An Evaluation of Studies on Peer Bullying in Türkiye: A Meta-Synthesis Study

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Article Info	ABSTRACT
	This study intends to systematically evaluate peer bullying research conducted in Türkiye employing the meta-synthesis method. Utilizing semantic content analysis, the study encompassed peer bullying studies indexed in the YÖK National Thesis Centre, TÜBİTAK ULAKBİM Social and Humanities Database, and Google Scholar. The study group consisted of nine studies selected using the criterion sampling method, including five graduate theses and four peer-reviewed journal articles. To ensure the validity of the study, all research procedures were thoroughly documented. Further, detailed explanations were provided to facilitate the replication and verification of the findings in future research. Inter-coder reliability was calculated at 90%. The interpretation of the findings was guided by General Strain Theory. Three main themes emerged from the analysis: the definition of peer bullying, types of peer bullying, and causes of peer bullying. Under the umbrella theme of 'defining peer bullying', the identified sub-themes were power imbalance, intentional harm, relational harm, and repetition. The theme of types of peer bullying included sub-themes, viz., verbal bullying, psychological/emotional bullying, physical bullying, damage to personal property, and cyberbullying. For the causes of peer bullying, the sub-themes included family-related, individual-related, media-related, environment-related, and school-related factors. In light of these findings, it is recommended that comprehensive intervention programs be developed for all schools, with particular attention to those identified as high-risk. Both the internal and external stakeholders should be actively involved in the development of these programs. Moreover, training initiatives should be implemented at all educational levels and for all stakeholders, coordinated under the leadership of the Ministry of National Education. It is anticipated that the prospective meta-synthesis studies examining other components of peer bullying will contribute further to the academic literature.

Türkiye'de Akran Zorbalığını İnceleyen Çalışmaların Değerlendirilmesi: Bir Meta-Sentez Çalışması

ÖZET

Bu araştırmada, Türkiye'de akran zorbalığını konu alan çalışmaların meta sentez yöntemi ile değerlendirilmesi amaçlanmıştır. Anlamsal içerik analizinin kullanıldığı çalışmanın evreni YÖK Ulusal Tez Merkezi, TÜBİTAK ULAKBİM Sosyal ve Beşeri Bilimler Veri Tabanı, Google Akademik veri tabanlarında dizinlenen akran zorbalığı konulu çalışmalardan oluşmaktadır. Araştırmanın çalışma grubu ölçüt örnekleme yöntemi kullanılarak belirlenen 9 çalışmadan oluşmaktadır. Araştırmanın çalışma grubunu oluşturan dokuz çalışmanın 5 tanesi tez ve 4 tanesi makaledir. Araştırmanın geçerliliği için araştırmanın tüm adımları açık şekilde rapor edilmiştir. Ayrıca elde edilen bulguların başka araştırmalar tarafından test edilebilmesi için de açıklamalara yer verilmiştir. Kodlayıcılar arasındaki güvenirlik düzeyi ise %90 olarak hesaplanmıştır. Araştırma bulgularının yorumlanmasında genel gerilim teorisinden yararlanılmıştır. Araştırmanın sonucunda; akran zorbalığının tanımlanması, akran zorbalığının türleri, akran zorbalığının nedenleri temalarına ulaşılmıştır. Akran zorbalığının tanımlanması ana teması kapsamında güç dengesizliği, kasıtlı zarar verme, ilişkisel zarar verme ve tekrarlama alt temalarına ulaşılmıştır. Akran zorbalığının türleri ana teması kapsamında; sözel zorbalık, psikolojik/duygusal zorbalık, fiziksel zorbalık, kişisel mal ve eşyalara zarar verme ve siber zorbalık alt temalarına ulaşılmıştır. Son olarak akran zorbalığının nedenleri ana teması kapsamında ise aileye ilişkin nedenler, bireye ilişkin nedenler, medyaya ilişkin nedenler, çevreye ilişkin nedenler, okula ilişkin nedenler alt temalarına yer verilmiştir. Bu bağlamda, tüm okullar için kapsamlı müdahale programları geliştirilmeli ve özellikle yüksek riskli olarak belirlenen okullara özel önem verilmelidir. Bu programların geliştirilme sürecinde okulun iç ve dış paydaşlarının aktif katılımı sağlanmalıdır. Millî Eğitim Bakanlığı öncülüğünde her eğitim kademesi için ve tüm paydaşlara yönelik eğitimler düzenlenmelidir. Gelecek araştırmalarda akran zorbalığının diğer bileşenlerini içeren meta-sentez çalışmalarının alanyazına katkı sağlayacağı düşünülmektedir.

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INTRODUCTION

Peer bullying indeed poses a highly multidimensional problem that directly affects not only the personal and academic development of individuals but also the school climate, learning environment, and the functionality of education. Students exposed to bullying experience a wider range of adverse outcomes, to wit, academic failure, psychological vulnerability, anxiety, social exclusion, lessened levels of school belonging, and school dropout. Consequently, peer bullying should not be viewed solely as an individual behavioral problem; it must also be understood as an educational concern that requires structural and organizational intervention. In this context, bullying constitutes a risk factor that threatens the sustainability of inclusive school environments and the implementation of equitable and participatory education policies. In this frame of reference, peer bullying should be considered both as an individual behavioural problem and also as a systemic phenomenon related to school policies at the macro, namely, at the organizational level, and can be ascribed to social inequalities at the societal level. The longer-term adverse effects of peer bullying in schools where it is constantly present, on the other hand, undermine the climate of trust in schools and weaken communication and interaction. This very situation prevents schools from effectively fulfilling their role as institutions that support learning and development. Thereupon, peer bullying is not a temporary problem experienced by students in the school environment; it actually is a systematic issue that must be addressed directly, as it directly affects the quality of the education system and school culture.

Bullying is recognised as an increasingly important problem among school-age students (Nansel et al., 2001; Kılınç, 2023; Organisation for Economic Co-operation and Development [OECD], 2019). When a students gets exposed to a number of negative and unwanted situations continuously by another student, whether executed intentionally or within the scope of unequal power imbalance (Olweus, 2003) and when the said negative behaviours are repeated over time (Olweus, 1993), this is entitled peer bullying. Peer bullying is amongst those topics that have been frequently researched in educational institutions, in particular in the recent years. A fair number of examples of these studies in question can herein be given (e.g., Albdour & Krouse, 2014; Ball et al., 2008; Çarkıt & Bacanlı, 2020; Kılınç, 2023; Modecki et al., 2014; Nansel et al., 2001). The relevant line of research on this subject has helped the related stakeholders to gain more insights into peer bullying. In particular, it was unearthed what type of social and/or psychological problems the students who were victimised at school were at risk of encountering the unwanted behaviors.

