

**BIG PROBLEMS AT YOUNG AGE: PEER
BULLYING IN PRESCHOOL AND THE
ROLE OF THE TEACHER**



Dr. Mehmet DEMİRHAN

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TEACHER**

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PREFACE

Although peer bullying is a situation that is constantly encountered on the street, at home and at school, it can manifest itself in different types due to changes and developments in technology and leave lasting effects on children. Behaviors such as disliking school, seeing school as an unsafe place can be seen in children exposed to peer bullying, and accordingly, there may be an increase in children's attempts to escape from school and absenteeism. It is extremely important for preschool teachers to reveal the effects of such an effective and important subject on kindergarten students, which is the first step of the education process. In this context, I believe that this study will be very useful for researchers, parents and teachers.

18/04/2025

Dr. Mehmet DEMİRHAN

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BIG PROBLEMS AT YOUNG AGE: PEER BULLYING IN PRESCHOOL AND THE ROLE OF THE TEACHER

Dr. Mehmet DEMİRHAN

1. INTRODUCTION

Peer bullying, it can be defined as a student threatening, saying bad words, battering, locking up another student of his own age, whom he or she has determined as a victim, and even not talking to him in any way (Smith and Sharp, 1994). Pişkin (2002) defined peer bullying as a type of aggression that occurs as a result of one or more students deliberately and continuously harassing a student, especially one who is weaker than them and unable to protect themselves, as a victim.

When the literature is examined, it is seen that there are many classifications of bullying. Children who are bullied are sometimes unaware that they are victims. In addition to overtly harmful behaviors, some bullying behaviors can also occur covertly and implicitly. In other words, bullying can occur directly as well as indirectly. Direct bullying; It can be in the form of teasing, name-calling, threatening, hitting, kicking, harming with an injurious instrument, etc. Spreading rumors, excluding them from the group, revealing someone's secrets, and provoking others against them can also be given as examples of indirect bullying (Kocatürk, 2014). For students who are exposed to bullying behavior, types of bullying are a cause of stress. These negatively affect students' academic achievement. In addition to the fact that the academic achievements of

the students who are exposed to bullying are below average, it is seen that there are disorders in their social relations and their self-confidence is low (Çınkır, 2006).

The causes of peer bullying, which are quite common in schools and social areas today, have been the subject of many studies. These reasons can be caused by many different factors. The fact that children who are subjected to violence or abuse in the family environment feel excluded causes them to show behavioral disorders. These children can be bullied behaviors or they can be victims by being exposed to these behaviors. Girls who are exposed to violent behaviors between parents are more affected by these actions than boys. In this case, as the number of siblings in a family increases, the per capita financial income and the parents' interest in the children decrease. Depending on this situation, it can be said that negative consequences occur in the development of children. For these reasons, it can be said that the following variables are effective in the development of bullying (Pellegrini & Long, 2002):

- Societal factors
- Factors such as neglect, abuse and violence in the family
- Violent depictions in the media
- Distinction between rich and poor
- Rules, discipline and expectations in relation to school culture

- Relational factors such as parents, educators, students, and their participation in peer communities

The attitude towards bullying is oriented towards the impact, depth and consequences of this problem on individuals. Thus, the seriousness of the issue has been realized by getting rid of the indifference that the effects of bullying are low and temporary, that it helps children grow up by making them angry, and that this effect is temporary (Marini et al. 1999). Being exposed to peer bullying results in various psychological problems. In peer bullying, both victims and bullies have a high rate of seeking psychiatric help and suicide attempts of these individuals. In addition, these children are more likely to apply to psychiatric clinics with complaints such as depression, sleep problems, bedwetting, stomach or headache compared to their peers. Children who encounter peer bullying feel lonely and experience high levels of anxiety (Oktay, 2000). In a study, Kapçı (2004) concluded that children who were exposed to verbal, physical and sexual bullying showed symptoms of depression at a higher level than other children.

Children who are exposed to peer bullying do not like school, see school as an unsafe place, and accordingly, there may be an increase in children's attempts to run away from school and an increase in absenteeism (Card & Hodges, 2008). In addition to these, there is a decrease in the academic achievement of students who are exposed to peer bullying due to their failure to participate in activities at school (Pişkin, 2002). As a result, bullying behaviors that children are

exposed to can cause very important problems that will affect their physical and psychological health in the future, and in addition to this, behavioral disorders may occur in children at a later age (Koç, 2006). When the literature is examined, it is seen that studies on peer bullying have been carried out at secondary school and higher levels. However, there are rare studies in which peer bullying experienced in the preschool period, which is the first step of the education age, is evaluated according to the opinions of teachers. In this context, conducting a qualitative study that reveals the views of preschool teachers working in kindergartens on variables such as the causes, types, prevention, frequency of peer bullying, etc., makes this study important. In this context, the aim of this study is to reveal the types of peer bullying faced by preschool teachers, the causes of bullying, solutions and their views on the prevention of bullying.

