

Developing Peer Bullying Awareness and Reducing Bullying Behaviors with Temperament-Appropriate Strategies Among Preschool Children: An Action Research

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ABSTRACT

This study aimed to identify peer bullying behaviors and temperament characteristics of preschool children, to enhance their awareness of peer bullying, and to reduce bullying behaviors with strategies appropriate to their temperament. The action research methodology, specifically practitioner action research, was employed in this study. The study group consisted of 15 children aged 5-6, attending a state kindergarten in Esenyurt, on the European side of Istanbul. Data collection tools utilized in the research included the "Preschool Peer Bullying Scale" and the "Short Temperament Scale for Children", along with individual and focus group interviews with children and parents. Also, researcher's observations and field notes were also used as data collection techniques. After identifying peer bullying behaviors and temperament characteristics, an action plan consisting of activities included in the Turkish Ministry of National Education's "Peer Bullying Awareness Education Program" were used in accordance with the children's temperament to determine the awareness levels of the participants. The sessions included in the Ministry's "Peer Bullying Awareness Education Program" and the drawings made by the children, along with forms from the interviews with the children, were uploaded into the MaxQda2022 analysis software and analyzed using open coding. Initial activities conducted to determine the awareness level of participants prior to the action plan revealed that while children had basic awareness of peer bullying, they lacked sufficient knowledge on preventing and intervening. The findings obtained from the research indicate that the implemented action plan significantly reduced peer bullying behaviors. This reduction showed itself as becoming aware of peer bullying behaviors and employing the coping strategies learned during the training, as well as distancing themselves from such behaviors. As a result of the research, it was determined that children gained substantial knowledge and awareness about peer bullying, improved their skills in coping with peer bullying, increased their attitudes and awareness levels towards bullying behaviors, and bullying incidents in the classroom significantly decreased.

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Keywords:¹

Preschool education, peer bullying, temperament, peer bullying awareness education

INTRODUCTION

This section gives some information about preschool education in Türkiye. Preschool education institutes structured and supervised formal education activities outside of family life, covering the childhood years from birth until primary school. During this period, children's mental, physical, and language skills, as well as their social and emotional development, are largely completed. In this phase, children are constantly changing and developing. The preschool period forms the foundation of an individual's life and is a phase where learning speed is extremely high (Omeroglu & Yasar, 2004; MEB, 2013; Buzcu Esergul, 2019). The multi-faceted development occurring in this period affects both children's childhood experiences and their adult lives. Peer bullying is a situation involving persistent negative behaviors by one or more children. These negative behaviors in children's relationships with their peers can include shouting, belittling, insulting, acting aggressively, and physical violence. Preschool children exposed to such negative behaviors may face emotional and psychological challenges (Olweus, 1999; Bayrak et al., 2018; Elliott, 2002). These negative behaviors can cause effects such as fear, anxiety, and emotional turmoil in children. Therefore, combating peer bullying that causes such destructive effects in children and minimizing bullying behaviors in the classroom environment is extremely important. Coping with these situations can be very challenging for those who are involved. Experiencing such negative situations during preschool can be the cause of bullying behaviors that may occur later (Dogan, 2010; Celik et al., 2014; Perren, 2000). According to Uysal and Dincer (2012), peer bullying behaviors present in the preschool period not only affect bullied children but also cause serious long-term developmental problems for children who experience these behaviors. Therefore, many adults have likely encountered have been exposed to peer bullying (Doğan, 2010; Çelik et al., 2014; Perren, 2000). The aggressive behavior and tendency towards violence might originate from experiences encountered during the preschool period. Behaviors in preschool such as pushing friends, hitting, or damaging toys and belongings may later turn into aggressive behaviors toward parents, siblings, and peers. The reasons and results of these behaviors are reinforced in various ways, increasing the frequency of their occurrence over time and becoming permanent. In such cases, parents need to observe the child's behavior, identify the cause, and take the necessary precautions. Unresolved aggression and violent tendencies during this period can cause major issues in a child's future (Gulay, 2009; Ozyurek, 2023). Consequently, literature suggests that children who

