?
4. Tell me about some behaviour that you think make up bullying.
5. Can you tell me about any experiences your child have had of being physically hurt by someone else.
6. Can you tell me about any experiences of your child have had mean comments or spread rumors about at school.
7. Can you tell me about any experience of your child have ever had intentionally excluded from social activities by other students.
8. Tell me your opinion about how children use the internet to say mean things about each other.

9. Tell me about any experiences of your child have had bullied because of the way he/ she look or talk.
10. Tell me your opinion about why children bullied.
11. Tell me your opinion about why children bully others.
12. What do you think parents and teachers should do about bullying?
13. What advice would you give to authorities for solutions to bullying, how bullying can be prevented
14. Can you tell me what kind of anti- bullying campaign could be designed to prevent bullying in school?

Thank you for your time and help. Is there anything else that you think is important for me to know? Are there any questions you want to ask me about what we talked about today?

Appendix5 : Information Sheet for Students



INFORMATION SHEET FOR STUDENTS

Examining the perceptions of students, parents and teachers of bullying

Hatice email: hcc25@le.ac.uk

My name is Hatice Cecen Celik, and my job is to do research. I would like to learn about your experiences and understanding

of what bullying means to you at school. I also would like to know how your parents and teachers understand bullying and so will be talking to them as well.

I am going to give you information and invite you to be part of my study. You can choose whether or not you want to participate. We have discussed this research with your parent(s) and they know that we are also asking you for your agreement. If you are going to participate in the research, your parent (s) also have to agree. But if you do not wish to take part in the research, you do not have to, even if your parents have agreed.

You may discuss anything in this form with your parents or friends or anyone else you feel comfortable talking to. You can decide whether to participate or not after you have talked it over. You do not have to decide immediately. If you have any questions you can email me or ask your parents or your teacher to email me on the address at the top of this form.

How am I selected?

I would like to let you know that you are randomly selected for this study because I am not trying to identify who is victim or who is bully instead my purpose is to learn about your experiences and understanding of what bullying means to you at school.

What do I need to do?

You will be invited to take part in approximately 30- 45 minutes an interview with me.

Can I change my mind?

Yes you can. You do not have to take part and you may withdraw at any time.

Will my contribution be anonymous?

Information from you will be collected for the research and will be put away and no-one but Hatice, her supervisors and other important people will be able to see it. The talk will be transcribed but your real name will not be used in this.

How will the data be used?

The results will be shared with people, scientists and others, about the research and what we found. We will do this by writing and sharing reports and by going to meetings with people who are interested in the work and by publishing the work in academic journals and my PhD thesis.


What do I do now?

If you would like to discuss anything further, please contact me by email (hcc25@le.ac.uk). You will be given a consent form on the day, which confirms that you have read this information sheet and that you are happy to participate.

Thank You,

Hatice Cecen Celik

Appendix6 : Information Sheet for Teachers

	<p>INFORMATION SHEET FOR TEACHERS</p> <p>Examining the perceptions of students, parents and teachers of bullying</p> <p>Hatice: hcc25@le.ac.uk</p>
<p>You are being invited to take part in a research study designed to evaluate the perceptions of children, parents and teachers of bullying. Before you decide whether you would like to take part, and whether you would be happy for your students to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information, and ask if there is anything that is not clear or if you would like more information. You can ask these questions on email using the above address. Take your time to decide whether or not you wish to take part. Thank you for reading this.</p> <p>What are the aims of the study?</p> <p>This study aims to provide an understanding of bullying from multiple perspectives. Its purpose is to illustrate what children, parents and teachers from two different cultures construct to be bullying to be, in its various forms. This will help to provide an understanding of the ways in which bullying and conflict are defined to ascertain what behaviours they believe constitutes bullying, and what behaviours constitute mere conflict between peers.</p> <p>Second it aims to examine the differences in understanding and constructs of bullying among children, parents and teachers. This will help to ascertain the important areas of focus from the viewpoints of the three different groups to see where and how the problem is conceived of in different ways, and from different levels of importance.</p> <p>Third it aims to examine how children, parents and teachers perceive different forms of</p>	

bullying, and how they define relational concepts of traditional and cyber bullying.

How are participants selected?

The main aim of this work is not to target bullies and/ or victims specifically, but rather to get general perspectives of the issue of bullying. Therefore, all of participants are randomly selected.

What do I need to do?

You will be invited to take part in an interview lasting approximately 30-45 minutes with Hatice. Participation on this study is entirely voluntary, so please do not feel obliged to take part.

Can I change my mind?

Yes you are free to withdraw at any point.

Will my data be anonymous?

You can be assured that all data will be stored securely and the transcripts will be made anonymous.

How will the data be used?

The data will be used in two main ways. First this is part of an educational qualification, my PhD and will be reported through the thesis. Second some key findings will be published in journal articles and at conferences. Nothing that identifies you will be included in these.

What do I do now?

If you would like to discuss anything further, please contact me by email hcc25@le.ac.uk). You will be given a consent form on the day, which confirms that you have read this information sheet and that you are happy to participate.

Yours sincerely,

Hatice Cecen Celik

Appendix7 : Information Sheet for Parents



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INFORMATION SHEET FOR PARENTS

**Examining the perceptions of students, parents and
teachers of bullying**

Hatice: hcc25@le.ac.uk

You are being invited to take part in a research study designed to evaluate the perceptions of children, parents and teachers of bullying. Before you decide whether you would like to take part, and whether you would be happy for your child to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Please ask Hatice Cecen Celik, if there is anything you do not understand or if you would like further information. You can ask these questions on email as above. Thank you for reading this.

What are the aims of the study?

This study aims to provide an understanding of bullying from multiple perspectives. Its purpose is to illustrate what children, parents and teachers from two different cultures construct to be bullying to be, in its various forms. This will help to provide an understanding of the ways in which bullying and conflict are defined to ascertain what behaviours they believe constitutes bullying, and what behaviours constitute mere conflict between peers.

Second it aims to examine the differences in understanding and constructs of bullying among children, parents and teachers. This will help to ascertain the important areas of focus from the viewpoints of the three different groups to see where and how the

problem is conceived of in different ways, and from different levels of importance.

Third it aims to examine how children, parents and teachers perceive different forms of bullying, and how they define relational concepts of traditional and cyber bullying.

How are participants selected?

The main aim of this work is not to target bullies and/ or victims specifically, but rather to get general perspectives of the issue of bullying. Therefore, all of participants are randomly selected.

What do I need to do?

You and your child will be asked to participate in an interview of approximately 30-45 minutes with Hatice. Participation in this study is totally voluntary, and you and your child are under no obligation to take part.

Can I change my mind?

Yes, you are free to withdraw at any point.

Will my data be anonymous?

All data collected will be kept securely. The transcripts of the interviews will be made anonymous.

How will the data be used?

