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# Examination of Peer Bullying in Primary School Students in Terms of Various Variables*

Ali Demircioğlu, Teacher, Corresponding Author
Ministry of National Education, Türkiye
alidemircioglu92@hotmail.com
Orcid ID: 0000-0002-1257-6395

Cüneyit Akar, Assoc. Prof. Dr.
Uşak University, Türkiye
cuneyit.akar@usak.edu.tr
Orcid ID: 0000-0001-6028-2036

| **Abstract** |
| --- |
| This research was conducted to determine the levels of primary school students' exposure to peer bullying at school and to examine their levels of exposure to bullying in terms of gender, grade level, television watching time, tablet and mobile phone usage time. Descriptive scanning method was used in the research. The study group of the research consists of 282 primary school students studying in a province in the Aegean Region in the 2022-2023 academic year. A personal information form prepared by the researchers and a scale called "Violence/Bullying in Schools" was used as a data collection tools. When the findings were examined, it was seen that 41% of the students were exposed to bullying at school, and the type of bullying behavior they encountered most was verbal bullying. According to the results, in the physical bullying category, pushing, hair and ear pulling; name-calling and teasing in the verbal bullying category; In the emotional bullying category, exclusion and humiliation from the group were found to be more common behaviors among peers. In all types of bullying, male students are more exposed to peer bullying than female students and 4th grade students are more exposed to peer bullying than other grade levels. While no significant relationship could be detected between the time spent watching television and types of bullying, high positive relationships were detected between the time spent on mobile phones-tablets and types of bullying. |

**Keywords:** Peer bullying, primary school, undesirable behaviors.

# Introduction

Peer bullying is among the most common violent behaviors among students in schools (Yurtal and Cenkseven, 2007) and has been increasing among students in recent years (Bayar & Balcı, 2023; Kurtça, et al., 2020; Lim & Hoot, 2015; Radwan, et al., 2021). These behaviors bring about many problems. Because peer bullying is the constant and regular exposure of an individual to the negative behavior of a person or people (Olweus, 1993). In other words, bullying is the physical, verbal or emotional attacks of the strong against those who are weaker than themselves, or, more generally, the oppression and oppression of the weak by the strong (Besag, 1989).

While the school success, self-confidence, and bilateral relations of students who are exposed to bullying are negatively affected, their tendency to display negative and bullying behavior increases (Çınkır, 2006). As students who encounter bullying focus their attention on how to get rid of bullies rather than the education process, their school success decreases (Whitted & Dupper, 2005). One of the negative consequences seen in these students is fear of school (Pişkin, 2002). It is very natural for people who are bullied in the environment they go to to develop a phobia against that environment, to not want to be in that environment, and to tend to escape from the environment when they find the opportunity. In this regard, defining bullying behaviors, determining their types are considered important in terms of understanding the reasons for these behaviors and producing solutions (Tani, et al., 2003). Because there are different reasons for bullying behavior, these behaviors can also appear in different forms (Griffin & Alan, 2004). In this context, when the literature is examined, it is seen that bullying behaviors are generally classified as physical, verbal and emotional bullying.

Physical bullying; slapping, punching or kicking, tripping, spitting, scratching, pushing, intimidating, pulling hair, taking belongings by force, etc. behaviors such as. Behaviors such as name-calling, swearing, ridiculing, using degrading/humiliating expressions, threatening,

insulting, lying, slandering or gossiping can be given as examples of verbal bullying behavior. Emotional bullying behaviors include: Excluding him/her from the group, giving him more difficult work than he/she can do, not including him/her in the activities, not talking, not helping, leaving him/her alone, etc. behaviors can be given as examples (Akpınar & Akpınar, 2022).

When the studies on peer bullying at primary, secondary and high school levels in Türkiye are examined, it is seen that the studies are generally focused on students, teachers and administrators. When studies conducted at secondary and high school levels are examined, it is seen that students see bullying behavior as the most effective way to solve problems (Tatlılıoğlu, 2016), that the main reason for being bullied is the feeling of jealousy (Bayar, 2018), that individuals with high bullying scores have low empathy scores, and that their alexithymia scores are lower. It was found that it was high (Gökkaya & Tekinsav-Sütcü, 2018). In a study conducted by Hilooğlu et al. (2010), it was determined that negative social behaviors and satisfaction from the environment and school were effective in students' both displaying bullying behavior and being exposed to these behaviors.

In terms of gender, it has been determined that male students are more in the bully-victim status (Altun-Kobul, et al., 2022; Gökkaya and Tekinsav-Sütcü, 2020), and similarly, male students have more bullying tendencies (Çelik, 2017; Özcan, et al., 2020). While it was found that female students had higher compassion scores than male students (Nas, et al., 2021), unlike these results, Sarı (2019) concluded that girls showed more bullying behavior than boys. In studies conducted on teachers, it has been reported that teachers describe the concepts of bullying and compassion as opposite poles (Aydemir, et al., 2021), and that teachers who encounter bullying investigate the reasons for these behaviors for a solution, hold bilateral meetings, and direct bullying individuals to the guidance service (Üstün & Şenyer, 2022).

In some studies addressing peer bullying at the primary school level, 4th grade students show these behaviors more (Kale and Demir, 2017), and bullying behaviors are most frequently encountered in the garden and on the way to and from school (Kutlu, 2020; Kutlu and Hamiden-Karaca, 2021) results were obtained. In a study conducted by Başar and Çetin (2013) at the primary school level, it was concluded that bullying is learned in the school environment. In another study conducted according to teachers' opinions, it was determined that physical and verbal bullying behaviors were the most common in classrooms (Altuntaş & Sulak, 2022).

When the studies on peer bullying at the primary school level are examined, it is seen that these studies are generally discussed in terms of teacher and student opinions, demographic-sociodemographic variables, social skills, anxiety level and emotional states (Altuntaş & Sulak, 2022; Çarkıt & Bacanlı, 2020; Demirel, 2022; Sarı & Demirbağ, 2019). At the secondary school level, it has been determined that students' emotional states, places where they are exposed to bullying, solutions used as a result of bullying, cyber bullying, and students' and teachers' perceptions of bullying are studied (Demir, 2012; Gencer, 2017; Gökkaya & Tekinsav-Sütcü, 2018). At the high school level, peer bullying is related to demographic/sociodemographic variables, cyber bullying, places where bullying occurs and ways to cope with bullying, the relationship between school types and types of bullying,

perceptions and thoughts of education stakeholders against bullying, places where bullying behavior is encountered and its reasons, solutions used against bullying. It is seen that efforts are being made to examine it under topics such as ways of bullying and the need for guidance, whether the frequency of encountering bullying differs according to grade level, and the reasons for tendency to violence (Adalar-Çelenk et al., Altun-Kobul et al., 2022; Çelik, 2017; Dilmaç, 2014; Mercan & Yıldırım-Sarı, 2018; Nas, et al., 2021).