2. METHOD

Qualitative research method was used in this study. Qualitative research aims to reveal in detail people's perceptions and the process of their experience of a situation (Merriam, 2018). In this study, it was preferred to use phenomenology design to understand the experiences of preschool teachers about peer bullying in their own classrooms. The phenomenological design provides the researcher with the opportunity to collect detailed data on the subject and allows the participants to reveal their individual experiences in depth (Patton, 2014). In this context, the views of preschool teachers on peer

bullying in their classrooms were examined and presented from a holistic and detailed perspective with their own discourses.

2.1. Working Group

The study group of the research consists of 30 preschool teachers, 20 female and 10 male, working in the center of Malatya in the 2023-2024 academic year. In the study, it was preferred to use purposive sampling, which is one of the non-random sampling methods. In the purposive sampling method, information-rich situations that are compatible with the purpose of the study are selected in order to conduct detailed research. In this respect, purposive sampling allows in-depth study of situations with rich information/data (Yıldırım and Şimşek, 2016).

Table 1. Information on preschool teachers participating in the study

		N
Gender	Female	20
	Male	10
Professional Seniority	1-10 years	15
	10-20 years	15
Age	From 20-30	9
	From 30-40	12
	From 0-50	9
Education Status	License	27
	Master	3

Appellation	Teacher	15
	Expert Teacher	15
Sum		30

When Table 1 is examined, it is seen that 20 of the preschool teachers participating in the study are female and 10 are male. It was determined that 15 of the teachers had 1-10 years of seniority and 15 of them had 10-20 years of seniority. It was determined that 9 of the teachers participating in the study were 20-30 years old, 12 were 30-40 years old and 9 were 40-50 years old. It was determined that 27 teachers had a bachelor's degree, 3 teachers had a master's degree, 15 teachers had a specialist teacher and 15 teachers had the title of teacher.

2.2. Data Collection

The data in the study were collected in the second half of the 2023-2024 academic year with semi-structured interview questions. Before the interview, the participants were informed about the interview and the subject. The semi-structured interview form used consists of two parts, including the interview questions and the personal information of the participants. While preparing the semi-structured interview form, the relevant literature was reviewed in detail. Then, taking into account the purpose of the study, interview questions were prepared for this purpose. All questions are clearly and clearly stated. The prepared form was submitted for the evaluation of two experts. Taking

into account the suggestions and opinions of the experts, the form has been finalized. Before the semi-structured interview form was used in the actual application, a pilot was carried out with three pre-school teachers in public schools affiliated to the Ministry of National Education. After the feedback from the participants revealed that the questions served the purpose and were clearly understood, they were used in the actual application.

2.3. Analysis of Data

The data obtained during the interviews for the research were analyzed by content analysis method. In the content analysis method, similar data are brought together within the framework of certain themes and concepts, and they are arranged and interpreted in a way that readers can understand (Yıldırım and Şimşek, 2016). For this purpose, the opinions of the participants of the research were presented by creating tables.

2.4. Validity and Reliability

"Expert opinion" and "expert review" are among the specific methods applied to ensure validity and reliability in qualitative research (Merriam, 2015). The draft interview form was presented to the opinion of two experts in the field. In line with the feedback, the necessary corrections were made and the interview form was finalized. In qualitative research, presenting citations/opinions in their most natural form and directly quoting from the participants in the study group increases the reliability of the studies (Büyüköztürk et al.,

2009). In this study, the researcher conveyed the data he collected in order to increase the reliability of the study. In order for the participants to give comfortable, sincere and sincere answers, they were informed that their information such as identity and school would not be shared in any way, and approval was obtained from the participants. In this context, the participants were coded as S1, S2, S3. However, the research process is described in detail.

3. FINDINGS

In this part of the research, there are analyzes for the data obtained.

Preschool Teachers' Thoughts on the Frequency of Bullying Behavior

The first question to the preschool teachers participating in the research was "How often are your students exposed to bullying behavior? The question has been asked. When the answers were examined, it was seen that the teachers' responses differed from each other. Teachers' opinions are presented in Table 2.