The data will be used in two main ways. First this is part of an educational qualification, my PhD and will be reported through the thesis. Second some key findings will be published in journal articles and at conferences. Nothing that identifies you will be included in these.

What do I do now?

If you would like to discuss anything further, please contact me by email hcc25@le.ac.uk). You will be given a consent form on the day, which confirms that you have read this information sheet and that you are happy to participate.

Yours sincerely,

Hatice Cecen Celik

Appendix8 : Student Interview Guide in Turkish



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ÇOCUK GÖRÜŞME FORMU

Merhaba benim adım Hatice. Benim işim araştırma yapmak. Seninle görüşmek istememin sebebi okullarda yaşanan akran zorbalığı ile ilgili görüş ve deneyimlerini öğrenmek istemem. Görüşmeye başlamadan bilgilendirme ve izin formu ile ilgili anlamadığın bir şey ya da sormak istediğin bir soru varsa sorabilirsin.

1. Seni yakından tanımak istiyorum. Bana biraz kendinden bahsedebilir misin, yapmayı sevdiğin şeylerden mesela?
 - d. Bana okulla ilgili sevdiğin ya da sevmediğin şeylerden bahseder misin?
 - e. Bana okul dışında veya içinde yapmaktan hoşlandığın şeylerden bahseder misin?
2. Sınıf arkadaşlarınla aran nasıl, bana biraz onlardan bahsedebilir misin?

Şimdi, seninle görüşme nedenimize gelelim. Önceden belirttiğim gibi benim işim araştırma yapmak. Okuldaki akran zorbalığının senin için ne anlama geldiğini öğrenmek istiyorum.
3. Şimdiye kadar herhangi bir akran zorbalığına maruz kaldın mı?
 - a. Nasıldı, olayı anlatır misin?
 - b. Hala devam ediyor mu, bittiyse nasıl bitti?
4. Bir çok çocuk akran zorbalığına maruz kaldığını söylüyor, sence çocuklar okulda ne tür zorbalıklara maruz kalıyor?
 - a. Sen ya da herhangi bir arkadaşın okulda diğer öğrenciler tarafından fiziksel şiddete maruz kaldınız mı?
 - b. Sen ya da herhangi bir arkadaşın diğer öğrenciler tarafından dedikoduya maruz kaldınız mı?

- c. Sen ya da herhangi bir arkadaşın diğer öğrenciler tarafından bilinçli olarak sosyal aktivitelerden dışlandınız mı?
 - d. Sen ya da herhangi bir arkadaşın görünüş veya konuşmasından dolayı akran zorbalığına maruz kaldınız mı?
 - e. Sence insanlar nasıl internet yoluyla birbirine zarar veriyor? Sen ya da herhangi bir arkadaşın diğer öğrenciler tarafından internet üzerinden alay veya tehdite maruz kaldı mı?
5. Akran zorbalığı nedir sence, bana akran zorbalığı olarak tanımladığın bir kaç davranışı örnek verebilir misin?
6. Sence neden çocuklar akran zorbalığına maruz kalır?
7. Sence neden çocuklar arkadaşlarına zorbalık yapar?
8. Sence sen veya arkadaşların akran zorbalığına maruz kaldığında size ne yardımcı olabilir?
- a. Ailenle konuşmak
 - b. Öğretmenlerle konuşmak
9. Sence akran zorbalığı önlenabilir mi ya da nasıl önlenabilir? Bununla ilgili görüş ve önerilerin var mı?
10. Sence okulun ve ya devletin okul içinde ve ya dışında akran zorbalığını önlemek için yapabileceği bir şey var mı?
- a. Televizyon aracılığı ile bilinçlendirme
 - b. Posterlerle
 - c. Veli/ öğretmen eğitilmesi (bilinçlendirilmesi) ile

Bir çok soruya cevap verip bir çok önemli şey söyledin bugün bana. Benimle konuştuğun ve fikirlerini paylaştığın için çok teşekkür ediyorum. Söylemek istediğin başka bir şey var mı? Bugün konuştuklarımız hakkında sormak istediğin herhangi bir soru var mı?

Appendix9 : Teacher Interview Guide in Turkish



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ÖĞRETMEN GÖRÜŞME FORMU

Merhaba benim adım Hatice. İngiltere’de Leicester Üniversitesinde doktora yapıyorum. Akran zorbalığı üzerine çalışıyorum. Amacım çocukların, ebeveynlerin ve öğretmenlerin akran zorbalığı hakkındaki görüş ve düşüncelerini değerlendirmek. Söyleyecekleriniz çalışmam için çok önemli ve kıymetli. Başlamadan önce sormak istediğiniz bir şey var mı?

1. Sizi tanımayla başlayalım, biraz kendinizden bahseder misiniz?
2. Bana tipik bir gününüzden bahseder misiniz?
 - a. Mesela bugün neler yaptınız?
3. Bana çalıştığınız okuldan biraz bahsedebilir misiniz?
4. Şimdi akran zorbalığı hakkında konuşmak istiyorum. Akran zorbalığı nedir sizce, nasıl tanımlarsınız?
5. Bana akran zorbalığı olarak tanımladığınız bir kaç davranışı örnek verebilir misiniz?
 - a. Herhangi bir öğrencinin ya da öğrencilerin okulda diğer öğrenciler tarafından fiziksel şiddete maruz kaldığına şahit oldunuz mu?
 - b. Herhangi bir öğrencinin ya da öğrencilerin diğer öğrenciler tarafından dedikoduya maruz kaldığını söyleyebilir misiniz?
 - c. Herhangi bir öğrencinin ya da öğrencilerin diğer öğrenciler tarafından bilinçli olarak sosyal aktivitelerden dışlandığına şahit oldunuz mu?
 - d. Herhangi bir öğrencinin ya da öğrencilerin görünüş veya konuşmasından dolayı akran zorbalığına maruz kaldığına şahit oldunuz mu?

e. Sizce çocuklar nasıl internet yoluyla birbirine zarar veriyor? Herhangi bir öğrencinin diğer öğrenciler tarafından internet üzerinden alay veya tehditte maruz kaldığına şahit oldunuz mu?

6. Sizce neden çocuklar akran zorbalığına maruz kalır?

7. Sizce neden çocuklar arkadaşlarına zorbalık yapar.

8. Akran zorbalığını okulunuzda bir problem olarak görüyor musunuz?

a. Ne şekilde bir problem olduğunu (olmadığını) düşünüyorsunuz?

9. Okulda akran zorbalığı yaşandığı takdirde onunla nasıl basa çıkarsınız ?

10. Sizce öğretmen ve veliler akran zorbalığı hakkında ne yapmalı?

11. Sizce akran zorbalığı önlenebilir mi ya da nasıl önlenebilir? Bununla ilgili görüş ve önerileriniz var mı?

12. Sizce akran zorbalığını önlemek için okul ve devlet neler yapmalı?

a. Televizyon aracılığı ile bilinçlendirme

b. Posterlerle

c. Veli/ öğretmen eğitilmesi (bilinçlendirilmesi) ile

Bana zaman ayırıp yardımcı olduğunuz için çok teşekkür ediyorum. Bana söylemek istediğiniz bir şey ya da bugünkü görüşme ile ilgili sormak istediğiniz herhangi bir soru var mı?