Contrary to the research suggesting that bullying is seen in a transitional period and harmless (Feder, 2007), the other studies consider it a serious problem and it was ascertained that it leads to short and long-term negative consequences of various sort (Quinn & Stewart, 2018). In some of the studies on the subject, the negative effects of bullying were reported as physical health problems, psychological problems, social adjustment problems (Rigby, 2003); reduced levels of academic achievement (Nakamoto & Schwartz, 2010), dropping out of school (Parker & Asher, 1987), emotional problems (Bond et al., 2001), psychosocial maladjustment (Hawker & Boulton, 2000), poor concentration (Sharp, 1995); anxiety and depression (Salmon & Smith, 1998) and even suicide (Van der Wal et al. 2003). The research data display that around 20%-25% of young people are concerned with bullying, either as perpetrators, victims, or both bullies and victims (e.g., Nansel et al., 2001). In a meta-analysis on bullying, it was determined that the prevalence rate of bullying was 35% (Modecki et al., 2014). In the studies conducted in Türkiye on the subject, it was observed that the rates of both bullies and victims varied between 23.8% and 30% (Arıcak et al., 2008; Pişkin, 2010). When the OECD average is scrutinized, it is obvious that the average of students being bullied at school at least a few times a month is 22.7%; in Türkiye, this average is 24.1% (OECD, 2019), which is above the OECD average. All these research results underpin that bullying amongst students in schools is prevalent, which makes it vital to dwell on the starting point of this phenomenon.

Although the accumulated research has made progress in effectively identifying bullying students in schools, it shows relatively less pertaining to the reasons why students become bullies (Connell et al., 2016). Howbeit, the causalities and the levels of bullying in schools are parallel to the causes and levels of bullying in the country, society and family (Özdinçer Arslan & Savaşer, 2009). Espelage and Swearer (2003) pinpointed that bullying develops with the interaction of interpersonal factors and that individual characteristics, peer characteristics, family characteristics, and school-related factors such as school climate and teacher attitudes affect bullying; Grinberg et al. (2005) announced that children who experience family conflict or violence in their families have communication problems with their friends.

There are different classifications of peer bullying in the literature. According to Mynard and Joseph (2000), peer bullying can be classified as physical, verbal, social, and damage to personal property, while Hawker and Boulton (2000) categorized it as indirect victimisation, relational victimisation, physical victimisation, verbal victimisation, and general victimisation. Rigby (2003) classified bullying behaviour as verbal and non-verbal behaviours, and Feshbach (1969) classified it as direct bullying and indirect bullying. Pişkin (2005), in his study on bullying in Türkiye, grouped bullying as physical, verbal, exclusion-isolation, spreading rumours, and damaging the property and belongings of the individual (as cited in Ayas & Pişkin, 2015). Ayas and Pişkin (2015) added sexual bullying to these five types of bullying. In addition to all these, cyberbullying has also been added to the types of bullying mentioned in recent studies. More recently, cyberbullying has emerged as a distinct and increasingly prevalent form of bullying. Unlike traditional forms, cyberbullying extends beyond the physical environment and involves the intentional and repeated use of electronic media to inflict harm (Patchin & Hinduja, 2006). This form of bullying can occur at any time, intensifying feelings of vulnerability among children. Kowalski and Limber (2007) highlighted several unique characteristics of cyberbullying, including its 24/7 nature, the rapid spread of harmful content, and its potential to blur the boundaries between virtual and real-world experiences, thereby influencing students' perceptions of reality. In addition to all these, racial bullying, which examines bullying based on race and ethnicity, is also mentioned in research (Fox & Stallworth, 2005; Xu et al., 2020).

Given the serious emotional and physical consequences of violent behaviour over long periods, the involved parties, i.e., the individuals and groups, such as teachers, policymakers, and alike, are increasingly looking for ways to raise awareness about bullying and combat it (Phillips, 2007). In a study examining the health results of bullying in schools, it was found that being victimised by peers was associated with lower grades of psychological well-being and social cohesion, boosted levels of psychological despair, and negative signs in terms of physical health. It was determined that peer victimisation can also affect subsequent health status (Rigby, 2003). In fact, bullying is increasingly considered a public health issue (Feder, 2007; Spriggs et al., 2007). Considering that behavioural change is difficult, and group behaviours are even more difficult to change (Çelikten, 2001), the possibility that bullying, which constitutes an eminent problem worldwide, creating serious problems in students' lives (OECD, 2019), will continue in schools. Hence, it indeed is important for the effectiveness and efficiency of educational institutions to delve into the types and causes of peer bullying from a holistic perspective and take the necessary measures on the subject accordingly.

Inquiring into the phenomenon of bullying entails the careful analysis of a rather complex structure. This is because the duration, frequency, and intensity of victimisation can vary to a great extent for the parties involved, and its effects can be short or long-lived. Agnew's (1992) general tension theory helps examine bullying via focusing on negative relationships and tense life situations (Connell et al., 2016). According to this theory, three basic tension behaviours lead to crime. The first of these is the inability to gain goals that are evaluated as positive. The second is the elimination of a stimulus that is evaluated as positive. Finally, the third state of tension is the presentation of a negative stimulus. Unwanted school experiences, such as bullying or nonacceptance by peers, represent negative stimuli

(Carter, 2024). According to the General Strain Theory, the loss of a beloved partner exemplifies the removal of positively valued stimuli—one of the three primary sources of strain that may lead to criminal behaviour. Another form of strain comprises exposure to harmful stimuli, such as physical assault or verbal abuse. A third source of strain arises from the failure to achieve positively valued goals, such as the inability to attain success-related objectives. Taken together, these dimensions of strain offer a more comprehensive framework for understanding how individuals may develop deviant or criminal behaviours in response to environmental, emotional, and social pressures (Agnew, 2001). Agnew (1992) also explained what types of situations are linked to crime by including the characteristics of the conditions that encourage crime, which are related to tension. Quinn and Stewart (2018) noted that these situations put forward by Agnew do portray the basic aspects of bullying. In this context, it is thought that utilising the general tension theory in the study will contribute a lot to examining peer bullying.