In addition to these studies, studies trying to determine the relationship between peer bullying and cyber bullying (phone, tablet, social media) have also been identified in the literature (Balaban-Salı, et al., 2015; Demirel, 2022; Duan, et al., 2020; Gencer, 2017; Güneş, 2018; Kocaşahan, 2012; Kocatürk, 2014; Özdemir & Akar, 2011; Selfhout, et al., 2009). When the literature is examined, it is observed that studies on peer bullying are concentrated mostly at secondary school and high school levels. It is noticeable that there are few studies conducted at the primary school level. On the other hand, it has been determined that the research conducted at the primary school level is limited in terms of both the relationship between peer bullying and technology (mobile phone-tablet-television use) and the variables in this study. The current study is expected to contribute to the literature in these respects. The aim of this research is to examine peer bullying faced by primary school students in terms of various variables. In this context, the following questions have been addressed:

1. Students' exposure to peer bullying;

    1.1. Does it differ according to gender?

    1.2. Does it differ according to grade levels?

    1.3. What kind of bullying behavior are students exposed to at which grade level?

2. What is the relationship between students' levels of exposure to bullying and the time they spend watching television and playing with mobile phones and tablets?

# Method

## Research Model

In this study, which aims to examine primary school students' exposure to peer bullying in terms of various variables, the survey method, one of the quantitative research methods, was used. Survey models are research approaches that aim to describe a past or present situation as it exists. The situation, individual or object that is the subject of the research is tried to be defined within its own conditions and as it is. No effort is made to change or influence them in any way (Karasar, 2011).

## Study Group

The study group of the research consists of 282 primary school students studying in a city in the Aegean Region. Information about the working group is given below.

**Table 1.**

*Data on the Study Group*

|  | *n* | *%* | Spending time on mobile Tel-Tab | *n* | *%* |
|---|---|---|---|---|---|
| Gender |  |  |  |  |  |
| Girl | 168 | 59.6 | 0-1 hours | 111 | 39.4 |
| Boy | 114 | 40.4 | 1-2 hours | 60 | 21.3 |
|  |  |  | 2-3 hours | 74 | 26.2 |
|  |  |  | 3-4 hours | 16 | 5.7 |
|  |  |  | 4 hours and more | 21 | 7.4 |
| Grade |  |  | Daily TV watching time |  |  |
| 1.Grade | 48 | 17.0 | 0-1 hours | 86 | 30.5 |
| 2.Grade | 91 | 32.2 | 1-2 hours | 85 | 30.1 |
| 3.Grade | 62 | 22.0 | 2-3 hours | 77 | 27.3 |
| 4.Grade | 81 | 28.8 | 3-4 hours | 22 | 7.8 |
|  |  |  | 4 hours and more | 12 | 4.3 |

According to Table 1, of the 282 students participating in the research, 168 (60%) are female students and 114 (40%) are male students. 48 1st (17%), 2nd sophomores (32%), 62 3rd (22%), and 81 4th (29%) participated in the research. 39% of the students participating in the research use television, mobile phones and tablets for 2 hours or more per day.

## Data Collection Tools

### *Personal Information Form*

A personal information form prepared by the researchers for use within the scope of this study was used, which included the personal information of the participants (gender, grade level, daily television watching time, daily mobile phone and tablet playing time).

### *Violence/Bullying Scale in Schools*

The data of the research were obtained through the scale called "Violence/Bullying in Schools", developed by Çınkır and Karaman-Kepenekçi (2003) and adapted to primary school students by Çankaya (2011). The scale, consisting of 19 items, was prepared in a 5-point Likert type and consists of 3 sub-dimensions. Within the scope of the confirmatory factor analysis conducted by Çankaya (2011), 5 items from the scale were removed from the scale. Goodness of fit values regarding the confirmatory factor analysis result (GFI and CFI: above .90 and RMSEA value below .80) were found to be at an acceptable level and a high level of positive correlation was detected between the scale dimensions (Çankaya, 2011). In this form, the scale was examined for suitability for the primary school level by 3 faculty members and 2 classroom teachers who are experts in the field of classroom education. Two items in the scale were removed because they were not considered suitable for the primary school age group, in line with the opinions and suggestions of experts. Of the 12 items in the final version of the scale, 4 items are related to physical bullying, 5 items are related to verbal bullying and 3 items are related to emotional bullying. The lowest score that can be obtained from the scale is 12, while the highest score is 60. The answers to the items in the scale were classified as 1-never, 2-once, 3-occasionally, 4-very often, 5-every day. An increase in the score obtained from the scale indicates a greater exposure to bullying. Within the scope of the current study, the Cronbach Alpha reliability value of the scale was calculated as .82.

**Data Analysis**

The obtained data were transferred to the computer environment and analyzes were made through a statistical package program. Percentage and frequency values were calculated for the students' answers to each item, and for descriptive statistics, the total scores of the items and also the total scores of the sub-dimensions were calculated. Independent groups t-test to determine whether there is a difference according to gender; Pearson Correlation Coefficient was calculated to determine the relationship between television watching time, mobile phone-tablet playing time, grade level and bullying exposure level. One-way analysis of variance was performed to determine whether there was a difference in terms of class level. In case of a difference, Tukey test was applied to determine the difference between groups. Percentage and frequency analysis were used to determine the bullying behaviors that were most and least exposed according to grade level. The data obtained are given in the form of tables in the findings section.

**Ethical Permits of Research:**

In this study, all rules that must be followed within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive" have been followed. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

**Ethics Committee Permission Information:**

Name of the committee that made the ethical evaluation = Uşak University Social and Human Sciences Scientific Research and Publication Ethics Board

Date of ethics review decision= 16.03.2023

Ethical evaluation document publication number = 89784354-050.99-135407

# Findings

In this section, percentage and frequency values of the types of bullying behaviors that students are exposed to, whether bullying behaviors differ according to gender and grade levels, the bullying behaviors that students are most and least exposed to according to their grade levels, and the relationship between bullying behaviors and the duration of television, mobile phone and tablet usage. Findings on what kind of relationship exists are included.