Appendix10 : Head Teacher Interview Guide in Turkish



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MÜDÜR GÖRÜŞME FORMU

Amacım çocukların, ebeveynlerin ve öğretmenlerin akran zorbalığı hakkındaki görüş ve düşüncelerini değerlendirmek. Söyleyecekleriniz çalışmam için çok önemli ve kıymetli.

Başlamadan önce sormak istediğiniz bir şey var mı?

1. Sizi tanımayla başlayalım, biraz kendinizden bahseder misiniz?
2. Bana tipik bir gününüzden bahseder misiniz?
 - a. Mesela bugün neler yaptınız?
3. Bana çalıştığınız okuldan biraz bahsedebilir misiniz, okul içindeki görevlerinizden?
4. Şimdi akran zorbalığı hakkında konuşmak istiyorum. Akran zorbalığı nedir sizce, nasıl tanımlarsınız?
5. Bana akran zorbalığı olarak tanımladığınız bir kaç davranışı örnek verebilir misiniz?
 - a. Herhangi bir öğrencinin ya da öğrencilerin okulda diğer öğrenciler tarafından fiziksel şiddete maruz kaldığına şahit oldunuz mu?
 - b. Herhangi bir öğrencinin ya da öğrencilerin diğer öğrenciler tarafından dedikoduya maruz kaldığını söyleyebilir misiniz?
 - c. Herhangi bir öğrencinin ya da öğrencilerin diğer öğrenciler tarafından bilinçli olarak sosyal aktivitelerden dışlandığına şahit oldunuz mu?
 - d. Herhangi bir öğrencinin ya da öğrencilerin görünüş veya konuşmasından dolayı akran zorbalığına maruz kaldığına şahit oldunuz mu?

- e. Sizce çocuklar nasıl internet yoluyla birbirine zarar veriyor? Herhangi bir öğrencinin diğer öğrenciler tarafından internet üzerinden alay veya tehditte maruz kaldığına şahit oldunuz mu?
6. Sizce neden çocuklar akran zorbalığına maruz kalır?
7. Sizce neden çocuklar arkadaşlarına zorbalık yapar.
8. Akran zorbalığını okulunuzda bir problem olarak görüyor musunuz? ne derecede?
- a. Ne şekilde bir problem olduğunu (olmadığını) düşünüyorsunuz?
9. Okulda akran zorbalığı yaşandığı takdirde onunla nasıl basa çıkarsınız ?
10. Sizce öğretmen ve veliler akran zorbalığı hakkında ne yapmalı?
11. Size Türkiye’deki okullar için akran zorbalığı büyük bir problem mi?
12. Akran zorbalığını önlemeye yönelik bakanlık tarafından belirlenen herhangi bir resmi prosedürünüz var mı?
13. Akran zorbalığı batılı ülkelerde de büyük problem, onların bununla nasıl basa çıktığını biliyor musunuz?
14. Sizce akran zorbalığı önlenebilir mi ya da nasıl önlenebilir? Bununla ilgili yetkililere görüş ve önerileriniz var mı?
15. Sizce akran zorbalığını önlemek için okul ve devlet neler yapmalı?
- a. Televizyon aracılığı ile bilinçlendirme
- b. Posterlerle
- c. Veli/ öğretmen eğitilmesi (bilinçlendirilmesi) ile

Bana zaman ayırıp yardımcı olduğunuz için çok teşekkür ediyorum. Bana söylemek istediğiniz bir şey ya da bugünkü görüşme ile ilgili sormak istediğiniz herhangi bir soru var mı?

Appendix11 : Parent Interview Guide in Turkish



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VELİ GÖRÜŞME FORMU


Merhaba benim adım Hatice. İngiltere de Leicester Üniversitesinde doktora yapıyorum. Akran zorbalığı üzerine çalışıyorum. Amacım çocukların, ebeveynlerin ve öğretmenlerin akran zorbalığı hakkındaki görüş ve düşüncelerini değerlendirmek. Söyleyecekleriniz çalışmam için çok önemli ve kıymetli. Başlamadan önce sormak istediğiniz bir şey var mı?

1. Sizi tanımayla başlayalım, biraz kendinizden bahseder misiniz?
2. Bana biraz çocuğunuzdan bahsedebilir misiniz, yasi cinsiyeti?
3. Şimdi akran zorbalığı hakkında konuşmak istiyorum. Akran zorbalığı nedir sizce, nasıl tanımlarsınız?
4. Bana akran zorbalığı olarak tanımladığınız bir kaç davranışı örnek verebilir misiniz?
 - a. Çocuğunuz ya da herhangi bir arkadaşı okulda diğer öğrenciler tarafından fiziksel şiddete maruz kaldı mı?
 - b. Çocuğunuz ya da herhangi bir arkadaşı diğer öğrenciler tarafından dedikoduya maruz kaldı mı?
 - c. Çocuğunuz ya da herhangi bir arkadaşı diğer öğrenciler tarafından bilinçli olarak sosyal aktivitelerden dışlandı mı?
 - d. Çocuğunuz ya da herhangi bir arkadaşı görünüş veya konuşmasından dolayı akran zorbalığına maruz kaldı mı?
 - e. Sizce çocuklar nasıl internet yoluyla birbirine zarar veriyor? Çocuğunuz ya da herhangi bir arkadaşı diğer öğrenciler tarafından internet üzerinden alay veya tehditte maruz kaldı mı?
5. Sizce neden çocuklar akran zorbalığına maruz kalır?


6. Sizce neden çocuklar arkadaşlarına zorbalık yapar?
7. Sizce öğretmen ve veliler akran zorbalığı hakkında ne yapmalı?
8. Sizce akran zorbalığı önlenebilir mi ya da nasıl önlenebilir? Bununla ilgili görüş ve önerileriniz var mı?
9. Sizce akran zorbalığını önlemek için okul ve devlet neler yapabilir?
 - a. Televizyon aracılığı ile bilinçlendirme
 - b. Posterlerle
 - c. Veli/ öğretmen eğitilmesi (bilinçlendirilmesi) ile

Bana zaman ayırıp yardımcı olduğunuz için çok teşekkür ediyorum. Bana söylemek istediğiniz bir şey ya da bugünkü görüşme ile ilgili sormak istediğiniz herhangi bir soru var mı?

Appendix12 : Student Consent Form in Turkish



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OGRENCILER İÇİN İZİN FORMU
Akran Zorbalığının Öğrenci, Ailesi ve
Öğretmenlerinin Bakış Açısıyla
Değerlendirilip İncelenmesi

Araştırmacı: Hatice Çeçen Çelik,
Danışman: Dr. Michelle O'Reilly,

İzin Beyanı : Evet demek için lütfen kutucukları işaretleyin

☐ Bilgilendirme formunu okudum ve aklıma takılan soruları Hatice'ye sorabildim.