Table 2. Preschool teachers' opinions on the frequency of bullying behavior

Categories	Participants	f
Rarely	S1, S2, S4, S5, S8, S9, S12, S14, S15, S16, S18, S19, S22, S23, S25, S27, S29	17
Several times a month	S7, S11, S26	3
Several times a	S3, S10, S13, S17, S20, S24, S28, S30	8

week		
Every day	S6, S21	2
Total		30

When Table 2 was examined, all preschool teachers stated that they encountered peer bullying. While the answer "Rarely" was the most common answer given by teachers (17 teachers), it is seen that there were 2 teachers who answered "Several times a week" (8 teachers), "Several times a month" (3 teachers) and "Every day". The opinions of some classroom teachers on the subject are as follows:

"I don't know that I encounter peer bullying very often. I observe that this behavior is rarely exhibited among students" S2

"I can say that I encounter peer bullying every day at school and in the classroom. I think we suffer quite a bit in this regard" S6

"We go to great lengths to ensure that bullying does not happen at school. That's why we don't get into situations like this very often, but a few times a month." S7

"It's not uncommon for me to experience peer bullying. I can say that I encounter it several times a week." S30

Preschool Teachers' Thoughts on What Kind of Bullying Behavior Students Exhibit

The preschool teachers who participated in the research were asked "Which of the types of bullying are your students exposed to? The

question has been asked. When the answers were examined, it was seen that the teachers' responses differed. Teachers' opinions are presented in Table 3.

Table 3. Preschool teachers' opinions on the type of bullying exhibited

Categories	Codes	Participants	f
Physical Bullying	Shoot	S1, S2, S4, S6, S7, S10, S11, S21, S22, S24, S25, S26, S30	13
	Push	S22	1
	Spitting	S7, S10, S28	3
Verbal Bullying	Profanity/Slang	S1, S6, S12, S16, S21, S23, S26, S27, S28, S30	10
	Threat	S9, S12, S17	3
	Insult	S24	1
	Ridicule	S20	1
Emotional Bullying	Exclusion	S2, S3, S4, S7, S8, S11, S13, S14, S15, S17, S18, S20, S22, S23, S24, S26, S27, S29, S30	19
Behavioral Bullying	Taking Someone Else's Item	S5, S6, S7, S10, S19, S24, S25, S27, S28	9
Total			60

When Table 3 was examined, preschool teachers stated that they faced the most bullying by "exclusion" (19 teachers) followed by "hitting" (13 teachers). Later, they stated that "swearing and slang" (10

teachers), "forcibly taking someone else's belongings" (9 teachers), "spitting" and "threatening" (3 teachers each), "insulting", "mocking" and "pushing" (1 teacher each) bullying were applied by the students, respectively. In this context, it is seen that the most common types of bullying are emotional bullying and physical bullying, and the least applied type of bullying is behavioral bullying. Some of the opinions of classroom teachers on the subject are as follows:

"The most common types of bullying I observe in my students are hitting and using slang. Students often use profanity to try to oppress students who are weaker than them." S1

"My students are often bullied, either by hitting them or taking their friend's belongings. In addition, there are students who show spitting behavior." S10

"My students often bully by excluding their other friends in games or some activities. And I also see them using threatening sentences." S12

"The most common types of bullying I observe in the school environment are exclusion and ridicule. Students ridicule each other's weaknesses or shortcomings. They exclude those they see as weaker than themselves." S20

Preschool Teachers' Thoughts on the Causes of Peer Bullying

Thirdly, the preschool teachers who participated in the research were asked, "What do you think are the reasons for these types of bullying you mentioned? The question has been asked. When the answers were

examined, it was seen that the teacher responses were collected in certain categories. Teachers' opinions are presented in Table 4.