In the table below, the percentage and frequency values of bullying behaviors experienced are given.

**Table 2.**

*Percentage and Frequency Values of the Types of Bullying Behavior that Students are Exposed to*

|  | Everyday | | Very often | | Sometimes | | Once | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| 1-Being kicked and slapped at school | 11 | 3.9 | 5 | 1.8 | 53 | 18.8 | 36 | 12.8 | 177 | 62.8 |
| 2-My friends pushing me at school | 19 | 6.7 | 27 | 9.6 | 101 | 35.8 | 53 | 18.8 | 82 | 29.1 |
| 3-My hair and ears were pulled by my friends at school | 17 | 6 | 22 | 7.8 | 77 | 27.3 | 61 | 21.6 | 105 | 37.2 |
| 4-Rude jokes were made on me (punching, etc.) by my friends at school. | 5 | 1.8 | 9 | 3.2 | 25 | 8.9 | 28 | 9.9 | 215 | 76.2 |
| 5-I was made fun of at school | 23 | 8.2 | 24 | 8.5 | 97 | 34.4 | 47 | 16.7 | 91 | 32.3 |
| 6-Insulting and swearing at me at school | 21 | 7.4 | 17 | 6 | 74 | 26.2 | 59 | 20.9 | 111 | 39.4 |
| 7-Being bullied by my friends at school | 14 | 5 | 14 | 5 | 49 | 17.4 | 34 | 12.1 | 171 | 60.6 |
| 8-I was called names at school | 46 | 16.3 | 24 | 8.5 | 70 | 24.8 | 39 | 13.8 | 103 | 36.5 |
| 9-Being threatened by my friends at school | 7 | 2.5 | 13 | 4.6 | 21 | 7.4 | 43 | 15.2 | 198 | 70.2 |
| 10-Discrimination against me by my friends at school | 7 | 2.5 | 11 | 3.9 | 68 | 24.1 | 50 | 17.7 | 146 | 51.8 |
| 11-Being excluded from the group by the group at school | 10 | 3.5 | 22 | 7.8 | 58 | 20.6 | 45 | 16 | 147 | 52.1 |
| 12-My friends humiliated me at school | 16 | 5.7 | 20 | 7.1 | 77 | 27.3 | 63 | 22.3 | 106 | 37.6 |

Items 1, 2, 3, and 4 in the scale refer to physical bullying; Items 5, 6, 7, 8 and 9 are about verbal bullying, and items 10, 11 and 12 are about emotional bullying. When Table 2 is examined, it can be seen that the most common type of bullying behavior encountered by students is verbal bullying. The most common verbal bullying behaviors are "calling me names at school" (25%) and "being made fun of at school" (17%). The most common physical bullying behavior is "my friends pushing me at school" (16%), followed by It was determined that "my hair and ears were pulled by my friends at school" (14%). The most common bullying behaviors in terms of emotional bullying are "my friends humiliating me at school" (13%) and "being excluded from the group by my friends at school" (11%) has been seen.

The mean and standard deviation values for peer bullying types and total scores are given in the table below.

**Table 3.**

*Descriptive Statistics of Physical, Verbal and Emotional Bullying and Bullying Total Scores*

|  | *n* | *M* | *SD* | *%* |
|---|---|---|---|---|
| Physical bullying | 282 | 7.9 | 3.2 | 39 |
| Verbal bullying | 282 | 10.5 | 4.0 | 42 |
| Emotional bullying | 282 | 6.0 | 2.5 | 40 |
| Bullying total | 282 | 24 | 8.1 | 41 |

The lowest score to be obtained from the scale is 12 and the highest score is 60. The students' total mean score of being exposed to bullying was calculated as 24.4. In other words, it is seen that approximately 41% of the students are exposed to bullying. When the types of bullying and exposure to bullying were examined, it was determined that students were most

exposed to verbal bullying (42.2%), followed by emotional bullying (40.1%) and finally physical bullying (39.3%).

Independent groups t-test was applied to determine whether the level of exposure to peer bullying made a difference according to gender. Analysis results are given in the table below.

**Table 4.**

*T-test Results Regarding the Differences in Students' Views on Peer Bullying according to Gender*

|  | Gender | *n* | *M* | *SD* | *t* | *p* |
|---|---|---|---|---|---|---|
| Physical bullying | Girl | 168 | 7.3 | 2.75 | 3.40 | 0.00 |
|  | Male | 114 | 8.6 | 3.69 |  |  |
| Verbal bullying | Girl | 168 | 10.1 | 3.45 | 2.2 | 0.02 |
|  | Male | 114 | 11.2 | 4.65 |  |  |
| Emotional bullying | Girl | 168 | 5.4 | 2.20 | 5.4 | 0.00 |
|  | Male | 114 | 6.9 | 2.54 |  |  |
| Bullying total | Girl | 168 | 22.9 | 6.78 | 4.04 | 0.00 |
|  | Male | 114 | 26.7 | 9.38 |  |  |

When Table 4 was examined, it was determined that there was a significant difference between the averages of female students and male students in terms of total scores of exposure to bullying. Accordingly, male students' level of exposure to bullying was found to be significantly higher than female students ($t_{(280)}$=4.04; p<.05). Among the sub-dimensions, physical bullying ($t_{(280)}$=3.40; p<.05); verbal bullying ($t_{(280)}$=2.2; p<.05); and emotional bullying ($t_{(280)}$=5.4; p<.05) dimensions, male students were significantly more exposed to bullying behavior.

One-way analysis of variance was conducted to determine whether there was a significant difference between the level of exposure to peer bullying and the grade level. In case of a difference, the Tukey test was applied to determine the source of the difference. Analysis results are given in the table below.

