



## BULLYING PREVALENCE AMONG ELEMENTARY STUDENTS İLKÖĞRETİM ÖĞRENCİLERİ ARASINDA ZORBALIĞIN YAYGINLIĞI

Hülya KARTAL\*

**ABSTRACT:** Bullying is now recognized as a concern in schools worldwide. Bullying is a relatively new study field classified in the category of aggression. A person is being bullied when he or she is exposed repeatedly and over time to negative actions on the part of one or more persons. This study was conducted to acquire types of bullying behaviors and prevalence of bullying among elementary school children. For this purpose, questionnaire of Colorado School Climate Survey (Garrity et al., 2000) was used as a self-report measure to investigate bullying and applied to 1086 elementary school students at Bursa. The results were generally similar to those reported by most international studies of school bullying. The most prevalent form of bullying is verbal bullying and this is followed by the physical bullying. The boys are reported more than girls as bullies. The most likely location for bullying to occur is the playground and classroom.

**Keywords:** bullying, elementary school, school climate

**ÖZET:** Zorbalık günümüzde dünyadaki tüm okullarda ilgi çeken saldırganlık sınıfında bir konu alanı olarak tanımlanmaktadır. Bir kişi, diğer bir kişi veya kişiler tarafından kasıtlı, tekrarlı ve en azından bir süre devam eden olumsuz davranışlarla karşı karşıya bırakılıyorsa bu kişinin zorbalığa uğradığı söylenebilir. Bu çalışma, ilköğretim öğrencileri arasındaki zorbalık davranışlarının tipleri ve bu davranışların yaygınlığını belirlemek amacıyla gerçekleştirilmiştir. Araştırma grubunu Bursa’da resmi ilköğretim okullarında öğrenim gören 1086 öğrenci oluşturmaktadır. Araştırmada Garrity ve diğerleri (2000) tarafından geliştirilen Colorado Okul İklimi Surveyi kullanılmıştır. Araştırma sonuçları genel olarak okul zorbalığı konusunda yapılan uluslararası çalışmalarla benzerlik göstermektedir. Bulgular, hem kız hem de erkek öğrencilerin en sıklıkla sözel zorbalığa uğradığını, bunu ikinci sırada fiziksel zorbalığın izlediğini göstermektedir. Erkekler kızlardan daha sık “zorba” olarak nitelenmekte ve zorbalık en sık bahçede ve sınıfta gerçekleşmektedir.

**Anahtar sözcükler:** zorbalık, ilköğretim, okul iklimi

### 1. INTRODUCTION

In an ideal world, children would come to school to receive an education in a safe environment where unity and harmony abound with a love for learning. However, this paradigm for learning is very far from the realities that many students face when entering schools today, where issues of disrespect to others and property have become commonplace (Spade, 2007). Bullying is now recognized as a concern in schools worldwide (Hymel, Rocke-Henderson & Bonanno, 2005). It is a kind of aggression and the most frequently used definition is that of Olweus’s (1993): “Bullying as any repeated negative activity or aggression intended to harm or bother someone who is perceived by peers as being less physically or psychologically powerful than the aggressor(s)” (cited in Glew et al., 2005). Bullying is characterized by an imbalance of power; the dominant person(s) intentionally and repeatedly causes distress by tormenting or harassing another less dominant person(s) (Besag, 1989 1991 cited in Atlas & Pepler, 1998). Bullying behaviors can be realized physically or verbally; direct or indirect.

#### 1.1. Prevalence of bullying

Research have yielded considerable variations in the prevalence of victimization ranging from 8-46%, and bullying ranging from as little as 3% to 23% (Menesini et al., 1997; Perry, Kusel & Perry, 1988). The results of a survey done in England showed that 75% of children ages 11-16 were bullied physically (Glover, Gough, Johnson & Cartwright, 2000). In Australia, Rigby (1997) studied with 25.000 school children and found that one of seven children was bullied at least once a week. Nansel et al. (2001) reported that 30% of the students of American elementary and secondary schools involved in bullying and this means 5.7 million children. In Turkey in the last ten years bullying in schools has started to draw attention of researchers. Pişkin (2006) studied with elementary students

\* Dr., Uludağ Üniversitesi Eğitim Fakültesi İlköğretim Bölümü, e-posta: hkartal@uludag.edu.tr

and found that 35% of them bullied steadily and Kapıcı (2004) studied with elementary students and found that 40% of children from fourth and fifth class have been exposed to bullying. As a result prevalence rates reported in the literature appear to vary somewhat across cultures and across studies.

### **1.2. Gender of bullies and victims**

There are many research findings that reveal boys bully others more than girls (Baldry & Farrington, 2004; Demaray & Malecki, 2003; Pişkin, 2006). Although many studies have revealed that more boys in primary school samples to be involved in bullying than girls, Woods, Hall, Dautenhahn and Wolke (2007) found that the distribution of children across bullying roles (bully, victim, bully/victim, neutral) was similar for both boys and girls. Also Roberts (1988) suggested that bullying by females may not be reported by males but the frequency of it is increasing.

### **1.3. Age of bullies and victims**

Generally bullies and victims are at the same age and in the same class. Probably they bully the individuals they know well (Biwdell, 1997). Smith, Madsen and Moody (1999) hypothesized that bullying tends to steadily decline as children grow older because most children gradually acquire better social skills with age and because as children grow older. Carney and Merrell (2001) noted that the peak in bullying and victimization usually between ages 9 and 15, with younger children typically being victimized by older children and older children being selected as targets based on weakness or slower development as compared to same-age peers.

### **1.4. Profiles of bullies and victims**

Children who perceived their parents as holding positive attitudes toward them were less likely to be involved in bullying (Rican, Klicperova, & Koucka, 1993 cited in Ahmed & Braithwaite, 2004). Evidence suggests that bullies come from homes which parents prefer physical discipline, are sometimes hostile and rejecting, and are permissive toward aggressive child behavior or even teach their children to strike back at the least provocation (Bernstein & Watson, 1997; Demaray & Malecki, 2003).