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behave aggressively in preschool may be inclined towards violence and commit crimes as adults. Temperament, closely tied to peer relations, is an innate characteristic that shapes a person's general behavior patterns and emotional state, forming uniquely over time (Berk, 2000). Children are born with individual, biological, and behavioral traits. Temperament helps track children's differences, similarities, and personality development and evolves through the interaction of the environment they are in and the characteristics they possess (Morrison, 2021). Research in this area indicates that the temperament of children is closely linked with personality definitions and self-regulation skills. Furthermore, factors such as ego robustness, emotion regulation skills, attention, and focus abilities, as well as the quality of time spent with family, have been identified as influential on a child's temperament (Ozdemir & Budak, 2019; Onder et al., 2018; Akbaba, 2017; Brown et al., 2011; Carlo et al., 2010; McGinley, 2008). Although temperament is thought to have a biological basis stemming from innate behaviors, containing relatively fixed characteristics, environmental experiences contribute to temperament to make it unique to the individual. A child's temperament guides how they perceive their surroundings, how they should react to situations in their environment, and consequently impacts their social development. Children with a calm, patient, and positive temperament reportedly exhibit better relationships with their peers compared to children with angry, aggressive, and violent tendencies (Rothbart, 1989; Youngblade & Mulvihill, 1998). Children with calm, patient, and positive temperaments tend to be more listener-oriented and act to understand their counterpart when communicating, while those with angry, aggressive, and negative temperaments may be inclined to react rather than understanding (Tremblay et al., 2005). Therefore, insufficient socialization and temperament traits play a crucial role in the development of peer bullying and aggression in children. In this context, children's temperament emerges as a significant factor in predicting peer bullying behaviors (Kokko et al., 2006). As explained above, studies regarding the subject reveal that children prone to bullying behaviors often possess temperaments characterized by being more reactive, angry, and aggressive (Card et al., 2008; Olweus, 2013). Especially among school-age children, frequent bullying behaviors can negatively affect an individual's psychological well-being and social relationships (Ozyurek, 2023). Therefore, understanding children's temperament and examining the extent to which they display peer bullying behaviors to implement a corresponding action plan is crucial. The number of studies on this issue has been increasing day by day, and the need for new research to better understand the problem and develop solutions is emphasized in literature. In the study conducted by Oneren Sendil and Tantekin Erden (2014), it was found that preschool children with "high social competence skills" were observed to display "persistent" and "warm-hearted" behavior and were seen as more genuine among their peers. In contrast, children exhibiting "anger-aggression" behavior showed "high levels of reactivity." The information obtained from these studies can help parents and teachers guide their children more effectively and prevent peer bullying behaviors. Conducting research to prevent peer bullying with an action plan containing strategies appropriate to participants' temperaments and considering individual differences, where participants' temperament characteristics are known, will contribute to the literature as a practitioner action research study with detailed information acquisition. Accordingly, effective and targeted solutions can be offered to reduce bullying behaviors in children and create a safer school environment, while also promoting both learning the harms of bullying and the development of positive social behaviors. This research implemented an action plan to prevent peer bullying involving strategies suitable to preschool children's individual differences and temperament traits. This plan was executed in the form of a practitioner action research study and following questions addressed in the research.

1. What is the participants' level of awareness of peer bullying?
2. What is the peer bullying conditions among participants?
3. What are the temperamental characteristics of the participants?
4. Is there any impact of the action plan containing implementation strategies appropriate to participants' temperament on their peer bullying awareness and conditions?

METHOD

AIM AND METHODOLOGY OF THE RESEARCH

The research focuses to improve the peer bullying awareness of 5-6-year-old preschool children and to reduce their bullying behavior by using an action plan containing strategies appropriate to their temperament.

