



# Examination Of The Effectiveness Of The Education Program For Preventing Peer Violence

Okul Öncesi Dönemde Akran Şiddetini Önleme Eğitim Programının Etkililiğinin İncelenmesi

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## ABSTRACT

This study was conducted to develop the "Education Program for Preventing Peer Violence (EPPPV)" and to examine the effectiveness of the developed program. The study was carried out through the hybrid research method, in which the qualitative and quantitative research methods are used together. The qualitative research method was conducted initially and the quantitative research method was conducted afterwards for the study, then the study was planned as an exploratory sequential research method, one of the hybrid research methods. A focus group interview was conducted on 8 preschool teachers for the study. Study data were collected through "Bully and Victim Children Evaluation Form", developed by Özyürek and Kurnaz (2019) and the "Teacher Interview Form" developed by the researcher. A classroom consisting of 25 students studying in nursery schools during the 2018-2019 academic years was identified as the experimental and the control group. There were also eight preschool teachers in the study group who took part in the focus group interview. The Education Program for Preventing Peer Violence (EPPPV) was conducted on the experimental group two days a week (Tuesday-Thursday) for 12 weeks and for 24 sessions. A post-test was conducted on the experiment and control groups after the program was completed. A permanence test was conducted on the experiment group 3 weeks after the post-test. At the end of the study, it was observed that the EPPPV is an effective and permanent program.

**Key Words:** Preschool education, peer violence.

## ÖZET

Bu araştırma, okul öncesi dönem çocuklarının akranlarına yönelik şiddet davranışlarını önlemek amacıyla "Akran Şiddetini Önleme Eğitim Programı (AŞÖEP)"'ni geliştirmek ve geliştirilen programın etkililiği incelemek amacıyla yapılmıştır. Araştırma, nitel ve nicel araştırma yöntemlerinin bir arada kullanıldığı karma araştırma yöntemiyle gerçekleştirilmiştir. Araştırma kapsamında önce nitel araştırma yöntemi, ardından nicel araştırma yöntemi kullanılmış ve çalışma, karma araştırma desenlerinden keşfedici sıralı araştırma olarak planlanmıştır. Araştırma kapsamında 8 okul öncesi öğretmeni ile odak grup görüşmesi yapılmıştır. Araştırma verileri Özyürek ve Kurnaz (2019) tarafından geliştirilen "Zorba ve Kurban Çocukları Değerlendirme Formu" ve araştırmacı tarafından geliştirilen "Öğretmen Görüşme Formu" aracılığıyla toplanmıştır. Araştırmanın çalışma grubu olarak 2018-2019 eğitim öğretim yılında anasınıfına devam eden 25 çocuktan oluşan bir sınıf deney diğeri ise kontrol grubu olarak seçilmiştir. Ayrıca araştırmacının çalışma grubunda odak grup görüşmesi yapılan sekiz okul öncesi öğretmeni de yer almaktadır. Deney grubuna haftada iki gün (salı-perşembe) süre ile 12 hafta toplam 24 oturumdan oluşan Akran Şiddetini Önleme Eğitim Programı (AŞÖEP) uygulanmıştır. Program uygulamasının ardından deney ve kontrol gruplarına son test uygulaması yapılmıştır. Son test uygulamasından 3 hafta sonra deney grubuna kalıcılık testi uygulanmıştır. Araştırmanın sonucunda AŞÖEP'nin etkili ve kalıcı bir program olduğu sonucuna ulaşılmıştır.

**Anahtar Kelimeler:** Okul öncesi eğitim, akran şiddeti

## 1. INTRODUCTION

Every child has a major need to belong in or be accepted by a group. When this need is failed to be met in peer relationships, then children can display violent behaviors towards their peers. When the literature is examined, it is evident that peer violence is observed in preschool years together with the beginning of peer relationships (Hanish, Ryan, Martin & Fabes, 2005). Peer violence consists of three factors. The first is that a bully not only displays physical violence but also verbal and indirect violent behavior. The second is that there is power imbalance in case of peer violence because a bully is more powerful than a victim. Lastly, the behavior must reoccur in time (Tarshis, 2010). A bully refers to children who carry out peer violence and a victim refers to children who are exposed to peer violence. Passive bullying children are defined as those who tend to bullying but don't have an active role (Olweus, 2003).