**Table 5.**

*One-Way Analysis of Variance Regarding the Differentiation of Students' Views on Peer Bullying according to Grade Levels*

|  | Grade level | *n* | *M* | *SD* | *F* | *p* | Comparison of means |
|---|---|---|---|---|---|---|---|
| Physical bullying | 1st grade | 48 | 8.2 | 3.3 | 4.42 | .00 | 4-2 |
|  | 2nd grade | 91 | 7.3 | 2.5 |  |  | 4-3 |
|  | 3rd grade | 62 | 7.2 | 3.0 |  |  |  |
|  | 4th grade | 81 | 8.8 | 3.8 |  |  |  |
|  | Total | 282 | 7.9 | 3.2 |  |  |  |
| Verbal bullying | 1st grade | 48 | 9.6 | 2.9 | 3.61 | .01 | 4-1 |
|  | 2nd grade | 91 | 10.3 | 3.1 |  |  |  |
|  | 3rd grade | 62 | 10.1 | 4.0 |  |  |  |
|  | 4th grade | 81 | 11.7 | 5.2 |  |  |  |
|  | Total | 282 | 10.5 | 4.0 |  |  |  |
| Emotional bullying | 1st grade | 48 | 5.5 | 2.2 | 11.36 | .00 | 4-1 |
|  | 2nd grade | 91 | 5.5 | 2.2 |  |  | 4-2 |
|  | 3rd grade | 62 | 5.6 | 2.3 |  |  | 4-3 |
|  | 4th grade | 81 | 7.3 | 2.6 |  |  |  |
|  | Total | 282 | 6.0 | 2.5 |  |  |  |
| Bullying total | 1st grade | 48 | 23.2 | 6.1 | 6.36 | .00 | 4-1 |
|  | 2nd grade | 91 | 23.1 | 6.0 |  |  | 4-2 |
|  | 3rd grade | 62 | 22.9 | 8.0 |  |  | 4-3 |
|  | 4th grade | 81 | 27.8 | 10.3 |  |  |  |
|  | Total | 282 | 24.4 | 8.1 |  |  |  |

When the table is examined, it is seen that 4th grade students are exposed to significantly more bullying behavior than 2nd and 3rd grade students in terms of physical bullying (F=4.4, p<.05). There is a significant difference between 4th grade students and 1st grade students in terms of exposure to verbal bullying (F=3.6, p<.05). In terms of emotional bullying, it is understood that 4th grade students are exposed to peer bullying significantly more than 1st, 2nd and 3rd grade students (F=11.3, p<.05). In terms of total scores of exposure to bullying, it is seen that 4th grade students have significantly higher scores than 1st, 2nd and 3rd grade students (F=6.3, p<.05). According to these findings, it is noticeable that there is a significant increase in bullying behavior of 4th grade students in general. While the total score average in the lower grades is approximately 23, it is seen that this average increases to around 28 points in the 4th grade. The increase is approximately 5 points. In other words, it is seen that there is a 21.8% increase in the level of exposure to peer bullying in the 4th grade.

The table below shows the most and least common bullying behaviors according to grade level and the percentage and frequency values of these behaviors.

**Table 6.**

*Types of Bullying Behavior that are Most and Least Exposed to according to Grade Levels*

| | | 1st Grade | | 2nd Grade | |
|---|---|---|---|---|---|
| | | Most | Least | Most | Least |
| Physically | Type of bullying | push | rude joke | push | rude joke |
| | Frequency | 18 | 8 | 28 | 18 |
| | Percentage | 37.5 | 16.7 | 30.8 | 19.8 |
| Verbal | Type of bullying | Name calling | Being threatened | Name calling | Being threatened |
| | Frequency | 12 | 7 | 25 | 13 |
| | Percentage | 25 | 14.6 | 27.5 | 14.3 |
| Emotional | Type of bullying | Humiliation | Discrimination | Humiliation | Discrimination |
| | Frequency | 19 | 12 | 35 | 27 |
| | Percentage | 39.6 | 25 | 38.5 | 29.7 |
| | | 3rd Grade | | 4th Grade | |
| | | Most | Least | Most | Least |
| Physically | Type of bullying | push | rude joke | push | rude joke |
| | Frequency | 20 | 11 | 26 | 15 |
| | Percentage | 32.3 | 17.7 | 32.1 | 18.5 |
| Verbal | Type of bullying | Insult/ Swearing | Being threatened | Name calling | Being threatened |
| | Frequency | 16 | 9 | 20 | 12 |
| | Percentage | 25.8 | 14.5 | 24.7 | 14.8 |
| Emotional | Type of bullying | Humiliation | Discrimination | Exclusion | Humiliation |
| | Frequency | 24 | 17 | 31 | 22 |
| | Percentage | 38.7 | 27.4 | 38.3 | 27.2 |

The table shows which bullying behaviors students are exposed to the most and least, according to their grade level. Accordingly, in the physical bullying type, students in all classes are most exposed to "push" bullying behavior. The least common bullying behavior was determined to be "making a rude joke" (punching, etc.). In the type of verbal bullying, the most common behavior among students is "name-calling" in the 1st, 2nd and 4th grades, while this is replaced by "insulting and swearing" behavior in the 3rd grade. The least common bullying behavior in the verbal bullying type stands out as "threat" in all primary school grades. In terms of emotional bullying, it is understood that the most common bullying behavior encountered by students in the 1st, 2nd and 3rd grades is "humiliation", while "exclusion from the group" behavior is seen more in the 4th grade. The least common type of emotional bullying behavior was "discrimination against me by my friends" in the 1st, 2nd and 3rd grades, while the least common bullying behavior in the 4th grade was "humiliation".

In the table below, the correlation values between students' television viewing and mobile phone and tablet usage time and their level of exposure to bullying are given.

**Table 7.**

*Relationship Between Independent Variables and Bullying Values*

|  | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1-Bullying total | 1 |  |  |  |  |  |
| 2-Physical bullying | .83$^{**}$ | 1 |  |  |  |  |
| 3-Verbal bullying | .89$^{**}$ | .58$^{**}$ | 1 |  |  |  |
| 4-Emotional bullying | .77$^{**}$ | .50$^{**}$ | .56$^{**}$ | 1 |  |  |
| 5-Television watching time | -.07 | -.06 | -.08 | -.04 | 1 |  |
| 6-Mobile phone-tablet usage time | .67$^{**}$ | .42$^{**}$ | .76$^{**}$ | .42$^{**}$ | -.08 | 1 |

* $p<0.05$ ** $p<0.01$

While no significant relationship could be detected between television viewing time and bullying total scores or sub-dimensions, high-level relationships were detected between mobile phone and tablet usage time and levels of exposure to bullying. As the duration of mobile phone and tablet use increases, the total score average of the level of bullying exposure increases positively and at a high level (r=.67). It is seen that the highest relationship between mobile phone and tablet usage time and sub-dimensions is with verbal bullying (r=.76). It was determined that there were moderate and positive correlations between the duration of mobile phone and tablet use and the physical bullying sub-dimension (r=.42) and emotional bullying sub-dimension (r=.42).