Action research is a research model in which researchers and practitioners can participate or is conducted solely by practitioners, aimed at revealing an existing problem related to a practice by gathering information and data to understand and solve the problem that has been identified (Yildirim and Simsek, 2008). In their article, Toroman Turk and Dudu (2022) stated that action research, which examines a problem and aims to develop action plans in line with proposed solutions to that problem, is a fourth methodological approach, different from quantitative, qualitative, and mixed methods research. Challengingly, it is considered in some Turkish sources as a sub-dimension of qualitative research. They also stated that action research can be conducted using quantitative, qualitative, mixed methods, or multiple methods. Since the bullying problem was examined and solutions were proposed in this study, the practitioner action research model was used.

Participants

Participants of the research consist of 15 students, 4 girls and 11 boys, aged 60-72 months from a kindergarten located in the Esenyurt district of Istanbul. The preschool education institution where the research was conducted is in a densely populated district where many people from different cultures and educational levels live together. The researcher is also the teacher of the class where the practice was conducted. In this research, criterion sampling is one of the purposive sampling methods used. Purposive sampling methods are often seen as useful for the discovery and explanation of phenomena and events in many cases. In the criterion sampling method all situations that meet a set of predetermined criteria should be studied. This criterion or criteria can be created by the researcher, or a pre-prepared list of criteria can be used (Yildirim and Simsek, 2008, pp. 107-112). Those who scored high on the peer bullying scale and those identified as bully victims in the researcher's observations and field notes were selected as participants.

Data Collection

First ethical considerations were resolved. Permissions required for the use of data collection tools in the thesis work were obtained from the people who developed the tools and data collection tools were prepared. Ethical Committee Approval was obtained from the Fatih Sultan Mehmet Foundation University, Graduate Education Institute, and official permissions were received from the Istanbul Provincial Directorate of National Education to apply the scales. Techniques that can be used in action research are divided into three categories: experience-based, inquiry-based, and application-based. Experience-based techniques include methods like observation and field notes that can record the observation processes of direct participants. Inquiry-based techniques aim at obtaining in-depth information from the participants involved by using interviews, surveys, and checklists. Application-based techniques include document analysis, audio and video recordings, diaries, and the examination of student work (Kuzu, 2009). In this research, observation and field notes, which are experience-based techniques, were used. Furthermore, inquiry-based techniques such as group interviews, which help us to understand the thoughts and feelings of participants, were employed.

Data collection techniques in action research vary depending on the research questions, subject, and the individual competencies of the researcher. The data collection tools decided to be used in this research study are the "peer bullying scale," the "short temperament scale for children," teacher observations, interviews, focus group discussions with children and parents, and researcher's field notes.

Preschool Peer Bullying Scale

The teacher form of the scale was developed by Besnili (2019). It measures the peer bullying behaviors of children receiving preschool education. This scale was completed by the children's teachers. The total number of items on the scale is 14. These items address bullying in different dimensions. Nine of the items measure the physical/relational bullying sub-dimension of the scale and the remaining five of the items measure the verbal bullying sub-dimension.

Short Temperament Scale for Children

It is a scale created by Prior et al. (1989). The Turkish version of the scale was prepared by Yagmurlu and Sanson (2009). The research was conducted with mothers of 58 Turkish children living in Australia. This scale was filled out by the mothers of the children participating in the research. The scale includes sub-dimensions of warmth, persistence, rhythmicity, and reactivity. In the study conducted by Yağmurlu and Sanson (2009), the internal consistency scores of the Turkish version of the scale were calculated as ".80 for warmth," ".77 for reactivity," ".76 for persistence," and ".48 for rhythmicity." In the Turkish version of the scale, the Warmth sub-dimension consists of 7 items (items 1, 4, 13, 15, 18, 21, 28), the Persistence sub-dimension

consists of 7 items (items 2, 5, 10, 12, 27, 30, 23), the Rhythmicity sub-dimension consists of 7 items (items 3, 6, 9, 26, 14, 17, 22), and the Reactivity sub-dimension consists of 9 items (items 7, 11, 16, 19, 20, 24, 25, 29, 8).