Slee (1994) stated that victimization is associated with poor physical, social and psychological wellbeing in primary school children (cited in Ma, Stewin & Mah, 2001). Some researchers suggested that victims of bullying lack skills in emotional regulation, a process facilitating coping behaviours (Ma, Stewin & Mah, 2001). Bowers, Smith and Binney (1994) examined associations between parenting and victimization and reported that overprotection and poor identification with parents affects the degree of victimization by peers. Yıldırım (2001) conducted a study with children aged 8-11 and found that bullies generally tend to fight and disturb others, at the other side victims generally tend to be shy.

### **1.5. What do students do to stop the bullying?**

In their study of Boulton and Underwood (1992) 41% of the students said “sometimes” they tried to stop the bullying, 16% percent said they never do, 12% said they always do and 31% said “I don’t know”. Being a bystander may encourage them for participating to these kinds of aggressive behaviors. Pişkin (2006) reported that victims tell about their victimization to their friends, teachers and parents. However 1/5 of them were never declared their situation to anyone. These findings indicate that teachers are not the first people whom the students tell and want support when they are bullied.

### **1.6. Where bullying occurs?**

The playground is most common place for bullying and it is followed by the classrooms, hallways, lunchrooms, and washrooms (Bidwell, 1997). In the study of Buchanan and Winzer (2001), the students declared most bullying happens on the playground because teachers were not around. Pişkin (2006) studied with 1154 students and found that bullying happens mostly in classrooms, then in canteen and playground. Results of several research showed that bullying occurs mostly in schools rather than the way of schools (Smith & Shu, 2000; Yurtal ve Cenkseven, 2006).

### 1.7. The purpose of the study

The policies on prevention and how to deal with victimization and bullying in individual countries, it is important to know whether the type of bullying, the location where bullying takes place, which responses were given and the gender is comparable. The aim of the present study is to investigate into types of bullying behaviors and prevalence of bullying among elementary school children. Around these general purposes the following questions were tried to be answered:

1. What is the prevalence of and types of bullying among elementary school students?
2. What kinds of responses were given by the elementary school students when they are bullied?
3. According to bystander students what is the prevalence of and types of bullying among elementary school students?
4. What kinds of responses were given by bystanders when the students were bullied?
5. Who are the bullies according to elementary school students?
6. Where bullying occurs according to elementary school students?
7. Whom the elementary school students tell about bullying?
8. How safe the elementary school students feel in school and school way?

## 2. METHOD

### 2.1. Participants

The participants were 1086 students who were randomly selected from two public elementary schools in Bursa standing at the date of application. They have been voluntarily participated. The questionnaires of 16 students (7 girls and 9 boys) were not taken into consideration because they were incomplete.

**Table 1: Frequency and Percentages of Elementary School Students**

|         | I. Elementary school |      |     |      | II. Elementary school |      |     |      |
|---------|----------------------|------|-----|------|-----------------------|------|-----|------|
|         | Girl                 |      | Boy |      | Girl                  |      | Boy |      |
|         | f                    | %    | f   | %    | f                     | %    | f   | %    |
| 4.grade | 157                  | 52.7 | 130 | 55,1 | 137                   | 47.1 | 138 | 52.9 |
| 5.grade | 141                  | 47.3 | 106 | 44.9 | 154                   | 52.9 | 123 | 47.1 |
| Total   | 298                  | 100  | 236 | 100  | 291                   | 100  | 261 | 100  |

### 2.2. Material and Design

The questionnaire of Colorado School Climate Survey which was developed as a part of a bully proofing program for schools by Garrity et al. (2000) was used in the study. The questionnaire was translated into Turkish and some small modifications have been done by three educational psychologists. The questionnaire is designed for elementary and middle school students and provided information about bullying/victimization experiences of them. Also the questionnaire was designed to measure several aspects of school climate: Bullying experienced, bullying witnessed, strategies used by the students during bullying, location of bullying, safety perceptions of students. The questionnaire was 3-point likert type. The alpha coefficient of the internal consistency of the questionnaire was .695.

### 2.3. Procedure

An official permission of National Education Management of Bursa province was handled before the application of this descriptive study. The questionnaires were given to the students in regular class hours of spring term of 2005-2006 instructional year. They were enlightened about the research subject and asked to reply the questions honestly as a part of a research study. They were told

not to write their names but to write the name of schools and gender on the questionnaires. The application was carried out by the researchers themselves in case the students asked some questions and needed some explanations frequently.

## 2.4. Data Analysis

The data related to the responses of the students were analyzed by using SPSS 11.0 (Statistical Package for Social Sciences).

## 3. RESULTS

The reports of the students about the bullying they had experienced were given below in Table1.

**Table 2: Types of Bullying Experienced by Male and Female Students who were Bullied**

| Has this happened to you during the past month?            |      | Never |      | Less than one time per week |      | One time or more per week |      |
|--|------|-------|------|-----------------------------|------|---------------------------|------|
|  |      | f     | %    | f                           | %    | f                         | %    |
| I was hit, pushed, or kicked by other kids                 | Girl | 373   | 63.3 | 142                         | 24.1 | 74                        | 12.6 |
|  | Boy  | 236   | 47.5 | 160                         | 32.2 | 101                       | 20.3 |
| Other kids said mean things, teased me, or called me names | Girl | 252   | 42.8 | 173                         | 29.4 | 164                       | 27.8 |
|  | Boy  | 172   | 34.6 | 148                         | 29.8 | 177                       | 35.6 |
| Other kids told stories about me that were not true        | Girl | 413   | 70.1 | 130                         | 22.1 | 46                        | 7.9  |
|  | Boy  | 343   | 69.0 | 116                         | 23.4 | 38                        | 7.6  |
| Other kids did not let me join in what they were doing     | Girl | 407   | 69.1 | 102                         | 17.3 | 80                        | 13.6 |
|  | Boy  | 320   | 64.4 | 116                         | 23.4 | 61                        | 12.2 |
| Other kids took things that belong to me                   | Girl | 477   | 81.0 | 72                          | 12.2 | 40                        | 7.8  |
|  | Boy  | 349   | 70.2 | 106                         | 21.4 | 42                        | 8.4  |
| Other kids threatened to hurt me or take things            | Girl | 497   | 84.4 | 66                          | 11.2 | 26                        | 4.4  |
|  | Boy  | 380   | 76.5 | 76                          | 15.3 | 41                        | 8.2  |

The most prevalent bullying behavior reported by elementary school students was verbal bullying. This was followed by physical bullying. Most of the children reported that they were not be threatened by other children; were not taken their things that belong to them.