## Discussion and Conclusion

Among the students participating in the research, the most frequently exposed physical bullying behaviors include "my friends pushing me at school" (16%), "my friends pulling my hair and ears at school" (14%); and the most frequently exposed verbal bullying behaviors being "calling me names at school" (25%), "being made fun of at school" (17%), and among the most frequently exposed emotional bullying behaviors, "my friends humiliating me at school" (13%) and "being excluded from the group by my friends at school" (11%) are among the most common bullying behaviors. It can be said that it is located. Physical bullying behaviors include pushing, hair and ear pulling; Name calling and ridicule in verbal bullying; It is seen that humiliation and exclusion from the group behaviors are more common in emotional bullying. In their study, Pateraki and Houndoumadi (2001) reported that the most common bullying behaviors were name-calling, hitting and kicking, and Dawes, et al. (2022) stated that the most serious type of bullying was physical bullying, Karabulut, et al. (2023) stated that students were exposed to bullying through making fun, getting offended, taking things by force, mocking, and excluding behaviors.

According to the results of the research, it is seen that students are mostly exposed to verbal bullying (name calling, mocking). Verbal bullying is easier to implement than other types of bullying. For this reason, it can be expected that the most common type of bullying is verbal bullying. As a matter of fact, there are studies in the literature that reach similar results (Ahmed, et al., 2023; Altun-Kobul et al., 2022; Nasheeda, et al., 2017; Ramdani, et al., 2021; Yılmaz & Malkoç, 2020). Pečjak and Pirc (2017) found that individuals exposed to peer bullying were frequently exposed to verbal and social bullying, and Nurlia and Suardiman (2020) found that 40-45% of students exhibited verbal bullying behavior by making fun of their peers. On the other hand, other studies have been found showing that students are most

exposed to verbal and physical bullying (Akpınar & Akpınar, 2022; Altuntaş & Sulak, 2022; Antiri, 2016; Çarkıt & Bacanlı, 2020).

According to the findings obtained in the current study, students are most exposed to verbal bullying, then emotional bullying, and finally physical bullying. These results also coincide with the study conducted by Şardağ and Yılmaz (2023). In this context, it can be said that the results obtained in the research and the literature generally overlap. When exposure to peer bullying was considered in terms of gender, it was determined that male students were more exposed to peer bullying. When the relevant studies are examined, it can be seen that generally similar results are found. Alikaşifoğlu et al. (2004) and Özen (2006) concluded in their studies that male students are more exposed to physical bullying behavior. Pişkin (2010), Cenkseven-Önder et al. (2012), Hamurcu (2020) and Altun-Kobul et al. (2022) stated that male students were more involved in bullying behavior compared to female students. Similarly, there are studies in the literature that find that male students tend to exhibit more bullying behavior than female students (Güneş, 2018; Kocatürk, 2014; Özcan et al., 2020).

Some studies conducted outside Türkiye have also found that male students have higher levels of exhibiting bullying behavior and being exposed to this behavior (Almahasnih, 2019; Alrokban, et al., 2019; Scheithauer, et al., 2006; Stankovic, et al., 2022; Veldkamp, Van Bergen, et al., 2017). Considering these results, it can be said that the result obtained within the scope of the research overlaps with the studies in the literature. It is essentially expected that male students have higher levels of bullying behavior and exposure to bullying. The main reasons for this can be listed as factors such as the activeness of boys, hormonal characteristics, social and environmental reasons, and the fact that such behaviors are seen as male-specific behaviors in society.

When exposure to bullying behavior was examined in terms of grade level, it was determined that 4th grade students were more exposed to bullying behavior than lower grades. Kale and Demir (2017) found that 4th grade primary school students showed more bullying behavior than 3rd grade students. As a result of the study conducted by Gümüşler-Başaran (2014) on high school students, it was concluded that upper grades encountered bullying behavior more than lower grades. In terms of primary school, while 1st, 2nd and 3rd grade students are more childlike, they undergo a significant change in the 4th grade. This change, as in many other issues, can also be effective in starting to exhibit negative behaviors. Bullying behaviors also increase at this grade level. Because at the 4th grade level, it is normal for students to grow in age, to want to be accepted by their peers, and to have social relationships with people they take as role models who will negatively affect them.

When bullying behaviors were examined by grade level, it was seen that the most common physical bullying behavior was "pushing". The fact that students in this age group are active can be shown as the most important reason for this situation. Among emotional bullying behaviors, it was observed that bullying behavior, which was humiliation in the 1st, 2nd and 3rd grades, turned into exclusion behavior from the group in the 4th grade. It can be said that this situation arises from the motivation of self-protection, seeing violence as a solution and the behavior of accepting oneself among peer groups as the age increases.

Within the scope of the study, while no significant relationship was found between the time spent watching television and types of bullying, high positive relationships were detected between the time spent on tablets and mobile phones and types of bullying. The highest correlation between time spent on tablets and mobile phones is with verbal bullying, followed by physical and emotional bullying. It was also determined that there was a strong positive relationship with bullying total scores. The increase in time students spend with devices such as mobile phones and tablets negatively affects them. According to Özdemir and Akar (2011), internet use exceeding five hours a day increases the tendency for individuals to display bullying behavior. Kocatürk (2014) concluded that individuals who have a computer connected to the internet at home, have an internet connection with a tablet or mobile phone, spend more than 4 hours a day on the internet, and have a personal mobile phone are both more exposed to bullying and show more bullying behavior has reached. On the other hand, internet and mobile phone use also causes social anxiety in individuals (Duan et al., 2020; Selfhout et al., 2009). It can be thought that individuals with high levels of social anxiety will be more exposed to bullying behavior. Unlike other studies on this subject, Güneş (2018) did not find a relationship between the level of phone addiction and bullying tendency in his study. However, it can be said that the results obtained from the current study generally overlap with other studies.

## Recommendations

Within the framework of the results obtained, the following recommendations can be made;

There appears to be an increase in bullying behavior in schools. In this context, it may be recommended to provide awareness training for school administrators, families and teachers. In this regard, school guidance services can be made more active by organizing events to inform parents and students.

Students can be given awareness training about what they can do and what their rights are when they are exposed to bullying.

Considering that male students are more prone to bullying, it may be recommended that they be directed to positive activities that can discharge their energy and meet their need for movement.

In order to better recognize and understand primary school 4th grade students, teachers, families and school administrators can be informed.

The time students spend on phones and tablets should be controlled. Games and applications that encourage violence should be monitored and kept under control while using mobile phones and tablets.

Social clubs can be created in schools and activities related to cooperation, love, respect and tolerance can be carried out in these clubs.