Interview

The interview method allows participants to describe their personal experiences, perspectives, and stories in detail. All notes taken during interviews conducted by the researcher are transcribed later for use in data analysis. Qualitative interviews can be structured, semi-structured, or unstructured; this allows the participant more flexibility in expressing themselves. The difference in these types of interviews may vary in terms of the researcher's control over the interview process (Harrell and Bradley, 2009). Semi-structured interviews are a commonly used data collection technique in qualitative research methods. In this research structured and semi-structured forms were used together.

Observation

The goal of observing an event or the subject of the research is to understand, by whom, how, where, and how frequently it occurs (Demir, 2009 and Jorgensen, 1989). The researcher who uses this method spends considerable time in the research area and becomes knowledgeable about the research subject. They follow how the people involved in the research behave and under which conditions they react. They get the chance to see unnoticed details in the research area, presenting itself as a flexible research technique (Waltz et al., 2010).

Focus Group Discussion

This method offers the opportunity to collect data from many participants simultaneously and ensures the acquisition of rich and comprehensive data. Idea exchanges emerging within the group allow participants to express their thoughts more openly. This method ensures that participants who share similar characteristics or have experience with a particular subject provide common explanations on a topic (Bryman, 2004).

Field Notes

Field notes refer to the detailed documentation of the observations, collected data, and experiences made by the researcher in the field. These notes form an essential part of the research process. Field notes allow the researcher to analyze and evaluate the information collected during fieldwork. These obtained notes help the researcher interpret the findings and draw conclusions.

Data Analysis

In the context of this research, qualitative research data collection techniques such as interviews, observation, and field notes were used. These interviews were conducted as individual and focus group discussions. As a tool for quantitative data collection, the "Preschool Peer Bullying Scale" and the "Short Temperament Scale for Children" were used. During this process, the researcher converted the responses to scale items into numerical values, grouped the data, and identified similarities. As part of the research, five observations were conducted to determine the participants' level of awareness of peer bullying. Efforts were made to obtain the attitudes of the students participating in the research regarding peer bullying in the classroom environment, in the garden, and within their daily educational flow, and their knowledge of this concept through the observation process. While analyzing data, the participants were numbered, and the data from "Peer Bullying Awareness Training Program" were transferred to the computer. Additionally, interview forms, and the participants' drawings in reflection to 'What Comes to Your Mind When You Hear Peer Bullying?' question at the end of the training were uploaded into MaxQda 2022 package. The researcher initially examined these files to investigate the children's actions regarding peer bullying behaviors. The sections related to the participants' reflections on the "Peer Bullying Awareness Training Program" were read and coded to find patterns. The participants' responses were open-coded. Six sessions were conducted within the scope of the "Peer Bullying Awareness Training." In the first five sessions, 239 different codes were obtained. Sub-themes and themes were reached from these codes. In the last session, the children's drawings were analyzed using open coding again. In the participants' drawings, depictions of peer bullying were examined. Ten drawings made by the participants were included in the coding. The themes "peer bullying," "types of peer bullying," and "lack of communication and combating Peer Bullying" emerged in the drawings. A total of 43 codes were obtained, themes and sub-themes were reached from the codes.

FINDINGS

In this section, only some examples of all findings are given as they would take up too much space.

Findings Related to Peer Bullying Situations

The teacher completed the "Preschool Peer Bullying Scale" for fifteen of her students. With this scale, she tried to determine the levels of peer bullying. According to the teacher's assessment, out of the fifteen students, five were found to be in the role of bystander for these behaviors, four were bullies, and six were bully victims.