**Table 3: Frequency and Percentages of Elementary Students Responses Were Given When the Students Were Bullied**

| What did you do?   | Girl |      | Boy |      |
|--|------|------|-----|------|
|  | f    | %    | f   | %    |
| I got help from an adult at school                         | 209  | 35.5 | 202 | 40.6 |
| I got help from another kid                                | 108  | 18.3 | 147 | 29.6 |
| I hit, kicked, or pushed the kid                           | 76   | 12.9 | 91  | 18.3 |
| I told the kid to stop                                     | 212  | 36.0 | 232 | 46.7 |
| I told the kid I agreed with what he or she said about me  | 92   | 15.6 | 103 | 20.7 |
| What did you do?   | Girl |      | Boy |      |
|  | f    | %    | f   | %    |
| I got help from my parents                                 | 217  | 36.8 | 211 | 42.5 |
| I ignored it or walked away                                | 230  | 39.0 | 207 | 41.6 |
| I said mean things, teased, or called the kids names       | 58   | 9.8  | 99  | 19.9 |
| I tried to stop the kid by saying or doing something funny | 134  | 22.8 | 118 | 23.7 |
| I said things to myself to help myself feel better         | 148  | 25.1 | 162 | 32.6 |
| I did nothing  | 184  | 31.2 | 182 | 36.6 |

39% of the girls reported that they ignored bullying and walked away. They said that they avoided the kid, got help from their parents, got help from an adult at school or did nothing. The rate of those who reported that they got help from another kid was only 18.3%. The most frequent reaction

that boys made was to tell the kid to stop. The rate of boys' making responses physically was higher than girls.

**Table 4: Frequency and Percentages for Types of Victimization of Bystanders Have Seen**

| Have you seen this happen during the past month?                 |      | Never |      | Less than one time per week |      | One time or more per week |      |
|--|------|-------|------|-----------------------------|------|---------------------------|------|
|  |      | f     | %    | f                           | %    | f                         | %    |
| I saw someone get hit, pushed, or kicked by other kids           | Girl | 186   | 31.6 | 209                         | 35.4 | 194                       | 33.0 |
|  | Boy  | 130   | 26.2 | 149                         | 30.0 | 218                       | 43.8 |
| I heard kids say mean things, tease or call someone names        | Girl | 128   | 21.7 | 221                         | 37.2 | 240                       | 41.1 |
|  | Boy  | 115   | 23.1 | 152                         | 30.6 | 230                       | 46.3 |
| I heard kids tell stories about someone that there were not true | Girl | 351   | 59.6 | 154                         | 26.1 | 84                        | 14.3 |
|  | Boy  | 243   | 48.9 | 172                         | 34.6 | 82                        | 16.4 |
| I saw kids not let someone join in what they were doing          | Girl | 231   | 39.2 | 240                         | 40.7 | 118                       | 20.1 |
|  | Boy  | 172   | 34.6 | 195                         | 39.2 | 130                       | 26.2 |
| I saw or heard that kids took things that belong to someone else | Girl | 317   | 53.8 | 180                         | 30.5 | 92                        | 15.6 |
|  | Boy  | 263   | 52.9 | 140                         | 28.2 | 94                        | 19.0 |
| I heard kids threaten to hurt someone or take things             | Girl | 385   | 65.4 | 150                         | 25.4 | 54                        | 9.1  |
|  | Boy  | 251   | 50.5 | 148                         | 29.8 | 98                        | 19.8 |

63.3% of the girls and 47.5% of the boys reported that they were never *bullied physically*; at the other side it has seen that bystanders declared a quite different situation. 68.4% of the girls and 73.8% of the boys declared that they had seen someone get *pushed or kicked* by other kids. The second item was about *verbal bullying* and again bystanders reported higher frequencies than victims. The greatest difference was between the percentages of item about *social exclusion*. 31.9% of the victims reported that they were excluded in the last month lesser than once a week or more. However, 60.8% of the bystanders reported that they had seen someone *socially excluded* in the last month lesser than once a week or more.

**Table 5: Frequency and Percentages of Bystanders Reactions**

| What did you do?  | Girl |      | Boy |      |
|---|------|------|-----|------|
|   | f    | %    | f   | %    |
| I did nothing   | 224  | 38.0 | 220 | 44.3 |
| I asked the kid who was hurt/teased/left out to play with me        | 248  | 42.1 | 254 | 54.1 |
| I helped the kid who was hurt/teased/left out to get away           | 158  | 26.8 | 187 | 37.6 |
| I helped the kid come up with ideas about how to handle the problem | 344  | 58.4 | 255 | 51.3 |
| I got help from an adult at school                                  | 187  | 31.7 | 199 | 40.0 |
| I stood up to the kid who was teasing or hurting the other kid      | 204  | 34.6 | 262 | 52.7 |
| I talked the kid who was hurt/teased/left out about how he/she felt | 350  | 59.4 | 312 | 62.8 |

Both girl and boy students declared at the highest rate that they had asked the kid who had been hurt how he/she had felt. Again, more than half of the girls and boys stated that they had helped the kid come up with ideas about how to handle the problem. The rate of asking an adult at school for help is lower and the responses by both the victim and the bystanders are parallel to each other.