Within the positive psychology perspective, a student's achievement is expected to be higher in a safe school and classroom environment where their basic psychological needs are met. For this reason, it is deemed prominent that schools and classrooms have a safe environment away from violence for students to have healthy academic and social development (Özdemir & Sezgin, 2011). For this reason, in order for the Turkish national education system (Official Gazette, 1973) to raise individuals in accordance with the objectives of the Basic Law of National Education, it will contribute theoretically to the literature to delve into how peer bullying is defined, the types and causes of bullying in schools in a holistic manner and to organize the results obtained with an inductive approach. In addition, it is considered that the results to be obtained from this research will benefit all the immediate and other stakeholders of the school, especially school leaders and teachers, when creating action plans that carry preventive solutions for the problems that may be encountered and to develop policies and practices through creating a prediction regarding the solutions that can be applied for the problems experienced on the issue. This study attempts to holistically enquire into how peer bullying in schools is defined, its types and causes, and to synthesize the findings and results present in the existing literature using a meta-synthesis approach. Answers to the following questions will be sought within the scope of this main objective:

1. How is peer bullying defined in Türkiye?

2. What types of peer bullying are observed in Türkiye?

3. What are the causes of peer bullying in Türkiye?

METHOD

This section includes the research design, the determination of the studies contained in the research, data collection and analysis, and information on validity and reliability studies.

Research Design

This study employed the meta-synthesis method to examine how peer bullying in schools is defined and its types and causes. This method is a content analysis method (Çalık & Sözbilir, 2014). The meta-synthesis method, which aims to develop novel forms of knowledge, is synthesised in an integrative way by critically analysing qualitative studies on the subject (Bondas & Hall, 2007a). This method integrates qualitative research findings on a specific topic in a single study, thus providing a comprehensive understanding of the research matter. In addition to these, what is more meaningful than presenting the findings obtained from each qualitative research study is presenting the findings obtained from the studies conducted on a specific topic, alone with meta-synthesis (Sherwood, 1999). Thereupon, the present study synthesised and interpreted the qualitative findings on the types and causes of peer bullying from a critical perspective.

Study Group and Data Collection

All these processes were divided into several steps prior to determining the studies to be involved in the research by reviewing the relevant literature. The study group of the research was then formed by paying attention to the recommendations presented in the literature (Noah, 2017; Noblit & Hare, 1988) and the following procedure was followed in the data collection:

1. Determination of studies,
2. Identification of keywords,
3. Screening is carried out,
4. Determining the inclusion and exclusion standards and evaluating per study within the framework of these standards,
5. To decide on the studies that will be evaluated.

While collecting the data for this study, the stages identified by Noblit and Hare (1988) were considered. The problem of the study was defined first. For this research, with the keyword group "peer bullying", YÖK National Thesis Center, TÜBİTAK ULAKBİM Social and Human Sciences Database, and Google Scholar databases were searched in the Turkish literature, and related research was reached. Purposive sampling was preferred to assure the inclusion of all the recent publications and to obtain a sample size sufficient for meaningful analysis (Büyüköztürk et al., 2010). The literature mirrors distinct views on the appropriate number of studies to include in meta-synthesis research (Bondas & Hall, 2007b; Noah, 2017; Sandelowski et al.,1997). Conducting in-depth thematic analysis becomes increasingly difficult with large sample sizes (Bondas & Hall, 2007b). Therefore, the sample size was determined by taking into account scholarly recommendations regarding the optimal number of studies in meta-synthesis research. The criterion sampling method was used to select the study sample. The criteria for determining the studies to be included in the research are as follows:

- Since meta-synthesis studies are mainly oriented toward interpreting, evaluating, and identifying the similarities and differences among qualitative findings derived from research on a specific topic, ultimately contributing to the development of new knowledge (Polat & Ay, 2016), this study included research conducted using qualitative or mixed methods that present descriptive data.
- To make sure that the studies within the scope of the research were directly relevant to the research topic and to prioritize those with a high level of conceptual alignment, particular attention was paid to the inclusion of the key concept in the titles of the selected studies.
- Bearing in mind that the focus of the study is on peer bullying occurring within educational settings, only the studies in the field of education and instruction were included in the analysis.
- Considering culture and educational context may significantly influence the types and causes of bullying, the studies whose sample groups were limited to Türkiye were selected in order to speak about contextual consistency.
- In line with the purpose of the study, the research that included findings on the definition, causes, and types of bullying was selected to enable a comprehensive understanding of the phenomenon.
- To enhance the validity and reliability of the study and to conduct the analysis in a robust manner, solely full-text and open-access studies were targeted.
- In meta-synthesis studies, emphasizing content coherence and comparability is essential; therefore, the studies in which the aim, method, findings, and conclusions were clearly stated were concentrated on.

- A temporal limitation was established towards the systematic completion of the literature review and to maintain the currency of the data. Accordingly, November 18, 2024, was set as the cutoff date for the inclusion of studies in this research.

In addition to all of the above, theses/dissertations were included in the research since they form the basic research, as the manuscripts created from these theses/dissertations. Moreover, the studies on peer bullying of special education students were excluded from the study. In this study, only research focusing on students in general education settings was included, while studies involving students with special educational needs were excluded. The primary rationale for doing so is that the bullying experiences of the students with special needs may involve distinct developmental and pedagogical dynamics that differ substantially from those of typically developing students. To cite an example, Swearer et al. (2012) recorded that students with observable disabilities were significantly more likely to both engage in bullying and be victimized compared to their peers in general education. In a similar fashion, Berchiatti et al. (2022) cast light on that the students receiving special education services demonstrated higher rates of exposure to various forms of violence, like physical aggression, than their non-disabled peers. In a more recent study, Carmona and Montanero (2025) identified that the students with special educational needs were at a significantly higher risk of social rejection, emotional difficulties, and feelings of exclusion, as well as a heightened perception of bullying. Thence, the studies focusing on the bullying experiences of students with special needs were excluded from the scope of this research. Apart from these, to maintain the conceptual integrity and contextual consistency of the study, it was considered that the generalizability of findings from such studies would be limited. Also, it was assumed that addressing the bullying experiences of students with special needs in a separate line of research would provide more in-depth insights into the literature.

As in-depth analyses are performed in meta-synthesis studies, it is considered adequate to include 10 studies in the study group (Sandelowski et al., 1997). Another view on the subject is that the optimum number of studies (8-12) should be considered (Polat & Ay, 2016). After the literature review conducted in this direction, 28 studies were identified from the criteria, which included the key concept in the titles of the studies, were on education and training, had a qualitative or mixed design, the sample group was limited to Türkiye, and were open to access. These studies were examined in line with the criteria of including findings on how peer bullying is defined, its causes and types, and clearly explaining the purpose, method, findings, and results of the study, and 9 studies (5 theses-4 articles) that fully met all the criteria were identified. The second researcher also checked whether the 9 studies fully met the criteria.