Students can be directed to sports and cultural activities that will encourage them positively in their free time outside of school.

It may be suggested to conduct new quantitative and qualitative studies on peer bullying in primary schools from different dimensions.

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# BIOGRAPHICAL NOTES

**Contribution Rate of Researchers**

Author 1: 50%

Author 2: 50%

**Conflict Statement**

There is no conflict of interest in the research.

# İlkokul Öğrencilerinde Akran Zorbalığının Çeşitli Değişkenler Açısından İncelenmesi

## Özet

Bu araştırma, ilkokul öğrencilerinin okulda akran zorbalığına maruz kalma düzeylerinin belirlenmesi ve zorbalığa maruz kalma düzeylerinin cinsiyet, sınıf düzeyi, televizyon izleme süresi, tablet ve cep telefonu kullanım süresi bakımından incelenmesi amacıyla gerçekleştirilmiştir. Araştırmada betimsel tarama yöntemi kullanılmıştır. Araştırmanın çalışma grubunu 2022-2023 eğitim-öğretim döneminde Ege Bölgesi'nde bir ilde öğrenim görmekte olan 282 ilkokul öğrencisi oluşturmaktadır. Veri toplama aracı olarak araştırmacılar tarafından hazırlanan kişisel bilgi formu ve "Okullarda Şiddet/Zorbalık" adlı ölçek kullanılmıştır. Bulgular incelendiğinde öğrencilerin okulda %41 düzeyinde zorbalığa maruz kaldıkları, en fazla karşılaştıkları zorba davranış türünün ise sözel zorbalık olduğu görülmüştür. Ulaşılan sonuçlara göre fiziksel zorbalık kategorisinde itme, saç ve kulak çekme; sözel zorbalık kategorisinde ad takma ve alay etme; duygusal zorbalık kategorisinde ise gruptan dışlamak ve küçük düşürme akranlar arasında daha sık görülen davranışlar olarak tespit edilmiştir. Bütün zorbalık türlerinde erkek öğrenciler kız öğrencilere ve 4. sınıf öğrencileri diğer sınıf düzeylerine kıyasla akran zorbalığına daha fazla maruz kalmaktadır. Televizyon izleme süresi ile zorbalık türleri arasında anlamlı bir ilişki tespit edilemezken cep telefonu-tablet ile geçirilen süre ve zorbalık türleri arasında pozitif yönlü yüksek ilişkiler tespit edilmiştir.

**Anahtar Kelimeler:** Akran zorbalığı, ilkokul, istenmeyen davranışlar.

## Giriş

Akran zorbalığı, okullarda öğrenciler arasında fazlaca karşılaşılan şiddet davranışları arasında yer almakta (Yurtal ve Cenkseven, 2007) ve son yıllarda öğrenciler arasında artış göstermektedir (Bayar & Balcı, 2023; Kurtça, vd., 2020; Lim & Hoot, 2015; Radwan, vd., 2021). Zira akran zorbalığı bireyin, sürekli ve düzenli şekilde kişi veya kişilerin olumsuz davranışlarına maruz kalmasıdır (Olweus, 1993). Başka bir deyişle zorbalık, güçlü olanların kendinden zayıf olanlara karşı fiziksel, sözel veya duygusal biçimlerde yaptıkları saldırılar veya daha genel bir ifadeyle güçlü olanların zayıf olanları ezmesi, baskı altına almasıdır (Besag, 1989).

Literatür incelendiğinde akran zorbalığı ile ilgili yapılan çalışmaların daha çok ortaokul ve lise düzeyinde yoğunlaştığı ilkokul düzeyinde yapılan çalışmaların az olduğu göze çarpmaktadır. İlkokul düzeyinde yapılan araştırmaların gerek akran zorbalığı ve teknoloji (cep telefonu-tablet-televizyon kullanımı) ilişkisi gerekse bu çalışmadaki değişkenler açısından sınırlı olduğu tespit edilmiştir. Bu nedenle bu araştırmada ilkokul öğrencilerinin akran zorbalığı bağlamında hangi zorbalık türlerine ne düzeyde maruz kaldıkları araştırılmıştır. Ayrıca öğrencilerin akran zorbalığına maruz kalma düzeylerinin cinsiyet ve sınıf düzeylerine göre farklılaşıp farklılaşmadığı, hangi sınıf düzeyinde ne tür zorba davranışlara maruz kaldıkları, zorbalığa maruz kalma düzeyleri ile televizyon izleme ve cep telefonu-tablet ile oynama süreleri arasında nasıl bir ilişki olduğu incelenmiştir.

## Yöntem

Araştırmada nicel araştırma yöntemlerinden betimsel tarama yöntemi kullanılmış ve araştırmaya katılan 282 öğrencinin 168'ini (%60) kız öğrenciler, 114'ünü %40 erkek öğrenciler oluşturmuştur. Araştırmaya 1. sınıflardan 48 kişi (%17), 2. sınıflardan 91 kişi (%32), 3. sınıflardan 62 kişi (%22), 4. sınıflardan ise 81 kişi (%29) katılmıştır. Araştırmaya katılan öğrencilerin %39'u günlük 2 saat ve üzerinde televizyon, cep telefonu-tablet kullanmaktadır. Bu çalışmada kullanılmak üzere araştırmacılar tarafından hazırlanan katılımcıların kişisel bilgilerinin (cinsiyet, sınıf düzeyi, günlük televizyon izleme süresi, günlük cep telefonu ve tablet ile oynama süresi) yer aldığı bir adet kişisel bilgi formu kullanılmıştır.

Ayrıca araştırmanın verileri Çınkır ve Karaman-Kepenekçi (2003) tarafından geliştirilen ve Çankaya tarafından (2011) ilköğretim öğrencilerine uyarlanan "Okullarda Şiddet/Zorbalık" adlı ölçek vasıtasıyla elde edilmiştir. 19 maddeden oluşan ölçek 5'li likert tipinde hazırlanmış olup 3 alt boyuttan oluşmaktadır. Çankaya (2011) tarafından yapılan doğrulayıcı faktör analizi kapsamında ölçeğe ait 5 madde ölçekten çıkartılmıştır. Doğrulayıcı faktör analizi sonucuna ilişkin uyum iyiliği değerleri (GFI ve CFI: .90'ın üzerinde ve RMSEA değeri ise .80'in altında) kabul edilebilir düzeyde bulunmuş ve ölçek boyutları arasında yüksek düzeyde pozitif korelasyon tespit edilmiştir (Çankaya, 2011). Bu haliyle ölçek, sınıf eğitimi alanında uzman 3 öğretim üyesi ve 2 sınıf öğretmeni tarafından ilkokul düzeyine uygunluk bakımından incelenmiştir. Ölçekte yer alan 2 madde uzmanların görüş ve önerileri doğrultusunda ilkokul yaş grubuna uygun görülmemesi nedeniyle çıkartılmıştır. Son haliyle ölçekte yer alan 12 maddedin 4 maddesi fiziksel zorbalık, 5 maddesi sözel zorbalık ve 3 maddesi ise duygusal zorbalık ile ilişkilidir. Ölçeğin mevcut çalışma kapsamında Cronbach Alpha güvenirlik değeri .82 olarak hesaplanmıştır.