**Table 6: Frequency and Percentages of Bullies Were According to Elementary Students**

| Who was it done by (Victim) | A girl |      | A boy |      | A group |      |
|-----------------------------|--------|------|-------|------|---------|------|
|                             | f      | %    | f     | %    | f       | %    |
| Girl                        | 224    | 38.0 | 277   | 47.0 | 104     | 17.7 |
| Boy                         | 54     | 10.9 | 333   | 67.0 | 138     | 27.8 |

Both girl and boy students reported that the bullies were the boys. Among the boys, the rate of those who told they had been bullied by girls was rather low. However, 38.0% of the girls reported

that the bullies had been girls. The rate of those who reported having been exposed to bullying by a group was higher among the boys.

**Table 7: Descriptive Statistics for Location of Bullying Experienced by Elementary School Students**

|      | Classroom |      | Playground |      | Hallways |      | School way |      | Toilets |      | Canteen |      |
|------|-----------|------|------------|------|----------|------|------------|------|---------|------|---------|------|
|      | f         | %    | f          | %    | f        | %    | f          | %    | f       | %    | f       | %    |
| Girl | 265       | 45.0 | 246        | 41.8 | 122      | 20.7 | 124        | 21.1 | 36      | 6.1  | 50      | 8.5  |
| Boy  | 197       | 39.6 | 246        | 49.5 | 138      | 27.8 | 172        | 34.6 | 101     | 20.3 | 63      | 12.7 |

Most children were bullied either in the playground or in the classroom. Girls reported having been exposed to bullying at the highest rate in the classroom, whereas boys at the playground. A number of children reported that they were bullied on the school way and in the hallways. It can be stated that the rate of boys' were being exposed to bullying in the toilets is considerably high when compared to girls.

**Table 8: Descriptive Statistics for Person that Victim Told about Bullying Experience**

|      | No one |      | A friend |      | An adult |      | A parent |      | Bus driver |     | Other |      |
|------|--------|------|----------|------|----------|------|----------|------|------------|-----|-------|------|
|      | f      | %    | f        | %    | f        | %    | f        | %    | f          | %   | f     | %    |
| Girl | 130    | 22.1 | 240      | 40.7 | 76       | 12.9 | 195      | 33.1 | 10         | 1.7 | 36    | 6.1  |
| Boy  | 112    | 22.5 | 205      | 41.2 | 74       | 14.9 | 171      | 34.4 | 24         | 4.8 | 56    | 11.3 |

Both sexes reported that they had told about the bullying they had been exposed to their friends most at almost equal rates. They told about it to their parents second, and the next most frequent response was "I told about it to no one".

**Table 9: Frequency and Percentages of the Reports about How Safe Do The Students Feel in Terms of Some Places**

|                                      |      | very unsafe & scared |      | kind of unsafe |      | kind of safe |      | safe |      |
|--------------------------------------|------|----------------------|------|----------------|------|--------------|------|------|------|
|                                      |      | f                    | %    | f              | %    | f            | %    | f    | %    |
| Going to and from school             | Girl | 148                  | 24.1 | 112            | 19.0 | 102          | 17.3 | 233  | 39.5 |
|                                      | Boy  | 126                  | 25.4 | 81             | 16.3 | 92           | 18.5 | 198  | 39.8 |
| On the playground                    | Girl | 120                  | 20.3 | 108            | 18.3 | 125          | 21.2 | 236  | 40.0 |
|                                      | Boy  | 100                  | 20.2 | 100            | 20.1 | 88           | 17.7 | 209  | 42.0 |
| In the bathroom / locker room        | Girl | 74                   | 12.5 | 100            | 17.0 | 121          | 20.5 | 294  | 49.9 |
|                                      | Boy  | 112                  | 22.6 | 99             | 19.9 | 90           | 18.1 | 196  | 39.4 |
| In my classroom                      | Girl | 72                   | 13.9 | 60             | 10.2 | 56           | 9.5  | 391  | 66.4 |
|                                      | Boy  | 86                   | 17.3 | 34             | 6.8  | 68           | 13.7 | 309  | 62.1 |
| In the hallways and lunchroom        | Girl | 86                   | 14.6 | 116            | 19.7 | 126          | 21.4 | 261  | 44.3 |
|                                      | Boy  | 78                   | 15.7 | 88             | 17.7 | 92           | 18.5 | 239  | 48.0 |
| At before or after school activities | Girl | 76                   | 12.9 | 64             | 10.9 | 98           | 16.6 | 351  | 59.5 |
|                                      | Boy  | 94                   | 19.0 | 44             | 8.9  | 78           | 15.7 | 281  | 56.5 |

The places where the girls felt afraid and insecure most were, in order of frequency, the route to or from school, the playground, the hallways and the canteen, the classroom, at, before or after school activities and the toilets, while this order for the boys appeared as the route to or from school, the toilets, the playground, at before or after school activities, the classroom and the hallways or the canteen.

#### 4. DISCUSSION

The aim of the present study is to investigate into types of bullying behaviors and prevalence of bullying among elementary school children. The findings in this study showed that bullying is widely prevalent among elementary school students. The results were found to be consistent with the related literature and research findings in Turkey. For instance Dölek (2002) found that 8.1% of children were victims, and 8.9% of them were bullies. In the study of Yurtal and Cenkseven (2006) 48.5% of elementary school students said that they encountered with violent behaviors sometimes, and 16.4% of them encountered frequently. 20% of the students confessed that they sometimes performed violent behaviors and 2.6% of them did these behaviors frequently. In a similar manner Pekel and Uçanok (2006) reported that 23.3% of elementary students took place in bullying incidences.

When the bystanders' statements are taken into consideration, it is observed that the computed frequency rates do not overlap with the rates indicating the statements by the victims. The bystanders reported higher rates than the victims in almost all bullying kinds. Probably victims don't like to report about their victimization.