Table 1

Information on the Studies Contained in the Study

Operation Code	Author(s) and Year of Publication	Study Type	Study Objective	Working Group	Data Collection Tool	Data Analysis
S1	Atış Akyol, Yıldız & Akman (2018)	Article	To examine peer bullying and coping methods in line with teachers' views.	30 teachers	Semi-structured interview form	Content analysis
S2	Bayar & Balcı (2023)	Article	To draw attention to the trouble of peer bullying from the perspective of school counsellors and to put forward possible solutions.	10 teachers	Semi-structured interview form	Descriptive analysis
S3	Çölmekçi (2022)	Thesis	This study aims to reveal the thoughts and advice of teachers and school administrators working at Imam Hatip High School for Girls about peer bullying, their experiences, and their coping strategies.	21 teachers and 3 school administrators	Semi-structured interview form	Content analysis
S4	Karabuğa, Aksu Çelik & Şık (2023)	Article	To determine teachers' views on peer bullying in vocational high schools.	14 teachers	Semi-structured interview form	Descriptive analysis and content analysis
S5	Kuşkaya (2023)	Thesis	The purpose of this study is to examine the situation of peer bullying in Anatolian Imam-Hatip High Schools according to the opinions of students, teachers, and administrators.	12 students, 14 teachers and 5 school administrators	Semi-structured interview form	Descriptive analysis
S6	Pasin (2017)	Thesis	To determine teachers' opinions about peer bullying in preschools.	14 teachers	Semi-structured interview form	Content analysis
S7	Sayan Korkutata (2020)	Thesis	To evaluate preschool teachers' opinions about peer bullying and classroom misbehaviors.	22 teachers	Semi-structured interview technique	Content analysis
S8	Üstün & Şenyer (2022)	Article	The purpose of this study is to examine peer bullying experienced by students at the secondary school level, the factors that cause bullying, the way teachers deal with bullying, and teachers' opinions about suggestions on this issue.	12 teachers	Semi-structured interview form	Descriptive analysis
S9	Kalafat (2018)	Thesis	It aims to make a large-scale evaluation of peer bullying and administrator behaviours in boarding secondary education institutions.	14 school administrators	Interview form	Content analysis

Table 1 indicates that the majority of the reviewed studies were master's theses and that interview forms were predominantly used as data collection tools. The studies employed either descriptive or content analysis techniques. Although all nine studies included in the meta-synthesis employed a qualitative research design, methodological variation was observed in terms of data analysis methods, such as content and descriptive analysis, as well as in participant profiles, including school administrators, teachers, and students. These methodological differences may have introduced variation in theme development during data analysis, potentially affecting the consistency of interpretation. To address this issue and minimise any impact on the conceptual integrity of the findings, the derived themes were categorised under superordinate thematic structures. Aside from these, while the diversity of data sources enriched the analysis by revealing different dimensions of bullying, it also called for a more cautious approach when making one-to-one thematic comparisons.

Table 1 highlights the central methodological characteristics of each study. Based on this information, the validity and reliability strategies employed in the studies were also examined in detail. In qualitative research, there are several criteria that can be considered to ensure validity and reliability. These include the following: providing a sequential explanation of how the results were obtained in addition to describing the method; resorting to data triangulation; obtaining participant confirmation (member checking) of the findings; clearly defining samples to allow for appropriate comparisons; presenting findings with sufficient depth and richness; identifying the researcher's role within the study; ensuring alignment between research questions and study design; conducting inter-coder agreement checks; and collecting data across appropriate settings, times, and respondents to ensure data quality (Miles et al., 2023).

To this end, it was witnessed that all of the studies included in the research sample not only clearly articulated their methodological approaches but also explained the processes through which conclusions were reached. The research questions were aligned with the chosen research designs, and the sample groups were described in a way that allowed for meaningful comparison relevant to the subject matter. What is more, most of the studies gave due attention to defining the role of the researcher and applied several strategies to ensure data trustworthiness, including member checking, seeking expert opinion, conducting inter-coder reliability comparisons, and incorporating direct quotations from participants.

Besides the aforementioned issues, efforts were made in the data collection processes to achieve data saturation by reaching a sufficient number of participants and conducting interviews at appropriate times and locations agreed upon with them. In this regard, the use of member checking and expert consultation stood out as particularly valuable tools for verifying the accuracy of the interpretations obtained. However, it was noted that some studies provided limited information regarding these aspects. This required a more careful comparison during the process of generating themes from the initial codes. The precautions taken to ensure the overall validity and reliability of the study are discussed in detail under the relevant subheading.

Data Analysis

Semantic content analysis was referred to in the analysis of the research. This analysis is one of the types of content analysis. With this type of analysis, categories are created to determine the main subject areas and dimensions that make up the content of the material and the particular sub-areas that fall within these dimensions and sizes (Tavşancıl & Aslan, 2001). For this reason, each of the studies in the study group was given a code (S1, S2, ..., S9). Then, each study's findings were carefully read, and the codes received through open and axial coding were listed. The codes were associated with each other and classified with a view to reaching common themes. In addition, the codes were examined to determine whether they had common points. The opinions of two professionals were taken, and common

themes were reached. The codes and themes were not changed and were presented faithfully to the data.

Validity and Reliability

Within the scope of qualitative research, the validity of the research is affected by the fact that the researcher continues the research impartially and away from prejudices, and long and intensive studies are carried out (Büyüköztürk et al., 2010). In addition, the use of multiple data sources, conducting observations and interviews in natural settings, and maintaining consistency during both data analysis and interpretation contribute significantly to ensuring validity (Yıldırım & Şimşek, 2011). Reliability differs in qualitative research compared to quantitative research. Qualitative researchers' perceptions and interpretations of events are accepted as usual. To escalate the reliability of the research, more than one researcher can be included in the research process, as well as clearly defining the individuals who constitute the research's data source, the environment where the data are collected, and the data collection and analysis methods (Yıldırım & Şimşek, 2011). At this point, to confirm the validity and reliability of the research, all the actions followed were described, explanations were given so that the results could be tested with other studies, and an independent researcher review was utilized. For the study's reliability, Miles and Huberman's (1994) reliability formula was used, utilizing consistency analysis. The reliability value obtained was 90%.

FINDINGS

The studies in Table 1 were analyzed using a holistic approach, and the definitions, causes, and types of peer bullying in Türkiye were determined. Figure 1 comprises the main themes and sub-themes obtained through the meta-synthesis of the studies involved in the research. This section demonstrates the codes in tables within the framework of themes and sub-themes acquired through qualitative data analysis.