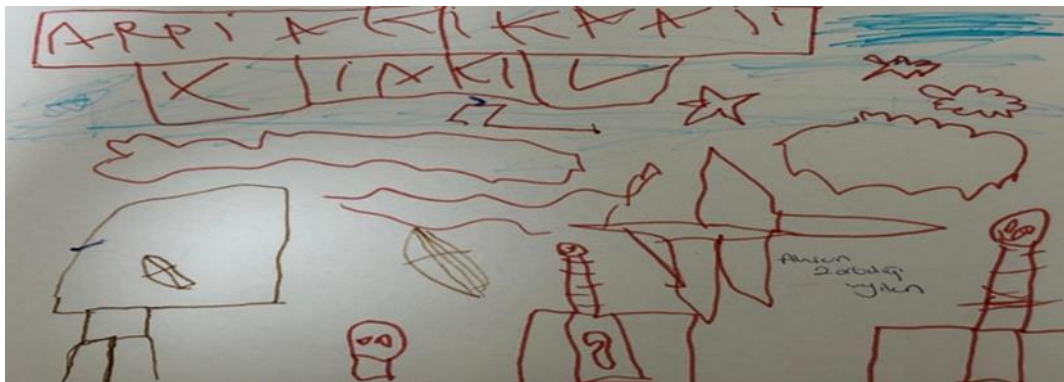
Findings Related to Temperament Characteristics

Mothers completed the "Short Temperament Scale for Children" for fifteen participants. With this scale, the temperament characteristics were determined. It was concluded that the reactivity temperament characteristic was predominant for seven students, persistence was predominant for three students, rhythmicity was predominant for three students, and lastly, warmth was predominant for two students.

Findings Related to Children's Levels of Identifying and Giving Information About Peer Bullying as a Result of the Applied Education Program

A family activity has been conducted for a week and parents of participants were asked to make their children draw as a reflection to "What comes to your mind when you think of peer bullying?" at home. All participants were required to name their drawings. Participants brought their drawings, which they did with their families at home, to school and explained what they drew to their classmates. Based on these explanations, the researcher recorded the participants' comments about the drawings they made. Some of the participants' drawings, their comments about the drawings, and the teacher's comments about the drawings are provided below.

Drawing 4: Participant 1's Drawing-Peer Bullying and Snake.



"I drew right and wrong signs. When bullying occurs, a wrong sign is made, and when it does not, a right sign is made, so that you can protect yourself". (Participant 1)

It is observed that participant 1 illustrated peer bullying by drawing mixed lines that might be representing different types of bullying. Participant 1 expressed that people could protect themselves by using the signs when bullying occurs. By drawing these signs in every area of the painting, the participant stated that people should protect themselves against bullying, suggesting that this participant is aware of how to defend himself/herself against peer bullying and understands what is right and wrong.

Drawing 9: Participant 6's Drawing- Bullying Lesson



"If we bully, we will have done something bad, I now know what bullying is." (Participant 6)

In drawing 9 above, it is seen that three girls are physically bullying one other girl. The child who drew the picture states that what is depicted in the drawing is bullying and says that this behavior is wrong. It is observed that the hair colors of the bullies are the same, while the hair color of the person being bullied is different. In this sense, it can be interpreted that the bullies are similar in terms of physical appearance, while the victim is in a different physical appearance.

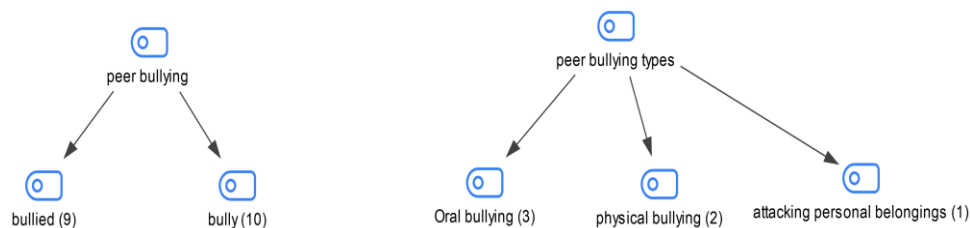
Drawing 10: Child 7's Drawing: They Are Making Fun of Me



"My friend is making fun of me. I tell my mom, but my mom doesn't interfere, and they don't listen to my mom either."