When the findings are taken into consideration it is possible to claim that verbal bullying is the most prevalent kind of bullying observed among both girls and boys. This is followed by the physical bullying. This seems consistent with the related literature (Atlas & Pepler, 1998; Richter, Palmary & de Wet, 2000; Bilgiç, 2007; Spade, 2007; Kartal & Bilgin, 2008). Excluding from social group and gossiping follow physical bullying at rates close to each other. The challenges of detecting bullying in the classroom suggest that raising teachers' awareness about bullying may be important to increase the frequency of teacher intervention in bullying interactions. Raising teacher awareness, however, is only part of the solution to reducing bullying problems.

The responses the victims and bystanders might be indicating the fact that the strategies of coping with the bullying are not known and employed sufficiently. 1/3 of students declared that they were informing their teachers about bullying, but a serious portion of them choose the alternative "I did nothing". In the Atlas and Pepler's (1998) study, peers often were present during bullying episodes, but they rarely intervened to stop the bullying. Lack of peer intervention in bullying episodes may reflect peers' absence of strategies rather than an attitude of apathy. Children may not intervene to stop bullying because they are unsure how to help. A component of the intervention must be aimed at peers several ways. First, school must strive to increase children's sensitivity to victimized children and cultivate an ethos of peer support. Through classroom activities such as role play, story telling, and drama, students may develop an awareness of the perspective of the victim (Cowie & Sharp, 1994 cited in Atlas & Pepler, 1998). The second approach for intervention with peers involves lessons on the definition of bullying, providing strategies, and a language or script for intervening. Within the Norwegian intervention, Olweus (1991) outlined three class rules against bullying for peers to follow: "We shall not bully other students, we shall try to help students who are being bullied, and we shall make a point to include students who become easily left out.

According to the research findings regarding who did the bullying, both girl and boy students reported that the bullies were boys with a great percentage. This research result resembles the results from other research studies that, in general, bullies tend to be boys (Dölek, 2002; Egbochuku, 2007). The rate of the boys who reported having been bullied by a group was very high. This case emphasizes the fact that the issue of gang formation at schools requires paying attention.

When asked to indicate to whom they reported their victimization, students were most likely to tell their friends about the bullying experience, this was followed by their parents. The results also indicate that in line with earlier findings. For example, Kartal and Bilgin (2008) reported that elementary school students tell their bullying most frequently to their parents and friends. However findings of Egbochuku (2007) showed that reports of bullying were most likely to be reported to the teacher (54%) and to someone at home (21%). An interesting finding is that nearly quarterly of students who were victimized reported that they did not tell anyone. In the study of Houndumadi and Pateraki (2001) 25.6% of Greece students said that they do not talk about their bullying any one. Most

likely, the reason that victims do not tell their teachers or another adult at school may be because of their fear of the possible consequences of continued or the bully gets in trouble (Morita et al., 1999, cited in Spade, 2007).

Telling about bullying to an adult at school rated extremely low. Seen from this perspective of students, teachers seem to be largely unaware of the extent of bullying behaviour in their schools. However, the students were expected to report the bullying to their teachers before all else in a school having an atmosphere. Perhaps the victim feels humiliated to be a victim of bullying or does not want to get the bully in trouble. Or, possibly the victim does not have a good rapport or trusting relationship with the teacher/staff member or does not believe that he or she will do anything about it or may even consider the information as tattling to get someone in trouble rather than as a bullying experience. Reid, Monsen and Rivers (2004) suggested that when victims know that their teacher and other adults at school care about them and their welfare, believes in them when they report incidents of bullying, and is working to prevent further bullying behaviors, they have a secured sense that someone is helping them, and thus, a relationship of trust and confidence begins (cited in Spade, 2007).

It was reported that bullying was most prevalent in the playground, this followed by classroom and school way. The results also indicate that in line with earlier findings. (Fekkes et al., 2005; Yurtal & Cenkseven, 2006). Espelage, Bosworth and Simon (2000), which revealed that bullying behaviors generally occurred in instructed areas where sufficient adult supervision is lacking. Though there may be adults on duty in these locations, it is not always possible to see and hear everything. Even in the classroom where the students and the teacher are in a confined space, bullies may seize an opportunity to bully others at a time when the teacher's back is turned. The most interesting finding is about toilets. While 20.3% of boys reporting they were bullied in toilets, only 6.1% of girls reporting their bullying in these places. This finding indicates the fact that the area is void of supervision. But the actual important point is the kind of bullying happening in this area. That this issue needs clarifying is considered to be important.

The results of survey data indicate that bullying is pervasive in the school milieu (Olweus, 1991; Pepler et al., 1988 cited in Pepler et al., 2006). The route to or from school heads the list of places where the students did not feel themselves safe and secure. The fact that the playground came second makes consider that the supervision in this area is not sufficient and teachers do not perform their duties well. That the toilets where the boy students did not feel themselves safe and secure came second among other places is an eye-catching result. This finding indicates the fact that the area is void of supervision. But the actual important point is the kind of bullying happening in this area. That this issue needs clarifying is considered to be important.

## **5. CONCLUSION AND RECOMMENDATIONS**

School bullying is widely regarded as a serious personal, social and educational problem which affects a substantial portion of school children. One must recognize the seriousness of bullying in the school milieu because children who are involved in bullying conflicts may be at risk for future maladjustment (Rigby, 1996 cited in Ahmed & Braithwaite, 2004).

In schools, bullying negatively impacts school climate as well as the ability of students to learn in a safe and nonthreatening environment. Moreover, bullying is associated with criminal behavior, school dropout, poor psychosocial adjustment, and other problems with long-term negative effects on society (Cohn & Canter, 2003 cited in Onderdonk, 2007). Onderdonk (2007) reported strategies that may greatly reduce on prevent bullying and by implementing effective classroom management practices and creating positive learning environments, teachers can make great strides toward the prevention of bullying. In today's conditions in which violence affects our life seriously in both international and interpersonal dimensions, it is an inevitable necessity to take action as soon as possible and most effectively. Seale (2004) recommends that educators and administrators communicate the district's anti-bullying policies, keep parents informed of bullying behaviors, meet with both sets of parents, individually or collectively, to resolve the problem, make a plan of strategies



to help victims coneract bullies or create a contract with bullies and their parents to stop the bullying, and finally, it is important for educators and administrators to follow-up on the plans and contracts, assuring that the bullying behaviors have ceased (cited in Spade, 2007).