Figure 1
Main Themes and Sub-themes
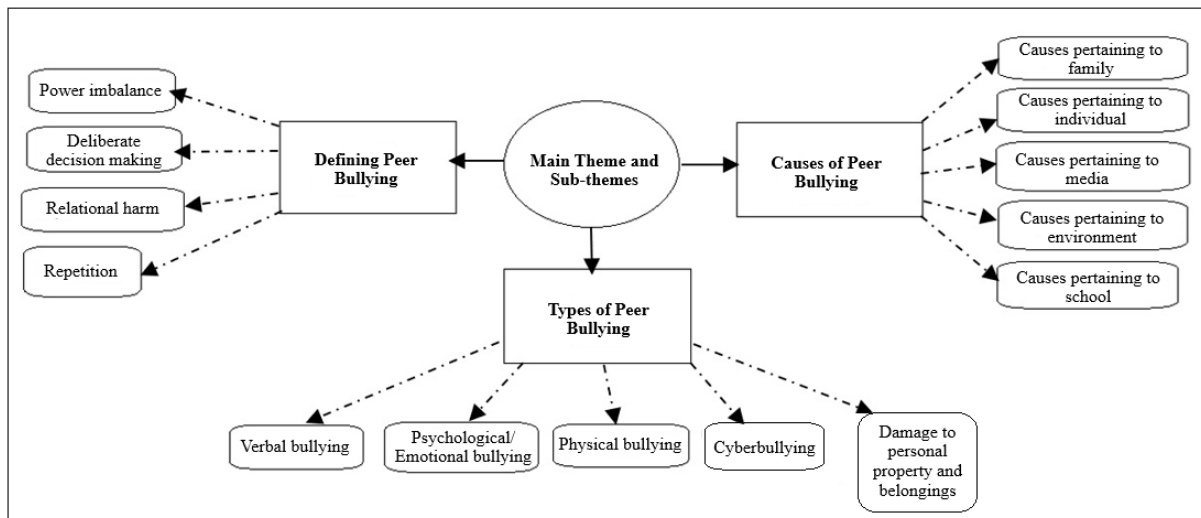
Defining Peer Bullying

It appears that peer bullying was described in terms of power imbalance in S1, S2, S3, S4, S5, S6, S7 and S8; peer bullying was described in terms of deliberate decision making in S1, S3, S4, S5, S6, S7 and S9; and peer bullying was described in terms of relational harm in S3, S5 and S9. It was also noted that peer bullying was described vis-à-vis the repetition process in S4. Table 2 exhibits the research findings on how peer bullying is defined.

Table 2
Defining Peer Bullying

Sub Themes	Codes	
Power imbalance	Forcing a peer to do something/ Peers trying to force each other to do something/ Peer pressure/ imposition/ Bullying by peers on each other	A child who feels strong, another weaker child
	Psychological pressure/Spiritual pressure	Being subjected to an attack
	Psychological violence/emotional violence	Using force
	Physical pressure /Pressing	Power relationship
	Peer pressure on each other	Crush the other person.
	Emotional violence	
Deliberate decision making	Peers' actions towards each other that make each other feel bad and uncomfortable/Villainy/Any kind of abnormal, disturbing behaviour	Any behaviour that intentionally harms classmates and takes pleasure in it
	Verbal violence	Making each other upset
	Violence by peers against each other/Violence perpetrated by peers against each other	Verbal and actual
	Violence/Physical violence	Complain about each other
	Negative behaviours that peers show to each other/Negative behaviours	Mocking
	Deliberate physical and verbal violence	Self-expression
	Peer abuse of each other	Verbal
	Cyber violence	
Relational harm	Influencing each other spiritually, physically, psychologically	Peers with each other without physical intervention
	Contempt	Peer those outside the group
	Exclusion	Negative humiliating gestures
	Actions that negatively affect psychology	
Repetition	Systematic repression	

In Table 2, four sub-themes related to the definition of peer bullying were identified: power imbalance, deliberate decision making, relational harm, and repetition. In the studies, it was seen that the participants' definitions of peer bullying were as follows: power imbalance with peer coercion, pressure, and violence; deliberate decision making with abnormal and disturbing actions, using physical violence, exhibiting negative behaviours; and relational harm with behaviours such as exclusion and influence. The views of some participants in the studies supporting the research findings are as follows.

"Considering himself superior to his peer friend and oppressing him both physically and with his behaviour and words." (S1)

"It is the process of transforming the power relationship into an advantage for the powerful." (S2)

"It is the oppression of the strong by the weak. The one who can afford it. Oppression carries violence… Injustice is the same everywhere. Everywhere in the world, the bully knows that he is bullying; he does it consciously. It is a conscious choice. Bullying is the oppression of those with power over those without power." (S3)

"Peer bullying is when individuals or groups of individuals in the same age group intentionally engage in psychologically, physically or verbally damaging behaviours against a person who feels vulnerable." (S4)

"In my opinion, peer bullying can be the behaviour of a student, a child - it can be a peer, it can be someone stronger than him/her - that will exclude him/her, individualise him/her, in other words, push him/her to unhappiness. You know, psychology comes to my mind. After that, it comes to my mind emotionally...I mean, this bullying can occur in situations where the child cannot

intervene. I can define it like this." (S5)

"It is making someone else do a behaviour they do not want to do. It can be verbal; it can be violent; it does not necessarily require contact; it is forcing someone to do unwanted behaviour by using any method." (S6)

"Peer bullying is when a student makes the life of another student difficult enough to make him/her leave the environment he/she is in with his/her behaviour, looks and the sentences he/she uses." (S7)

"It is when a student exposes another student to negative effects at certain intervals in school life. When I think of bullying, I think of psychological violence." (S8)

Types of Peer Bullying

All studies within the scope of the research included verbal bullying. While psychological/emotional bullying was included in S1, S2, S3, S4, S5, S6, S8 and S9; physical bullying was included in S1, S2, S5, S6, S7, S8 and S9; cyber bullying was included in S2, S3, S4 and S9. In S4, S5, and S6, bullying behaviours aimed at damaging personal property and belongings were included. Table 3 presents the sub-themes and codes belonging to the main theme of types of peer bullying.

Table 3
Types of Peer Bullying

Sub Themes	Codes		
Verbal bullying	Mockery	Name-calling	Mocking
	Insults, threats	Using slang words	Shouting
	Condescending remarks/Belittling	Bad word/Blasphemy	Mocking gender
Psychological/ Emotional bullying	Social bullying (exclusion/marginalisation/isolation)	Lack of respect	Spreading rumours about you
	Pressure/Psychological pressure application	Lack of interest	Do not disturb with glances
	To be(come) offended	Not sharing	Leave it alone
	Not to play	Striving for prominence and self-aggrandisement	Don't spoil the game
	Criminal coercive behaviours (forcing to perform any action, forcing to participate in a disciplinary offence, etc.)	Students encroaching on each other's rights	Match-fixing
Physical bullying	Discussing/Walk over	Slapping	Scratching, biting
	Push	Don't get in the way	Dropping
	Pulling out hair	Hand-arm joke	Spitting
	Knocking	Crush	Disturbing behaviour
	Pinching	Kicking	
Cyberbullying	Negative posts on the internet	Sharing your images on social media	
Damage to personal property and belongings	Getting his/her belongings	Throwing your friends' toys and things on the floor	To take his money away
	Storing your belongings	To take your food away from you	Scratch his7her paper
	Unauthorised use of your belongings		

Table 3 shows the findings on the types of peer bullying in studies on peer bullying. Accordingly, the types of peer bullying were categorised under five sub-themes. These themes are verbal bullying, psychological/emotional bullying, physical bullying, damaging personal property and belongings, and cyberbullying. Further, a participant in S1 answered "I don't know" to the question about the types of

peer bullying. In the studies, the participants stated that verbal, psychological and physical bullying occurred among peers by emphasising the behaviours of mocking, humiliating, insulting or threatening, using belittling words, nicknaming, excluding, applying psychological pressure, pulling, pushing, pulling hair, hitting, taking or hiding their belongings. On top of all these, cyberbullying was also included in the studies. Statements on the theme of types of peer bullying are given below.