Öğrencilerin her maddeye verdikleri cevaplar için yüzde ve frekans değerleri, betimleyici istatistikler için ise maddelerin toplam puanları ve ayrıca alt boyutların toplam puanları da hesaplanmıştır. Cinsiyete göre farklılaşma olup olmadığını belirlemek için bağımsız gruplar t testi; televizyon izleme süresi, cep telefonu-tablet ile oynama süresi ve sınıf düzeyi ile zorbalığa maruz kalma düzeyi arasındaki ilişkinin belirlenmesi için Pearson Korelasyon Katsayısı hesaplanmıştır. Sınıf düzeyi bakımından farklılaşma olup olmadığının tespit edilmesi için tek yönlü varyans analizi yapılmıştır. Fark oluşması durumunda ise gruplar arası farkın belirlenmesi için Tukey testi uygulanmıştır. Sınıf düzeyine göre en fazla ve en az maruz kalınan zorba davranışların tespiti için yüzde ve frekans analizinden yararlanılmıştır.

### Araştırmanın Etik İzinleri:

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

### Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Uşak Üniversitesi Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu

Etik Kurul Etik inceleme karar tarihi= 16.03.2023

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## Bulgular

Öğrencilerin en fazla karşılaştıkları zorba davranış türünün sözel zorbalık olduğu görülmektedir. En fazla görülen sözel zorbalık davranışlarının ise "okulda bana ad takılması" (%25) ve "okulda benimle alay edilmesi" (%17) olduğu görülmektedir. En fazla görülen fiziksel zorbalık davranışının "okulda arkadaşlarımın beni itmesi" (%16) ardından ise "okulda arkadaşlarım tarafından saç ve kulağımın çekilmesi" (%14) olduğu tespit edilmiştir. Duygusal zorbalık açısından en fazla görülen zorba davranışlar ise "okulda arkadaşlarımın beni küçük düşürmesi" (%13) ve "okulda arkadaşlarım tarafından gruptan dışlanmak" (%11) olduğu görülmüştür. Öğrencilerin yaklaşık (%41) düzeyinde zorbalığa maruz kaldıkları görülmektedir. Zorbalık türleri ve zorbalığa maruz kalma durumları incelendiğinde ise öğrencilerin en fazla sözel zorbalığa (%42.2), ardından duygusal zorbalığa (%40.1) ve son olarak fiziksel zorbalığa (%39.3) maruz kaldıkları tespit edilmiştir.

Zorbalığa maruz kalma toplam puanlar bakımından incelendiğinde kız öğrencilerin ortalamaları ile erkek öğrencilerin ortalamaları arasında anlamlı bir fark olduğu tespit edilmiştir. Buna göre erkek öğrencilerin kız öğrencilere göre zorbalığa maruz kalma düzeyi anlamlı derecede daha yüksek bulunmuştur ($t_{(280)}$=4.04; p<.05). Alt boyutlardan fiziksel zorbalık ($t_{(280)}$=3.40; p<0,05); sözel zorbalık ($t_{(280)}$=2.2; p<.05); ve duygusal zorbalık ($t_{(280)}$=5.4; p<.05) boyutlarının tümünde de erkek öğrencilerin zorbalık davranışlarına anlamlı derecede daha fazla maruz kaldıkları görülmektedir.

Fiziksel zorbalık bakımından 4. sınıf öğrencilerinin 2 ve 3. sınıf öğrencilerine göre anlamlı derecede daha fazla zorba davranışlara maruz kaldıkları görülmektedir (F=4.4, p<.05). Sözel zorbalığa maruz kalma bakımından 4. sınıf öğrencileri ile 1. sınıf öğrencileri arasında anlamlı bir farklılık olduğu görülmektedir (F=3.6, p<.05). Duygusal zorbalık açısından da 4. sınıf öğrencilerinin 1, 2 ve 3. sınıf öğrencilerine göre anlamlı derecede daha fazla akran zorbalığına maruz kaldıkları anlaşılmaktadır (F=11.3, p<.05). Zorbalığa maruz kalma toplam puanları bakımından yine 4. sınıf öğrencilerinin 1, 2 ve 3. sınıf öğrencilerinden anlamlı derecede daha yüksek puanlara sahip oldukları görülmektedir (F=6.3, p<.05). Bu bulgulara göre genel olarak 4. sınıf öğrencilerinin zorbalığa maruz kalma davranışlarında anlamlı bir artışın olduğu göze çarpmaktadır. Alt sınıflardaki toplam puan ortalaması yaklaşık 23 iken, 4. sınıfa gelindiğinde bu ortalamanın 28 puan civarına yükseldiği görülmektedir. Artış yaklaşık 5 puan düzeyindedir. Diğer bir deyişle 4. sınıfta akran zorbalığına maruz kalma düzeyinde %21.8 düzeyinde bir artışın olduğu görülmektedir.

Fiziksel zorbalık türünde tüm sınıflarda öğrenciler en fazla "itme" zorba davranışına maruz kalmaktadırlar. En az karşılaşılan zorbalık davranışı ise "kaba şaka yapılması" (yumruk atılması vs.) olarak tespit edilmiştir. Sözel zorbalık türünde öğrenciler arasında en fazla karşılaşılan davranışlar 1., 2. ve 4. sınıfta "ad takma" iken bu durum 3. sınıfta yerini "hakaret ve küfretme" davranışına bırakmaktadır. Sözel zorbalık türünde en az karşılaşılan zorba davranışlar ise ilkokul kademesindeki bütün sınıflarda "tehdit edilme" olarak göze çarpmaktadır. Duygusal zorbalık bakımından 1., 2. ve 3. sınıfta öğrencilerin en fazla karşılaştıkları zorbalık davranışının "küçük düşürme" olduğu görülürken, 4. sınıfta "gruptan

dışlanma" davranışının daha fazla görüldüğü anlaşılmaktadır. Duygusal zorbalık türünde en az karşılaşılan davranışlar 1., 2. ve 3. sınıfta "arkadaşlarım tarafından bana ayrım uygulanması" olurken, 4. sınıfta en az görülen zorbalık davranışının "küçük düşürme" olduğu görülmektedir.