Bullying is the most effective phenomenon that eradicates violence in the schools and of course in the society. It is the responsibility of the adults in the school to take bullying seriously and to intervene, or the bullying will continue. In order to truly be effective, a school-wide program needs to be implemented.

#### REFERENCES

- Ahmed, E., & Braithwaite, V. (2004). Bullying and victimization: cause for concern for both families and schools. *School Psychology of Education*, 7, 35-54.
- Atlas, R.S., & Pepler, D.J. (1998). Observations of bullying in the classroom. *The Journal of Educational Research*, 92(2), 86-99.
- Baldry, A.C., & Farrington, D.P. (2004). Evaluation of an intervention program for the reduction of bullying and victimization in schools. *Aggressive Behavior*, 30(1), 1-15.
- Bernstein, J. Y., & Watson, M. W. (1997). Children who are targets of bullying: A victim pattern. *Journal of Interpersonal Violence*, 12(4), 483-498.
- Bidwell, N. (1997). *The nature and prevalence of bullying in elementary schools*. Regina: Saskatchewan. Research Report 97-06 Saskatchewan School Trustees Association.
- Bilgiç, E. (2007). *İlköğretim I. kademedeki görülen zorba davranışların sınıf değişkenleri ve atmosferi algılamalarına göre incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.
- Boulton, M., & Underwood, K. (1992). Bully/victim problems among middle school children. *British Journal of Educational Psychology*, 62, 73-87.
- Bowers, L., Smith, P.K., & Binney, V. (1994). Perceived family relationships of bullies; victims and bully/victims in middle childhood. *Journal of Personal and Social Relationships*, 11, 215-232.
- Buchanan, P., & Winzer, M. (2001). Bullying in schools: Children's voices. *International Journal of Special Education*, 16(1):67-79.
- Carney, A.G., & Merrell, K. W. (2001). Bullying in schools: Perspectives on understanding and preventing an international problem. *School Psychology International*, 22, 364-382.
- Demaray, M.K., & Malecki, C.K. (2003). Perceptions of the frequency and importance of social support by students classified as victims, bullies and bully/victims in an urban middle school. *School Psychology Review*, 32, 471-490.
- Dölek, N. (2002). *Öğrencilerde zorbaca davranışların araştırılması ve önleyici bir program modeli*. Yayınlanmamış Doktora Tezi, Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.
- Egbochuku, E. O. (2007). Bullying in Nigerian schools: Prevalence study and implications for counselling. *Journal of Social Science*, 14(1), 65-71.
- Espelage, D.L., Bosworth, K., & Simon, T.R. (2000). Examining the social context of bullying behaviors in early adolescents. *Journal of Counselling Development*, 78(3), 326-333.
- Fekkes, M., Pijpers, F.I.M., & Verloove-Vanhorick, S.P. (2005). Bullying: Who does what, when and where? Involvement of children, teachers and parents in bullying behavior. *Health Education Research Theory & Practice*, 20(1), 81-91.
- Garrity, C., Jens, K., Porter, W., Sager, N., & Short-Camilli, C. (2000). Bully-proofing your school: A Comprehensive Approach for Elementary School. Chapter Three: *Colorado School Climate Survey, Elementary School Student Report*, (2nd Edi.) Longmont, CO: Sopris West, pp.55-61.
- Glew, G.M., Fan, M., Katon, W., Rivara, F.P., & Kernic, M.A. (2005). Bullying, psychosocial adjustment, and academic performance in elementary school. *Arch. Pediatric Adolescence Medical*, 159, 1026-1031.
- Glover, D., Gough, G., Johnson, M., & Cartwright, N. (2000). Bullying in 25 secondary schools: Incidence, impact and intervention. *Educational Research*, 42,141-156.
- Houndoumadi, A., & Pateraki, L. (2001). Bullying and bullies in Greek elementary schools: Pupils' attitudes and teachers'/parents' awareness'. *Educational Review*, 53, 19-27.
- Hymel, S., Rocke-Henderson, R.N., & Bonanno, R.A. (2005). Moral disengagement: A framework for understanding bullying among adolescents. *Journal of Social Science*, 8, 1-11.
- Kapıcı, E.G. (2004). İlköğretim öğrencilerinin zorbalığa maruz kalma türünün ve sıklığının depresyon, kaygı ve benlik saygısıyla ilişkisi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 37(1):1-13.
- Kartal, H., ve Bilgin, A. (2008). Öğrenci, veli ve öğretmen gözüyle ilköğretim okullarında yaşanan zorbalık. *İlköğretim Online*, 7(2), 485-495.
- Ma, X., Stevin, L.L., & Mah, D.L. (2001). Bullying in school: nature, effects, and remedies. *Research Papers in Education*, 16(3), 247-270.