In drawing 10, it is seen that four girls are verbally bullying one girl. In the visual where she drew herself in a different color. By drawing up her four friends in great detail, she has put forward the idea that they exist in real life. Here, she expresses that her friends are verbally bullying her. Based on the comments she made, sharing bullying with an adult like a mother had no effect.

Figure 14. Peer Bullying Theme Creative Coding.



In Figure 15, it is observed that children include 'bully and bullied' in the Peer Bullying theme in their drawings. It has been observed that a high proportion of bully depictions are included in the drawings made by the children. However, the inclusion of victim depictions is also an indication that they associate it with the individuals involved in the process when it comes to peer bullying. In their drawings, children are seen to include sub-themes of 'physical bullying, verbal bullying, and attacks on personal belongings' in the Peer Bullying types theme. It has been observed that a high proportion of verbal bullying depictions are included in the drawings made by the children. The sub-theme of attacks on personal belongings has been the visual depicted the least in their drawings. In the theme of Other Elements in children's drawings, 'lack of communication and struggle against peer bullying' consist of two sub-themes. These themes were formed by the children explaining their drawings.

RESULTS, DISCUSSION, and SUGGESTIONS

The results regarding the question "What is the level of peer bullying awareness among preschool-aged children?" indicate that participants, within the scope of the conducted activities, have awareness regarding the concept of peer bullying but possess insufficient knowledge. While expressing peer bullying, children mention physical bullying and verbal bullying. This shows that children understand peer bullying solely related to these types. Additionally, it indicates that children recognize peer bullying in physical, emotional, and verbal dimensions. Consequently, this underscores the importance of combating peer bullying in educational settings. Peer bullying has many negative short-term effects. Olweus (1999) states that those who experience peer bullying are unhappy, become distressed and mentally confused, have concentration issues, face learning difficulties, may begin to see themselves as failures, and may refuse to attend school. This situation is supported by Jan and Husain (2015), by noting that physical health problems may also arise. It is also undeniable that children's self-esteem might be negatively impacted when they are exposed to bullying. Furthermore, Kapci (2004) states that exposure to any form of bullying, whether physical, emotional, verbal, damage to property, or sexual, negatively affects self-esteem. Peer bullying negatively impacts children's psychological resilience, academic skills, self-esteem, and physical health. Experiences of peer bullying profoundly affect children's psychological and physical health. Another study finds that teachers most frequently encounter physical and verbal-indirect bullying types (Akpınar & Akpınar, 2022). The current research reaches similar conclusions, determining that teachers frequently witness physical and verbal-relational bullying among children. The results related to the question "What is the status of peer bullying among preschool-aged children?" reveal that, at the start of the study, ten out of fifteen children exhibited bullying behavior. There are distinct gender differences, with physical bullying more prevalent among boys and verbal and relational bullying more common among girls. Supporting this research result, Atalay (2010) found that boys were more exposed to direct bullying types, such as intimidation and overt aggression, and exhibited such behaviors more frequently. In contrast, girls were more subjected to indirect bullying types, like attacks on personal belongings. These gender differences present an essential finding, showing how bullying is influenced by gender roles. In this context, the different types of bullying experienced and the proclivity towards committing peer bullying provide crucial insights into how children's behaviors are shaped. While boys attempt to solve their problems with more aggression and physical power, girls may find more effective solutions to the issues they encounter through passive, indirect means. The results concerning the question "What are the temperament characteristics of preschool-aged children?" indicate that the reactivity temperament characteristic prevails in seven children, persistence in three children, rhythmicity in three children, and warmth in two children. These results are valuable in understanding the impact of temperament characteristics on various social and behavioral outcomes. Particularly when considered with peer bullying awareness, these temperament characteristics influence coping with and preventing bullying behaviors. The implementation considers temperament characteristics during the action plan execution. Literature studies suggest that negative reactivity (e.g., quick-temperatedness) and challenges with focusing attention, along with aggression, are temperament characteristics posing risks for behavior problems (Sanson et al., 2002). These negative behaviors affect situations like making friends and being accepted in social settings. Another study by Gulay (2011) found a meaningful and positive relationship between 5-6-year-old children's temperament characteristics and social interactions and positive social behaviors. Notably, features such as endurance, warmth/shyness, and rhythmicity appear to positively affect social interactions. However,