It is stated that peer violence has negative effects in social development along with emotional development and that chronic anxiety (Olweus, 1978), bed wetting (Schwartz, 2000), headache (Rigby, 2000; Schwartz, 2000), insomnia (Rigby 1997; Schwartz, 2000.), depression (Hawker & Boulton, 2000; Rigby 1997), feeling of uneasiness and reluctance (Rigby, 1997) is observed in children who are exposed to peer violence. Negative experiences with peers during preschool years can correspond to violent behavior displayed during the school years and further life of the child (Perren, 2000). Programs for preventing violence become essential when these disruptive effects of violence are considered.

Although the results of programs for preventing peer violence vary, programs that are effective in preventing bullying and peer victimization in schools have been examined in various researches (Bradshaw & Johnson 2011). Preventing programs identified in these researches provide strategies that encourage positive social interactions and a positive learning environment (Saracho, 2017). It is stated that programs for preventing violence lead to an average 20-23% decrease in bullying and 17-20% decrease in victimization (Vlachou et al., 2011). With the components of prevention and intervention programs that are appropriate for little children, the personal and interpersonal characteristics that urge problems in bullies and victims can be reduced in preschool aged children (Vlachou et al., 2011).

Violence/Bullying prevention programs covering preschool aged children are titled as the A Bullying Prevention Program, Bernese Program (Be-Prox), Roots of Empathy Program, The ACT Raising Safe Kids Program, Interpersonal Cognitive Problem Solving Program and Alternative Thinking Strategies (PATHS). In addition, other preventing programs such as "The Incredible Years", "Fast Track, Promoting Alternative Thinking Strategies" underline that improving interpersonal relationships by enhancing social-emotional skills of preschool children can reduce violent behaviors. For example, the "Incredible Years" program is a research-based program effective in reducing violence and behavioral problems in children and in increasing social capacity at home and classroom (Webster-Stratton, Reid & Stoolmiller, 2008). It consists of modules titled as collaborating with parents, having positive relationships with children, preventing and reducing inappropriate behaviors and teaching social-emotional skills. The program, consisting of camera-modelling, role play and discussions, emphasizes a collaborative educational model that underlines the participant using his or her own skills and concepts for personal situations (Vlachou et al., 2011). In addition, when the literature is examined, there are no educational programs for preventing peer violence during preschool years. The need for research is due to this.

### 1.1. Purpose

The purpose of this study is to improve the "Education Program for Preventing Peer Violence (EPPPV)" and to examine the effectiveness of the developed program so as to prevent violent behaviors of preschool aged children towards their peers.

### 1.2. Sub-Purposes

- ✓ Does the "Education Program for Preventing Peer Violence", prepared to prevent violent behaviors of preschool aged children, affect children behaviors?
- ✓ Are the effects of the "Education Program for Preventing Peer Violence", prepared to prevent violent behaviors of preschool aged children, permanent?

## 2. METHODOLOGY

### 2.1. Research Model

The effectiveness of the "Education Program for Preventing Peer Violence (EPPPV)", prepared to prevent violent behaviors of preschool aged children against their peers, was examined in this study. The study was carried out through the hybrid research method, in which the qualitative and quantitative research methods are used together. The qualitative research method was conducted initially and the quantitative research method was conducted afterwards for the study; then the study was planned as an exploratory sequential research method, one of the hybrid research methods.

### 2.2. Study Group

The study group consists of teachers who undertook the focus group interview and students from two classrooms among the four in the kindergarten of İsa Yusuf Alptekin Primary School located in Bağcılar Province in İstanbul under the Ministry of Education during the 2018-2019 academic year.

In order to determine the experimental and control groups, the Bully and Victim Child Behavior Evaluation Form was conducted as the post-test on four classrooms in the chosen school. Scale scores resulting from the pre-test were examined through the Kruskal Wallis H test, because the data lacked normal distribution, so as to determine whether or not there is a significant difference between classrooms. The results are presented on Table 1.