☐ Araştırmaya gönüllü olarak katıldığımı kabul ediyorum ve istediğim zaman çalışmayı bırakabileceğimi biliyorum.

☐ Araştırmaya katılmayı kabul ediyorum.

Araştırmayla ilgili herhangi bir sorum ya da endişem olursa Hatice Cecen Celik'e email yoluyla ulaşabilirim (email: hcc25@le.ac.uk).

Tarih _____

İsim -Soy isim _____

Cocugun imzası

Appendix13 : Teacher Consent Form in Turkish



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ÖĞRETMEN İÇİN İZİN FORMU

**Akran Zorbalığının Öğrenci, Ailesi ve
Öğretmenlerinin Bakış Açısıyla
Değerlendirilip İncelenmesi**

Araştırmacı: Hatice Çeçen Çelik,

Danışman: Dr. Michelle O'Reilly,

İzin Beyanı : Evet demek için lütfen kutucukları işaretleyin

- ☐ Araştırma hakkında bilgilendirildim.
- ☐ Araştırmaya gönüllü olarak katıldığımı kabul ediyorum ve istediğim zaman hiçbir sebep göstermeden çalışmayı bırakabileceğimi biliyorum.
- ☐ Araştırma bulgularının, makale, tez çalışması olarak ya da herhangi bir konferansta sunulacağını biliyorum ve kabul ediyorum
- ☐ Kişisel bilgilerim araştırmacı tarafından gizli tutulacaktır.
- ☐ Araştırmaya katılmayı kabul ediyorum.

Araştırmayla ilgili herhangi bir sorum ya da endişem olursa Hatice Çeçen Çelik'e email yoluyla ulaşabilirim (email: hcc25@le.ac.uk).

Öğretmenin İmzası _____

Öğretmenin Adı Soyadı _____

Tarih _____

Araştırma sonucu hakkında bilgilendirilmek istiyorsanız lütfen email adresinizi yazınız.

Appendix14 : Head Teacher Consent Form in Turkish



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MUDUR İÇİN İZİN FORMU

**Akran Zorbalığının Öğrenci,, Ailesi ve
Öğretmenlerinin Bakış Açısıyla
Değerlendirilip İncelenmesi**

Araştırmacı: Hatice Çeçen Çelik,

Danışman: Dr. Michelle O'Reilly,

İzin Beyanı : Evet demek için lütfen kutucukları işaretleyin

- ☐ Araştırma hakkında bilgilendirildim.
- ☐ Araştırmaya gönüllü olarak katıldığımı kabul ediyorum ve istediğim zaman hiçbir sebep göstermeden çalışmayı bırakabileceğimi biliyorum.
- ☐ Araştırma bulgularının, makale, tez çalışması olarak ya da herhangi bir konferansta sunulacağını biliyorum ve kabul ediyorum
- ☐ Kişisel bilgilerim araştırmacı tarafından gizli tutulacaktır.
- ☐ Araştırmaya katılmayı kabul ediyorum.
- ☐

Arařtırmayla ilgili herhangi bir sorum ya da endiřem olursa Hatice een elik’e email yoluyla ulařabilirim (email: hcc25@le.ac.uk).

Müdüřün İmzası _____

Müdüřün Adı Soyadı _____

Tarih _____

Arařtırma sonucu hakkında bilgilendirilmek istiyorsanız lütfen email adresinizi yazınız.

Appendix15 : Parent Consent Form in Turkish



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VELİLER İÇİN İZİN FORMU

Akran Zorbalığının Öğrenci, Ailesi ve
Öğretmenlerinin Bakış Açısıyla Değerlendirilip
İncelenmesi

Araştırmacı: Hatice Çeçen Çelik,

Danışman: Dr. Michelle O'Reilly,

İzin Beyanı : Evet demek için lütfen kutucukları işaretleyin

- ☐ Araştırma hakkında bilgilendirildim.
- ☐ Araştırmaya gönüllü olarak katıldığımı kabul ediyorum ve istediğim zaman hiçbir sebep göstermeden çalışmayı bırakabileceğimi biliyorum.
- ☐ Araştırma bulgularının, makale, tez çalışması olarak ya da herhangi bir konferansta sunulacağını biliyorum ve kabul ediyorum
- ☐ Kişisel bilgilerim araştırmacı tarafından gizli tutulacaktır.
- ☐ Araştırmaya katılmayı kabul ediyorum.

Araştırmayla ilgili herhangi bir sorum ya da endişem olursa Hatice Cecen Çelik’e email yoluyla ulaşabilirim (email: hcc25@le.ac.uk).

Velinin İmzası _____

Velinin Adı Soyadı _____

Araştırmaya çocuğum _____ katılmasını kabul ediyorum.

Velinin İmzası _____ Tarih _____

Araştırma sonucu hakkında bilgilendirilmek istiyorsanız lütfen email adresinizi yazınız.

Appendix16 : Poster Consent Form in Turkish



POSTER İZİN FORMU

**Akran Zorbalığının Öğrenci, Ailesi ve
Öğretmenlerinin Bakış Açısıyla
Değerlendirilip İncelenmesi**

Araştırmacı: Hatice Çeçen Çelik,

Danışman: Dr. Michelle O'Reilly,

Araştırmanın amacı çocukların akran zorbalığı hakkındaki görüş ve düşüncelerini öğrenip değerlendirmektir. Araştırmacı çocuklardan akran zorbalığı ile ilgili bir resim/poster çizmesini isteyecek.

İzin Beyanı : Evet demek için lütfen kutucukları işaretleyin

☐ Araştırma hakkında bilgilendirildim.

Araştırmayla ilgili herhangi bir sorum ya da endişem olursa Hatice Cecen Çelik'e email yoluyla ulaşabilirim (email: hcc25@le.ac.uk).

Velinin Adı Soyadı _____

Araştırmaya çocuğum _____ katılmasını kabul ediyorum.

Velinin İmzası _____

Tarih _____

Araştırma sonucu hakkında bilgilendirilmek istiyorsanız lütfen email adresinizi yazınız.

Appendix17 : Head Teacher Interview Transcript- Turkish

Interviewer: hani liderlik vasfi olan cocuklar yapiyor dediniz.

Baran: Tabi tabiki yani cunku liderlik karakteri olmayan cocuk kimseyi baskisi altina alamaz cevresinde de toplayamaz o birlikteligide saglayamaz zaten oyle bir ruh hali var cocugun liderlik ruh hali var e onun diisinda anne baba aile ve cevresindeki o yasadiklari olumsuzluk cocuga onu yaptiriyor cunku ben bunlari baska okullardaki ogrencilerimde de gordum yasadim cocuklarla konustum sohbet ettim icinde olduklari psikolojileri gordum anne baba ceza evinde anne duyarsiz e cocugunda dedigim gibi icinde boyle bir gucte varsa potansiyel de varsa buda pat diye ortaya cikyor.