endurance levels are negatively correlated with social interaction and societal behaviors, also showing significant and positive relations with aggression, exclusion, antisocial behavior, victimization, fear, and anxiety levels. These findings are crucial in understanding the influence of temperament characteristics on peer bullying and victimization. Another study by Yoleri and Kucukyesil (2014) examined the impact of temperament characteristics on school adjustment. This research determined the relationship between children's school adaptation and temperament characteristics, especially noting that the reactivity dimension significantly predicted school adaptation. This highlights how temperament characteristics reflect children's adaptation to educational settings and tendencies to experience or perpetrate bullying within these environments. Children with high reactivity may be more prone to bullying or more susceptible to such behaviors during school adjustment. The connection between reactivity as a temperament trait and peer bullying comes from the fact that children with this trait tend to express their emotional and behavioral reactions more intensely and uncontrollably. Studies by Gleason and others (2005) and Ummanel (2007) also emphasize the impact of temperament characteristics on social relationships and peer acceptance, supporting that children with high reactivity might more frequently exhibit bullying behaviors within social environments. These findings suggest that the reactivity temperament characteristic is linked to a higher incidence of peer bullying behaviors in children. The results concerning the impact of an action plan incorporating practice strategies appropriate to preschool-aged children's temperaments on peer bullying awareness and bullying situations found a significant decrease in peer bullying behaviors after implementing the action plan. The observed reduction occurred because children recognized their peer bullying behaviors and began using coping strategies learned during the educational process. Additionally, this reduction demonstrates the effectiveness of the implemented strategies in preventing and reducing peer bullying behaviors. In the initial stage of the education, children began understanding what constitutes bullying. As they realized their actions were bullying during this process, their tendencies to move away from such behaviors increased. For instance, a child showing empathy towards a friend's negative experience with the phrase "I was upset" (C3) displayed understanding that such behavior was harmful. Another student, initially inclined towards aggressive reactions to bullying, expressed a change in perspective over time by stating, "If I were in their place, I would fight back" (C4). Along with the action plan implementation, children not only understood how harmful being a bully can be but also started learning how to cope with such situations. During the educational period, by using expressions such as "a child can be very upset, go and play with others, find new friends," they began employing more constructive and positive coping strategies against bullying incidents. Utilizing these strategies helped children distance themselves from bullying behaviors and facilitated the formation of healthier social relationships. Through the Peer Bullying Awareness Education provided; children were enabled to understand different roles related to peer bullying, distinguish between bullying and non-bullying behaviors, comprehend how children who bully feel, understand how victimized children might feel, learn how to cope with bullying, understand what can be done when witnessing someone being bullied, and foster bullying children to become aware of non-bullying behaviors. Particularly, it can be stated that the reduction in bullying behaviors is sustainable in the long term with consistent programs. Implementing peer bullying awareness education provides effective and lasting solutions in the fight against bullying. Insights drawn from these findings suggest that peer bullying awareness education contributes to children forming healthier social relationships and becoming more resilient against peer bullying, demonstrating the successful application of peer bullying awareness education.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

The formal ethics approval was granted by the Social and Human Sciences Research and Publication Ethics Committee of Fatih Sultan Mehmet Vakif University (2023-26/08).

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Research and Publication Ethics Statement

Hereby, we as the authors consciously assure that for the manuscript “Developing Peer Bullying Awareness And Reducing Bullying Behaviors With Temperament-Appropriate Strategies Among Preschool Children: An Action Research” the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

The authors provide equal contribution to this work.

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