Table 1. Comparison of Pre-Test Scores According to Classrooms

		n	Mean Rank	Sd	$\chi^2$	p	Significant Difference
Z Top	Classroom A	18	32.47	3	9.437	.024*	A-D
	Classroom B	25	45.86				
	Classroom C	25	49.02				
	Classroom D	25	56.58				
K Top	Classroom A	18	51.67	3	12.150	.007*	B-C /C-D
	Classroom B	25	36.52				
	Classroom C	25	59.78				

	Classroom D	25	41.34				
	Classroom A	18	42.47				
P Top	Classroom B	25	40.50	3	13.672	.003*	B-C
	Classroom C	25	63.20				
	Classroom D	25	40.56				
Total	Classroom A	18	39.75	3	9.236	.026*	B-C
	Classroom B	25	38.00				
	Classroom C	25	58.98				
	Classroom D	25	49.24				

$p < .05$

It is evident on Table 1 that pre-test results significantly differ according to classrooms ( $p < .05$ ). Cross comparisons were carried out based on the Benforoni correction so as to identify between which classrooms the difference occurred. According to the cross comparisons, it was observed that the significant difference was between classrooms A-D, B-C and C-D and that these matches were not appropriate when choosing the experimental and control groups. The reason for this is because the experimental and control groups should carry similar characteristics of examination. Thus, the most appropriate groups as the experimental and control groups are A and B, A and C and B and D. When the number of students in the classrooms are considered, the experimental and control groups were identified as the B and D classrooms because they were even in number with 25 students.

There were also eight preschool teachers in the study group who took part in the focus group interview.

### 2.3. Data Collection

The "Bully and Victim Children Evaluation Form", developed by Özyürek and Kurnaz (2019) and the teacher interview form (focus group interview form), developed by the researcher, were carried out as pre-test and post-test so as to collect the study data.

The Bully and Victim Child Behaviors Evaluation Form consists of three sub-dimensions; bully child behaviors, victim child behaviors and passive bully child behaviors. The KR-20 internal consistency coefficient was observed to be 0.86 for the Bully Child Behaviors sub-dimension, 0.88 for the Victim Child Behaviors sub-dimension and 0.71 for the Passive-Bully Child Behaviors sub-dimension. In the form, there are 14 items for bully child behaviors, 13 items for victim child behaviors and 5 items for passive bully child behaviors. The scale consists of 32 items evaluated as "Yes" (1) and "No" (2) (Özyürek & Kurnaz, 2019).

The focus group interview form was prepared so as to identify teacher awareness on violent behaviors displayed during preschool years, to gather information on bully/victim/passive bully children behaviors and the frequency of these behaviors and to determine the needs concerning the issue. A literature review was conducted before preparing the focus group form and 13 interview questions were noted. Opinions of 7 field experts were resorted to for the interview form. 13 questions in the teacher interview form were found appropriate by all the teachers. 1 question, suggested by experts, was added to the form and the form consisted of a total of 14 questions. The focus group interview was carried out with 8 teachers. The interview was completed in 60 minutes.

### 2.4. Preparing the Education Program for Preventing Peer Violence

A literature review was carried out on violence behaviors of children, preventing these behaviors and on educational needs when developing the EPPP. Program acquisitions were identified. Acquisitions-indicators were chosen from Ministry of National Education (MEB) Preschool Education Program (2013) and "Social Skills Support Program in Preschool Education (2014) (OSBEP)" programs and presented to 6 field experts along with 1 program development expert for their opinion. The acquisitions and indicators of EPPP were identified as 22 items after seeking the opinions of experts.

When creating the program, it was taken into consideration to begin with activities for meeting each other, to progress from simple to complex, to have a large variety of activities, to integrate activities and to repeat acquisition indicators through different activities.

A meeting concerning the experimental group children was held before implementing the program. The teacher and researcher participated in the meeting; parents were informed about the program by the researcher.

### 2.5. Implementation of the Education Program for Preventing Peer Violence

The education program was carried out on the experimental group for 12 weeks in 24 sessions. Pre-tests were conducted in the second half of October during the 2018-2019 academic years by the researcher, the control and experimental groups were determined. The EPPP implementation was completed between November-January. A permanence test was conducted on the experimental group after the midterm break.

After the EPPPV implementation, the “Bully and Victim Children Determination Scale” was filled in as the post-test by the teachers for the experimental group children. 3 weeks after the post-test, the “Bully and Victim Children Determination Scale” was filled in by the teachers for the experimental group children so as to identify permanence.

### Data Analysis

Pre-test, post-test and permanence test data were transferred to the SPSS software to examine the effectiveness of EPPPV, prepared to prevent violent behaviors of preschool children against their peers.

The normality test assumption of the data was examined through Shapiro-Wilk so as to evaluate the pre-test, post-test and permanence scores of the Bully and Victim Children Evaluation Form and results are given on Table 2.