Interviewer: Peki hocam diger taraftan dusunursek kisi neden akran zorbaligina maruz kalir sizce, kurbandan bahsediyorum?

Baran: Karsi taraf mi?

Interviewer: Hi hi

Baran: Oda soyle oda emmm genelde siz bununla ilgili arastirmada yapiyorsunuz ama akran zorbaligina maruz kalan cocuklar genellikle kendi iclerine kapanik cocuklar emm duygusal cok iyi yetismis cocuklardir emmm cunku bunu yapan bu zorbaligi yapan kisi sonucta disine gore birini ariyor arastiriyor ve gozune kestirdigini o korkuyu verebilecegi kisiyi buldugu an yapiyor o cocugun dedigim gibi o iyi yetismis durusu ile ilgili cocuklarda daha yaygin diye dusunuyorum.

Interviewer: Kesinlikle hocam cok dogru peki hocam mesela emmm siz zaten okulunuzda akran zorbaliginin buyuk bir problem olmadigni soylediniz?

Baran: Evet bizim okulumuz iicn oyle.

Interviewer: Mesela akran zorbaligi yasandi ogrenciler arasinda siz nasil bir yol izlersiniz?

Baran: Tabiki biz emmmm ilk yaptigimiz sey ben cocukla gorusurum yani egitimdeki bakis acimda boyle sadece bu zorbalikla alakali degil once kisi ile gorusurum emmm (3) daha sonra mutlaka ogrenciyi rehberlik servisine yonlendirirm yasadigi olay ile ilgili eger zorbaliksa cunku rehber ogretmeninin bununla ilgili bir bilgi almasi gerekiyor not dusmesi gerekiyor sonrada bu eger bu tarzda zorbalik varsa o cocugu takip ediyoruz

gecen sene boyle bir durum oldu takip ettik gerçi birinci uyarımızdan sonra rehberlik sevisinden sonra o cocuk biraz..

Appendix18 : Head Teacher Interview Transcript- English Translation

Interviewer: You said that the children with characteristics of leadership do it.

Baran: Of course, because a child having no leadership characteristics cannot put pressure on anyone, neither can he bring them around himself. He cannot provide such a synergy either. The child has such a mood, leadership psychology. Moreover, the negative things he experiences with his parents, family and environment have him do it because I saw it in my students in other schools. I talked with them, had conversation with them. I sensed the psychology they were experienced. The father is in prison, mother is indifferent to them. And this pops up.

Interviewer: OK. sir, if we consider the issue from another perspective. Why do you think a person is exposed to bullying? I am talking about the victim.

Baran: The other side?

Interviewer: hi hi

Baran: Because of this emmm you generally make research about this but the children who are exposed to peer bullying are generally those who are withdrawn. Emmm they are emotional children who are brought up in a very good manner because those who do it, those who bully pick up someone their own size and they bully when they find out someone who they can scare. As I said, it is about the well- brought up stance of the child. I think this is more common about children.

Interviewer: Absolutely sir. It is right. OK. sir, for example, emmm you have already told that peer bullying is not a big problem in your school.

Baran: Yes, this is the case for our school.

Interviewer: What kind of a way do you follow when peer bullying happen among students?

Baran: Of course, emmm what we consider is... I would talk to the child, I mean, it is because of my educational perspective. It is not something about this issue. First of all, I talk to the person in question emmm (3) then, I would certainly refer him to the guidance service to clarify whether what he has experienced is bullying or not because the guidance teacher needs to have information and make a note about it. Then, if there

is a bullying, we follow the student. Last year, such an event happened, we followed up the student, then, actually he gave up after the counselling service. ...

Appendix19 : Teacher Interview Transcript - Turkish

Ismail: ya çocuklar arasında daha çok aslında baskın olan eğer sınıf ortamında çocuğun eğer ders durumu çok kötü ise bu çocuk için bir dışlanma sebebidir daha çok buda çocuğun iç kapanmasına asosyal bir kişiliğe burunmesine neden oluyor

Interviewer: yani zorbalık aslında çocuğu birazda iç kapanık hale getiriyor

Ismail: e tabiki kısmen yani emm o zorbalığın turu ilede iliskilidir yani bazen o çocuğu çok fazla emmm iç kapanır hale getirirken bazı çocuklarda o zorbalığın turune ve siddetine göre siddetine göre emmm orneğin kural tanımaz çok asi emmm toplumsal siddeti kendi kişiliğinde kisiselestiren bir bireye donustrebiliyor

Interviewer: yani siddete maruz kaldığı için aynı şekilde bir tepki gösteriyor

Ismail: tabi ki aynı şekilde bir yansıma sonucunda kendi emm kişiliğinde o siddeti özumseliyp kisiselestirip onu kendi davranışlarında bir siddet olarak karşıındaki bireylere yansıtıyor

Interviewer: yani aslında kurbanen zorba haline gelebiliyor

Ismail: yani aynen öyle aynen öyle şey gibi 40 li yıllarda soykırıma uğrayan musevilerin bugün soykırımı aratmayacak tarzda bir siyaset izlemesi gibi birşey oluyor

Interviewer: peki hocam sizin çocuklar arasında fiziksel siddete uğrayan çocuklar var mı?

Ismail: evet var emmm yani doğrusu birde şu var fiziksel siddete uğrayan çocuklar iki noktada aslında emm tespit edebiliyoruz doğrudan gözlemleyemesek birebir emmm kendisine siddet uygulandığını o çocuğun baskısına yönelik sorunları çözmede siddeti bir yöntem olarak benimsemesinden anlayabiliyoruz

Interviewer: hmm anladım siz aileden gelen bir siddetten mi bahsediyoruz

Ismail: kısmen aile kısmen sosyal çevresi bakıyorsunuz daha cocuğa yönelik herhangi bir uyarıda yada fiziksel bir ikazda bulunmadan çocuk gardını alabiliyor

Interviewer: anladım

Ismail: sürekli teyakkuzda sürekli teyakkuzla çünkü sürekli siddet görmesi siddete karşı kendisine bir savunma mekanizması oluşturmuş oradan çocuğun aile çevresinden hem akranlarından siddete maruz kaldığını anlıyoruz

Appendix20 : Teacher Interview Transcript - English Translation

Ismail: Actually, a student who is dominant among students... if his lessons are bad, this is a reason for exclusion, which causes him to withdraw himself and become an asocial person.

Interviewer: You mean bullying makes a child further withdrawn.

Ismail: Well, of course. Partially. It is also related with the type of bullying. It sometimes makes the child emmm withdrawn, some children become violator, rebellious children who individualise social violence through themselves based on the type and level of bullying.

Interviewer: You mean that they react violently at the same level they are exposed to violence.