Table 4. Preschool teachers' opinions on the causes of peer bullying

Categories	Participants	f
Environment	S1, S3, S4, S5, S6, S7, S8, S10, S11, S12, S16, S17, S19, S20, S21, S22, S24, S25, S28, S29, S30	21
Family	S1, S2, S3, S4, S7, S9, S10, S11, S12, S15, S17, S20, S21, S22, S23, S26, S28, S30	19
Social Media	S1, S2, S4, S6, S7, S9, S11, S12, S13, S16, S19, S20, S22, S23, S25, S26, S30	17
TV	S4, S6, S7, S8, S12, S13, S16, S19, S21, S22, S23, S24, S25, S27, S30	15
Friends	S4, S5, S7, S8, S12, S14, S18, S22, S23, S28, S30	11
Total		83

When Table 4 is examined, it is determined that preschool teachers see the environment (21 teachers) and then the family (19 teachers) as the biggest reasons for peer bullying. Then, social media (17 teachers), television (15 teachers) and friends (11 teachers) were listed among the causes of peer bullying. Here are some of the opinions of classroom teachers on the subject:

"With the advancement of technology, children spend a lot of time on social media and see and emulate this type of behavior. In addition, the social environment, family, TV series and movies watched, and

what children see from their friends are among the causes of peer bullying." S4

"I think the biggest causes of bullying are the family and socio-economic environment where the child spends the most time. No matter how much you teach in school, the child does what he sees in the family and in his neighborhood and takes his parents as a model." S5

"Kids are too busy with phones, tablets, etc. Since this is not subject to moderation, they see and learn about bullying behavior on social media. I also think that the behavior of family members and the environment trigger bullying behaviors." S11

"I think the biggest causes of peer bullying are social media and the environment. Young children try to repeat this behavior by being influenced by the adults around them or the characters on social media." S19

Preschool Teachers' Thoughts on Who the Bullied Student Shared the Situation with

Fourthly, the preschool teachers who participated in the research were asked, "With whom do the students who are bullied prefer to share this situation? The question has been asked. When the answers were examined, it was seen that the teachers' responses were similar. Teachers' opinions are presented in Table 5.

Table 5. Preschool teachers' opinions on who bullied students share the situation with

Categories	Participants	f
Family	S2, S7, S8, S9, S11, S14, S16, S17, S20, S21, S22, S23, S25, S30	14
Teacher	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S13, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30	28
Friends	S12, S21, S25, S28	4
Total		46

When Table 5 is examined, preschool teachers stated that their students who were bullied by peers shared this situation with them (28 teachers) the most. Students share that they were bullied after their teachers with their family (14 teachers) and close friends (4 teachers), respectively. Here are some of the opinions of classroom teachers on the subject:

"My students who are bullied by peers complain to me and share the situation with me first." S11

"When my students are bullied, they often tell their friends. His friends come and let me know." S12

"When my students are bullied by any of the types of bullying I mentioned, sometimes they tell me, and sometimes they tell their parents. Their families inform me afterwards about the situation." S9

"Since I have informed my students beforehand, they first come and share the situation with me. Sometimes some of my students share it with a close friend. He reaches out to me through his friend." S28

Preschool Teachers' Thoughts on Coping Strategies for Coping with Bullying

Fifthly, the preschool teachers who participated in the research were asked, "What do you do to help your bullied students cope with this situation? The question has been asked. When the responses were examined, it was determined that the teachers tried various methods to cope with bullying behavior. Teachers' opinions are presented in Table 6.

Table 6. Preschool teachers' thoughts on what bullied students do to cope with this situation

Categories	Participants	f
Guidance Service/Psychological Counselor	S1, S3, S12, S14, S15, S20, S21, S22	8
Individual Interview	S1, S4, S5, S6, S7, S8, S9, S11, S12, S16, S17, S19, S20, S21, S22, S23, S24, S26, S27, S30	20
Sanction of the Bully	S5, S7, S20, S25, S28	5
Activity Together	S6, S10, S18, S29	4
Education	S10, S23	2
Empathizing	S4, S11, S17, S23	4
Confrontation	S2, S4, S13	3
Cooperation with the Family	S9, S15, S21, S22	4
Total		50

When Table 6 is examined, it is determined that preschool teachers mostly conduct individual interviews with students (20 teachers) in order to cope with peer bullying. It is seen that teachers tend to cope methods such as directing to the guidance service and/or psychological counselor (8 teachers), sanctioning the student who shows bullying behavior (5 teachers), making the bully and the victim do activities together, cooperating with the family and empathizing the bully (4 teachers each), confrontation (3 teachers) and informing and educating the students (2 teachers). Here are some of the opinions of classroom teachers on the subject:

"I talk to the student who was bullied in detail. I want him to go and express his discomfort clearly and clearly to his bullying friends. By depriving the bullying student of the reward, I am imposing a kind of punishment and sanction." S5

"I try to get them to share it with their friends who have done it. I want the student who is being bullied to be able to get help, to know that their teacher is always available. I try to get other students to empathize." S4

"I point out that the reasons that give rise to bullying are wrong, unethical, and that the environment should focus on itself, not what it says. I make sure that bullied and victimized students participate in social activities together." S6

"I meet and talk to the student who was bullied. I'm helping her feel good." S16

Preschool Teachers' Views on the Effect of Social Activities on Bullying

Sixthly, the preschool teachers who participated in the research were asked, "Do you think that social activities such as music, sports, painting, etc. to be held in your school/classroom will reduce peer bullying? The question has been asked. When the answers were examined, all but one of the teachers stated that social activities would reduce bullying behaviors. Teachers' opinions are presented in Table 7.