- Menesini, E., Eslea, M., Smith, P.K., Genta, M.L., Giannetti, E., Fonzi, A., & Costabile, A. (1997). Cross-national comparison of children's attitudes towards bully/victim problems in school. *Aggressive Behaviour*, 23, 245-257.
- Nansel, T.R., Overpeck, M., Pilla, R.S., Ruan, W.J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association* 285, 2094-2100.
- Olweus, D. (1991). Bully/victim problems among school children: Some basic facts and effects of a school-based intervention program. In: D. Pepler and K. Rubin (eds.), *The development and treatment of childhood aggression*. Hillsdale, pp.411-448.
- Olweus, D. (1993). *Bullying at school - What we know and what we can do*. Oxford: Blackwell Publishers.
- Olweus, D. (1991). Bully/victim problems among school children: Some basic facts and effects of a school-based intervention program. In: D. Pepler and K. Rubin (eds.), *The development and treatment of childhood aggression*. Hillsdale, pp.411-448.
- Onderdonk, R.L. (2007). Making classrooms bully-free zones: Practical suggestions for educators. *Kappa Delta Pi Record*, Summer.
- Pekel, N. ve Uçanok, Z. (2006). Akran zorbalığı gruplarında yalnızlık ve akademik başarı ile sosyometrik statüde göre zorba/kurban davranış türleri. I. Sıddet ve Okul: Okul ve Çevresinde Çocuğa Yönelik Sıddet ve Alınabilecek Tedbirler Sempozyumu, 28-31 Mart 2006, İstanbul.
- Pepler, D.J., Craig, W.M., O'Connolly, J.A., Yuile, A., McMaster, L., & Jiang, D. (2006). A developmental perspective on bullying. *Aggressive Behavior*, 32, 376-384.
- Perry, D., Kusel, S., & Perry, L. (1988). Victims of peer aggression. *Developmental Psychology*, 24, 807-814.
- Pişkin, M. (2006). Akran zorbalığı olgusunun ilköğretim öğrencileri arasındaki yaygınlığının incelenmesi. I. Sıddet ve Okul: Okul ve Çevresinde Çocuğa Yönelik Sıddet ve Alınabilecek Tedbirler Sempozyumu, 28-31 Mart 2006, İstanbul.
- Richter, L., Palmary, I., & de Wet, T. (2000). The transmission of violence in schools: Birth to ten children's experiences of bullying. *Urban Health & Development Bulletin*, 3, 19-22.
- Rigby, K. (1997). Attitudes and beliefs about bullying among Australian school children. *Irish Journal of Psychology*, 18, 202-220.
- Roberts, M. (1988). Schoolyard menace. *Psychology Today*, February, 54-56.
- Smith, P.K., Madsen, K.C., & Moody, J.C. (1999). What causes the age decline in reports of being bullied? Towards a developmental analysis of risks of being bullied. *Educational Research*, 41, 267-285.
- Smith, P.K., & Shu, S. (2000). What good school can do about bullying: findings from a survey in English schools after a decade of research and action. *Childhood*, 7(2), 93-212.
- Spade, J.A. (2007). The relationship between student bullying behaviors and self-esteem. A Dissertation Doctor of Education. Graduate College of Bowling Green State University.
- Woods, S., Hall, L., Dautenhahn, K. & Wolke, D. (2007). Implications of gender differences for the development of animated characters for the study of bullying behavior. *Computers in Human Behavior*, 23(1), 770-786.
- Yıldırım, S. (2001). *The relationships of bullying, family environment and popularity*. Yayınlanmamış Yüksek Lisans Tezi. Orta Doğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü. Ankara.
- Yurtal, F., ve Cenkseven, F. (2006). İlköğretim okullarında zorbalığın incelenmesi. I. Sıddet ve Okul: Okul ve Çevresinde Çocuğa Yönelik Sıddet ve Alınabilecek Tedbirler Sempozyumu, 28-31 Mart 2006, İstanbul.

### GENİŞLETİLMİŞ ÖZET

Zorbalık günümüzde dünyadaki tüm okullarda ilgi çeken bir konu alanı olarak tanımlanmaktadır. "Bir kişi, diğer bir kişi veya kişiler tarafından yapılan kasıtlı, tekrarlı ve en azından bir süre devam eden olumsuz davranışlar" olarak tanımlanan *zorbalık* saldırganlık sınıfında yer alan bir çalışma alanıdır. Zorbalığın en önemli özelliği güçlerdeki dengesizliktir. Daha baskın nitelikler taşıyan zorba daha güçsüz olan kurbanla niyetli ve tekrarlı davranışlar yönelir. Zorbalık değişik biçim ve işlevlerde ortaya çıkabilir: Fiziksel zorbalık (tekme atma, vurma v.b.) veya sözel zorbalık (alay etme, isim takma v.b.) gibi. Zorbalık doğrudan veya tarafların yüz yüze gelmediği (dedikodu yayma, dışlama) biçimde dolaylı olarak da gerçekleşmektedir. Bu zorbalık türü de diğeri kadar zararlı olabilmektedir. Zorbalığa etkili biçimde müdahale edebilmek ve önleyebilmek için zorbalığın hangi sıklıkta, nasıl ve nerelerde gerçekleştiği gibi konularda net bir tablonun ortaya konması önem taşımaktadır. Bu nedenle mevcut çalışma, ilköğretim öğrencileri arasındaki zorbalık davranışlarının tipleri ve bu davranışların yaygınlığını belirlemek amacıyla gerçekleştirilmiştir. Bu genel amaç doğrultusunda şu gibi sorulara yanıt aranmıştır: "Zorbalıkla karşılaşan öğrenciler (kurbanlar ve izleyiciler) ne gibi tepkiler verirler?"; "Okulda zorbalığın daha sık gerçekleştiği alanlar nelerdir?"; "Öğrenciler zorbalığı kime bildirirler?"; "Öğrencilerin okulla ilgili güvenlik algıları nasıldır?". Araştırma grubunu Bursa'da resmi ilköğretim okullarının dört ve beşinci sınıflarında öğrenim gören,

rasgele seçilmiş 1086 öğrenci (589 kız ve 497 erkek) oluşturmaktadır. Araştırmada Garrity ve diğerleri (2000) tarafından geliştirilen Colorado Okul İklimi Surveyi kullanılmıştır. Okulu zorbalıktan arındırma amaçlı bir programın parçası olarak hazırlanan bu ölçüm aracı hem kurbanlar hem de izleyicilerin zorbalıkla ilgili algılarını çeşitli açılardan değerlendirmekte ve okul iklimi hakkındaki izlenimlerini ortaya koymaktadır. Üç seçenekli likert tipi ölçüm aracının iç tutarlılığıyla ilgili olarak alpha katsayısı .695 olarak hesaplanmıştır. Bu betimsel çalışma Bursa Milli Eğitim Müdürlüğü'nden alınan resmi izin ile gerçekleştirilmiştir. Veriler SPSS programı aracılığıyla gerçekleştirilen frekans ve yüzde hesaplarıyla analiz edilmiştir.