Ismail: Of course, as a result of reflecting at the same level, he reflects that violence to others in his behaviours as a result of individualising the violence.

Interviewer: He becomes bullying because he was a victim.

Ismail: Well, exactly, exactly. It is something like the Jewish people who were exposed to Holocaust are following a policy which causes almost a genocide.

Interviewer: Well sir, are there children who are exposed to physical violence among your students?

Ismail: Yes, there are. Emmm, we can determine the children who are exposed to violence at two points. Even if we cannot observe it directly, we understand that we he is exposed to violence by seeing that the child resorting to violence as a tool when he solves his problems with others

Interviewer: Hmmm, I got it. You are talking about familial violence.

Ismail: Partly familial, partly social environment. You see that the child takes his guard before you warn him or make a physical warning.

Interviewer: I got it.

Ismail: He is always on alert, on alert because he has made a defence system due to the fact that he is always exposed to violence. Then, we understand that he is exposed to violence in his family or his peers.

Interviewer: Well sir, how do you make a difference between normal violence among children from peer bullying? How thin lines are there between them?

Appendix21 : Teacher Interview Transcript- Turkish

Interviewer: evet kesinlikle oyle peki hocam ben simdi konuma gelmek istiyorum simdi akran zorbaligi nedir sizce bana akran zorbaligini tanimlayabilir misiniz?

Omer: akran zorbaligi bence sudur ben genellikle mesela bilimsel tanimlamalarda hep yas itibariyle kiyaslar ben guc itibariyle kiyasliyorum guclu olanin gucsuz olani ezmesi bence baska bisey degil akran zorbaligi

Interviewer: guc boyutuna yaptik vurguyu bunun icini acabilir miyiz yani bu guc psikolojik mi fiziksel mi

Omer: genellikle simdi akran zorbaligi genellikle nedir ergenlik doneminde daha cok yasanan bir problemdir ergenlik doneminde zaten bir guc ihtiyaci vardir gerek fiizksel gerekse psikolojik guc yani mesela bir cocuk gucludur kuvvetlidir boyu uzundur falan ne yapar genellikle baktiginizda daha guzsuz olanlari ezmeye calisir bunun tek bir cesiti yok bence hem fiziksel olarak hem psikolojik olarak emm bir guc olusabilir yani o guc icerisinde psikolojik olarak da zarar veriyor zaten ornek veriyorum fiziksel derken bence bu bile bir akran zorbaligidir mesela ergenlik doneminde dis gorunus cok onemli hale gelir ya mesela cocugun boyu kisadir diye boyuyla dalga gecilir kekemedir konusmasiyla dalga gecilir sivilceleriyle bile dalga gecilmesi bence bir zorbaliktir

Interviewer: evet bunlarin hepsi zaten zorbalik turu hocam o yuzden sordum size psikolojik mi fiziksel mi diye peki hocam bana akran zorbaligi olarak tanimladiginiz bir kac davranisi ornek verebilir misiniz?

Omer: ornek veriyorum genellikle okullarda oluyor harac alma harac alma mesela cocuk evden annesinden harclik almistir baskasi ona el koyar mesela bu okul icerisinde de olmayabilir genellikle okullarin kapisinin onund emmm biraz kaba konuscam soytari diye tabir ettgimiz cocuklar var ceplerinde bicakalri ellerinde tesbihlari vardir genellikle mesla kucuk cocuklar onlarin avlaridir koseye cekip zorla paralarini alirlar mesela yani bu duydum yeri geldi iste okul icerisinde kendi fiziki ustunlugunu gucsuz olana uygulamaya calisani gordum yani cok ornek var aslinda...

Appendix22 : Teacher Interview Transcript- English Translation

Interviewer: Yes, sir, it is absolutely so. Now, I want to turn back to the issue again.

What do you think peer bullying is, could you define it?

Osman: I think peer bullying is... I... for example, in scientific definitions, a comparison is made based on age but I make comparison based on power. I think it is strong one's supressing the weak one. I think peer bullying is nothing else.

Interviewer: Stressed the power. Could you explain it further? Is it psychological or physical power?

Osman: What is peer bullying in general? It is a problem happens more frequently in adolescence period. In adolescence period, there is a need for power, both psychological and physical power. For instance, there is powerful, strong and tall etc. what does he do? He generally tries to supress the relatively weak ones. There is not only one kind. They can be strong both physically and psychologically. Emmm a power comes into being and they damage psychologically in the power. For instance, I think saying physically is also a peer bullying. For instance, during adolescence appearance is very important. For instance, a child is mocked because he is short, he is stutterer and mocked, he is mocked even if he has acnes. I think this is bullying.

Interviewer: Yes, all of these are types of bullying, sir. This is why I asked whether it is psychological or physical. OK. sir, could you give some behaviours which you define as peer bullying?

Osman: For example, it happens in schools. Racketeering, racketeering for instance. For instance, a child has been given pocket money by his mother, some other children take their his pocket money. Maybe it does not happen in school but before the school emmm I will be speak a little bit rudely but there are children that we define as jesters.

Generally, they have knives in their pockets and rosaries in their hands. For instance, small children are their preys. They take them to a silent place and take their money by force. I have heard these. I have also seen the ones who put pressure on the weak students making use of their physical power. Actually, there are many examples.

Appendix23 : Parent Interview Transcript - Turkish

Nuran: yaramaz_ mesela sinfin icerisinde ders sirasinda hocalar ondan sikayetci degil sinif icinde yaramazligi yok ama mesela cocuklarla konusuyor dersle alakasi yok ders onun ilgi alanine girmiyor

Interviewer: sey nuran hanim akran zorbaligini hic duydunuz mu akran zorbaligi nedir sizce?

Nuran: akran arkadas zorbaligi?

Interviewer: peki sizce nedir neler iceriyor arkadas zorbaligi?

Nuran: mesela birine zorla bisey yaptirma ondan sonra yani ona kendi gucunu baskalarindan daha fazla gosterme o tur seylerdir

Interviewer: hi hi peki mesela biseyi zorla yaptirma dediniz ne gibi seyleri cocuklar birbirine zorla yaptirir mesela?

Nuran: mesela okulda yani bir cocuk digerine ustunluk kurmak icin yani emmm onu ezer mesela ona sen sunu yapmayacaksin ben senden daha gucluyum bu tur seyler yani

Interviewer: hmmm siz ustun kurma olayindan bahsettigniz peki psikolojik bir ustunlukten mi bahsediyorsunuz fiziksel bir gucten ustunlukten mi bahsediyorsunuz?