Table 7. Preschool teachers' views on the effect of social activities on bullying

Categories	Participants	f
Yes	S1-2-3-4-5-6-7-8-9-10-11-12-13-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30	29
No	S14	1
Total		30

When Table 7 is examined, almost all of the preschool teachers (29 teachers) stated that social activities such as sports, painting and music to be held at school will reduce peer bullying. Only 1 teacher answered no, indicating that such activities would not be beneficial. The fact that all teachers agree on this issue reveals the importance of social activities to be held in the pkul. Here are some of the opinions of classroom teachers on the subject:

"I think that such activities develop children's creativity and self-confidence in a supportive way. The child who is being bullied will feel better about themselves and think about the rate at which they are being bullied." S11

"Yes, I think so. Because such social activities, especially when done in groups, increase students' ability to work with groups, cooperation, and common characteristics such as establishing close relationships." S10

"Yes, this awareness can be developed in children with social and sports activities and a serious decrease in peer bullying can occur." S2

"I don't think such events will be beneficial. Because children continue to apply what they see in the family and on social media." S14

Preschool Teachers' Thoughts on the Prevention of Peer Bullying

Finally, the preschool teachers who participated in the research were asked, "What are your views on preventing peer bullying in your school/classroom? The question has been asked. When the answers were examined, it was determined that teachers had different views on the prevention of bullying behavior. Teachers' opinions are presented in Table 8.

Table 8. Preschool teachers' thoughts on the prevention of peer bullying

Categories	Participants	f
-------------------	---------------------	----------

Cooperation with Parents	S11, S21, S18, S15, S14, S13	6
Drama Event	S1, S2, S10, S25, S23, S17, S16	7
Guidance Service	S3, S12, S22, S17	4
Education	S9, S10, S30, S28, S26, S24, S20, S19	8
Social Events	S1, S3, S5, S6, S11, S12, S30, S21	8
Expert Invitation	S16	1
Group Work	S8	1
Case Study	S2	1
Role Modeling	S7, S26	2
Immediate Response	S11	1
Reading Book	S2	1
Rule Setting	S4	1
Raising Awareness	S6	1
Tolerance	S4	1
Interview	S4, S11, S22	3
Play Together	S5, S11	2
Empathy	S6, S7, S16	3
Safe Classroom	S11	1
Reinforcing Behavior	Positive S29, S27, S23	3
Total		55

When the opinions of preschool teachers on the prevention of peer bullying were examined, the options of "education should be provided" and "social activities" (8 teachers each) were in the first place. Drama activities (7 teachers), cooperation with parents (6 teachers), contact with the guidance service (4 teachers), interviews, reinforcement of positive behavior and empathy (3 teachers each), role modeling and playing games together (2 teachers each) were expressed. In addition, a safe classroom environment should be created, consciousness and awareness should be raised, tolerance behavior should be gained, books on the subject should be read, immediate intervention, case study activities should be organized, group studies should be carried out were given by the answers (1 teacher each). Here are some of the opinions of classroom teachers on the subject:

"Parents should be informed about school-family cooperation. The child should be chatted with the necessary time. In any case, as teachers, we must show our love to children. A classroom environment should be created where they can feel unconditionally safe. Classroom activities and physical games should be diversified. As a teacher, the ability to intervene immediately and stay calm should be developed."
S11

"Students should be aware of right and wrong behavior, they should know how to empathize, and they should be in communication away from unifying prejudice that will develop them in this direction, and they should not be exclusionary in activities." S6

"Trying to develop appropriate methods to combat bullying, ensuring that students are tolerant of each other, explaining to them why violence and bullying should not happen, setting rules and ensuring that they are followed." S4

"I try to reduce negative behavior by rewarding positive behavior. Since preschool is more suitable for learning by living, I think that it can be prevented by experiencing the effects of negative behaviors through drama, games, etc." S23

4. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

All teachers who participated in the study stated that peer bullying is a behavior exhibited among students, albeit with different frequency. When the teachers' responses are examined, it can be said that this behavior is transferred to students from environments such as social media, environment and family. Students who are exposed to peer bullying have a decrease in self-confidence, their social relations deteriorate, and their academic success decreases (Çınkır, 2006). For this reason, it can be said that revealing this behavior and producing solutions is of great importance for the health of children.