Televizyon izleme süresi ile zorbalık toplam puanları veya alt boyutları arasında anlamlı bir ilişki tespit edilemezken, cep telefonu ve tablet kullanım süresi ile zorbalığa maruz kalma düzeyleri arasında yüksek düzeyli ilişkiler tespit edilmiştir. Cep telefonu ve tablet kullanım süresi arttıkça zorbalığa maruz kalma düzeyi toplam puan ortalamaları pozitif ve yüksek düzeyde artmaktadır (r=.67). Cep telefonu ve tablet kullanım süresi ile alt boyutlar arasında en yüksek ilişkinin sözel zorbalık ile olduğu görülmektedir (r=.76). Cep telefonu ve tablet kullanım süresi ile fiziksel zorbalık alt boyutu (r=.42) ve duygusal zorbalık alt boyutu açısından da (r=.42) orta düzeyli ve pozitif korelasyonlar olduğu tespit edilmiştir.

## Tartışma ve Sonuç

Araştırmaya katılan öğrenciler arasında en fazla maruz kalınan fiziksel zorba davranışlar arasında "okulda arkadaşlarımın beni itmesi" (%16), "okulda arkadaşlarım tarafından saç ve kulağımın çekilmesi" (%14); en fazla maruz kalınan sözlü zorba davranışlar arasında "okulda bana ad takılması (%25),"okulda benimle alay edilmesi" (%17), en fazla maruz kalınan duygusal zorba davranışlar arasında ise "okulda arkadaşlarımın beni küçük düşürmesi" (%13) ve "okulda arkadaşlarım tarafından gruptan dışlanmak" (%11) zorba davranışlarının yer aldığı söylenebilir. Fiziksel zorba davranışlar arasında itme, saç ve kulağın çekilmesi; sözel zorbalık içerisinde ad (isim) takma ve alay etme; duygusal zorbalık içerisinde ise küçük düşürülme ve gruptan dışlanma davranışlarının daha yaygın olduğu görülmektedir. Araştırma sonuçlarına göre öğrencilerin en fazla sözel zorbalığa (ad takma, alay etme) maruz kaldıkları görülmektedir. Mevcut çalışmada elde edilen bulgulara göre öğrenciler en çok sözel zorbalık ve ardından duygusal zorbalığa son olarak da fiziksel zorbalığa maruz kalmaktadırlar. Elde edilen sonuçların genel olarak literatürle örtüştüğü görülmüştür.

Akran zorbalığına maruz kalma durumu cinsiyet bakımından ele alındığında erkek öğrencilerin akran zorbalığına daha fazla maruz kaldıkları tespit edilmiştir. Gerek Türkiye gerekse de Türkiye dışında yapılmış çalışmalarda genel olarak erkek öğrencilerin zorba davranış sergileme ve bu davranışlara maruz kalma düzeylerinin daha yüksek olduğu tespit edilmiştir. Erkek öğrencilerin zorba davranış gösterme ve zorbalığa maruz kalma düzeylerinin daha fazla olması beklenen bir durumdur. Bunun temel nedenleri arasında erkek çocukların hareketli olmaları, hormonal özellikler, sosyal ve çevresel nedenler, toplumda bu tür davranışların erkeklere özgü davranışlar olarak görülmesi gibi faktörler söylenebilir.

4. sınıf öğrencilerinin alt sınıflara göre zorba davranışlara daha fazla maruz kaldıkları tespit edilmiştir. Zorba davranışların 4. sınıf düzeyinde artış göstermesinin sebebi olarak öğrencilerin yaşlarının büyümesi, kendilerini akranlarına karşı kabul ettirme istekleri ve kendilerini olumsuz etkileyecek rol model aldıkları kişiler ile sosyal ilişki içerisinde olmaları gösterilebilir. Sınıf düzeyine göre zorba davranışlar incelendiğinde en çok karşılaşılan fiziksel zorba davranışın "itme" olduğu görülmüştür. Öğrencilerin bu yaş grubunda hareketli olmaları bu durumun en önemli nedeni olarak gösterilebilir. Duygusal zorba davranışlar arasında ise 1,

2 ve 3. sınıfta küçük düşürme olan zorba davranışın 4. sınıfta gruptan dışlama davranışına dönüştüğü görülmüştür. Bu durumun kendini koruma güdüsü ile şiddeti bir çözüm yolu olarak görme ve yaş büyüdükçe kendini akran grupları arasında kabullendirme davranışlarından kaynaklandığı söylenebilir. Çalışma kapsamında televizyon izleme süresi ile zorbalık türleri arasında anlamlı bir ilişki tespit edilememişken, tablet ve cep telefonu ile geçirilen süre ve zorbalık türleri arasında ise pozitif yönlü yüksek düzeyde ilişkiler tespit edilmiştir.

## Öneriler

Elde edilen sonuçlar çerçevesinde;

Okullarda zorba davarnışlarda artış olduğu görülmektedir. Bu bakımdan okul rehberlik servisleri; öğretmenleri, velileri ve öğrencileri bilgilendirme amacıyla düzenleyeceği etkinlikler ile daha aktif hale getirilebilir.

Zorbalığa maruz kalındığında öğrencilere neler yapabilecekleri ve haklarının neler olduğu konusunda farkındalık eğitimi verilebilir.

Erkek öğrencilerin enerjilerini boşaltabilecek ve hareket ihtiyaçlarını karşılayabilecek olumlu etkinliklere yönlendirilmeleri önerilebilir.

İlkokul 4. sınıf öğrencilerinin daha iyi tanınması ve anlaşılması amacıyla öğretmen, aile ve okul yöneticilerine bilgilendirmeler yapılabilir.

Cep telefonu ve tablet kullanımı sırasında şiddete teşvik edici oyun ve uygulamalar takip edilmeli, telefon ve tablet ile geçirilen süre denetim altına alınmalıdır.

İlkokulda akran zorbalığını farklı boyutlarıyla konu edinen nicel ve nitel yeni çalışmaların yapılması önerilebilir.