Nuran: ya bu cocuktan cocuga degisiyor mesela kimisi var emmm ustunluk mesela ben senden daha gucluyum bu sinifta ben daha ust duzeydeyim ben seni yenerim mesela kimisi bu sekilde ustunluk kurar kimisi de var mesela hani emmmm bir cocuga mesela emmm siddet uygulama gibi bisey veya yani emmm mesela cocukta kimi cocuklardan para alan cocuklar var cocuk mesela emm korkuyor ailesine soylemeye bide mesela diyorki cocuga bana bu kadar para vereceksin vermezsen soyle yaparim boyle yaparim o cocukta o anda korkuyor ailesine mesela soyleyemiyor mesela ben bu tur seyleri hep onunla konusuyorum diyorum mesela biri senden bisey isterse sana bisey yaptiya yani herhangi bir para isteme de olur yani baska yonden de mesela seni sikistirirsa sana bisey derse hemen gel bana soyle insan en basta ailesine annesine soyler

Appendix24 : Parent Interview Transcript- English Translation

Nuran: He is naughty... for example, his teachers don't complaint about him in the classroom. He does not misbehave in the classroom but he talks with other students, he has noting to do with courses. Courses are a field of interest for him.

Interviewer: Well, Madam Nuran, have you ever heard about peer bullying, what do you think peer bullying is?

Nuran: pee, friend bullying?

Interviewer: Well, what do you think it is? What does it include?

Nuran: For example, making someone do something forcefully, I mean, showing your power on him more than others. It is something like that.

Interviewer: Hmmm, Hmmm, You said that making something done forcefully. For example, what children make done by force to one another?

Nuran: For example a child suppresses another child at school in order to make superiority over him.. for example " You will not do this, I am superior to you" These things.

Interviewer: Hmmm, mentioned establishing superiority. Do you refer to a physiological superiority or a physical power?

Nuran: Well, it changes from a child to another. For example, there are some children emm superiority....for example, say I am more powerful thank you, superior to you in this classroom, I will defeat you for you... for example, some establish superiority, and there are some who commit violence on a child. And there are some children who take money from other children. The child is afraid to tell his family. He threaten him you will give me this money, if you don't give me I will do this or this to you. And the child is afraid at that moment. He doesn't tell his family for example. For example, I always talk with him about these things. I tell him if someone demands something from you, do something to you, demand money from you or something or do something else, for example, pushes you to wall, say something to you, tell me. First, someone tells his family.

Appendix25 : Parent Interview Transcript- Turkish

Interviewer: yani aile cocukla ilgilenmedigi icin cocuk agresiflesiyor mu oyle mi demek istiyorsunuz

Ezgi: cocuk agresiflesiyor cocuk mesela evde ifade edemedigini tatmin edemedigini veya goremedigini bir sekilde hatta ornek olarak daha baska birini gorebilir mesela ben cocugumun benimle cok lavabali konusmasina izin vermem ama disarda arkadaslarini taklit amacli bisey yapabilir yani hersey ailede bitiyor biliyorum ama bisey okumustum cocugun genel olarak basarisini etkileyen faktorler yani biz aile diyoruz ama yzude 30 etkiliyormus arkadas cevresi yuzde 40 okul yani dagilim olunca okulla arkadas cevresi ailenin ustunde tutuluyor ama iste ben ne kadar yapsam da disarda da iyi bir arkadasa saygili bir arkadasa denk gelirse cocuk ailenin yapamadigini o cocuk yapabiliyor hani buyuklerimiz der ya Allah iyi insanlarla karsilastirsin iste bunun uzerine getirebilirz meseleyi

Interviewer: hmmm yani siz diyorsunuz ki aile de arkadas cevreside cok onemli cocugun davranislari uzerinde olumlu olumsuz

Ezgi: yani evet mesela biz direk cocugumuzu basarili olanlara yoneltiyoruz aman cocugum bunun yaninda otur diye system basarisiz cocugu itip sadece basarili cocuga yoneliyor bu yuzden diger cocuklar cevher olabilecek cocuklarda kacirilabiliyor niye mesela benim ortanca oylan (interrupt, 8sn) sey nasil diyim dikkatim dagildi

Interviewer: iste sistemin basarili cocuga daha cok yoneldigini diyorduk

Ezgi: evet evet diyordum ya ortanca oglum cok zamanli yemegi uykusu dersi herseyi zamaninda yapar zeki bir cocuk esasinda cok calisiyor ama buyugum oyle degil daha daginik daha sey iste yani dedigim gibi bazi cocuklar bazen ileriki zamanalrda belli ediyor mesela benim erkek kardesim lise yillarina kadar cok parlak bir cocuk degildi ama daha sonra akli basina geldi cok calisti cok guzel bir universiteye girdi yani nerden nereye yani kimine gore basarinin zamani degisebiliyor

Interviewer: evet evet

Ezgi: ama iste ne yazik ki egitim sistemi onu harciliyor tembel oldumu at kenara gitti cocuk.

Appendix26 : Parent interview Transcript- English Translation

Interviewer: so do you want to say that since the family do not take care of the kid the kid becomes aggressive

Ezgi: the kid becomes aggressive for example the kid the thing that s/he could not express at home or could not satisfy or could not experience at home in one way s/he can take somebody else as an example figure for instance I will not let my kid to talk with me saucy but outside he may do something in order to imitate his friends I mean everthing is originated in the family I know but I have read something we say that the main factors affecting the success of the kid is the family but it is claimed that the friendship environment affects 30 percent the school affects 40 percent then when we look at the distribution the school together with the friendship environment affects more than the family thus even I try hard if he faces a good friend a respectful friend outside still that kid can do better than what the family cannot achieve you know our elders say may Allah encounter you good people like that we can focus on the issue on this perspective

Interviewer: hmmm so you are saying that the family and the friendship environment as well are very important on the behavior of the kid both positive and negative

Ezgi: in other words yes for example we are directing our kid to the successful ones oh my son sit next to this kid like that the system is excluding the unsuccessful kid and focuses only on the successful kid so that other kids who have hidden potential (like jewelery) can be lost why for example my middle son (interrupt, 8 sec) thing how should I say I lost my focus

Interviewer: so we were saying that the system is focusing more on the successful kid

Ezgi: yes yes I was saying that my middle son is very good at time management eating sleeping homework he does everything on time he is a smart kid in reality he is working very hard but my elder kid is not like that more unorganized more like I mean as I said some kids show themselves in the later stages for example my brother until high school he was not a brilliant kid but later he came to his senses and he studied very hard he

entered into a very good university I mean from where to where I mean for some people the time for success can change

Interviewer: yes yes

Ezgi: but unfortunately the education system wastes that kid if one is lazy then throw him/her away then the kid is lost.