> *"There is verbal bullying and physical bullying. Physical bullying is more common. But it is verbal bullying that leaves more traces."* (S1)

> *"In physical bullying, we can show hitting, kicking and violence against each other."* (S2)

> *"The most common ones are exclusion and name-calling in friend groups. In younger children, there is more name-calling. When they grow up, they give nicknames they like. It happens when a friend calls a close friend by a different name. But of course, it is not bullying, if they like it, it is not a problem. Those in primary school do a lot of things they don't like... In 7th and 8th grade, since there are more groupings and more individualised groups of friends, social bullying starts. The child is the one who is excluded a lot. Verbal bullying is a bit more like this, like it comes and goes with anger. How long can it last? It can last for a week or two. It is a bit more like a flame. It seems to be easier to solve, but others can last for a few years..."* (S3)

> *"Forcing him/her to use harmful substances, forcing him/her to share or confiscate things that do not belong to him/her such as money and belongings, forcing him/her to perform any action, forcing him/her to participate in a disciplinary offence, etc."* (S4)

> *"Since our school is a girls' school, we see that female students do not resort to physical violence as much as male students. Female students mostly resort to psychological bullying methods such as pressure, marginalisation, exclusion, expulsion from the group, and creating rumours about them. We observe these to a small extent."* (S5)

> *"...apart from these, there may be exclusion. For example, a child may exclude a child with whom they were very friendly before. Because the child he was sincere with may not have behaved as he wanted. The child who is a bully punishes his/her close friend by making friends with others. He takes them out of the game; he is not interested at all, and his other friend can be alone. He punishes them by being alone."* (S6)

Causes of Peer Bullying

In all studies within the scope of the research, it was seen that the reasons for peer bullying were causes pertaining to family; S1, S2, S3, S4, S5, S8 and S9 were causes pertaining to individual; S2, S6, S8 and S9 were causes pertaining to media; S1, S5, S6 and S8 were causes pertaining to environment; S3, S4 and S5 were causes pertaining to school. Table 4 shows the consequences regarding the causes of peer bullying in the studies in the research group.

Table 4
Causes of Peer Bullying

Sub Themes	Category	Codes	
Causes pertaining to family	Parental attitudes and behaviours	Indifferent attitude/Family indifference/Belonging to a group	Approval of bullying behaviour
		Lack of love and indifference/Emotional in the family	Inconsistent words and
		Being spoiled too much by the family and environment, not setting the child/Spoiling the child	Overprotective
		Negative parental	Impatient
		Authoritarian approach/Father's dominance	Related family
	Family problems	Violence in the family/Domestic violence	Communication problems
		Exposure to violence at home	
	Child education in the family	Disciplined family	Inconsistent
		Flexible rules	Being taught the truth
		Role model	Less exposure of the child to open air
		Not developing a sense of empathy.	
	Socio-economic level	Financial impossibility	Differences in financial power
	Family structure	Single parenthood	Polygamous father
		Crowded family	Divorce of parents
	Family expectations	Family expectations of success	Expectations beyond the child's capacity
Causes pertaining to individual	Personal characteristics	Attracting attention/Wanting to be popular/Wanting to stand out/Wanting to attract attention	Difficulty expressing oneself
		Attempting to establish physical superiority/Providing physical superiority	Of exclusion
		Empathy/Lack of empathy	The impact of the adolescent period
		Temperament	Lack of self-confidence
		Being introverted	
	Academic competencies	Academic success	Low academic
	Gender	Gender difference	
Causes pertaining to the media	Negative effects of the media	Media/Social	Creating different value judgments
		To gain power	Play the hero
		Social isolation	Lack of confidence
		Confusing fantasy with reality	Deterioration of mental health
		Modelling	Lack of communication skills
		Latent learning	Wanting what they see in the advertisement
		Dulling of emotions	Difficulty in expression
Causes pertaining to the environment	Friends	Wrong friends	Friendship
	Caregiver	Emotional inadequacy	Low education level
		Projecting problems onto the child	Upbringing according to one's own culture
		Not following the rules	Child ownership
Causes pertaining to school	Features of the school	Social economic	Reasons related to school functioning
		Caused by the student	
	School rules	Lack of adequate punishment	

When Table 4 is examined, it is seen that the main theme of the types of peer bullying consists of

the sub-themes of causes pertaining to family, causes pertaining to individual, causes pertaining to media, causes pertaining to environment, and causes pertaining to school. The thoughts of some participants in the studies under the sub-theme of causes of family are as follows.

"They reflect what they see in the family. For example, I have been meeting with a parent since Friday; the separation of parents has caused the child's negative behaviours to increase. Such behaviours of the family are reflected in the child." (S1)

"Wrong mother and father attitudes, being overprotective and negligent..." (S2)

"When the family does not show interest and is indifferent, bullies try to get attention, feel important, and assert themselves. Or those who experience violence from their parents turn to bullying. I have never seen a child from a normal family do such a thing." (S3)

"It is very clear that children who show these behaviours have very serious problems. These are children who grew up without love, who were made to feel worthless, whose needs were not fully met, and perhaps raised by parents who made them feel weak with their strengths. I think they may be taking it out on others, especially their peers whom they see as weak." (S4)

An examination of the opinions within the sub-theme of family-related causes reveals that factors such as parental attitudes and behaviours, intra-family conflicts, socio-economic status, family structure, and parental expectations are frequently cited as inducing peer bullying. Another sub-theme addressed within the scope of the causes of peer bullying is the causes pertaining to the individual. The research findings are supported by the views of participants in the selected studies, which reflect how personal attributes and experiences may play a role in shaping bullying behaviours.