Table 2. Normality Test Results Concerning Pre-Test, Post-test, Difference Scores of Children and Permanence Scores of the Experimental Group

Sub-Factors	Measurements	Experimental Group			Control Group		
		Shapiro-Wilk			Shapiro-Wilk		
		Statistic	N	p	Statistic	N	p
Bully Child	Pre-Test Scores	.86	25	.00*	.79	25	.00*
	Post-Test Scores	.78	25	.00*	.71	25	.00*
	Difference Scores	.89	25	.01*	.90	25	.02*
	Permanence Scores	.81	25	.00*			
Victim Child	Pre-Test Scores	.62	25	.00*	.60	25	.00*
	Post-Test Scores	.50	25	.00*	.62	25	.00*
	Difference Scores	.65	25	.00*	.84	25	.00*
	Permanence Scores	.50	25	.00*			
Passive Bully Child	Pre-Test Scores	.82	25	.00*	.74	25	.00*
	Post-Test Scores	.39	25	.00*	.66	25	.00*
	Difference Scores	.86	25	.00*	.87	25	.00*
	Permanence Scores	.68	25	.00*			

\*p<.05

According to Table 2., whether or not the distribution of the pre-test, post-test and permanence scores of the experimental and control groups children and the distribution of the permanence scores of the experimental group children ensure the normality assumption was examined through the Shapiro-Wilk test because the number of children was under 50. It was observed that Shapiro-Wilk statistics of each measurement is significant according to  $p < .05$ , in other words the score distributions do not have normal distribution. Parametric test assumptions were ensured due to the fact that the two samples (group) were independent from each other, that the dependent variables were measured as interval or ratio scales and that the normality and homogenous assumptions were covered. According to some, it gets difficult to assume that scores are distributed normally when group members are below 30 or are below 15. In addition, it is evident that researchers, who conduct experimental studies on small groups, use parametric statistics when the distribution of their collected data is convenient (Köklü, Büyüköztürk & Bökeoğlu, 2007, p. 152-161). Nonparametric statistical techniques were used in comparing average values concerning the pre-test implementation, post-test implementation, post-test and pre-test score differences of preschool children and permanence scores of the experimental group. The pre-test scores, post-test scores and difference between the post-test and pre-test scores of the experimental and control groups were examined through the Mann-Whitney U Test. The difference between the permanence scores and post-test scores of the experimental group children was examined through the Wilcoxon signed-rank test analysis. The difference between pre-test scores and post-test scores of the experimental and control group children were examined through the Wilcoxon signed-rank test analysis.

### 3. FINDINGS AND INTERPRETATION

Data collected from this study, which was conducted to examine the effectiveness of the EPPPV prepared to prevent peer violence during preschool years, were examined and the findings were presented in tables.

#### 3.1. Findings of the Focus Group Meeting

Findings concerning the questions asked to preschool teachers during the focus group meeting are presented below.

Six of the eight teachers who were interviewed stated that violent behaviors take place during free time activities and two stated that they take place during group activities.

Five among the eight preschool teachers underlined in the focus group interview that negative videos and movies watched through TV, telephone and tablets lead to violent behaviors.

According to the interview, teachers define children who display physical violence and verbal violence behaviors as a bully child but don't define children who resort to indirect violence behaviors as a bully child.

Teachers define passive-bully children as submissive children who obey without questioning.

Among the eight interviewed preschool teachers, four stated that they had a talk with children displaying violent behaviors and helped them show empathy, three stated that they gave time for the students to think about their wrong behavior and one stated that the student displaying violent behavior was not allowed to take part in the activity.

Interviewed teachers expressed that children's behaviors are shaped within the family and underlined that parents should be positive role models and that parenting attitudes are the first steps in preventing violence. They have stated that parents should be aware of their children's violent behaviors and that seeking guidance from an expert could prevent violent behaviors.

### 3.2. Findings of the Bully and Victim Children Evaluation Form

In order to determine the effectiveness of the EPPPV implementation, pre-test, post-test and permanence test results of the experimental group children through the "Bully and Victim Child Behaviors Evaluation Form"; and pre-test and post-test results of the control group children were examined.