As a result of the study, it was determined that the most common type of bullying was emotional and physical bullying, and the least common type of bullying was behavioral bullying. Özgöker (2020) obtained a similar result in his study with preschool teachers and found that the most common type of bullying is physical bullying, and

the least common bullying is verbal bullying. Semercioğlu, et al., (2023) determined that primary school students were exposed to verbal bullying the most in their study. Akyol, Yıldız and Akman (2018) determined that classroom and preschool teachers mostly encountered physical bullying and branch teachers faced verbal bullying. The results obtained from all these studies show that physical bullying is common among students in the preschool period.

Preschool teachers stated that the causes of peer bullying were mostly environment, family, social media, television and friends, respectively. In their study, Akyol et al. (2018) determined that the most important reason for preschool children to show peer bullying behavior is familial factors. This finding coincides with the results obtained from the research. In their study, Özgöker and Gürşimşek (2023) listed the causes of peer bullying as familial factors, factors for children and the media. These findings may be due to the fact that children carry the bullying behaviors shown in the family to school and take the individuals at home as role models.

In the study, it was determined that preschool teachers generally conduct individual interviews in order to cope with bullying behaviors. However, it was also observed that they preferred strategies such as cooperating with the guidance service, empathizing, confronting, and depriving the bully of the reward. In their study, Akyol, Yıldız and Akman (2018) found that preschool teachers implement intervention strategies in case of peer bullying by cooperating with the guidance teacher, family and school

administration. Marshall et al., (2009) stated in their study that teachers use strategies such as interviewing students, getting help from the guidance service, and cooperating with the family in such situations. Again, in his study, Kocuk (2022) determined that teachers mostly tried to solve the problem by communicating with the guidance service and the family in combating bullying. Given the current harms of peer bullying on students, various intervention programs should be established and implemented to prevent and reduce bullying in schools (Yoon and Kerber, 2003).

Almost all of the preschool teachers stated that the social/sports activities to be carried out at school would play a reducing role in the bullying behaviors of the students. When students participate in social activities, they will learn many values and behaviors such as sharing, cooperation, congratulating the winner, appreciating the loser, respecting, helping, tolerance, expressing oneself well, and being a team. As a matter of fact, Olweus (1997) stated that individuals who are exposed to bullying have characteristics such as being introverted, sensitive, and quiet. In this respect, it can be said that social/sports activities will contribute to students and reduce bullying behaviors.

Preschool teachers who participated in the study stated that children who were bullied by peers shared this situation with themselves the most and with their families in the second place. This finding can be interpreted as young preschool children feeling close to their teachers and believing that their teachers can solve the problem they are experiencing. Again, teachers made suggestions such as organizing

social activities to prevent peer bullying, providing education to students, playing games together, empathizing, cooperating with parents, being a role model, immediate intervention, book reading activities, setting rules, providing education, and raising awareness. Similarly, Şahin et al. (2009) found that teachers determined methods such as rule setting, cooperation with parents, and organizing education to prevent bullying.

When the literature is examined, it is seen that peer bullying causes many negative conditions such as behavioral disorder, psychological and social problems, inability to control anger, avoidance of social relations, and depression (Arıman, 2007; Dake et al., 2003; Aries, 2006). Based on the findings obtained, it can be suggested that social/sports activities should be increased in kindergartens and activities should be organized in which all students will participate and play together. Students who exhibit bullying behavior can be identified and it can be recommended to reduce and prevent these behaviors by organizing the necessary training and practices in cooperation with the family-teacher-administration-guidance service. Based on the finding that the most common type of bullying is emotional and physical bullying, it can be recommended to conduct extensive and detailed research involving families and students that reveal the causes of this bullying. Considering the young age of children and their developmental characteristics, it is known that they like colorful, remarkable visuals, so it can be recommended that preschool and guidance teachers prepare such visuals and display

them on boards at school. Both students and parents can be trained on the correct use of social media on the use of social media, which is shown as one of the causes of peer bullying by teachers.

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