"There are many, for example, very successful, excellent children ... they bully unsuccessful children terribly. They use their success against other children. They think that they are better, more knowledgeable, and have more say. Give me more say; don't let anyone else talk. He doesn't say it directly, but it is felt from the outside. This happens especially a lot in good schools. I always get 90-100, I deserve more... they give the air around them. They don't say it verbally but make you feel it somehow..." (S3)

"...they want to attract attention and make themselves felt by putting pressure on the person or persons they see as weak." (S4)

"... I think those who bully do this to be a leader, to stand out, to show that they are different from others..." (S9)

An analysis of the opinions expressed within the sub-theme of individual-related causes indicates that factors such as personal characteristics, academic competencies, and gender are perceived as contributing to peer bullying. In addition, the studies included in the meta-synthesis suggest that the negative influences of the media are significant in the media-related causes of peer bullying. Within the scope of environment-related causes, both caregiver-related issues and peer relationships were identified as influential. Finally, in terms of school-related causes, aspects such as school rules, institutional structure, and school culture were reported to play a role in the emergence of bullying behaviours. In this context, the following section presents the views of selected participants from the analysed studies regarding the sub-themes of media, environment, and school as contributing factors to peer bullying.

"We can also see the media's encouragement as a reason." (S2)

"...My daughter is on a scholarship. I think this is effective. Then gender is effective. Girls bully girls more. There is usually no bullying from boys to girls. Girls are usually teased in crowds. There is verbal bullying. Family is, of course, a very important factor..." (S3)

"I also think that the fact that students are not punished enough for these behaviours is an incentive for other students..." (S4)

"Caregivers definitely have an influence. Not being raised within the rules of their parents, the

elders of the family approach children differently, they go beyond the rules applied at home. The child experiences conflict. If the caregiver is a caregiver, the lack of touch and love creates an emotional gap in the child." (S6)

"...When the child does not even know what violence and bullying is, watching movies with bullying content negatively affects the child's mental state. Adults cannot be a guide in this regard. It is necessary to make the child realise that these are imaginary. They are not taught that they should not be used in daily life. Children engage in negative behaviours without knowing why. Later on, this turns out to be a habit. They feel powerful." (S6)

"... especially doing what he sees in television series..." (S9)

DISCUSSION AND CONCLUSION

This study implemented the meta-synthesis method to evaluate research conducted in Türkiye on the definition, types, and causes of peer bullying. The analysis yielded significant insights into how peer bullying is conceptualized and assessed from a holistic perspective. Through data analysis, three main themes and their corresponding sub-themes were identified. Within the main theme of defining peer bullying, the sub-themes of power imbalance, deliberate decision making, relational harm and repetition were included; within the main theme of types of peer bullying, the sub-themes of verbal bullying, psychological/emotional bullying, physical bullying, damage to personal property and belongings, cyberbullying and other were included; within the main theme of causes of peer bullying, the sub-themes of causes pertaining to family, causes pertaining to individual, causes pertaining to media, causes pertaining to environmental and causes pertaining to school.

When the findings of the study are reviewed, it turns out that peer bullying in Türkiye is primarily defined through four dimensions: power imbalance, intentional harm, relational harm, and repetition. In most of the studies included in the analysis, participants particularly emphasized power imbalance and intentional harm when defining peer bullying. According to Agnew (2001), within the framework of General Strain Theory, *objective strain* refers to events and conditions that are generally disliked by the majority of a specific group. In contrast, subjective *strain* refers to the distress experienced by individuals in response to specific events and conditions. In light of this theoretical perspective, peer bullying, characterized by power imbalance, intentional harm, and relational harm, can be interpreted as follows: power imbalance may be understood as an objective strain. In contrast, intentional harm aligns with the notion of subjective strain. Consequently, the findings of the present study offer empirical support for the General Strain Theory. Furthermore, the identification of *relational harm* as a significant component of peer bullying suggests that this dimension could also be conceptualized within the scope of subjective strain, thereby contributing to an expanded understanding of strain-related responses in the context of peer relationships. Olweus (1993) argued that a power imbalance is essential for aggressive peer behaviour to be classified as bullying. He also emphasized that intentional harm and repetition over time are key characteristics (Olweus, 1999). The existing literature similarly defines peer bullying using these elements (Espelage & Swearer, 2003; Rigby, 2003; Roland, 1989; Smith & Sharp, 1994). With that being said, Juvonen and Graham (2014) question whether the element of repetition should be a required criterion, as even a single traumatic event, such as harassment, can cause ongoing psychological distress. Indeed, one of the most significant challenges in developing bullying prevention programs is achieving a shared and consistent definition of what constitutes bullying (Espelage & Swearer, 2003). The prominence of the repetition element in the definitions found in this study may stem from the perception of bullying in Türkiye as a persistent and systematic process. In contrast, the inclusion of single traumatic incidents as bullying in Western literature highlights the significance of cultural contextual differences in defining the phenomenon. Therefore, clearly defining peer bullying in Türkiye along the dimensions of power imbalance, intentional harm, relational harm, and repetition may provide

a valuable foundation for developing more effective school-based prevention strategies. From the perspective of General Strain Theory (Agnew, 2001), power imbalance can be interpreted as an objective strain, while intentional harm aligns with the concept of subjective strain. This alignment suggests that the findings of the present study are consistent with existing theoretical frameworks. However, the prominence of relational harm indicates a potential to expand the theory by incorporating culturally specific dimensions of strain. Therefore, these findings underscore the need to both contextualize the definition of bullying within different cultural settings and to re-evaluate existing international literature through a broader, more inclusive lens.