Table 3. Experimental and Control Group Bully and Victim Child Behaviors Evaluation Form Pre-Test Scores and Mann-Whitney U Test Results

Pre-Test	Group	N	$\bar{X}$	S	Mean Rank	Total Rank	U	p
Bully Child Behaviors	Experimental	25	4.52	4.55	28.64	716.00	234.00	.12
	Control	25	2.52	3.29	22.36	559.00		
Victim Child Behaviors	Experimental	25	2.24	4.03	26.94	673.50	276.50	.42
	Control	25	2.08	3.95	24.06	601.50		
Passive Bully Child Behaviors	Experimental	25	0.84	0.90	25.84	646.00	304.00	.86
	Control	25	1.00	1.41	25.16	629.00		

\*p<.05

According to Table 3, based on  $p=.115>.05$  there is no significant difference between mean rank scores  $U=234.00$  of experimental and control group children's behaviors evaluation levels with respect to the Bully Child Behaviors sub-factor; based on  $p=.416>.05$  there is no significant difference between mean rank scores  $U=276.50$  of experimental and control group children's behaviors evaluation levels with respect to the Victim Child Behaviors sub-factor; based on  $p=.859>.05$  there is no significant difference between mean rank scores  $U=304.00$  of experimental and control group children's behaviors evaluation levels with respect to the Passive Bully Child Behaviors sub-factor.

Table 4. Experimental and Control Group Bully and Victim Child Behaviors Evaluation Form Post-Test Scores and Mann-Whitney U Test Results

Post-Test	Group	N	$\bar{X}$	S	Mean Rank	Total Rank	U	p
Bully Child Behaviors	Experimental	25	0.92	1.04	24.04	601.00	276.00	.448
	Control	25	2.84	3.89	26.96	674.00		
Victim Child Behaviors	Experimental	25	0.40	0.87	22.08	552.00	227.00	.045*
	Control	25	2.52	4.45	28.92	723.00		
Passive Bully Child Behaviors	Experimental	25	0.16	0.47	22.22	555.50	230.50	.033*
	Control	25	1.00	1.63	28.78	719.50		

\*p<.05

It is evident on Table 4 that based on  $p=.438>.05$  there is no significant difference between mean rank scores  $U=276.00$  of experimental and control group children's post-test behaviors evaluation levels with respect to the Bully Child Behaviors sub-factor.

Based on  $p=.045<.05$  there is a significant difference between mean rank scores  $U=227.00$  of experimental and control group children's post-test behaviors evaluation levels with respect to the Victim Child Behaviors sub-factor;

Based on  $p=.033<.05$  there is a significant difference between mean rank scores (28.78)  $U=230.50$  of experimental and control group children's post-test behaviors evaluation levels with respect to the Passive Bully Child Behaviors sub-factor.

Table 5. Experimental and Control Group Bully and Victim Child Behaviors Evaluation Form Post-Test Pre-Test Mann-Whitney U Test Results

Pre-Test Post-Test Difference	Group	N	$\bar{X}$	S	Mean Rank	Total Rank	U	p
Bully Child Behaviors	Experimental	25	-3.60	3.66	18.62	465.50	140.50	.00*
	Control	25	0.32	3.50	32.38	809.50		
Victim Child Behaviors	Experimental	25	-1.84	3.21	20.42	510.50	185.50	.01*
	Control	25	0.44	2.36	30.58	764.50		
Passive Bully Child Behaviors	Experimental	25	-0.68	0.95	22.20	555.00	230.00	.08
	Control	25	0.00	1.71	28.80	720.00		

\*p<.05

It is evident on Table 5 that; based on  $p=.001<.05$  there is a significant difference between mean rank scores  $U=140.50$  of experimental and control group children's pre-test and post-test difference behaviors evaluation levels with respect to the Bully Child Behaviors sub-factor; based on  $p=.007<.05$  there is a significant difference between mean rank scores  $U=185.50$  of experimental and control group children's pre-test and post-test difference behaviors evaluation levels with respect to the Victim Child Behaviors sub-factor; based on  $p=.083>.05$  there is no significant difference between mean rank scores  $U=230.00$  of experimental and control group children's post-test pre-test difference behaviors evaluation levels with respect to the Passive Bully Child Behaviors sub-factor.