Appendix27 : Student Interview Transcript- Turkish

Interviewer: peki ne hissederdin boyle seyler olunca

Evin: kendiimi kotu hissederdim

Interviewer: kotu hissederdin degil mi kotu hissederdin

Evin: uzuluyordum

Interviewer: peki cok sik yasaniyormuydu bu

Evin: gecen sene beden egitimi derslerinde yasaniyordu evet

Interviewer: senin disinda boyle arkadaslarin varmi peki oyuna alinmayanlar dislananlar

Evin: benim disimda (2) var(1.5) onlarda tembeller (laugh)

Interviewer: o z aman [diyorsun ki] tembellerle cok oynanilmiyor o zaman

Evin:[mesela bir tane]

Evin: evet kubra diye bir kiz vardi tembeldi (..) caliskanlardan hicbiri onunla oynamazdi mesela baskan asla o kizla oynamazdi

Interviewer: hmmm o zaman caliskanlar tembelleri disliyor

Evin: evet

Int: dislanma oluyor nasil oluyor bu dislamalar mesela

Evin: yani immm (3) nasil yani

Interviewer: mesela sadece oyunda mi disliyorsunuz sinif icinde konusuyormusunuz yanlarinda oturuyormusunuz

Evin: yan yana oturmuyoruz onalrla konusmuyoruz ve mesela onlara bisey oldugunda hic kimse yanlarına gitmez bisey demez sadece onların arkadaşları onun gibiler

Interviewer: himmm himmm anladim

Evin: ama baskana bisey oldugunda butun sinif etrafında toplanir

Interviewer: hmmm baskan oldgu icin

Evin: evet

Appendix28 : Student Interview Transcript- English Translation

Interviewer: well what did you used to feel when such things happened

Ebru: I used to feel bad myself

Interviewer: you used to feel bad right you used to feel bad

Ebru: I was feeling sorry

Interviewer: well was this happening frequently

Ebru: yes it was happening in gym classes last year

Interviewer: Are there any other friends of yours who weren't able to join the game who were excluded

Ebru: besides me (2) there are (1.5) they are also lazy (laughing)

Interviewer: then [you say] that the lazy ones are not preferable for the games then

Ebru: [for example there is one]

Ebru: yes there was a girl named kezban who was lazy (..) none of smart ones was playing together with her for example the president never played together with her

Interviewer: hmmm then smart ones are excluding the lazy ones

Ebru: yes

Interviewer: how are those exclusions happening for example

Ebru: I mean immm (3) how so

Interviewer: for example are you excluding them only in plays are you talking with them in the classroom are you sitting next to them

Ebru: we don't sit side by side with them we don't speak with them and for example if anything happens to them nobody goes near them nobody says anything only their friends are like them

Interviewer: himmm himmm I got it

Ebru: but if anything happens to the president everybody gathers around him/her

Interviewer: hmmm because he/she is the president

EBRU: yes

Interviewer: so there an obvious distinction between the hardworking ones and lazy ones in the classroom

Appendix29 : Student Interview Transcript- Turkish

Betul: evet emm mesela ben ve arkadasim gezerken sunun tipine bak yok bilemem su nasil falan dedigini duyduk hatta arkamiza bakınca bize gulmeye basladilar yani ne bakiyorsun demeye basladilar yani bir nevi kavga cikarmaya calistilar aslında

Int: hmm yani aslında laf atma sebepleri kavga etmek istemeleri

Betul: evet

Int: peki bu tipler hep ayni tipler mi

Betul: yok kizlar oyle degil yani erkeklerden belli tipler var ama kizlar oyle degil

Int: hmmm yani diyorsun ki erkekler arasinda kavga cikaranlar hep ayni ama kizlarda degiskenlik oluyor diyorsun

Betul: evet degiskenlik oluyor

Int: peki sen oyle seyler duyunca ne hissediyorsun

Betul: biraz sinir oluyorum (laugh)

Int: sinir oluyorsun peki bunlar cok sik rastlaniyormu kizlar arasinda

Betul: yok cok sik rastlanmıyor

Int: hmmm ama rahatsiz edici bir durum dediigin gibi

Betul: evet cok

Int: hmmm peki mesela seyden de cok bahsediyorlar mesela arkadaslarim beni guruplarına almıyorlar beni disliyorlar

Betul: evet oda oluyor

Int: sen ya da herhangi bir arkadasin oyle bisey yasadiniz mi yada sahit oldugun bir olay var mi sosyal aktivitelerden dislanma olayi?

Betul: bir ara kucuk birseyden kavga etmisligimiz bile oldu ama diger gun hatamizi anladiktan sonra ozur dileyip hemen barisiriz yani

Appendix30 : Student Interview Transcript- English Translation

Interviewer: so are these types are the same types?

Betul: no girls are not like that I mean there is some certatin types from boys but girls are not like that

Interviewer: hmm so you say that the ones make figths among boys are the same ones but for the girls it changes

Betul: yes it changes

Interviewer: so what do you feel when you hear something like that

Betul: it makes me angry a bit (laugh)

Interviewer: you get angry so are these happening too much among the girls?

Betul: no not too much

Interviewer: hmmm but as you said it is an annoying situation

Betul: yes too much


Interviewer: hmm so for example they talked about a thing for example my friend are not taking me in their groups they exclude me such things

Betul: yes that happen too

Interviewer: have your or any of your friend ever experienced such things or have ever witnessed anything like exlusion from social activities?

Betul: once we even fight for a small thing but the other day when we understand our mistake we apologise and make peace so

Appendix31 : Confirmation of Ethical Opinion

 UNIVERSITY OF LEICESTER	University Ethics Sub-Committee for Sociology; Politics and IR; Lifelong Learning; Criminology; Economics and the School of Education
09/06/2016	
Ethics Reference: 5893-hcc25-sociology	
TO:	
Name of Researcher Applicant: Hatice Cecen Celik	
Department: Sociology	
Research Project Title: QUALITATIVE ANALYSIS OF BULLYING: EXAMINING THE VIEWS OF CHILDREN, PARENTS, AND TEACHERS IN ENGLAND AND TURKEY	
Dear Hatice Cecen Celik,	
RE: Ethics review of Research Study application	
The University Ethics Sub-Committee for Sociology; Politics and IR; Lifelong Learning; Criminology; Economics and the School of Education has reviewed and discussed the above application.	
1. Ethical opinion	

The Sub-Committee grants ethical approval to the above research project on the basis described in the application form and supporting documentation, subject to the conditions specified below.

2. Summary of ethics review discussion

The Committee noted the following issues:

I'm happy to approve the suggested amendment to this research.

3. General conditions of the ethical approval

The ethics approval is subject to the following general conditions being met prior to the start of the project:

As the Principal Investigator, you are expected to deliver the research project in accordance with the University's policies and procedures, which includes the University's Research Code of Conduct and the University's Research Ethics Policy.

If relevant, management permission or approval (gate keeper role) must be obtained from host organisation prior to the start of the study at the site concerned.

4. Reporting requirements after ethical approval

You are expected to notify the Sub-Committee about:

- Significant amendments to the project
- Serious breaches of the protocol
- Annual progress reports
- Notifying the end of the study

5. Use of application information

Details from your ethics application will be stored on the University Ethics Online System. With your permission, the Sub-Committee may wish to use parts of the application in an anonymised format for training or sharing best practice. Please let me know if you do not want the application details to be used in this manner.

Best wishes for the success of this research project.

Yours sincerely,

Dr. Laura Brace
Chair