It was understood that verbal bullying, psychological/emotional bullying, physical bullying, and cyberbullying were seen among the types of peer bullying in Türkiye. In addition to verbal bullying types such as mocking, humiliating, insulting, or threatening, using belittling words, nicknaming, psychological and emotional bullying types such as excluding, applying psychological pressure, and physical bullying types such as pulling, pushing, hitting, taking, or hiding their belongings were emphasized in the studies included in the research. When the findings from the research are evaluated within the framework of Agnew's (2001) General Strain Theory, it can be said that these types of bullying function as both *objective* and *subjective* sources of strain. In this framework, physical bullying and cyberbullying can be taken within the scope of *objective tension* because they are considered negatively by most individuals because they involve explicit harm or threat. On the other hand, verbal and psychological/emotional bullying can create *subjective tension* through interactions that are not directly observable but damage the victim's self-esteem and carry intense emotional burden. These types of bullying may weaken the psychosocial adjustment of the individual by causing emotional reactions in the individual. Therefore, the diversity of bullying types identified in the study supports Agnew's theoretical framework by pointing to the multidimensional nature of tension. Looking at the classifications made in the literature, Mynard and Joseph (2000) made a classification as physical, verbal, social and damage to personal belongings; Hawker and Boulton (2000) made a classification as indirect victimisation, relational victimisation, physical victimisation, verbal victimisation and general victimisation. Another classification was by Rigby (2003) in the form of verbal and non-verbal behaviours, while Feshbach (1969) discussed direct bullying and indirect bullying. In classifications conducted in Türkiye, categories such as physical, verbal, exclusion/isolation, rumor spreading, and damaging an individual's property and belongings were identified; in subsequent studies, sexual bullying was also incorporated (Ayas & Pişkin, 2015). In addition to these, cyberbullying (Kowalski & Limber, 2007) and racial bullying (Fox & Stallworth, 2005; Xu et al., 2020) are also included in the literature. Yıldırım (2012), based on a comprehensive literature review on peer bullying, categorized the most common forms of bullying as physical, verbal, exclusion, gossip, and damage to property. When compared to the broader body of research on peer bullying, this classification largely aligns with other commonly accepted typologies. From the perspective of General Strain Theory (Agnew, 2001), each of these bullying forms can be viewed as potential sources of strain. In conclusion, while the typology of bullying identified in this study aligns with widely accepted models, the findings also highlight the necessity of acknowledging local patterns and culturally grounded interpretations. Accordingly, in countries like Türkiye, which possess distinct cultural values and social structures, existing classifications should be revisited and, if necessary, adapted to fully capture the multidimensional nature of bullying. In this regard, the present study not only supports the international literature but also offers unique insights into how bullying is perceived and experienced within the Turkish context, thereby emphasizing the need to re-evaluate universal models through culturally sensitive lenses.

Another finding from the study is that causes pertaining to family, individual, media, environment and school constitute the causes of peer bullying. As Juvonen and Graham (2014) italicize, understanding the underlying causes of such behaviours, as well as the social contexts in which they

occur, is essential to comprehending why bullying emerges as a response. Notably, all of the studies analysed in this research identified family-related factors as a contributing element. In most cases, parental attitudes and behaviours, along with problems within the family environment, were consistently cited among the primary causes of bullying. Based on this, it can be inferred that the family plays a central role in shaping peer bullying behaviour. Supporting this view, Kılınç (2023) found that familial dynamics significantly influence bullying tendencies among peers. Similarly, Albdour and Krouse (2014) associated bullying behaviour with exposure to domestic violence, underlining the impact of adverse home environments. Furthermore, Çarkıt and Bacanlı (2020) argued that child-rearing practices and familial structures serve as early environments in which children internalise behaviours. In this context, children may adopt either aggressor or victim roles within the family setting, which later manifest in peer interactions.

In addition to all these, it was clear that personal characteristics within the sub-theme of reasons related to the individual, negative effects of the media within the sub-theme of reasons related to the media, friends within the sub-theme of reasons related to the environment, and the characteristics of the school within the sub-theme of reasons related to the school were among the prominent categories. Based on this finding, it can be said that peer bullying can be caused by various reasons related to both the home and school life of students, especially the family. The existing literature supports the view that peer bullying arises from a variety of interconnected causes. For instance, Ball et al. (2008) found that both genetic predispositions and environmental influences play a role in determining which children are more likely to become bullies, victims, or bully-victims. Similarly, Espelage and Swearer (2003) demonstrated that individual traits, peer dynamics, family characteristics, and school-related factors all contribute to bullying behavior. Albdour and Krouse (2014) further emphasized the influence of social environments, including peer, school, and community relationships, in shaping bullying tendencies. More recently, Kılınç (2023) underscored the impact of teacher attitudes and school climate, suggesting that these elements can either mitigate or exacerbate the risk of bullying among students.

Agnew's general tension theory suggests that tension leads to consequences by causing negative emotions. Accordingly, the theory states that tension is caused by the inability to achieve positively valued goals, the elimination of positively valued stimuli, and the presentation of negatively valued stimuli (Patchin & Hinduja, 2011). That being the case, numerous situations such as parents' attitudes and behaviours (e.g., indifference, lack of love, etc.), domestic problems (e.g., violence), and negative effects of the media can be considered within the scope of the presentation of negatively valued stimuli. In addition, the fact that situations related to the individual, such as attracting attention and academic success of the individual cause bullying can be explained within the scope of not achieving positive-valued goals. In this context, it can be said that the causes of peer bullying support the situations that constitute the tension theory.

SUGGESTIONS

As a result of this meta-synthesis study, it was discovered that peer bullying in qualitative research conducted in Türkiye is predominantly defined in terms of power imbalance and intentional harm. This situation requires practitioners to focus not only on visible acts of violence but also on power relations and the intent to cause harm when identifying bullying behaviours. Therefore, it is recommended that stakeholders within and outside schools receive training to identify hidden power imbalances among students, analyse relational dynamics, and recognise intentional actions, especially in the early stages. Additionally, it is recommended that structured practices be implemented to monitor peer bullying in schools systematically. Pondering on the research results, preventive intervention programmes should be developed at both the school level and in terms of raising social awareness and consciousness. In this context, intervention programmes covering all schools, especially those at risk, should be established.

While developing these programmes, both internal and external stakeholders should be involved in the process, and training should be organised for all stakeholders at all education levels under the leadership of the Ministry of National Education. Education programmes that include social-emotional learning skills should be widespread to support students' personal development. Addedly, larger-scale policies should be developed to prevent cyberbullying, which is a type of bullying that has become more prevalent in recent years, and more importance should be given to measures to prevent the media from encouraging bullying behaviour. For this reason, training programmes such as critical media literacy should also be organised for students and parents. Considering the guiding power of peer influence, structured programmes such as peer leadership and peer mediation should be implemented to encourage positive social relationships among students.

Considering that this study examined how peer bullying is defined, its types, and causes using the meta-synthesis method, it can be said that future studies using this method will contribute to the literature by covering other components of peer bullying. The findings of the current study indicate that the causes of peer bullying are multifaceted, encompassing factors related to family, the individual, media, environment, and school. In this context, longitudinal and in-depth studies can be conducted by considering individual differences (e.g., hereditary characteristics), environmental factors, and family and school life that may lead to bullying. On top of that, prospective studies can be conducted in different sample regions to explore how students survived peer bullying and what these victims experienced.

Ethical Statement

This article has been produced by developing and partially modifying the content of the paper titled "An Evaluation of Studies Examining Peer Bullying in Turkey: A Meta-Synthesis Study", which was presented orally at the 5th International Turkish World Congress of Educational Sciences and Social Sciences (21-24 November 2024, Antalya/TÜRKİYE), but the full text was not published elsewhere.

Ethics Committee Approval

The main data source of this study is documents. In light of this, no permission was sought, just theses/dissertations and articles were analyzed.

Author Contributions

The authors equally contributed.

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There exists no conflict of interest in this study.

Sustainable Development Goals (SDG)

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