Table 6. Experimental Group Bully and Victim Child Behaviors Evaluation Form Post-Test Permanence Scores Wilcoxon Signed-Rank Test Results

Experimental Group	Test	N	$\bar{X}$	S	Mean Rank	Total Rank	Z	p
Bully Child Behaviors	Post-Test	25	0.92	1.04	.00	.00	-1.41	.16
	Permanence Test	25	1.00	1.12	1.50	3.00		
Victim Child Behaviors	Post-Test	25	0.40	.87	.00	.00	-1.41	.16
	Permanence Test	25	0.48	1.09	1.50	3.00		
Passive Bully Child Behaviors	Post-Test	25	0.16	.47	.00	.00	-1.73	.08
	Permanence Test	25	0.28	.54	2.00	6.00		

\* $p<.05$

According to Table 6, based on  $p=.157>.05$  there is no significant difference between mean rank scores  $Z=-1.41$  of experimental group children's post-test behaviors and permanence test evaluation levels with respect to the Bully Child Behaviors sub-factor;

based on  $p=.157>.05$  there is no significant difference between mean rank scores  $Z=-1.41$  of experimental group children's post-test and permanence test behaviors evaluation levels with respect to the Victim Child Behaviors sub-factor;

based on  $p=.083>.05$  there is no significant difference between mean rank scores  $Z=-1.73$  of experimental group children's post-test behaviors and permanence test evaluation levels with respect to the Passive Bully Child Behaviors sub-factor.

Table 7. Experimental Group Bully and Victim Child Behaviors Evaluation Form Pre-Test Post-Test Scores Wilcoxon Signed-Rank Test Results

Experimental Group	Test	N	$\bar{X}$	S	Mean Rank	Total Rank	Z	p
Bully Child Behaviors	Pre-Test	25	4.52	4.55	9.91	168.50	-3.62	.00*
	Post-Test	25	0.92	1.04	2.50	2.50		
Victim Child Behaviors	Pre-Test	25	2.24	4.03	6.00	66.00	-2.95	.00*
	Post-Test	25	0.40	0.87	0.00	.00		
Passive Bully Child Behaviors	Pre-Test	25	0.84	0.90	7.21	86.50	-2.95	.00*
	Post-Test	25	0.16	0.47	4.50	4.50		

\* $p<.05$

According to Table 7, based on  $p=.000>.05$  there is a significant difference between mean rank scores  $Z=-3.62$  of experimental group children's post-test behaviors evaluation levels with respect to the Bully Child Behaviors sub-factor; based on  $p=.003>.05$  there is a significant difference between mean rank scores  $Z=-2.95$  of experimental control group children's post-test behaviors evaluation levels with respect to the Victim Child Behaviors sub-factor; based on  $p=.003>.05$  there is a significant difference between mean rank scores  $Z=-2.95$  of experimental group children's post-test behaviors evaluation levels with respect to the Passive Bully Child Behaviors sub-factor.

Table 8. Control Group Bully and Victim Child Behaviors Evaluation Form Pre-Test Post-Test Scores Wilcoxon Signed-Rank Test Results

Control Group	Test	N	$\bar{X}$	S	Mean Rank	Total Rank	Z	p
Bully Child Behaviors	Pre-test	25	2.52	3.29	6.75	40.50	-0.35	.736
	Post-test	25	2.84	3.89	7.21	50.50		
Victim Child Behaviors	Pre-test	25	2.08	3.95	6.10	30.50	-0.68	.50
	Post-test	25	2.52	4.45	6.79	47.50		
Passive Bully Child Behaviors	Pre-test	25	1.00	1.41	5.33	32.00	-0.09	.93
	Post-test	25	1.00	1.63	6.80	34.00		

\* $p<.05$

According to Table 8, based on  $p=.726>.05$  there is no significant difference between mean rank scores  $Z=-0.35$  of control group children's pre-test behaviors and post-test behaviors evaluation levels with respect to the Bully Child Behaviors sub-factor;

based on  $p=.499>.05$  there is no significant difference between mean rank scores  $Z=-0.68$  of control group children's pre-test behaviors and post-test behaviors evaluation levels with respect to the Victim Child Behaviors sub-factor;

based on  $p=.928>.05$  there is no significant difference between mean rank scores  $Z=-0.09$  of control group children's pre-test behaviors and post-test behaviors evaluation levels with respect to the Passive Bully Child Behaviors sub-factor.

#### 4. DISCUSSION AND CONCLUSION

This study was conducted to examine the effectiveness of EPPPV that was prepared to prevent violent behaviors of children against their peers in preschool years. Qualitative data of the study were collected through the "Teacher Interview Form" conducted during a focus group meeting with teachers. Relevant results are given below.