Araştırma bulguları en yaygın zorbalık davranışının sözel zorbalık olduğunu ortaya koymuştur (%57.2 kız ve %65.4 erkek). Bunu fiziksel zorbalık izlemektedir (%52.5 erkek ve %36.7 kız). Öte yandan izleyicilere göre kızların %78.3'ü ile erkek öğrencilerin %76.9'u sözel olarak; kızların %68.4'ü ile erkeklerin %73.8'ü fiziksel olarak zorbalığa uğramaktadır. Hem kız hem de erkek öğrencilere göre erkekler kızlardan daha sık "zorba" olarak nitelenmektedir (kızların %47'si; erkeklerin %67'si). Erkek öğrenciler arasında kızlar tarafından zorbalığa uğratıldıklarını söyleyenler oldukça azdır (%10.9). Oysa kızların %38'i kızların da zorbalık yaptığını bildirmiştir. Öte yandan zorbalıkla başa çıkmada kullanılan bir teknik olarak kızların %39'u zorbalıkla karşılaştığında aldırmadığını ve yürüyüp gittiğini ifade etmektedir. Erkekler ise en yüksek oranda (%44.9) zorbalığı yapan kişiden uzak durmaya çalıştığını rapor etmiştir. Zorbalık en sık bahçede ve sınıfta gerçekleşmektedir. Kızların %45'i sınıfta, erkeklerin %49.5'i ise bahçede zorbalığa uğradığını ifade etmektedir. Her iki cins de hemen hemen eşit oranda zorbalığa uğradıklarını öncelikle arkadaşlarına söylediklerini dile getirmişlerdir (kızların %40.7'si; erkeklerin %41.2'si). İkinci sırayı anne-babaya söyleme ve üçüncü sırayı "kimseye söylememe" almaktadır. "Okuldaki bir yetiştikenden yardım isteme" ise dikkat çekecek kadar düşük sıklıktadır (kızların %12.9'u; erkeklerin %14.9'u). Kız öğrencilerin kendilerini korkmuş ve güvensiz hissettikleri yerler sırasıyla okul yolu, oyun bahçesi, koridorlar, kantin ve sınıf olurken erkek çocuklar için bu sıra okul yolu, tuvaletler, oyun bahçesi olarak ortaya çıkmaktadır). Öğrencilerin büyük kısmı zorbalığa uğrayan birini gördüğünde kendini nasıl hissettiğini sorduğunu bildirmektedir. Bu sonuç sosyal arzu edilirlilik izleri taşımakla birlikte öğrencilerin zorbalıktan haberdar olduklarının bir göstergesi olarak da düşünülebilir.

Araştırma sonuçları genel olarak okul zorbalığı konusunda yapılan uluslararası ve yurtiçi çalışmalarla benzerlik göstermektedir. Bulgular zorbalık davranışlarının ilköğretim öğrencileri arasında oldukça yaygın olduğunu ortaya koymaktadır. Bu bulgu öğrencilerin zorbalığa uğradığını öğretmenlerine bildirmelerindeki düşük oran ile birlikte değerlendirildiğinde öğretmenlerin bu konudaki haberdarlıklarının yeterli olmadığı sonucuna ulaşmak mümkündür. Zorbalık en sık sözel zorbalık biçiminde gerçekleşmektedir ve bu da sınıf içinde öğretmenin sınıftaki varlığı sırasında bile gerçekleşebilmektedir (Atlas & Pepler, 1998). Oysa zorbalık sorunlarını azaltmanın en etkili yolu öğretmenlerin bu konudaki duyarlılığını arttırmaktır. İzleyicilerin tepkileri dikkate alındığında kurbanların tepkileriyle tutarlı olmadığı gözlenmektedir. İzleyiciler tüm zorbalık türlerinde kurbanlardan daha yüksek oranlar rapor etmektedir. Atlas ve Pepler (1998) bu bulguların akranlardan oluşan izleyici öğrencilerin zorbalık davranışlarının farkında olduğu anlamına geldiğini rapor etmiştir. Bu harekete geçirilmesi gereken önemli bir güçtür, çünkü izleyiciler hemen her zorbalık vakasında oradadır ancak genellikle hiç bir müdahalede bulunmazlar. Buna karşın bazen kurbanın kaygısını paylaşır, bazen de zorbanın korusu işlevini görürler. Eğer bu güç harekete geçirilir ve izleyicilere etkili müdahale teknikleri öğretilirse zorbalık vakalarında büyük olasılıkla azalma yaşanacaktır. Öğrencilerin kendilerini güvende hissetmediği yerlerin başında okul yolu ve oyun bahçesi gelmektedir. Çarpıcı bir veri olarak erkek çocuklarda tuvaletler ikinci sırayı almaktadır. Bu bulgular zorbalığın yaşandığı alanların denetiminin yeterli olmadığını ortaya koymaktadır. Öncelikle okullarda yapılacak uygulamalarla, öğrencilerin kurbanın hissettikleri konusunda duyarlılığı arttırmalıdır. Bu, rol oynama, drama, öykü anlatma gibi sınıf içi etkinlikleri aracılığıyla gerçekleştirilebilir. Zorbalık son derece ciddi kişisel, sosyal ve eğitsel bir problemdir ve verdiği zarar sadece eğitim süreci içine değil tüm yaşam boyunca etkili olabilir. Okul ve yaşamdaki şiddeti arttıran bu önemli sorun en etkili biçimde ancak tüm okulu kapsayan eğitim programları aracılığıyla kontrol altına alınabilir ve önlenir.