The majority of the interviewed preschool teachers stated that they observed violent behaviors during free time activities. The MEB Preschool Education Program (2013) underlines the importance of allowing game time after morning greeting time and emphasizes the planning of this time. According to a study conducted by Gülay Ogelman (2014) on observing free-time activities, it was evident that a significant number of teachers in the study group avoided starting the activity by chatting with children, avoided observing children throughout the activities, avoided participating with them and avoided evaluation at the end of activities. It is assumed that violent behaviors displayed during morning greeting time are due to this.

The majority of the teachers stated that negative videos watched through TV, telephone and tablets lead to violent behaviors. In line with these teacher opinions, the literature emphasizes that the media can have a negative effect on violent behaviors of children (Ertürk & Gül, 2006; Erdal, 2012). In addition, two teachers stated that wrong parenting attitudes also trigger violent children behaviors. There are researches in the literature supporting this finding (Saritaş, 2006; Özen, 2006, Özdiñer-Arslan, 2008; Seyhan 2020; Totan, 2008).

Most of the teachers define physically violent behaviors in children as bullying behaviors. They don't define verbally violent or indirectly violent behaviors as bullying behaviors. All of the interviewed teachers defined passive bullies as submissive children who obey without questioning. However, in the literature a passive bully is defined as one who tends to bullying but doesn't have an active role in it (Olweus, 2003). Teachers also expressed these children as bullying children. It is assumed that the reason why teachers wrongly defined passive bully children is due to lack of knowledge.

Quantitative data of the study were collected through the "Bully and Victim Child Behaviors Evaluation Form". Relevant results are given below.

It can be stated that with respect to the extent of displaying Bully child / Victim child and Passive bully child behaviors, pre-test behaviors of the experimental group children and pre-test behaviors of control group children are similar.

With respect to the extent of displaying victim child and passive bully child behaviors, post-test scores of the experimental group are lower than the post-test scores of the control group. Thus, it can be stated that EPPPV, conducted on the experimental group, is effective in reducing victim child and passive bully child behaviors.

With respect to the extent of displaying bully child and victim behaviors, pre-test and post-test scores difference of the experimental group is lower than the pre-test and post-test scores difference of the control group. Thus, it can be stated that EPPPV, conducted on the experimental group, is effective in reducing bully child and victim child behaviors.

With respect to the extent of displaying bully child, victim child and passive bully child behaviors, it can be stated that post-test scores and permanence test scores of the experimental group are similar.

Experimental group pre-test scores for bully child, victim child and passive bully child behaviors are higher than post-test scores. Thus, it can be stated that EPPPV, conducted on the experimental group, is effective in reducing bully child, victim child and passive bully child behaviors. When studies in the literature are considered, it is evident that programs for preventing bullying/peer violence have effective results (Ortega & Lera, 2000; Orpinas, Horna & Staniszewski, 2003; Salmivalli, Kaukiainen & Voeten (2005; Fekkes et al., 2006), Kartal & Bilgin, 2007;, Ayas, 2008; Karataş, 2011).

When the EPPPV is overall considered, significant decreases were observed in bully, victim and passive bully behaviors of the experimental group children throughout the study, in other words, it is evident that the EPPPV is an effective program. This study is parallel with studies conducted by Olweus (1991), Orpinas, Horna and Staniszewski (2003), O' Moore and Minton (2005), Andreou, Didaskalou and Vlachou (2007), Krueger (2010), Karataş'ın (2011) which had effective results after implementing the program against bullying.

##### 5.1. Suggestions

The following suggestions were made in this research.

- ✓ During the focus group interview carried out in the study, teachers stated that violent behaviors experienced during the day took place in free time game activities. Researches that study violent children behaviors in free time game activities in detail can be carried out.
- ✓ Preschool teachers interviewed underlined that negative videos and movies watched through TV, telephone and tablets lead to violent behaviors. There are studies in the literature supporting this. Effects of children's movies/media on violence behaviors can be examined.
- ✓ Preschool teachers who were interviewed underlined that wrong parenting attitudes cause violent behaviors. The relationship between parenting attitudes and children's violence behaviors during preschool years can be studied. Family members can become aware of the issue through family training and participation.
- ✓ According to the study results, it was observed that the EPPPV is a positive and effective program in reducing bully/victim/passive bully behaviors among children. New programs consisting of various activities and different sessions can be designed. The educational program can become widespread by being implemented in preschool education institutions.
- ✓ The PPPV does not involve parenting education. Including family sessions in the program can be suggested for further researches.

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